

COLORADO
Department of Education

District and School Performance Framework Calculation Guidebook

September 2026

The purpose of this document is to provide clarity and transparency in all calculation steps required for determining both District Performance Framework (DPF) and School Performance Framework (SPF) results. This includes a description for how individual districts can use student-level data files to verify framework calculations. The district and school framework methodologies parallel each other, so they have been combined in this guidebook.

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Introduction

Guidebook Scope & Organization

The District and School Performance Frameworks are designed to meet the requirement established under the Colorado Educational Accountability Act that the department hold districts and schools accountable to a common set of outcome data. The system is designed to meaningfully differentiate between performance results to better provide support to schools and districts.

This document has been organized into four primary sections that detail the four sequential steps required for calculating the frameworks. Though these steps are dependent upon each other, each of the following sections are written with adequate context so that readers can skip to a section of interest for specific questions:

- Step 1: Generating School and District Summary Calculations from Student-Level Data Files
- Step 2: Determine Sub-Indicator Ratings
- Step 3: Determine Performance Indicator Ratings
- Step 4: Determine Overall Ratings

Step 1 begins with student-level data files provided by the Accountability Analytics (AA) Unit, not files from the Assessment Division nor assessment vendors. Not all values included in Step 1 contribute to points on the framework; some are included for information only.
Appendix A *provides a summary of all the files referenced along with how they map to this guidebook*.

Appendices B and C *provide tables that summarize Steps 2 - 4.*

Appendix D *provides the flow chart that determines when the multi-year framework provides the official rating.*

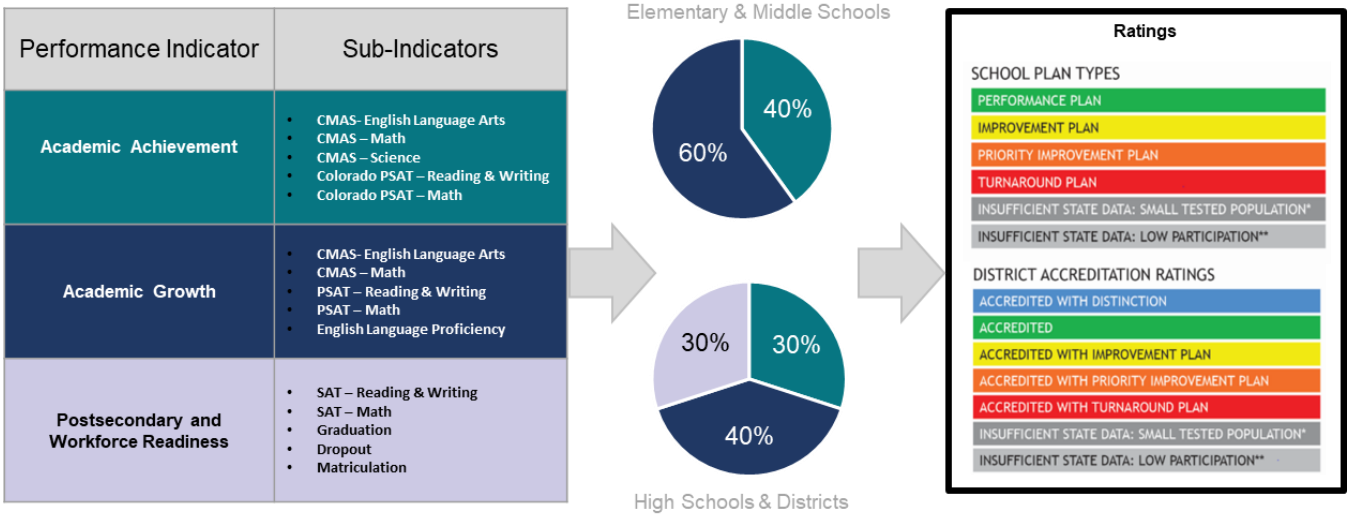
This guidebook outlines the calculation methodology used for both 1-year and multi-year frameworks; the methodology is the same. Multi-year frameworks include three years of data, which is helpful in assessing performance in cases where data is limited. The AA Unit provides 1-year student-level files to districts annually; multi-year files are available upon request.

Overview of Calculation Methodology

The performance framework holds districts and schools accountable by evaluating student outcomes around three performance indicators, each with their own sub-indicators (see Figure 1). The three performance indicators are Academic Achievement, Academic Growth, and Postsecondary and Workforce Readiness. The sub-indicators are based on the results of various statewide assessments (CMAS, PSAT, SAT, ACCESS tests) as well as graduation, dropout, and matriculation rates (at the high school level only).

The school or district's overall rating is based on student outcomes in each sub-indicator and indicator category.

Figure 1. Performance Indicators, Sub-Indicators, Weights, and Overall Ratings



In addition to establishing expectations for student outcomes around these performance indicators, the performance framework is intended to ensure that schools and districts meet certain finance, safety, and test participation requirements. Failure to meet one of these assurances can result in a lower overall performance rating.

That is, overall ratings are determined by combining information related to the following elements:

- Performance Indicators:
  - Academic Achievement
  - Academic Growth
  - Postsecondary and Workforce Readiness
- Assurances:
  - Finance
  - Safety
  - Test Participation

Before detailing the mechanism for combining the indicators and assurances to establish a district or school's overall rating, it is necessary to understand how the performance indicator ratings are themselves determined. Performance ratings are assigned at three different levels:

1. An overall rating for the school or district (highest level)
2. Ratings for each of the performance indicators (middle level), and
3. Ratings for each of the sub-indicators that combine different grade levels and student groups (lowest level).

The sub-indicators associated with Academic Achievement reflect student outcomes on the different subject area tests that make up the state's annual assessment program.

Under Academic Growth, the sub-indicators reflect student progress on the state assessments from one year to the next based on Colorado Growth Model calculations.

The sub-indicators under Postsecondary and Workforce Readiness (PWR) are related to a combination of student assessment outcomes at the 11th grade, along with graduation, dropout, and matriculation rates.

As noted previously, sub-indicator ratings reflect outcomes are for distinct grade ranges and for different student groups.

> Grade Ranges: Different Academic Achievement and Academic Growth measures exist at elementary, middle, and high school levels (EMH). Postsecondary and Workforce Readiness measures are only evaluated at the high school level.
>
> Student Groups: Outcome measures capturing the performance of all students in a particular grade range category are evaluated along with outcome measures for specific student groups. For most indicators, the specific student groups evaluated are students qualifying for free or reduced-price lunch, minority students, Multilingual Learners, and students with Individualized Education Plans (IEPs). In some cases, such as with matriculation rates, the groups are specific to a given outcome measure.

A district or school is eligible to earn a set number of points for each sub-indicator for which outcome data is available. These points are earned in proportion to the level of the rating, so that higher ratings equate to larger point totals. The points accrued at the sub-indicator grade range and student groups level lead to the overall sub-indicator rating.

For each performance indicator for which outcome data exists, sub-indicator points are totaled and the percentage of points earned out of the total number of points eligible determines the overall rating for that indicator. This percentage determines the distinct ratings for Academic Achievement, Academic Growth, and Postsecondary and Workforce Readiness.

Policy adopted by the State Board of Education establishes the method for combining the performance indicator ratings into an overall performance rating for each district and school. A district or school's overall performance rating does not reflect a simple total of points earned and points eligible across all sub-indicators. Rather:

1. A fixed weight is assigned to each performance indicator to ensure that the relative value of each remains consistent across all districts and schools, regardless of the number of data points available at the sub-indicator level. At the elementary and middle school levels, 40% of the points come from Achievement data, while 60% of the points come from Growth Data. At the high school level, 40% of the points are related to Growth while 30% of the points are attributed to each of the Achievement and PWR indicators.
2. The percentage of points earned for each of the performance indicators is multiplied by the fixed weight assigned to it within the overall structure of the framework.
3. The products of these calculations are then summed to determine the weighted percentage of points earned on the framework, which serves as the basis for determining the overall performance rating.

The district accreditation and school plan type ratings that are assigned based on the weighted percentage of points earned on the framework include:

District Accreditation Ratings	School Plan Types
Accredited with Distinction	Performance Plan
Accredited	
Accredited with Improvement Plan	Improvement Plan
Accredited with Priority Improvement Plan	Priority Improvement Plan
Accredited with Turnaround Plan	Turnaround Plan
Accredited with Insufficient State Data	Insufficient State Data
Accredited with Insufficient State Data: Low Participation	Insufficient State Data: Low Participation

Note: The ratings are presented from highest (green/blue) to lowest (red). The ratings in gray indicate an insufficient amount of available data to calculate an overall rating. A district may have schools on a variety of different school plan types.

Insufficient State Data and Insufficient State Data: Low Participation

This document is focused on how these ratings and school plan types are determined, not the implications of the ratings and plan types. However, because Insufficient State Data is both a rating or plan type category and impacts on how (or whether) other ratings or plan types can be set, it is introduced below and expanded upon later in this document.

Insufficient State Data (ISD)

Insufficient State Data (ISD) ratings are assigned when the state does not have enough data to determine a district rating or school plan type. This is defined as a district or school lacking reportable data for one or more of the following performance sub-indicators for every EMH level served by the school: ELA Achievement, ELA Growth, Math Achievement, or Math Growth.

NEW in 2026: Insufficient State Data: Low Participation

Ratings are assigned when a district or school has a total participation rate under 25% on one or more of the state ELA and Math assessments, and does not qualify as Small Tested or No Students in Tested Grades. Statute requires this Low Participation designation count parent excusals as non-participants, indicating that there aren't enough students testing on state assessments to accurately describe the performance of the district or school. All schools or districts with an ISD: Low Participation rating will be required to develop a Participation Action plan.

More information about either ISD rating can be found in the Insufficient State Data Fact Sheet. More information about participation and accountability can be found in the Participation and Accountability Guide on the Accountability Resources webpage.

Special Cases

The following are special cases that may impact a school or district's overall rating. More details on these are provided on CDE Accountability website, but they are highlighted here so the reader is aware.

Decreased due to Participation: District and school performance frameworks include a test participation assurance. Under this assurance, districts and schools are required to have an Accountability participation rate (exempting parent excusals) of at least 95% of students on the annual state assessments in Math and English Language Arts. In cases where a district or school fails to meet the 95% Accountability participation requirement in Math and English Language Arts, the official performance rating will be one level lower than the rating that has been determined based on the percentage of points earned on the performance framework. The calculations used to determine whether districts and schools meet the Accountability participation requirement as consistent with State Board of Education policy, which allows parents to excuse students from state testing. Students whose parents excuse them from testing are treated as exempt in the Accountability participation rate calculation used for the testing assurance. More information about participation and accountability can be found in the Participation and Accountability Guide on the Accountability Resources webpage.

New Schools: CDE publishes performance framework reports for new schools in their first year of operation, prior to any performance data being available. Ratings for new schools are determined by the local district through the school accreditation process.

Small Tested Populations and Schools with No Students in Tested Grades: In certain circumstances, schools and districts receive Insufficient State Data ratings with an additional descriptor, either: "Small Tested Population" or "No Students at Grade Levels Tested for State Assessments." "Small Tested Population" refers to schools and districts that do not enroll enough students, even with the multi-year framework, to calculate a performance rating. "No Students at Grade Levels Tested for State Assessments" refers to schools that operate programs for students that do not test on the state assessments (e.g., a school that serves only grades K-2). Districts may select a plan type for schools with either of these designations during the district and school accreditation process using their own locally developed criteria.

Low Total Participation Descriptor: The participation descriptor located in the middle of the first page of the performance framework identifies districts or schools where less than 95% of students participate in the annual state assessments in Math or English Language Arts for any reason, including parent excusals. This is an informational-only descriptor that is distinct from "Decreased due to Participation" as historic State Board of Education policy dictated that overall framework ratings not be lowered in cases where students were excused from testing by their parents. The descriptor serves to alert the public that the outcome measures included in the performance frameworks may not represent the student population. The "Low Total Participation" descriptor is based on the total participation rate calculation that treats parent excusals as non-participants. More information about participation and accountability can be found in the Participation and Accountability Guide on the Accountability Resources webpage.

Request to Reconsider: While performance ratings are initially based on the performance outcomes presented in the performance framework, districts may request that CDE revise a rating based on a review of local performance data and other contextual factors. Request to reconsider impacts the overall performance rating for schools and districts and does not impact indicator or sub-indicator results reported in the performance framework. In cases where a request for reconsideration is approved, the official performance rating for a school or district may not be consistent with the rating derived from the calculations in the performance framework. Ratings that were revised under this process receive a "Revised" descriptor underneath the school and district rating on the performance framework.

Alternative Education Campuses: CDE uses a separate performance framework to evaluate Alternative Education Campuses (AECs), which have specialized missions designed to serve high-risk student populations. The AEC performance framework evaluates schools on a common set of state metrics, but also incorporates optional, supplemental measures selected by individual schools to reflect their specialized missions.

NOTE ON 2026 ACCOUNTABILITY CHANGES

- New Rating: Insufficient State Data: Low Participation will be assigned to a school or district that has less than 25% total participation in ELA or Math (parent excusals included).
- WIDA ACCESS On Track Growth is paused for 2026 due to changes in the assessment. To account for this pause, ELP Growth is worth 4 points for the 2026 framework.

Generating District and School Summary Calculations from Student-Level Data Files

The performance framework is built around a range of student outcome measures organized into sub-indicator ratings that feed into the three performance indicators and ultimately into the school or district's overall rating. This chapter covers the first step in this process: generating the summary values required for subsequent steps, and describes how the Accountability team calculates these values, and provides instructions for the calculations to be replicated by district employees, as well.

The methods vary for the values relevant to the different performance indicators, so readers may jump to their indicator of interest: Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness.

Note on terminology: The term "calculation" can refer to a process (i.e., "the calculations to generate the framework rating") or a result ("the calculation based on student-level data"). In most portions of this document, "calculation" refers to a process. In this section, however, "calculation" frequently refers to the results (summary values) obtained as a result of calculating something. Context should make it clear how the term is being used.

OVERVIEW OF STUDENT-LEVEL DATA FILES

Student-level data files are shared to district accountability contacts via Syncplicity in August of each year by the Accountability Analytics unit. This portion of the guide refers exclusively to these files and does not apply to files provided by CDE's Assessment Division nor to files provided by assessment vendors.

For questions on how to access AA Unit data files, contact accountability@cde.state.co.us.

The student-level files provided to districts are organized to reflect the structure of the performance frameworks. Student-level files with data contributing to the Academic Achievement indicator have "ACH" in their name, while those relevant to Academic Growth contain "GRO", "PWR" signals data for Postsecondary and Workforce Readiness, and "PART" indicates participation data for all assessments. These files are discussed in more detail in the appropriate sections below.

ACADEMIC ACHIEVEMENT

Framework ratings under the Academic Achievement performance indicator are based on mean scale scores obtained on the annual state assessments. That is, the raw achievement scores are converted to a standardized scale that allow for comparability over time. The arithmetic mean of the scale scores of a particular group and for a particular assessment is then calculated and reported to districts. That is, the mean scale score for all 5th grade students in the state will differ from the mean scale score of all 5th grade students identified as a minority student in a particular district. Points are accrued for sub-indicators, performance indicators, and the overall framework score based on how the mean scale scores for relevant grade levels and student groups compare to established cut points.

This section of the guide describes the calculations used to generate the mean scale scores using the student-level data files provided to district accountability contacts via Syncplicity. Mean scale scores are only reported and used in the performance framework when results are available for at least 16 students.

Reporting Structure for Mean Scale Scores

To make sense of the information included in the files provided by AA, it is necessary to have a basic understanding of how performance metrics are organized under the Academic Achievement indicator.

Grade Ranges/Grade Levels

At the highest level, the mean scale scores reported in the performance framework are organized by grade ranges or EMH levels (elementary, middle, or high school levels). For each level, mean scale scores are further organized into different subject areas.

Subject Areas

At the elementary and middle school levels, separate sets of mean scale scores are reported for English Language Arts, Math, and Science. At the high school level, the subject areas are Reading & Writing, Math, and Science. At the high school level, the subject area labels differ because high school assessment results are taken from the Colorado PSAT assessments rather than from the CMAS assessments.

The assessments contributing to the Academic Achievement measure at the elementary and middle school grade ranges are:

- CMAS English Language Arts
- CMAS Math
- CMAS Science
- Colorado Spanish Language Assessment (CSLA)
- Dynamic Learning Maps (DLM) English Language Arts assessment
- DLM Math

At the high school level, the assessments are:

- Colorado PSAT Reading & Writing assessment
- Colorado PSAT Math
- CMAS Science
- DLM English Language Arts assessment
- DLM Math

Within each subject area, distinct mean scale scores are calculated for different groups of students.

Student Groups

For every subject area at every grade level, the report includes a mean scale score representing outcomes for all students, along with separate mean scale scores for students identified as a racial or ethnic minority, students eligible for free or reduced-price lunch, Multilingual Learners (formerly English Learners), and students with disabilities. At the elementary level, there is an additional English Language Arts mean scale score calculation reported for students who were previously identified under the Colorado READ Act as having a significant reading deficiency.

The table below shows how Academic Achievement metrics are organized at the elementary, middle, and high school level. Within the performance framework, separate mean scale scores are reported for each group represented in the table.

Academic Achievement Reporting at the Elementary, Middle, and High School Levels	
Subject	Student Groups
English Language Arts / Reading & Writing *(High Only)*	All Students
	Previously Identified for READ Plan *(Elementary Only)*
	Multilingual Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students

	Students with Disabilities
Math	All Students
	Multilingual Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
Science	All Students
	Multilingual Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities

Student-Level Data Files

CDE applies a common set of coding conventions to the records included in the student-level Achievement files so that all mean scale score calculations can be generated using the same set of procedures. Each record includes a state-assigned student ID (SASID) along with enrollment and demographic information and a scale score result. For the CMAS, CSLA, Colorado PSAT, CoAlt records, scale score values reflect the information provided by the vendors that CDE contracts with to score the annual assessments. Scale score values for DLM records are calculated by the AA Unit. For more details on the methodology for generating DLM scale scores, contact the AA Unit.

All the fields referenced to generate the mean scale score calculations that appear in the performance framework reports are detailed below.

Reporting Year

The files provided to districts each year contain the record sets used to generate the most recently published framework reports. Record sets for prior years are available upon request. The files include a field labeled, REPORTING_YEAR, which contains values showing which year of assessment administration each record is associated with. All records in each of the AA-provided files distributed for a specific framework year should have the same value for REPORTING_YEAR. To generate the mean scale calculations reported in the 2026 performance frameworks, verify '2026' is the only value in the REPORTING_YEAR column.

Reporting Year Span

The files provided to districts each year contain the record sets used to generate the calculations that are included in the 1-Year performance framework reports. For the 1-year performance framework report, mean scale score calculations only include records where the reporting year span is designated as being associated with the 1-year report. In the files provided by the AA Unit, refer to the REPORTING_YEAR_SPAN column and verify '1 Year' is the only value in the column.

