AGENDA
REGULAR BOARD OF EDUCATION MEETING
October 11, 2018
Fantastic 49 - 6:00 p.m.
Business Meeting – 6:30 p.m.
Education Service Center – Board Room

Fantastic 49
- Nutrition Services Staff Supports Students during Summer
- OES Librarian Promotes Family Engagement
- Team Member Fosters Math Achievement in D49
- SCHS Student Gives Back to HMS Band Program

1.00 Call to Order and Roll Call
2.00 Welcome and Pledge of Allegiance
3.00 Action of Agenda

4.00 Consent Agenda
4.01   Action on Minutes of Regular Board of Education Meeting 9/13/2018 – Garza
4.02   Action on Matters Relating to Administrative Personnel –White
4.03   Action on Matters Relating to Licensed Personnel –White
4.04   Action on Matters Relating to Educational Support Personnel –Evans
4.05   Action on Matters Relating to Extra Curricular Personnel –Evans
4.06   Action on District Accountability Advisory Committee (DAAC) Membership – Hall
4.07   Action on Supplementary Pay for System Conversions - Ridgway

5.00 *Board Update*
5.01 *Chief Officer Update*
5.02 *Student Board of Representatives Update*

6.00 *Open Forum (3 minute time limit for each speaker)*

7.00 Action Items
7.01   Action on Policy Revisions
       a. JLCD Administering Medications to Students - Lemmond
7.02   Action on Accreditation of Schools – Whetstine
7.03   Action on Resolution Regarding Amendment 73 - Ridgway
7.04   Action on Update to Student Fees – Gilbert/Sprinz
7.05   Action on Increase Adult Breakfast Price – Deines-Henderson
7.06   Action on New and Revised Job Descriptions
       a. Senior Data Analyst (Learning and Improvement) - Whetstine
       b. Programmer Academic Systems
       c. Early Childhood Educator – Lemmond
       d. TOSA Instructional Technology Coach – Holmes/Smith
7.07   Action on GOAL Academy's Revised Waivers (5 minutes) Franko
7.08   Items Removed from Consent Agenda

8.00 Information Items
8.01   Process Improvement Update

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a. JLCB-R Immunization of Students - Lemmond
8.02   Expulsion Information - Lemmond
8.03   Student Study Trips – Seeley
8.04   Current Legal Issues – Ridgway/Hathaway
8.05   Board Sub-Committee Minutes – Garza

9.00   Discussions Items
9.01   Operations Performance Report
        a. Facilities (10 minutes) Jilek/Payne
        b. Information Technology (10 minutes) Tanner
9.02   2016 3B Projects Update (10 minutes) Lee/Willhelm
9.03   Sand Creek Zone Performance Report (10 minutes) Dorsey
9.04   Mastery Based Graduation Program Report (10 minutes) Hilts
9.05   Enrollment Update (10 minutes) Sprinz
9.06   Board Development Plan (10 minutes) Hilts
9.07   CEO Performance Review - Assessments/Reports (10 minutes) Hilts

10.00   *Other Business*

11.00   *Adjournment*

DATE OF POSTING: October 4, 2018

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Donna Garza
Executive Assistant to the Board of Education

BOARD OF EDUCATION ITEM 4.01
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	D. Garza, Executive Assistant to the Board
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board of Education Meeting 9/13/18
ACTION/INFORMATION/DISCUSSION:	Consent Agenda-Action

BACKGROUND OR RATIONALE
Board review and approval is required prior to posting minutes.

RELEVANT DATA AND EXPECTED OUTCOMES:
Once approved by the board, the minutes will be posted on the district website.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda, including the minutes from the September 13th regular board of education meeting.

APPROVED BY: Dave Cruson, Board Secretary

DATE: September 21, 2018

BOARD OF EDUCATION ITEM 4.02
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Administrative Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

BACKGROUND OR RATIONALE
To gain Board of Education approval for personnel changes. The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES:
By addressing these actions, the Board of Education is approving the necessary actions that allow the district to continue its' function of hiring and other associated personnel activities that impact student achievement.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached personnel changes as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

DATE: September 21, 2018

BOARD OF EDUCATION ITEM 4.03
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Melanie White, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Licensed Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

BACKGROUND OR RATIONALE
To gain Board of Education approval for personnel changes. The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES:
By addressing these actions, the Board of Education is approving the necessary actions that allow the district to continue its' function of hiring and other associated personnel activities that impact student achievement.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1—**Establish enduring <u>trust</u> throughout our community **Rock #2—**Research, design and implement programs for intentional <u>community</u> participation **Rock #3—** Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4—** Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5—** Customize our educational systems to <u>launch each student toward success</u>	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached personnel changes as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

DATE: September 24, 2018

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BOARD OF EDUCATION ITEM 4.04
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

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BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Nicole Evans, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Educational Support Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

BACKGROUND OR RATIONALE
To gain Board of Education approval for personnel changes. The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES:
By addressing these actions, the Board of Education is approving the necessary actions that allow the district to continue its' function of hiring and other associated personnel activities that impact student achievement.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached personnel changes as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

DATE: September 24 2018

BOARD OF EDUCATION ITEM 4.05
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Nicole Evans, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Extra-Curricular Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

BACKGROUND OR RATIONALE
To gain Board of Education approval for personnel changes. The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES:
By addressing these actions, the Board of Education is approving the necessary actions that allow the district to continue its' function of hiring and other associated personnel activities that impact student achievement.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached personnel changes as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

DATE: September 24, 2018

BOARD OF EDUCATION ITEM 4.06
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Deb Hall, Administrative Assistant to Culture & Services
TITLE OF AGENDA ITEM:	District Accountability Advisory Committee Appointments
ACTION/INFORMATION/DISCUSSION:	Consent Agenda - Action

BACKGROUND OR RATIONALE

The District 49 District Accountability Advisory Committee (DAAC) Bylaws state that the membership of the DAAC will be appointed by or elected through a process created by the Board of Education.

The purpose of the DAAC is to institute an accountability and parental and community Involvement program to define and measure academic and safety quality in the district.

The DAAC must consist of at least three parents of students enrolled in the District's schools that are not employees or related to employees of the district, one teacher, one school administrator, and one person from the community who is involved in business.

Members of the DAAC are appointed to serve for a two-year period.

The enclosed membership applications include the name of one DAAC member for the 2018- 2020 school years for your approval. At a minimum they are required to review the District Improvement Plan, charter school applications, recommend the prioritization of expenditures of school district funds, review district assessments and report on the educational and safety performance of the district.

RELEVANT DATA AND EXPECTED OUTCOMES:

Recommended DAAC members: Mary Hopper-WHES, David Rex-SMS, Amanda Ogilvy-member at large, Sharon Smith-VRHS, Wayne Beadles-PPEC, Brittany McNicker-MRES, Jamie Brackney-EIES, Mary Ellen McCluggage-Allies, Bobby Odom-FESoT, Gabrielle Lynn-OES, Amanda Bower-OES, Joanne Wheeler-PPSEL. DAAC members have already committed to the responsibilities of their charge through state statue and will report out their accomplishments in June 2020.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	The DAAC is the primary system of formal accountability to our community. Community participation on the DAAC gives senior leaders input from all stakeholders.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the appointments of the members of the District Accountability Advisory Committee listed as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer   **DATE:** October 4, 2018

BOARD OF EDUCATION ITEM 4.07
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Supplementary pay for Business Plus conversion team
ACTION/INFORMATION/DISCUSSION:	Consent - Action

BACKGROUND OR RATIONALE District 49's conversion from 'Widehnammer-Alio' to the 'Business Plus' operating platform for Finance, Accounting, Human Resource and Payroll functions is now complete. The twenty month project consumed much time and effort from our staff, but did so particularly for six persons identified by Business Office Leadership whose time, effort, and perseverance warrant something beyond normal thanks and gratitude from their supervisors and other district leaders. With a successful conversion behind us and now operating in 'early implementation' of the system, Business Office leadership feels the situation and the time is appropriate to make a one-time supplementary compensation award to six individuals without whom the conversion would not have succeeded the way it has.

RELEVANT DATA AND EXPECTED OUTCOMES: Six members of the Business Office Team, as identified by Business Office Leadership, will share a total supplementary compensation pool of $50,000, with preference in the allocation of that to persons who, as salaried employees, did not already receive compensation for overtime hours worked – nor did they seek such compensation, nor was such compensation promised to them.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring**—How we treat each other **Outer Ring**—How we treat our work	*After treating their work with purpose, teamwork, and tenacity to complete a once-in-a-decade conversion, treating them with respect and care due after such an effort is completely appropriate to not only reflect a symbolic gratitude but a material one as well.*
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	*Bringing this item for consent-action, consistent with other personnel matters that intend to provide transparency while respecting the privacy of the employee reflects the value of trust with our community.*

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to endorse the authority of the Chief Business Officer to distribute a one-time supplementary compensation pool for specifically identified employees in gratitude for their time and effort in the Business Plus system conversion.

APPROVED BY: Brett Ridgway, Chief Business Officer   **DATE:** October 3, 2018

BOARD OF EDUCATION ITEM 7.01
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	D. Garza, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Policy and Procedure Review
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND OR RATIONALE
Ongoing review of Board policies to ensure compliance with current laws and regulations and to ensure policies align with practices that best serve the district.

RELEVANT DATA AND EXPECTED OUTCOMES:
Board policies are routinely reviewed to ensure that they are current and reflect applicable federal and/or state regulations as well as the needs and processes of the districts.

No.	Designation	Title	Reviewed by	Recommendations
7.01a	JLCD	Administering Medications to Students	N Lemmond	Revisions align our policies with CASB guidance

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #7**— Customize our educational systems to <u>launch each student toward success</u>	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After board review at the previous work session, I move to approve the policy JLCD as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer; Pedro Almeida, Chief Operations Officer

DATE: September 24, 2018

Title	**Administering Medications to Students**
Designation	**JLCD**
Office/Custodian	**Education/Executive Director of Individualized Education**

Falcon School District shall not administer prescription or nonprescription medications to students unless appropriate administration cannot reasonably be accomplished outside of school hours. ~~and the student's parent/guardian is not available to administer the medication during the school day.~~

~~Nonprescription, over-the-counter medications will require the same authorization from the physician and parent/guardian as prescription medications. The only exception to this will be the use of cough drops and throat lozenges brought to school with written authorization by the parent/guardian.~~

Medication may be administered to students only by school personnel whom a registered nurse has trained and delegated the task of administering ~~giving~~ such medications. For purposes of this policy, the term "medication" includes both prescription medication and nonprescription medication, but does not include medical marijuana. The administration of medical marijuana shall be in accordance with the Board's policy (JLCDB) on administration of medical marijuana to qualified students.

The term nonprescription medication includes but is not limited to over the counter medications, homeopathic and herbal medications, vitamins and nutritional supplements.

Medication may be administered to students ~~by the school nurse or other designee~~ only when the following requirements are met:

1. Medication shall be in the original, properly labeled container. If it is a prescription medication, the student's name, name of the medication, dosage, how often it is to be administered, time for administering, name of health care provider, and current date shall be printed on the container. ~~Over-the-counter medication (e.g. cough medicine, decongestants, and acetaminophen) must be in its original packaging. Throat lozenges and cough drops will only be dispensed with parent permission, and such items must be kept in the health room.~~

2. ~~The school shall have received written permission from the doctor or dentist to administer the medication from the student's health care provider with prescriptive authority under Colorado law.~~

3. The school shall have received written permission from the parent/guardian to administer the medication to the student and ~~written permission to administer the medication from the student's health car practitioner with prescriptive authority under Colorado law.~~

4. The parent/guardian shall be responsible for providing all medication to be administered to the student.

All medication shall be safeguarded at school to avoid any risk that it may be improperly ingested by anyone.

Self-administration of medication for asthma, allergies or anaphylaxis
A student with asthma, a food allergy, other severe allergies, or other related, life-threatening condition may possess and self-administer medication. Self-administration of such medication may occur during school hours, at school- sponsored activities, or while in transit to and from school or a school-sponsored activity. Student possession and self-administration of such medication shall be in accordance with regulation JLCD-R.

Authorization for a student to possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or other related, life-threatening condition may be limited or revoked by the school principal after consultation with the school nurse and the student's parents/guardian if the student demonstrates an inability to responsibly possess and self-administer such medication.

Student possession, use, distribution, sale or being under the influence of medication inconsistent with this policy shall be considered a violation of policy JICH, Drug and Alcohol Use by Students and may be subject to the student disciplinary consequences, including suspension and/or expulsion, in accordance with policy JICH.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: June 21, 1990
- Revised: September 7, 2000
- Revised: October 6, 2005
- Reviewed: May 13, 2010
- Revised: November 11, 2010
- Revised: March 9, 2017
- Revised: October 11, 2018

LEGAL REFS:
- C.R.S. 12-38-132 *(delegation of nursing tasks)*
- C.R.S. 12-38-132.3 *(school nurses – over-the-counter medication)*
- C.R.S. 22-1-119 *(no liability for adverse drug reactions/side effects)*
- C.R.S. 22-1-119.5 *(Colorado Schoolchildren's Asthma, Food Allergy and Anaphylaxis Health Management Act)*
- C.R.S. 22-2-135 *(Colorado School Children's Food Allergy and Anaphylaxis Management Act)*
- C.R.S. 24-10-101 *et seq. (Colorado Governmental Immunity Act)*
- 1 C.C.R. 301-68 *(State Board of Education rules regarding student possession and administration of asthma, allergy and anaphylaxis management medications or other prescription medications)*
- 6 CCR 1010-6, Rule 6.13 *(requirements for health services in schools)*

CROSS REF:
- JICH, Drug and Alcohol Involvement by Students
- JKDJKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)
- JLCDA, Students with Food Allergies
- JLCDB, Compassionate Administration of Therapeutic Cannabinoid Products on District Property
- JLCE, First Aid and Emergency Medical Care

BOARD OF EDUCATION ITEM 7.02
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Amber Whetstine, Executive Director of Learning Services
TITLE OF AGENDA ITEM:	Accreditation of Schools
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:
The Colorado Department of Education recently released Preliminary District and School Performance Framework reports to districts in Colorado. Frameworks include indicators of performance in the areas of Finance, Safety, Test Participation, Academic Achievement, Academic Growth, and Post-Secondary Work Force Readiness. The district's and each school's preliminary rating assign a Unified Improvement Plan type for continuous improvement planning and accountability purposes. Districts are accredited by the State Board of Education with distinction, or with a performance, improvement, priority improvement or turnaround plan type. Schools are assigned a performance, improvement, priority improvement or a turnaround plan type, but are accredited by the local Board of Education.

RATIONALE:
Accrediting our schools in purposeful ways that meet the needs of a diverse portfolio of distinct and exceptional schools, community values and stakeholder expectations aligns with our cultural and strategic priorities.

RELEVANT DATA AND EXPECTED OUTCOMES:
Supporting documents provide a detailed description of each school's performance, as measured by the Colorado School Performance Framework.

INNOVATION AND INTELLIGENT RISK:
The Board is obligated to accredit its schools on an annual basis by October 15th. Each local BOE is responsible for accrediting its operated schools and authorized charter schools including alternative education campuses and online schools. Should the BOE decide not to accredit its schools, the BOE would be out of compliance with its accreditation contractual obligation with the State Board of Education.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other	Accreditation increases responsibility of our schools aligned with community values.
	Outer Ring—How we treat our work	The accreditation process allows zones and schools the opportunity to consider innovation and purposeful risk related to school performance.
Strategy	**Rock #1**—Establish enduring trust throughout our community	A meaningful accreditation system, aligned with community values, helps build trust among our community stakeholders.
	Rock #2—Research, design and implement programs for intentional community participation	
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	Accreditation rating recommendations serve to provide some measure of performance for each school within D49's portfolio.
	Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive	

Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Specific indicators of performance support measuring achievement from firm foundations in the primary grades through post-secondary (career and college) readiness.

BUDGET IMPACT: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to accredit schools as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 28, 2018

1110: DISTRICT 49

Level: EMH - (1-Year)

Accreditation Rating	Unofficial Rating Based On: 1-Year DPF Report

Accredited: Meets 95% Participation	65.5/100

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The official accreditation rating is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Districts are assigned an accreditation rating based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the accreditation rating. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall accreditation category by one level. Please see the scoring guide at the end of this report for additional information.

Distinction

65.5%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	60.2%	18.1/30	Approaching
Academic Growth	61.3%	24.5/40	Approaching
Postsecondary & Workforce Readiness	76.4%	22.9/30	Meets

Assurances

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

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	10,378	9,992	96.3%	272	98.9%	Meets 95%
Math	10,381	9,979	96.1%	265	98.6%	Meets 95%
Science	3,769	3,364	89.3%	275	96.3%	Meets 95%

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

Accredited with Distinction: 74.0% - 100.0%

Accredited: 56.0% - 73.9%

Accredited with Improvement Plan: 44.0% - 55.9%

Accredited with Priority Improvement Plan: 34.0% - 43.9%

Accredited with Turnaround Plan: 0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	65.3%	26.1/40	Meets	59.3%	Accredited
	Academic Growth	55.4%	33.2/60	Approaching		
Middle	Academic Achievement	65.3%	26.1/40	Meets	71.1%	Accredited
	Academic Growth	75.0%	45.0/60	Meets		
High	Academic Achievement	50.0%	15.0/30	Approaching	59.3%	Accredited
	Academic Growth	53.6%	21.4/40	Approaching		
	Postsecondary & Workforce ..	76.4%	22.9/30	Meets		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

1110: DISTRICT 49

Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	3,771	97.9%	745.1	62	6/8	Meets
	Previously Identified for READ Plan	385	96.8%	707.7	*	0/0	-
	English Learners	165	99.5%	732.2	33	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,033	97.5%	736.8	44	0.5/1	Approaching
	Minority Students	1,468	98.0%	741.4	54	0.75/1	Meets
	Students with Disabilities	418	93.2%	706.7	1	0.25/1	Does Not Meet
CMAS - Math	All Students	3,778	97.9%	736.9	56	6/8	Meets
	English Learners	174	99.5%	726.3	30	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,035	97.4%	728.5	35	0.5/1	Approaching
	Minority Students	1,478	98.2%	732.4	45	0.5/1	Approaching
	Students with Disabilities	419	93.4%	706.5	2	0.25/1	Does Not Meet
CMAS - Science	All Students	1,241	96.8%	601.9	50	6/8	Meets
	English Learners	56	100.0%	554.2	24	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	351	96.2%	571.8	32	0.5/1	Approaching
	Minority Students	486	97.4%	583.7	39	0.5/1	Approaching
	Students with Disabilities	134	89.0%	493.5	4	0.25/1	Does Not Meet
TOTAL		*	*	*	*	23.5/36	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	2,295	48.0	4/8	Approaching
	English Learners	112	54.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	648	47.5	0.5/1	Approaching
	Minority Students	893	46.0	0.5/1	Approaching
	Students with Disabilities	233	38.0	0.5/1	Approaching
CMAS - Math	All Students	2,290	48.0	4/8	Approaching
	English Learners	112	56.5	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	648	46.0	0.5/1	Approaching
	Minority Students	896	47.0	0.5/1	Approaching
	Students with Disabilities	233	38.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	193	58.0	3/4	Meets
	On Track to EL Proficiency	193	78.8%	0/0	Meets
TOTAL		*	*	15.5/28	Approaching

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

CDE COLORADO
Department of Education

1110: DISTRICT 49

Level: Middle - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	3,684	95.3%	745.5	62	6/8	Meets
	English Learners	159	95.5%	733.8	34	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,075	95.7%	737.6	44	0.5/1	Approaching
	Minority Students	1,461	95.5%	742.3	55	0.75/1	Meets
	Students with Disabilities	362	90.0%	706.3	1	0.25/1	Does Not Meet
CMAS - Math	All Students	3,671	94.9%	733.7	58	6/8	Meets
	English Learners	165	97.7%	721.8	26	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,068	95.0%	725.8	35	0.5/1	Approaching
	Minority Students	1,458	95.3%	728.7	42	0.5/1	Approaching
	Students with Disabilities	363	90.2%	703.2	1	0.25/1	Does Not Meet
CMAS - Science	All Students	1,209	93.8%	597.0	53	6/8	Meets
	English Learners	44	93.9%	530.3	16	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	343	92.9%	565.4	34	0.5/1	Approaching
	Minority Students	481	93.4%	576.5	40	0.5/1	Approaching
	Students with Disabilities	117	90.3%	486.4	3	0.25/1	Does Not Meet
TOTAL		*	*	*	*	23.5/36	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	3,334	50.0	6/8	Meets
	English Learners	151	58.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	964	50.0	0.75/1	Meets
	Minority Students	1,323	51.0	0.75/1	Meets
	Students with Disabilities	304	43.0	0.5/1	Approaching
CMAS - Math	All Students	3,314	50.0	6/8	Meets
	English Learners	154	52.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	959	49.0	0.5/1	Approaching
	Minority Students	1,320	49.5	0.5/1	Approaching
	Students with Disabilities	305	42.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	59	71.0	4/4	Exceeds
	On Track to EL Proficiency	59	72.9%	0/0	Meets
TOTAL		*	*	21/28	Meets

This page displays the performance indicator data for the middle school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

1110: DISTRICT 49

Level: High - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Evidence-Based Reading & Writing	All Students	2,013	95.0%	461.1	50	6/8	Meets
	English Learners	73	94.8%	390.9	2	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	552	94.6%	434.9	22	0.5/1	Approaching
	Minority Students	834	95.4%	449.1	34	0.5/1	Approaching
	Students with Disabilities	158	89.6%	370.8	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	2,018	95.0%	439.5	41	4/8	Approaching
	English Learners	78	94.8%	388.3	2	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	556	94.6%	416.8	18	0.5/1	Approaching
	Minority Students	838	95.4%	431.3	31	0.5/1	Approaching
	Students with Disabilities	158	89.6%	352.6	1	0.25/1	Does Not Meet
CMAS - Science	All Students	769	74.2%	578.3	22	4/8	Approaching
	English Learners	17	60.6%	517.6	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	200	73.1%	554.1	8	0.25/1	Does Not Meet
	Minority Students	324	75.1%	560.0	12	0.25/1	Does Not Meet
	Students with Disabilities	55	68.1%	500.6	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	18/36	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	2,317	47.0	4/8	Approaching
	English Learners	74	34.5	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	617	43.0	0.5/1	Approaching
	Minority Students	965	43.0	0.5/1	Approaching
	Students with Disabilities	168	42.5	0.5/1	Approaching
CO PSAT/SAT - Math	All Students	2,271	44.0	4/8	Approaching
	English Learners	74	51.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	609	46.0	0.5/1	Approaching
	Minority Students	947	45.0	0.5/1	Approaching
	Students with Disabilities	169	40.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	44	61.5	3/4	Meets
	On Track to EL Proficiency	44	68.2%	0/0	Meets
TOTAL		*	*	15/28	Approaching

This page displays the performance indicator data for the high school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 PSAT/SAT growth results for Math and Evidence-Based Reading and Writing. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

1110: DISTRICT 49

Level: High - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
CO SAT - Evidence-Based Reading & Writing	All Students	737	*	502.6	*	1/2	Approaching
	English Learners	18	*	431.9	*	0/0	Does Not Meet
	Free/Reduced-Price Lunch Eligible	187	*	477.1	*	0/0	Approaching
	Minority Students	317	*	487.2	*	0/0	Approaching
	Students with Disabilities	57	*	409.3	*	0/0	Does Not Meet
CO SAT - Math	All Students	738	*	474.9	*	1/2	Approaching
	English Learners	19	*	415.7	*	0/0	Does Not Meet
	Free/Reduced-Price Lunch Eligible	188	*	445.0	*	0/0	Does Not Meet
	Minority Students	318	*	465.6	*	0/0	Approaching
	Students with Disabilities	57	*	374.8	*	0/0	Does Not Meet
Dropout	All Students	7,718	*	1.4%	*	3/4	Meets
	English Learners	212	*	1.9%	*	0/0	Meets
	Free/Reduced-Price Lunch Eligible	1,819	*	0.7%	*	0/0	Meets
	Minority Students	3,088	*	1.2%	*	0/0	Meets
	Students with Disabilities	786	*	1.8%	*	0/0	Meets
Matriculation	All Students	923	*	50.2%	*	1/2	Approaching
	2-Year Higher Education Instituti..	*	*	15.5%	*	*	-
	4-Year Higher Education Instituti..	*	*	29.1%	*	*	-
	Career & Technical Education	*	*	7.8%	*	*	-
Graduation	All Students	902	7yr	96.5%	*	4/4	Exceeds
	English Learners	26	6yr	96.2%	*	1/1	Exceeds
	Free/Reduced-Price Lunch Eligible	270	7yr	94.8%	*	0.75/1	Meets
	Minority Students	318	7yr	95.3%	*	1/1	Exceeds
	Students with Disabilities	65	7yr	95.4%	*	1/1	Exceeds
TOTAL		*	*	*	*	13.75/18	Meets

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year (AYG 2017)	5-Year (AYG 2016)	6-Year (AYG 2015)	7-Year (AYG 2014)	Best Rate
All Students	84.3%	93.1%	94.3%	96.5%	7yr
English Learners	67.6%	91.2%	96.2%	82.6%	6yr
Free/Reduced-Price Lunch Eligible	78.1%	89.2%	91.7%	94.8%	7yr
Minority Students	82.6%	93.5%	92.8%	95.3%	7yr
Students with Disabilities	68.5%	74.4%	82.8%	95.4%	7yr

CO SAT: reflects the mean scale score for each subject area on the 2018 SAT. Participation rates are not reported for the preliminary reports.

Dropout Rates: reflect the percentage of students enrolled in grades 7-12 who leave school during a single year. Calculated as the number of dropouts divided by the total number of students enrolled in the school at any time during the year who did not subsequently enroll in another Colorado school. This report is based on the 2017 Colorado End of Year (EOY) data submission.

Matriculation Rates: reflect all 2017 high school graduates that enroll in a Career & Technical Education (CTE) program or a 2-Year or 4-Year Higher Education Institution (both in-state and out-of-state enrollments) during the subsequent academic year. Also includes graduates that earned a CTE certificate from an area technical college or a college degree while still enrolled in high school. Other industry-recognized credentials are now included based on the spring 2018 optional industry-credential submission. For more information: http://www.cde.state.co.us/accountability/performanceframeworksresources

Graduation Rates: 4-year graduation rate is the percent of students who graduate from high school four years after initially entering ninth grade. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels. For each rate, the AYG designates the Anticipated Year of Graduation, which is based on the initial year that students enrolled in 9th grade. The rates for this report are based on 2017 graduates. For historical graduation data: http://www2.cde.state.co.us/schoolview/dish/dashboard.asp

For additional information, reference the scoring guide on the last page of this report.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
			All Students	**Each Disaggregated Group**	
Academic Achievement	*The district or school's mean scale score was*:* *see table below for actual values*				
	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	ELP
Academic Growth	*Median Growth Percentile was:*				
	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

Performance Indicator	Measure/Metric	Rating	Point Value		
Postsecondary and Workforce Readiness	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*				
	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	Mean CO SAT Math scale score was**:				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
	• below 446.5	Does Not Meet	0.5		
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				
	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		
	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	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

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 & EBRW for CO PSAT				Mathematics				Science		
Percentile	**Elem**	**Middle**	**CO PSAT (1-Year)**	**CO PSAT (MultiYear)†**	**Elem**	**Middle**	**CO PSAT (1-Year)**	**CO PSAT (MultiYear)†**	**Elem**	**Middle**	**High**
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the 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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

1110: DISTRICT 49

Accreditation Rating	Official Rating Based On: 1-Year DPF Report

Accredited with Improvement Plan: Meets 95% Participation	**49.7/100**

-

The official accreditation rating is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Districts are assigned an accreditation rating based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the accreditation rating. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall accreditation category by one level. Please see the scoring guide at the end of this report for additional information.

Distinction

Performance **49.7%**

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	56.3%	16.9/30	Approaching
Academic Growth	61.3%	24.5/40	Approaching
Postsecondary & Workforce Readiness	27.8%	8.3/30	Does Not Meet

Assurances

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

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

Accredited with Distinction: 74.0% - 100.0%

Accredited: 56.0% - 73.9%

Accredited with Improvement Plan: 44.0% - 55.9%

Accredited with Priority Improvement Plan: 34.0% - 43.9%

Accredited with Turnaround Plan: 0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	11,247	10,742	95.5%	376	98.9%	Meets 95%
Math	11,250	10,729	95.4%	369	98.6%	Meets 95%
Science	4,550	3,952	86.9%	463	96.7%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	65.3%	26.1/40	Meets	59.3%	Accredited
	Academic Growth	55.4%	33.2/60	Approaching		
Middle	Academic Achievement	65.3%	26.1/40	Meets	71.1%	Accredited
	Academic Growth	75.0%	45.0/60	Meets		
High	Academic Achievement	38.2%	11.5/30	Approaching	41.2%	Priority Improvement
	Academic Growth	53.6%	21.4/40	Approaching		
	Postsecondary & Workforce ..	27.8%	8.3/30	Does Not Meet		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

1110: DISTRICT 49

Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	3,771	97.9%	745.1	62	6/8	Meets
	Previously Identified for READ Plan	385	96.8%	707.7	*	0/0	-
	English Learners	165	99.5%	732.2	33	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,033	97.5%	736.8	44	0.5/1	Approaching
	Minority Students	1,468	98.0%	741.4	54	0.75/1	Meets
	Students with Disabilities	418	93.2%	706.7	1	0.25/1	Does Not Meet
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ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
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	Minority Students	896	47.0	0.5/1	Approaching
	Students with Disabilities	233	38.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	193	58.0	3/4	Meets
	On Track to EL Proficiency	193	78.8%	0/0	Meets
TOTAL		*	*	15.5/28	Approaching

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

1110: DISTRICT 49

Level: Middle - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	3,684	95.3%	745.5	62	6/8	Meets
	English Learners	159	95.5%	733.8	34	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,075	95.7%	737.6	44	0.5/1	Approaching
	Minority Students	1,461	95.5%	742.3	55	0.75/1	Meets
	Students with Disabilities	362	90.0%	706.3	1	0.25/1	Does Not Meet
CMAS - Math	All Students	3,671	94.9%	733.7	58	6/8	Meets
	English Learners	165	97.7%	721.8	26	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,068	95.0%	725.8	35	0.5/1	Approaching
	Minority Students	1,458	95.3%	728.7	42	0.5/1	Approaching
	Students with Disabilities	363	90.2%	703.2	1	0.25/1	Does Not Meet
CMAS - Science	All Students	1,209	93.8%	597.0	53	6/8	Meets
	English Learners	44	93.9%	530.3	16	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	343	92.9%	565.4	34	0.5/1	Approaching
	Minority Students	481	93.4%	576.5	40	0.5/1	Approaching
	Students with Disabilities	117	90.3%	486.4	3	0.25/1	Does Not Meet
TOTAL		*	*	*	*	23.5/36	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	3,334	50.0	6/8	Meets
	English Learners	151	58.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	964	50.0	0.75/1	Meets
	Minority Students	1,323	51.0	0.75/1	Meets
	Students with Disabilities	304	43.0	0.5/1	Approaching
CMAS - Math	All Students	3,314	50.0	6/8	Meets
	English Learners	154	52.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	959	49.0	0.5/1	Approaching
	Minority Students	1,320	49.5	0.5/1	Approaching
	Students with Disabilities	305	42.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	59	71.0	4/4	Exceeds
	On Track to EL Proficiency	59	72.9%	0/0	Meets
TOTAL		*	*	21/28	Meets

This page displays the performance indicator data for the middle school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

1110: DISTRICT 49　　　　　　　　　　　　　　　　　　Level: High - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Evidence-Based Reading & Writing	All Students	2,567	92.6%	449.3	34	4/8	Approaching
	English Learners	110	91.4%	391.5	2	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	853	91.4%	423.8	15	0.5/1	Approaching
	Minority Students	1,155	92.7%	433.6	21	0.5/1	Approaching
	Students with Disabilities	214	88.0%	366.8	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	2,572	92.6%	427.1	28	4/8	Approaching
	English Learners	115	91.4%	383.5	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	857	91.4%	404.8	11	0.25/1	Does Not Meet
	Minority Students	1,159	92.7%	414.5	17	0.5/1	Approaching
	Students with Disabilities	214	88.0%	350.8	1	0.25/1	Does Not Meet
CMAS - Science	All Students	1,298	74.7%	553.6	8	2/8	Does Not Meet
	English Learners	59	75.6%	489.3	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	450	75.7%	529.1	2	0.25/1	Does Not Meet
	Minority Students	636	78.0%	531.4	2	0.25/1	Does Not Meet
	Students with Disabilities	111	70.6%	481.4	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	13.75/36	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	3,100	45.0	4/8	Approaching
	English Learners	137	35.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,012	42.0	0.5/1	Approaching
	Minority Students	1,406	40.0	0.5/1	Approaching
	Students with Disabilities	254	40.0	0.5/1	Approaching
CO PSAT/SAT - Math	All Students	3,059	42.0	4/8	Approaching
	English Learners	139	42.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,011	42.0	0.5/1	Approaching
	Minority Students	1,393	42.0	0.5/1	Approaching
	Students with Disabilities	253	39.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	135	51.0	3/4	Meets
	On Track to EL Proficiency	135	45.2%	0/0	Approaching
TOTAL		*	*	15/28	Approaching

This page displays the performance indicator data for the high school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 PSAT/SAT growth results for Math and Evidence-Based Reading and Writing. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

1110: DISTRICT 49   Level: High - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
CO SAT - Evidence-Based Reading & Writing	All Students	1,283	*	472.2	*	1/2	Approaching
	English Learners	60	*	417.4	*	0/0	Does Not Meet
	Free/Reduced-Price Lunch Eligible	455	*	443.2	*	0/0	Does Not Meet
	Minority Students	615	*	450.5	*	0/0	Does Not Meet
	Students with Disabilities	120	*	391.4	*	0/0	Does Not Meet
CO SAT - Math	All Students	1,284	*	442.6	*	0.5/2	Does Not Meet
	English Learners	61	*	393.9	*	0/0	Does Not Meet
	Free/Reduced-Price Lunch Eligible	456	*	413.7	*	0/0	Does Not Meet
	Minority Students	616	*	425.9	*	0/0	Does Not Meet
	Students with Disabilities	120	*	362.0	*	0/0	Does Not Meet
Dropout	All Students	12,228	*	9.4%	*	1/4	Does Not Meet
	English Learners	783	*	22.2%	*	0/0	Does Not Meet
	Free/Reduced-Price Lunch Eligible	4,513	*	15.1%	*	0/0	Does Not Meet
	Minority Students	5,771	*	12.1%	*	0/0	Does Not Meet
	Students with Disabilities	1,245	*	8.4%	*	0/0	Does Not Meet
Matriculation	All Students	1,925	*	31.8%	*	0.5/2	Does Not Meet
	2-Year Higher Education Instituti..	*	*	11.8%	*	*	-
	4-Year Higher Education Instituti..	*	*	15.5%	*	*	-
	Career & Technical Education	*	*	5.8%	*	*	-
Graduation	All Students	2,185	7yr	70.9%	*	1/4	Does Not Meet
	English Learners	251	7yr	44.6%	*	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,378	7yr	58.5%	*	0.25/1	Does Not Meet
	Minority Students	1,036	7yr	62.2%	*	0.25/1	Does Not Meet
	Students with Disabilities	217	7yr	59.0%	*	0.25/1	Does Not Meet
TOTAL		*	*	*	*	5/18	Does Not Meet

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year (AYG 2017)	5-Year (AYG 2016)	6-Year (AYG 2015)	7-Year (AYG 2014)	Best Rate
All Students	58.1%	65.6%	64.8%	70.9%	7yr
English Learners	28.9%	43.1%	43.0%	44.6%	7yr
Free/Reduced-Price Lunch Eligible	45.6%	53.4%	53.1%	58.5%	7yr
Minority Students	49.8%	57.3%	58.0%	62.2%	7yr
Students with Disabilities	43.3%	55.8%	44.7%	59.0%	7yr

CO SAT: reflects the mean scale score for each subject area on the 2018 SAT. Participation rates are not reported for the preliminary reports.