CDE also produces multi-year reports, which are used to determine official accreditation ratings in cases where a single year of data does not provide enough information to evaluate performance.

For the multi-year performance framework report, mean scale score calculations only include records where the reporting year span is designated as being associated with the multi-year report. In the files provided by the AA Unit, refer to the REPORTING_YEAR_SPAN column and select only records where the value is '3 Year'.

District Number

The student-level data files provided by the AA Unit contain all the records used to calculate the mean scale scores that appear in the district performance framework report. The files include a column titled, DIST_NUMBER, which shows the unique four-digit code assigned to the district within CDE's directory system. This code is used to establish the connection between the assessment data and the performance framework reports and can be used to identify the records that are included in the mean scale score calculations for a specific district.

School Number

The student-level files provided by the AA Unit contain all the records used to calculate the mean scale scores that appear in the school performance framework reports. The files include a column titled SCH_NUMBER which shows the four-digit school code associated with each record. This is the code assigned to the school within CDE's directory system, which is used to establish the connection between the assessment data and the performance framework reports. Refer to the SCH_NUMBER column to identify the records that are included in the mean scale score calculations for specific schools. To calculate the mean scale scores for a specific school, filter SCH_NUMBER to include only the school of interest. If calculating mean scale scores that contribute to the district performance framework rating, ensure there is no filter on the SCH_NUMBER field.

Reporting Data Set

The files provided to districts by the AA Unit contain the records used to calculate the district performance framework rating as well as records used to determine the school plan type for each individual school in the district. The rules used to generate ratings for the district performance framework report differ from the rules used to generate ratings for the school performance framework reports. The files provided by the AA Unit include a column titled, REPORTING_DATA_SET, that distinguishes between the data set used for the district performance framework report and the data sets used for the school performance framework reports. To generate the calculations used in the district performance framework report, select only records where the value in the data set field is 'DIST'. To generate calculations for school performance framework ratings, select only records where the value is 'SCH'.

EMH Level (Grade Range)

Both the district and school frameworks are structured to evaluate student outcomes separately for each grade range: elementary school, middle school, and high school. Within the files provided by the AA Unit, there is a column titled EMH_LEVEL that designates the grade range associated with each record. To generate mean scale score values reported at the elementary level, refer to the EMH_LEVEL column and select only records that are coded as 'E'. To generate mean scale score values reported at the middle school level, select only records that are coded as 'M'. To generate mean scale score values reported at the high school level, select only records that are coded as 'H'.

Grade Level

For elementary and middle school calculations, no reference needs to be made to specific grade levels if the EMH_LEVEL field has been set to 'E' or 'M'. At the high school level, additional selection criteria must be applied to the GRADE_LEVEL field in order to exclude 11th grade results from the calculations as 11th grade results are reported under the Postsecondary & Workforce Readiness indicator. To generate the mean scale score calculations reported in the Academic Achievement section at the high school level, exclude all records where the value in the GRADE_LEVEL field equals '11'.

Test Name

The mean scale scores used for the frameworks represent the combined results from both traditional and alternate assessments. Results from both assessment types are included in the files provided by the AA Unit. The English Language Arts and Math mean scale scores reported at the elementary and middle school levels include records where the value in the TEST_NAME column is either 'CMAS' or 'DLM'. At the high school level, the mean scale scores reported for Reading & Writing and Math are based on records where the TEST_NAME is either 'CO PSAT/SAT' or 'DLM'. The Science mean scale scores reported at all levels include records where the value in the TEST_NAME column is either 'CMAS SCIENCE' or 'COALT SCIENCE'.

Test Subject

English Language Arts/Reading & Writing

At the elementary and middle school levels, student outcomes on the CMAS English Language Arts assessment along with outcomes from the Colorado Spanish Language Assessment (CSLA) and the Dynamic Learning Maps (DLM) English Language Arts assessment are reflected under the English Language Arts label on the performance framework report. Within the files provided to the district, all records have the same value in the SUBJECT field. To generate the mean scale score calculations reported for English Language Arts at the elementary and middle school levels, select all records where the value in the SUBJECT column is 'ENGLISH LANGUAGE ARTS'.

At the high school level, the values appearing on the performance framework report under the Reading & Writing label reflect outcomes for 9th and 10th grade students on the Colorado PSAT Reading & Writing assessment and the DLM English Language Arts assessment. Within the files provided to the district, Colorado PSAT records are coded as 'EVIDENCE-BASED READING AND WRITING' in the SUBJECT column and DLM English Language Arts test are coded as 'ENGLISH LANGUAGE ARTS'. To generate the mean scale score calculations reported for Reading & Writing at the high school level, filter records where the value in the SUBJECT column is either 'EVIDENCE-BASED READING AND WRITING' or 'ENGLISH LANGUAGE ARTS'.

Math

At the elementary and middle school levels, the values appearing on the performance framework report under the Math label reflect student outcomes on the CMAS Math assessment and the DLM Math assessment. Within the files provided to the district, all elementary and middle school records used in the Math mean scale score calculations are coded as 'MATH' in the SUBJECT column.

At the high school level, the mean scale scores on the performance framework report under the Math label reflect outcomes for 9th and 10th grade students on the Colorado PSAT Math assessment and the DLM Math assessment. Within the files provided to district, all high school records used in the Math mean scale score calculations are coded as 'MATH' in the SUBJECT column.

Science

At the elementary, middle, and high school levels, the mean scale scores appearing on the performance framework report under the Science label reflect student outcomes on the CMAS Science the CoAlt Science assessments. To calculate Science mean scale scores, filter records where the value in the SUBJECT field is 'SCIENCE'.

Student Group Definitions

For each grade range and subject area, the performance framework reports include a mean scale score based on the results of all students, and separate mean scale scores based on the results of the following sub-groups: Multilingual Learners, those students qualifying for free or reduced-price lunch, students identified as racial or

ethnic minorities, and students with disabilities. At the elementary level, an additional English Language Arts mean scale score is calculated based on the outcomes of those students who were previously identified with a significant reading deficiency under the Colorado READ Act is included.

All Students

The mean scale score calculations reported under the All Students label represent the results for all students who received a valid score at the designated grade level and subject area. No demographic information needs to be referenced to identify the records from the student-level files that are used to generate calculations associated with the All Students group.

Free/Reduced-Price Lunch Eligible Students

The mean scale score values reported under the Free/Reduced-Price Lunch Eligible (FRL) label represent the results for students who were reported as eligible for free or reduced-price lunch. To generate the mean scale score calculations for FRL students, filter records coded as 'Y' in the FRL_YN column.

Minority Students

The mean scale score values reported under the Minority Students label represent the results for students who were reported as having a racial or ethnic background other than White. To generate the mean scale score calculations for Minority students, filter records coded as 'Y' in the MINORITY_YN column.

Multilingual Learners

The mean scale score values reported under the Multilingual Learners label represent the results for students who were reported as receiving English Language services. The Multilingual Learner category includes all students reported as Non-English Proficient (NEP), Limited English Proficient (LEP), Fully English Proficient (FEP - Monitor Year 1; FEP - Monitor Year 2; FEP - Exited Year 1; and FEP - Exited Year 2'). To generate the mean scale score calculations for Multilingual Learners, filter records coded as 'Y' in the ML_YN column.

Students with Disabilities

The mean scale score values reported under the Students with Disabilities label represent the results for students who were reported as having an Individualized Education Program (IEP). To generate the mean scale score calculations for students with disabilities, filter records coded as 'Y' in the IEP_YN column.

Previously Identified for READ Plan

The mean scale score values reported under the Previously Identified for READ Plan label represent the results for students who took the 3rd or 4th grade English Language Arts assessment and who were previously reported as having a Significant Reading Deficiency (SRD) as part of the annual READ Act data collection in all years prior to the year associated with the assessment administration. To generate the mean scale score values for students who were previously reported as having an SRD, filter records coded as 'Y' in the READ_ACT_PRIOR_SRD_YN column.

Scale Scores

The mean scale score calculations reported in the performance framework are based on the scale scores obtained by individual students. In the files provided by the AA Unit, scale scores for each student are included in the column titled, SCALE_SCORE.

For the CMAS, CSLA, Colorado PSAT, CoAlt records, scale score values reflect the information provided by the vendors that CDE contracts with to score the annual assessments. For DLM records, the test vendor does not

provide scale scores for individual student records. Scale score values for DLM are calculated by the AA Unit. For more details on the methodology for generating DLM scale scores, contact the AA Unit.

Valid Scores

The mean scale score calculations reported in the performance framework only reflect student outcomes that are considered valid under state accountability policies. Invalid records are identified based on information provided to the CDE Assessment Division by districts during the test administration window or during the data review process that is carried out after the testing window closes. In the files provided by the AA Unit, records for students with invalid scores are coded as '0' in the VALID_SCORE field. Students who did not participate in testing, or who did not receive a score for any other reason, are also coded as '0' in the VALID_SCORE field. Mean scale score calculations reported in the performance framework only reflect records that are coded as '1' in the VALID_SCORE column.

Included (Yes or No)

State accountability policy establishes explicit criteria for which student records are to be included in the calculations used within the performance framework reports. At a high level, a student's records are excluded from achievement calculations when the student:

- did not test, did not receive a scale score, or the test was considered invalid.
- enrolled after October 1 (i.e., not continuously enrolled within a school or district).
- is expelled *(applicable for school performance framework calculations only).*
- is enrolled in a detention facility.
- is identified as home-schooled.
- takes a test that was not intended for their grade level or their grade level information is not consistent with the directory.
- has results that are not associated with a valid school or district code.
- is considered exempt from testing.

The files distributed to districts by the AA Unit provide information for each record showing whether that record met the inclusion criteria. This information is summarized in the column titled, INCLUDED_PFWK_CALCS. All records are coded as either 'Y' or 'N' in the INCLUDED_PFWK_CALCS column. Only records coded as 'Y' are represented in the mean scale score calculations that appear in the performance framework reports.

Excluded Records

The files distributed by the AA unit include a series of exclusion and exemption columns providing the reasoning for any records coded as 'N' in the INCLUDED_PFWK_CALCS field and thus excluded from the performance framework calculations. Any record that is coded as 'N' in the INCLUDED_PFWK_CALCS field will be coded as 'Y' in at least one of these columns. These exclusion and exemption fields are provided for informational purposes and do not need to be referenced directly to generate summary values. For any given record, only the INCLUDED_PFWK_CALCS column needs to be referenced to determine whether the record was included when calculating the mean scale scores reported in the performance framework.

Excluded: No Score

In some cases, students may meet all the criteria to be included in performance framework calculations but nevertheless have no actual test result to be included. These records are identified in the files provided by the AA Unit in a column titled EXCLUDED_NO_SCORE_YN. A record coded as 'Y' in the EXCLUDED_NO_SCORE_YN column was not included in performance framework calculations because there was no scale score associated with the record.

Excluded: Not Continuously Enrolled

The mean scale score calculations reported in the performance frameworks only reflect outcomes for students who were continuously enrolled from October count through the testing window. For the district performance framework, the requirement is that students be continuously enrolled within the district, either at the same school or at multiple schools within the district. For the school framework, students must have been enrolled in the same school from October count through testing.

Records associated with students who do not meet the continuous enrollment criteria will have 'Y' in the EXCLUDED_NOT_CONTINUOUS_YN column. This determination is based on information reported to the CDE Assessment Division by the district. Refer to the column titled, CONTINUOUS_DISTRICT, to see what information was reported by the district for "continuous in district" status. Refer to the CONTINOUS_SCHOOL column to see what information was reported for "continuous in school" status.

Excluded: Test Invalid

The mean scale score values reported in the performance framework only reflect student outcomes that are considered valid under state accountability policies. The EXCLUDED_TEST_INVALID_YN column identifies records that were designated as invalid and a record coded as 'Y' in the that field was excluded because the record was identified as invalid during the test window or during the data review process after testing was completed. Refer to the column titled DID_NOT_TEST_TEXT to see specific test invalidation information associated with a record.

Excluded: Expelled

Mean scale score calculations for the school performance framework do not include results for students who were reported as expelled during the test window. For the school performance framework, a record coded as 'Y' in the EXCLUDED_EXPELLED_YN was excluded because the student was reported as having been expelled from school during the testing window. The rules for the district performance framework report do not impose such conditions. All records included in the district data set are coded as 'N' in the EXCLUDED_EXPELLED_YN column.

Excluded: Void Grade Level Information

For a test record to be included in the framework calculations, the grade level information associated with the record must be consistent with the grade level information listed in the official directory maintained by CDE. If the grade level information is not consistent with the grade level information listed in the directory, test records will be excluded from the framework calculations. For example, if a test record lists a student as a 7th grader but the directory information for the school associated with that record shows that the school only serves students in grades K-5, the record will be excluded from framework calculations. A record coded as 'Y' in the EXCLUDED_GRADE_LEVEL_VOID_YN field was excluded because the record was identified as being inconsistent with the grade levels listed in the directory.

Excluded: Detention Facility

Records associated with schools designated within the official directory as detention facilities are not included in performance framework calculations. A record coded as 'Y' in the

EXCLUDED_DETENTION_FACILITY_YN was excluded because the official directory identifies the record as being associated with a school identified as detention facility.

Excluded: Home-Schooled Student

Records for students enrolled in a school designated within the official directory as a home options program are not included in performance framework calculations. A record coded as 'Y' in the EXCLUDED_HOME_OPTIONS_YN was excluded because the student was identified as a home-schooled student.

Excluded: Tested Off-Grade

CDE has established criteria for what tests are to be administered to students at each grade levels. The mean scale score values reported in the performance framework do not include test results for students who completed a test not intended to be administered to students at their grade level. A record coded as 'Y' in the EXCLUDED_OFF_GRADE_YN column was excluded because students at the grade level associated with the record were not expected to take the test also associated with that record.

Excluded: Void District/School Association

Records may be excluded from framework calculations if they are not associated with a valid district code, or are coded such that the relationship between the school and district codes are invalid. For instance, a test record may have a school code that should be associated with district A per the official directory maintained by CDE, while the record itself identifies it as being associated with District B. These types of records are identified by cross-referencing the district and school code information associated with the assessment results against the information in the official directory maintained by CDE. A record coded as 'Y' in the EXCLUDED_DISTRICT_VOID_YN column was excluded because of an invalid district code or school and district relationship.

Exempt: Multilingual Learner in First Year of Enrollment in U.S. Public School

Special exemptions apply to Multilingual Learners who have been enrolled in public school in the United States for less than one year at the time of the annual state assessments. Policy around the Academic Achievement performance metrics has been implemented to apply to three categories of exemption:

1. Students reported with a Language Proficiency status of NEP or LEP in the current year who had been enrolled in U.S. public school for less than one year at the time of testing during the current year are exempt from the requirement to take the CMAS English Language Arts assessments administered at grades 3 through 8, and the Reading & Writing assessment administered to students taking the Colorado PSAT or SAT at grades 9 through 11.

2. Current-year results for multilingual learners in their second year of enrollment in a U.S. public school who elected to participate in testing during their first year despite being exempt are excluded from calculations contributing to the Academic Achievement indicator. Instead, their results contribute to the Academic Growth indicator. This ensures these second-year students only contribute to one indicator. Had these previously exempt students chosen not to test during their first year their current year results would contribute to the Academic Achievement indicator, and no growth metrics would be calculable.

   As with the first category, the exemption applies to the requirement to take the CMAS English Language Arts assessments in grades 3 through 8, and the requirement to take both the Colorado PSAT or SAT Reading & Writing and Math assessments administered to students in grades 9 through 11. To identify eligibility for this exemption, the AA Unit verifies that students received a valid score on tests taken during their first year in the U.S.

A record coded as 'Y: Year 1 of 1'; 'Y: Year 1 of 2'; or 'Y: Year 2 of 2' in the EXEMPT_ML_FIRST_YR_US_YN was excluded from mean scale score calculations because it was associated with a student who was exempt under one of the conditions described above.

- The value of 'Y: Year 1 of 1' refers to students who were in still in their first year of enrollment in the U.S. at the time of testing and who exercised their exemption by not participating in testing (condition 1, above).
- The value of 'Y: Year 1 of 2' refers to students who participated in testing during their first year of enrollment in the U.S and so will be eligible for a second year of exemption from Achievement calculations next year (condition 2, above).
- The value of 'Y: Year 2 of 2' refers to students who were in their first year of enrollment in the U.S. at the time of testing in the prior year, but who participated in testing in the prior year and so were eligible for a second year of exemption from Achievement calculations in the current year.

Calculating Mean Scale Scores

The criteria outlined above can be used to generate any of the mean scale score values reported on the district and school performance frameworks using the student-level files provided by the AA Unit. The files are provided in Microsoft Excel and mean scale scores may be calculated directly from the files by applying the appropriate selection criteria and using the built-in AVERAGE function. Counts can be calculated using the COUNT function. The counts reported in the performance frameworks represent the number of records meeting the inclusion criteria with valid scale scores (VALID_SCORE = '1'), and the means represent the averages of the values in the SCALE_SCORE column for those same records.

Mean scale scores are not reported or used in the performance frameworks when fewer than 16 individual scores are available. This minimum n-count requirement is specific to each student group included in the framework reporting structure. For instance, a district may meet the minimum n-count requirement for the 'All Students' group for Elementary Math and have a mean scale score reported for that sub-indicator. But if there are only 14 records contributing to the mean scale score for the 'Minority Students' Math sub-indicator at the Elementary level, the mean scale score will not be reported nor will it contribute to performance framework calculations.

Example 1: Duplicating Elementary Math Calculations Reported within the 2024 District Performance Framework 1-Year Report for District Number 0010
Count and Mean Scale Score for All Students

Filter records where:

REPORTING_YEAR = 2024
REPORTING_YEAR_SPAN = '1 Year'
DIST_NUM = '0010'
REPORTING_DATA_SET = 'DIST'
EMH_LEVEL = 'E'
TEST_NAME = 'CMAS' and 'DLM'
SUBJECT = 'MATH'
VALID_SCORE = '1'
INCLUDED_PFWK_CALCS = 'Y'

To calculate the number of students and the mean scale score reported in the performance framework:

Measure	Formula
Count:	COUNT (SCALE_SCORE)
Mean Scale Score:	ROUND (AVERAGE (SCALE_SCORE), 1)

Example 2: Duplicating High School PSAT Reading & Writing Calculations within the 2024 School Performance Framework 1-Year Report for School Number 0955
Count and Mean Scale Score for FRL Students

Filter records where:

REPORTING_YEAR = 2024
REPORTING_YEAR_SPAN = '1 Year'
SCH_NUM = '0955'
REPORTING_DATA_SET = 'SCH'
EMH_LEVEL = 'H'
GRADE_LEVEL = '09' and '10'
TEST_NAME = 'CO PSAT/SAT' and 'DLM'
SUBJECT = 'EVIDENCE-BASED READING AND WRITING'
FRL_YN = 'Y'
VALID_SCORE = '1'
INCLUDED_PFWK_CALCS = 'Y'

To calculate the number of students and the mean scale score reported in the performance framework:

Measure	Formula
Count:	COUNT (SCALE_SCORE)
Mean Scale Score:	ROUND (AVERAGE (SCALE_SCORE), 1)

ACADEMIC GROWTH

Framework ratings under the Academic Growth performance indicator are based on median student growth percentiles (MGPs) and Percent On Track Growth values generated using the Colorado Growth Model.

This section of the guide describes how to generate these calculations based on values in the student-level data files provided to district accountability contacts via Syncplicity by the Accountability Analytics(AA) Unit. Note that MGPs and On Track Growth values are only reported and used in the performance framework when results are available for at least 20 students. More information about the Growth indicator can be found in the Growth fact sheet. Information on relevant cut point methodology can be found elsewhere this document.

Reporting Structure for Growth Calculations

To make sense of the information included in the files provided by AA, it is necessary to have a basic understanding of how performance metrics are organized under the Academic Growth indicator.

Grade Ranges/Grade Levels

At the highest level, the mean scale scores reported in the performance framework are organized by grade ranges or EMH levels (elementary, middle, or high school levels). For each grade range, the MGPs and On Track Growth values are further organized into different subject areas.

Subject Areas

At the elementary and middle school levels, separate calculations are reported for English Language Arts, Math, and English Language Proficiency. At the high school level, calculations are reported for Reading & Writing, Math, and English Language Proficiency.

Student Groups

Within the English Language Arts, Reading & Writing, and Math results, there are distinct MGP (Median Growth Percentile) calculations for different groups of students. For each of these subject areas and at every grade range included in the framework, the report includes an MGP presenting outcomes for all students, along with separate MGPs for minority students, students eligible for free or reduced-price lunch, Multilingual Learners, and students with disabilities. For English Language Proficiency, only one MGP value is included at each grade range—values are not provided for the subgroups mentioned above.

Some grade ranges and assessments also include a Percent On Track Growth value. The MGP and the On Track Growth values both represent the results for all students who had a valid growth percentile for the current year on the WIDA ACCESS assessment at that grade range. MGPs and On Track Growth results are not included for subgroups of students within the English Language Proficiency results.

NOTE FOR 2026: Calculating the English Language Proficiency assessment On Track Growth (OTG) measure requires comparable scale scores from year to year. The WIDA ACCESS scoring scale changed in 2026. As a result, the English Language Proficiency On Track Growth measure cannot be reliably calculated for the 2026 framework cycle and CDE is pausing this measure for one year. Inclusion of the measure will resume in 2027 after two years of data are available on the new scale. As both growth metrics are typically included on School and District Performance Frameworks, the 2 points currently assigned to English Language Proficiency On Track Growth will be removed and instead English Language Proficiency Student Growth Percentiles will be increased by 2 points for a total of 4 points.

The table below shows how Academic Growth metrics are organized. Within the performance framework, separate MGPs are reported for each group represented in the table. For English Language Proficiency, there is

both an MGP and a Percent On Track Growth calculation. At the high school level, the subject area labels differ since the high school level assessment results are taken primarily from the Colorado PSAT and SAT assessments rather than from the CMAS assessments.

Academic Growth Reporting at the Elementary, Middle, and High School Levels	
Subject	Student Groups
English Language Arts / Reading & Writing *(High School Only)*	All Students
	Previously Identified for READ Plan *(Elementary Only)*
	Multilingual Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
Math	All Students
	Multilingual Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
English Language Proficiency	All Students - MGP
	All Students - Percent On Track Growth (suspended for 2026)

Student-Level Data Files

CDE applies a common set of coding conventions to the records included in the student-level Growth files so that all MGP calculations can be generated using the same set of procedures. Each record includes a state-assigned student ID (SASID) along with enrollment and demographic information and a student growth percentile. All fields referenced to generate the growth values that appear in the performance framework reports are described in detail here.

Reporting Year

The files provided to districts each year contain the record sets used to generate the most recently published framework reports. Record sets for prior years are available upon request. The files include a field labeled REPORTING_YEAR, which contains values showing which year of assessment administration each record is associated with. All records in each of the AA-provided files distributed for a specific framework year have the same value for REPORTING_YEAR. To generate the MGP values reported in the 2026 performance frameworks, verify '2026' is the only value in the REPORTING_YEAR column.

Reporting Year Span

The files provided to districts each year contain the record sets used to generate the calculations that are included in the 1-Year performance framework reports. For the 1-year performance framework report, the results of the growth calculations only include records where the reporting year span is designated as being associated with the 1-year report. In the files provided by the AA Unit, refer to the REPORTING_YEAR_SPAN column and select only records where the value is '1 Year'.

CDE also produces multi-year reports, which are used to determine official accreditation ratings in cases where a single year of data does not provide sufficient information to evaluate performance. These files are available upon request.

For the multi-year performance framework report, growth calculations only include records where the reporting year span is designated as being associated with the multi-year report. In the files provided by the AA Unit, refer to the REPORTING_YEAR_SPAN column and select only records where the value is '3 Year'.

District Number

The student-level data files provided by the AA Unit contain all the records used to calculate the growth metrics that appear in the district performance framework report. The files include a column titled, DIST_NUMBER, which shows the unique four-digit code assigned to the district within CDE's directory system. This code is used to establish the connection between the assessment data and the performance framework reports and can be used to identify the records that are included in the growth calculations for a specific district.

School Number

The student-level files provided by the AA Unit contain all the records used to calculate the growth metrics that appear in the school performance framework reports. The files include a column titled SCH_NUMBER which shows the four-digit school code associated with each record. This is the code assigned to the school within CDE's directory system, which is used to establish the connection between the assessment data and the performance framework reports. To calculate the growth metrics for a specific school, filter SCH_NUMBER to include only the school of interest. If calculating growth metrics that contribute to the district performance framework rating, ensure there is no filter on the SCH_NUMBER field.

Reporting Data Set

The files provided to districts by the AA Unit contain the records used to calculate the district performance framework rating as well as records used to determine the school plan type for each individual school in the district. The rules used to generate values for the district performance framework report differ from the rules used to generate ratings for the school performance framework reports. The files provided by the AA Unit include a column titled REPORTING_DATA_SET that distinguishes between the data set used for the district performance framework report and the data sets used for the school performance framework reports. To generate calculations for the district performance framework report, select only records where the value in the data set field is 'DIST'. For school performance framework calculations, select only records where the value is 'SCH'.

EMH Level (Grade Range)

Both the district and school frameworks are structured to evaluate student outcomes separately for each grade range: elementary school, middle school, and high school. Within the files provided by the AA Unit, there is a column titled EMH_LEVEL that designates the grade range associated with each record. To generate growth values reported at the elementary level, refer to the EMH_LEVEL column and select only records that are coded as 'E'. For values reported at the middle school level, select only records that are coded as 'M'. To generate calculations reported at the high school level, select only records that are coded as 'H'.

Grade Level

For growth calculations, no reference needs to be made to specific grade levels. Groupings for all growth calculations are based solely on EMH level.

Test Name

Student growth values are only generated for students taking the CMAS English Language Arts and Math Assessments, the Colorado PSAT and SAT Reading & Writing and Math assessments, and the WIDA ACCESS English Language Proficiency assessment. The AA Unit does not generate student growth calculations Science or for students taking the alternate (DLM) assessments.

The English Language Arts and Math growth values reported at the elementary and middle school levels include records where the value in the TEST_NAME is 'CMAS'. At the high school level, the growth values reported for Reading & Writing and Math are based on records where the TEST_NAME is 'CO PSAT/SAT'. All the records that are represented in the English Language Proficiency calculations are coded as 'WIDA ACCESS' in the TEST_NAME column.

Test Subject

English Language Arts/Reading & Writing

To generate the MGPs reported at the elementary and middle school levels for English Language Arts, select all records where the value in the SUBJECT column is 'ENGLISH LANGUAGE ARTS'. To generate the MGPs reported at the high school level for Reading & Writing, filter records where the value in the SUBJECT column is 'EVIDENCE-BASED READING AND WRITING'.

Math

To generate the MGPs reported for Math at any level, filter records where the value in the SUBJECT column is 'MATH'.

English Language Proficiency

At the elementary, middle, and high school levels, growth values for English Language Proficiency reflect student growth outcomes on the WIDA ACCESS assessment. The growth calculations are based on the overall score from the WIDA ACCESS assessment. To calculate the MGPs for English Language Proficiency, filter records coded as 'OVERALL' in the SUBJECT column.

Student Group Definitions

At the elementary and middle school grade levels for English Language Arts and Math, as well as at the high school level for Reading & Writing and Math, the performance framework reports include an MGP based on the results of all students, and separate MGPs based on the results of the following sub-groups: Multilingual Learners, those students qualifying for free or reduced-price lunch, minority students, and students with disabilities.

At all grade levels, the performance frameworks include MGP and Percent On Track Growth calculations based on outcomes on the English Language Proficiency assessment. Only one set of calculations is reported at each grade range. These calculations represent outcomes all students who had a valid growth percentile for the WIDA ACCESS assessment. Outcome measures for subgroups of students within the English Language Proficiency results are not included in the framework.

All Students

The growth calculations reported under the All Students label represent the growth outcomes for all students who had individual student growth percentiles calculated under the Colorado Growth Model. No demographic information needs to be referenced to generate calculations for the All Students group.

Free/Reduced-Price Lunch Eligible Students

The MGPs reported under the Free/Reduced-Price Lunch Eligible (FRL) label represent the results for students who were reported as eligible for free or reduced-price lunch. To generate the MGP values for FRL students, filter records coded as 'Y' in the FRL_YN column.

Minority Students

The MGPs reported under the Minority Students label represent the results for students who were reported as having a racial or ethnic background other than White. To generate the MGP calculations for Minority students, filter records coded as 'Y' in the MINORITY_YN column.

Multilingual Learners

The MGP reported under the Multilingual Learners label represent the results for students who were reported as receiving English Language services. The Multilingual Learner category includes all students reported as Non English Proficient (NEP), Limited English Proficient (LEP), Fully English Proficient (FEP - Monitor Year 1; FEP - Monitor Year 2; FEP - Exited Year 1; and FEP - Exited Year 2'). To generate the MGPs for Multilingual Learners, filter records coded as 'Y' in the ELL_YN column.

Students with Disabilities

The MGPs reported under the Students with Disabilities label represent the results for students who were reported as having an Individualized Education Program (IEP). To generate the MGP calculations for students with disabilities, filter records coded as 'Y' in the IEP_YN column.

Student Growth Percentiles

The MGP values reported in the performance framework are based on individual student growth percentiles, which are calculated by the AA Unit using the Colorado Growth Model. To calculate growth percentiles, students must have valid assessment outcomes for at least two consecutive years, and students must follow the normal grade progression. If these requirements are not met, students will not have a growth percentile measure. For more details on the Colorado Growth Model, contact the AA Unit.

In the files provided by the AA Unit, the student growth percentiles for a student are included in the column titled, SGP (Student Growth Percentile). The files also include both the current year and the prior year scale scores in columns titled SCALE_SCORE and PRIOR_YR_SCALE_SCORE.

ELP On Track Status

The Percent On Track Growth values reported in the performance framework are also based on information from the Colorado Growth Model. The model projects whether students are on track to meet proficiency benchmarks within the timeframe that has been set by state policy. In the files provided by the AA Unit, there is a column labeled ON_TRACK that contains the information used to calculate the Percent On Track Growth. Each record is coded as '0' or '1' to indicate whether the student is on track. The On Track percentage represents the proportion of students who are coded as '1'.

The AA files include additional columns that provide more detailed information about student progress toward proficiency benchmarks. For these fields, the column headers indicate the prior year proficiency level and the target proficiency level. A student will only have information in one of these columns. For example, information for students who were at level one in the prior year and need to reach level two to meet the next target will have information in one field, while a student who was level three in the prior year and who needs to get to level four will have information in another. More details about these fields are included in the file layouts provided by the AA Unit.

Special Note for 2026: Calculating the English Language Proficiency On Track Growth (OTG) measure requires comparable scale scores from year to year. The WIDA ACCESS scoring scale changed in 2026. As a result, the English Language Proficiency On Track Growth measure cannot be reliably calculated for the 2026 framework cycle and CDE is pausing this measure for one year. Inclusion of the measure will resume in 2027 after two years of data are available on the new scale. As both growth metrics are typically included on School and District Performance Frameworks, the 2 points currently assigned to English Language Proficiency On Track Growth will be removed and instead English Language Proficiency Student Growth Percentiles will be increased by 2 points for a total of 4 points.

Included (Yes or No)

State accountability policy establishes explicit criteria for which student records are to be included in the calculations used within the performance framework reports. At a high level, a student's records are excluded from growth calculations in cases when the student:

- did not receive a student growth percentile (i.e., no valid assessment outcome for at least two consecutive years).
- has an invalid test.
- enrolled after October 1 (i.e., not continuously enrolled within a school or district).
- is expelled *(applicable for school performance framework calculations only).*
- is enrolled in a detention facility.
- is identified as home-schooled.
- takes a test that was not intended for their grade level, or their grade level information is not consistent with the directory.
- has results which are not associated with a valid school or district code.
- has a language proficiency designation other than NEP or LEP at the time of testing *(applicable for WIDA ACCESS growth calculations only)*

The files distributed to districts by the AA Unit provide information for each record showing whether that record met the inclusion criteria. This information is summarized in the column titled, INCLUDED_PFWK_CALCS. All records are coded as either 'Y' or 'N' in the INCLUDED_PFWK_CALCS column. Only records coded as 'Y' are represented in the growth calculations that appear in the performance framework reports.

Excluded Records

For records that are coded as 'N' in the INCLUDED_PFWK_CALCS field, the files distributed by the AA Unit provide additional information showing why they were excluded from the performance framework calculations. This information is provided in a series of exclusion and exemption columns that are described below. Any record that is coded as 'N' in the INCLUDED_PFWK_CALCS field will be coded as 'Y' in at least one of the exclusion or exemption columns. Note that these exclusion and exemption fields are provided for informational purposes and do not need to be referenced directly to generate the summary calculations. For any given record, only the value in the INCLUDED_PFWK_CALCS column needs to be referenced to determine whether it was included in the summary calculations reported in the performance framework.

Excluded: No Student Growth Percentile

In some cases, students may meet all the criteria to be included in performance framework calculations but nevertheless have no growth percentile result to be included. The files provided by the AA Unit include a column titled, EXCLUDED_NO_SGP_YNA record coded as 'Y' in the EXCLUDED_NO_SGP_YN column was not included in the calculations yielding the performance framework reports because there was no student growth percentile associated with the record. In order to receive growth percentiles,

students must have valid assessment outcomes for at least two consecutive years, and the scores must follow the normal grade progression.

Excluded: Not Continuously Enrolled

The MGPs reported in the performance frameworks only reflect outcomes for students who were continuously enrolled from October count through the testing window. For the district performance framework, the requirement is that students be continuously enrolled within the district, either at the same school or at multiple schools within the district. For the school framework, students must have been enrolled in the same school from the time of the October count through testing.

Records associated with students who do not meet the continuous enrollment criteria will have a 'Y' in the EXCLUDED_NOT_CONTINUOUS_YN column. This determination is based on information reported to the CDE Assessment Division by the district. Refer to the column titled CONTINUOUS_DISTRICT to see what information was reported by the district for "continuous in district" status. Refer to the CONTINOUS_SCHOOL column to see what information was reported for "continuous in school" status.

Excluded: Test Invalid

The MGPs reported in the performance framework only reflect student outcomes that are considered valid under state accountability policies. The EXCLUDED_TEST_INVALID_YN column identifies records that were designated as invalid during the test window or during the data review process carried out after testing was completed. Refer to the column titled DID_NOT_TEST_TEXT to see specific test invalidation information associated with records.

Excluded: Expelled

Mean scale score calculations for the school performance framework do not include results for students who were reported as expelled during the test window.

Excluded: Expelled

MGPs for the school performance frameworks do not include results for students who were reported as expelled during the test window. For the school performance framework, a record coded as 'Y' in the EXCLUDED_EXPELLED_YN was excluded because the student was reported as having been expelled from school during the testing window. The rules for the district performance framework report do not impose such conditions. All records included in the district data set are coded as 'N' in the EXCLUDED_EXPELLED_YN column.

Excluded: Void Grade Level Information

For a record to be included in the framework calculations, the grade level information associated with it must be consistent with the grade level information listed in the official directory maintained by CDE. If the grade level information is not consistent with the grade level information listed in the directory, the test record will be excluded from the framework calculations. For example, if a record lists a student as a 7th grader but the directory information for the school associated with that record shows that the school only serves students in grades K-5, the record will be excluded from framework calculations. A record coded as 'Y' in the EXCLUDED_GRADE_LEVEL_VOID_YN field was excluded because the record was identified as being inconsistent with the grade levels listed in the directory.

Excluded: Detention Facility

Records associated with schools designated within the official directory as detention facilities are not included in performance framework calculations. A record coded as 'Y' in the EXCLUDED_DETENTION_FACILITY_YN was excluded because the school information associated with the record was associated with a school identified as a detention facility within the official directory.

Excluded: Home-Schooled Student

Records for students enrolled in a school designated within the official directory as a home options program are not included in performance framework calculations. A record coded as 'Y' in the EXCLUDED_HOME_OPTIONS_YN was excluded because the student was identified as a home-schooled student.

Excluded: Tested Off-Grade

CDE has established criteria for what tests are to be administered to students at each grade level. The MGP values reported in the performance framework do not include test results for students who completed a test that was not intended to be administered to students at their grade level. A record coded as 'Y' in the EXCLUDED_OFF_GRADE_YN was excluded because the test was not one that students at that grade level associated with the record were permitted to take.

Excluded: Void District/School Association

Records may be excluded from framework calculations if they are not associated with a valid district code, or are coded such that the relationship between the school and district codes are invalid. For instance, a test record may have a school code that should be associated with district A per the official directory maintained by CDE, while the record itself identifies it as being associated with District B. These types of records are identified by cross-referencing the district and school code information associated with the assessment results against the information in the official directory maintained by CDE. A record coded as 'Y' in the EXCLUDED_DISTRICT_VOID_YN column was excluded because it was not associated with a valid district code, or included information showing an invalid relationship between the district code and school code.

Exempt: Ineligible due to English Language Proficiency Status

For the English-Language Proficiency assessment (WIDA ACCESS), the AA Unit only calculates student growth percentiles for students who were designated as NEP or LEP at the time of testing. Growth results for students who had a language proficiency designation other than NEP or LEP are not included in performance framework calculations. A record coded as 'Y' in the EXCLUDED_ENGLISH_PROF_YN column was excluded from English Language Proficiency growth calculations because the student had a language proficiency designation other than NEP or LEP.

Calculating Median Growth Percentiles

The criteria outlined above can be used to generate any of the MGP values reported on the district and school performance frameworks using the student-level files provided by the AA Unit. The files are provided in Microsoft Excel, and MGPs may be calculated directly from the files by applying the appropriate selection criteria and using the built-in MEDIAN function. Counts can be calculated using the COUNT function. The counts reported in the performance frameworks represent the number of records meeting the inclusion criteria with values in the SGP column, and the MGPs reflect the medians of the values in the SGP column.