Dropout Rates: reflect the percentage of students enrolled in grades 7-12 who leave school during a single year. Calculated as the number of dropouts divided by the total number of students enrolled in the school at any time during the year who did not subsequently enroll in another Colorado school. This report is based on the 2017 Colorado End of Year (EOY) data submission.

Matriculation Rates: reflect all 2017 high school graduates that enroll in a Career & Technical Education (CTE) program or a 2-Year or 4-Year Higher Education Institution (both in-state and out-of-state enrollments) during the subsequent academic year. Also includes graduates that earned a CTE certificate from an area technical college or a college degree while still enrolled in high school. Other industry-recognized credentials are now included based on the spring 2018 optional industry-credential submission. For more information: http://www.cde.state.co.us/accountability/performanceframeworksresources

Graduation Rates: 4-year graduation rate is the percent of students who graduate from high school four years after initially entering ninth grade. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels. For each rate, the AYG designates the Anticipated Year of Graduation, which is based on the initial year that students enrolled in 9th grade. The rates for this report are based on 2017 graduates. For historical graduation data: http://www2.cde.state.co.us/schoolview/dish/dashboard.asp

For additional information, reference the scoring guide on the last page of this report.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		

Academic Achievement

	The district or school's mean scale score was*: *see table below for actual values*		**All Students**	**Each Disaggregated Group**	
Academic Achievement	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		

Academic Growth

	Median Growth Percentile was:		**All Students**	**Each Disaggregated Group**	**ELP**
Academic Growth	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

Postsecondary and Workforce Readiness

	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:				
	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	Mean CO SAT Math scale score was**:				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
	• below 446.5	Does Not Meet	0.5		
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				
	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		
	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	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

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

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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 per CO SAT subject)	not applicable	30%

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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

Accreditation Summary 2016-2018

District / School	Plan-Type 2016	Plan-Type 2017	Recommended Plan-Type 2018
District 49	Improvement	Improvement	Improvement
District Operated Elementary Schools			
ALLIES		Insufficient Data / Performance	Priority Improvement
Evans International Elementary School	Performance	Performance	Improvement
Bennet Ranch Elementary School			Insufficient Data / Performance
Falcon Elementary School of Technology	Performance	Improvement	Performance
Meridian Ranch Elementary School	Performance	Performance	Improvement
Odyssey Elementary School	Performance	Performance	Improvement
Remington Elementary School	Performance	Performance	Performance
Ridgeview Elementary School	Performance	Improvement	Performance
Springs Ranch Elementary School	Performance	Performance	Performance
Stetson Elementary School	Performance	Improvement	Improvement
Woodmen Hills Elementary School	Performance	Performance	Performance
District Operated Middle Schools			
Falcon Middle School	Performance	Performance	Performance
Horizon Middle School	Improvement	Performance	Performance
Skyview Middle School	Performance	Performance	Performance
District Operated High Schools			
Falcon High School	Performance	Performance	Performance
Patriot High School	Improvement	Priority Improvement	Improvement (AEC Rating)
Sand Creek High School	Performance	Performance	Performance
Vista Ridge High School	Improvement	Performance	Performance
District Operated Blended / Online Schools			
Pikes Peak Early College	Performance	Insufficient Data / Performance	Insufficient Data / Performance
Springs Studo for Academic Excellence	Performance	Performance	Performance
District Authorized Charter Schools			
Banning Lewis Academy	Performance	Performance	Performance
GOAL Academy	Performance	Improvement	Improvement (AEC Rating)
Imagine Classical Academy	Improvement	Performance	Performance

Accreditation Summary 2016-2018

District / School	Plan-Type 2016	Plan-Type 2017	Recommended Plan-Type 2018
Liberty Tree Academy			Insufficient Data / Performance
Pikes Peak School of Expeditionary Learning	Performance	Performance	Performance
Pikes Peak Power Technical College	Performance	Priority Improvement	Performance
Rocky Mountain Classical Academy	Performance	Performance	Improvement

0101: ALLIES | 1110: DISTRICT 49

Level: E - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report
Priority Improvement Plan: Low Participation	**40.0/100**

Will enter Year 1 of Priority Improvement or Turnaround

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Performance

Improvement **40.0%**

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	25.0%	10.0/40	Does Not Meet
Academic Growth	50.0%	30.0/60	Approaching

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	60	56	93.3%	4	100.0%	Meets 95%
Math	60	56	93.3%	4	100.0%	Meets 95%
Science	14	12	85.7%	2	100.0%	-

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	25.0%	10.0/40	Does Not Meet	40.0%	Priority Improvement
	Academic Growth	50.0%	30.0/60	Approaching		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

0101: ALLIES | 1110: DISTRICT 49   Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	56	93.3%	717.2	7	2/8	Does Not Meet
	Previously Identified for READ Plan	25	92.6%	706.9	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	20	100.0%	718.1	8	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	56	93.3%	706.6	2	2/8	Does Not Meet
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	20	100.0%	704.8	1	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	n < 16	-	-	-	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	4.5/18	Does Not Meet

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	33	55.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	33	34.0	2/8	Does Not Meet
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	8/16	Approaching

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	
Academic Achievement	The district or school's mean scale score was*: *see table below for actual values*		All Students	Each Disaggregated Group	
	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

	Measure/Metric	Rating	Point Value	
Postsecondary and Workforce Readiness	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*			
	• at or above 559.1	Exceeds	2.0	
	• at or above 509.2 but below 559.1	Meets	1.5	
	• at or above 462.3 but below 509.2	Approaching	1.0	
	• below 462.3	Does Not Meet	0.5	
	*Mean CO SAT Math scale score was**:*			
	• at or above 543.4	Exceeds	2.0	
	• at or above 491.7 but below 543.4	Meets	1.5	
	• at or above 446.5 but below 491.7	Approaching	1.0	
	• below 446.5	Does Not Meet	0.5	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):			
	• at or below 0.5%	Exceeds	4	
	• at or below 2.0% but above 0.5%	Meets	3	
	• at or below 5.0% but above 2.0%	Approaching	2	
	• above 5.0%	Does Not Meet	1	
	Matriculation Rate (of all schools in 2017):			
	• at or above the 73.1%	Exceeds	2.0	
	• at or above 59.3% but below 73.1%	Meets	1.5	
	• at or above 41.4% but below 59.3%	Approaching	1.0	
	• below 41.1%	Does Not Meet	0.5	
	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	4	1.00
	• at or above 85.0% but below 95.0%	Meets	3	0.75
	• at or above 75.0% but below 85.0%	Approaching	2	0.50
	• below 75.0%	Does Not Meet	1	0.25

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

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

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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 per CO SAT subject)	not applicable	30%

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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*
** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).
† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

0555: BANNING LEWIS RANCH ACADEMY | 1110: DISTRICT 49

Level: EM - (1-Year)

Plan Type	Rating Based On: 1-Year SPF Report

Performance Plan: Meets 95% Participation	64.4/100

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

64.4%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	72.4%	29.0/40	Meets
Academic Growth	59.0%	35.4/60	Approaching

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	827	787	95.2%	35	99.4%	Meets 95%
Math	827	787	95.2%	36	99.5%	Meets 95%
Science	237	222	93.7%	14	99.6%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	72.4%	29.0/40	Meets	59.0%	Performance
	Academic Growth	50.0%	30.0/60	Approaching		
Middle	Academic Achievement	72.3%	28.9/40	Meets	69.8%	Performance
	Academic Growth	68.1%	40.9/60	Meets		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

0555: BANNING LEWIS RANCH ACADEMY | 1110: DISTRICT 49   Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	375	97.2%	750.9	77	12/16	Meets
	Previously Identified for READ Plan	24	96.2%	713.8	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	149	95.5%	747.7	68	1.5/2	Meets
	Students with Disabilities	29	90.6%	724.0	17	1/2	Approaching
CMAS - Math	All Students	375	97.2%	738.6	59	12/16	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	150	96.2%	734.1	49	1/2	Approaching
	Students with Disabilities	30	93.8%	727.7	33	1/2	Approaching
CMAS - Science	All Students	122	96.2%	637.2	73	12/16	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	52	96.3%	611.2	57	1.5/2	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	42/58	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	219	48.0	8/16	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	88	47.5	1/2	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	218	44.5	8/16	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	88	40.5	1/2	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	18/36	Approaching

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

0555: BANNING LEWIS RANCH ACADEMY | 1110: DISTRICT 49   Level: Middle - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	339	93.3%	747.9	69	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	125	94.7%	743.5	59	0.75/1	Meets
	Students with Disabilities	16	89.5%	709.8	1	0.25/1	Does Not Meet
CMAS - Math	All Students	341	93.3%	737.4	66	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	125	94.7%	732.3	53	0.75/1	Meets
	Students with Disabilities	16	89.5%	703.3	1	0.25/1	Does Not Meet
CO PSAT - Evidence-Based Reading & Writing	All Students	55	93.2%	490.0	73	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	25	89.3%	468.8	57	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CO PSAT - Math	All Students	55	93.2%	488.9	83	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	25	89.3%	487.6	82	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	93	90.6%	599.8	55	12/16	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	33	84.6%	572.9	39	1/2	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	40.5/56	Meets

This page displays the performance indicator data for the middle school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

0555: BANNING LEWIS RANCH ACADEMY | 1110: DISTRICT 49　　　　Level: Middle - (1-Year)

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	298	45.5	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	112	41.5	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	297	51.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	112	50.5	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	46	60.5	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	23	39.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CO PSAT/SAT - Math	All Students	46	51.5	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	23	56.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	24.5/36	Meets

This page displays the performance indicator data for the middle school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 growth results for Math and English Language Arts/Evidence-Based Reading and Writing. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

Preliminary 2018 School Performance Framework

1618: EVANS INTERNATIONAL ELEMENTARY SCHOOL | 1110: DISTRICT 49

Level: E - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report
Improvement Plan: Meets 95% Participation	**51.3/100**

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Performance	**51.3%**
Improvement	
Priority Imp	
Turnaround	

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	47.1%	18.8/40	Approaching
Academic Growth	54.2%	32.5/60	Approaching

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	324	315	97.2%	7	99.4%	Meets 95%
Math	326	316	96.9%	8	99.4%	Meets 95%
Science	109	107	98.2%	1	99.1%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	47.1%	18.8/40	Approaching	51.3%	Improvement
	Academic Growth	54.2%	32.5/60	Approaching		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

COLORADO Department of Education

1618: EVANS INTERNATIONAL ELEMENTARY SCHOOL | 1110: DISTRICT 49   Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	293	97.2%	733.9	37	4/8	Approaching
	Previously Identified for READ Plan	35	97.4%	699.6	*	0/0	-
	English Learners	23	100.0%	718.0	7	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	200	97.7%	730.9	30	0.5/1	Approaching
	Minority Students	173	97.9%	733.5	36	0.5/1	Approaching
	Students with Disabilities	38	88.6%	704.2	1	0.25/1	Does Not Meet
CMAS - Math	All Students	293	96.9%	730.2	39	4/8	Approaching
	English Learners	24	100.0%	715.0	9	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	201	97.8%	725.9	29	0.5/1	Approaching
	Minority Students	173	97.9%	729.3	37	0.5/1	Approaching
	Students with Disabilities	38	88.6%	710.4	4	0.25/1	Does Not Meet
CMAS - Science	All Students	100	98.2%	580.8	37	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	70	98.7%	564.4	28	0.5/1	Approaching
	Minority Students	59	98.4%	588.8	43	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	16/34	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	180	39.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	121	40.0	0.5/1	Approaching
	Minority Students	110	40.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	179	47.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	121	45.0	0.5/1	Approaching
	Minority Students	110	47.5	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	32	54.0	3/4	Meets
	On Track to EL Proficiency	32	75.0%	0/0	Approaching
TOTAL		*	*	13/24	Approaching

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		

Academic Achievement

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	
Academic Achievement	The district or school's mean scale score was*:				
	see table below for actual values				
	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		

Academic Growth

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	ELP
Academic Growth	Median Growth Percentile was:				
	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

Postsecondary and Workforce Readiness

Measure/Metric	Rating	Point Value	
Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:			
• at or above 559.1	Exceeds	2.0	
• at or above 509.2 but below 559.1	Meets	1.5	
• at or above 462.3 but below 509.2	Approaching	1.0	
• below 462.3	Does Not Meet	0.5	
Mean CO SAT Math scale score was**:			
• at or above 543.4	Exceeds	2.0	
• at or above 491.7 but below 543.4	Meets	1.5	
• at or above 446.5 but below 491.7	Approaching	1.0	
• below 446.5	Does Not Meet	0.5	
Dropout Rate: The district or school dropout rate was (of all schools in 2017):			
• at or below 0.5%	Exceeds	4	
• at or below 2.0% but above 0.5%	Meets	3	
• at or below 5.0% but above 2.0%	Approaching	2	
• above 5.0%	Does Not Meet	1	
Matriculation Rate (of all schools in 2017):			
• at or above the 73.1%	Exceeds	2.0	
• at or above 59.3% but below 73.1%	Meets	1.5	
• at or above 41.4% but below 59.3%	Approaching	1.0	
• below 41.1%	Does Not Meet	0.5	

Measure/Metric	Rating	All Students	Each Disaggregated Group
Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):			
• at or above 95.0%	Exceeds	4	1.00
• at or above 85.0% but below 95.0%	Meets	3	0.75
• at or above 75.0% but below 85.0%	Approaching	2	0.50
• below 75.0%	Does Not Meet	1	0.25

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the 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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

2902: FALCON ELEMENTARY SCHOOL OF TECHNOLOGY | 1110: DISTRICT 49　　　　Level: E - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report

Performance Plan: Meets 95% Participation	76.2/100

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

76.2%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	60.9%	24.4/40	Approaching
Academic Growth	86.3%	51.8/60	Meets

Assurances

	Rating
Accountability Participation Rate	Meets 95%

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	161	157	97.5%	4	100.0%	Meets 95%
Math	161	157	97.5%	4	100.0%	Meets 95%
Science	56	54	96.4%	2	100.0%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	60.9%	24.4/40	Approaching	76.2%	Performance
	Academic Growth	86.3%	51.8/60	Meets		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

2902: FALCON ELEMENTARY SCHOOL OF TECHNOLOGY | 1110: DISTRICT 49   Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	146	97.5%	737.3	45	4/8	Approaching
	Previously Identified for READ Plan	25	100.0%	698.6	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	59	98.5%	731.9	32	0.5/1	Approaching
	Minority Students	54	98.4%	732.3	33	0.5/1	Approaching
	Students with Disabilities	31	89.5%	700.1	1	0.25/1	Does Not Meet
CMAS - Math	All Students	146	97.5%	735.5	53	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	59	98.5%	728.7	35	0.5/1	Approaching
	Minority Students	54	98.4%	728.6	35	0.5/1	Approaching
	Students with Disabilities	31	89.5%	706.9	2	0.25/1	Does Not Meet
CMAS - Science	All Students	48	96.4%	605.5	53	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	21	96.3%	586.0	40	0.5/1	Approaching
	Minority Students	19	100.0%	576.0	35	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	19.5/32	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	90	59.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	36	54.0	0.75/1	Meets
	Minority Students	32	53.5	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	90	68.5	8/8	Exceeds
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	36	69.5	1/1	Exceeds
	Minority Students	32	60.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	17.25/20	Meets

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		

Academic Achievement

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	
Academic Achievement	The district or school's mean scale score was*: see table below for actual values				
	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		

Academic Growth

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	ELP
Academic Growth	Median Growth Percentile was:				
	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

Postsecondary and Workforce Readiness

Performance Indicator	Measure/Metric	Rating	Point Value	
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:			
	• at or above 559.1	Exceeds	2.0	
	• at or above 509.2 but below 559.1	Meets	1.5	
	• at or above 462.3 but below 509.2	Approaching	1.0	
	• below 462.3	Does Not Meet	0.5	
	Mean CO SAT Math scale score was**:			
	• at or above 543.4	Exceeds	2.0	
	• at or above 491.7 but below 543.4	Meets	1.5	
	• at or above 446.5 but below 491.7	Approaching	1.0	
	• below 446.5	Does Not Meet	0.5	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):			
	• at or below 0.5%	Exceeds	4	
	• at or below 2.0% but above 0.5%	Meets	3	
	• at or below 5.0% but above 2.0%	Approaching	2	
	• above 5.0%	Does Not Meet	1	
	Matriculation Rate (of all schools in 2017):			
	• at or above the 73.1%	Exceeds	2.0	
	• at or above 59.3% but below 73.1%	Meets	1.5	
	• at or above 41.4% but below 59.3%	Approaching	1.0	
	• below 41.1%	Does Not Meet	0.5	
	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	4	1.00
	• at or above 85.0% but below 95.0%	Meets	3	0.75
	• at or above 75.0% but below 85.0%	Approaching	2	0.50
	• below 75.0%	Does Not Meet	1	0.25

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the points eligible.	Rating
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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

2908: FALCON HIGH SCHOOL | 1110: DISTRICT 49

Level: H - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report
Performance Plan: Meets 95% Participation	**56.8/100**

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The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

56.8%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	47.6%	14.3/30	Approaching
Academic Growth	48.8%	19.5/40	Approaching
Postsecondary & Workforce Readiness	76.5%	23.0/30	Meets

Assurances

	Rating
Accountability Participation Rate	Meets 95%

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	613	579	94.5%	0	94.5%	Meets 95%
Math	613	579	94.5%	0	94.5%	Meets 95%
Science	304	229	75.3%	45	88.4%	Does Not Meet 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
High	Academic Achievement	47.6%	14.3/30	Approaching	56.8%	Performance
	Academic Growth	48.8%	19.5/40	Approaching		
	Postsecondary & Workforce ..	76.5%	23.0/30	Meets		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

2908: FALCON HIGH SCHOOL | 1110: DISTRICT 49 Level: High - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Evidence-Based Reading & Writing	All Students	126	94.4%	457.1	44	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	30	94.7%	391.4	2	0.25/1	Does Not Meet
	Minority Students	36	94.8%	438.3	25	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CO PSAT - Math	All Students	126	94.4%	425.2	25	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	30	94.7%	382.3	1	0.25/1	Does Not Meet
	Minority Students	36	94.8%	415.3	17	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	221	75.3%	606.7	47	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	50	72.9%	582.1	25	0.5/1	Approaching
	Minority Students	76	75.2%	596.5	39	0.5/1	Approaching
	Students with Disabilities	16	67.9%	529.7	2	0.25/1	Does Not Meet
TOTAL		*	*	*	*	14.75/31	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	168	40.5	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	38	34.5	0.25/1	Does Not Meet
	Minority Students	51	41.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CO PSAT/SAT - Math	All Students	171	38.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	38	39.0	0.5/1	Approaching
	Minority Students	53	42.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	9.75/20	Approaching

This page displays the performance indicator data for the high school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 PSAT/SAT growth results for Math and Evidence-Based Reading and Writing. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

2908: FALCON HIGH SCHOOL | 1110: DISTRICT 49

Level: High - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
CO SAT - Evidence-Based Reading & Writing	All Students	60	*	491.8	*	1/2	Approaching
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	20	*	505.5	*	0/0	Approaching
	Students with Disabilities	n < 16	*	-	*	0/0	-
CO SAT - Math	All Students	60	*	461.8	*	1/2	Approaching
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	20	*	471.5	*	0/0	Approaching
	Students with Disabilities	n < 16	*	-	*	0/0	-
Dropout	All Students	1,329	*	1.2%	*	3/4	Meets
	English Learners	24	*	4.2%	*	0/0	Approaching
	Free/Reduced-Price Lunch Eligible	232	*	0.0%	*	0/0	Exceeds
	Minority Students	424	*	0.5%	*	0/0	Exceeds
	Students with Disabilities	122	*	0.8%	*	0/0	Meets
Matriculation	All Students	256	*	55.5%	*	1/2	Approaching
	2-Year Higher Education Instituti..	*	*	22.3%	*	*	-
	4-Year Higher Education Instituti..	*	*	25.8%	*	*	-
	Career & Technical Education	*	*	13.7%	*	*	-
Graduation	All Students	275	7yr	98.5%	*	4/4	Exceeds
	English Learners	n < 16	-	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	61	7yr	100.0%	*	1/1	Exceeds
	Minority Students	65	7yr	98.5%	*	1/1	Exceeds
	Students with Disabilities	21	7yr	95.2%	*	1/1	Exceeds
TOTAL		*	*	*	*	13/17	Meets

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year (AYG 2017)	5-Year (AYG 2016)	6-Year (AYG 2015)	7-Year (AYG 2014)	Best Rate
All Students	87.2%	98.3%	95.3%	98.5%	7yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	77.2%	96.4%	91.2%	100.0%	7yr
Minority Students	83.5%	97.8%	92.2%	98.5%	7yr
Students with Disabilities	72.7%	90.9%	62.5%	95.2%	7yr

CO SAT: reflects the mean scale score for each subject area on the 2018 SAT. Participation rates are not reported for the preliminary reports.

Dropout Rates: reflect the percentage of students enrolled in grades 9-12 who leave school during a single year. Calculated as the number of dropouts divided by the total number of students enrolled in the school at any time during the year who did not subsequently enroll in another Colorado school. This report is based on the 2017 Colorado End of Year (EOY) data submission.

Matriculation Rates: reflect all 2017 high school graduates that enroll in a Career & Technical Education (CTE) program or a 2-Year or 4-Year Higher Education Institution (both in-state and out-of-state enrollments) during the subsequent academic year. Also includes graduates that earned a CTE certificate from an area technical college or a college degree while still enrolled in high school. Other industry-recognized credentials are now included based on the spring 2018 optional industry-credential submission. For more information: http://www.cde.state.co.us/accountability/performanceframeworksresources

Graduation Rates: 4-year graduation rate is the percent of students who graduate from high school four years after initially entering ninth grade. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels. For each rate, the AYG designates the Anticipated Year of Graduation, which is based on the initial year that students enrolled in 9th grade. The rates for this report are based on 2017 graduates. For historical graduation data: http://www2.cde.state.co.us/schoolview/dish/dashboard.asp

For additional information, reference the scoring guide on the last page of this report.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
	The district or school's mean scale score was*: see table below for actual values		All Students	Each Disaggregated Group	
Academic Achievement	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1
	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:				
	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	Mean CO SAT Math scale score was**:				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
	• below 446.5	Does Not Meet	0.5		
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				
Postsecondary and Workforce Readiness	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		
	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	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

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

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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 per CO SAT subject)	not applicable	30%

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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*
** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).
† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

COLORADO
Department of Education

2906: FALCON MIDDLE SCHOOL | 1110: DISTRICT 49

Level: M - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report
Performance Plan: Meets 95% Participation	56.4/100

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

56.4%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	64.3%	25.7/40	Meets
Academic Growth	51.1%	30.7/60	Approaching

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	991	967	97.6%	23	99.9%	Meets 95%
Math	991	967	97.6%	23	99.9%	Meets 95%
Science	346	336	97.1%	10	100.0%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Middle	Academic Achievement	64.3%	25.7/40	Meets	56.4%	Performance
	Academic Growth	51.1%	30.7/60	Approaching		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

2906: FALCON MIDDLE SCHOOL | 1110: DISTRICT 49 Level: Middle - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	918	97.6%	741.7	54	6/8	Meets
	English Learners	20	100.0%	719.2	7	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	234	97.7%	732.0	30	0.5/1	Approaching
	Minority Students	275	98.4%	735.9	39	0.5/1	Approaching
	Students with Disabilities	110	91.2%	701.0	1	0.25/1	Does Not Meet
CMAS - Math	All Students	918	97.6%	736.3	63	6/8	Meets
	English Learners	20	100.0%	718.4	19	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	234	97.7%	728.4	42	0.5/1	Approaching
	Minority Students	275	98.4%	729.8	46	0.5/1	Approaching
	Students with Disabilities	110	91.2%	703.1	1	0.25/1	Does Not Meet
CMAS - Science	All Students	318	97.1%	611.8	63	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	76	94.2%	568.8	36	0.5/1	Approaching
	Minority Students	99	98.2%	582.6	43	0.5/1	Approaching
	Students with Disabilities	30	88.9%	510.3	9	0.25/1	Does Not Meet
TOTAL		*	*	*	*	22.5/35	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	845	41.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	213	41.0	0.5/1	Approaching
	Minority Students	251	44.0	0.5/1	Approaching
	Students with Disabilities	92	37.0	0.5/1	Approaching
CMAS - Math	All Students	847	49.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	213	47.0	0.5/1	Approaching
	Minority Students	252	53.5	0.75/1	Meets
	Students with Disabilities	92	38.5	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	11.25/22	Approaching

This page displays the performance indicator data for the middle school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
	The district or school's mean scale score was*: *see table below for actual values*		*All Students*	*Each Disaggregated Group*	
Academic Achievement	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1
	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:				
	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	Mean CO SAT Math scale score was**:				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
	• below 446.5	Does Not Meet	0.5		
Postsecondary and Workforce Readiness	*Dropout Rate: The district or school dropout rate was (of all schools in 2017):*				
	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		
	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	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

| Percentile | English Language Arts & EBRW for CO PSAT | | | | Mathematics | | | | Science | | |
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the 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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*
** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).
† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

COLORADO
Department of Education

3475: GOAL ACADEMY | 1110: DISTRICT 49

Level: ALL

Plan Type

AEC: Improvement	55.61 / 100

-

Performance

55.61%

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Indicator	% Pts Earned	Pts Earned/Eligible	Rating
Academic Achievement	74.9%	11.24 / 15	Meets
Academic Growth	37.5%	13.12 / 35	Does Not Meet
Student Engagement	62.5%	12.50 / 20	Meets
Postsecondary & Workforce Readiness	62.5%	18.75 / 30	Meets

Some schools have specialized missions and are designated as Alternative Education Campuses (AECs). These schools serve a student population where either: (1) all students have severe limitations that preclude appropriate administration of state assessments, (2) all students attend on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school, or (3) more than 95% of the students have either an Individual Education Program and/or meet the definition of a high-risk student, as defined by in the Educational Accountability Act of 2009.

This AEC SPF is composed of required state measures but may also include additional optional measures. The optional measures are submitted by the local district and approved by CDE for inclusion in the AEC framework. Results for these optional measures are provided by the district aggregated at the school level. Districts are encouraged to report three years of data when available.

Measures for the Academic Achievement and Academic Growth indicators have been weighted by N size. For measures in these indicators, points eligible are assigned according to the number of students who participated in each measure. Measures where a greater number of students participated are worth comparatively more weight. The individual weight of each measure in these indicators is derived from: the total points eligible in the indicator (PE), the total number of students represented across all measures in the indicator (Total N), and the total number of students represented in the measure in question (Measure N):

Measure Points Eligible = (Measure N/Total N) x PE

Measures for the Postsecondary Readiness and Student Engagement indicators are not weighted by N size. These measures are apportioned equal weight within the indicator. Please note that due to rounding policies points eligible at the measure level may not sum up perfectly to the total points eligible at the indicator and overall level as displayed.

The plan type presented above is based on the percent of points earned of the total points eligible on the framework:

AEC Performance:
60.0% - 100.0%

AEC Improvement:
47.0% - 59.99%

AEC Priority Improvement:
33.0% - 46.99%

AEC Turnaround:
0.0% - 32.99%

Insufficient Data:
No reportable data

Cut-Points for Each Performance Indicator

Academic Achievement; Academic Growth; Student Engagement; Postsecondary Workforce Readiness	at or above 87.5%	Exceeds
	at or above 62.5% - below 87.5%	Meets
	at or above 37.5% - below 62.5%	Approaching
	below 37.5%	Does Not Meet

(*) Not Applicable; (-) No Reportable Data
(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

3475: GOAL ACADEMY | 1110: DISTRICT 49   Level: ALL

ACADEMIC ACHIEVEMENT

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	CMAS	Science	1,547	526.7	5.14 / 7	75.0%	Meets
	CO PSAT	Evidence-Based Reading & Writing	920	409.2	3.05 / 4	75.0%	Meets
		Math	920	388.1	3.05 / 4	75.0%	Meets
TOTAL	Total	TOTAL			11.24 / 15	74.9%	Meets

ACADEMIC ACHIEVEMENT MEASURES & METRICS

CMAS	Mean Scale Score
CO PSAT	Mean Score on the PSAT

ACADEMIC ACHIEVEMENT ESTABLISHED NORMS AND CUT-POINTS

Measure	Norm Description	Value	Pts Earned	Rating
CMAS - Science	<40th percentile of AECs	300.0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	503.0	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	515.0	0.75	Meets
	>=90th percentile of AECs	577.0	1	Exceeds
CO PSAT - Evidence-Based Reading & Writing	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	383.8	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	394.5	0.75	Meets
	>=90th percentile of AECs	425.3	1	Exceeds
CO PSAT - Math	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	378.2	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	385.3	0.75	Meets
	>=90th percentile of AECs	412.6	1	Exceeds

CMAS results include grades 3 through 8 based on 3 years of aggregated data where available. CO PSAT results aggregate 3 years of grade 10 and 1 year of grade 9 data where available.
(*) Not Applicable; (-) No Reportable Data

3475: GOAL ACADEMY | 1110: DISTRICT 49   Level: ALL

ACADEMIC GROWTH

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	State Calculated Growth	English Language Arts	1,145	36.0	8.74 / 17	50.0%	Approaching
		Math	1,149	33.0	4.38 / 18	25.0%	Does Not Meet
TOTAL	Total	TOTAL			13.12 / 35	37.5%	Does Not Meet

ACADEMIC GROWTH MEASURES & METRICS

State Calculated Growth   Median Growth Percentile (MGP)

ACADEMIC GROWTH ESTABLISHED NORMS AND CUT-POINTS

Measure	Norm Description	Value	Pts Earned	Rating
State Calculated Growth	<35 MGP	0	0.25	Does Not Meet
	<50 & >=35 MGP	35.0	0.5	Approaching
	<65 & >=50 MGP	50.0	0.75	Meets
	>=65 MGP	65.0	1	Exceeds

State Calculated Growth may include SGP data from CMAS, PSAT, and/or SAT from grades 3 through 11 across the last three years.
(*) Not Applicable; (-) No Reportable Data

3475: GOAL ACADEMY | 1110: DISTRICT 49   Level: ALL

STUDENT ENGAGEMENT

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	Attendance	Attendance	-	91.8%	3.75 / 5	75.0%	Meets
	Truancy	Truancy	-	8.2%	2.50 / 5	50.0%	Approaching
Optional Measures	Returning Student Rate	Returning Student Rate	2,048	74.0%	3.75 / 5	75.0%	Meets
	Student Re-engagement Rate	Student Re-engagement Rate	789	53.0%	2.50 / 5	50.0%	Approaching
TOTAL	Total	TOTAL			12.50 / 20	62.5%	Meets

STUDENT ENGAGEMENT MEASURES & METRICS

Attendance	Average daily attendance rate of the school
Truancy	Truancy rate of the school
Returning Student Rate	Percent of student completing the prior year at this school who re-enrolled for fall
Student Re-engagement Rate	Percent of previous dropouts enrolled through the end of the year

STUDENT ENGAGEMENT ESTABLISHED NORMS AND CUT-POINTS

Measure	Norm Description	Value	Pts Earned	Rating
Attendance	<40th percentile of AECs	0.0%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	80.20%	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	86.50%	0.75	Meets
	>=90th percentile of AECs	94.80%	1	Exceeds
Truancy	<40th percentile of AECs	11.91%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	7.81%	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	0.01%	0.75	Meets
	>=90th percentile of AECs	0.0%	1	Exceeds
Returning Student Rate	<40% of students	0.0%	0.25	Does Not Meet
	<60% & >=40% of students	40.00%	0.5	Approaching
	<90% & >=60% of students	60.00%	0.75	Meets
	>=90% of students	90.00%	1	Exceeds
Student Re-engagement Rate	<40% of students	0.0%	0.25	Does Not Meet
	<60% & >=40% of students	40.00%	0.5	Approaching
	<90% & >=60% of students	60.00%	0.75	Meets
	>=90% of students	90.00%	1	Exceeds

All calculations reported on this page are based on 3 years of aggregated data where available.
(*) Not Applicable; (-) No Reportable Data

3475: GOAL ACADEMY | 1110: DISTRICT 49   Level: ALL

POSTSECONDARY & WORKFORCE READINESS

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	CO SAT	Evidence-Based Reading & ..	1,036	429.5	2.50 / 5	50.0%	Approaching
		Math	1,036	399.9	2.50 / 5	50.0%	Approaching
	Completion	Completion	3,170	48.5%	2.50 / 5	50.0%	Approaching
	Dropout	Dropout	13,296	19.5%	1.25 / 5	25.0%	Does Not Meet
Optional Measures	Concurrent Enrollm..	Concurrent Enrollment Pas..	1,130	91.0%	5.00 / 5	100.0%	Exceeds
	WORKKEYS Certific..	Certificate-Earned Rate	665	93.0%	5.00 / 5	100.0%	Exceeds
TOTAL	Total	TOTAL			18.75 / 30	62.5%	Meets

POSTSECONDARY & WORKFORCE READINESS MEASURES & METRICS

CO SAT	Mean Score on the SAT
Completion	"Best-of" the 4, 5, 6, or 7-year completion rate
Dropout	Dropout rate of the school
Concurrent Enrollment Passing Rate	Percent of concurrent enrollment courses completed for credit out of all concurrent enrollment courses atter
WORKKEYS Certificate	Percent of students who earned at least a Bronze rating on the National Career Readiness Certificate

POSTSECONDARY & WORKFORCE READINESS ESTABLISHED NORMS AND CUT-POINTS

Measure	Norm Description	Value	Pts Earned	Rating
CO SAT - Evidence-Based Reading & Writing	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	420.9	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	431.5	0.75	Meets
	>=90th percentile of AECs	458.3	1	Exceeds
CO SAT - Math	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	399.8	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	406.5	0.75	Meets
	>=90th percentile of AECs	424.3	1	Exceeds
Completion	<40th percentile of AECs	0.0%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	40.00%	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	49.50%	0.75	Meets
	>=90th percentile of AECs	69.40%	1	Exceeds
Dropout	<40th percentile of AECs	18.20%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	12.80%	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	4.60%	0.75	Meets
	>=90th percentile of AECs	0.0%	1	Exceeds
Concurrent Enrollment Passing Rate	<40% of courses	0.0%	0.25	Does Not Meet
	<60% & >=40% of courses	40.00%	0.5	Approaching
	<90% & >=60% of courses	60.00%	0.75	Meets
	>=90% of courses	90.00%	1	Exceeds
WORKKEYS Certificate	<40% of students	0.0%	0.25	Does Not Meet
	<60% & >=40% of students	40.00%	0.5	Approaching
	<90% & >=60% of students	60.00%	0.75	Meets
	>=90% of students	90.00%	1	Exceeds

CO SAT results aggregate 2 years of grade 11 data (2016-17 and 2017-18) where available.
(*) Not Applicable; (-) No Reportable Data

4102: HORIZON MIDDLE SCHOOL | 1110: DISTRICT 49

Level: M - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report

Performance Plan: Meets 95% Participation	64.4/100

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

64.4%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	65.7%	26.3/40	Meets
Academic Growth	63.5%	38.1/60	Meets

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	750	720	96.0%	29	99.9%	Meets 95%
Math	750	715	95.3%	33	99.7%	Meets 95%
Science	242	228	94.2%	12	99.1%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Middle	Academic Achievement	65.7%	26.3/40	Meets	64.4%	Performance
	Academic Growth	63.5%	38.1/60	Meets		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

CDE COLORADO Department of Education

4102: HORIZON MIDDLE SCHOOL | 1110: DISTRICT 49   Level: Middle - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	654	96.0%	744.0	60	6/8	Meets
	English Learners	41	95.5%	738.0	44	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	322	96.3%	737.5	43	0.5/1	Approaching
	Minority Students	336	95.4%	740.2	50	0.75/1	Meets
	Students with Disabilities	70	86.7%	706.3	1	0.25/1	Does Not Meet
CMAS - Math	All Students	649	95.3%	731.6	51	6/8	Meets
	English Learners	41	95.5%	724.0	31	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	318	95.2%	725.5	34	0.5/1	Approaching
	Minority Students	335	95.2%	726.0	35	0.5/1	Approaching
	Students with Disabilities	70	86.7%	700.4	1	0.25/1	Does Not Meet
CMAS - Science	All Students	203	94.2%	592.4	51	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	96	92.4%	568.1	36	0.5/1	Approaching
	Minority Students	106	92.3%	567.4	36	0.5/1	Approaching
	Students with Disabilities	24	92.9%	490.6	4	0.25/1	Does Not Meet
TOTAL		*	*	*	*	23/35	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	597	53.0	6/8	Meets
	English Learners	37	68.0	1/1	Exceeds
	Free/Reduced-Price Lunch Eligible	286	53.0	0.75/1	Meets
	Minority Students	301	54.0	0.75/1	Meets
	Students with Disabilities	57	46.0	0.5/1	Approaching
CMAS - Math	All Students	601	47.0	4/8	Approaching
	English Learners	39	51.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	288	48.5	0.5/1	Approaching
	Minority Students	305	45.0	0.5/1	Approaching
	Students with Disabilities	57	47.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	15.25/24	Meets

This page displays the performance indicator data for the middle school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
	The district or school's mean scale score was*:		All Students	Each Disaggregated Group	
	see table below for actual values				
Academic Achievement	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	ELP
	Median Growth Percentile was:				
Academic Growth	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

Performance Indicator	Measure/Metric	Rating	Point Value		
	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:				
	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	Mean CO SAT Math scale score was**:				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
	• below 446.5	Does Not Meet	0.5		
Postsecondary and Workforce Readiness	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				
	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		
	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	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the 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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

4251: IMAGINE CLASSICAL ACADEMY | 1110: DISTRICT 49

Level: EM - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report
Performance Plan: Meets 95% Participation	**61.3/100**

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

61.3%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	65.1%	26.0/40	Meets
Academic Growth	58.8%	35.3/60	Approaching

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	422	406	96.2%	16	100.0%	Meets 95%
Math	422	406	96.2%	16	100.0%	Meets 95%
Science	141	134	95.0%	7	100.0%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	56.9%	22.8/40	Approaching	64.8%	Performance
	Academic Growth	70.0%	42.0/60	Meets		
Middle	Academic Achievement	73.3%	29.3/40	Meets	57.8%	Performance
	Academic Growth	47.5%	28.5/60	Approaching		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

4251: IMAGINE CLASSICAL ACADEMY | 1110: DISTRICT 49   Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	265	97.5%	741.4	54	6/8	Meets
	Previously Identified for READ Plan	23	95.8%	707.0	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	39	95.2%	728.1	24	0.5/1	Approaching
	Minority Students	100	97.1%	737.0	44	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	266	97.5%	733.6	47	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	40	95.2%	719.1	15	0.5/1	Approaching
	Minority Students	101	97.1%	729.3	37	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	93	94.9%	592.3	44	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	36	94.7%	557.2	25	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	16.5/29	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	154	50.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	23	42.0	0.5/1	Approaching
	Minority Students	57	47.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	153	54.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	22	41.0	0.5/1	Approaching
	Minority Students	57	42.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	14/20	Meets

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

4251: IMAGINE CLASSICAL ACADEMY | 1110: DISTRICT 49

Level: Middle - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	134	93.9%	746.2	64	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	24	96.2%	731.1	28	0.5/1	Approaching
	Minority Students	55	98.2%	741.9	54	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	134	93.9%	735.2	62	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	24	96.2%	716.5	15	0.5/1	Approaching
	Minority Students	55	98.2%	733.5	57	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	41	95.3%	612.4	64	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	19	100.0%	601.6	57	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	21.25/29	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	127	47.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	20	32.5	0.25/1	Does Not Meet
	Minority Students	51	42.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	122	38.5	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	20	32.5	0.25/1	Does Not Meet
	Minority Students	49	39.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	9.5/20	Approaching

This page displays the performance indicator data for the middle school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
			All Students	*Each Disaggregated Group*	
Academic Achievement	*The district or school's mean scale score was*:* *see table below for actual values*				
	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	ELP
Academic Growth	*Median Growth Percentile was:*				
	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

Performance Indicator	Measure/Metric	Rating	Point Value
Postsecondary and Workforce Readiness	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*		
	• at or above 559.1	Exceeds	2.0
	• at or above 509.2 but below 559.1	Meets	1.5
	• at or above 462.3 but below 509.2	Approaching	1.0
	• below 462.3	Does Not Meet	0.5
	Mean CO SAT Math scale score was**:		
	• at or above 543.4	Exceeds	2.0
	• at or above 491.7 but below 543.4	Meets	1.5
	• at or above 446.5 but below 491.7	Approaching	1.0
	• below 446.5	Does Not Meet	0.5
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		
	• at or below 0.5%	Exceeds	4
	• at or below 2.0% but above 0.5%	Meets	3
	• at or below 5.0% but above 2.0%	Approaching	2
	• above 5.0%	Does Not Meet	1
	Matriculation Rate (of all schools in 2017):		
	• at or above the 73.1%	Exceeds	2.0
	• at or above 59.3% but below 73.1%	Meets	1.5
	• at or above 41.4% but below 59.3%	Approaching	1.0
	• below 41.1%	Does Not Meet	0.5

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):			
	• at or above 95.0%	Exceeds	4	1.00
	• at or above 85.0% but below 95.0%	Meets	3	0.75
	• at or above 75.0% but below 85.0%	Approaching	2	0.50
	• below 75.0%	Does Not Meet	1	0.25

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the points eligible.	Rating
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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11). *August 09, 2018*
** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).
† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

5779: MERIDIAN RANCH ELEMENTARY SCHOOL | 1110: DISTRICT 49   Level: E - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report
Improvement Plan: Meets 95% Participation	**47.9/100**

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The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	61.7%	24.7/40	Approaching
Academic Growth	38.6%	23.2/60	Approaching

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	403	402	99.8%	1	100.0%	Meets 95%
Math	404	403	99.8%	1	100.0%	Meets 95%
Science	137	136	99.3%	1	100.0%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	61.7%	24.7/40	Approaching	47.9%	Improvement
	Academic Growth	38.6%	23.2/60	Approaching		

Performance

47.9%

Improvement

Priority Imp

Turnaround

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

COLORADO Department of Education

5779: MERIDIAN RANCH ELEMENTARY SCHOOL | 1110: DISTRICT 49 Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	389	99.8%	748.2	69	6/8	Meets
	Previously Identified for READ Plan	28	100.0%	709.9	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	55	100.0%	738.6	48	0.5/1	Approaching
	Minority Students	109	100.0%	739.1	49	0.5/1	Approaching
	Students with Disabilities	43	97.9%	710.3	1	0.25/1	Does Not Meet
CMAS - Math	All Students	390	99.8%	747.4	78	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	55	100.0%	733.5	47	0.5/1	Approaching
	Minority Students	110	100.0%	738.4	58	0.75/1	Meets
	Students with Disabilities	44	98.0%	711.7	6	0.25/1	Does Not Meet
CMAS - Science	All Students	133	99.3%	592.1	44	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	19	100.0%	565.4	28	0.5/1	Approaching
	Minority Students	30	100.0%	552.9	24	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	19.75/32	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	249	34.0	2/8	Does Not Meet
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	40	31.5	0.25/1	Does Not Meet
	Minority Students	72	29.0	0.25/1	Does Not Meet
	Students with Disabilities	28	29.0	0.25/1	Does Not Meet
CMAS - Math	All Students	249	46.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	40	43.0	0.5/1	Approaching
	Minority Students	72	52.5	0.75/1	Meets
	Students with Disabilities	28	42.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	8.5/22	Approaching

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		

Academic Achievement

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	
Academic Achievement	*The district or school's mean scale score was*:* *see table below for actual values*				
	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		

Academic Growth

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	ELP
Academic Growth	*Median Growth Percentile was:*				
	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

Postsecondary and Workforce Readiness

Performance Indicator	Measure/Metric	Rating	Point Value	
Postsecondary and Workforce Readiness	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*			
	• at or above 559.1	Exceeds	2.0	
	• at or above 509.2 but below 559.1	Meets	1.5	
	• at or above 462.3 but below 509.2	Approaching	1.0	
	• below 462.3	Does Not Meet	0.5	
	Mean CO SAT Math scale score was**:			
	• at or above 543.4	Exceeds	2.0	
	• at or above 491.7 but below 543.4	Meets	1.5	
	• at or above 446.5 but below 491.7	Approaching	1.0	
	• below 446.5	Does Not Meet	0.5	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):			
	• at or below 0.5%	Exceeds	4	
	• at or below 2.0% but above 0.5%	Meets	3	
	• at or below 5.0% but above 2.0%	Approaching	2	
	• above 5.0%	Does Not Meet	1	
	Matriculation Rate (of all schools in 2017):			
	• at or above the 73.1%	Exceeds	2.0	
	• at or above 59.3% but below 73.1%	Meets	1.5	
	• at or above 41.4% but below 59.3%	Approaching	1.0	
	• below 41.1%	Does Not Meet	0.5	
	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	4	1.00
	• at or above 85.0% but below 95.0%	Meets	3	0.75
	• at or above 75.0% but below 85.0%	Approaching	2	0.50
	• below 75.0%	Does Not Meet	1	0.25

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the points eligible.	Rating
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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   ***August 09, 2018***

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

6483: ODYSSEY ELEMENTARY SCHOOL | 1110: DISTRICT 49

Level: E - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report

Improvement Plan: Meets 95% Participation	50.5/100

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

50.5%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	53.1%	21.2/40	Approaching
Academic Growth	48.8%	29.3/60	Approaching

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	233	228	97.9%	5	100.0%	Meets 95%
Math	233	228	97.9%	5	100.0%	Meets 95%
Science	62	57	91.9%	5	100.0%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	53.1%	21.2/40	Approaching	50.5%	Improvement
	Academic Growth	48.8%	29.3/60	Approaching		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.
(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.
(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

COLORADO
Department of Education

6483: ODYSSEY ELEMENTARY SCHOOL | 1110: DISTRICT 49

Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	214	97.9%	740.2	50	6/8	Meets
	Previously Identified for READ Plan	20	100.0%	706.1	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	100	98.2%	732.6	34	0.5/1	Approaching
	Minority Students	95	96.3%	734.6	39	0.5/1	Approaching
	Students with Disabilities	27	93.5%	702.9	1	0.25/1	Does Not Meet
CMAS - Math	All Students	215	97.9%	723.6	24	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	101	98.2%	713.8	8	0.25/1	Does Not Meet
	Minority Students	96	96.3%	716.6	11	0.25/1	Does Not Meet
	Students with Disabilities	27	93.5%	692.3	1	0.25/1	Does Not Meet
CMAS - Science	All Students	53	91.9%	592.3	44	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	23	87.1%	536.6	16	0.5/1	Approaching
	Minority Students	25	90.3%	560.5	26	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	17/32	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	124	46.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	55	41.0	0.5/1	Approaching
	Minority Students	56	46.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	124	38.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	55	26.0	0.25/1	Does Not Meet
	Minority Students	56	39.5	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	9.75/20	Approaching

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
	The district or school's mean scale score was*: *see table below for actual values*		*All Students*	*Each Disaggregated Group*	
Academic Achievement	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1
	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:				
	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	Mean CO SAT Math scale score was**:				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
	• below 446.5	Does Not Meet	0.5		
Postsecondary and Workforce Readiness	*Dropout Rate: The district or school dropout rate was (of all schools in 2017):*				
	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		
	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	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the 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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11). *August 09, 2018*
** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).
† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

6810: PATRIOT HIGH SCHOOL | 1110: DISTRICT 49

Level: ALL

Plan Type

AEC: Improvement	54.70 / 100

-

Performance

54.70%

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Indicator	% Pts Earned	Pts Earned/Eligible	Rating
Academic Achievement	50.1%	7.52 / 15	Approaching
Academic Growth	50.0%	17.50 / 35	Approaching
Student Engagement	58.4%	11.68 / 20	Approaching
Postsecondary & Workforce Readiness	60.0%	18.00 / 30	Approaching

Some schools have specialized missions and are designated as Alternative Education Campuses (AECs). These schools serve a student population where either: (1) all students have severe limitations that preclude appropriate administration of state assessments, (2) all students attend on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school, or (3) more than 95% of the students have either an Individual Education Program and/or meet the definition of a high-risk student, as defined by in the Educational Accountability Act of 2009.

This AEC SPF is composed of required state measures but may also include additional optional measures. The optional measures are submitted by the local district and approved by CDE for inclusion in the AEC framework. Results for these optional measures are provided by the district aggregated at the school level. Districts are encouraged to report three years of data when available.

Measures for the Academic Achievement and Academic Growth indicators have been weighted by N size. For measures in these indicators, points eligible are assigned according to the number of students who participated in each measure. Measures where a greater number of students participated are worth comparatively more weight. The individual weight of each measure in these indicators is derived from: the total points eligible in the indicator (PE), the total number of students represented across all measures in the indicator (Total N), and the total number of students represented in the measure in question (Measure N):

Measure Points Eligible = (Measure N/Total N) x PE

Measures for the Postsecondary Readiness and Student Engagement indicators are not weighted by N size. These measures are apportioned equal weight within the indicator. Please note that due to rounding policies points eligible at the measure level may not sum up perfectly to the total points eligible at the indicator and overall level as displayed.

Cut-Points for Each Performance Indicator

Academic Achievement; Academic Growth; Student Engagement; Postsecondary Workforce Readiness	at or above 87.5%	Exceeds
	at or above 62.5% - below 87.5%	Meets
	at or above 37.5% - below 62.5%	Approaching
	below 37.5%	Does Not Meet

The plan type presented above is based on the percent of points earned of the total points eligible on the framework:

AEC Performance:
60.0% - 100.0%

AEC Improvement:
47.0% - 59.99%

AEC Priority Improvement:
33.0% - 46.99%

AEC Turnaround:
0.0% - 32.99%

Insufficient Data:
No reportable data

(*) Not Applicable; (-) No Reportable Data
(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

2018 AEC School Performance Framework

6810: PATRIOT HIGH SCHOOL | 1110: DISTRICT 49　　　　Level: ALL

ACADEMIC ACHIEVEMENT

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	CMAS	Science	71	507.4	4.20 / 8	50.0%	Approaching
	CO PSAT	Evidence-Based Reading & Writing	28	391.4	1.66 / 3	50.0%	Approaching
		Math	28	385.0	1.66 / 3	50.0%	Approaching
TOTAL	Total	TOTAL			7.52 / 15	50.1%	Approaching

ACADEMIC ACHIEVEMENT MEASURES & METRICS

CMAS	Mean Scale Score
CO PSAT	Mean Score on the PSAT

ACADEMIC ACHIEVEMENT ESTABLISHED NORMS AND CUT-POINTS

Measure	Norm Description	Value	Pts Earned	Rating
CMAS - Science	<40th percentile of AECs	300.0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	503.0	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	515.0	0.75	Meets
	>=90th percentile of AECs	577.0	1	Exceeds
CO PSAT - Evidence-Based Reading & Writing	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	383.8	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	394.5	0.75	Meets
	>=90th percentile of AECs	425.3	1	Exceeds
CO PSAT - Math	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	378.2	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	385.3	0.75	Meets
	>=90th percentile of AECs	412.6	1	Exceeds

CMAS results include grades 3 through 8 based on 3 years of aggregated data where available. CO PSAT results aggregate 3 years of grade 10 and 1 year of grade 9 data where available.
(*) Not Applicable; (-) No Reportable Data

6810: PATRIOT HIGH SCHOOL | 1110: DISTRICT 49   Level: ALL

ACADEMIC GROWTH

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	State Calculated Growth	English Language Arts	n < 20	-	0.00 / 0	-	-
		Math	n < 20	-	0.00 / 0	-	-
Optional Measures	Star Enterprise - MGP	Reading	70	48.0	17.50 / 35	50.0%	Approaching
TOTAL	Total	TOTAL			17.50 / 35	50.0%	Approaching

ACADEMIC GROWTH MEASURES & METRICS

Star Enterprise - MGP	Median Growth Percentile across all students on STAR for a given content area
State Calculated Growth	Median Growth Percentile (MGP)

ACADEMIC GROWTH ESTABLISHED NORMS AND CUT-POINTS

Measure	Norm Description	Value	Pts Earned	Rating
State Calculated Growth	<35 MGP	0	0.25	Does Not Meet
	<50 & >=35 MGP	35.0	0.5	Approaching
	<65 & >=50 MGP	50.0	0.75	Meets
	>=65 MGP	65.0	1	Exceeds
Star Enterprise - MGP	<35th median growth percentile	1.0	0.25	Does Not Meet
	<50th & >=35th median growth percentile	35.0	0.5	Approaching
	<65th & >=50th median growth percentile	50.0	0.75	Meets
	>=65th median growth percentile	65.0	1	Exceeds

State Calculated Growth may include SGP data from CMAS, PSAT, and/or SAT from grades 3 through 11 across the last three years.
(*) Not Applicable; (-) No Reportable Data

6810: PATRIOT HIGH SCHOOL | 1110: DISTRICT 49

Level: ALL

STUDENT ENGAGEMENT

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	Attendance	Attendance	-	84.9%	3.34 / 7	50.0%	Approaching
	Truancy	Truancy	-	9.6%	3.34 / 7	50.0%	Approaching
Optional Measures	Returning Student Rate	Returning Student Rate	62	82.0%	5.00 / 7	75.0%	Meets
TOTAL	Total	TOTAL			11.68 / 20	58.4%	Approaching

STUDENT ENGAGEMENT MEASURES & METRICS

Attendance	Average daily attendance rate of the school
Truancy	Truancy rate of the school
Returning Student Rate	Percent of student completing the prior year at this school who re-enrolled for fall

STUDENT ENGAGEMENT ESTABLISHED NORMS AND CUT-POINTS

Measure	Norm Description	Value	Pts Earned	Rating
Attendance	<40th percentile of AECs	0.0%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	80.20%	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	86.50%	0.75	Meets
	>=90th percentile of AECs	94.80%	1	Exceeds
Truancy	<40th percentile of AECs	11.91%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	7.81%	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	0.01%	0.75	Meets
	>=90th percentile of AECs	0.0%	1	Exceeds
Returning Student Rate	<40% of students	0.0%	0.25	Does Not Meet
	<60% & >=40% of students	40.00%	0.5	Approaching
	<90% & >=60% of students	60.00%	0.75	Meets
	>=90% of students	90.00%	1	Exceeds

All calculations reported on this page are based on 3 years of aggregated data where available.
(*) Not Applicable; (-) No Reportable Data

6810: PATRIOT HIGH SCHOOL | 1110: DISTRICT 49   Level: ALL

POSTSECONDARY & WORKFORCE READINESS

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	CO SAT	Evidence-Based Reading & Writing	23	420.9	3.00 / 6	50.0%	Approaching
		Math	23	386.1	1.50 / 6	25.0%	Does Not Meet
	Completion	Completion	317	84.5%	6.00 / 6	100.0%	Exceeds
	Dropout	Dropout	770	14.8%	3.00 / 6	50.0%	Approaching
Optional Measures	Credit Course Completion	by Course	271	72.0%	4.50 / 6	75.0%	Meets
TOTAL	Total	TOTAL			18.00 / 30	60.0%	Approaching

POSTSECONDARY & WORKFORCE READINESS MEASURES & METRICS

CO SAT	Mean Score on the SAT
Completion	"Best-of" the 4, 5, 6, or 7-year completion rate
Dropout	Dropout rate of the school
Credit Course Completion	Percent of of credits earned out of credits attempted by course

POSTSECONDARY & WORKFORCE READINESS ESTABLISHED NORMS AND CUT-POINTS

Measure	Norm Description	Value	Pts Earned	Rating
CO SAT - Evidence-Based Reading & Writing	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	420.9	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	431.5	0.75	Meets
	>=90th percentile of AECs	458.3	1	Exceeds
CO SAT - Math	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	399.8	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	406.5	0.75	Meets
	>=90th percentile of AECs	424.3	1	Exceeds
Completion	<40th percentile of AECs	0.0%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	40.00%	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	49.50%	0.75	Meets
	>=90th percentile of AECs	69.40%	1	Exceeds
Dropout	<40th percentile of AECs	18.20%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	12.80%	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	4.60%	0.75	Meets
	>=90th percentile of AECs	0.0%	1	Exceeds
Credit Course Completion	<40% of courses	0.0%	0.25	Does Not Meet
	<60% & >=40% of courses	40.00%	0.5	Approaching
	<90% & >=60% of courses	60.00%	0.75	Meets
	>=90% of courses	90.00%	1	Exceeds

CO SAT results aggregate 2 years of grade 11 data (2016-17 and 2017-18) where available.
(*) Not Applicable; (-) No Reportable Data

6821: PIKES PEAK EARLY COLLEGE | 1110: DISTRICT 49

Level: H - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report
Insufficient State Data	*

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	-	*	-
Academic Growth	-	*	-
Postsecondary & Workforce Readiness	37.5%	11.3/30	Approaching

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	39	38	97.4%	1	100.0%	Meets 95%
Math	39	38	97.4%	1	100.0%	Meets 95%
Science	20	18	90.0%	2	100.0%	-

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
High	Academic Achievement	-	*	-	37.7%	Priority Improvement
	Academic Growth	-	*	-		
	Postsecondary & Workforce ..	37.5%	11.3/30	Approaching		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

Preliminary 2018 School Performance Framework

ACADEMIC ACHIEVEMENT

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

ACADEMIC GROWTH

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

This page displays the performance indicator data for the high school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 PSAT/SAT growth results for Math and Evidence-Based Reading and Writing. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

6821: PIKES PEAK EARLY COLLEGE | 1110: DISTRICT 49   Level: High - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
CO SAT - Evidence-Based Reading & Writing	All Students	n < 16	*	-	*	0/0	-
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	n < 16	*	-	*	0/0	-
	Students with Disabilities	n < 16	*	-	*	0/0	-
CO SAT - Math	All Students	n < 16	*	-	*	0/0	-
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	n < 16	*	-	*	0/0	-
	Students with Disabilities	n < 16	*	-	*	0/0	-
Dropout	All Students	76	*	2.6%	*	2/4	Approaching
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	23	*	4.3%	*	0/0	Approaching
	Students with Disabilities	n < 16	*	-	*	0/0	-
Matriculation	All Students	n < 16	*	-	*	0/0	-
	2-Year Higher Education Instituti..	*	*	-	*	*	-
	4-Year Higher Education Instituti..	*	*	-	*	*	-
	Career & Technical Education	*	*	-	*	*	-
Graduation	All Students	18	5yr	44.4%	*	1/4	Does Not Meet
	English Learners	n < 16	-	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	*	0/0	-
	Minority Students	n < 16	-	-	*	0/0	-
	Students with Disabilities	n < 16	-	-	*	0/0	-
TOTAL		*	*	*	*	3/8	Approaching

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year (AYG 2017)	5-Year (AYG 2016)	6-Year (AYG 2015)	7-Year (AYG 2014)	Best Rate
All Students	-	44.4%	-	-	5yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	-	-	-	-	-
Minority Students	-	-	-	-	-
Students with Disabilities	-	-	-	-	-

CO SAT: reflects the mean scale score for each subject area on the 2018 SAT. Participation rates are not reported for the preliminary reports.

Dropout Rates: reflect the percentage of students enrolled in grades 9-12 who leave school during a single year. Calculated as the number of dropouts divided by the total number of students enrolled in the school at any time during the year who did not subsequently enroll in another Colorado school. This report is based on the 2017 Colorado End of Year (EOY) data submission.

Matriculation Rates: reflect all 2017 high school graduates that enroll in a Career & Technical Education (CTE) program or a 2-Year or 4-Year Higher Education Institution (both in-state and out-of-state enrollments) during the subsequent academic year. Also includes graduates that earned a CTE certificate from an area technical college or a college degree while still enrolled in high school. Other industry-recognized credentials are now included based on the spring 2018 optional industry-credential submission. For more information: http://www.cde.state.co.us/accountability/performanceframeworksresources

Graduation Rates: 4-year graduation rate is the percent of students who graduate from high school four years after initially entering ninth grade. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels. For each rate, the AYG designates the Anticipated Year of Graduation, which is based on the initial year that students enrolled in 9th grade. The rates for this report are based on 2017 graduates. For historical graduation data: http://www2.cde.state.co.us/schoolview/dish/dashboard.asp

For additional information, reference the scoring guide on the last page of this report.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		

Academic Achievement

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	
Academic Achievement	The district or school's mean scale score was*: *see table below for actual values*				
	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		

Academic Growth

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	ELP
Academic Growth	Median Growth Percentile was:				
	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

Postsecondary and Workforce Readiness

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:				
	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	Mean CO SAT Math scale score was**:				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
	• below 446.5	Does Not Meet	0.5		
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				
	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		
	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	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the points eligible.	Rating
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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   ***August 09, 2018***

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

6935: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING | 1110: DISTRICT 49   Level: EM - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report
Performance Plan: Low Participation	**76.8/100**

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

76.8%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	69.4%	27.8/40	Meets
Academic Growth	81.6%	49.0/60	Meets

Assurances

	Rating
Accountability Participation Rate	Meets 95%

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	271	251	92.6%	20	100.0%	Meets 95%
Math	271	251	92.6%	20	100.0%	Meets 95%
Science	89	83	93.3%	6	100.0%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	66.3%	26.5/40	Meets	71.5%	Performance
	Academic Growth	75.0%	45.0/60	Meets		
Middle	Academic Achievement	72.3%	28.9/40	Meets	81.4%	Performance
	Academic Growth	87.5%	52.5/60	Exceeds		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

6935: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING | 1110: DISTRICT 49   Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	132	95.0%	746.7	66	6/8	Meets
	Previously Identified for READ Plan	n < 16	-	-	-	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	31	96.9%	743.3	59	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	132	95.0%	732.4	45	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	31	96.9%	724.9	27	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	45	93.8%	607.6	55	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	17.25/26	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	82	51.5	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	83	52.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	12/16	Meets

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

6935: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING | 1110: DISTRICT 49   Level: Middle - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	118	90.2%	751.2	77	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	18	85.7%	733.6	34	0.5/1	Approaching
	Minority Students	22	91.7%	744.6	61	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	118	90.2%	739.9	72	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	18	85.7%	730.0	46	0.5/1	Approaching
	Minority Students	22	91.7%	730.5	47	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	38	92.7%	594.6	52	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	20.25/28	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	111	54.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	21	54.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	107	78.0	8/8	Exceeds
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	21	65.0	1/1	Exceeds
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	15.75/18	Exceeds

This page displays the performance indicator data for the middle school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		

Academic Achievement

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	
Academic Achievement	The district or school's mean scale score was*: *see table below for actual values*				
	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		

Academic Growth

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	ELP
Academic Growth	Median Growth Percentile was:				
	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

Postsecondary and Workforce Readiness

Performance Indicator	Measure/Metric	Rating	Point Value		
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:				
	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	Mean CO SAT Math scale score was**:				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
	• below 446.5	Does Not Meet	0.5		
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				
	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		

Performance Indicator	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):	Rating	All Students	Each Disaggregated Group	
	• at or above 95.0%	Exceeds	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

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 & EBRW for CO PSAT				Mathematics				Science		
Percentile	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the points eligible.	Rating		
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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   ***August 09, 2018***

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

6653: POWER TECHNICAL EARLY COLLEGE | 1110: DISTRICT 49　　　　Level: MH - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report
Performance Plan: Meets 95% Participation	**60.5/100**

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

60.5%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	50.0%	15.0/30	Approaching
Academic Growth	38.8%	15.5/40	Approaching
Postsecondary & Workforce Readiness	100.0%	30.0/30	Exceeds

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	198	196	99.0%	2	100.0%	Meets 95%
Math	198	196	99.0%	2	100.0%	Meets 95%
Science	54	54	100.0%	0	100.0%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Middle	Academic Achievement	50.0%	20.0/40	Approaching	43.3%	Improvement
	Academic Growth	38.8%	23.3/60	Approaching		
High	Academic Achievement	-	*	-	100.0%	Performance
	Academic Growth	-	*	-		
	Postsecondary & Workforce ..	100.0%	30.0/30	Exceeds		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

6653: POWER TECHNICAL EARLY COLLEGE | 1110: DISTRICT 49　　　　　Level: Middle - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	144	98.6%	731.0	28	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	37	100.0%	730.2	27	0.5/1	Approaching
	Minority Students	56	98.2%	731.9	30	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	144	98.6%	729.0	43	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	37	100.0%	724.5	32	0.5/1	Approaching
	Minority Students	56	98.2%	727.2	39	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	42	100.0%	535.2	18	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	14/28	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	98	34.5	2/8	Does Not Meet
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	24	44.0	0.5/1	Approaching
	Minority Students	44	34.5	0.25/1	Does Not Meet
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	97	47.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	24	48.0	0.5/1	Approaching
	Minority Students	43	47.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	7.75/20	Approaching

This page displays the performance indicator data for the middle school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

6653: POWER TECHNICAL EARLY COLLEGE | 1110: DISTRICT 49

Level: High - (1-Year)

ACADEMIC ACHIEVEMENT

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

ACADEMIC GROWTH

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

This page displays the performance indicator data for the high school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 PSAT/SAT growth results for Math and Evidence-Based Reading and Writing. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

6653: POWER TECHNICAL EARLY COLLEGE | 1110: DISTRICT 49   Level: High - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
CO SAT - Evidence-Based Reading & Writing	All Students	n < 16	*	-	*	0/0	-
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	n < 16	*	-	*	0/0	-
	Students with Disabilities	n < 16	*	-	*	0/0	-
CO SAT - Math	All Students	n < 16	*	-	*	0/0	-
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	n < 16	*	-	*	0/0	-
	Students with Disabilities	n < 16	*	-	*	0/0	-
Dropout	All Students	41	*	0.0%	*	4/4	Exceeds
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	17	*	0.0%	*	0/0	Exceeds
	Students with Disabilities	n < 16	*	-	*	0/0	-
Matriculation	All Students	n < 16	*	-	*	0/0	-
	2-Year Higher Education Instituti..	*	*	-	*	*	-
	4-Year Higher Education Instituti..	*	*	-	*	*	-
	Career & Technical Education	*	*	-	*	*	-
Graduation	All Students	n < 16	-	-	*	0/0	-
	English Learners	n < 16	-	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	*	0/0	-
	Minority Students	n < 16	-	-	*	0/0	-
	Students with Disabilities	n < 16	-	-	*	0/0	-
TOTAL		*	*	*	*	4/4	Exceeds

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year (AYG 2017)	5-Year (AYG 2016)	6-Year (AYG 2015)	7-Year (AYG 2014)	Best Rate
All Students	-	-	-	-	-
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	-	-	-	-	-
Minority Students	-	-	-	-	-
Students with Disabilities	-	-	-	-	-

CO SAT: reflects the mean scale score for each subject area on the 2018 SAT. Participation rates are not reported for the preliminary reports.

Dropout Rates: reflect the percentage of students enrolled in grades 9-12 who leave school during a single year. Calculated as the number of dropouts divided by the total number of students enrolled in the school at any time during the year who did not subsequently enroll in another Colorado school. This report is based on the 2017 Colorado End of Year (EOY) data submission.