MGPs are not reported or used in the performance frameworks when fewer than 20 individual student growth percentiles are available. This minimum n-count requirement is specific to each student group included in the framework reporting structure. For instance, a district may meet the minimum n-count requirement for the 'All Students' group for Elementary Math and have an MGP reported for that sub-indicator. But if there are only 18 records contributing to the MGP for the 'Minority Students' Math sub-indicator at the Elementary level, the MGP will not be reported, nor will it contribute to the framework calculations.

Example 1: Duplicating Elementary Math Calculations Reported within the 2024 District Performance Framework 1-Year Report for District Number 0010

Count and Median Growth Percentile for All Students

Filter records where:

REPORTING_YEAR = 2024
REPORTING_YEAR_SPAN = '1 Year'
DIST_NUM = '0010'
REPORTING_DATA_SET = 'DIST'
EMH_LEVEL = 'E'
TEST_NAME = 'CMAS'
SUBJECT = 'MATH'
INCLUDED_PFWK_CALCS = 'Y'

To calculate the number of students and the median growth percentile reported in the performance framework:

Measure	**Example Formula**
Count:	COUNT (SGP)
Median Growth Percentile:	ROUND (MEDIAN (SGP), 1)

Example 2: Duplicating High School PSAT Reading & Writing Calculations within the 2024 School Performance Framework 1-Year Report for School Number 0955
Count and Median Growth Percentile for FRL Students

Filter records where:

REPORTING_YEAR = 2024
REPORTING_YEAR_SPAN = '1 Year'
SCH_NUM = '0955'
REPORTING_DATA_SET = 'SCH'
EMH_LEVEL = 'H'
GRADE_LEVEL = '09' and '10'
TEST_NAME = 'CO PSAT/SAT'
SUBJECT = 'EVIDENCE-BASED READING AND WRITING'
FRL_YN = 'Y'
INCLUDED_PFWK_CALCS = 'Y'

To calculate the number of students and the median growth percentile reported in the performance framework:

Measure	**Example Formula**
Count:	COUNT (SGP)
Median Growth Percentile:	ROUND (MEDIAN (SGP), 1)

Calculating ELP Percent On Track Growth

For 2024 and 2025 files: The criteria outlined above can also be used to generate the On Track percentages reported for Multilingual Learners. The Percent On Track Growth can be calculated by summing the values for records where there is a value of '1' in the ON_TRACK column and dividing by the total count of records where there is either a '0' or '1' in the ON_TRACK column. Percent On Track Growth is not reported in the performance frameworks when fewer than 20 records with On Track growth information are available. More information about this measure is available in the ACCESS On Track Growth fact sheet.

Special Note for 2026: Calculating the English Language Proficiency On Track Growth (OTG) measure requires comparable scale scores from year to year. The WIDA ACCESS scoring scale changed in 2026. As a result, the English Language Proficiency On Track Growth measure cannot be reliably calculated for the 2026 framework cycle and CDE is pausing this measure for one year. Inclusion of the measure will resume in 2027 after two years of data are available on the new scale. As both growth metrics are typically included on School and District Performance Frameworks, the 2 points currently assigned to English Language Proficiency On Track Growth will be removed and instead English Language Proficiency Student Growth Percentiles will be increased by 2 points for a total of 4 points.

Example 1: Duplicating English Language Proficiency Calculations Reported within the 2024 District Performance Framework 1-Year Report for District Number 0010
Count and On Track Percentage

Filter records where:

REPORTING_YEAR = 2024
REPORTING_YEAR_SPAN = '1 Year'
DIST_NUM = '0010'
REPORTING_DATA_SET = 'DIST'
EMH_LEVEL = 'E'
TEST_NAME = 'WIDA ACCESS'
SUBJECT = 'OVERALL'
INCLUDED_PFWK_CALCS = 'Y'

To calculate the number of students and the median growth percentile reported in the performance framework:

Measure	Example Formula
Count:	COUNT (ON_TRACK)
Percent On-Track:	ROUND (SUM (ON_TRACK)/COUNT (ON_TRACK), 3)

Example 2: Duplicating English Language Proficiency Calculations within the 2024 School Performance Framework 1-Year Report for School Number 0955
Count and On Track Percentage

Filter records where:

REPORTING_YEAR = 2024
REPORTING_YEAR_SPAN = '1 Year'

DIST_NUM = ‘0955’
REPORTING_DATA_SET = ‘SCH’
EMH_LEVEL = ‘H’
TEST_NAME = ‘WIDA ACCESS’
SUBJECT = ‘OVERALL’
INCLUDED_PFWK_CALCS = ‘Y’

To calculate the number of students and the median growth percentile reported in the performance framework:

Measure	**Example Formula**
Count:	COUNT (ON_TRACK)
Percent On-Track:	ROUND (SUM (ON_TRACK)/COUNT (ON_TRACK), 3)

POSTSECONDARY & WORKFORCE READINESS DATA

The Post-Secondary & Workforce Readiness (PWR) indicator of the performance framework assigns ratings based on graduation rates, dropout rates, matriculation rates, and 11th grade results on the Colorado SAT and DLM assessments.

This section of the guide describes the calculations used to generate each of the PWR values used in the framework. PWR values are only reported and used in the performance framework when results are available for at least 16 students. More information about the Postsecondary & Workforce Readiness indicator can be found in the PWR fact sheet.

The graduation and dropout rates used in the performance framework reports are based on the official summary data published by CDE's Data Services Unit each year. The AA Unit does not manage student-level data related to graduation and dropout rates. The portions of this guide that describe the graduation and dropout calculations refer to the summary files published by the Data Services Unit. Student-level data may be requested from the Data Services Unit.

The AA Unit does distribute to districts files containing the student-level records used to calculate matriculation rates and mean scale scores. The matriculation records are distributed in their own standalone file to district accountability contacts via Syncplicity. The records used for the Colorado SAT and DLM calculations are included with the Achievement data files distributed by the AA Unit. The portions of this guide that describe matriculation and SAT/DLM calculations refer to the student-level files provided by the AA Unit.

Reporting Structure for Postsecondary & Workforce Readiness Metrics

PWR metrics are only reported at the high school level. However, it is important to note that the dropout rate calculations used for the district performance framework include 7th and 8th grade students, while the dropout rates used for the school performance framework only include students in grades 9 through 12.

Student Groups

Graduation rates, dropout rates, and SAT/DLM results are reported for the overall student population as well as for minority students, students eligible for free or reduced-price lunch, Multilingual Learners, and students with disabilities. Matriculation rates follow a different pattern for disaggregated reporting. Rather than being based on demographic characteristics, matriculation rates are broken down by military enlistment, Career and Technical Education (CTE), 2-year / 4-year institutions, and postsecondary programs **(new as of 2024)**. Only the overall matriculation rate is used for ratings purposes. Disaggregated matriculation rates are provided for informational purposes only.

The table below shows how the PWR metrics are organized in the 2026 framework.

Postsecondary & Workforce Readiness Reporting at the High School Level	
Subject	Student Groups
Graduation Rates	All Students
	Multilingual Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
Dropout Rates	All Students
	Multilingual Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students

	Students with Disabilities
Matriculation Rates	All Students
	Career and Technical Education (CTE) Institutes
	2-year
	4-year
	Military Enlistment
	As of 2024: Postsecondary Program
SAT/DLM 11 – Reading & Writing	All Students
	Multilingual Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
SAT/DLM 11 – Math	All Students
	Multilingual Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities

Note: Disaggregated matriculation rates are included for informational purposes only.

Graduation Rate Data Sources

Due to conflicting publication timelines, the graduation rates included in the 2026 performance framework are based on the 2025 graduation statistics published by CDE's Data Services Unit. The information used for the performance framework report comes from the file designated as the Workbook Containing State, District, and School Level Graduation and Completion Data (XLSX). The data file published by the Data Services Unit includes overall graduation rates for all districts and schools across the state as well as rates for specific student groups within districts and schools. The summary information included in the file can be used to generate all graduation-related values appearing in the performance framework reports.

Outcomes included in the district performance framework reports are derived from the information in the "District Race Eth Gender" and "District IPST" tabs. Calculations for the school performance framework reports are derived from the information in the "School Race Eth Gender" and "School IPST" tabs. Graduation calculations are only reported and used in the performance framework when the student group includes at least 16 students.

District Number

Each of the data sets included in the file published by the Data Services Unit includes a column titled "Organization Code" that contains the unique four-digit code assigned to the district within CDE's directory system. The organization code is used to link graduation data from the "District Race Eth Gender" and "District IPST" tabs to all other data elements that are included in the performance framework report. For any given district, the organization code can be used to link graduation data to the district performance frameworks. Refer to the four-digit codes displayed in the framework report to find the corresponding information in the graduation files.

School Number

The "School Race Eth Gender" tab and the "School IPST" tab each include a column titled "School Code". This column lists the unique four-digit code assigned to the school within CDE's directory system. The school code is used to link graduation data from the "School Race Eth Gender" and "School IPST" tabs to all other data elements that are included in the school performance frameworks. For any given school, the organization code can be used to link graduation data to the school performance framework report. Refer to the four-digit codes

displayed in the framework report to find the corresponding information in the graduation files.

Graduation Cohorts

For each student group included on the performance framework, the graduation rate that is used to determine the rating is the highest of the rates associated with the 4, 5, 6, and 7 year cohorts. The value listed in the 'Best Rate' field indicates which cohort had the highest rate and thus was used to determine the rating.

In the file published by the Data Services Unit, refer to the "Number of Years After Entering High School" column to identify records for the cohorts reported in the performance frameworks. Records with a value of '4' are used to calculate the 4-year rates; records with a value of '5' are used to calculate the 5-year rates; records with '6' are used for the 6-year rates; and records with '7' are used for the 7-year rates.

Student Groups

All Students

The graduation rate values reported on the performance frameworks under the All Students label reflect the values in the "All Students Final Grad Base" column and the "All Student Graduation Rate" column. The values in the "All Students Final Grad Base" column correspond directly to the values in the 'Count' column on the performance framework reports, and the values in the "All Student Graduation Rate" column correspond directly to the values in the 'Rate/Score' column. No calculations are necessary.

Free/Reduced-Price Lunch Eligible Students

The graduation rate values reported under the Free/Reduced-Price Lunch Eligible label reflect the values in the "Econ. Disadvant. Graduation Base" column and the "Econ. Disadvant. Graduation Rate" column. The values in the "Econ. Disadvant. Graduation Base" column correspond directly to the values in the 'Count' column on the performance framework reports, and the values in the "Econ. Disadvant. Graduation Rate" column correspond directly to the values in the 'Rate/Score' column. No calculations are necessary.

Minority Students

The graduation rate values reported under the Minority Students label are determined by combining information from multiple columns within the Data Services files. The counts reported on the frameworks reflect the sum of values reported in the following columns:

- American Indian or Alaska Native Final Grad Base
- Asian Final Grad Base
- Black or African American Final Grad Base
- Hispanic or Latino Final Grad Base
- Native Hawaiian or Other Pacific Islander Grad Base
- Two or More Races Final Grad Base

The rates reported on the performance frameworks are determined by adding together the number of graduates associated with each of these groups and dividing by the total number included in the graduation base. The total number of graduates associated with the Minority Student group reflects the sum of values reported in the following columns:

- American Indian or Alaska Native Graduates

- Asian Graduates
- Black or African American Graduates
- Hispanic or Latino Graduates
- Native Hawaiian or Other Pacific Islander Graduates
- Two or More Races Graduates

Multilingual Learners

The graduation rate values reported on the performance frameworks under the Multilingual Learners label on the performance frameworks reflect information reported on the "District IPST" and "School IPST" tabs. The counts that appear on the framework reports reflect the values in the "Limited English Proficient Final Grad Base" column, and the rates that appear on the reports reflect the percentages reported in the "Limited English Proficient Graduation Rate" column. The numerator used to determine the rate is also included in the data file, in the column labeled "Limited English Proficient Graduates Total".

Students with Disabilities

The graduation rate values reported on the performance frameworks under the Students with Disabilities label on the performance frameworks reflect information reported on the "District IPST" and "School IPST" tabs. The counts that appear on the framework reports reflect the values in the "Students with Disabilities Final Grad Base" column, and the rates that appear on the reports reflect the percentages reported in the "Students with Disabilities Graduation Rate" column. The numerator used to determine the rate is also included in the data file, in the column labeled "Students with Disabilities Graduates Total".

Dropout Rate Data Sources

Due to conflicting publication timelines, the dropout rates included in the 2024 performance framework are based on the 2023 dropout statistics published by CDE's Data Services Unit. The information used for the performance framework reports comes from the file designated as Workbook containing State, District, and School Level Data (XLSX), which includes both district-level and school-level data. The summary information included in the file can be used to generate all the calculations that appear in the performance framework reports. Dropout calculations are only reported and used in the performance framework when the dropout base for the specific student group includes at least 16 students.

The data file published by the Data Services Unit includes overall dropout rates for all districts and schools across the state as well as rates for specific student groups within districts and schools. Calculations for the district performance framework reports are derived from the information in the "District Race Eth Gender" and "District IPST" tabs. Calculations for the school performance framework reports are derived from the information in the "School Race Eth Gender" and "School IPST" tabs.

District Number

Each of the data sets included in the file published by the Data Services Unit includes a column titled "Organization Code" that contains the unique four-digit code assigned to the district within CDE's directory system. The organization code is used to link graduation data to the district performance frameworks. Refer to the four-digit codes displayed in the framework reports to find the corresponding information in the dropout files.

School Number

Each of the data sets included in the file published by the Data Services Unit includes a column titled "School Code" that contains the unique four-digit code assigned to the school within CDE's directory system. The organization code is used to link graduation data to the district performance frameworks. Refer to the four-digit codes displayed in the framework reports to find the corresponding information in the dropout files.

Category

The district-level datasets include a column titled "Category", which does not appear in the school-level datasets. In the district datasets, the "Category" column contains values that are used to distinguish between calculations that include different subsets of schools within districts. For the calculations that are reported in the district performance frameworks, refer to the records where the value is listed as 'DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)'.

Student Groups

All Students

The dropout rate values reported under the All Students label reflect the values in the "Total Pupil Count" column and the "Total Dropout Rate" column. The values in the "Total Pupil Count" column correspond directly to the values in the 'Count' column on the performance framework reports, and the values in the "Total Dropout Rate" column correspond directly to the values in the 'Rate/Score' column. No calculations are necessary.

Free/Reduced-Price Lunch Eligible Students

The dropout rate values reported under the Free/Reduced-Price Lunch Eligible label reflect the values in the "Econ. Disadvntgd. Pupil Count" column and the "Econ. Disadvntgd. Dropout Rate" column. The values in the "Econ. Disadvntgd. Count" column corresponds directly to the values in the 'Count' column on the performance framework reports, and the values in the "Econ. Disadvntgd. Dropout Rate" column corresponds directly to the values in the 'Rate/Score' column. No calculations are necessary.

Minority Students

The dropout rate values reported under the Minority Students label are determined by combining information from multiple columns within the Data Services files. The counts reported on the frameworks reflect the sum of values reported in the following columns:

- American Indian or Alaska Native Pupil Count
- Asian Pupil Count
- Black or African American Pupil Count
- Hispanic or Latino Pupil Count
- Native Hawaiian or Other Pacific Islander Grad Base
- Two or More Races Pupil Count

The rates reported on the performance frameworks are determined by adding together the number of dropouts associated with each of these groups and dividing by the total pupil count. The total number of dropouts associated with the Minority Student group reflects the sum of values reported in the following columns:

- American Indian or Alaska Native Dropouts
- Asian Dropouts
- Black or African American Dropouts

- Hispanic or Latino Dropouts
- Native Hawaiian or Other Pacific Islander Dropouts
- Two or More Races Dropouts

Multilingual Learners

The dropout rate values reported under the Multilingual Learners label reflect the values in the "Limited English Proficient Pupil Count" column and the "Limited English Proficient Dropout Rate" column. The values in the "Limited English Proficient Count" column correspond directly to the values in the 'Count' column on the performance framework reports, and the values in the "Limited English Proficient Dropout Rate" column correspond directly to the values in the 'Rate/Score' column. No calculations are necessary.

Students with Disabilities

The dropout rate values reported under the Students with Disabilities label reflect the values in the "Students with Disabilities Pupil Count" column and the "Students with Disabilities Dropout Rate" column. The values in the "Students with Disabilities Count" column correspond directly to the values in the 'Count' column on the performance framework reports, and the values in the "Students with Disabilities Dropout Rate" column correspond directly to the values in the 'Rate/Score' column. No calculations are necessary.

Student-Level Data Files for Matriculation

The matriculation rates that appear in the PWR section of the District and School Performance Frameworks can be generated using the student-level matriculation data files distributed by the AA Unit each year. The criteria used to identify the student-level records included in the overall matriculation rate as well as for the 2-year, 4-year, and CTE rates are outlined below.

Reporting Year

The matriculation rate values that appear in the 2026 performance framework reports include records from the files provided by the AA Unit where the reporting year is designated as 2026. Refer to the REPORTING_YEAR column and select only records where the value is '2026'.

Reporting Year Span

For the 1-year performance framework report, matriculation rate values only include records where the reporting year span is designated as being associated with the 1-year report. In the files provided by the AA Unit, refer to the REPORTING_YEAR_SPAN column and select only records where the value is '1 Year'.

For the multi-year performance framework report, matriculation rate values only include records where the reporting year span is designated as being associated with the multi-year report. In the files provided by the AA Unit, refer to the REPORTING_YEAR_SPAN column and select only records where the value is '3 Year'.

District Number

The student-level files provided by the AA Unit contain all the records used to calculate the matriculation rates that appear in the district performance framework report. The files include a column labeled DIST_NUMBER, which shows the unique four-digit code assigned to the district within CDE's directory system. This code is used to establish the connection between the matriculation data and the performance framework reports, and can be used to identify the records that are included in the mean scale score calculations for a specific district.

School Number

The student-level files provided by the AA Unit contain all the records used to calculate the matriculation rates that appear in the school performance framework reports. The files include a column labeled SCH_NUMBER, which shows the four-digit school code associated with each record. This is the code assigned to the school within CDE's directory system, which is used to establish the connection between the matriculation data and the performance framework reports. Refer to the SCH_NUMBER column to identify the records that are included in the mean scale score calculations for specific schools.

Included (Yes or No)

All students reported as graduates and completers in the prior End-of-Year data collection are included in the denominator used to determine the matriculation rates reported in the performance frameworks. The Accountability Unit has not established any additional inclusion criteria. The files distributed to districts by the AA Unit include a column labeled INCLUDED_PFWK_CALCS in order to account for the possibility that inclusion criteria may be developed in the future. All records included in the 2026 data sets are coded as 'Y' in the INCLUDED_PFWK_CALCS column.