Matriculation Rates: reflect all 2017 high school graduates that enroll in a Career & Technical Education (CTE) program or a 2-Year or 4-Year Higher Education Institution (both in-state and out-of-state enrollments) during the subsequent academic year. Also includes graduates that earned a CTE certificate from an area technical college or a college degree while still enrolled in high school. Other industry-recognized credentials are now included based on the spring 2018 optional industry-credential submission. For more information: http://www.cde.state.co.us/accountability/performanceframeworksresources

Graduation Rates: 4-year graduation rate is the percent of students who graduate from high school four years after initially entering ninth grade. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels. For each rate, the AYG designates the Anticipated Year of Graduation, which is based on the initial year that students enrolled in 9th grade. The rates for this report are based on 2017 graduates. For historical graduation data: http://www2.cde.state.co.us/schoolview/dish/dashboard.asp

For additional information, reference the scoring guide on the last page of this report.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
			All Students	**Each Disaggregated Group**	
Academic Achievement	*The district or school's mean scale score was*:* *see table below for actual values*				
	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	ELP
Academic Growth	*Median Growth Percentile was:*				
	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

Performance Indicator	Measure/Metric	Rating	Point Value
Postsecondary and Workforce Readiness	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*		
	• at or above 559.1	Exceeds	2.0
	• at or above 509.2 but below 559.1	Meets	1.5
	• at or above 462.3 but below 509.2	Approaching	1.0
	• below 462.3	Does Not Meet	0.5
	Mean CO SAT Math scale score was**:		
	• at or above 543.4	Exceeds	2.0
	• at or above 491.7 but below 543.4	Meets	1.5
	• at or above 446.5 but below 491.7	Approaching	1.0
	• below 446.5	Does Not Meet	0.5
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		
	• at or below 0.5%	Exceeds	4
	• at or below 2.0% but above 0.5%	Meets	3
	• at or below 5.0% but above 2.0%	Approaching	2
	• above 5.0%	Does Not Meet	1
	Matriculation Rate (of all schools in 2017):		
	• at or above the 73.1%	Exceeds	2.0
	• at or above 59.3% but below 73.1%	Meets	1.5
	• at or above 41.4% but below 59.3%	Approaching	1.0
	• below 41.1%	Does Not Meet	0.5

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):			
	• at or above 95.0%	Exceeds	4	1.00
	• at or above 85.0% but below 95.0%	Meets	3	0.75
	• at or above 75.0% but below 85.0%	Approaching	2	0.50
	• below 75.0%	Does Not Meet	1	0.25

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the points eligible.	Accreditation Category/Plan Type
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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

7317: REMINGTON ELEMENTARY SCHOOL | 1110: DISTRICT 49

Level: E - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report

Performance Plan: Meets 95% Participation	71.2/100

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

71.2%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	64.0%	25.6/40	Meets
Academic Growth	76.0%	45.6/60	Meets

Assurances

	Rating
Accountability Participation Rate	Meets 95%

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	272	267	98.2%	3	99.6%	Meets 95%
Math	272	267	98.2%	5	100.0%	Meets 95%
Science	82	80	97.6%	2	100.0%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	64.0%	25.6/40	Meets	71.2%	Performance
	Academic Growth	76.0%	45.6/60	Meets		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

7317: REMINGTON ELEMENTARY SCHOOL | 1110: DISTRICT 49 Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	240	98.2%	746.8	67	6/8	Meets
	Previously Identified for READ Plan	36	97.4%	717.2	*	0/0	-
	English Learners	18	95.8%	738.5	48	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	101	97.4%	749.0	71	0.75/1	Meets
	Minority Students	109	99.2%	746.0	64	0.75/1	Meets
	Students with Disabilities	27	90.9%	699.7	1	0.25/1	Does Not Meet
CMAS - Math	All Students	244	98.2%	741.4	65	6/8	Meets
	English Learners	23	95.8%	737.2	56	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	102	97.4%	742.5	67	0.75/1	Meets
	Minority Students	114	99.2%	740.1	62	0.75/1	Meets
	Students with Disabilities	26	87.9%	694.7	1	0.25/1	Does Not Meet
CMAS - Science	All Students	72	97.6%	585.8	40	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	30	97.1%	596.3	46	0.5/1	Approaching
	Minority Students	32	100.0%	570.1	31	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	21.75/34	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	139	61.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	65	61.0	0.75/1	Meets
	Minority Students	70	56.5	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	135	59.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	64	66.0	1/1	Exceeds
	Minority Students	70	58.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	26	61.0	3/4	Meets
	On Track to EL Proficiency	26	92.3%	0/0	Exceeds
TOTAL		*	*	18.25/24	Meets

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
	The district or school's mean scale score was*: _see table below for actual values_		**All Students**	**Each Disaggregated Group**	
Academic Achievement	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	ELP
	Median Growth Percentile was:				
Academic Growth	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

Performance Indicator	Measure/Metric	Rating	Point Value		
	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:				
	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	Mean CO SAT Math scale score was**:				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
	• below 446.5	Does Not Meet	0.5		
Postsecondary and Workforce Readiness	_Dropout Rate: The district or school dropout rate was (of all schools in 2017):_				
	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		
	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	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

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 & EBRW for CO PSAT				Mathematics				Science		
Percentile	**Elem**	**Middle**	**CO PSAT (1-Year)**	**CO PSAT (MultiYear)†**	**Elem**	**Middle**	**CO PSAT (1-Year)**	**CO PSAT (MultiYear)†**	**Elem**	**Middle**	**High**
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the points eligible.	Rating
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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*
** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).
† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

Informational 2018 School Performance Framework

7463: ROCKY MOUNTAIN CLASSICAL ACADEMY | 1110: DISTRICT 49

Level: EM - (1-Year)

Plan Type	Rating Based On: 1-Year SPF Report
Improvement Plan: Meets 95% Participation	**51.0/100**

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Performance **51.0%**

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	60.9%	24.4/40	Approaching
Academic Growth	44.4%	26.6/60	Approaching
Postsecondary & Workforce Readiness	-	*	-

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	722	695	96.3%	27	100.0%	Meets 95%
Math	722	701	97.1%	13	98.9%	Meets 95%
Science	231	218	94.4%	13	100.0%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	64.1%	25.6/40	Meets	48.9%	Improvement
	Academic Growth	38.8%	23.3/60	Approaching		
Middle	Academic Achievement	57.5%	23.0/40	Approaching	53.0%	Performance
	Academic Growth	50.0%	30.0/60	Approaching		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

7463: ROCKY MOUNTAIN CLASSICAL ACADEMY | 1110: DISTRICT 49   Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	399	98.3%	745.5	63	6/8	Meets
	Previously Identified for READ Plan	44	97.8%	710.5	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	88	96.8%	742.6	57	0.75/1	Meets
	Minority Students	130	98.5%	744.7	61	0.75/1	Meets
	Students with Disabilities	19	95.0%	708.5	1	0.25/1	Does Not Meet
CMAS - Math	All Students	399	98.3%	729.7	38	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	87	95.7%	728.5	35	0.5/1	Approaching
	Minority Students	131	99.3%	729.1	36	0.5/1	Approaching
	Students with Disabilities	19	95.0%	696.5	1	0.25/1	Does Not Meet
CMAS - Science	All Students	120	97.6%	612.3	58	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	31	97.0%	610.5	56	0.75/1	Meets
	Minority Students	42	95.6%	604.0	52	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	20.5/32	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	231	47.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	54	56.0	0.75/1	Meets
	Minority Students	69	47.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	232	30.0	2/8	Does Not Meet
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	54	22.5	0.25/1	Does Not Meet
	Minority Students	70	25.5	0.25/1	Does Not Meet
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	7.75/20	Approaching

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

COLORADO Department of Education

7463: ROCKY MOUNTAIN CLASSICAL ACADEMY | 1110: DISTRICT 49   Level: Middle - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	283	93.5%	741.9	54	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	69	93.3%	732.5	31	0.5/1	Approaching
	Minority Students	117	94.5%	741.5	53	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	289	95.5%	726.6	38	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	69	93.3%	720.8	23	0.5/1	Approaching
	Minority Students	120	96.9%	723.7	30	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	94	90.4%	587.6	47	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	25	92.6%	548.9	24	0.5/1	Approaching
	Minority Students	38	86.4%	572.6	39	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	17.25/30	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	262	36.5	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	62	39.5	0.5/1	Approaching
	Minority Students	107	38.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	267	36.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	62	38.5	0.5/1	Approaching
	Minority Students	110	35.5	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	10/20	Approaching

This page displays the performance indicator data for the middle school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

7339: RIDGEVIEW ELEMENTARY SCHOOL | 1110: DISTRICT 49

Level: E - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report

Performance Plan: Meets 95% Participation	74.4/100

-

74.4%

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	61.4%	24.6/40	Approaching
Academic Growth	83.0%	49.8/60	Meets

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	367	362	98.6%	5	100.0%	Meets 95%
Math	367	361	98.4%	6	100.0%	Meets 95%
Science	130	126	96.9%	4	100.0%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	61.4%	24.6/40	Approaching	74.4%	Performance
	Academic Growth	83.0%	49.8/60	Meets		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

7339: RIDGEVIEW ELEMENTARY SCHOOL | 1110: DISTRICT 49   Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	339	98.6%	747.3	68	6/8	Meets
	Previously Identified for READ Plan	24	100.0%	711.0	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	87	97.0%	740.8	53	0.75/1	Meets
	Minority Students	148	98.8%	745.9	64	0.75/1	Meets
	Students with Disabilities	37	97.4%	706.5	1	0.25/1	Does Not Meet
CMAS - Math	All Students	338	98.4%	736.8	56	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	86	96.0%	728.2	34	0.5/1	Approaching
	Minority Students	148	98.8%	732.7	45	0.5/1	Approaching
	Students with Disabilities	37	97.4%	694.7	1	0.25/1	Does Not Meet
CMAS - Science	All Students	117	96.9%	574.9	35	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	26	93.8%	544.2	19	0.5/1	Approaching
	Minority Students	53	98.3%	565.6	28	0.5/1	Approaching
	Students with Disabilities	16	94.1%	461.1	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	20.25/33	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	215	56.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	54	57.0	0.75/1	Meets
	Minority Students	99	53.0	0.75/1	Meets
	Students with Disabilities	22	60.5	0.75/1	Meets
CMAS - Math	All Students	215	65.0	8/8	Exceeds
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	54	61.5	0.75/1	Meets
	Minority Students	100	66.5	1/1	Exceeds
	Students with Disabilities	22	33.0	0.25/1	Does Not Meet
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	18.25/22	Meets

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
	The district or school's mean scale score was:*		*All Students*	*Each Disaggregated Group*	
	see table below for actual values				
Academic Achievement	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*				
	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	*Mean CO SAT Math scale score was**:*				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
Postsecondary and Workforce Readiness	• below 446.5	Does Not Meet	0.5		
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				
	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		
	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	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

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 & EBRW for CO PSAT				Mathematics				Science		
Percentile	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the 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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

7613: SAND CREEK HIGH SCHOOL | 1110: DISTRICT 49   Level: H - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report
Performance Plan: Meets 95% Participation	**57.6/100**

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

57.6%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	39.5%	11.9/30	Approaching
Academic Growth	60.0%	24.0/40	Approaching
Postsecondary & Workforce Readiness	72.2%	21.7/30	Meets

Assurances

	Rating
Accountability Participation Rate	Meets 95%

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	573	554	96.7%	2	97.0%	Meets 95%
Math	573	554	96.7%	2	97.0%	Meets 95%
Science	302	218	72.2%	65	92.0%	Does Not Meet 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
High	Academic Achievement	39.5%	11.9/30	Approaching	57.6%	Performance
	Academic Growth	60.0%	24.0/40	Approaching		
	Postsecondary & Workforce ..	72.2%	21.7/30	Meets		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

Preliminary 2018 School Performance Framework

COLORADO Department of Education

7613: SAND CREEK HIGH SCHOOL | 1110: DISTRICT 49

Level: High - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Evidence-Based Reading & Writing	All Students	68	96.7%	452.2	38	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	20	94.4%	416.1	10	0.25/1	Does Not Meet
	Minority Students	30	97.0%	434.7	22	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CO PSAT - Math	All Students	68	96.7%	427.5	29	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	20	94.4%	379.9	1	0.25/1	Does Not Meet
	Minority Students	30	97.0%	413.7	15	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	204	72.2%	549.4	8	2/8	Does Not Meet
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	81	76.6%	533.9	3	0.25/1	Does Not Meet
	Minority Students	118	74.3%	541.2	4	0.25/1	Does Not Meet
	Students with Disabilities	18	75.0%	520.9	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	12.25/31	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	106	54.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	38	46.0	0.5/1	Approaching
	Minority Students	51	46.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CO PSAT/SAT - Math	All Students	106	45.5	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	38	47.5	0.5/1	Approaching
	Minority Students	51	41.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	12/20	Approaching

This page displays the performance indicator data for the high school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 PSAT/SAT growth results for Math and Evidence-Based Reading and Writing. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
CO SAT - Evidence-Based Reading & Writing	All Students	60	*	502.0	*	1/2	Approaching
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	27	*	501.4	*	0/0	Approaching
	Minority Students	33	*	489.3	*	0/0	Approaching
	Students with Disabilities	n < 16	*	-	*	0/0	-
CO SAT - Math	All Students	60	*	470.8	*	1/2	Approaching
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	27	*	458.1	*	0/0	Approaching
	Minority Students	33	*	464.8	*	0/0	Approaching
	Students with Disabilities	n < 16	*	-	*	0/0	-
Dropout	All Students	1,381	*	2.0%	*	3/4	Meets
	English Learners	58	*	1.7%	*	0/0	Meets
	Free/Reduced-Price Lunch Eligible	453	*	0.4%	*	0/0	Exceeds
	Minority Students	740	*	2.2%	*	0/0	Approaching
	Students with Disabilities	176	*	3.4%	*	0/0	Approaching
Matriculation	All Students	265	*	46.8%	*	1/2	Approaching
	2-Year Higher Education Instituti..	*	*	14.0%	*	*	-
	4-Year Higher Education Instituti..	*	*	29.4%	*	*	-
	Career & Technical Education	*	*	3.8%	*	*	-
Graduation	All Students	336	7yr	95.5%	*	4/4	Exceeds
	English Learners	18	4yr	61.1%	*	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	139	7yr	92.8%	*	0.75/1	Meets
	Minority Students	157	7yr	95.5%	*	1/1	Exceeds
	Students with Disabilities	28	7yr	96.4%	*	1/1	Exceeds
TOTAL		*	*	*	*	13/18	Meets

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year (AYG 2017)	5-Year (AYG 2016)	6-Year (AYG 2015)	7-Year (AYG 2014)	Best Rate
All Students	80.5%	91.0%	93.7%	95.5%	7yr
English Learners	61.1%	-	-	-	4yr
Free/Reduced-Price Lunch Eligible	76.6%	88.9%	91.2%	92.8%	7yr
Minority Students	78.1%	92.1%	91.7%	95.5%	7yr
Students with Disabilities	56.8%	62.9%	85.7%	96.4%	7yr

CO SAT: reflects the mean scale score for each subject area on the 2018 SAT. Participation rates are not reported for the preliminary reports.

Dropout Rates: reflect the percentage of students enrolled in grades 9-12 who leave school during a single year. Calculated as the number of dropouts divided by the total number of students enrolled in the school at any time during the year who did not subsequently enroll in another Colorado school. This report is based on the 2017 Colorado End of Year (EOY) data submission.

Matriculation Rates: reflect all 2017 high school graduates that enroll in a Career & Technical Education (CTE) program or a 2-Year or 4-Year Higher Education Institution (both in-state and out-of-state enrollments) during the subsequent academic year. Also includes graduates that earned a CTE certificate from an area technical college or a college degree while still enrolled in high school. Other industry-recognized credentials are now included based on the spring 2018 optional industry-credential submission. For more information: http://www.cde.state.co.us/accountability/performanceframeworksresources

Graduation Rates: 4-year graduation rate is the percent of students who graduate from high school four years after initially entering ninth grade. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels. For each rate, the AYG designates the Anticipated Year of Graduation, which is based on the initial year that students enrolled in 9th grade. The rates for this report are based on 2017 graduates. For historical graduation data: http://www2.cde.state.co.us/schoolview/dish/dashboard.asp

For additional information, reference the scoring guide on the last page of this report.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
			All Students	**Each Disaggregated Group**	
Academic Achievement	*The district or school's mean scale score was*:* *see table below for actual values*		*All Students*	*Each Disaggregated Group*	
	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		
Academic Growth	*Median Growth Percentile was:*		*All Students*	*Each Disaggregated Group*	*ELP*
	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1
Postsecondary and Workforce Readiness	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*				
	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	Mean CO SAT Math scale score was**:				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
	• below 446.5	Does Not Meet	0.5		
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				
	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		
	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	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

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

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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 per CO SAT subject)	not applicable	30%

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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

8266: STETSON ELEMENTARY SCHOOL | 1110: DISTRICT 49

Level: E - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report
Improvement Plan: Meets 95% Participation	**46.9/100**

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Performance

Improvement **46.9%**

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	60.9%	24.4/40	Approaching
Academic Growth	37.5%	22.5/60	Approaching

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	259	255	98.5%	3	99.6%	Meets 95%
Math	259	256	98.8%	3	100.0%	Meets 95%
Science	88	87	98.9%	0	98.9%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	60.9%	24.4/40	Approaching	46.9%	Improvement
	Academic Growth	37.5%	22.5/60	Approaching		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

8266: STETSON ELEMENTARY SCHOOL | 1110: DISTRICT 49   Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	239	98.5%	743.8	60	6/8	Meets
	Previously Identified for READ Plan	28	93.8%	702.9	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	102	99.1%	734.6	39	0.5/1	Approaching
	Minority Students	108	98.3%	735.3	41	0.5/1	Approaching
	Students with Disabilities	31	94.4%	699.1	1	0.25/1	Does Not Meet
CMAS - Math	All Students	239	98.8%	736.9	56	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	102	99.1%	727.3	32	0.5/1	Approaching
	Minority Students	108	99.1%	727.7	33	0.5/1	Approaching
	Students with Disabilities	31	94.4%	701.8	1	0.25/1	Does Not Meet
CMAS - Science	All Students	84	98.9%	573.3	34	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	38	100.0%	552.6	24	0.5/1	Approaching
	Minority Students	36	97.4%	545.4	19	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	19.5/32	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	157	32.0	2/8	Does Not Meet
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	67	30.0	0.25/1	Does Not Meet
	Minority Students	73	31.0	0.25/1	Does Not Meet
	Students with Disabilities	20	25.0	0.25/1	Does Not Meet
CMAS - Math	All Students	158	47.5	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	68	38.0	0.5/1	Approaching
	Minority Students	74	43.0	0.5/1	Approaching
	Students with Disabilities	21	49.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	8.25/22	Approaching

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
	The district or school's mean scale score was*: see table below for actual values		*All Students*	*Each Disaggregated Group*	
Academic Achievement	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1
Postsecondary and Workforce Readiness	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*				
	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	*Mean CO SAT Math scale score was**:*				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
	• below 446.5	Does Not Meet	0.5		
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				
	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		
	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	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

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 & EBRW for CO PSAT				Mathematics				Science		
Percentile	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the 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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

COLORADO
Department of Education

7960: SKYVIEW MIDDLE SCHOOL | 1110: DISTRICT 49

Level: M - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report
Performance Plan: Low Participation	**72.5/100**

-

72.5%

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	66.0%	26.4/40	Meets
Academic Growth	76.8%	46.1/60	Meets

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

Performance:
53.0% - 100.0%

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	1,066	1,022	95.9%	36	99.6%	Meets 95%
Math	1,066	1,004	94.2%	36	97.5%	Meets 95%
Science	367	344	93.7%	20	99.1%	Meets 95%

Insufficient Data: No reportable achievement or growth data.

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Middle	Academic Achievement	66.0%	26.4/40	Meets	72.5%	Performance
	Academic Growth	76.8%	46.1/60	Meets		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

7960: SKYVIEW MIDDLE SCHOOL | 1110: DISTRICT 49

Level: Middle - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	965	95.9%	752.3	78	6/8	Meets
	English Learners	59	92.8%	741.7	54	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	336	95.6%	743.5	59	0.75/1	Meets
	Minority Students	434	94.7%	749.1	71	0.75/1	Meets
	Students with Disabilities	116	92.4%	708.2	1	0.25/1	Does Not Meet
CMAS - Math	All Students	949	94.2%	732.6	54	6/8	Meets
	English Learners	63	98.6%	725.8	35	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	333	94.6%	725.6	34	0.5/1	Approaching
	Minority Students	428	93.4%	729.2	44	0.5/1	Approaching
	Students with Disabilities	117	93.1%	700.9	1	0.25/1	Does Not Meet
CMAS - Science	All Students	329	93.7%	594.9	53	6/8	Meets
	English Learners	21	95.8%	520.6	12	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	115	95.4%	567.2	36	0.5/1	Approaching
	Minority Students	150	95.8%	582.5	43	0.5/1	Approaching
	Students with Disabilities	38	90.5%	442.8	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	23.75/36	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	891	61.0	6/8	Meets
	English Learners	58	67.5	1/1	Exceeds
	Free/Reduced-Price Lunch Eligible	311	56.0	0.75/1	Meets
	Minority Students	401	62.0	0.75/1	Meets
	Students with Disabilities	95	43.0	0.5/1	Approaching
CMAS - Math	All Students	873	53.0	6/8	Meets
	English Learners	59	57.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	306	55.0	0.75/1	Meets
	Minority Students	393	53.0	0.75/1	Meets
	Students with Disabilities	96	34.0	0.25/1	Does Not Meet
ELP	English Language Proficiency (ELP)	20	78.5	4/4	Exceeds
	On Track to EL Proficiency	20	80.0%	0/0	Exceeds
TOTAL		*	*	21.5/28	Meets

This page displays the performance indicator data for the middle school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	
Academic Achievement	*The district or school's mean scale score was*:* *see table below for actual values*				
	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	ELP
Academic Growth	*Median Growth Percentile was:*				
	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

Performance Indicator	Measure/Metric	Rating	Point Value		
Postsecondary and Workforce Readiness	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*				
	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	Mean CO SAT Math scale score was**:				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
	• below 446.5	Does Not Meet	0.5		
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				
	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		
	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	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the points eligible.	Rating
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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

8010: SPRINGS RANCH ELEMENTARY SCHOOL | 1110: DISTRICT 49   Level: E - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report
Performance Plan: Meets 95% Participation	**72.3/100**

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

72.3%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	83.8%	33.5/40	Meets
Academic Growth	64.6%	38.8/60	Meets

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	264	260	98.5%	4	100.0%	Meets 95%
Math	264	261	98.9%	3	100.0%	Meets 95%
Science	79	77	97.5%	1	98.7%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	83.8%	33.5/40	Meets	72.3%	Performance
	Academic Growth	64.6%	38.8/60	Meets		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

8010: SPRINGS RANCH ELEMENTARY SCHOOL | 1110: DISTRICT 49　　　Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	246	98.5%	758.4	88	8/8	Exceeds
	Previously Identified for READ Plan	16	100.0%	707.3	*	0/0	-
	English Learners	16	100.0%	742.2	56	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	60	97.0%	746.5	66	0.75/1	Meets
	Minority Students	97	98.1%	751.9	78	0.75/1	Meets
	Students with Disabilities	33	92.5%	717.6	7	0.25/1	Does Not Meet
CMAS - Math	All Students	247	98.9%	754.3	88	8/8	Exceeds
	English Learners	16	100.0%	746.5	75	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	60	97.0%	744.1	71	0.75/1	Meets
	Minority Students	97	99.0%	748.6	79	0.75/1	Meets
	Students with Disabilities	33	94.9%	724.6	26	0.5/1	Approaching
CMAS - Science	All Students	73	97.5%	636.9	73	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	19	100.0%	593.8	45	0.5/1	Approaching
	Minority Students	31	97.1%	622.4	64	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	28.5/34	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	155	46.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	43	54.0	0.75/1	Meets
	Minority Students	60	43.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	155	53.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	43	50.0	0.75/1	Meets
	Minority Students	60	49.5	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	23	58.0	3/4	Meets
	On Track to EL Proficiency	23	78.3%	0/0	Meets
TOTAL		*	*	15.5/24	Meets

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		

Academic Achievement

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	
Academic Achievement	The district or school's mean scale score was*: *see table below for actual values*				
	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		

Academic Growth

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	ELP
Academic Growth	Median Growth Percentile was:				
	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

Postsecondary and Workforce Readiness

Performance Indicator	Measure/Metric	Rating	Point Value	
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:			
	• at or above 559.1	Exceeds	2.0	
	• at or above 509.2 but below 559.1	Meets	1.5	
	• at or above 462.3 but below 509.2	Approaching	1.0	
	• below 462.3	Does Not Meet	0.5	
	Mean CO SAT Math scale score was**:			
	• at or above 543.4	Exceeds	2.0	
	• at or above 491.7 but below 543.4	Meets	1.5	
	• at or above 446.5 but below 491.7	Approaching	1.0	
	• below 446.5	Does Not Meet	0.5	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):			
	• at or below 0.5%	Exceeds	4	
	• at or below 2.0% but above 0.5%	Meets	3	
	• at or below 5.0% but above 2.0%	Approaching	2	
	• above 5.0%	Does Not Meet	1	
	Matriculation Rate (of all schools in 2017):			
	• at or above the 73.1%	Exceeds	2.0	
	• at or above 59.3% but below 73.1%	Meets	1.5	
	• at or above 41.4% but below 59.3%	Approaching	1.0	
	• below 41.1%	Does Not Meet	0.5	

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):			
	• at or above 95.0%	Exceeds	4	1.00
	• at or above 85.0% but below 95.0%	Meets	3	0.75
	• at or above 75.0% but below 85.0%	Approaching	2	0.50
	• below 75.0%	Does Not Meet	1	0.25

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the points eligible.	Rating
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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11). *August 09, 2018*

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

2877: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE | 1110: DISTRICT 49   Level: EMH - (Multi-Year)

Plan Type	Official Rating Based On: Multi-Year SPF Report
Performance Plan: Low Participation	**61.9/100**

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

61.9%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	52.4%	15.7/30	Approaching
Academic Growth	60.2%	24.1/40	Approaching
Postsecondary & Workforce Readiness	73.5%	22.1/30	Meets

Assurances

	Rating
Accountability Participation Rate	Meets 95%

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	274	232	84.7%	42	100.0%	Meets 95%
Math	274	233	85.0%	41	100.0%	Meets 95%
Science	151	113	74.8%	37	99.1%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	46.7%	18.7/40	Approaching	48.7%	Improvement
	Academic Growth	50.0%	30.0/60	Approaching		
Middle	Academic Achievement	56.3%	22.5/40	Approaching	67.5%	Performance
	Academic Growth	75.0%	45.0/60	Meets		
High	Academic Achievement	54.0%	16.2/30	Approaching	58.3%	Performance
	Academic Growth	50.0%	20.0/40	Approaching		
	Postsecondary & Workforce ..	73.5%	22.1/30	Meets		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.
(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.
(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

COLORADO
Department of Education

2877: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE | 1110: DISTRICT 49   Level: Elementary - (Multi-Y..

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	121	91.7%	733.9	37	4/8	Approaching
	Previously Identified for READ Plan	n < 16	-	-	-	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	19	90.5%	718.9	8	0.25/1	Does Not Meet
	Minority Students	30	86.1%	735.2	40	0.5/1	Approaching
	Students with Disabilities	20	87.0%	703.5	1	0.25/1	Does Not Meet
CMAS - Math	All Students	122	92.5%	731.0	41	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	19	90.5%	710.7	4	0.25/1	Does Not Meet
	Minority Students	31	88.9%	725.8	28	0.5/1	Approaching
	Students with Disabilities	20	87.0%	705.0	1	0.25/1	Does Not Meet
CMAS - Science	All Students	53	89.8%	585.1	40	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	14/30	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	73	40.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	73	37.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	8/16	Approaching

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

2877: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE | 1110: DISTRICT 49   Level: Middle - (Multi-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	321	91.0%	739.8	48	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	41	86.0%	726.9	21	0.5/1	Approaching
	Minority Students	86	91.9%	743.4	58	0.75/1	Meets
	Students with Disabilities	36	86.0%	716.4	5	0.25/1	Does Not Meet
CMAS - Math	All Students	322	91.3%	735.6	63	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	41	86.0%	719.3	20	0.5/1	Approaching
	Minority Students	87	92.9%	734.6	60	0.75/1	Meets
	Students with Disabilities	36	86.0%	719.6	21	0.5/1	Approaching
CMAS - Science	All Students	128	88.0%	584.4	45	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	17	81.8%	514.2	9	0.25/1	Does Not Meet
	Minority Students	32	84.2%	588.1	48	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	18/32	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	263	52.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	34	51.0	0.75/1	Meets
	Minority Students	73	55.0	0.75/1	Meets
	Students with Disabilities	29	56.0	0.75/1	Meets
CMAS - Math	All Students	261	64.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	33	59.0	0.75/1	Meets
	Minority Students	73	64.0	0.75/1	Meets
	Students with Disabilities	29	59.0	0.75/1	Meets
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	16.5/22	Meets

This page displays the performance indicator data for the middle school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

2877: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE | 1110: DISTRICT 49   Level: High - (Multi-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Evidence-Based Reading & Writing	All Students	121	90.7%	475.0	58	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	16	92.9%	441.9	24	0.5/1	Approaching
	Minority Students	20	97.7%	443.0	25	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CO PSAT - Math	All Students	121	90.7%	437.8	30	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	16	92.9%	384.4	1	0.25/1	Does Not Meet
	Minority Students	20	97.7%	407.5	7	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	185	84.7%	596.9	39	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	22	88.0%	571.1	18	0.5/1	Approaching
	Minority Students	30	88.6%	578.9	22	0.5/1	Approaching
	Students with Disabilities	19	76.0%	510.8	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	16.75/31	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	74	44.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
CO PSAT/SAT - Math	All Students	74	49.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	8/16	Approaching

This page displays the performance indicator data for the high school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 PSAT/SAT growth results for Math and Evidence-Based Reading and Writing. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

2877: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE | 1110: DISTRICT 49   Level: High - (Multi-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
CO SAT - Evidence-Based Reading & Writing	All Students	75	*	510.0	*	1.5/2	Meets
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	n < 16	*	-	*	0/0	-
	Students with Disabilities	n < 16	*	-	*	0/0	-
CO SAT - Math	All Students	75	*	465.5	*	1/2	Approaching
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	n < 16	*	-	*	0/0	-
	Students with Disabilities	n < 16	*	-	*	0/0	-
Dropout	All Students	979	*	0.5%	*	4/4	Exceeds
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	106	*	0.0%	*	0/0	Exceeds
	Minority Students	202	*	0.0%	*	0/0	Exceeds
	Students with Disabilities	100	*	0.0%	*	0/0	Exceeds
Matriculation	All Students	191	*	37.2%	*	0.5/2	Does Not Meet
	2-Year Higher Education Instituti..	*	*	13.1%	*	*	-
	4-Year Higher Education Instituti..	*	*	18.3%	*	*	-
	Career & Technical Education	*	*	6.3%	*	*	-
Graduation	All Students	55	7yr	94.5%	*	3/4	Meets
	English Learners	n < 16	-	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	60	5yr	98.3%	*	1/1	Exceeds
	Minority Students	37	5yr	94.6%	*	0.75/1	Meets
	Students with Disabilities	19	5yr	89.5%	*	0.75/1	Meets
TOTAL		*	*	*	*	12.5/17	Meets

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year (AYG 2017)	5-Year (AYG 2016)	6-Year (AYG 2015)	7-Year (AYG 2014)	Best Rate
All Students	88.6%	93.6%	94.2%	94.5%	7yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	89.0%	98.3%	97.4%	-	5yr
Minority Students	83.7%	94.6%	94.1%	-	5yr
Students with Disabilities	89.3%	89.5%	-	-	5yr

CO SAT: reflects the mean scale score for each subject area on the 2018 SAT. Participation rates are not reported for the preliminary reports.

Dropout Rates: reflect the percentage of students enrolled in grades 9-12 who leave school during a single year. Calculated as the number of dropouts divided by the total number of students enrolled in the school at any time during the year who did not subsequently enroll in another Colorado school. This report is based on the 2017 Colorado End of Year (EOY) data submission.

Matriculation Rates: reflect all 2017 high school graduates that enroll in a Career & Technical Education (CTE) program or a 2-Year or 4-Year Higher Education Institution (both in-state and out-of-state enrollments) during the subsequent academic year. Also includes graduates that earned a CTE certificate from an area technical college or a college degree while still enrolled in high school. Other industry-recognized credentials are now included based on the spring 2018 optional industry-credential submission. For more information: http://www.cde.state.co.us/accountability/performanceframeworksresources

Graduation Rates: 4-year graduation rate is the percent of students who graduate from high school four years after initially entering ninth grade. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels. For each rate, the AYG designates the Anticipated Year of Graduation, which is based on the initial year that students enrolled in 9th grade. The rates for this report are based on 2017 graduates. For historical graduation data: http://www2.cde.state.co.us/schoolview/dish/dashboard.asp

For additional information, reference the scoring guide on the last page of this report.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	
Academic Achievement	*The district or school's mean scale score was*:* *see table below for actual values*		*All Students*	*Each Disaggregated Group*	
	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		

Performance Indicator	Measure/Metric	Rating	All Students	Each Disaggregated Group	ELP
Academic Growth	*Median Growth Percentile was:*		*All Students*	*Each Disaggregated Group*	*ELP*
	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

Performance Indicator	Measure/Metric	Rating	Point Value		
Postsecondary and Workforce Readiness	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*				
	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	Mean CO SAT Math scale score was**:				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
	• below 446.5	Does Not Meet	0.5		
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				
	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		
	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	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the points eligible.	Rating
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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*
** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).
† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

8791: VISTA RIDGE HIGH SCHOOL | 1110: DISTRICT 49   Level: H - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report
Performance Plan: Meets 95% Participation	**59.5/100**

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

59.5%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	46.2%	13.9/30	Approaching
Academic Growth	60.0%	24.0/40	Approaching
Postsecondary & Workforce Readiness	72.1%	21.6/30	Meets

Assurances

	Rating
Accountability Participation Rate	Meets 95%

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	864	823	95.3%	0	95.3%	Meets 95%
Math	864	823	95.3%	0	95.3%	Meets 95%
Science	360	264	73.3%	25	78.8%	Does Not Meet 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
High	Academic Achievement	46.2%	13.9/30	Approaching	59.5%	Performance
	Academic Growth	60.0%	24.0/40	Approaching		
	Postsecondary & Workforce ..	72.1%	21.6/30	Meets		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

COLORADO
Department of Education

8791: VISTA RIDGE HIGH SCHOOL | 1110: DISTRICT 49   Level: High - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Evidence-Based Reading & Writing	All Students	179	95.2%	454.4	41	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	64	95.3%	424.1	15	0.5/1	Approaching
	Minority Students	78	94.4%	444.1	29	0.5/1	Approaching
	Students with Disabilities	21	87.5%	385.6	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	179	95.2%	437.5	39	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	64	95.3%	420.9	22	0.5/1	Approaching
	Minority Students	78	94.4%	424.9	25	0.5/1	Approaching
	Students with Disabilities	21	87.5%	374.8	1	0.25/1	Does Not Meet
CMAS - Science	All Students	258	73.3%	565.8	16	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	60	67.4%	559.1	11	0.25/1	Does Not Meet
	Minority Students	112	74.8%	550.3	8	0.25/1	Does Not Meet
	Students with Disabilities	16	70.4%	445.4	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	15.25/33	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	164	45.5	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	53	33.0	0.25/1	Does Not Meet
	Minority Students	74	41.5	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CO PSAT/SAT - Math	All Students	154	51.5	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	52	53.5	0.75/1	Meets
	Minority Students	72	48.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	12/20	Approaching

This page displays the performance indicator data for the high school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 PSAT/SAT growth results for Math and Evidence-Based Reading and Writing. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

8791: VISTA RIDGE HIGH SCHOOL | 1110: DISTRICT 49　　　　　　　　Level: High - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
CO SAT - Evidence-Based Reading & Writing	All Students	39	*	491.9	*	1/2	Approaching
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	17	*	490.0	*	0/0	Approaching
	Students with Disabilities	n < 16	*	-	*	0/0	-
CO SAT - Math	All Students	39	*	459.4	*	1/2	Approaching
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	17	*	477.6	*	0/0	Approaching
	Students with Disabilities	n < 16	*	-	*	0/0	-
Dropout	All Students	1,697	*	1.4%	*	3/4	Meets
	English Learners	59	*	1.7%	*	0/0	Meets
	Free/Reduced-Price Lunch Eligible	411	*	1.0%	*	0/0	Meets
	Minority Students	755	*	1.3%	*	0/0	Meets
	Students with Disabilities	142	*	2.1%	*	0/0	Approaching
Matriculation	All Students	332	*	53.3%	*	1/2	Approaching
	2-Year Higher Education Instituti..	*	*	12.0%	*	*	-
	4-Year Higher Education Instituti..	*	*	36.1%	*	*	-
	Career & Technical Education	*	*	6.3%	*	*	-
Graduation	All Students	236	7yr	95.8%	*	4/4	Exceeds
	English Learners	n < 16	-	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	56	7yr	92.9%	*	0.75/1	Meets
	Minority Students	134	5yr	94.8%	*	0.75/1	Meets
	Students with Disabilities	19	6yr	94.7%	*	0.75/1	Meets
TOTAL		*	*	*	*	12.25/17	Meets

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year (AYG 2017)	5-Year (AYG 2016)	6-Year (AYG 2015)	7-Year (AYG 2014)	Best Rate
All Students	87.6%	92.9%	94.3%	95.8%	7yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	81.3%	83.3%	91.3%	92.9%	7yr
Minority Students	90.1%	94.8%	94.6%	93.3%	5yr
Students with Disabilities	73.5%	70.8%	94.7%	-	6yr

CO SAT: reflects the mean scale score for each subject area on the 2018 SAT. Participation rates are not reported for the preliminary reports.

Dropout Rates: reflect the percentage of students enrolled in grades 9-12 who leave school during a single year. Calculated as the number of dropouts divided by the total number of students enrolled in the school at any time during the year who did not subsequently enroll in another Colorado school. This report is based on the 2017 Colorado End of Year (EOY) data submission.

Matriculation Rates: reflect all 2017 high school graduates that enroll in a Career & Technical Education (CTE) program or a 2-Year or 4-Year Higher Education Institution (both in-state and out-of-state enrollments) during the subsequent academic year. Also includes graduates that earned a CTE certificate from an area technical college or a college degree while still enrolled in high school. Other industry-recognized credentials are now included based on the spring 2018 optional industry-credential submission. For more information: http://www.cde.state.co.us/accountability/performanceframeworksresources

Graduation Rates: 4-year graduation rate is the percent of students who graduate from high school four years after initially entering ninth grade. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels. For each rate, the AYG designates the Anticipated Year of Graduation, which is based on the initial year that students enrolled in 9th grade. The rates for this report are based on 2017 graduates. For historical graduation data: http://www2.cde.state.co.us/schoolview/dish/dashboard.asp

For additional information, reference the scoring guide on the last page of this report.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		

Academic Achievement

	The district or school's mean scale score was*: *see table below for actual values*		*All Students*	*Each Disaggregated Group*	
Academic Achievement	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		

Academic Growth

	Median Growth Percentile was:		*All Students*	*Each Disaggregated Group*	*ELP*
Academic Growth	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

Postsecondary and Workforce Readiness

	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:				
Postsecondary and Workforce Readiness	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	Mean CO SAT Math scale score was**:				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
	• below 446.5	Does Not Meet	0.5		
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				
	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		
	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	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the 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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

9706: WOODMEN HILLS ELEMENTARY SCHOOL | 1110: DISTRICT 49

Level: E - (1-Year)

Plan Type	Official Rating Based On: 1-Year SPF Report
Performance Plan: Meets 95% Participation	**70.9/100**

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

70.9%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	68.2%	27.3/40	Meets
Academic Growth	72.7%	43.6/60	Meets

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

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	419	415	99.0%	3	99.8%	Meets 95%
Math	419	415	99.0%	3	99.8%	Meets 95%
Science	165	164	99.4%	1	100.0%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	68.2%	27.3/40	Meets	70.9%	Performance
	Academic Growth	72.7%	43.6/60	Meets		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

9706: WOODMEN HILLS ELEMENTARY SCHOOL | 1110: DISTRICT 49   Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	374	99.0%	747.1	67	6/8	Meets
	Previously Identified for READ Plan	38	95.2%	708.1	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	102	98.2%	734.0	37	0.5/1	Approaching
	Minority Students	127	99.3%	747.0	67	0.75/1	Meets
	Students with Disabilities	58	98.4%	711.2	1	0.25/1	Does Not Meet
CMAS - Math	All Students	374	99.0%	740.6	63	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	102	98.2%	729.5	37	0.5/1	Approaching
	Minority Students	127	99.3%	740.2	62	0.75/1	Meets
	Students with Disabilities	58	98.4%	711.1	5	0.25/1	Does Not Meet
CMAS - Science	All Students	152	99.4%	623.4	65	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	43	97.9%	580.8	37	0.5/1	Approaching
	Minority Students	53	100.0%	614.1	60	0.75/1	Meets
	Students with Disabilities	21	100.0%	518.0	10	0.25/1	Does Not Meet
TOTAL		*	*	*	*	22.5/33	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	233	53.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	62	53.0	0.75/1	Meets
	Minority Students	72	57.0	0.75/1	Meets
	Students with Disabilities	36	47.0	0.5/1	Approaching
CMAS - Math	All Students	232	52.5	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	63	57.0	0.75/1	Meets
	Minority Students	71	52.0	0.75/1	Meets
	Students with Disabilities	36	36.5	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	16/22	Meets

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

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

Scoring Guide for 2018 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		

Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement	*The district or school's mean scale score was*:* *see table below for actual values*		*All Students*	*Each Disaggregated Group*	
	• at or above the 85th percentile	Exceeds	8	1.00	
	• 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		
Academic Growth	*Median Growth Percentile was:*		*All Students*	*Each Disaggregated Group*	*ELP*
	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1
Postsecondary and Workforce Readiness	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*				
	• at or above 559.1	Exceeds	2.0		
	• at or above 509.2 but below 559.1	Meets	1.5		
	• at or above 462.3 but below 509.2	Approaching	1.0		
	• below 462.3	Does Not Meet	0.5		
	Mean CO SAT Math scale score was**:				
	• at or above 543.4	Exceeds	2.0		
	• at or above 491.7 but below 543.4	Meets	1.5		
	• at or above 446.5 but below 491.7	Approaching	1.0		
	• below 446.5	Does Not Meet	0.5		
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				
	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Matriculation Rate (of all schools in 2017):				
	• at or above the 73.1%	Exceeds	2.0		
	• at or above 59.3% but below 73.1%	Meets	1.5		
	• at or above 41.4% but below 59.3%	Approaching	1.0		
	• below 41.1%	Does Not Meet	0.5		
	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	4	1.00	
	• at or above 85.0% but below 95.0%	Meets	3	0.75	
	• at or above 75.0% but below 85.0%	Approaching	2	0.50	
	• below 75.0%	Does Not Meet	1	0.25	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

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

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)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 per CO SAT subject)	not applicable	30%

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)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).   *August 09, 2018*

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

BOARD OF EDUCATION ITEM 7.03
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Resolution regarding Amendment 73
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: In the 2018 coordinated election, voters will be asked to consider Amendment 73 (A73). A73 is the result of the citizen's ballot initiative #93, known as *Great Schools, Thriving Communities*. In the board meeting documents, you will find information from both a pro-advocate perspective, as well as a con-oppose perspective.

In general, the proposed amendment to the Colorado Constitution would create a new financial fund to be operated outside the bounds of the TABOR (Taxpayer's Bill of Rights) amendment passed in 1992. The new fund would be called the 'Quality Public Education Fund' and would be the only repository for a new income tax structure designed to raise a net of $1.6B of new state money. The language would direct the legislature to appropriate moneys from this fund for 'specified education programs' but, ironically, does not provide any indication of what the specified education programs are.

This initiative basically comes from the same group, using the same priorities as the 'Superintendent's Model' that was introduced to the state legislature this past session at HB 18-1232; a bill that failed to make it out of its first committee prior to it being withdrawn by the bill sponsor. A large reason for its failure in the state legislature was and is the existence of the Interim Legislative Committee on School Finance – a two-year endeavor established in the 2017 legislative session under bill HB17-1340. The legislature was and is committed to that process, looking for a way to improve the school funding formula that was originally established with the School Finance Act of 1994.

Proponents of the Superintendent's Model continued down their path despite the rebuke from the legislature and have taken the issue directly to the voters with Amendment 73.

RATIONALE: People want more money in public education. Many people do want that but the questions that accompany such a statement are 'How', 'Why', 'For What', etc., and those are the questions whose answers often reveal the intentions of the original proponents of legislation and initiatives that endeavor to provide increased funding.

RELEVANT DATA AND EXPECTED OUTCOMES: The Colorado Association of School Boards (CASB) has distributed information in a one-page format that is included in the packet, for each school district in the state. They do not, however, provide any way to analyze or compare the information across school districts which is a consistent stance of non-transparency that has been a strategy of the group all along.

We would contend that this initiative has challenges that are of its own making. The priorities are too politically driven, lacking in balance that would appeal to the balanced electorate that exists in Colorado today. A balanced approach is what is being pursued by the Interim Legislative Committee. There is a chance that this initiative passes and, if so, D49 would receive and allocate the money honorably. The question remains, however, whether this is the best, right approach for obtaining new money and if it solves more problems than it creates.

INNOVATION AND INTELLIGENT RISK: For District 49, intelligent risk in these topics typically includes the willingness to be engaged in the discussion, whether invited or not, and to receive information and analysis in order to make its own decision rather than simply following the crowd as so many school districts in Colorado do.

District 49 contracts with its own political consultant and advocate and encourages the Chief Officer Team, particularly the Chief Business Officer on this particular topic, to be engaged and provide appropriate alternatives when feasible to members of the state legislature, constituents and other interested parties.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other	
	Outer Ring—How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community	*Bringing forward pros and cons for discussion, weighing options and priorities for our community and making an informed decision.*
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: According to CASB, a potential increase to D49 of $32.5mm, which is 2.0% of the presented target of $1.6B, despite the fact that D49 educates 2.8% of the state's students. The difference between the per-pupil share and what's being proposed is $12.3mm, reflecting the political priorities present in the proposal that exclude District 49.

AMOUNT BUDGETED: N/A.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: move to adopt the attached resolution in _____ (support / opposition) of Amendment 73.

APPROVED BY: Brett Ridgway, Chief Business Officer   **DATE:** October 3, 2018

RESOLUTION

Resolution in Support of Amendment 73

WHEREAS, the District 49 Board of Education believes that every student should have the opportunity to reach his or her full potential and to participate meaningfully in the civic and economic life of the community; and

WHEREAS, the Colorado way of life provides every student the chance to succeed regardless of their zip code or their learning needs; and

WHEREAS, quality public education develops a competitive workforce that will drive a vibrant Colorado economy for decades to come; and

WHEREAS, Colorado is experiencing a teacher shortage crisis and many teachers in rural districts do not make enough salary to meet the cost of living; and

WHEREAS, Colorado's investment in education is lagging behind other states - Colorado ranks 48th nationally in personal income invested in education; and

WHEREAS, education funding has not recovered from the recession; in the 2018-19 school year alone, Colorado schools are underfunded by $672.4 million; and

WHEREAS, the loss to the D49 School District has been over $ ____ since 2009, which could have been used to _____ _, _____ and ___ _ ___ ;and

WHEREAS, reduced funding is directly impacting the District's ability to provide meaningful educational opportunities for all students; and

WHEREAS, the reduced funding also limits the Board's ability to respond to parents and community input on the District's programs and services, despite the Board's great desire to engage with and respond to its community; and

WHEREAS, Amendment 73 builds on the successes of Colorado's public schools by expanding students' educational opportunities to prepare them for success in college, career and life; preparing a qualified workforce for decades to come; and ensuring that Colorado's economic prosperity is shared with every community from corner to corner of the state; and

WHEREAS, Amendment 73 will bring Colorado's investment in public education closer to the national average by raising $1.6 billion dollars annually; provide sustainable support for schools by stabilizing school property taxes; provide additional funding for all students and address the most pressing needs of Colorado's public schools - specifically, funding for full-day kindergarten and a significant increase in funding for Early Childhood programs, Special Education programs, At-Risk students, English Language Learners and Gifted & Talented students; and

WHEREAS, Amendment 73 gives local school boards greater ability to respond to parent and community input and provide programs and services to meet the needs of all their students; and

WHEREAS, if Amendment 73 passes, the Board commits to focusing on the following priorities _____ , while acknowledging that priorities will evolve as community engagement is an ongoing process and revenue from Amendment 73 is annual funding; and

WHEREAS, the Board declares that Amendment 73 is a matter of official concern;

NOW, THEREFORE, we, the District 49 Board of Education officially declare support for Amendment 73 for the purpose of increasing funding of public education in the State of Colorado; and

The Board authorizes the expenditure of District funds to distribute a factual summary regarding Amendment 73, in accordance with the Fair Campaign Practices Act, C.R.S. 1-45-117.

Approved and adopted this 11th day of October 2018.

_____
Marie LaVere-Wright, Board President
District 49

(SEAL)   Attest:

                                                   _____
                                                   Dave Cruson, Secretary, Board Secretary
                                                   District 49

RESOLUTION

Resolution in Opposition of Amendment 73

WHEREAS, the Colorado State Ballot for the November 6, 2018 general election includes a question titled Amendment 73 – Funding for Public Schools; and

WHEREAS, the D49 Board of Education being well informed on the intentions of the ballot question, including pros and cons to the measure at the September 26, 2018 work session; and

WHEREAS, District 49 has been well-engaged in recent years' efforts regarding changes to K-12 education funding in Colorado with the intention of pursuing a solution that appeals to a balanced political perspective currently present in the electorate; and

WHEREAS, the D49 Board of Education believes that some designs to provide new money to Colorado K-12 education funding, such as Amendment 73, will actually increase disparities between school districts, thereby compromising the proponent-stated goals of improving equity for students; and

WHEREAS, an Interim Legislative Committee for School Finance currently exists and is moving toward a proposal for K-12 education funding in Colorado that makes Amendment 73 premature and therefore ill timed;

NOW, THEREFORE, we, the District 49 Board of Education officially declare our opposition of Amendment 73

Approved and adopted this 11th day of October 2018.

_____
Marie LaVere-Wright, Board President
District 49

(SEAL)   Attest:

                                                  _____
                                                  Dave Cruson, Secretary, Board Secretary
                                                  District 49

BOARD OF EDUCATION ITEM 7.04
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Brett Ridgway, Chief Business Officer – Ron Sprinz Dir of Fin
TITLE OF AGENDA ITEM:	Update to Student Fees for 2018/19 School Year
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:
There are a number of program offerings in the district that are either extracurricular in nature (i.e. not part of a core academic program), or ther are academic in nature but are beyond a standard or 'normal' academic program. In either case, it has been and continues to be appropriate to assign participation fees for such program offerings so that the standard academic program does not overly subsidize choices that some students make significantly more favorably that students that do not make similar choices.

We admit that this is a 'fine line' distinction. The underlying motivation is very altruistic, however; that being the intention that each student has the opportunity to gain as much benefit as they can from their relative share of Per-Pupil revenue (PPR). If a fee program did not exist, that ideal would be severely compromised.

For some time, we have been changing business practices to enable the district to more accurately and more completely identify program costs for extracurricular and specific-choice academic programs so that fee determinations can be well-presented and defended.

With such an endeavor, however, also comes a greater need and therefore greater emphasis on the collection of fees assigned in the structure then derived. If fees are assigned without collection, then the intention of ensuring maximum benefit to every student for their relative share of PPR is compromised, almost from the beginning.

In the vein of continuous improvement, D49 Administration now wishes to focus on ensuring equitable student participation by recognizing the difference in, and putting guidelines in place, for fees vs. fundraising.
With the beginning of the 18/19 School year, some new programs that were not included in the initial approval of fees (May Board Meeting) have started and now require approval from the Board.

RATIONALE:
Being more complete, more accurate, and more intentional about fee programs also better supports those students we serve with economic difficulties. Board policy provides assistance to cover fees for students and participants that have a documented status of economic need.

Participation fees that are not fully presented to students and parents can become a barrier to equitable participation. In addition, a program that skews its resourcing too far toward fundraising can be received as manipulative by a contributing public that is approached many, many times a year with fundraising needs.

Pursuing a 'fully loaded' fee schedule will give students and parents a clear picture from the beginning of what the true costs of running a particular program are, and it gives the Board of Education appropriate oversight as the voice of the community as to what is appropriate and necessary to participate in an activity. Furthermore, fully loaded fees allow a greater offset of fee requirements through lunch and fee assistance programs through the District.

RELEVANT DATA AND EXPECTED OUTCOMES:
We expect schools to be transparent and completely forthcoming and intentional about program design and the costs associated. We expect fees to be more and more specific to each program rather than generalized across

programs. If these expectations are met, then all students will benefit with our stated intention to ensure that each student receives maximum benefit from the relative share of per pupil revenue.

The primary expected outcome is to provide a complete picture of the parent experience to have their student participating in various extra and co-curricular programs. A participation fee should be all inclusive so that there is little-to-no need for additional funding requests.

In addition, it is intended that school fundraising for programs has some necessary and appropriate parameters. Therefore a certain number of fundraising activities per program and/or an expected range of the mix of total fess to total fundraising for each program should be instituted to reflect cultural and strategic priorities of the district as well as the vision and mission of the organization.

INNOVATION AND INTELLIGENT RISK:
With this pursuit, District 49 is clearly going where other districts have not gone before. However, we are confident that increased transparency will improve trust in the district while supporting the portfolio of schools. The Board of Education needs the opportunity to fulfill its role and responsibility to the community for providing an appropriate educational experience.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring**—How we treat each other	Ensuring students with economic disadvantage receive equal opportunities.
	Outer Ring—How we treat our work	Pursuing innovative solutions to complex business issues
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community	Providing transparency to program designs
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The portfolio of schools concept can also be stated as a 'Portfolio of Programs'. Extra and Co-Curricular programs are important parts of the K12 experience for many students – but not all. Ensuring students who do not participate are doing so only due to personal preference and not monetary concerns validates the correct design of the portfolio that is based on need and demand instead of want and wish.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Ensuring that each student receives maximum benefit for their relative share of per-pupil revenue as possible.

BUDGET IMPACT: The budget impact will be felt mostly in fund 23 and fund 74, with potential increases in revenues and expenses processed through those two funds.

AMOUNT BUDGETED: Fund 74 & 23 combined = 3.5mm

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the Update to school fees for 2018-19 listed in item 7.04 as recommended by the administration.

APPROVED BY: Brett Ridgway, Chief Business Officer; Peter Hilts, Chief Education Officer

DATE: October 4, 2018

District 49 Fiscal Year 17/18 Fee Amendments

Projected Fee Budget	$14,115.00
Est. Remitted Total	$11,210.00
Est. Free and Reduce Subsidy	$2,905.00
Est. Program Supplement	$0.00

FALCON ZONE

Bennett Ranch Elementary School

	Page #	Proposed Fee	Amended Fee
Kindergarten	1	NA	$15.00
1st Grade	2	NA	$15.00
2nd Grade	3	NA	$15.00
3rd Grade	4	NA	$15.00
4th Grade	5	NA	$15.00
5th Grade	6	NA	$15.00
Art Club	7	NA	$15.00
Choir	8	NA	$10.00

Falcon Middle School

	Page #	Proposed Fee	Amended Fee
Family, Career and Community Leaders of America	9	NA	$20.00

SAND CREEK ZONE

Sand Creek High School

	Page #	Proposed Fee	Amended Fee
Digital Photography II	10	NA	$20.00
All State Auditions	11	$10.00	$20.00

POWER ZONE

Ridgeview Elementary School

	Page #	Proposed Fee	Amended Fee
Painting (Monet Masterpieces)	12	NA	$35.00
Math Mentors	13	NA	$25.00
Coding	14	NA	$30.00
STEAM Club (Science, Technology, Engineering, Art, and Math	15	NA	$20.00

Academy for Literacy, Learning & Innovation Excellence

	Page #	Proposed Fee	Amended Fee
Music	16	NA	$5.00

Bennet Ranch Elementary School
Fiscal Year 2018/19
Activity

School Code: 141
Program Code: 0019
Program: Kindergarten

Expected # of Participants 49

	18/19 Approved	18/19 Amended
Individual Fee Amount	$0.00	$15.00
Reduced Rate Fee (50%)	$0.00	$7.50

FY 17/18 Revenue

23-141-14-0019-1740000-0000-00000000	Fees Collected	$0.00
Total FY 18/19 Revenue		$0.00

FY 18/19 Projection	Free	Reduced	Pay In Full	Total
Number of Participants (est.)	6	4	39	49
Collected Fee Revenue	$0.00	$30.00	$585.00	$615.00
Board of Education Supplement	$90.00	$30.00	$0.00	$120.00
Total Program Fee Revenue	$90.00	$60.00	$585.00	$735.00

Budgeted Program Expenses

Account Number	Expense	Per Pupil	Program Cost
23-141-14-0019-0690000-0000-00000000	Classroom Materials and Consumables	$15.00	$735.00
	Total Expenses		$735.00
	Net Program		$0.00

18/19 Proposed Budget
Projected FY 18/19 Costs: $735.00

Costs Per Participant	$15.00
Fee vs. Cost Per Participant Difference	$0.00
Average Fees Collected Per Participant	$12.55
Projected Free and Reduced Rate	16.3%
Additional Program Deficiency	$0.00

Note: Some revenue collected may be transferred to explorer classes (PE, Art, Music, Library, and/or Technology).

Bennet Ranch Elementary School
Fiscal Year 2018/19
Activity

School Code: 141
Program Code: 0011
Program: 1st Grade

Expected # of Participants 45

	18/19 Approved	18/19 Amended
Individual Fee Amount	$0.00	$15.00
Reduced Rate Fee (50%)	$0.00	$7.50

FY 17/18 Revenue

23-141-14-0011-1740000-0000-00000000	Fees Collected	$0.00

Total FY 18/19 Revenue	$0.00

FY 18/19 Projection	Free	Reduced	Pay In Full	Total
Number of Participants (est.)	6	4	35	45
Collected Fee Revenue	$0.00	$30.00	$525.00	$555.00
Board of Education Supplement	$90.00	$30.00	$0.00	$120.00
Total Program Fee Revenue	$90.00	$60.00	$525.00	$675.00

Budgeted Program Expenses

Account Number	Expense	Per Pupil	Program Cost
23-141-14-0011-0690000-0000-00000000	Classroom Materials and Consumables	$15.00	$675.00

Total Expenses	$675.00
Net Program	$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs:	$675.00

Costs Per Participant	$15.00
Fee vs. Cost Per Participant Difference	$0.00
Average Fees Collected Per Participant	$12.33
Projected Free and Reduced Rate	17.8%
Additional Program Deficiency	$0.00

Note: Some revenue collected may be transferred to explorer classes (PE, Art, Music, Library, and/or Technology).

Bennet Ranch Elementary School
Fiscal Year 2018/19
Activity

School Code: 141
Program Code: 0012
Program: 2nd Grade

Expected # of Participants 48

	18/19 Approved	18/19 Amended
Individual Fee Amount	$0.00	$15.00
Reduced Rate Fee (50%)	$0.00	$7.50

FY 17/18 Revenue

23-141-14-0012-1740000-0000-00000000	Fees Collected	$0.00

Total FY 18/19 Revenue	$0.00

FY 18/19 Projection	Free	Reduced	Pay In Full	Total
Number of Participants (est.)	6	4	38	48
Collected Fee Revenue	$0.00	$30.00	$570.00	$600.00
Board of Education Supplement	$90.00	$30.00	$0.00	$120.00
Total Program Fee Revenue	$90.00	$60.00	$570.00	$720.00

Budgeted Program Expenses

Account Number	Expense	Per Pupil	Program Cost
23-141-14-0012-0690000-0000-00000000	Classroom Materials and Consumables	$15.00	$720.00
	Total Expenses		$720.00
	Net Program		$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs:	$720.00

Costs Per Participant	$15.00
Fee vs. Cost Per Participant Difference	$0.00
Average Fees Collected Per Participant	$12.50
Projected Free and Reduced Rate	16.7%
Additional Program Deficiency	$0.00

Note: Some revenue collected may be transferred to explorer classes (PE, Art, Music, Library, and/or Technology).

Bennet Ranch Elementary School
Fiscal Year 2018/19
Activity

		School Code:	141
		Program Code:	0013
		Program:	3rd Grade

Expected # of Participants   46

	18/19 Approved	18/19 Amended
Individual Fee Amount	$0.00	$15.00
Reduced Rate Fee (50%)	$0.00	$7.50

FY 17/18 Revenue

23-141-14-0013-1740000-0000-00000000	Fees Collected	$0.00

Total FY 18/19 Revenue	$0.00

FY 18/19 Projection	Free	Reduced	Pay In Full	Total
Number of Participants (est.)	6	4	36	46
Collected Fee Revenue	$0.00	$30.00	$540.00	$570.00
Board of Education Supplement	$90.00	$30.00	$0.00	$120.00
Total Program Fee Revenue	$90.00	$60.00	$540.00	$690.00

Budgeted Program Expenses

Account Number	Expense	Per Pupil	Program Cost
23-141-14-0013-0690000-0000-00000000	Classroom Materials and Consumables	$15.00	$690.00

Total Expenses	$690.00
Net Program	$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs:	$690.00

Costs Per Participant	$15.00
Fee vs. Cost Per Participant Difference	$0.00
Average Fees Collected Per Participant	$12.39
Projected Free and Reduced Rate	17.4%
Additional Program Deficiency	$0.00

Note: Some revenue collected may be transferred to explorer classes (PE, Art, Music, Library, and/or Technology).

Bennet Ranch Elementary School
Fiscal Year 2018/19
Activity

School Code: 141
Program Code: 0014
Program: 4th Grade

Expected # of Participants 51

	18/19 Approved	18/19 Amended
Individual Fee Amount	$0.00	$15.00
Reduced Rate Fee (50%)	$0.00	$7.50

FY 17/18 Revenue

23-141-14-0014-1740000-0000-00000000	Fees Collected	$0.00

Total FY 18/19 Revenue	$0.00

FY 18/19 Projection	**Free**	**Reduced**	**Pay In Full**	**Total**
Number of Participants (est.)	7	5	39	51
Collected Fee Revenue	$0.00	$37.50	$585.00	$622.50
Board of Education Supplement	$105.00	$37.50	$0.00	$142.50
Total Program Fee Revenue	$105.00	$75.00	$585.00	$765.00

Budgeted Program Expenses

Account Number	Expense	Per Pupil	Program Cost
23-141-14-0014-0690000-0000-00000000	Classroom Materials and Consumables	$15.00	$765.00
	Total Expenses		$765.00
	Net Program		$0.00

18/19 Proposed Budget
Projected FY 18/19 Costs: $765.00

Costs Per Participant	$15.00
Fee vs. Cost Per Participant Difference	$0.00
Average Fees Collected Per Participant	$12.21
Projected Free and Reduced Rate	18.6%
Additional Program Deficiency	$0.00

Note: Some revenue collected may be transferred to explorer classes (PE, Art, Music, Library, and/or Technology).

Bennet Ranch Elementary School
Fiscal Year 2018/19
Activity

School Code: 141
Program Code: 0015
Program: 5th Grade

Expected # of Participants 56

	18/19 Approved	18/19 Amended
Individual Fee Amount	$0.00	$15.00
Reduced Rate Fee (50%)	$0.00	$7.50

FY 17/18 Revenue

23-141-14-0015-1740000-0000-00000000	Fees Collected	$0.00

Total FY 18/19 Revenue	$0.00

FY 18/19 Projection	Free	Reduced	Pay In Full	Total
Number of Participants (est.)	7	5	44	56
Collected Fee Revenue	$0.00	$37.50	$660.00	$697.50
Board of Education Supplement	$105.00	$37.50	$0.00	$142.50
Total Program Fee Revenue	$105.00	$75.00	$660.00	$840.00

Budgeted Program Expenses

Account Number	Expense	Per Pupil	Program Cost
23-141-14-0015-0690000-0000-00000000	Classroom Materials and Consumables	$15.00	$840.00

Total Expenses	$840.00
Net Program	$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs:	$840.00

Costs Per Participant	$15.00
Fee vs. Cost Per Participant Difference	$0.00
Average Fees Collected Per Participant	$12.46
Projected Free and Reduced Rate	17.0%
Additional Program Deficiency	$0.00

Note: Some revenue collected may be transferred to explorer classes (PE, Art, Music, Library, and/or Technology).

Bennet Ranch Elementary School
Fiscal Year 2018/19
Extracurricular

School Code:	141
Program Code:	0212
Program:	Art Club

Expected # of Participants   48

	18/19 Approved	18/19 Amended
Individual Fee Amount	$0.00	$15.00
Reduced Rate Fee (50%)	$0.00	$7.50

FY 17/18 Revenue

23-141-14-0212-1740000-0000-00000000	Fees Collected	$0.00

Total FY 18/19 Revenue	$0.00

FY 18/19 Projection	Free	Reduced	Pay In Full	Total
Number of Participants (est.)	6	4	38	48
Collected Fee Revenue	$0.00	$30.00	$570.00	$600.00
Board of Education Supplement	$90.00	$30.00	$0.00	$120.00
Total Program Fee Revenue	$90.00	$60.00	$570.00	$720.00

Budgeted Program Expenses

Account Number	Expense	Per Pupil	Program Cost
23-141-14-0212-0690000-0000-00000000	Paint, Paper, Canvas, Blocks, Ink, Masonite Boards, Tile, etc.	$15.00	$720.00

Total Expenses	$720.00
Net Program	$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs:	$720.00

Costs Per Participant	$15.00
Fee vs. Cost Per Participant Difference	$0.00
Average Fees Collected Per Participant	$12.50
Projected Free and Reduced Rate	16.7%
Additional Program Deficiency	$0.00

Bennet Ranch Elementary School
Fiscal Year 2018/19
Extracurricular

School Code:	141
Program Code:	1241
Program:	Choir

Expected # of Participants 30

	18/19 Approved	18/19 Amended
Individual Fee Amount	$0.00	$10.00
Reduced Rate Fee (50%)	$0.00	$5.00

FY 17/18 Revenue

23-141-14-1241-1740000-0000-00000000	Fees Collected	$0.00

Total FY 18/19 Revenue	$0.00

FY 18/19 Projection	Free	Reduced	Pay In Full	Total
Number of Participants (est.)	4	3	23	30
Collected Fee Revenue	$0.00	$15.00	$230.00	$245.00
Board of Education Supplement	$40.00	$15.00	$0.00	$55.00
Total Program Fee Revenue	$40.00	$30.00	$230.00	$300.00

Budgeted Program Expenses

Account Number	Expense	Per Pupil	Program Cost
23-141-14-1241-0690000-0000-00000000	T-Shirt	$10.00	$300.00

	Total Expenses	$300.00
	Net Program	$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs:	$300.00

Costs Per Participant	$10.00
Fee vs. Cost Per Participant Difference	$0.00
Average Fees Collected Per Participant	$8.17
Projected Free and Reduced Rate	18.3%
Additional Program Deficiency	$0.00

Falcon Middle School
Fiscal Year 2018/19
Extracurricular

School Code: 220
Program Code: 1961
Program: FCCLA

Expected # of Participants 15

	18/19 Approved	18/19 Amended
Individual Fee Amount	$0.00	$20.00
Reduced Rate Fee (50%)	$0.00	$10.00

FY 17/18 Revenue

23-220-14-1961-1740000-0000-00000000	Fees Collected	$0.00

Total FY 18/19 Revenue	$0.00

FY 18/19 Projection	Free	Reduced	Pay In Full	Total
Number of Participants (est.)	2	1	12	15
Collected Fee Revenue	$0.00	$10.00	$240.00	$250.00
Board of Education Supplement	$40.00	$10.00	$0.00	$50.00
Total Program Fee Revenue	$40.00	$20.00	$240.00	$300.00

Budgeted Program Expenses

Account Number	Expense	Per Pupil	Program Cost
23-220-14-1961-0690000-0000-00000000	Competition Fees	$10.00	$150.00
23-220-14-1961-0690000-0000-00000000	State Dues	$3.75	$56.25
23-220-14-1961-0690000-0000-00000000	National Dues	$6.25	$93.75

	Total Expenses	$300.00
	Net Program	$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs:	$300.00

Costs Per Participant	$20.00
Fee vs. Cost Per Participant Difference	$0.00
Average Fees Collected Per Participant	$16.67
Projected Free and Reduced Rate	16.7%
Additional Program Deficiency	$0.00

Sand Creek High School
Fiscal Year 2018/19
Academic

School Code: 315
Program Code: 0260
Program: Digital Photograhy II

Expected # of Participants 128

	18/19 Approved	18/19 Amended
Individual Fee Amount	$0.00	$20.00
Reduced Rate Fee (50%)	$0.00	$10.00

FY 17/18 Revenue

23-315-14-0260-1740000-0000-00000000	Fees Collected	$0.00
Total FY 18/19 Revenue		$0.00

FY 18/19 Projection	Free	Reduced	Pay In Full	Total
Number of Participants (est.)	34	10	84	128
Collected Fee Revenue	$0.00	$100.00	$1,680.00	$1,780.00
Board of Education Supplement	$680.00	$100.00	$0.00	$780.00
Total Program Fee Revenue	$680.00	$200.00	$1,680.00	$2,560.00

Budgeted Program Expenses

Account Number	Expense	Per Pupil	Program Cost
23-315-14-0260-0690000-0000-00000000	Color Prints	$8.00	$1,024.00
23-315-14-0260-0690000-0000-00000000	Photo Paper	$5.00	$640.00
23-315-14-0260-0690000-0000-00000000	Matting Materials	$5.00	$640.00
23-315-14-0260-0690000-0000-00000000	Spray Paint	$2.00	$256.00
	Total Expenses		$2,560.00
	Net Program		$0.00

18/19 Proposed Budget
Projected FY 18/19 Costs: $2,560.00

Costs Per Participant	$20.00
Fee vs. Cost Per Participant Difference	$0.00
Average Fees Collected Per Participant	$13.91
Projected Free and Reduced Rate	30.5%
Additional Program Deficiency	$0.00

Sand Creek High School
Fiscal Year 2018/19
Academic

School Code: 315
Program Code: 1249
Program: All State Auditions

Expected # of Participants 5

	18/19 Approved	18/19 Amended
Individual Fee Amount	$10.00	$20.00
Reduced Rate Fee (50%)	$5.00	$10.00

FY 17/18 Revenue

23-315-14-1249-1740000-0000-00000000	Fees Collected	$0.00

Total FY 18/19 Revenue	$0.00

FY 18/19 Projection	Free	Reduced	Pay In Full	Total
Number of Participants (est.)	1	0	4	5
Collected Fee Revenue	$0.00	$0.00	$80.00	$80.00
Board of Education Supplement	$20.00	$0.00	$0.00	$20.00
Total Program Fee Revenue	$20.00	$0.00	$80.00	$100.00

Budgeted Program Expenses

Account Number	Expense	Per Pupil	Program Cost
23-315-14-1249-0690000-0000-00000000	Audition Fee	$20.00	$100.00