Included in Denominator

State accountability policy establishes explicit criteria for which student records are to be included in calculations used for the performance framework reports. In the files provided by the AA Unit, only records coded as '1' in the INCLUDED_DN column are included in the matriculation rate calculations.

The AA Unit has not established any specific inclusion criteria for matriculation rates. All students reported as graduates and completers in the prior End-of-Year data collection are included in the denominator used to determine the matriculation rates. All records in the files provided by the AA Unit will be coded as '1' in the INCLUDED_DN column.

Included in Numerator

Refer to the INCL_NM_TTL column to determine which records are included in the numerator used to determine the overall matriculation rate. Records coded as '1' in the INCL_NM_TTL column were included in the overall numerator.

Refer to the INCL_NM_2YR column to determine which records are included in the numerator used to determine the matriculation rate for students who enrolled in 2-year institution of higher education. Records coded as '1' in the INCL_NM_2YR column were included in the 2-year numerator.

Refer to the INCL_NM_4YR column to determine which records are included in the numerator used to determine the matriculation rate for students who enrolled in a 4-year institution of higher education. Records coded as '1' in the INCL_NM_4YR column were included in the 4-year numerator.

Refer to the INCL_NM_CTE column to determine which records are included in the numerator used to determine the matriculation rate for students who enrolled in Career or Technical Education institutes. Records coded as '1' in the INCL_NM_CTE column were included in the CTE numerator.

Refer to the INCL_NM_MILITARY column to determine which records are included in the numerator used to determine the matriculation rate for students who enlisted in the military. Records coded as '1' in the INCL_NM_MILITARY column were included in the military enlistment numerator.

Refer to the INCL_NM_PSP column to determine which records are included in the numerator used to determine the matriculation rate for students who have been enrolled in ASCENT, P-TECH, or TREP programs

during their 5th year of high school. Records coded as '1' in the INCL_NM_PSP column were included in the postsecondary program numerator.

Calculating Matriculation Rates

The information provided above can be used to generate any of the matriculation rate values reported on the district and school performance frameworks using the student-level files provided by the AA Unit. The files are provided in Microsoft Excel and matriculation rates may be calculated directly from the files by applying the appropriate selection criteria and using the built-in functions for summing and dividing numeric values. Matriculation rate calculations are only reported and used in the performance framework when the denominator for the specific student group includes at least 16 students.

- To generate the values displayed in the 'Count' column on the framework reports, sum the values in the INCLUDED_DN field.

- To calculate the overall matriculation rate, first sum the values in the INCL_NM_TTL and then divide by the sum of the values in the INCLUDED_DN field. Format the result as a percentage rounded to one decimal place.

- To calculate the 2-Year matriculation rate, first sum the values in the INCL_NM_2YR and then divide by the sum of the values in the INCLUDED_DN field. Format the result as a percentage rounded to one decimal place.

- To calculate the 4-Year matriculation rate, first sum the values in the INCL_NM_4YR and then divide by the sum of the values in the INCLUDED_DN field. Format the result as a percentage rounded to one decimal place.

- To calculate the CTE matriculation rate, first sum the values in the INCL_NM_CTE and then divide by the sum of the values in the INCLUDED_DN field. Format the result as a percentage rounded to one decimal place.

- To calculate the military enlistment matriculation rate, first sum the values in the INCL_NM_MILITARY and then divide by the sum of the values in the INCLUDED_DN field. Format the result as a percentage rounded to one decimal place.

- To calculate the postsecondary program matriculation rate, first sum the values in the INCL_NM_PSP and then divide by the sum of the values in the INCLUDED_DN field. Format the result as a percentage rounded to one decimal place.

Example 1: Duplicating High School Matriculation Calculations Reported within the 2024 District Performance Framework 1-Year Report for District Number 0010
Count and Matriculation Rate for All Students

Filter records where:
REPORTING_YEAR = 2024
REPORTING_YEAR_SPAN = '1 Year'
DIST_NUM = '0010'
INCLUDED_DN = '1'
INCL_NM_TTL = '1'

To calculate the number of students and the median growth percentile reported in the performance framework:

Measure	Example Formula
Count:	SUM (INCLUDED_DN)
Percent On-Track:	ROUND (SUM (INCL_NM_CTE) / SUM (INCLUDED_DN), 3)

Example 2: Duplicating High School Matriculation Calculations within the 2024 School Performance Framework 1-Year Report for School Number 0955
Count and Matriculation Rate for Students Enrolled in 2-Year Institutes

Filter records where:
REPORTING_YEAR = 2024
REPORTING_YEAR_SPAN = '1 Year'
SCH_NUM = '0955'
INCLUDED_DN = '1'
INCL_NM_2YR = '1'

To calculate the number of students and the median growth percentile reported in the performance framework:

Measure	Example Formula
Count:	SUM (INCLUDED_DN)
Percent On-Track:	ROUND (SUM (INCL_NM_2YR) / SUM (INCLUDED_DN), 3)

Student-Level Data Files Related to the Mean Scale Scores for SAT Results

The data used to generate the mean scales scores reported under the Postsecondary & Workforce Readiness section of the performance frameworks are included in the student-level Achievement files that the AA Unit distributes to districts each year. Each record in the files includes a state-assigned student ID (SASID) along with enrollment and demographic information and a scale score result. All the fields referenced to generate the mean scale score calculations that appear in the PWR section of the performance framework reports are described in detail here.

Reporting Year

The files provided to districts each year contain the record sets used to generate the most recently published framework reports. Record sets for prior years are available upon request. The files include a field labeled, REPORTING_YEAR, which contains values showing which year of assessment administration each record is associated with. To generate the mean scale calculations reported in the 2024 performance frameworks, refer to the REPORTING_YEAR column and select only records where the value is '2024'.

Reporting Year Span

The files provided to districts each year contain the record sets used to generate the calculations that are included in the 1-Year performance framework reports. CDE also produces multi-year reports, which are used to determine official accreditation ratings in cases where a single year of data does not provide sufficient information to evaluate performance. Files containing the data sets used to generate the calculations used for the multi-year reports are available upon request.

For the 1-year performance framework report, mean scale score calculations only include records where the reporting year span is designated as being associated with the 1-year report. In the files provided by the AA Unit, refer to the REPORTING_YEAR_SPAN column and select only records where the value is '1 Year'.

For the multi-year performance framework report, mean scale score calculations only include records where the reporting year span is designated as being associated with the multi-year report. In the files provided by the AA Unit, refer to the REPORTING_YEAR_SPAN column and select only records where the value is '3 Year'.

District Number

The student-level data files provided by the AA Unit contain all the records used to calculate the mean scale scores that appear in the district performance framework report. The files include a column titled, DIST_NUMBER, which shows the unique four-digit code assigned to the district within CDE's directory system. This code is used to establish the connection between the assessment data and the performance framework reports, and can be used to identify the records that are included in the mean scale score calculations for a specific district.

School Number

The student-level files provided by the AA Unit contain all the records used to calculate the mean scale scores that appear in the school performance framework reports. The files include a column titled, SCH_NUMBER, which shows the four-digit school code associated with each record. This is the code assigned to the school within CDE's directory system, which is used to establish the connection between the assessment data and the performance framework reports. Refer to the SCH_NUMBER column to identify the records that are included in the mean scale score calculations for specific schools.

Reporting Data Set

The files provided to districts by the AA Unit contain the records used to generate calculations for the district performance framework report as well as records used to generate calculations for each of the individual reports used to evaluate the performance of schools within the district. The rules used to generate calculations for the district performance framework report differ from the rules used to generate calculations for the school performance framework reports. The files provided by the AA Unit include a column titled, REPORTING_DATA_SET, that distinguishes between the data set used for the district performance framework report and the data sets used for the school performance framework reports. To generate calculations for the district performance framework report, select only records where the value in the data set field is 'DIST'. For school performance framework calculations, select only records where the value is 'SCH'.

EMH Level (Grade Range)

The performance frameworks only evaluate PWR metrics for districts and schools that serve students at the high school level. The mean scale scores used for the PWR indicator reflect student outcomes on the Colorado SAT 11 and DLM 11 assessments. Within the files provided by the AA Unit, refer to the EMH_LEVEL column and select only records that are coded as 'H'.

Grade Level

Additional selection criteria must be applied to the GRADE_LEVEL field to distinguish records associated with the Colorado SAT & DLM 11 assessments from records associated with the Colorado PSAT & DLM 09/10 assessments. Within the files provided by the AA Unit, refer to the GRADE_LEVEL column and select only records that are coded as '11'.

Test Name

The mean scale scores used in the PWR section of the frameworks represent the combined results from the Colorado SAT 11 and the 11th grade DLM assessment. The calculations reported for Reading & Writing and Math are based on records where the TEST_NAME is either 'CO PSAT/SAT' or 'DLM'.

Test Subject

Reading & Writing

To generate the mean scale score calculations reported for Reading & Writing, filter records where the value in the SUBJECT column is either 'EVIDENCE-BASED READING AND WRITING' or 'ENGLISH LANGUAGE ARTS'.

Math

To generate the mean scale score calculations reported for Math at the high school level, filter records where the value in the SUBJECT column is 'MATH'.

Student Group Definitions

All Students

The mean scale score calculations reported under the All Students label represent the results for all students who received a valid score at the designated grade level and subject area. No demographic information needs to be referenced to identify the records from the student-level files that are used to generate calculations associated with the All Students group.

Free/Reduced-Price Lunch Eligible Students

The mean scale score calculations reported under the Free/Reduced-Price Lunch Eligible (FRL) label represent the results for students who were reported as eligible for free or reduced-price lunch. To generate the mean scale score calculations for FRL students, filter records coded as 'Y' in the FRL_YN column.

Minority Students

The mean scale score calculations reported under the Minority Students label represent the results for students who were reported as having a racial or ethnic background other than White. To generate the mean scale score calculations for Minority students, filter records coded as 'Y' in the MINORITY_YN column.

Multilingual Learners

The mean scale score calculations reported under the Multilingual Learners label represent the results for students who were reported as receiving English Language services. The Multilingual Learner category includes all students reported as Non English Proficient (NEP), Limited English Proficient (LEP), Fully English Proficient (FEP - Monitor Year 1; FEP - Monitor Year 2; FEP - Exited Year 1; and FEP - Exited

Year 2'). To generate the mean scale score calculations for Multilingual Learners, filter records coded as 'Y' in the ELL_YN column.

Students with Disabilities

The mean scale score calculations reported under the Students with Disabilities label represent the results for students who were reported as having an Individualized Education Program (IEP). To generate the mean scale score calculations for students with disabilities, filter records coded as 'Y' in the IEP_YN column.

Scale Scores

The mean scale score calculations reported in the performance framework are based on the scale scores obtained by individual students. In the files provided by the AA Unit, scale scores for each student are included in the column titled, SCALE_SCORE.

For the CMAS, CSLA, Colorado PSAT, CoAlt records, scale score values reflect the information provided by the vendors that CDE contracts with to score the annual assessments. For DLM records, the test vendor does not provide scale scores for individual student records. Scale score values for DLM are calculated by the AA Unit. For more details on the methodology for generating DLM scale scores, contact the AA Unit.

Valid Scores

The mean scale score calculations reported in the performance framework only reflect student outcomes that are considered valid under state accountability policies. Invalid records are identified based on information provided to the CDE Assessment Division by districts during the test administration window or during the data review process that is carried out after the testing window closes. In the files provided by the AA Unit, records for students with invalid scores are coded as '0' in the VALID_SCORE field. Students who did not participate in testing, or who did not receive a score for any other reason, are also coded as '0' in the VALID_SCORE field. Mean scale score calculations reported in the performance framework only reflect records that are coded as '1' in the VALID_SCORE column.

Included (Yes or No)

State accountability policy establishes explicit criteria for which student records are to be included in the calculations used within the performance framework reports. The files distributed to districts by the AA Unit provide information for each record showing whether that record met the inclusion criteria. This information is summarized in the column titled, INCLUDED_PFWK_CALCS. All records are coded as either 'Y' or 'N' in the INCLUDED_PFWK_CALCS column. Only records coded as 'Y' are represented in the mean scale score calculations that appear in the performance framework reports.

The files distributed by the AA Unit do provide detailed information about records that were excluded from calculations. For information about excluded records, refer to the Academic Achievement section above.

Calculating Mean Scale Scores

The criteria outlined above can be used to generate the mean scale score calculations reported for the PWR indicator on the district and school performance frameworks using the student-level files provided by the AA Unit. The files are provided in Microsoft Excel and mean scale scores may be calculated directly from the files by

applying the appropriate selection criteria and using the built-in AVERAGE function. Counts can be calculated using the COUNT function. The counts reported in the performance frameworks represent the number of records meeting the inclusion criteria with valid scale scores (VALID_SCORE = '1'), and the means represent the averages of the values in the SCALE_SCORE column. Mean scale scores are only reported and used in the performance framework when there are at least 16 valid scores. This minimum n-count requirement is specific to each student group included in the framework reporting structure.

Example 1: Duplicating PWR Math Calculations Reported within the 2024 District Performance Framework 1-Year Report for District Number 0010
Count and Mean Scale Score for All Students

Filter records where:

REPORTING_YEAR = 2024
REPORTING_YEAR_SPAN = '1 Year'
DIST_NUM = '0010'
REPORTING_DATA_SET = 'DIST'
EMH_LEVEL = 'H'
GRADE_LEVEL = '11'
TEST_NAME = 'CO PSAT/SAT' and 'DLM'
SUBJECT = 'MATH'
VALID_SCORE = '1'
INCLUDED_PFWK_CALCS = 'Y'

To calculate the number of students and the median growth percentile reported in the performance framework:

Measure	**Example Formula**
Count:	COUNT (SCALE_SCORE)
Percent On-Track:	ROUND (AVERAGE (SCALE_SCORE), 1)

Example 2: Duplicating PWR Reading & Writing Calculations within the 2024 School Performance Framework 1-Year Report for School Number 0955
Count and Mean Scale Score for FRL Students

Filter records where:

REPORTING_YEAR = 2024
REPORTING_YEAR_SPAN = '1 Year'
SCH_NUM = '0955'
REPORTING_DATA_SET = 'SCH'
EMH_LEVEL = 'H'
GRADE_LEVEL = '11'
TEST_NAME = 'CO PSAT/SAT' and 'DLM'
SUBJECT = 'EVIDENCE-BASED READING AND WRITING' or
'ENGLISH LANGUAGE ARTS'
FRL_YN = 'Y'
VALID_SCORE = '1'
INCLUDED_PFWK_CALCS = 'Y'

To calculate the number of students and the median growth percentile reported in the performance framework:

Measure	**Example Formula**
Count:	COUNT (SCALE_SCORE)
Percent On-Track:	ROUND (AVERAGE (SCALE_SCORE), 1)

TEST PARTICIPATION RATES

In addition to the outcome measures associated with each of the performance indicators, the performance frameworks provide information about rates of test participation. The frameworks report two different types of participation rate information.

- **Total Participation Rate:** Total participation rates combine all the assessment records for each subject area (English, math and science) across all grade levels within a given school or district. For multi-level schools and districts that serve high school, the PSAT/SAT Evidence-based Reading and Writing results are combined with the English language arts results. Parent excusals are counted as non-participants (they are included in the denominator).

- **Accountability Participation Rate:** The rules for accountability participation rates are the same as those for the total participation rate except that parent excusals are removed from the numerator and denominator. Valid scores represent the numerator.

This section of the guidebook describes how to calculate both the Accountability Participation rates and the Total Participation rates that appear in the framework reports. The calculation guidance refers to student-level participation files provided to district accountability contacts via Syncplicity. The AA Unit provides student-level participation data files to districts each year while preliminary framework reports are distributed. This guide refers exclusively to files provided by the AA Unit. Information presented in this guide does not apply to files provided by CDE's Assessment Division nor to files provided by assessment vendors. For information about where to find the student-level files referenced here, please contact the AA Unit. More information about these participation rates can be found in the Participation and Accountability Guide on the Accountability Resources webpage.

Reporting Structure for Test Participation

The student-level files provided to districts are organized in a way that reflects the structure of the performance frameworks. To make sense of the information included in these files, it is necessary to have a basic understanding of the performance framework reporting structure. The overview provided here explains how participation rates are reported within the performance framework. This is the basis for understanding more specific details about the information included in the student-level files, which are provided in subsections below.

Total Participation Rates are meant to inform interpretations of the assessment results that are reported in the Academic Achievement and Postsecondary & Workforce Readiness sections of the frameworks. Total Participation rate calculations are reported alongside each mean scale score that appears in the performance framework reports. These rates provide a sense of the extent to which the mean scale scores and growth data can be considered representative of the underlying (total enrolled) student population. **NEW in 2026:** If the district or school has less than 25% total participation in combined tested grades in either ELA or Math, the district or school is assigned a rating of Insufficient State Data: Low Participation.

Accountability Participation Rates are built around the requirement that a minimum of 95% of the overall student population participates in each of three subject area tests administered under the state assessment system. For each district and school in the state, the AA Unit determines whether the conditions of the Test Participation Assurance have been met by calculating overall participation rates for English Language Arts, Math, and Science. These overall rates are reported on the front page of the performance frameworks and reflect test participation for students across all grade levels and for all assessments.

For districts and schools that serve students across multiple grade levels, the test participation rates that appear on the front page of the report are the only metrics that represent the total enrolled student population. The

Total participation parent excusals are counted as non-participants.

Accountability Participation parent excusals are excluded from calculation.

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	17,713	16,542	93.4%	1,019	99.2%	Meets 95% Participation
Math	17,711	16,540	93.4%	1,033	99.2%	Meets 95% Participation
Science	5,867	4,391	74.8%	1,443	99.3%	Meets 95% Participation
Total Participation Rate Descriptor for Planning Purposes:						Low Total Participation

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

image below shows how participation rates appear on the front page of the framework report.

The **test participation rates that accompany the mean scale scores in the Achievement and PWR sections** of the frameworks follow the same reporting structure as those indicators. At the highest level, they are organized by grade range, and then within each grade range they are further broken down to represent specific subject areas and student groups. The image below shows how participation rates are reported within the Academic Achievement sections of the performance framework. The below example comes from the PWR section of the framework and is used to present the Colorado SAT 11 results.

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
Colorado SAT - Evidence Base Reading & Writing	All Students	403	*	499.5	92.2%	2.00/4	Approaching
	Free/Reduced-Price Lunch Eligible	71	*	428.5	80.2%	0.25/1	Does Not Meet
	Minority Students	214	*	445.4	88.7%	0.25/1	Does Not Meet
	Multilingual Learners	79	*	389.5	78.5%	0.25/1	Does Not Meet
	Students with Disabilities	31	*	418.8	88.6%	0.25/1	Does Not Meet
Colorado SAT - Math	All Students	405	*	490.7	92.2%	3.00/4	Meets
	Free/Reduced-Price Lunch Eligible	71	*	424.5	80.2%	0.25/1	Does Not Meet
	Minority Students	216	*	442.9	88.7%	0.50/1	Approaching
	Multilingual Learners	81	*	390.7	78.5%	0.25/1	Does Not Meet
	Students with Disabilities	31	*	408.3	88.6%	0.25/1	Does Not Meet

Student-Level Data Files

The AA Unit applies a common set of coding conventions to the records included in the student-level participation files so that all calculations can be generated using the same set of procedures. Each record includes a state-assigned student ID (SASID) along with enrollment and demographic information and participation outcomes. All the fields referenced to generate the participation rate calculations that appear in the performance framework reports are described in detail here.

Reporting Year

The files provided to districts each year contain the record sets used to generate the most recently published framework reports. Record sets for prior years are available upon request. The files include a field labeled,

REPORTING_YEAR, which contains values showing which year of assessment administration each record is associated with. To generate the participation values in the 2026 performance frameworks, refer to the REPORTING_YEAR column and select only records where the value is '2026'.

Reporting Year Span

The files provided to districts each year contain the record sets used to generate the calculations that are included in the 1-Year performance framework reports. CDE also produces multi-year reports, which are used to determine official accreditation ratings in cases where a single year of data does not provide sufficient information to evaluate performance. Files containing the data sets used to generate the calculations used for the multi-year reports are available upon request.

For the 1-year performance framework report, participation rates only include records where the reporting year span is designated as being associated with the 1-year report. In the files provided by the AA Unit, refer to the REPORTING_YEAR_SPAN column and select only records where the value is '1 Year'.

For the multi-year performance framework report, participation rates only include records where the reporting year span is designated as being associated with the multi-year report. In the files provided by the AA Unit, refer to the REPORTING_YEAR_SPAN column and select only records where the value is '3 Year'.

District Number

The student-level data files provided by the AA Unit contain all the records used to participation rates appearing in the district performance framework report. The files include a column titled, DIST_NUMBER, which shows the unique four-digit code assigned to the district within CDE's directory system. This code is used to establish the connection between the assessment data and the performance framework reports and can be used to identify the records that are included in the calculations for a specific district.

School Number

The student-level files provided by the AA Unit contain all the records used to calculate participation rates in the school performance framework reports. The files include a column titled, SCH_NUMBER, containing the four-digit school code associated with each record. This is the code assigned to the school within CDE's directory system, which is used to establish the connection between the assessment data and the performance framework reports. Refer to the SCH_NUMBER column to identify the records that are included in the mean scale score calculations for specific schools.

Reporting Data Set

The files provided to districts by the AA Unit contain the records used to calculate the district performance framework rating as well as records used to determine the school plan type for each individual school in the district. The rules used to generate ratings for the district performance framework report differ from the rules used to generate ratings for the school performance framework reports. The files provided by the AA Unit include a column titled REPORTING_DATA_SET that distinguishes between the data set used for the district performance framework report and the data sets used for the school performance framework reports. To generate calculations for the district performance framework report, select only records where the value in the data set field is 'DIST'. For school performance framework calculations, select only records where the value is 'SCH'.

EMH Level (Grade Range)

The files provided to districts by the AA Unit contain test records from all grade levels that are evaluated under the performance framework. Within the files, there is a column labeled EMH_LEVEL, which designates the grade

range associated with each record. For the Accountability Participation rate calculations, no conditions are set on the EMH_LEVEL.

The Total Participation rate calculations that are reported in the Achievement and PWR sections of the performance framework are broken out by grade level. To generate the Total Participation rate calculations reported at the elementary level, select only records where EMH_LEVEL equals 'E'. To calculate rates reported at the middle school level, select only records that are coded as 'M'. To calculate rates reported at the high school level, select only records that are coded as 'H'.

Grade Level

At the high school level, additional selection criteria must be applied to the GRADE_LEVEL field to distinguish between the Total Participation rates that are reported in the Academic Achievement and the Total Participation rates that are reported in the PWR section. Records for 11th grade students are not included in the Total Participation rate calculations that are reported in the Academic Achievement section of the report. Instead, records for 11th grade students are included in the Total Participation rates that are reported in the PWR section. To generate the Total Participation rates reported in the Academic Achievement section at the high school level, exclude all records where the value in the GRADE_LEVEL field equals '11'. To generate the participation rates reported in the PWR sections, include only records where the value in the GRADE_LEVEL field equals '11'.

Test Name

The participation rates reported in the performance frameworks represent the combined results from both the traditional and alternate assessments. This is true for both the Accountability Participation rate calculations and the Total Participation rate calculations. Results from both the traditional and alternate assessments are included in the files provided by the AA Unit. The English Language Arts and Math calculations reported at the elementary and middle school levels include records where the value in the TEST_NAME column is either 'CMAS' or 'DLM'. At the high school level, the calculations reported for Reading & Writing and Math are based on records where the TEST_NAME is either 'CO PSAT/SAT' or 'DLM'. The Science calculations reported at all levels include records where the value in the TEST_NAME column is either 'CMAS SCIENCE' or 'COALT SCIENCE'.

Test Subject

English Language Arts/Reading & Writing

To calculate the Accountability Participation rates used for the English Language Arts, select all records where the value in the SUBJECT column is either 'ENGLISH LANGUAGE ARTS' or EVIDENCE-BASED READING AND WRITING'.

To calculate the Total Participation rates reported for English Language Arts in the Academic Achievement sections at the elementary and middle school levels, select all records where the value in the SUBJECT column is 'ENGLISH LANGUAGE ARTS'.

To calculate the Total Participation rates reported for Reading & Writing in the Academic Achievement section at the high school level, select all records where the value in the SUBJECT column is either 'EVIDENCE-BASED READING AND WRITING' or 'ENGLISH LANGUAGE ARTS'. Exclude records where the value in the GRADE_LEVEL field is '11'.

To calculate the Total Participation rates reported for Reading & Writing in the PWR section, select all records where the value in the TEST_NAME field is either 'CO PSAT/SAT' or 'DLM' and where the value in the SUBJECT column is either 'EVIDENCE-BASED READING AND WRITING' or 'ENGLISH LANGUAGE ARTS'. Include only records where the value in the GRADE_LEVEL field is '11'.

Math

To calculate the Accountability Participation rates used for Math, select all records where the value in the TEST_NAME field is either 'CMAS', 'DLM', or 'CO PSAT/SAT' and where the value in the SUBJECT column is 'MATH'.

To calculate the Total Participation rates reported for Math in the Academic Achievement sections at the elementary and middle school levels, select all records where the value in the SUBJECT column is 'MATH'.

To calculate the Total Participation rates reported for Math in the Academic Achievement section at the high school level, select all records where the value in the SUBJECT column is 'MATH'. Exclude records where the GRADE_LEVEL = '11'.

To calculate the Total Participation rates reported for Math in the PWR section, select all records where the value in the TEST_NAME field is either 'CO PSAT/SAT' or 'DLM' and where the value in the SUBJECT column is 'MATH'. Include only records where the value in the GRADE_LEVEL field is '11'.

Science

To calculate the Total Participation rates reported for Science, select all records where the value in the SUBJECT column is 'SCIENCE'. This is informational only; science participation rates are not used in the accountability participation rate calculation to assign school or district ratings.

Student Group Definitions

The participation rates used to determine whether districts and schools satisfy the conditions of the Test Participation Assurance for English Language Arts, Math, and Science are not broken out by student groups. Only the overall participation rates for each subject area are used to determine whether districts and schools meet the requirements of the Test Participation Assurance.

Participation rates reported in the Achievement and PWR sections of the frameworks are broken out by student group. For each grade range and subject area, the performance framework reports include participation rates for all students, along with separate rates for Multilingual Learners, those students who qualify for free or reduced-price lunch, minority students, and students with disabilities. At the elementary level, an additional English Language Arts participation rate is reported for students who were previously identified with a significant reading deficiency under the Colorado READ Act.

All Students

The participation rates reported under the All Students label represent the results for all students who received a valid score at the designated grade level and subject area. No demographic information needs to be referenced to identify the records from the student-level files that are used to generate calculations associated with the All Students group.

Free/Reduced-Price Lunch Eligible Students

The participation rates reported under the Free/Reduced-Price Lunch Eligible (FRL) label represent the results for students who were reported as eligible for free or reduced-price lunch. To generate the participation calculations for FRL students, filter records coded as 'Y' in the FRL_YN column.

Minority Students

The participation rates reported under the Minority Students label represent the results for students who were reported as having a racial or ethnic background other than White. To generate the participation calculations for Minority students, filter records coded as 'Y' in the MINORITY_YN column.

Multilingual Learners

The participation rates reported under the Multilingual Learners label represent the results for students who were reported as receiving English Language services. The Multilingual Learner category includes all students reported as Non English Proficient (NEP), Limited English Proficient (LEP), Fully English Proficient (FEP - Monitor Year 1; FEP - Monitor Year 2; FEP - Exited Year 1; and FEP - Exited Year 2'). To generate the participation calculations for Multilingual Learners, filter records coded as 'Y' in the ELL_YN column.

Students with Disabilities

The participation rates reported under the Students with Disabilities label represent the results for students who were reported as having an Individualized Education Program (IEP). To generate the participation calculations for students with disabilities, filter records coded as 'Y' in the IEP_YN column.

Previously Identified for READ Plan

The participation rates reported under the Previously Identified for READ Plan label represent the results for students who were previously reported as having a Significant Reading Deficiency (SRD) as part of the annual READ Act data collection. These calculations are only reported for English Language Arts, and only include results for students who took the 3rd or 4th grade assessment. The values in the file are based on information collected from districts through the READ Act data collections completed in all years prior to the year associated with the assessment administration. To generate the participation calculations for students who were previously reported as having an SRD, filter records coded as 'Y' in the READ_ACT_PRIOR_SRD_YN column.

Included (Yes or No)

State accountability policy establishes explicit criteria for which student records are to be included in the calculations used within the performance framework reports. At a high level, students are excluded from participation calculations in cases when the student:

- is considered exempt from testing
- has test results considered invalid
- is expelled *(applicable for school performance framework calculations only)*
- takes a test that was not intended for their grade level, or their grade level information is not consistent with the directory.
- is enrolled in a detention facility
- is identified as home-schooled
- has results that are not associated with a valid school or district code
- has a duplicate test record *(only one record per subject is included per student)*

The files distributed to districts by the AA Unit provide information for each record showing whether that record met the inclusion criteria. This information is summarized in the column titled, INCLUDED_PFWK_CALCS. All records are coded as either 'Y' or 'N' in the INCLUDED_PFWK_CALCS column. Only records coded as 'Y' are

represented in the participation rate calculations that appear in the performance framework reports. Any records coded as 'N' in the inclusion field are excluded from the calculations reported in the performance framework.

Excluded Records

For records that are coded as 'N' in the INCLUDED_PFWK_CALCS field, the files distributed by the AA Unit provide additional information showing why they were excluded from the performance framework calculations. This information is provided in a series of exclusion and exemption columns that are described below. Any record that is coded as 'N' in the INCLUDED_PFWK_CALCS field will be coded as 'Y' in at least one of the exclusion or exemption columns. Note that these exclusion and exemption fields are provided for informational purposes and do not need to be referenced directly to generate the summary calculations. For any given record, only the value in the INCLUDED_PFWK_CALCS column needs to be referenced to determine whether it was included in the summary calculations reported in the performance framework.

Exempt from Testing

Under certain conditions, students may be exempt from test participation requirements. These students are not included in any of the test participation rates reported in the performance frameworks. The files provided by the AA Unit include a column titled, EXEMPT_NOT_TESTED_YN, which identifies records for students who were exempt from test participation requirements. A record coded as 'Y' in the EXEMPT_NOT_TESTED_YN column was not included in performance framework calculations due to a testing exemption.

Excluded: Test Invalid

Certain records are excluded from the test participation calculations reported in the performance frameworks based on the test invalidation information reported by districts. The EXCLUDED_TEST_INVALID_YN column identifies these records. A record coded as 'Y' in the EXCLUDED_TEST_INVALID_YN field was excluded because the record was identified as invalid, either during the test window or during the data review process carried out after testing was completed. Refer to the column titled, DID_NOT_TEST_TEXT, to see specific test invalidation information associated with records.

Excluded: Expelled

For the school performance frameworks, records for students who were reported as expelled during the test window are not included in the test participation calculations. The rules for the district performance framework report do not impose any conditions on expulsion status. All records included in the district data set are coded as 'N' in the EXCLUDED_EXPELLED_YN column. For the school performance framework, a record coded as 'Y' in the EXCLUDED_EXPELLED_YN was excluded because the student was reported as having been expelled from school during the testing window.

Excluded: Void Grade Level Information

For a test record to be included in the framework calculations, the grade level information associated with the record must be consistent with the grade level information listed in the official directory maintained by CDE. Test records are not included in the framework calculations when the grade level information is not consistent with the grade level information listed in the directory. For example, if a test record lists a student as a 7th grader but the directory information for the school associated with that record shows that the school only serves students in grades K-5, the record will be excluded from framework calculations. A record coded as 'Y' in the EXCLUDED_GRADE_LEVEL_VOID_YN field was excluded because the record was identified as being inconsistent with the grade levels listed in the directory.

Excluded: Detention Facility

Records associated with schools designated within the official directory as detention facilities are not included in performance framework calculations. A record coded as 'Y' in the EXCLUDED_DETENTION_FACILITY_YN was excluded because the school information associated with the record was associated with a school identified as detention facility within the official directory.

Excluded: Home-Schooled Student

Records for students enrolled in a school designated within the official directory as a home options program are not included in performance framework calculations. Records for students reported with a test invalidation code identifying them as home-schooled students are also excluded from framework calculations. A record coded as 'Y' in the EXCLUDED_HOME_OPTIONS_YN was excluded because the student was identified as a home-schooled student.

Excluded: Tested Off-Grade

CDE has established criteria for what tests are to be administered to students at each grade levels. Students are not required to test outside of these criteria. In some cases, assessment records exist for students at grade levels where they were not required to test. For example, a CMAS English Language Arts assessment result may be reported for a 10th grade student, who would not have been required to take the CMAS assessments. These types of records are not included in participation rate calculations reported in the frameworks and can be identified based on the EXCLUDED_OFF_GRADE_YN column. A record coded as 'Y' in the EXCLUDED_OFF_GRADE_YN was excluded because the test was not one that students at that grade level were required to take.

Excluded: Void District/School Association

Certain records included in the assessment results are not associated with a valid district code, or are coded in a way that reflects an invalid relationship between a school code and a district code. For instance, a test record may have a school code that according to the directory should be associated with district A, while the record itself identifies it as being associated with record B. These types of records are identified by referencing the district and school code information associated with the assessment results against the information in the official directory maintained by CDE. A record coded as 'Y' in the EXCLUDED_DISTRICT_VOID_YN column was excluded because it was not associated with a valid district code, or included information showing an invalid relationship between the district code and school code.

Excluded: Duplicate Record

In some cases, students may have multiple records for the same test included in the assessment results. For the participation rate calculations reported in the performance frameworks, only one record for each subject area is used to make participation determinations for individual students. A record coded as 'Y' in the EXCLUDED_DUPLICATE_YN column was excluded because it was identified as a duplicate test record for a student.

Identifying Records for Accountability Participation Rate Calculations

Included in Accountability Denominator

In the Participation files distributed by the AA Unit, records that are used to calculate the Accountability Participation rates can be identified based on the INCLUDED_DN_ACCOUNTABILITY and INCLUDED_NM_ACCOUNTABILTY columns. Records that are coded as '1' in the INCLUDED_DN_ACCOUNTABILITY field are included in the denominator that is used to determine the Accountability Participation rate.

Included in Accountability Numerator

Records that are coded as '1' in the INCLUDED_NM_ACCOUNTABILITY field are included in the numerator that is used to determine the Accountability Participation rate. These students are counted as test participants for state accountability purposes.

Parent Refusals

Under historic State Board of Education Policy, districts and schools are not held accountable for students who were excused from testing by their parents. These students can be identified by referring to the PARENT_REFUSAL column in the files distributed by the AA Unit. Records coded as '1' are associated with students whose parents excused them from testing.

Multilingual Learners in First Year of Enrollment in U.S. Public School

Students who are classified as Multilingual Learners who have been enrolled in U.S. Public School for less than one year at the time of testing are not required to take the English Language Arts assessment. In the Accountability Participation Rate calculations, these students are counted as test participants in calculations so as not to negatively impact school or district participation ratings. Records for students who are identified under this policy are coded as '1' in the ELL_FIRST_YR_US column in the files distributed by the AA Unit.

Calculating Accountability Participation Rates

The participation rates that are used to determine whether districts and schools satisfy the conditions of the Test Participation Assurance can be calculated using the information in the student-level data files provided by the AA Unit. The files are provided in Microsoft Excel, and the rates can be calculated by applying the appropriate selection criteria and using the built-in functions to calculate sums and percentages. Accountability participation rates are only used for the test participation assurance in cases where there are at least 20 records included in the denominator for the specific subject area. Below this threshold, districts and schools are treated by default as having met the participation requirement in that subject area.

- The values reported under the 'Total Records' header in the performance frameworks represent the sum of values in the INCLUDED_DN_TOTAL column in the student-level files.
- The values reported under the 'Valid Scores' header in the performance frameworks represent the sum of values in the INCLUDED_NM_TOTAL column in the student-level files.
- The percentages reported in the Participation Rate column represent the sum of the values in the INCLUDED_NM_TOTAL column divided by the sum of the values in the INCLUDED_DN_TOTAL.
- The values reported under the 'Parent Excuses' header in the performance frameworks represent the sum of values in the PARENT_REFUSAL column in the student-level files.
- The values reported under the 'Accountability Participation Rate' header in the performance frameworks represent the sum of values in the INCLUDED_DN_ACCOUNTABILTY column in the student-level files divided by the sum of values in the INCLUDED_NM_ACCOUNTABILITY column in the student level files.

Example 1: Duplicating Participation Calculations Reported within the 2024 District Performance Framework 1-Year Report for District Number 0010
Participation Assurance Information for Math

Filter records where:
REPORTING_YEAR = 2024

REPORTING_YEAR_SPAN = '1 Year'
DIST_NUM = '0010'
REPORTING_DATA_SET = 'DIST'
TEST_NAME = 'CMAS' and 'DLM' and 'CO PSAT/SAT'
SUBJECT = 'MATH'
INCLUDED_PFWK_CALCS = 'Y'

Measure	Example Formula
Total Records:	SUM (INCLUDED_DN_TOTAL)
Valid Scores:	SUM (INCLUDED_NM_TOTAL)
Total Participation Rate:	ROUND (SUM (INCLUDED_NM_TOTAL) / SUM (INCLUDED_NM_TOTAL), 3)
Parent Excuses:	SUM (PARENT_REFUSALS)
Accountability Participation Rate:	ROUND (SUM (INCLUDED_NM_ACCOUNTABILTY) / SUM (INCLUDED_NM_ACCOUNTABILTY), 3)

Example 2: Duplicating Participation Calculations Reported within the 2024 District Performance Framework 1-Year Report for School Number 0955
Participation Assurance Information for English Language Arts

Filter records where:
REPORTING_YEAR = 2024
REPORTING_YEAR_SPAN = '1 Year'
DIST_NUM = '0010'
REPORTING_DATA_SET = 'SCH'
TEST_NAME = 'CMAS' and 'DLM' and 'CO PSAT/SAT'
SUBJECT = 'ENGLISH LANGUAGE ARTS' and
'EVIDENCE-BASED READING AND WRITING'
INCLUDED_PFWK_CALCS = 'Y'

Measure	Example Formula
Total Records:	SUM (INCLUDED_DN_TOTAL)
Valid Scores:	SUM (INCLUDED_NM_TOTAL)
Total Participation Rate:	ROUND (SUM (INCLUDED_NM_TOTAL) / SUM (INCLUDED_NM_TOTAL), 3)
Parent Excuses:	SUM (PARENT_REFUSALS)
Accountability Participation Rate:	ROUND (SUM (INCLUDED_NM_ACCOUNTABILTY) / SUM (INCLUDED_NM_ACCOUNTABILTY), 3)

Identifying Records for Total Participation Rate Calculations

Included in Total Denominator

In the Participation files distributed by the AA Unit, records that are used to calculate the Total Participation rates can be identified based on the INCLUDED_DN_TOTAL field. Records that are coded as '1' in the INCLUDED_DN_TOTAL field are included in the denominator that is used to determine the Total Participation rate.