	Total Expenses	$100.00
	Net Program	$0.00

18/19 Proposed Budget
Projected FY 18/19 Costs:	$100.00

Costs Per Participant	$20.00
Fee vs. Cost Per Participant Difference	$0.00
Average Fees Collected Per Participant	$16.00
Projected Free and Reduced Rate	20.0%
Additional Program Deficiency	$0.00

Ridgeview Elementary School
Fiscal Year 2018/19
Extracurricular

School Code: 136
Program Code: 0250
Program: Painting Club

Expected # of Participants 96

	18/19 Approved	18/19 Amended
Individual Fee Amount	$0.00	$35.00
Reduced Rate Fee (50%)	$0.00	$17.50

FY 17/18 Revenue

23-136-14-0250-1740000-0000-00000000	Fees Collected	$0.00

Total FY 18/19 Revenue	$0.00

FY 18/19 Projection	Free	Reduced	Pay In Full	Total
Number of Participants (est.)	17	3	76	96
Collected Fee Revenue	$0.00	$52.50	$2,660.00	$2,712.50
Board of Education Supplement	$595.00	$52.50	$0.00	$647.50
Total Program Fee Revenue	$595.00	$105.00	$2,660.00	$3,360.00

Budgeted Program Expenses

Account Number	Expense	Per Pupil	Program Cost
23-136-14-0250-0390000-0000-00000000	Teacher Stipend	$20.00	$1,920.00
23-136-14-0250-0690000-0000-00000000	Materials and Art Suppies	$15.00	$1,440.00

Total Expenses	$3,360.00
Net Program	$0.00

18/19 Proposed Budget
Projected FY 18/19 Costs: $3,360.00

Costs Per Participant	$35.00
Fee vs. Cost Per Participant Difference	$0.00
Average Fees Collected Per Participant	$28.26
Projected Free and Reduced Rate	19.3%
Additional Program Deficiency	$0.00

Ridgeview Elementary School
Fiscal Year 2018/19
Extracurricular

			School Code:	136
			Program Code:	1159
			Program:	Math Mentors

Expected # of Participants   20

	18/19 Approved	18/19 Amended
Individual Fee Amount	$0.00	$25.00
Reduced Rate Fee (50%)	$0.00	$12.50

FY 17/18 Revenue

23-136-14-1159-1740000-0000-00000000	Fees Collected	$0.00

Total FY 18/19 Revenue	$0.00

FY 18/19 Projection	Free	Reduced	Pay In Full	Total
Number of Participants (est.)	4	1	15	20
Collected Fee Revenue	$0.00	$12.50	$375.00	$387.50
Board of Education Supplement	$100.00	$12.50	$0.00	$112.50
Total Program Fee Revenue	$100.00	$25.00	$375.00	$500.00

Budgeted Program Expenses

Account Number	Expense	Per Pupil	Program Cost
23-136-14-1159-0390000-0000-00000000	Teacher Stipend	$20.00	$400.00
23-136-14-1159-0690000-0000-00000000	Supplies	$5.00	$100.00

Total Expenses	$500.00
Net Program	$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs:	$500.00

Costs Per Participant	$25.00
Fee vs. Cost Per Participant Difference	$0.00
Average Fees Collected Per Participant	$19.38
Projected Free and Reduced Rate	22.5%
Additional Program Deficiency	$0.00

Ridgeview Elementary School
Fiscal Year 2018/19
Extracurricular

School Code: 136
Program Code: 1630
Program: Coding Club

Expected # of Participants   30

	18/19 Approved	18/19 Amended
Individual Fee Amount	$0.00	$30.00
Reduced Rate Fee (50%)	$0.00	$15.00

FY 17/18 Revenue

23-136-14-1630-1740000-0000-00000000	Fees Collected	$0.00

Total FY 18/19 Revenue	$0.00

FY 18/19 Projection	Free	Reduced	Pay In Full	Total
Number of Participants (est.)	5	1	24	30
Collected Fee Revenue	$0.00	$15.00	$720.00	$735.00
Board of Education Supplement	$150.00	$15.00	$0.00	$165.00
Total Program Fee Revenue	$150.00	$30.00	$720.00	$900.00

Budgeted Program Expenses

Account Number	Expense	Per Pupil	Program Cost
23-136-14-1630-0390000-0000-00000000	Teacher Stipend & Planning Time	$30.00	$900.00

	Total Expenses	$900.00
	Net Program	$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs:	$900.00

Costs Per Participant	$30.00
Fee vs. Cost Per Participant Difference	$0.00
Average Fees Collected Per Participant	$24.50
Projected Free and Reduced Rate	18.3%
Additional Program Deficiency	$0.00

Ridgeview Elementary School
Fiscal Year 2018/19
Extracurricular

School Code:			136
Program Code:			1982
Program:			STEAM Club

Expected # of Participants 30

	18/19 Approved	18/19 Amended
Individual Fee Amount	$0.00	$20.00
Reduced Rate Fee (50%)	$0.00	$10.00

FY 17/18 Revenue

23-136-14-1982-1740000-0000-00000000	Fees Collected	$0.00	

Total FY 18/19 Revenue $0.00

FY 18/19 Projection	Free	Reduced	Pay In Full	Total
Number of Participants (est.)	5	1	24	30
Collected Fee Revenue	$0.00	$10.00	$480.00	$490.00
Board of Education Supplement	$100.00	$10.00	$0.00	$110.00
Total Program Fee Revenue	$100.00	$20.00	$480.00	$600.00

Budgeted Program Expenses

Account Number	Expense	Per Pupil	Program Cost
23-136-14-1982-0690000-0000-00000000	Materials	$10.00	$300.00
23-136-14-1982-0390000-0000-00000000	Teacher Stipend	$10.00	$300.00

Total Expenses		$600.00
Net Program		$0.00

18/19 Proposed Budget
Projected FY 18/19 Costs: $600.00

Costs Per Participant	$20.00
Fee vs. Cost Per Participant Difference	$0.00
Average Fees Collected Per Participant	$16.33
Projected Free and Reduced Rate	18.3%
Additional Program Deficiency	$0.00

Academy for Literacy, Learning & Innovation Excellence
Fiscal Year 2018/19
Academic

School Code: 143
Program Code: 1210
Program: Music

Expected # of Participants 70

	18/19 Approved	18/19 Amended
Individual Fee Amount	$0.00	$5.00
Reduced Rate Fee (50%)	$0.00	$2.50

FY 17/18 Revenue

23-143-14-1210-1740000-0000-00000000	Fees Collected	$0.00

Total FY 18/19 Revenue	$0.00

FY 18/19 Projection	Free	Reduced	Pay In Full	Total
Number of Participants (est.)	14	4	52	70
Collected Fee Revenue	$0.00	$10.00	$260.00	$270.00
Board of Education Supplement	$70.00	$10.00	$0.00	$80.00
Total Program Fee Revenue	$70.00	$20.00	$260.00	$350.00

Budgeted Program Expenses

Account Number	Expense	Per Pupil	Program Cost
23-143-14-1210-0690000-0000-00000000	Recorders	$5.00	$350.00

	Total Expenses	$350.00
	Net Program	$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs:	$350.00

Costs Per Participant	$5.00
Fee vs. Cost Per Participant Difference	$0.00
Average Fees Collected Per Participant	$3.86
Projected Free and Reduced Rate	22.9%
Additional Program Deficiency	$0.00

BOARD OF EDUCATION ITEM 7.05
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Monica Deines-Henderson, Director of Nutrition Services
TITLE OF AGENDA ITEM:	Increase Adult Breakfast Price
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND OR RATIONALE
CDE released new USDA guidance on adult meal pricing that requires an increase to the adult breakfast price.

RELEVANT DATA AND EXPECTED OUTCOMES:
To keep District in compliance with USDA regulations.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:
Increasing amount charged for adult breakfast from $2.10 to $2.40 keep the District in alignment with Federal regulations/guidelines.

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	Keeping the District in compliance with USDA/CDE
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	Keeping the District in compliance with USDA/CDE

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to increase the amount charged for adult breakfast from $2.10 to $2.40 to keep the district aligned with Federal regulations/guidelines.

APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: September 24, 2018

USDA FOOD AND NUTRITION SERVICE

Nonprogram Revenue Calculator		
Enter the cost for reimbursable meal, cost of nonprogram food and total revenue		
Cost for Reimbursable Meal Food	$ 1,204,583	
Cost of Nonprogram Food	$ 133,843	
Total Food Costs	$ 1,338,425	
Total Nonprogram Food Revenue	$ 419,697	
Total Revenue	$ 3,939,787	
Minimum portion of revenue from nonprogram funds	10%	
Minimum Revenue Required from the Sale of Nonprogram Foods	$ 393,979	
Additional Revenue Needed to Comply	$ -	

* Click on the hyperlink to view a definition of the term.

Cost of Reimbursable Meal Food refers to the amount paid for food purchased to be a part of a reimbursable meal.

Cost of Nonprogram Food refers to the amount paid for food sold in a participating school other than a reimbursable meal and is purchased using funds from the school food service account of the school. This is a broad definition and includes beverages, a la carte foods, and any exta reimbursable foods that are sold such as an extra slice of pizza or carton of milk

Total Food Cost refers to the total amount paid for food for both reimbursable meals and nonprogram food purchased with the school food service account.
Total Nonprogram Food Revenue refers to all funds accumulated to the school food service account associated with the sale of nonprogram foods.

Total Revenue refers to all funds accumulated to the school food service account.

Nonprogram Food Revenue Tool Instructions

The Nonprogram Food Revenue Tool was created to help SFAs calculate the amount of revenue required
to meet the new requirements in Section 206 of the Healthy, Hunger-Free Kids Act of 2010.

To use the tool, an SFA must collect the cost of both program and nonprogram food and the total
revenue for the previous school year.

To calculate the amount of revenue from nonprogram food required to meet this requirement, an SFA must:

1. Enter the cost of food for reimbursable meals in the previous school year in the **Cost for Reimbursable Meal Food** row.
2. Enter the cost of nonprogram food from the previous school year in the **Cost of Nonprogram Food** row.
3. Enter the revenue from nonprogram foods from the previous school year in the **Total Nonprogram Food Revenue** row.
4. Enter the total revenue from the previous school year in the **Total Revenue** row.

Based on these amounts, the tool will calculate the minimum amount of revenue from nonprogram foods
that is required to meet this requirement. The tool will also calculate the additional revenue, if any,
needed to comply.

These figures will appear in the **Minimum Revenue Required from the Sale of Nonprogram Foods** .
and the **Additional Revenue Needed to Comply** rows.

SFAs can now compare their nonprogram food revenue to this required amount to determine if they are
in compliance with this requirement.

BOARD OF EDUCATION ITEM 7.06A-B
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	September 28, 2018
PREPARED BY:	Amber Whetstine, Executive Director of Learning Services
TITLE OF AGENDA ITEM:	Learning Services Job Description Additions / Revisions
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

In school districts across Colorado and nationally, data management, including the management of student academic systems and student data transfer among platforms for educational use and to fulfill state reporting requirements is becoming increasingly complex. This along with a high-demand market for programmers and other computer science technicians presents a challenge in finidng quality candidates to complete essential work.

RATIONALE:

In order to compete with the private sector and other school districts for data management staff, it is proposed that the following new position and current position are revised to reflect current needs and comparable salary ranges.

1) Senior Data Analyst for Learning and Improvement (Range 3 to Range 4)
2) Programmer for Academic Systems (New Job Description)

RELEVANT DATA AND EXPECTED OUTCOMES:

The proposed additions and revisions may enable District 49 to successfully fill hard-to-hire positions in the market place and increase our viability for longer-term retention of high-quality data analysts and computer programmers.

INNOVATION AND INTELLIGENT RISK:

Currently, District 49 struggles to compete in the market when hiring data analysts and computer programmers. These positions present a unique skill set, which are in high demand especially in the Colorado Springs and Denver.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring**—How we treat each other	High-quality academic data management is essential to the work of our schools and zones and aligns with our values of trust and responsibility by supporting data integrity across D49.
	Outer Ring—How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community	Providing support with accuracy and efficiency in academic data management builds trust with our schools and community.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Hiring and retaining high-quality analysts to manage and report academic data is an essential school-district function required by each of our portfolio schools.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Support with data management, analysis and reporting is an essential school district function to ensure student access to academic systems that build Firm Foundations for Every Student.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: Increasing the Senior Data Analyst for Learning and Improvement from Range 3 to Range 4 will result in an increase for the 18/19 school year of $7,032. Professional Technical Range 3 is 53,100 to 71,892 annually. There are no immediate plans to fill this position within the 18-19 school-year.

AMOUNT BUDGETED: Total budget increase up to $7,032 for 18/19.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve changes to the job decription for Senior Data Analyst (Learning and Improvement) and approve new job description for Programer (Academic Systems).

APPROVED BY: Peter Hilts, Chief Education Officer and Brett Ridgeway, Chief Buisness Officer

DATE: September 28, 2018

SENIOR DATA ANALYST (~~RESEARCH AND DEVELOPMENT~~LEARNING AND IMPROVEMENT)

Job Title:	Senior Data Analyst (~~Research and Development~~Learning and Improvement)	**Related Organization Chart**
Initial:	December 15, 2016	
Revised:	October 11, 2018	
Work Year:	261 Days	
Office:	Education	
Department:	Learning Services	
Reports To:	~~Coordinator of Academic Performance~~Executive Director of Learning Services	
FLSA Status:	Exempt	
Pay Range:	Professional Technical Range 4~~3~~	

Executive Director of Learning Services

Senior Data Analyst (Learning and Improvement)

POSITION SUMMARY: The Senior Data Analyst for Learning and Improvement (LI) provides expert consultation for District leaders and the Board of Education by performing statistical analysis, demographic measurements, status measurements and data format conversions. The Senior Data Analyst for ~~R &D~~LI provides consultation with senior leaders on the visual representation, analysis and reporting of results data.

ESSENTIAL DUTIES & RESPONSIBILITIES

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Provides consultation and support for district leaders with the organization and analysis of performance data to identify trends and prepare findings for a variety of formal and informal reports.
- Supports leaders in reviewing, analyzing, interpreting and explaining performance results across departments.
- Provides training and consultation for leaders on the use of data tools to access, interpret and calibrate results.
- Provides support with results reporting, data analysis and planning in alignment with the District strategic plan, priorities and initiatives (ie. Cascade, District Unified Improvement Plan).
- Assists the Coordinator of Academic Performance by providing training, guidance and supervision of staff in the administration of state and district standardized assessments. Serves as backup for District Assessment Coordinator.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Maintains a high level of knowledge and skill using statistical analysis, programs and software through participation in professional development and networking to stay connected to new software and keeping abreast of trends.—
- Provides support to leaders with program evaluation and department reports for internal and external reporting (ie. department reports to the Board of Education, comparability analysis, etc.).
- Facilitates grant prospecting and intent to apply processes. Serves as the district liaison for grant prospecting and application development.
- Provides support and consultation for leaders on survey development, implementation and analysis.—
- Facilitates district research approval process assuring adherence to district policy and applicable law.
- Performs other job related duties as assigned.

Supervision & Technical Responsibilities:
- This position has no supervisory responsibilities at this time..

Budget Responsibility:
- This position has no budgetary responsibilities at this time.

QUALIFICATIONS
The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:
- Bachelor's degree in a related field of study is required.
- Master's degree or applicable training in a related field,An advanced degree or equivalent advanced training in relevant fields preferredis preferred.

Experience:
- Five (5) years of experience in data analysis, statistical analysis, research or related field.
- Experience working with diverse educational community.

Knowledge Skills & Abilities:
- Excellent oral and written communication and interpersonal relation skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Open to feedback and growth opportunities.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and software applications including Microsoft Word, Excel, Outlook, Power Point, Tableau.

Certificates, Licenses, & Registrations:
- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, evaluate, and use interpersonal skills.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PROGRAMMER (ACADEMIC SYSTEMS ADMINISTRATION)

Job Title:	Data Analyst (Academic Systems Administrator)
Initial:	October 11, 2018
Revised:	
Work Year:	261 Days
Office:	Education
Department:	Learning Services
Reports To:	Coordinator of Academic Performance
FLSA Status:	Exempt
Pay Range:	Professional Technical Range 3

Related Organization Chart

Coordinator of Academic Performance

Programmer (Academic Systems Administration)

POSITION SUMMARY: The Programmer for Academic Systems Administration is responsible for creating and maintaining databases of district assessments, learning management systems and tools, and managing and maintaining data warehouses. The Programmer serves District 49 to support academic platforms, assessments and systems.

ESSENTIAL DUTIES & RESPONSIBILITIES
The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Conducts programming and data migration for all academic systems (ie. data entry and data uploads, retrieval and analysis.)
- Submits reports to the Colorado Department of Education regarding academic performance data and reporting. Assists teachers and administrators with data uploads and migration for assessment tools and data management resources.
- Validates integrity to ensure all data uploads are accurate and submitted on time.
- Manages data governance over state-wide systems and district-specific applications.
- Utilizes SQL or equivalent programming language to construct, analyze and validate data files for academic systems and state reporting purposes.
- Creates and maintains databases of student assessment results to include state and district assessment measures. Reconciles discrepancies and provides oversight for all verification and student biographical data (SBD) processes related to student assessment data.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Performs programming functions to facilitate information transfers between academic data systems to include uploads, downloads, and related database management/programming (ie. myOn, Schoology, CEDAR, Destiny, ACT Aspire, Aims Web, Amplify, Lexia, and other district and state assessments).
- Maintains a high level of knowledge and skill related to using programs and software by learning new software and keeping abreast of trends (networking with other district data managers, attending regional and state-level training and meetings).
- Consolidates academic data and generates reports for administration within the Education Office. Serves as the lead consultant to zones and schools on accessing data-bases to generate reports.
- Ensures all state-required reports within the department are submitted on time and accurately to CDE as required.
- Performs other duties as assigned.

Supervision & Technical Responsibilities:
This position has no supervisory responsibilities.

Budget Responsibility:
This position has no budgetary responsibilities.

QUALIFICATIONS
The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:
- Bachelor's degree in a related field of study or equivalent experience required.

Experience:
- Five (5) years of experience in data and reporting, statistical analysis, programing, or database management.
- Experience working with diverse educational community.

Knowledge Skills & Abilities:
- Excellent oral and written communication and interpersonal relation skills.
- Competent in programming concepts, methods and techniques.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Open to feedback and growth opportunities.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Knowledgeable about state-required school data reporting.
- Knowledgeable about structure and design of databases and programs.
- Must be proficient in the use of personal computers and software applications including Microsoft Word, Excel, Outlook, Power Point, SQL and Access.

Certificates, Licenses, & Registrations:
- Criminal background check required for hire.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Valid Colorado driver's license required for hire.

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, evaluate, and use interpersonal skills.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

BOARD MEETING OF:	September 26, 2018
PREPARED BY:	Nancy Lemmond - Executive Director of Individualized Education Paul Andersen – Director of Human Resources
TITLE OF AGENDA ITEM:	Early Childhood Educator (ECE) Job Description
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

RATIONALE:

As Individualized Education-Special Education review programs within our district, we are investigating alternative service delivery models. Any new model considered must continue to maintain our compliance while addressing identified needs. Within our preschool programs, we currently utilize a model of an Early Childhood Special Educator (ECSE) in every classroom. Supply and demand make this model unsustainable. We are moving to one of two models: The first is a model of either pairing an ECSE with an ECE. The ECSE provides special education services for both classrooms. The second model is utilizing an itinerant ECSE to provide services in multiple classrooms staffed by ECEs.   This job description is a revision and update of our Group Leader job description. Group Leader is a retired title but with many of the same responsibilities.

RELEVANT DATA AND EXPECTED OUTCOMES:

We have had long-term vacancies in our preschool classrooms in which the position is posted for ECSE licensure. Preschool educators licensed as ECEs are more readily available and filling vacancies is a shorter timeframe.

INNOVATION AND INTELLIGENT RISK:

This is an improvement to our preschool program as it allows us to increase the hiring pool while modifying our service delivery model so all students – those with disabilities and their typically-performing peers.   The risk to the district is a possible increase in preschool enrollments

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

The impact of the ECE job description is improved communication with our hiring pool. The new model and increase sustainability supports our strategy of building a firm foundation through our preschool program and launching every student toward success as he or she begins their K-12 journey.

Culture	**Inner Ring—**How we treat each other	Preschool is a required foundational program for our students with disabilities and an up-tapped opportunity for our ELL families and typically-performing peers. We strive to provide the best preschool program for all of our stakeholders.
	Outer Ring—How we treat our work	
Strategy	**Rock #1—**Establish enduring <u>trust</u> throughout our community	Families of preschoolers trust us to provide quality education and programming.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	

Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Preschool is a foundational need for many young learners.
Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: Salary is based on the Teacher Salary Schedule and dependent upon the selected candidate's education and years of experience.

AMOUNT BUDGETED: Salary is based on the Teacher Salary Schedule and dependent upon the selected candidate's education and years of experience. Positions will be posted as the need dictates.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion at the previous work session, I move to approve the Early Childhood Educator job description as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

DATE: October 3, 2018

~~PRESCHOOL GROUP LEADER~~EARLY CHILDHOOD EDUCATOR ~~TEACHER~~

		Related Organization Chart
Job Title:	~~Preschool Group Leader~~Early Childhood Educator ~~Teacher~~	
Initial:	November 1, 2006	
Revised:	~~February 2014~~~~August 2018~~October 11, 2018	
Work Year:	18~~2~~4	
Office:	Education	
Department:	Preschool	
Reports To:	~~Site Director~~Early Childhood Education TOSA	
FLSA Status:	~~Nonexempt~~Exempt	
Pay Range:	Teacher~~Educational Support Personnel Range 4~~ Licensed Salary Schedule	

Related Organization Chart:
- Early Childhood Education TOSA
- Early Childhood Educator

POSITION SUMMARY: Responsible for instructing typical and special need students, ages 3-5, in developing pre-readiness, social-emotional, cognitive and gross and fine motor skills. Collaborate with teacher assistants in preparing lesson plans and materials and executing instruction to students.

ESSENTIAL DUTIES & RESPONSIBILITIES

~~The following statements of essential functions, responsibilities, frequencies, and percentages are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties, responsibilities, frequencies, and percentages may vary depending upon building assignments and other factors. To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.~~ The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Teaches pre-readiness skills in large and small group activities.
- Prepares and leads teacher assistants in developing classroom activities (i.e. copying, tracing, cutting, laminating and coloring materials).
- Supervises and ensures teacher assistants ~~are~~ engaged with children in the classroom and on the playground to facilitate learning.~~playground.~~
- Sets up learning environment (i.e. sets out materials, arranges furniture, reorganizes circle time, attendance, helper and calendar charts from a.m. class to p.m. class, prepares classroom décor).
- Monitors students' self-help skills (i.e. hand washing, snack, clean-up).

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Assists with toilet training and provides diapering as needed.
- Cleans up classroom (i.e. puts materials away, stacks chairs, washes toys, cleans centers, brings in playground toys, etc.).
- Logs information (i.e. snacks, attendance, sign in/out sheets, accident reports).
- ~~Assist director in~~Completes administrative~~on~~ duties (i.e. filing, preparing student files, updating emergency contact information, copying, faxing, organizing program paperwork).
- Plans and implements positive liaison with parents and families as directed by teacher.
- Prepares lesson plans (i.e. provides age appropriate activities) for weekly thematic units to include the development of pre-reading, pre-math, art, science, sensory and gross and fine motor.
- Reports and progress monitors through the use of Teaching Strategies GOLD.
- Attends staff meetings, and discusses program policies.
- Evaluates and completes progress reports for individual students.
- Maintains confidentiality in all aspects of the position.
- Performs other related duties as assigned.

Supervision & Technical Responsibilities:
- This position ~~does not supervise other employees~~supervises the classroom para-educator.

Budget Responsibility:
- This position does not have any direct budget responsibility.

QUALIFICATIONS
The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:
- ~~Associate's degree (Early Childhood Education preferred), 48 college semester credits or passed district approved para-test required.~~Education and training to meet one of the nine DHS/CDE required qualifications for Early Childhood Teacher.
- ~~Currently hold or able to obtain Early Childhood Education licensure from CDE required~~
- ~~Colorado Department of Human Services Child Care Director Qualifications (DQ) required~~

Experience:
- ~~Over~~ Minimum two years ~~and up to and including three years~~ of experience in group care of unrelated children under six years of age.

Knowledge Skills & Abilities:
- Excellent oral and written communication and interpersonal relation skills.
- ~~Basic math and accounting skills~~
- ~~Ability to read and understand construction drawings, and specifications~~
- ~~Customer service and public relations skills~~
- Critical thinking and problem-solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- ~~Ability and willingness to be on call and/or respond to calls 24/7~~
- ~~Ability to maintain excellent attendance~~

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, Google Docs/Sheets and Power Point.

Certificates, Licenses, & Registrations:
- Valid Colorado license endorsed in the area of assignment: Early Childhood Education (0-8) or ability to obtain.
- Meet at least one Department of Human Services criteria for Early Childhood Teacher or ability to obtain.
- Criminal background check (CBI/FBI/TRAILS) required for hire.
- Valid Colorado driver's license required for hire.
- Physical required within 30 days of hire.
- CPR and First Aid certifications required within 6 months of hire.
- Crisis Prevention Intervention training required within 6 months of hire
- Must meet one of the 9 DHS/CDE criteria for Early Childhood Teacher https://www.cde.state.co.us/cpp/ectqualifications

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently and/or move up to 50 pounds. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds, and occasionally lift and/or move up to 50 pounds.

Work Environment: (Select the appropriate description and delete the other)
While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts; fumes or airborne particles; toxic or caustic chemicals; and outdoor weather conditions and vehicle vibration.

While performing the duties of this job, the employee will work primarily in a usual office or school environment.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally Frequently required to compile, copy, compute and negotiate.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

BOARD OF EDUCATION ITEM 7.06D
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Sue Holmes & Brian Smith, Falcon Zone
TITLE OF AGENDA ITEM:	Instructional Technology Coach Job Description
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

As a part of the Mission Innovation process from the 2017-2018 school year, the Firebird Nation Campus in the Falcon Zone is utilizing the new Instructional Technology Coach position that was authorized as a part of this process. The purpose of this discussion item is to review the proposed job description for this position.

RATIONALE:

Review and approval of this job description will ensure we have appropriate responsibilities approved for this new position.

RELEVANT DATA AND EXPECTED OUTCOMES:

As a part of the Mission Innovation process, we will be collecting data throughout the 2018-2019 school year to see the impacts that this position has had on teaching and learning within the Firebird Nation Campus. We will also identify how it has enhanced the use of technology for staff and students.

INNOVATION AND INTELLIGENT RISK:

This new and innovative position will help teachers troubleshoot technology applications in their classroom and encourage responsible instructional risk by trying new technological tools and applications in the classroom to enhance student learning. This position will also assist with the implementation of Empower^{FZ} within the Falcon Zone.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:
Re

Culture	**Inner Ring—**How we treat each other	
	Outer Ring—How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community	This coach will be working to build trust with all staff throughout the campus to assist with their needs, while also challenging staff with their professional growth in the area of technology.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	This new position is enhancing the services and supports we provide staff on the new Firebird Nation Campus, which is a new K-8 model within our portfolio of schools.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	This position is helping to establish firm foundations surrounding the use of technology in the classroom to enhance student learning. It provides instructional

	support and coaching for teachers so that learners can utilize new innovative tools to enhance their learning.
Rock #5— Customize our educational systems to <u>launch each student toward success</u>	This position will help to develop components of the Digital Ecosystem within the EmpowerFZ process in the Falcon Zone to enhance and streamline technological use for all staff within the zone.

BUDGET IMPACT: This position is paid on the Licensed Salary Schedule + 15%.

AMOUNT BUDGETED: Funds have already been allocated to the zone to support this position.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: We request that this job description be moved forward for Action at the next Board of Education Meeting.

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

DATE: September 24, 2018

TOSA - ~~TECHNOLOGY~~ INSTRUCTIONAL TECHNOLOGY COACH ~~& IT SUPPORT~~

Job Title:	TOSA - Instructional Technology ~~Instructional~~ Coach ~~& IT Support~~
Initial:	~~April 12~~October 11, 2018
Revised:	
Work Year:	192~~182~~ days ~~(additional days as determined by the site administrator)Teacher Calendar +15%~~
Office:	Education
Department:	Assigned Zone
Reports To:	Site or Zone Administrator
FLSA Status:	Exempt
Pay Range:	Licensed Salary Schedule + 15%

Related Organization Chart

Site or Zone Administrator

TOSA - Instructional Technology Coach

POSITION SUMMARY: The TOSA – ~~Te~~Instructional Te~~e~~chnology ~~Instructional~~ Coach ~~& IT Support person~~ promotes excellence and continuous improvement in student achievement by providing leadership and support at the school levels in effective use of technology in the classroom. The Instructional Technology Coach ~~Technology Coach & IT Support person will~~ inspires and participates in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment. ~~(ISTE Standards – Standard 1 for Coaches) The Technology Instructional Coach & IT Support person provides instructional coaching, modeling and effective feedback to teachers, providing professional development aligned with effective technological practices which support district and school improvement initiatives including professional learning communities and School Improvement Plans. This role will also develop technology related to professional learning programs and evaluate the impact on instructional practice and student learning. (ISTE Standards – Standard 4 for Coaches) The Technology Instructional Coach & IT Support will help troubleshoot basic software, hardware, and connectivity problems common in digital learning environments. (ISTE Standards – Standard 3 for Coaches)~~

ESSENTIAL DUTIES & RESPONSIBILITIES

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Assists the Falcon Zone with Modern Teacher implementation related to the Digital Ecosystem and Instructional Model Planning.
- Provides~~s~~ instructional coaching, modeling and effective feedback to teachers, providing professional

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

development aligned with effective technological practices, which support district and school improvement initiatives including professional learning communities and School Improvement Plans.
- Develops technology -related to professional learning programs and evaluates the impact on instructional practice and student learning.
- Conducts and/or facilitates professional development activities for staff around effective use of technology tools.
-
- Models technology-enhanced lessons and provides on-going coaching and feedback to teachers.
- Assists in planning and implementation of school unified improvement plans, including differentiated instruction and continual progress monitoring.
- Assists teachers in identifying and implementing technology resources that help meet differentiated student needs.
- Provides support for integrating technology tools within special programs (English Language Learning, Special Education, Gifted and Talented Education).
- Participates on building or zone committees related to school improvement, curriculum, instruction, assessment and technology.
- Assists teachers in troubleshooting basic technology problems common in digital learning environments including -basic software, hardware, and connectivity problems. Assist teachers in troubleshooting basic technology problems.
- Teaches enrichment/explores classes as needed.
- Performs other related duties as assigned.

Supervision & Technical Responsibilities:
- This position has no supervisory responsibilities at this time.

Budget Responsibility:
- This position has no budget responsibilities.

QUALIFICATIONS
The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:
- Bachelor's Degree in any field required, with a preference in Technology Applications.

Experience:
- Five or more years of documented, successful teaching.
- Five or more years of direct technology instruction experience.

Knowledge Skills & Abilities:
- Ability to implement standards-based instruction, understanding of curriculum design and alignment.
- Demonstrated use of assessment and data to drive instructional practices.
- Ability to support cross-curriculum/interdisciplinary teaching and learning.
- Ability to support differentiated instruction to meet the needs of diverse learners such as SPED, GT, and ELL students.
- Ability to work well with others in a diverse educational community.
- Demonstrated experience in providing professional development-/coaching adult learners.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Excellent oral and written communication and interpersonal relation skills.
- Ability to model and support the use of technology as an instructional tool.
- Demonstration of advanced computer application and other types of technological devices and programming skills.
- Knowledge of IT Support practices and skills to effectively resolve IT issues in the classroom.
- Critical thinking and problem solving skills.
- Organizational skills.

Certificates, Licenses, & Registrations:
- Valid Colorado teaching license in any K-12 endorsed area with a preference in Technology
- Criminal background check required for hire
- Valid Colorado driver's license required for hire

OTHER WORK FACTORS
The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Andy Franko, iConnect Zone Leader
TITLE OF AGENDA ITEM:	GOAL Academy Charter School Waivers
ACTION/INFORMATION/DISCUSSION:	Action/Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:
The Charter School Act provides charter schools the opportunity to apply for and be granted waivers from state statutes that are not automatically waived. As statutes change and District 49 authorized charter schools age, waivers of certain statutes need reconsideration and revision.

RATIONALE:

It is appropriate for the District 49 BoE to consider waiver requests from charter schools and determine if the rationale and replacement plan for such waivers is sufficient and appropriate to meet local expectations. If approved by the local board of education, the waivers are then sent to the Colorado Department of Education and presented to the State Board of Education. Should the SBoE confirm the BoE's approval of the waivers and rationale/replacement plan (RRP), the waiver is in effect and is valid for the duration of the charter contract.

RELEVANT DATA AND EXPECTED OUTCOMES:
Upon approval of the GOAL Academy charter contract, the contract, to include Attachment 6 – waivers, was submitted to the Colorado Department of Education. The School of Choice unit reviewed the waiver request and rationale plans and provided feedback to revise. GOAL Academy was provided the feedback and has made the necessary adjustments to the replacement plans as advised.