Included in Total Denominator

Records that are coded as '1' in the INCLUDED_NM_TOTAL field are included in the numerator that is used to determine the Total Participation rate. These students are counted as participants for the purposes of informing interpretations of mean scale scores.

Note that the Total Participation rate calculations treat students who were excused from testing by their parents as non-participants. Unless some other reason exempted them from testing requirements, they will be coded as '0' in the INCLUDED_NM_TOTAL field and are used to determine if a school or district should receive the new (as of 2026) Insufficient State Data: Low Participation rating.

Calculating Total Participation Rates

The participation rates that are reported in the Achievement and PWR sections of the frameworks can also be calculated using the information in the student-level data files provided by the AA Unit. The files are provided in Microsoft Excel, and the rates can be calculated by applying the appropriate selection criteria and using the built-in functions to calculate sums and percentages. Total participation rates are only reported in cases where districts and schools meet the minimum n-count requirements associated with reporting mean scale scores. Mean scale scores are only reported in cases where there are at least 16 valid score records.

- The denominators used to calculate the participation rates that appear in the Achievement and PWR sections are determined by summing the values in the INCLUDED_DN_TOTAL column in the student-level files.
- The numerator used to calculate the participation rates that appear in the Achievement and PWR sections are determined by summing the values in the INCLUDED_NM_TOTAL column in the student-level files.
- The percentages reported in the Participation Rate column represent the sum of the values in the INCLUDED_NM_TOTAL column divided by the sum of the values in the INCLUDED_DN_TOTAL.

Example 1: Duplicating Participation Calculations Reported within the 2024 District Performance Framework 1-Year Report for District Number 0010
Achievement Participation Rates for Elementary English Language Arts

Filter records where:

REPORTING_YEAR = 2024
REPORTING_YEAR_SPAN = '1 Year'
DIST_NUM = '0010'
REPORTING_DATA_SET = 'DIST'
EMH_LEVEL = 'E'
TEST_NAME = 'CMAS' or 'DLM'
SUBJECT = 'ENGLISH LANGUAGE ARTS'

INCLUDED_PFWK_CALCS = 'Y'

Measure	Example Formula
Denominator:	SUM (INCLUDED_DN_TOTAL)
Numerator:	SUM (INCLUDED_NM_TOTAL)
Total Participation Rate:	ROUND (SUM (INCLUDED_NM_TOTAL) / SUM (INCLUDED_NM_TOTAL), 3)

Example 2: Duplicating Participation Calculations Reported within the 2024 District Performance Framework 1-Year Report for School Number 0955
PWR Participation Rate for Math

Filter records where:
REPORTING_YEAR = 2024
REPORTING_YEAR_SPAN = '1 Year'
DIST_NUM = '0010'
REPORTING_DATA_SET = 'SCH'
EMH_LEVEL = 'H'
GRADE_LEVEL = '11'
TEST_NAME = 'CO PSAT/SAT' or 'DLM'
SUBJECT = 'MATH'
INCLUDED_PFWK_CALCS = 'Y'

Measure	Example Formula
Denominator:	SUM (INCLUDED_DN_TOTAL)
Numerator:	SUM (INCLUDED_NM_TOTAL)
Total Participation Rate:	ROUND (SUM (INCLUDED_NM_TOTAL) / SUM (INCLUDED_NM_TOTAL), 3)

Determining Sub-Indicator Ratings

Sub-indicator ratings are determined by taking the summary calculations generated in the sections above and comparing them to the cut point bands for a given measure on the School and District Performance Frameworks. This section of the Calculation Guidebook outlines how a specific score on a sub-indicator for a given school/district translates into a rating of Exceeds, Meets, Approaching, or Does Not Meet on that sub-indicator on the School/District Performance Framework. This section will also cover how the cut points for a given sub-indicator were developed and how points are assigned.

Please note that a specific school or district may not be eligible for a given measure due to small N sizes. In such a case, the school will not be held accountable for that measure. As a result, the total number of points for a given indicator is based on only the measures for which a school or district is eligible. The total points possible by indicator may vary from school to school and district to district due to differences in measure eligibility.

Below, we describe how measures are baselined and normed in the current iteration of the performance frameworks. Baseline refers to the dataset upon which the measure was first built—for example, CMAS was first included in the frameworks in 2016, and that serves as the baseline year for those measures. The baseline data is normed to determine cut points. The norming process is discussed below in more detail but typically requires the AA unit to examine state-wide performance of the baseline data in order to determine cut points. Measures may be re-normed (which means the cut points are reset or adjusted based on the state-wide performance on that measure) during assessment transitions or when policy changes at the state level make it necessary.

ACADEMIC ACHIEVEMENT

Norming/Baseline Methodology

CMAS ELA and Math

The CMAS sub-indicators measure achievement for grades 3-8 on English Language Arts, Math, and Science. CMAS was first included on the School/District Performance Framework in 2016. These measures have not been re-normed since their first inclusion on the frameworks in 2016.

CO PSAT 9/10 Reading & Writing/Math

The CO PSAT sub-indicators measure achievement outcomes for 9th and 10th grade high school students on the CO PSAT assessments in Reading & Writing (RW) and in Math. Due to the transition to the new adaptive digital SAT, cut-points were separately re-normed for both RW and Math achievement based on the 15th, 50th, and 85th percentiles of the school level distribution for the 2024 single year and multi-year performance frameworks. Consistent with precedent, accountability cut-points were re-normed to facilitate interpretation of the data included on the performance frameworks. The cut points were not adjusted for the 2026 framework.

CMAS READ Act Bonus Point

The CMAS READ Act bonus point measure was first included on the performance frameworks in 2016. This measure has not been re-normed since their first inclusion on the frameworks in 2016.

Cut Point Methodology

CMAS ELA and Math, CO PSAT RW and Math

Cut points for the following sub-indicators are determined using the school distributions of a given sub-indicator by EMH level and content area:

- CMAS English Language Arts
- CMAS Math
- CO PSAT 9/10 Evidence Based Reading and Writing

- CO PSAT 9/10 Math

In all cases above, the distribution of mean scale scores on the measures above for a given EMH level for a given content area (ex: CMAS English Language Arts for Middle school) is taken across all eligible schools in Colorado. Eligible schools are those which are not designated as Alternative Education Campuses, and which have at least 16 valid scores on the assessment in question. The mean scale scores for all eligible schools in the distribution are then rank-ordered to determine percentile ranks for each distribution. The percentile ranks are then used to establish cut points for both the School Performance Framework and for the District Performance Framework.

Cut points for each rating band (Exceeds, Meets, Approaching, and Does Not Meet) are set based on percentile ranks as follows:

- Does Not Meet: lowest obtainable scale score to the highest scale score associated with the *14th* percentile rank in the distribution.
- Approaching: the lowest scale score associated with the *15th* percentile rank to the highest scale score associated with the *49th* percentile rank in the distribution.
- Meets: the lowest scale score associated with the *50th* percentile rank to the highest scale score associated with the *84th* percentile rank in the distribution.
- Exceeds: the lowest scale score associated with the *85th* percentile rank in the distribution to the highest obtainable scale score.

CMAS READ Act Bonus Point

The cut point for the CMAS READ Act Bonus Point sub-indicator is always fixed at 725.0, which is the proficiency level cut point for students who are determined to have 'Approached Expectations' on the CMAS English Language Arts assessment. Analysis showed that this cut point was both ambitious and attainable for the population of students who have previously been identified with Significant Reading Deficiencies based on results of READ Act assessments that are administered to students in grades K-3.

Point Values

Below are the cut points for all Achievement sub-indicators for the traditional 2026 School/District Performance Framework. Note that, due to the norming methodology explained above, cut points for each sub-indicator are different for each EMH (Elementary, Middle, High) level.

The most recent cut points used can be found on the 2026 Scoring Guide. The most recent guide can always be found on the Accountability Resources webpage.

Final Scoring Guide for 2026 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
	Mean Scale Score was:		*All Students*	*Each Disaggregated Group*	*ELP On Track Growth*
Academic Achievement & ELP On Track Growth	• at or above the 85th percentile	Exceeds	8	1.00	Not Applicable: Paused for 2026
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	
	• below the 15th percentile	Does Not Meet	2	0.25	
	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*
Academic Growth	• at or above 65	Exceeds	8	1.00	4.0
	• at or above 50 but below 65	Meets	6	0.75	3.0
	• at or above 35 but below 50	Approaching	4	0.50	2.0
	• below 35	Does Not Meet	2	0.25	1.0
	*Mean CO SAT Reading and Writing (EBRW) scale score was**:*		*All Students*	*Each Disaggregated Group*	
	1-Year: 553.1 / 3-Year: 553.6	Exceeds	4	1.00	
	• below previous cut but at or above: 494.6 / 496.4	Meets	3	0.75	
	• below previous cut but at or above: 448.1 / 455.8	Approaching	2	0.50	
	• below: 448.1 / 455.8	Does Not Meet	1	0.25	
	*Mean CO SAT Math scale score was**:* *1-Year / 3-Year*		*All Students*	*Each Disaggregated Group*	
	• at or above: 527.0 / 523.3	Exceeds	4	1.00	
	• below previous cut but at or above: 465.8 / 466.0	Meets	3	0.75	
	• below previous cut but at or above: 423.3 / 426.4	Approaching	2	0.50	
	• below: 423.3 / 426.4	Does Not Meet	1	0.25	
Postsecondary and Workforce Readiness	*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.*

	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
Percentile	**Elementary**	**Middle**	**CO PSAT 1-Year**	**CO PSAT 3-Year**	**Elementary**	**Middle**	**CO PSAT 1-Year**	**CO PSAT 3-Year**	**Elem**	**Middle**	**High**
15th percentile	722.3	724.1	415.1	416.8	719.1	716.5	387.4	393.4	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	456.7	734.3	731.2	430.2	431.4	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	508.0	751.9	746.2	480.4	480.5	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

Paused for 2026 Framework Calculations

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of points eligible	
Achievement; Growth; Postsecondary Readiness	• 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

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 4 for ELP growth, 0 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 Plan/Category Type Assignment

	District	*School*	*Accreditation Category/Plan Type*
Total Framework Points	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). 2024 for 1yr and 2025 for 3yr CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). ELP On Track to Proficiency Growth paused due to vendor scale changes.

** 2024 school data used as baseline for 1 yr CO SAT & CoAlt EBRW/ELA & Math (g11) and 2025 data for 3yr.

August 4, 2026

ACADEMIC GROWTH

Norming/Baseline Methodology

Median Growth Percentile Sub-indicators

The current sub-indicators on the School Performance Framework which utilize Median Growth Percentiles are as follows:

- CMAS English Language Arts Median Growth Percentile
- CMAS Math Median Growth Percentile
- Colorado PSAT/SAT Reading and Writing Median Growth Percentile
- Colorado PSAT/SAT Math Median Growth Percentile
- English Language Proficiency Median Growth Percentile

These measures are based on the Colorado Growth Model. Due to the nature of the Colorado Growth Model, which is normative by design, the distribution of scores state-wide will always be normal. Given the normal distribution of student growth percentiles produced by the Colorado Growth Model, this data does not need to be baselined or normed year after year. More information about the Colorado Growth Model is available here.

ELP On Track

The English Language Proficiency On Track measure was first included on the School/District Performance Framework in 2018 for informational purposes. In 2019, the ELP On Track measure was included for points based on one year of data. In 2023, the ELP On Track measure was re-normed based on school percentile distributions, then applied to both the School Performance Framework and the District Performance Framework.

Special Note for 2026: Calculating the English Language Proficiency On Track Growth (OTG) measure requires comparable scale scores from year to year. The WIDA ACCESS scoring scale changed in 2026. As a result, the English Language Proficiency On Track Growth measure cannot be reliably calculated for the 2026 framework cycle and CDE is pausing this measure for one year. Inclusion of the measure will resume in 2027 after two years of data are available on the new scale. The 2 points currently assigned to English Language Proficiency On Track Growth will be removed and instead English Language Proficiency Student Growth Percentiles will be increased by 2 points for a total of 4 points.

Cut Point Methodology

Median Growth Percentile Sub-indicators

For all measures using Median Growth Percentiles (MGPs), the same cut points are used to determine sub-indicator ratings. These cut points are derived from the qualities of the Colorado Growth Model. Since the distribution of Student Growth Percentiles (SGPs) will also approach normality, these cut points do not need to be re-normed over time. Cut points are as follows:

- Does Not Meet: an MGP of *1* to an MGP of *34.5*.
- Approaching: an MGP of *35* to an MGP of *49.5*.
- Meets: an MGP of *50* to an MGP of *64.5*.
- Exceeds: an MGP of *65* to an MGP of *99*.

ELP On Track

Cut points for the English Language Proficiency On Track sub-indicator are determined using the distributions of this sub-indicator by EMH level. The distribution of the percentage of Multilingual Learners on track by EMH level is taken across all eligible schools in the state of Colorado, where eligible schools are those which are not

designated as Alternative Education Campuses and which have at least 20 valid scores on the ACCESS assessment for accountability use. The percentage of students on track for all eligible schools in the distribution are then rank-ordered. Based on the rank ordering, percentile ranks are developed for each distribution. **Note for 2026: This is not relevant for 2026 due to the pause of ELP On Track Growth for one year.**

Cut points for each rating band (Exceeds, Meets, Approaching, and Does Not Meet) are derived from these percentile ranks. Cut points are created as follows:

- Does Not Meet: lowest possible percentage of students on track (0%) to the highest percentage of students on track associated with the *14th* percentile rank in the distribution.
- Approaching: the lowest percentage of students on track associated with the *15th* percentile rank to the highest percentage of students on track associated with the *49th* percentile rank in the distribution.
- Meets: the lowest percentage of students on track associated with the *50th* percentile rank to the highest percentage of students on track associated with the *84th* percentile rank in the distribution.
- Exceeds: the lowest percentage of students on track associated with the *85th* percentile rank in the distribution to the highest possible percentage of students on track (100%).

Point Values

Below are the cut points for all Growth sub-indicators for the traditional 2026 S6chool/District Performance Framework.

These cut points can also be found on the calculation scoring guide. The most recent scoring guide can be found on the Accountability Resources webpage.

CMAS Median Growth Percentile					
Rating	Point Values		MGP Range		
	All Student	Student Groups	Elementary	Middle	High
Exceeds	8	1	65 - 99	65 - 99	NA
Meets	6	0.75	50 - 64.5	50 - 64.5	NA
Approaching	4	0.5	35 - 49.5	35 - 49.5	NA
Does Not Meet	2	0.25	1 - 34.5	1 - 34.5	NA

CO PSAT/SAT Median Growth Percentile					
Rating	Point Values		MGP Range		
	All Student	Student Groups	Elementary	Middle	High
Exceeds	8	1	NA	NA	65 - 99
Meets	6	0.75	NA	NA	50 - 64.5
Approaching	4	0.5	NA	NA	35 - 49.5
Does Not Meet	2	0.25	NA	NA	1 - 34.5

English Language Proficiency (ACCESS) Median Growth Percentile				
Rating	Point Values	MGP Range		
	Multilingual Learners	Elementary	Middle	High
Exceeds	2	65 - 99	65 - 99	65 - 99
Meets	1.5	50 - 64.5	50 - 64.5	50 - 64.5
Approaching	1	35 - 49.5	35 - 49.5	35 - 49.5
Does Not Meet	0.5	1 - 34.5	1 - 34.5	1 - 34.5

On Track to English Language Proficiency					
Rating	Point Values	Percentile Rank Range	Percentage of Students On Track		
	Multilingual Learners		Elementary	Middle	High
Exceeds					
Meets					
Approaching					
Does Not Meet					

WIDA On Track Growth is suspended for 2026. Instead, ACCESS Growth is worth 4 points.

POSTSECONDARY AND WORKFORCE READINESS

Norming/Baseline Methodology

CO SAT

The CO SAT sub-indicators measure postsecondary readiness for grade 11 on Math and Evidence Based Reading and Writing. CO SAT data was first included on the School/District Performance Framework in 2017. Due to the transition to the new adaptive Digital SAT, cut-points were re-normed for both RW and Math achievement based on the 15th, 50th, and 85th percentiles of the school level distribution for the 2024 performance

frameworks. Consistent with precedent, accountability cut-points were re-normed to facilitate interpretation of the data included on the performance frameworks.

Dropout and Graduation Rates

Graduation measures the percentage of students who graduated in the Anticipated Year of Graduation (AYG) cohort with the highest rate among the 4 year, 5 year, 6 year, and 7 year rates for a given academic year. Dropout Rate measures the percentage of students in grades 9-12 for schools and grades 7-12 for districts at a given school who dropped out of school in a given academic year. Both sub-indicators are considered measures of postsecondary achievement. Graduation and Dropout Rates were first included on the School/District Performance Framework in 2010. These measures were re-baselined in 2016 after the accountability hold year.

Matriculation Rate

Matriculation measures the percentage of high school graduates with a qualifying credential, enrollment, or enlistment status (i.e., either a CTE credential, higher education diploma in either a 2-year or 4-year program, military enlistment, or enrollment in a postsecondary program). Matriculation was first included on the School/District Performance Framework in 2016. This measure has not been re-normed since its first inclusion on the frameworks in 2016.

Cut Point Methodology

CO SAT

Cut points for the following sub-indicators are determined using the distributions of a given sub-indicator by for high schools by content area:

- CO SAT Evidence Based Reading Writing
- CO SAT Math

In all cases above, the distribution of mean scale scores on the measures above for a given content area is taken across all eligible schools in the state of Colorado, where eligible schools are those which are not designated as Alternative Education Campuses and which have at least 16 valid scores on the assessment in question for accountability use. The mean scale scores for all eligible schools in the distribution are then rank-ordered. Based on the rank ordering, percentile ranks are developed for each distribution. The cut points as established by the school distribution are then applied to both the School Performance Framework and the District Performance Framework.

Cut points for each rating band (Exceeds, Meets, Approaching, and Does Not Meet) are derived from these percentile ranks. Cut points are created as follows:

- Does Not Meet: lowest obtainable scale score to the highest scale score associated with the 14th percentile rank in the distribution.
- Approaching: the lowest scale score associated with the 15th percentile rank to the highest scale score associated with the 49th percentile rank in the distribution.
- Meets: the lowest scale score associated with the 50th percentile rank to the highest scale score associated with the 84th percentile rank in the distribution.
- Exceeds: the lowest scale score associated with the 85th percentile rank in the distribution to the highest obtainable scale score.

Dropout and Graduation Rates

Dropout and Graduation rate data cut points are determined through periodic analysis of state-wide trend data in school distributions. The cut points as established by the school distribution are then applied to both the School Performance Framework and the District Performance Framework.

Matriculation Rate

Cut points for the matriculation rate sub-indicator are determined using the statewide school distribution of matriculation rates. The distribution of matriculation rates is taken across all eligible schools in the state of Colorado. Eligible schools are those which are not designated as Alternative Education Campuses and which have at least 16 students included in the matriculation rate. The matriculation rate for all eligible school in the distribution are then rank-ordered and percentile ranks calculated for each school. The cut points as established by the school distribution are then applied to both the School Performance Framework and the District Performance Framework.

Cut points for each rating band (Exceeds, Meets, Approaching, and Does Not Meet) are derived from these percentile ranks. Cut points are created as follows:

- Does Not Meet: lowest possible matriculation rate (0%) to the highest matriculation rate associated with the *14th* percentile rank in the distribution.
- Approaching: the lowest matriculation rate associated with the *15th* percentile rank to the highest matriculation rate associated with the *49th* percentile rank in the distribution.
- Meets: the lowest matriculation rate associated with the *50th* percentile rank to the highest matriculation rate associated with the *84th* percentile rank in the distribution.
- Exceeds: the lowest matriculation rate associated with the *85th* percentile rank in the distribution to the highest possible matriculation rate (100%).

Point Values

Below are the cut points for all Postsecondary and Workforce Readiness sub-indicators for the traditional 2026 School/District Performance Framework.

The most recent cut points used can be found on the 2026 Scoring Guide. The most recent guide can always be found on the Accountability Resources webpage.

Final Scoring Guide for 2026 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
	Mean Scale Score was:		*All Students*	*Each Disaggregated Group*	*ELP On Track Growth*
Academic Achievement & ELP On Track Growth	• at or above the 85th percentile	Exceeds	8	1.00	Not Applicable: Paused for 2026
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	
	• below the 15th percentile	Does Not Meet	2	0.25	
	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*
Academic Growth	• at or above 65	Exceeds	8	1.00	4.0
	• at or above 50 but below 65	Meets	6	0.75	3.0
	• at or above 35 but below 50	Approaching	4	0.50	2.0
	• below 35	Does Not Meet	2	0.25	1.0
	*Mean CO SAT Reading and Writing (EBRW) scale score was**:*		*All Students*	*Each Disaggregated Group*	
		1-Year / *3-Year*			
	• at or above	553.1 / 553.6	Exceeds	4	1.00
	• below previous cut but at or above	494.6 / 496.4	Meets	3	0.75
	• below previous cut but at or above	448.1 / 455.8	Approaching	2	0.50
	• below	448.1 / 455.8	Does Not Meet	1	0.25
	*Mean CO SAT Math scale score was**:*	*1-Year* / *3-Year*		*All Students*	*Each Disaggregated Group*
	• at or above	527.0 / 523.3	Exceeds	4	1.00
	• below previous cut but at or above	465.8 / 466.0	Meets	3	0.75
	• below previous cut but at or above	423.3 / 426.4	Approaching	2	0.50
	• below	423.3 / 426.4	Does Not Meet	1	0.25
Postsecondary and Workforce Readiness	*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.*

	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
Percentile	**Elementary**	**Middle**	**CO PSAT 1-Year**	**CO PSAT 3-Year**	**Elementary**	**Middle**	**CO PSAT 1-Year**	**CO PSAT 3-Year**	**Elem**	**Middle**	**High**
15th percentile	722.3	724.1	415.1	416.8	719.1	716.5	387.4	393.4	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	456.7	734.3	731.2	430.2	431.4	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	508.0	751.9	746.2	480.4	480.5	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

Paused for 2026 Framework Calculations

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of points eligible	
Achievement; Growth; Postsecondary Readiness	• 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

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 4 for ELP growth, 0 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 Plan/Category Type Assignment

	District	*School*	*Accreditation Category/Plan Type*
Total Framework Points	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). 2024 for 1yr and 2025 for 3yr CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). ELP On Track to Proficiency Growth paused due to vendor scale changes.

** 2024 school data used as baseline for 1 yr CO SAT & CoAlt EBRW/ELA & Math (g11) and 2025 data for 3yr.

August 4, 2026

**This measure uses data that is a year lagged. For 2026 performance frameworks, these measures represent data from the 2024-25 school year.*

Determining Indicator and Overall Ratings

Indicator Ratings

Indicator ratings are determined by summing both the points earned and the points possible across all grade levels and all sub-indicators within a given indicator and calculating a percentage of points earned. This percentage is then compared to the cut point bands for indicators to find the overall indicator rating. As with sub-indicators, indicators can receive a rating of Does Not Meet, Approaching, Meets, or Exceeds. This section will also cover how the cut points for indicators were developed.

Baseline Information

The indicator cuts were initially derived in 2010, the first year of the School/District Performance Frameworks. The indicator cut points were established such that each band was the same span of possible points. The same cut point structure has been in place for the indicator cut points since then.

Indicator Cut Points

Below are the cut points for all indicators for the traditional 2026 School/District Performance Framework.

All Indicators (Academic Achievement, Academic Growth, Postsecondary and Workforce Readiness)	
Rating	**Indicator Percentage of Points Earned**
Exceeds	87.5% - 100%
Meets	62.5% - 87.49%
Approaching	37.5% - 62.49%
Does Not Meet	25.0% - 37.49%

Overall Ratings

Overall ratings are determined by taking the weighted average of total points earned across each indicator. The weights by indicator are shown below:

EMH Level	Indicator	Indicator Weight
Elementary	Academic Achievement	40%
	Academic Growth	60%
Middle	Academic Achievement	40%
	Academic Growth	60%
High/District	Academic Achievement	30%
	Academic Growth	40%
	Postsecondary and Workforce Readiness	30%

Once the weighted total points earned has been found for each indicator, then the total weighted points across the entire framework can be summed. The total points possible across the entire framework can also be summed, and the percentage of total points possible across the entire framework can be found. An example of how this information can be derived is below:

Indicator	Indicator % Points Earned	Indicator Weight	Weighted Points Earned
Academic Achievement	78%	30	23.4
Academic Growth	56%	40	22.4

Postsecondary and Workforce Readiness	64%	30	19.2
Total Overall Points Possible			30 + 40 + 30 = 100
Total Overall Points Earned			23.4 + 22.4 + 19.2 = 65
Percent Overall Points Earned			65/100 = 65%

Once the overall percentage of points earned has been derived, the overall framework rating can be found.

Assurances

Safety and Finance

For purposes of monitoring a school district's or the institute's substantial and good-faith compliance with the provisions of this title and other statutory and regulatory requirements, CDE obtains assurances regarding budget and financial policies and procedures and financial reporting. Assurances regarding school safety are also obtained for each district on an annual basis. DPF/SPF ratings can be lowered if a district has found to be out of compliance for finance or safety reasons.

Participation

School/District Performance Framework are published with assessment participation rates included. In cases where a school or district's Accountability Participation rate is less than 95% in two or more content areas, the school or district's overall plan type will be lowered one rating and a descriptor will be added stating "Decreased due to participation".

Assessment

Assessment assurances relate to districts/schools adhering to the standardized test administration and security procedures for the state assessments. DPF/SPF ratings can be lowered for failure to administer the assessments appropriately. On an annual basis, the CDE Assessment Division provides assessment assurances for all schools and districts.

Baseline Information

The initial cut points for overall plan type assignments were derived by CDE by determining the proportions of schools which would fall into each plan type. These initial cut points were then approved by the State Board of Education. Approximately 15% of schools were intended to fall into the lower two plan types in order to identify schools needing support for low performance. Specifically, 5% of schools were intended to be identified as Turnaround, and 10% of schools were intended to be identified as Priority Improvement.

Overall plan type cuts were initially derived in 2010, the first year of the School Performance Frameworks. These cuts were re-baselined in 2016 after the Accountability Hold Year in 2015; the proportions of schools in each plan type as of 2014 was used to establish the 2016 cuts. The 2016 overall plan type cuts are currently in use.

Cut Point Information

Below are the cut points for overall school plan types for the traditional 2026 School Performance Framework.

Plan Type Assignment	Overall Percentage of Points Earned
Performance Plan	53% - 100%
Improvement Plan	42% - 52.99%
Priority Improvement Plan	34% - 41.99%
Turnaround Plan	25% - 33.99%
Insufficient State Data	N/A

The cut points for overall accreditation rating for the 2026 District Performance Framework are slightly different from those for schools. Districts have both slightly different cut points by rating category and an additional high-level rating category: Accredited with Distinction.

Plan Type Assignment	Overall Percentage of Points Earned
Accredited with Distinction	74% - 100%
Accredited	56% - 73.99%
Accredited with Improvement Plan	44% - 55.99%
Accredited with Priority Improvement Plan	34% - 43.99%
Accredited with Turnaround Plan	25% - 33.99%
Accredited with Insufficient State Data	N/A

Appendix A – File Summary

Student-Level Data Files

The following files are referenced in Section 1 and are used to generate the summary calculations that appear in the performance frameworks. These files are distributed to districts by the AA Unit and are not available to the public.

xxxx_ADA_PFWK_ACH_STUDENT_DETAIL_2026
xxxx_ADA_PFWK_GRO_STUDENT_DETAIL_2026
xxxx_ADA_PFWK_PART_STUDENT_DETAIL_2026
xxxx_ADA_PFWK_MATR_STUDENT_DETAIL_2026

Summary Calculations and Ratings Data File

Each year, the AA Unit publishes an Excel file that contains all the summary calculations and ratings information that appears in the District and School Performance Frameworks. This file is posted on the Performance Frameworks Results page of the AA website. For 2026, the file will be called:

CDE 2026 District and School Rating Calculation Data (XLS)

The public data file includes a series of tabs. Each tab contains a data set that corresponds to a different section of the guidebook. The contents of each tab and its relationship to the different sections of this guidebook are described here:

INDICATOR DETAIL

Contains summary calculations generated by following the steps outlined in Section 1, along with ratings determined by following steps in Section 2.

INDICATOR_TOTALS_ALL_LEVELS

Contains total points earned and eligible for each performance indicator, along with corresponding ratings information determined by following the steps outlined in Section 3 of this guidebook.

FRAMEWORK_TOTALS_ALL_LEVELS

Contains total points earned and eligible on the framework overall, along with corresponding ratings information determined by following the steps outlined in Section 4 of this guidebook.

Appendix B – Performance Indicator and Overall Rating Summary

Sub-Indicator		Student Group	Points Eligible	Performance Rating	Points Earned	% of Points Earned	Indicator Weight	Weighted Points Earned
ACHIEVEMENT	CMAS ELA	All Students	8	Meets	6	75%		
		Multilingual Learners	1	Exceeds	1	100%		
		Students w/ IEPs	1	Meets	0.75	75%		
		Minority Students	1	Approaching	0.5	50%		
		FRL Eligible Students	1	Does Not Meet	0.25	25%		
	CMAS Math	All Students	8	Meets	6	75%		
		Multilingual Learners	1	Exceeds	1	100%		
		Students w/ IEPs	1	Meets	0.75	75%		
		Minority Students	1	Approaching	0.5	50%		
		FRL Eligible Students	1	Does Not Meet	0.25	25%		
	CMAS Science	All Students	8	Meets	6	75%		
		Multilingual Learners	1	Exceeds	1	100%		
		Students w/ IEPs	1	Meets	0.75	75%		
		Minority Students	1	Approaching	0.5	50%		
		FRL Eligible Students	1	Does Not Meet	0.25	25%		
	READ ACT Bonus		0		1			
	ACHIEVEMENT TOTALS		**36**	**Meets**	**26.5**	**73.6%**	**40**	**29.4**
GROWTH	CMAS ELA	All Students	8	Meets	6	75%		
		Multilingual Learners	1	Exceeds	1	100%		
		Students w/ IEPs	1	Meets	0.75	75%		
		Minority Students	1	Approaching	0.5	50%		
		FRL Eligible Students	1	Does Not Meet	0.25	25%		
	CMAS Math	All Students	8	Meets	6	75%		
		Multilingual Learners	1	Exceeds	1	100%		
		Students w/ IEPs	1	Meets	0.75	75%		
		Minority Students	1	Approaching	0.5	50%		
		FRL Eligible Students	1	Does Not Meet	0.25	25%		
	WIDA	ACCESS Growth	4	Meets	3	75%		
		WIDA On Track Growth is suspended for 2026. Instead, ACCESS Growth is worth 4.points.						
	GROWTH TOTALS		**28**	**Meets**	20.0	71.4%	60	42.8
Total Framework Points				**Performance**		**72.2**	100	**72.2**

Example Elementary/Middle School Scoring

The table to the left shows framework scoring for a hypothetical elementary or middle school.

1. POINTS ELIGIBLE reflects the number of available points for each subgroup/sub-indicator. This value is used in conjunction with the Performance Rating to determine the number of Points Earned.

2. PERFORMANCE RATING for each subgroup/sub-indicator is determined using the cut scores described in the "Point Values" tables in the Determining Sub-indicator Ratings section of this guide.

3. POINTS EARNED are calculated by multiplying Points Eligible by a factor based on the Performance Rating for each subgroup/sub-indicator, as follows:

Rating	Points Earned =
Exceeds	Points Eligible * 1
Meets	Points Eligible * 0.75
Approaching	Points Eligible * 0.5
Does Not Meet	Points Eligible * 0.25

4. INDICATOR TOTALS are summed across all student groups for Points Eligible and Points Earned. % of Points Earned for each indicator total is equal to Points Earned divided by Points Eligible. Indicator ratings use cut scores shown in Appendix Table C1.

5. WEIGHTED POINTS EARNED are equal to % of Points earned for each indicator multiplied by Indicator Weight. These values are then summed across indicators to determine the Total Weighted Points Earned.

6. OVERALL FRAMEWORK RATING is calculated using the Total % of Points Earned (in yellow), which is equal to the sum of Weighted Points Earned divided by the sum of Indicator Weights. Cut points determining plan/category type are shown in Appendix Table C2.

Example High School Scoring - *The values in the table below are calculated in the same manner as described on the prior page but include different sub-indicator categories as well as a separate indicator for PWR.*

Sub-Indicator		Student Group	Points Eligible	Performance Rating	Points Earned	% of Points Earned	Indicator Weight	Weighted Points Earned
ACHIEVEMENT	PSAT RW	All Students	8	Meets	6	75%		
		Multilingual Learners	1	Exceeds	1	100%		
		Students w/ IEPs	1	Meets	0.75	75%		
		Minority Students	1	Approaching	0.5	50%		
		FRL Eligible Students	1	Does Not Meet	0.25	25%		
	PSAT Math	All Students	8	Meets	6	75%		
		Multilingual Learners	1	Exceeds	1	100%		
		Students w/ IEPs	1	Meets	0.75	75%		
		Minority Students	1	Approaching	0.5	50%		
		FRL Eligible Students	1	Does Not Meet	0.25	25%		
	CMAS Science	All Students	8	Meets	6	75%		
		Multilingual Learners	1	Exceeds	1	100%		
		Students w/ IEPs	1	Meets	0.75	75%		
		Minority Students	1	Approaching	0.5	50%		
		FRL Eligible Students	1	Does Not Meet	0.25	25%		
ACHIEVEMENT TOTALS			**36**	**Meets**	**25.5**	**70.8%**	**30**	**21.3**
GROWTH	PSAT/SAT RW	All Students	8	Meets	6	75%		
		Multilingual Learners	1	Exceeds	1	100%		
		Students w/ IEPs	1	Meets	0.75	75%		
		Minority Students	1	Meets	0.75	50%		
		FRL Eligible Students	1	Does Not Meet	0.25	25%		
	PSAT/SAT Math	All Students	8	Meets	6	75%		
		Multilingual Learners	1	Exceeds	1	100%		
		Students w/ IEPs	1	Meets	0.75	75%		
		Minority Students	1	Approaching	0.5	50%		
		FRL Eligible Students	1	Does Not Meet	0.25	25%		
	WIDA	ACCESS Growth	4	Meets	3	75%		
		WIDA On Track Growth is suspended for 2026. Instead, ACCESS Growth is worth 4 points.						
GROWTH TOTALS			**28**	**Meets**	20.0	71.4%	**40**	28.6
PWR	SAT RW	All Students	4	Meets	3	75%		
		Multilingual Learners	1	Exceeds	1	100%		
		Students w/ IEPs	1	Meets	0.75	75%		
		Minority Students	1	Approaching	0.5	50%		
		FRL Eligible Students	1	Does Not Meet	0.25	25%		
	SAT Math	All Students	4	Meets	3	75%		
		Multilingual Learners	1	Exceeds	1	100%		
		Students w/ IEPs	1	Meets	0.75	75%		
		Minority Students	1	Approaching	0.5	50%		
		FRL Eligible Students	1	Does Not Meet	0.25	25%		
	Dropout Rate	All Students	8	Meets	6	75%		
		Multilingual Learners	2	Exceeds	2	100%		
		Students w/ IEPs	2	Meets	1.5	75%		
		Minority Students	2	Approaching	1	50%		
		FRL Eligible Students	2	Does Not Meet	0.5	25%		
	Graduation Rate	All Students	8	Meets	6	75%		
		Multilingual Learners	2	Exceeds	2	100%		
		Students w/ IEPs	2	Meets	1.5	75%		
		Minority Students	2	Approaching	1	50%		
		FRL Eligible Students	2	Does Not Meet	0.5	25%		
	Matr.	All Students	4	Meets	3	75%		
PWR TOTALS			**52**	**Meets**	**36**	**69.2%**	**30**	**20.8**
Total Framework Points				**Performance**		**70.6**	**100**	**70.6**

Appendix C – Cut Points for Performance Indicators and Plan/Category Types

Table C1. Performance Indicator Cut Points

Performance Indicator ratings are determined using the cut points below based upon the total percentage of points earned for each indicator.

Cut-Points for Each Performance Indicator		
Achievement; Growth; Postsecondary Readiness	***Cut-Point: The district or school earned...of 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

Table C2. Plan/Category Type Assignment Cut Points

Performance Indicator ratings are determined using the cut points below based upon the total percentage of framework points earned.

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)

Appendix D – Multi-Year Flow Chart