INNOVATION AND INTELLIGENT RISK:
The waiver request GOAL Academy is seeking align to those requested and approved by other charter schools operating in District 49. Risk to approving the waivers as presented is limited as the process will include approval at the SBoE level.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring**—How we treat each other	Shows respect for the autonomy granted to charter schools.
	Outer Ring—How we treat our work	Responds to charter schools' desire to serve students through their educational model.
Strategy	**Rock #1**—Establish enduring trust throughout our community	
	Rock #2—Research, design and implement programs for intentional community participation	
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	Reinforces school's opportunity to be innovative and serve a community within a specific educational model.
	Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive	

Rock #5— Customize our educational systems to launch each student toward success	

BUDGET IMPACT: None

AMOUNT BUDGETED: None

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the requested waivers with rationale and replacement plans as presented.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 1, 2018

RESOLUTION

We, the members of the board, resolve to approve the modification of the GOAL Academy Charter Contract originally signed and dated June 2018 to include the listed waivers and rationale listed below:

Attachment 6
GOAL Academy Waiver Request

AUTOMATIC WAIVERS

State Statute Citation	Description
C.R.S. § 22-32-109(1)(f)	Local Board duties concerning selection of staff and pay
C.R.S. § 22-32-109(1)(t)	Determine educational program and prescribe textbooks
C.R.S. § 22-32-110(1)(h)	Local Board powers-Terminate employment of personnel
C.R.S. § 22-32-110(1)(i)	Local Board duties-Reimburse employees for expenses
C.R.S. § 22-32-110(1)(j)	Local Board powers-Procure life, health, or accident insurance
C.R.S. § 22-32-110(1)(k)	Local Board powers-Policies relating the in-service training and official conduct
C.R.S. § 22-32-110(1)(ee)	Local Board powers-Employ teachers' aides and other non-certificated personnel
C.R.S. § 22-32-126	Employment and authority of principals
C.R.S. § 22-33-104(4)	Compulsory school attendance-Attendance policies and excused absences
C.R.S. § 22-63-301	Teacher Employment Act - Grounds for dismissal
C.R.S. § 22-63-302	Teacher Employment Act-Procedures for dismissal of teachers
C.R.S. § 22-63-401	Teacher Employment Act-Teachers subject to adopted salary
C.R.S. § 22-63-402	Teacher Employment Act-Certificate required to pay teachers
C.R.S. § 22-63-403	Teacher Employment Act-Describes payment of salaries
C.R.S. § 22-1-112	School Year-National Holidays

NON-AUTOMATIC WAIVERS

State Statute Citation	Description
C.R.S. § 22-32-109(1)(b)	Local Board duties concerning competitive bidding
C.R.S. § 22-9-106 **C.R.S. § 22-9-107**	Local Boards of education—duties—performance evaluation system—repeal and School District Personnel Performance Evaluation Council's duties.
C.R.S. § 22-2-112(1)(q)(I)	Commissioner-Duties (reporting performance evaluation ratings)
C.R.S. § 22-32-109(1)(n)(I)	Local Board Duties Concerning Teacher-Pupil Contact Hours
C.R.S. § 22-32-109(1)(n)(II)(A)	Teacher-Pupil Contact Hours

C.R.S. § 22-32-109(1)(n)(II)(B)	Adopt District calendar
C.R.S. § 22-63-201	Employment - license required - Exception
C.R.S. § 22-63-202	Teacher Employment Act - Contracts in writing, damage provision
C.R.S. § 22-63-203	Teacher Employment Act-Requirements for probationary teacher,
C.R.S. § 22-63-206	Teacher Employment, Compensation and Dismissal Act
C.R.S. § 22-63-204	Employment – Interest prohibited
C.R.S. § 22-63-103 (10)	Teacher Employment, Compensation, and Dismissal
C.R.S. § 22-32-109.8	Fingerprinting
C.R.S. § 22-32-109.9	Fingerprinting

1. **C.R.S. Section 22-32-109(1)(b) Local board duties concerning competitive bidding**

   Rationale: GOAL requests sole discretion in all competitive bidding policies in order to make sure that the school is able to acquire the goods and services that best meet the needs of its students in the most efficient possible manner.

   Replacement Plan: The board of GOAL has developed, adopted, and implemented its own financial policies, rules and regulations, including those for the competitive bidding process.

   Financial Impact: GOAL anticipates that the requested waiver will have no financial impact upon the budgets of D49 or GOAL.

   How the Impact of the Waivers Will be Evaluated: Since this area has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in this charter contract.

   Expected Outcome: As a result of this waiver, GOAL will be able to purchase goods and services that meet its needs and support its operational needs.

2. 1 C.R.S. § 22-9-106 and C.R.S. § 22-9-107: Local Board of Education-Duties-Performance Evaluation System; C.R.S. § 22-2-112(1)(q)(I) Commissioner-Duties

   These statutes allow a charter school to implement their own performance evaluations and not to have to report those evaluation ratings.

   Rationale: GOAL Academy's ("GOAL") administration must have the ability to perform the evaluations of all personnel. Should the administration not have a Type D certificate, this should not preclude him or her from administering the evaluations. The GOAL Board must also have the ability to evaluate its Chief Executive Officer. Additionally, GOAL should not be required to report their teacher evaluation ratings

as a part of the Commissioner's report as required by C.R.S. § 22-2-112(1)(q)(I).

Plan: GOAL will use its own evaluation system as agreed to in the charter contract with D49 and therefore should not be required to report their teacher evaluation data. GOAL's evaluation system will continue to meet the intent of the law as outlined in the statute. The methods used for GOAL's evaluation system will include quality standards that are clear and relevant to the administrators' and teachers' roles and responsibilities, and have the goal of improving student academic growth, and meet the intent of the quality standards established in SB 10-191. Also, the evaluation data will be used to inform professional development decisions for each teacher. Core course level participation will continue to be reported Pursuant to C.R.S. § 22-11-503.5, as this is a non-waivable statute.

Financial Impact: GOAL anticipates that the requested waiver will have no financial impact on the budgets of D49 or GOAL.

How the Impact of the Waivers Will Be Evaluated: Since teacher performance has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to GOAL, as set forth in the charter contract.

Expected Outcome: With this waiver, GOAL will be able to implement its program and evaluate its teachers in a manner that produces greater accountability to the school. This will benefit staff members as well as students and the community.

Duration of the Waivers: GOAL requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for three academic operating years, through June 30, 2021.

3. **C.R.S. § 22-32-109(1)(n)(I), C.R.S. § 22-32-109(1)(n)(II)(A), and C.R.S. § 22-32-109(1)(n)(II)(B): School Board's duty to prescribe length of school year and hours of teacher-pupil instruction and to adopt a calendar.**

Rationale: GOAL will prescribe the actual details of its own school calendar and hours of teacher-pupil contact. The total number of student hours in school will comply with state requirements.

Replacement Plan: A finalized calendar and school day for GOAL (including teacher-pupil contact hours) will be officially adopted each year by the Board of GOAL that meets the requirements set forth in statute.

Financial Impact: GOAL anticipates that the requested waiver will have no financial impact on the budgets of D49 or GOAL.

How the Impact of the Waivers Will Be Evaluated: The impact of the waivers will be measured by the same performance criteria and assessments that apply to GOAL as set forth in the charter contract.

Expected Outcome: As a result of this waiver, GOAL will be able to operate under its own schedule, which is vital to the success of its program.

Duration of the Waiver: GOAL requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for three academic operating years, through June 30, 2021.

4. **C.R.S. § 22-63-201: Employment - license required – Exception**

   Rationale: GOAL's administration will be responsible for its own personnel matters, including employing its own staff and establishing its own terms and conditions of employment, policies, rules, regulations, and providing its own training. Therefore, GOAL requests that these statutory obligations are waived, and the duties are delegated from the D49 Board of Education to the GOAL Chief Executive Officer and Governing Board. The success of GOAL depends in large part on its ability to select, employ, pay, train, and direct its own staff.

   Replacement Plan: All GOAL staff will receive an offer of employment letter and a copy of the GOAL Employee Handbook, which details the procedures and policies that will govern their employment at GOAL. Each employee will sign an Employee Statement of Acknowledgement that states that they have read and understood GOAL's employment policies. These policies will meet or exceed state requirements, including a requirement that teachers demonstrate that they are in-field, defined as follows: a teacher is in-field if she or he meets at least one of the following criteria: 1) Holds a BA or higher in the relevant subject area; 2) has completed 36 semester credit hours in the subject matter to be taught; or 3) has a passing score on a State Board approved content exam in the relevant subject area.

   Financial Impact: GOAL anticipates that the requested waiver will have no financial impact on the budgets of D49 or GOAL.

   How the Impact of the Waivers Will Be Evaluated: The impact of the waivers will be measured by the same performance criteria and assessments that apply to GOAL as set forth in the charter contract.

   Expected Outcome: As a result of these waivers, GOAL will be able to employ professional staff possessing unique skills and/or backgrounds, filling all staff needs.

   Duration of the Waiver: GOAL requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for three academic operating years, through June 30, 2021.

5. **C.R.S. § 22-63-202 and C.R.S. § 22-63-203**

   C.R.S. § 22-63-202: Requires a written employment contract with teachers, including a damages provision. Provides for temporary suspension of employment and cancellation of contract.

   C.R.S. § 22-63-203: This section establishes specific requirements for the employment of probationary teachers and the renewal or not, of their contracts.

   Rationale: GOAL should be delegated the authority from D49 to develop its own employment agreements and terms and conditions of employment. GOAL will be operating differently from other schools, with a unique curriculum for which having the proper teaching staff is essential. Not every teacher who is successful in a traditional public school will be successful at GOAL. Almost all employees of GOAL will be employed on an at-will basis using employment agreements that comply with all statutory requirements.

   Replacement Plan: A GOAL specific employment agreement which requires annual renewal and addresses payment of salaries upon termination of employment of a teacher will be used. Said agreement would follow GOAL Board Policies.

   Financial Impact: GOAL anticipates that the requested waiver will have no financial impact on D49's budget and will have a positive impact on GOAL's budget.

   How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to GOAL, as per the charter contract.

   Expected Outcome: As a result of these waivers, GOAL will be able to employ professional staff possessing unique skills and/or backgrounds, filling all staff needs.

   Duration of the Waivers: GOAL requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for three academic operating years, through June 30, 2021.

6. **C.R.S. § 22-63-206: Teacher Employment, Compensation, and Dismissal Act (substantive); Permits transfer of teachers between schools upon recommendation of District's chief administrative officer.**

   Rationale: GOAL has been granted the authority under their charter contract to select its own teachers. D49 should not have the authority to transfer its teachers into GOAL or transfer teachers from GOAL to other D49 schools.

   Replacement Plan: GOAL will hire teachers on a "best qualified" basis. Teachers who wish to transfer from GOAL may follow D49 procedures.

Financial Impact: GOAL anticipates that the requested waiver will have no financial impact on the budgets of D49 or GOAL.

How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to GOAL, as per the charter contract.

Expected Outcome: GOAL expects that as a result of this waiver it will be able to manage its own personnel affairs, consistent with the terms of the charter contract and the Colorado Charter School Act.

Duration of the Waiver: GOAL requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for three academic operating years, through June 30, 2021.

7. **C.R.S. § 22-63-204: Employment – Interest prohibited**

   Rationale: As provided for in the Charter Contract, all staff employed at GOAL are employees of GOAL and not of D49. As a result, the authority of the employing board to provide written consent in these matters should be transferred to GOAL.
   Replacement Plan:

   Replacement Plan: The GOAL Board will use its own policies consistent with the Charter Contract.

   Financial Impact: GOAL anticipates that the requested waiver will have no financial impact on D49's budget and will have a positive impact on the GOAL budget.

   How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to GOAL, as per the charter contract.

   Expected Outcome: As a result of the waiver, the GOAL Board will have the latitude to raise and expend funds as needed and will be able to act more quickly while maintaining accountability.

   Duration of the Waiver: GOAL requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for three academic operating years, through June 30, 2021.

8. **C.R.S. § 22-63-103 (10): Teacher Employment, Compensation, and Dismissal - Definitions - Substitute Teacher; this section describes a substitute teacher and the qualifications of such.**

Rationale: Developing and maintaining a qualified pool of substitute teachers can be challenging for a charter school since the expectations vary from those of traditional public schools.

Replacement Plan: The GOAL administration shall have the authority to select part-time and substitute teachers.

Financial Impact: GOAL anticipates that the requested waiver will have no financial impact on the budgets of D49 or GOAL.

How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to GOAL, as per the charter contract.

Expected Outcome: As a result of this waiver, GOAL will be able to employ part-time and substitute teachers possessing unique skills and/or background necessary for the smooth operation of the school.

Duration of the Waivers: GOAL requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for three academic operating years, through June 30, 2021.

9. **C.R.S. §22-32-109.8 and C.R.S. § 22-32-109.9:** Require Boards of Education to make certain inquiries and background checks before hiring applicants; requires the Board of Education to investigate allegations of child or sexual abuse; requires the applicant to submit fingerprints and certify no convictions; provide for district to require certified personnel to submit fingerprints in certain instances.

   Rationale: GOAL will hire its own employees and therefore should be delegated the responsible from its authorizer to comply with these provisions for its own employees so that all required inquires and, background checks can be conducted in a timely and efficient manner.

   Replacement Plan: GOAL will conduct all inquiries and background checks in compliance with these statutes before hiring new employees.

   Financial Impact: GOAL anticipates that the requested waiver will have no financial impact on the budgets of D49 or GOAL.

   How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to GOAL, as per the charter contract.

   Expected Outcome: As a result of these waivers, GOAL will be responsible for

completing its own background checks.

Duration of the Waivers: GOAL requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for three academic operating years, through June 30, 2021.

ADOPTED AND APPROVED this 11th day of October, 2018.

_____
Marie La Vere-Wright, Board President
School District 49

(SEAL)   ATTEST:

                                                _____
                                                Dave Cruson, Board Secretary
                                                School District 49

Attachment 6
GOAL Academy Waiver Request

AUTOMATIC WAIVERS

State Statute Citation	Description
C.R.S. § 22-32-109(1)(f)	Local Board duties concerning selection of staff and pay
C.R.S. § 22-32-109(1)(t)	Determine educational program and prescribe textbooks
C.R.S. § 22-32-110(1)(h)	Local Board powers-Terminate employment of personnel
C.R.S. § 22-32-110(1)(i)	Local Board duties-Reimburse employees for expenses
C.R.S. § 22-32-110(1)(j)	Local Board powers-Procure life, health, or accident insurance
C.R.S. § 22-32-110(1)(k)	Local Board powers-Policies relating the in-service training and official conduct
C.R.S. § 22-32-110(1)(ee)	Local Board powers-Employ teachers' aides and other non-certificated personnel
C.R.S. § 22-32-126	Employment and authority of principals
C.R.S. § 22-33-104(4)	Compulsory school attendance-Attendance policies and excused absences
C.R.S. § 22-63-301	Teacher Employment Act - Grounds for dismissal
C.R.S. § 22-63-302	Teacher Employment Act-Procedures for dismissal of teachers
C.R.S. § 22-63-401	Teacher Employment Act-Teachers subject to adopted salary
C.R.S. § 22-63-402	Teacher Employment Act-Certificate required to pay teachers
C.R.S. § 22-63-403	Teacher Employment Act-Describes payment of salaries
C.R.S. § 22-1-112	School Year-National Holidays

NON-AUTOMATIC WAIVERS

State Statute Citation	Description
C.R.S. § 22-32-109(1)(b)	Local Board duties concerning competitive bidding
C.R.S. § 22-9-106 C.R.S. § 22-9-107	Local Boards of education—duties—performance evaluation system—repeal and School District Personnel Performance Evaluation Council's duties.
C.R.S. § 22-2-112(1)(q)(I)	Commissioner-Duties (reporting performance evaluation ratings)
C.R.S. § 22-32-109(1)(n)(I)	Local Board Duties Concerning Teacher-Pupil Contact Hours
C.R.S. § 22-32-109(1)(n)(II)(A)	Teacher-Pupil Contact Hours
C.R.S. § 22-32-109(1)(n)(II)(B)	Adopt District calendar
C.R.S. § 22-63-201	Employment - license required - Exception
C.R.S. § 22-63-202	Teacher Employment Act - Contracts in writing, damage provision
C.R.S. § 22-63-203	Teacher Employment Act-Requirements for probationary teacher.
C.R.S. § 22-63-206	Teacher Employment, Compensation and Dismissal Act
C.R.S. § 22-63-204	Employment – Interest prohibited
C.R.S. § 22-63-103 (10)	Teacher Employment, Compensation, and Dismissal
C.R.S. § 22-32-109.8	Fingerprinting
C.R.S. § 22-32-109.9	Fingerprinting

1. **C.R.S. Section 22-32-109(1)(b) Local board duties concerning competitive bidding**

   Rationale: GOAL requests sole discretion in all competitive bidding policies in order to make sure that the school is able to acquire the goods and services that best meet the needs of its students in the most efficient possible manner.

   Replacement Plan: The board of GOAL has developed, adopted, and implemented its own financial policies, rules and regulations, including those for the competitive bidding process.

   Financial Impact: GOAL anticipates that the requested waiver will have no financial impact upon the budgets of D49 or GOAL.

   How the Impact of the Waivers Will be Evaluated: Since this area has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in this charter contract.

   Expected Outcome: As a result of this waiver, GOAL will be able to purchase goods and services that meet its needs and support its operational needs.

2. 1 C.R.S. § 22-9-106 and C.R.S. § 22-9-107: Local Board of Education-Duties-Performance Evaluation System; C.R.S. § 22-2-112(1)(q)(I) Commissioner-Duties

   These statutes allow a charter school to implement their own performance evaluations and not to have to report those evaluation ratings.

   Rationale: GOAL Academy's ("GOAL") administration must have the ability to perform the evaluations of all personnel. Should the administration not have a Type D certificate, this should not preclude him or her from administering the evaluations. The GOAL Board must also have the ability to evaluate its Chief Executive Officer. Additionally, GOAL should not be required to report their teacher evaluation ratings as a part of the Commissioner's report as required by C.R.S. § 22-2-112(1)(q)(I).

   Plan: GOAL will use its own evaluation system as agreed to in the charter contract with D49 and therefore should not be required to report their teacher evaluation data. GOAL's evaluation system will continue to meet the intent of the law as outlined in the statute. The methods used for GOAL's evaluation system will include quality standards that are clear and relevant to the administrators' and teachers' roles and responsibilities, and have the goal of improving student academic growth, and meet the intent of the quality standards established in SB 10-191. Also, the evaluation data will be used to inform professional development decisions for each teacher. Core course level participation will continue to be reported Pursuant to C.R.S. § 22-11-

503.5, as this is a non-waivable statute.

Financial Impact: GOAL anticipates that the requested waiver will have no financial impact on the budgets of D49 or GOAL.

How the Impact of the Waivers Will Be Evaluated: Since teacher performance has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to GOAL, as set forth in the charter contract.

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Duration of the Waivers: GOAL requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for three academic operating years, through June 30, 2021.

3. **C.R.S. § 22-32-109(1)(n)(I), C.R.S. § 22-32-109(1)(n)(II)(A), and C.R.S. § 22-32-109(1)(n)(II)(B): School Board's duty to prescribe length of school year and hours of teacher-pupil instruction and to adopt a calendar.**

Rationale: GOAL will prescribe the actual details of its own school calendar and hours of teacher-pupil contact. The total number of student hours in school will comply with state requirements.

Replacement Plan: A finalized calendar and school day for GOAL (including teacher-pupil contact hours) will be officially adopted each year by the Board of GOAL that meets the requirements set forth in statute.

Financial Impact: GOAL anticipates that the requested waiver will have no financial impact on the budgets of D49 or GOAL.

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Expected Outcome: As a result of this waiver, GOAL will be able to operate under its own schedule, which is vital to the success of its program.

Duration of the Waiver: GOAL requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for three academic operating years, through June 30, 2021.

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Rationale: GOAL's administration will be responsible for its own personnel matters, including employing its own staff and establishing its own terms and conditions of employment, policies, rules, regulations, and providing its own training. Therefore, GOAL requests that these statutory obligations are waived, and the duties are delegated from the D49 Board of Education to the GOAL Chief Executive Officer and Governing Board. The success of GOAL depends in large part on its ability to select, employ, pay, train, and direct its own staff.

Replacement Plan: All GOAL staff will receive an offer of employment letter and a copy of the GOAL Employee Handbook, which details the procedures and policies that will govern their employment at GOAL. Each employee will sign an Employee Statement of Acknowledgement that states that they have read and understood GOAL's employment policies. These policies will meet or exceed state requirements, including a requirement that teachers demonstrate that they are in-field, defined as follows: a teacher is in-field if she or he meets at least one of the following criteria: 1) Holds a BA or higher in the relevant subject area; 2) has completed 36 semester credit hours in the subject matter to be taught; or 3) has a passing score on a State Board approved content exam in the relevant subject area.

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public school will be successful at GOAL. Almost all employees of GOAL will be employed on an at- will basis using employment agreements that comply with all statutory requirements.

Replacement Plan: A GOAL specific employment agreement which requires annual renewal and addresses payment of salaries upon termination of employment of a teacher will be used. Said agreement would follow GOAL Board Policies.

Financial Impact: GOAL anticipates that the requested waiver will have no financial impact on D49's budget and will have a positive impact on GOAL's budget.

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    Financial Impact: GOAL anticipates that the requested waiver will have no financial impact on the budgets of D49 or GOAL.

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   Rationale: As provided for in the Charter Contract, all staff employed at GOAL are employees of GOAL and not of D49. As a result, the authority of the employing board to provide written consent in these matters should be transferred to GOAL.
   Replacement Plan:

   Replacement Plan: The GOAL Board will use its own policies consistent with the Charter Contract.

   Financial Impact: GOAL anticipates that the requested waiver will have no financial impact on D49's budget and will have a positive impact on the GOAL budget.

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   Rationale: Developing and maintaining a qualified pool of substitute teachers can be challenging for a charter school since the expectations vary from those of traditional public schools.

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   Rationale: GOAL will hire its own employees and therefore should be delegated the responsible from its authorizer to comply with these provisions for its own employees so that all required inquires and, background checks can be conducted in a timely and efficient manner.

   Replacement Plan: GOAL will conduct all inquiries and background checks in compliance with these statutes before hiring new employees.

   Financial Impact: GOAL anticipates that the requested waiver will have no financial impact on the budgets of D49 or GOAL.

   How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to GOAL, as per the charter contract.

   Expected Outcome: As a result of these waivers, GOAL will be responsible for completing its own background checks.

   Duration of the Waivers: GOAL requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for three academic operating years, through June 30, 2021.

[signature]	9/25/18
GOAL Board President or Designee Signature	Date

D49 Board President Signature	Date

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	D. Garza, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Process Improvement Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND OR RATIONALE

We seek to continuously improve our processes in the district.

RELEVANT DATA AND EXPECTED OUTCOMES:

Administrative regulation development, revision and systematic review of district policies are designed to increase the probability of an effective and efficient school system.

No.	Designation	Title	Reviewed by	Recommendations
8.01a	JLCB-R	Immunization of Students	N Lemmond	Revisions align our policies with CASB guidance

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

DATE: August 31, 2018

Title	**Immunization of Students**
Designation	**JLCB-R**
Office/Custodian	**Education/Executive Director of Individualized Education**

1. No student may attend school in the district unless the student has presented to the school an up to date certificate of immunization or a completed exemption form.

> NOTE: ~~Please refer to current standardized immunization documents and exemption forms developed and updated by the Colorado Department of Public Health and Environment.~~

2. A student shall be exempted from required immunizations only upon submission of:

    a. certification from a licensed physician that the students physical condition is such that immunization would endanger the student's life or health or is otherwise medically contraindicated due to other medical conditions.
    b. a statement signed by the parent/guardian or the emancipated student that the student adheres to a religious belief whose teachings are opposed to immunizations.
    c. a statement signed by the parent/guardian or the emancipated student that the student holds a personal belief that is opposed to immunizations.

    In the event of an outbreak of disease against which immunization is required, no exemption will be recognized and those students will be excluded from school.

3. Parents/guardians or emancipated students who assert an exemption from immunizations based on a religious or personal belief ("non-medical exemption") shall submit a standard ~~the required~~ exemption form or a signed statement to the school on an annual basis. Such submission shall occur at the beginning of each school year that the non-medical exemption is asserted.

4. Parents/guardians or emancipated students who assert an exemption from immunizations based on a medical reason shall submit the required medical exemption from to the school one time. The medical exemption form shall be maintained on file at each new school the student attends within the district.

5. The district will provide upon request an immunization reporting form. ~~as required by the Health Department.~~ The school nurse is responsible for seeing that required information is included on the form and transferred to an official certificate of immunization as required.

6. If there is a failure to comply with the immunization requirements, the school will personally notify the parent/guardian or emancipated student. Such notification will be accomplished either by telephone, e-mail, or in person. A follow up letter regarding the failure to comply with immunization requirements will be sent home. Emancipated students must be contacted directly rather than through their parents/guardians.

    The parent/guardian or emancipated student will be notified of the following:

    a. that up to date immunizations are required under Colorado law.
    b. that within fourteen (14) days of notification, the parent/guardian must submit either an authorization for administration of the immunization by health officials or a valid exemption or

documentation to the school showing that the next required immunization has been given and a written plan for completion of all required immunizations.

    c. that if the required documentation is not submitted within fourteen (14) days of notification or if the student begins but does not continue or complete the written plan, the student will be suspended or expelled.

7. A student who fails to comply will be suspended by the principal for up to five days and notice of the suspension sent to the Health Department in accordance with the applicable law.

8. If no certificate of immunization is received during the period of suspension, the Innovation Leader will institute proceedings for expulsion.

9. Any suspension or expulsion under this policy will terminate automatically upon compliance.

10. Record of any such suspension or expulsion will be contained in the student's health file, with an appropriate explanation–not in the student's disciplinary file.

Any student expelled for failure to comply with the immunization requirements will not be included in calculating the dropout rate, but will be included in the annual report to the State Board of Education.

> *NOTE: While the definition of "student in out-of-home placement" closely tracks the federal law's definition of a student in foster care, the state law's definition is slightly broader. Thus, the use of the term "student in out-of-home placement" is intentional in the following paragraph, as state law requires the district to enroll a student in an out-of-home placement regardless of whether the district has received the student's immunization records. C.R.S. 22-32-138 (4).*

Students in out-of-home placements

The following procedure shall apply to students in out-of-home placements, as that term is defined by C.R.S. 22-32-138 (1)(h-e).

Unless the district or school is otherwise authorized to deny enrollment to a student in out-of-home placement, the district or school shall enroll the student regardless of whether the district or school has received the student's immunization records. Upon enrolling the student, the school shall notify the student's legal guardian that unless the school receives the student's certificate of immunization or a written authorization for administration of immunizations within fourteen (14) days after the student enrolls, the school shall suspend the student until such time as the school receives the certificate of immunization or authorization.

- Adopted: February 17, 1977
- Revised to conform with practice: date of manual adoption
- Revised to conform with practice: date of manual revision
- Revised: September 7, 2000
- Revised: April 28, 2010
- Revised: June 30, 2011
- Revised: July 21, 2011
- Revised: November 10, 2016
- Revised: October 11, 2018

BOARD OF EDUCATION ITEM 8.02
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	N. Lemmond, Executive Director of Individualized Education
TITLE OF AGENDA ITEM:	Expulsion Information
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND OR RATIONALE
See attached confidential sheet for list of expulsions in September, 2018 per board policy.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	Ensures compliance with all Colorado Revised Statutes. Provide alternative pathways to students that align with 49 Pathways Initiative.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 24, 2018

BOARD OF EDUCATION ITEM 8.03
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Barbara Austin-Seeley, Executive Assistant to the CEO
TITLE OF AGENDA ITEM:	Student Study Trips
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND OR RATIONALE

SCHS
New York, NY Broadway and the arts tour
Depart 3/23/18 Return 3/27/18
40 Students will attend this trip.
Cost of the trip will be $2,600 per student and includes transporation, meals, lodging, insurance, tours and broadway shows.
Students will be given access to valuable hands-on learning with professionals, the chance to see 3 Broadway shows, and take educational tours of museums and possible colleges as well.
Fundraising will not be part of this trip.

WHES
Monarch Mountain Ski Trip
Depart 2/15/19 Return 2/15/19
55 Students will attend this trip.
Cost of the trip will be $75 per student and includes transporation and lift ticket.
For the past three years, WHES has brought fourth and fifth graders skiing at Monarch Mountain. This provides an opportunity for students to learn a typical Colorado outdoor activity. The trip helps to fulfill several Physical Education state standards.
Fundraising will not be part of this trip.

VRHS
Holocaust Tour of Berlin, Prague & Poland
Depart 3/16/18 Return 3/27/18
25 Students will attend this trip.
cost of the trip will be $3,500 per student and includes transportation, meals, lodging, insurance and tours.
Students will have the opportunity to visit historical sites they've studied in their history classes-- we'll be visiting WWII memorials, the Berlin Wall, Checkpoint Charlie, two concentration camps, and much more.
Fundraising will not be part of this trip.

VRHS
Old West choir Fest in Scottsbluff, Nebraska
Depart 11/2/18 Return 11/4/18
55 Students will attend this trip.
Cost of the trip will be $75 per student and inlcudes transportation, meals and lodging.
Students will compete against 30 other schools in order to grow individually, get a critique from a judge, and self evaluate the quality of their performance. The result will end in a more competitive environment and stronger choir overall.
Fundraising will be part of this trip.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	Travel study is an important component of an appealing education, and participation in student leadership is central to our commitment to be the best district for leaders.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 3, 2018

BOARD OF EDUCATION ITEM 8.04
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Shannon Hathaway, Risk & Benefits Manager
TITLE OF AGENDA ITEM:	Current Legal Issues
ACTION/INFORMATION/DISCUSSION:	Information - Confidential

BACKGROUND OR RATIONALE

With an organization the size of District 49, serving 20,000+ plus students, with 2,000 + employees and a constituency of over 85,000, with 80 busses on the road every day, serving the public good in public education, there will always be legal situations in at hand. This report will be a regular, confidential, information item so that the Board can be aware of what current issues, what that issue is about, and who is involved.

RELEVANT DATA AND EXPECTED OUTCOMES:

District 49 .Business Office Staff, along with legal counsel will always work to protect the institution and ideals of public education, pursuing the best possible outcome on each legal situation. Sometimes, the best outcome does involve a settlement or other action that is recommended by either legal counsel or insurance representatives.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	*Handling legal issues with intentionality for the appropriate outcome, to protect the District, its vision and mission, supports cultural priorities.*
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	*Risk Management is not about simply avoiding risk, but measuring the cost and feasibility of various levels of risk avoidance against potential lost opportunity. Risk is not simply monetary, but perceptual and strategic as well. Our Risk Management strives to balance these priorities in support of the district vision, mission, culture and strategic goals.*

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No action necessary – information only. All information presented in this item should be kept strictly confidential.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: September 24, 2018

BOARD OF EDUCATION ITEM 8.05
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	D. Garza, Executive Assistant to the Board
TITLE OF AGENDA ITEM:	Board Sub-Committee Minutes
ACTION/INFORMATION/DISCUSSION:	Information Item

BACKGROUND OR RATIONALE
At the 2018 Annual Peak Planning meeting the Board requested the inclusion of board sub-committee minutes as an information item in the board packet.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1—**Establish enduring <u>trust</u> throughout our community **Rock #2—**Research, design and implement programs for intentional <u>community</u> participation **Rock #3—** Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4—** Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5—** Customize our educational systems to <u>launch each student toward success</u>	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

APPROVED BY: Dave Cruson, Board Secretary

DATE: September 24, 2018

Falcon Community Builders for Classrooms
Board of Directors Meeting Minutes
Tuesday, June 12, 2018

The regular meeting of the Board of Directors ("BOD") of the Falcon Community Builders for Classrooms ("FCBC") was held at Classic Companies on Tuesday, June 12, 2018, at 3:30 p.m. Directors in attendance were Doug Stimple, Steve Neary, Brian Bahr, Commissioner Mark Waller, Kevin Butcher and Melissa Andrews. Lori Von Feldt, Kevin Walker and Sarah Jack were also in attendance.

Doug Stimple called the meeting to order at 3:37 PM.

Brian Bahr made a Motion to approve the Minutes of the March 13, 2018 FCBC BOD Meeting seconded by Steve Neary and approved unanimously.

Under Old Business Kevin Butcher made the Nomination and subsequent Motion for El Paso County Commissioner Mark Waller to join the FCBC BOD. Commissioner Waller per the FCBC Bylaws will replace Daryl Glenn in the position of elected official representing School District 49. The Motion was seconded by Brian Bahr and approved unanimously.

FCBC founder, Doug Stimple gave Commissioner Waller the background on the inception of FCBC and the work that has been accomplished over the past 14 years.

Lori Von Feldt presented the Financial Report noting that collections are currently 32% below collections at the same period in 2017. Builders not currently paying voluntary fees are listed below along with FCBC BOD or Management members who will reach out to each company. In the case of Aspen View Homes Kevin Walker noted that they would like a place on the BOD. It was agreed by the Board that if in fact that is what they wish and will participate Steve Neary will step down to offer his place to that company. It was also agreed that FCBC will not pursue Reunion Homes.

Doug Stimple
- Meridian Ranch, Chang Family
- Campbell Homes
- Covington Homes
- St. Aubyn Homes

Kevin Walker
- Creekstone Homes
- Aspen View Homes
- Reunion Homes

Commissioner Mark Waller
- Keller Homes

The Financials indicate that there is an outstanding obligation of $500,000 not spent. This is the commitment to Educations in Construction.

Also, discussed and clarification was made regarding the Voluntary Fee and the sliding scale in reference to single family vs. multifamily units.

Brian Bahr made the Motion to accept the Financial Report as presented seconded by Kevin Butcher and approved unanimously.

Lori stated that the Annual Review conducted by Biggs Kofford is underway.

Melissa Andrews gave a general update on the District. She noted that the Construction Trades School has been delayed for one year. Mill projects are underway including projects to refresh, athletic fields, safety upgrades etc. and scheduled to be complete when the 2018-2019 school years begins.

Melissa presented the 2018-2019 request to FCBC for the following capital projects:
Purchase of Activity Buses
Maintenance Vans
- These buses and vans will have a "wrap" with the FCBC logo
General Education Buses
Operable Partitions for SES and MRES

The total request is $701,000. There was some discussion about the cost of the vans, etc. Commissioner Waller made a Motion to fund the 2018-2019 request following a report back from the District after additional research into pricing. Steve Neary seconded the Motion and it was approved unanimously

There being no other business the meeting was adjourned by Doug Stimple at .4:27 pm.

Submitted September 18, 2018

_____
Steve Neary, Secretary

D49 SEAC Executive Committee Meeting Agenda

6 pm Monday August 20, 2018

1. **Welcome and Introductions**
2. **New/Follow Up Items**
   a. Special Education Update: Dr. Jean Rice
      i. Dr. Jean Rice, introduction
      ii. Getting out to buildings
         1. Needs of Staff & Students
   b. SPED Zone Coordinators Update
      i. Dave Hurley-iConnect Zone Special Education Coordinator
      ii. Tami Matthews- Sand Creek Special Education Coordinator
      iii. Emily Leschisin- Falcon Zone Special Education Coordinator
      iv. Sheryl Montoya- POWER Zone Special Education Coordinator
   c. Questions:
      i. What is the order of communication?
         1. Begin with the case manager and IEP team, including building administration, then the Special Education Coordinator if needing more communication. Dr. Jean Rice can get involved and is available. Nancy Lemmond is Dr. Jean Rice's supervisor; Peter Hilts is the CEO. Open to ideas and willing to listen.
      ii. Could we look into having admin. teams come to SEAC meetings?
         1. Yes, can figure out a month to have them come as guests
      iii. What is the current impact of the Fed Reg changes?
         1. No impact yet
3. **Action Items:**
   a. Special Education Picnic and Resource Fair, 9/22
      i. Space reserved, need to figure out food-taco bar? And desserts
      ii. Cotton candy & Popcorn machine-Brenda
      iii. Face Painting- Patrica
      iv. 719 Rocks will be there
         1. Bringing rocks/supplies?
      v. Girl Scout Troop-Cyndi
      vi. Bus will be there
      vii. Copy of letter will be sent out from Misty for donations
      viii. 9:30-10:00 to set up (11:00-1:00 Resource Fair)
      ix. Handout Flyers
         1. distributed to drivers to put in communication notebooks
         2. Flyers in buildings
         3. Communications Department-Flyer on D49 webpage, interview
         4. Get copies to teachers
         5. Advertise at air force bases
      x. Resources: Free for non-profit, $10 for profit companies

1. TRE-confirmed
2. Nursing Companies-confirmed
3. SWAAAC-confirmed
4. PEAK Parent Center
5. Sterling the Karate Kid-still confirming for performance
6. Peak Performance Group-special abilities class
7. Gotta Dance-2 years in a row
8. Sheldon Petting Zone-Erin will look into
9. UCCS Inclusion Program
10. Massage for calming
11. All Breeds Dog Rescue
12. Drama Group-short skits
13. Fire/Police Truck

b. Inclusion Training-Parent and Teacher Academy Night?
   i. How do we include students?
   ii. Data to explain the benefits
   iii. Endrew F. -how it set the bar a little higher
   iv. How to design lessons for diverse learners?
      1. Delivery of the information
      2. Gen. ed. and spec. ed. collaboration
      3. How and when supports will be delivered?
   v. Paraprofessional roles and supports
   vi. Effective Communication

c. Information Night-Parents & Staff?
   i. Hosted by SEAC-director and coordinators
   ii. Sand Creek Auditorium?
   iii. Advertise at the picnic
   iv. Right after fall break-October 30th 6:30-8:00
   v. SWIVL or live stream?

d. SEAC Table at August 31st Staff Day?
   i. SEAC Brochures-Misty to get paper
   ii. SEAC Applications
   iii. Flyer for Information Night?

e. Transition Workshop

f. Gary Smith-F.I.R.E. D49 IGNITE
   i. Goal- students reading proficiently at grade level
   ii. Cognitive Processing-See handout

g. Transition Meeting (Rising)
   i. Have an informational meeting between 2 schools and include parents-everyone on the same page (programming, etc.)

4. **General Items**
   a. SEAC t-shirts order, last chance $20
   b. SEAC Openings

    c. Please, if you ever have an item that you would like on the agenda, please email me 4misty.young@gmail.com We want to ensure that everyone's voice is heard. Thanks!!

5. Adjourn: Next SEAC Meeting is September 10th at 6pm. Central Office.

Thank you for serving on SEAC!!!!!!

CD BOCES
Board Meeting Notes for
June 19, 2018 at 4:10 p.m.

Guests/Staff: Justin Schmitt, Tina Littell, Nicole Tiley, Kindra Whitmyre, Ken Witt, Brett Ridgway, Maria Walker,

Guests on Conference Call: Bethany Drosendahl until arrival in person, Brad Miller, Amy Attwood

Via Skype and Google Hangout: Amy Attwood, for visual.

Note:

Roll Call:

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Here	x	x	x	x	x
NOT Here					

Approval for the Agenda:
Motion: Griffin
Second: Holloman
Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Approval for Consent Agenda.
Motion: Harris
Second: Griffin
Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x		x
Voted NAY					
Not at mtg.					
Abstain				x	

Approval for Action Item III-A. Budget 2018-2019
Motion: Griffin
Second: Harris
Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Approval for Action Item III-B – Board Meeting Dates 2018-2019
Motion: Harris
Second: Holloman
Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Action Item III-B – Board Meeting Dates 2018-2019 Motion to Amend the Board Meeting Dates 2018-2019
Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Action Item III-B – Board Meeting Dates 2018-2019 Motion to approve the Board Meeting Dates 2018-2019 as amended
Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Approval for Action Item III -C.- Ignite Academy
Motion: Holloman
Second: Griffin
Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Motion: Holloman
III-C: I motion to amend the motion to conditionally approve the opening off Ignite Academy July 1, 2019 subject to the following conditions:
1. *Receipt of official workable seat time guidance from CDE no later than April 15, 2019.*
2. *Development of financial model based on CDE and BOCES Board feedback that maximizes student access. Official and workable should be guidance that is in writing from a CDE official in their official capacity that provides specific and achievable measures for obtaining funding for the programs as proposed and designed.*

Second: Harris
Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Motion to amend III-C
Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Motion as amended III-C
Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Motion to Amend the Agenda to add the action item to approve the
Data Analyst and Assessment Coordinator Job Description as altered by the board.
Motion: Griffin
Second: Holloman
Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Motion to approve the Job description as altered
Motion: Harris
Second: Holloman
Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Approval to enter into Executive Session at 6:01p.m.
Motion to enter into executive session: I move to enter into executive session pursuant to C.R.S. 24-6-402(4)(f) for the purpose of conducting an evaluation for the Director of Education and Operations.
Motion: Griffin
Second: Drosendahl
Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Entering into regular session at 6:28 p.m.

Approval to Adjourn at 6:29 p.m.
Motion: Holloman
Second: Griffin
Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

CD BOCES
Board Meeting Notes
July 26, 2018 at 3:21
p.m.

Guests/Staff:

Guests/Staff/BOD on Conference Call: Marie Lavere-Wright, Andy Holloman, Bethany Drosendahl, Chelsy Harris, Maria Walker, Ken Witt, Brad Miller, Kindra Whitmyre

Via Skype and Google Hangout: None

Note: This meeting was done via conference call.
Don Griffin absent with prior notice.

Roll Call:

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Here	x		x	x	x
NOT Here		x			

Approval for the Agenda:
Motion: Holloman
Second: Drosendhl
Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x		x	x	x
Voted NAY					
Not at mtg.		x			

Approval for Action Item III-A.
Motion: Hollman
Second: Drosendahl
Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x		x	x	x
Voted NAY					
Not at mtg.		x			

Approval to Adjourn at 3:25 p.m.
Motion: Holloman
Second: Drosendahl
Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x		x	x	x
Voted NAY					
Not at mtg.		x			

BOARD OF EDUCATION ITEM 9.01A
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	CJ Jilek and Daniel Payne, Co Directors of Facilities
TITLE OF AGENDA ITEM:	Facilities Department Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND OR RATIONALE
Bi-annual Facilities Update

RELEVANT DATA AND EXPECTED OUTCOMES:
Inform Board and Community of Facilities Department Progress

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	Facilities is always striving to be the best and our team is trying to get better every day.
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	Provide transparency and build trust by presenting progress report on completed projects, upcoming projects, safety inspections, added cameras, School Dude KPI'S.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A
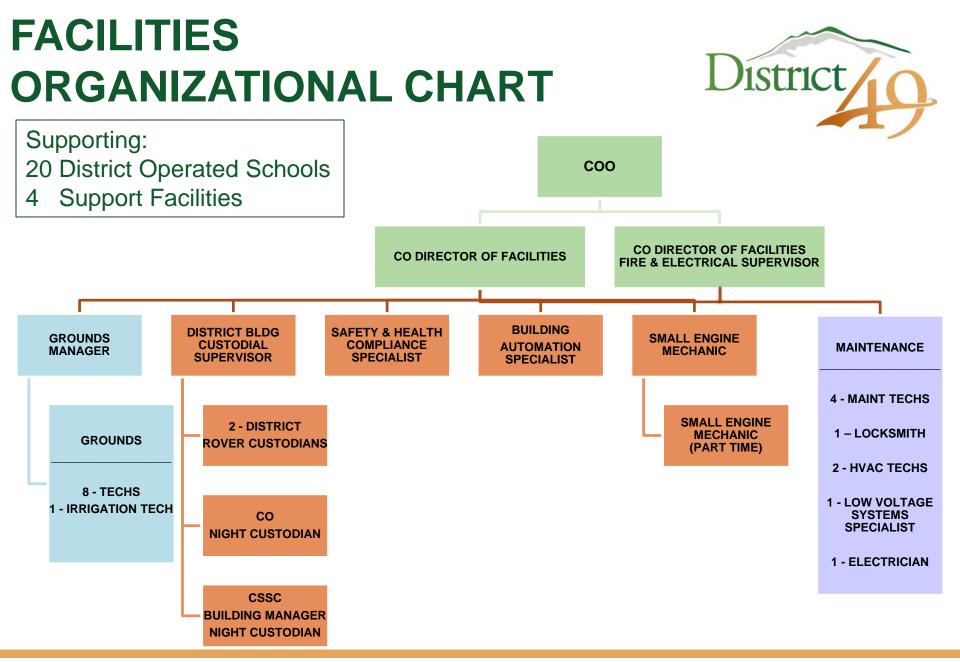
APPROVED BY: Pedro Almeida, Chief Operations Officers

DATE: September 20, 2018

Facilities Department Update
October 2018

Presented by:

Christopher Jilek and Daniel Payne

Co-Directors of Facilities

The Best Choice to Learn, Work and Lead

FACILITIES ORGANIZATIONAL CHART

District 49

Supporting:
20 District Operated Schools
4 Support Facilities

COO

CO DIRECTOR OF FACILITIES

CO DIRECTOR OF FACILITIES
FIRE & ELECTRICAL SUPERVISOR

GROUNDS MANAGER

DISTRICT BLDG CUSTODIAL SUPERVISOR

SAFETY & HEALTH COMPLIANCE SPECIALIST

BUILDING AUTOMATION SPECIALIST

SMALL ENGINE MECHANIC

MAINTENANCE
_____

4 - MAINT TECHS

1 – LOCKSMITH

2 - HVAC TECHS

1 - LOW VOLTAGE SYSTEMS SPECIALIST

1 - ELECTRICIAN

GROUNDS
_____

8 - TECHS
1 - IRRIGATION TECH

2 - DISTRICT ROVER CUSTODIANS

CO NIGHT CUSTODIAN

CSSC BUILDING MANAGER NIGHT CUSTODIAN

SMALL ENGINE MECHANIC (PART TIME)

CAPITAL PROJECTS (*managed by Facilities*)

- District Wide – Parking Lot Repair (Scheduled Summer 2019)
- District Wide – Concrete Repair (Starting Fall Break 2018)
- District Wide – Parking Lot Striping (Completion By End Of Fall Break 2018)
- CO – Maintenance Bay Exhaust Fan (Scope/Estimate Process)
- CO - Quonset Hut Remodel (Scope/Estimate Process)
- Mohawk- Water Heater Replacement (Scheduled Fall Break 2018)
- PHS – HVAC MAU (Received Estimate Now Scheduling)
- PHS – Science Chemical Storage Compliance (Scope/Estimate Process)
- PHS – ADA Restroom Compliance (Scope/Estimates Process)
- SES – Drain Pan Repair (Estimate Process)
- WHES – MOD POD Restroom Flooring (Scheduled Fall Break 2018)
- FES – Drain Reroute (Completed August 2018)
- **SES – Operable Partition (Scheduled Fall Break 2018)   *FCBC funded**
- **MRES – Operable Partition (Scheduled Fall Break 2018) *FCBC funded**
- **3 Facilities Vans (Arriving November 2018)   *FCBC funded**

The Best Choice to Learn, Work and Lead

ALLIES / ODYSSEY PROJECT
COMPLETE

The Best Choice to Learn, Work and Lead

SAFETY & SECURITY

Safety

- Chemical Hygiene Plans (Required for El Paso County Public Health)
- Annual Inspections On Fire Sprinklers, Fire Alarm Systems, Fire Extinguishers, And Semi Annual Kitchen Hood Inspection
- Working with HS Science Teachers to "Right Size" the amount of chemicals for labs

Security Camera Installations

- SVMS- 1 New Install For Safe Entry - completed
- BRE- 23 New Installs – completed save 1 pending (elevator)
- VRHS- 19 New Installs – completing in October

* Funding from Capital and MLO

Grounds Monthly Schedule

schedule does not include corrective and preventative maintenance work orders

October
- Mowing Wraps Up
- Irrigation Blowouts District Wide
- Yearly Snow Plow Training
- Start Of Snow Season
- Athletic Field Striping

November
- Possible Field Prep For Playoff Games
- Snow Removal
- Start Larger Projects District Wide

December
- Snow Removal
- Continue Larger Projects Weather Permitting

January
- Baseball And Softball Fields Prep District Wide
- Yearly Mower Service Starts
- Snow Removal

February
- Collect Soil Samples For Fertilizer Programs
- Snow Removal

March
- Stock Irrigation Trucks
- Charging District Irrigation Systems District Wide
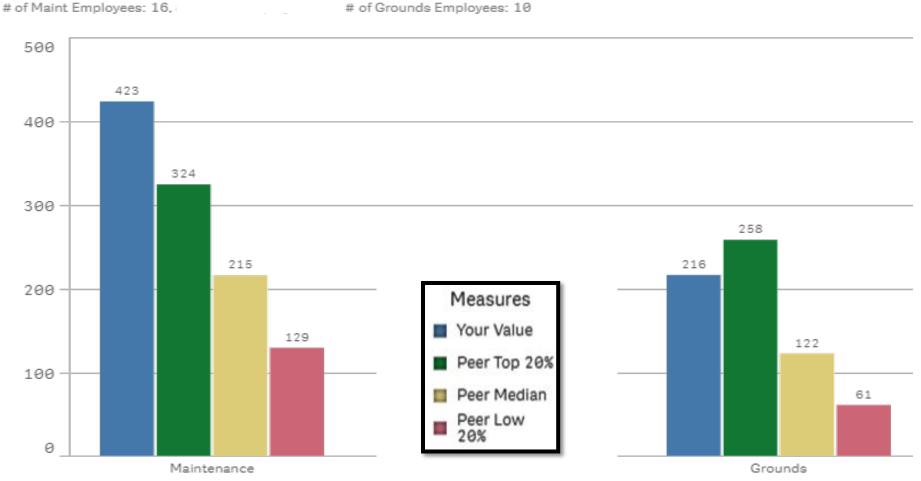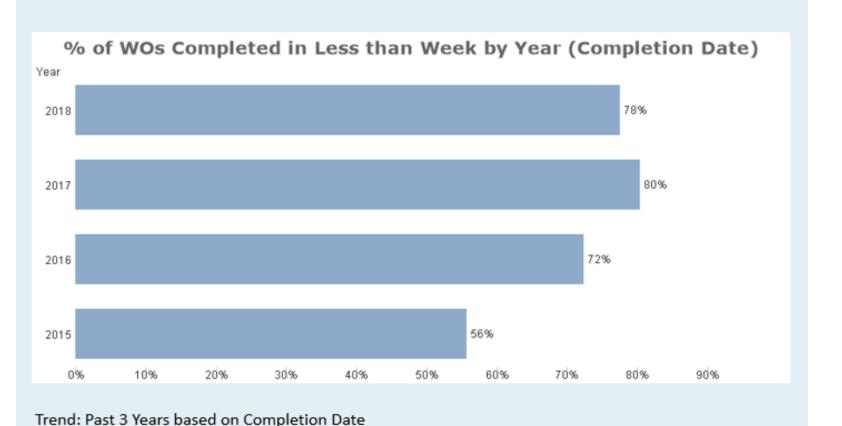
The Best Choice to Learn, Work and Lead

SchoolDude KPI's

Percentage of Work Completed On-Time (OTC)

Measures
- Your Value
- Peer Top 20%
- Peer Median
- Peer Low 20%

All: 81%, 85%, 72%, 51%
CM OTC: 88%, 87%, 73%, 51%
PM OTC: 67%, 89%, 69%, 45%

PM = Planned Maintenance, CM=Corrective/Routine Maintenance
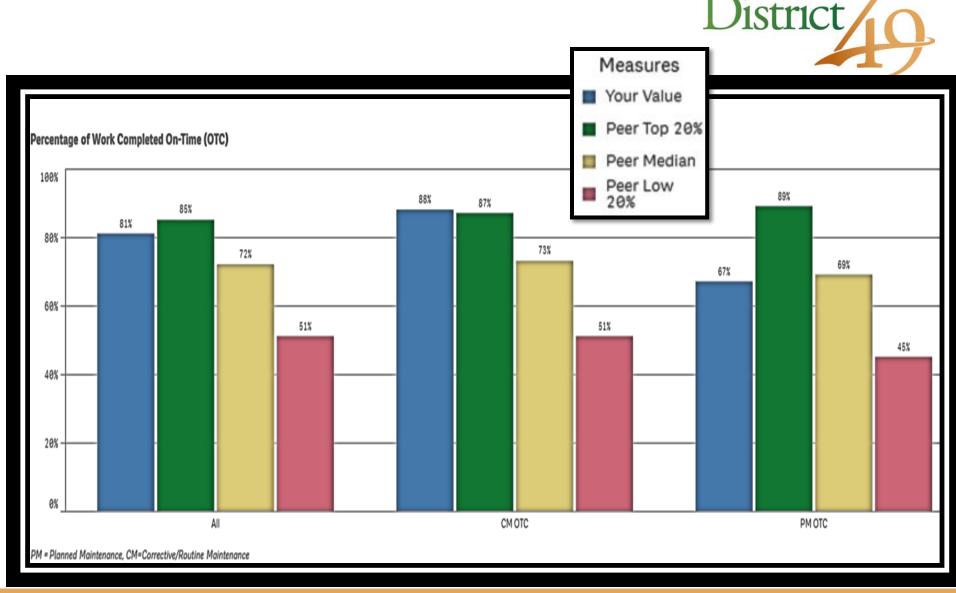
QUESTIONS?

BOARD OF EDUCATION ITEM 9.01B
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Jim Tanner, Technology Quality Assurance Manager
TITLE OF AGENDA ITEM:	Information Technology Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND OR RATIONALE
Annual IT update to BOE

RELEVANT DATA AND EXPECTED OUTCOMES:
To keep the BOE and D49 community informed of the status of the district Information Technology support

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	The D49 IT infrastructure, network, and support are critical elements in providing an effective educational environment.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: October 3, 2018

Technology Update

Jim Tanner
Technology Quality Assurance Manager (TQAM)

Keith Mann
Colorado Computer Support

2018-2019   Key Efforts

- Development and Tracking of Key Performance Indicators for CCS Service

- Technology Master Plan

- Infrastructure Master Plan

- Project Tracking

- Data Integrity Project

- Network Configuration Assessment
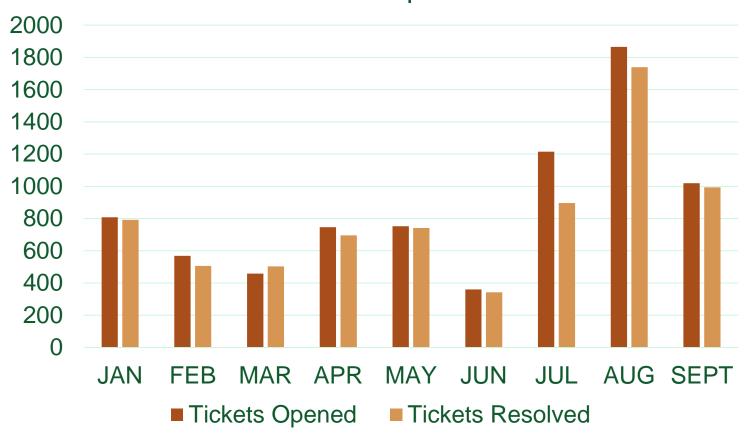
Key Performance Indicators

- KPI's from SchoolDude

  Open Tickets vs Closed Tickets Monthly

- Baseline New KPIs

  - First call resolution
  - Average resolution time for incidents
  - Average resolution for request fulfillment

- Ticket tracking system to deliver better data
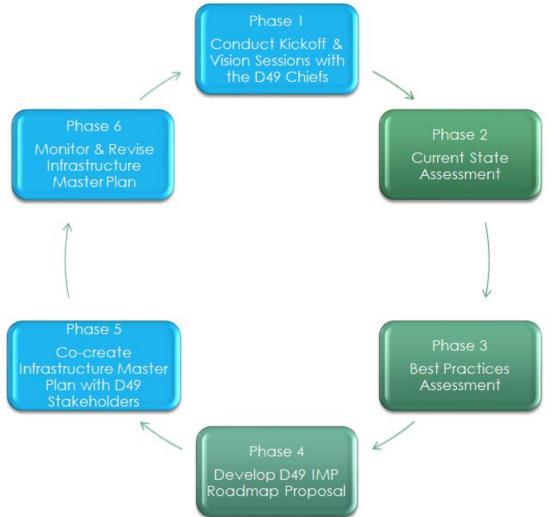
Technology Master Plan- Infrastructure Master Plan
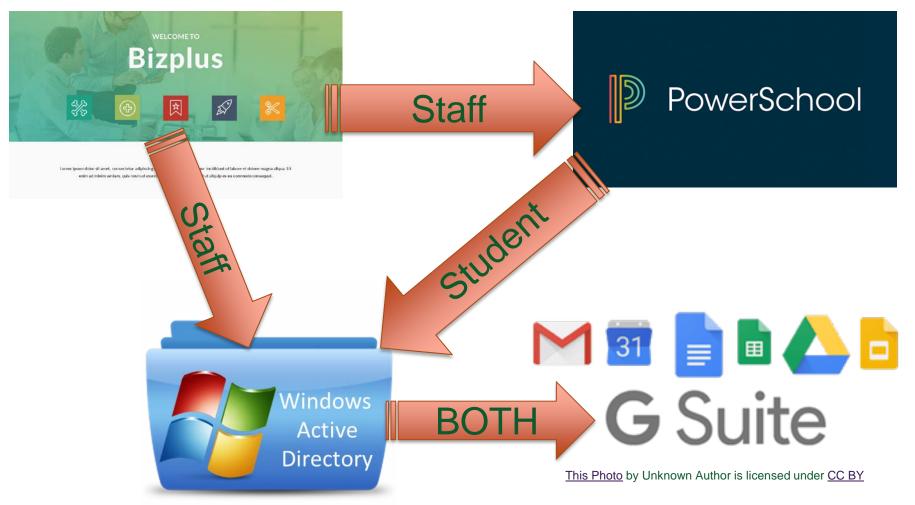
CCS Project Tracking

- Collaborative project planning between CCS and D49

- Process Revision – Project Tracking Visibility into all D49 projects with target start and completion times

- Accountability for hitting completion target dates

Data Integrity Project

Bizplus

Staff → PowerSchool

Staff ↓

Student ↓

Windows Active Directory

BOTH → G Suite

The Best Choice to Learn, Work and Lead

Network Configuration Assessment

- Applying Best Practices
- High Schools Complete
- Secondary Schools Complete
- Elementary Schools Scheduled for October

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Ron Lee, Director of 3B MLO
TITLE OF AGENDA ITEM:	3B MLO Projects Update
ACTION/INFORMATION/DISCUSSION:	Discussion Item

BACKGROUND OR RATIONALE
Discussion item, 3B project updates.

RELEVANT DATA AND EXPECTED OUTCOMES:
Clarity of understanding our current 3B MLO projects and status of the projects.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:
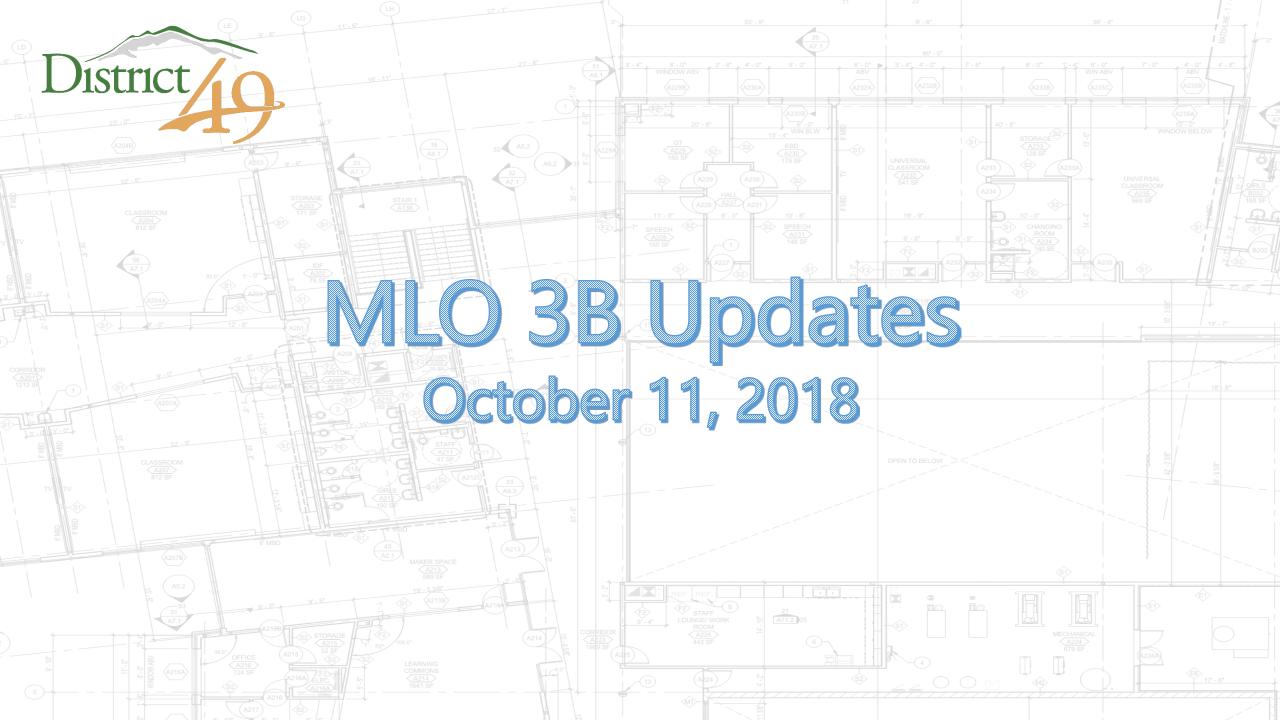
Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	Always mindful with our integrity, we manage every project to the best possible outcome.
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	Continually provide clear and concise communication with our community and carry out their requests with effectiveness and efficiency. Providing newly refreshed and safe learning environments assists with the growth and development towards this distinction of exceptional schools.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:
Review of the current 3B MLO report and make any inquiries needed for clarity or direction

APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: September 24, 2018

MLO 3B Updates
October 11, 2018
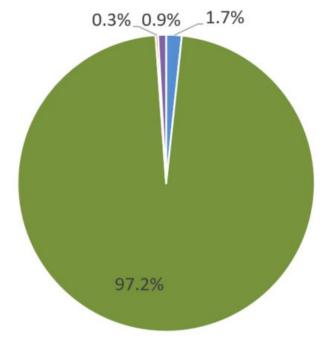
Sand Creek High School

Milestones
- Working on Rectifying final budget. Project is coming in at around $43,000 under budget.
- With some of this project savings the school may add to IT infrastructure to the project.
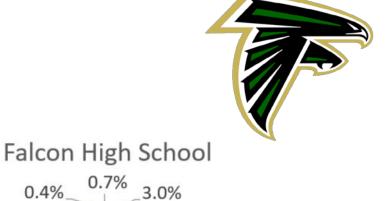
Sand Creek High School

0.3% 0.9% 1.7%

97.2%

- Project Scope In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
- Project Scope in Planning (No PO or Encumbered Cost)
- Project Contingency
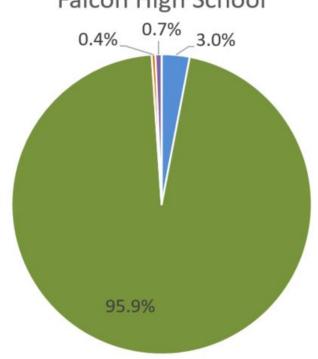
Falcon High School

Milestones
- Working on some IT items in the school.
- Working on finalizing all final changes/costs with the contractor and budget beginning to be rectified to determine exact amount remaining for school to use.

Falcon High School

0.4%   0.7%   3.0%
95.9%

- ■ Project Scope In Progress (Under Contract/PO)
- ■ Project Work in Place (Completed Scope)
- ■ Project Scope in Planning (No PO or Encumbered Cost)
- ■ Project Contingency
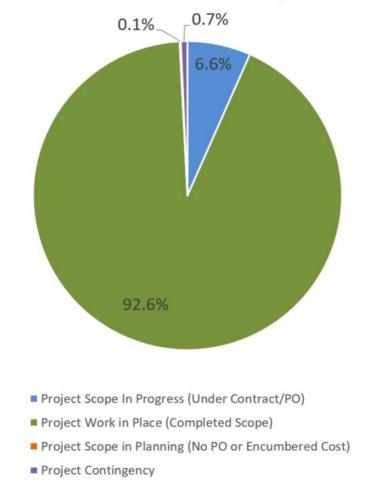
Bennett Ranch Elementary

Milestones

- Some of the additional fixes and work will be completed over fall break. These include
  - Refinishing the floor
  - Some added millwork
  - Some sidewalk add's
  - Some added electrical hardware control
  - Misc. fixes and warranty items.
- Budget is being rectified to see how much remains to purchase the schools wish list items.

Bennett Ranch Elementary School

0.1%   0.7%

6.6%

92.6%

- ■ Project Scope In Progress (Under Contract/PO)
- ■ Project Work in Place (Completed Scope)
- ■ Project Scope in Planning (No PO or Encumbered Cost)
- ■ Project Contingency
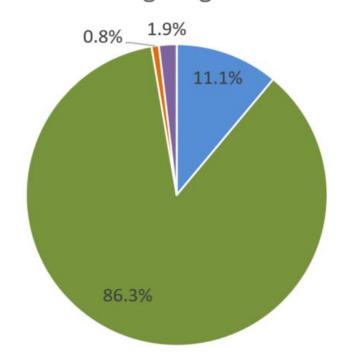
Vista Ridge High School

Milestones

- Construction is complete in all areas. Only work remaining in the install of the final seats. Delivery of seats was delayed. Seats are expected to be delivered and then installed week before fall break.
- Looks furniture for the theater was delivered the first week of October.

Vista Ridge High School

- 0.8%
- 1.9%
- 11.1%
- 86.3%

- ■ Project Scope In Progress (Under Contract/PO)
- ■ Project Work in Place (Completed Scope)
- ■ Project Scope in Planning (No PO or Encumbered Cost)
- ■ Project Contingency

Vista Ridge High School

Vista Ridge High School

Vista Del Pico Elementary
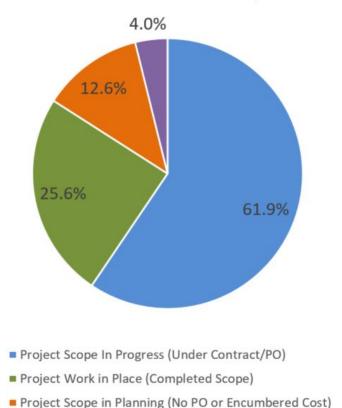
Milestones
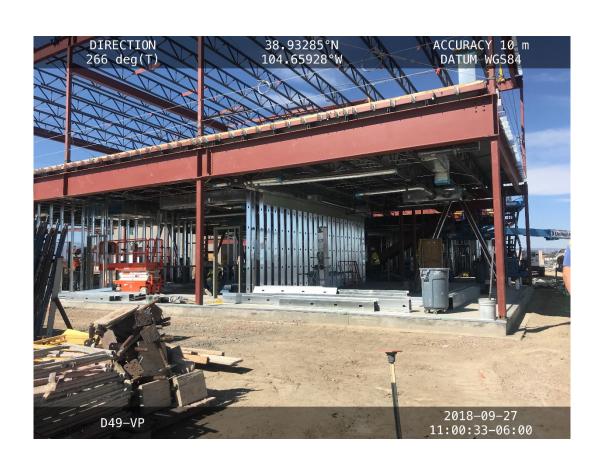
- Construction is in progress and on schedule.
- Steel is complete with only some small detailing remaining
- Interior framing is complete on 80% of level one.
- Level 2 slabs are in place.
- Roofing is starting on Area A (west end)
- Exterior and interior wall framing has started
- Underground utilities are being installed.
- An exterior mock-up is complete and can be seen from the street. Shows the finishes that will be on the building.
- North parking lot is in place with first lift of Asphalt. This will allow contractor to keep subs (parking) off the street and 100% on site.
- A beam raising ceremony will took place on September 14th.

Vista Del Pico Elementary School

- 4.0%
- 12.6%
- 25.6%
- 61.9%

- Project Scope In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
- Project Scope in Planning (No PO or Encumbered Cost)
- Project Contingency

Vista Del Pico Elementary

Vista Del Pico Elementary

Vista Del Pico Elementary
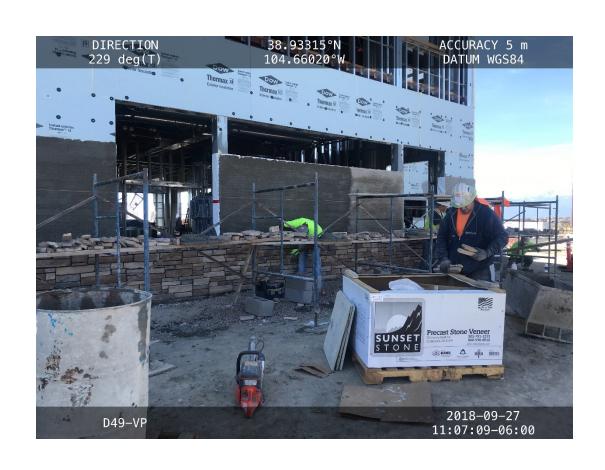
Vista Del Pico Elementary
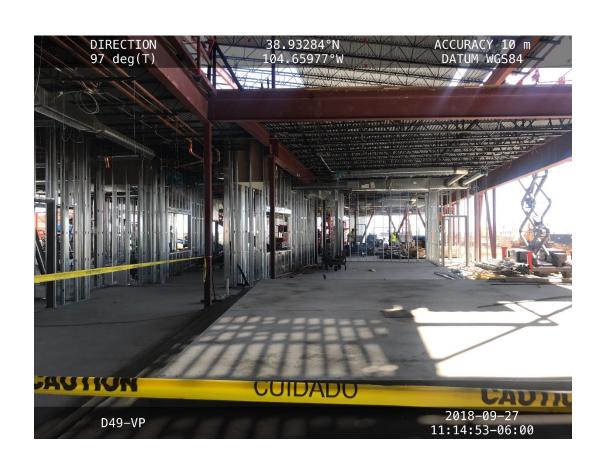
P2 Projects

Project Info:

- Below is list of projects to be completed over fall break.

Falcon High School
- (07) Performance Space - bids are being opened // Friday October 5 NOTE: Work is tentatively scheduled for Winter Break

Falcon Middle School
- (05) LED Upgrades - corridors and classrooms // October 8 – October 19
- (04) Paint Refresh – corridors and exterior modular // October 5 – October 19
- (13) Building Automation // October 8

Woodmen Hills Elementary School
- (07) LED Upgrades - corridors and classrooms // October 3 – October 19

Skyview Middle School
- (06) HVAC Improvements // October 8 – October 19
- (07) Building Automation // October 8 – October 19

Ridgeview Elementary School
- (04) Paint – Hall Wallpaper, chair rail, and wallpaper in three offices // October 8 – October 19
- (05) Flooring – 5 rooms // October 8 – October 19

Stetson Elementary School
- (07) Blinds for classrooms – Blinds in classrooms, offices, and film installation // on-going
- (08) Removable Wall // Demo by Wells & West October 4 – October 5 / Partition Installation October 9 – October 10
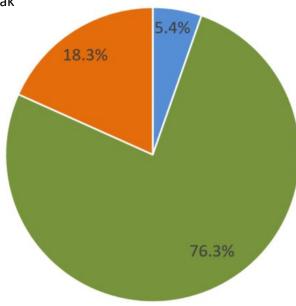
Horizon Middle School
- (07) Flooring – 8-9 classrooms // October 8 – October 19
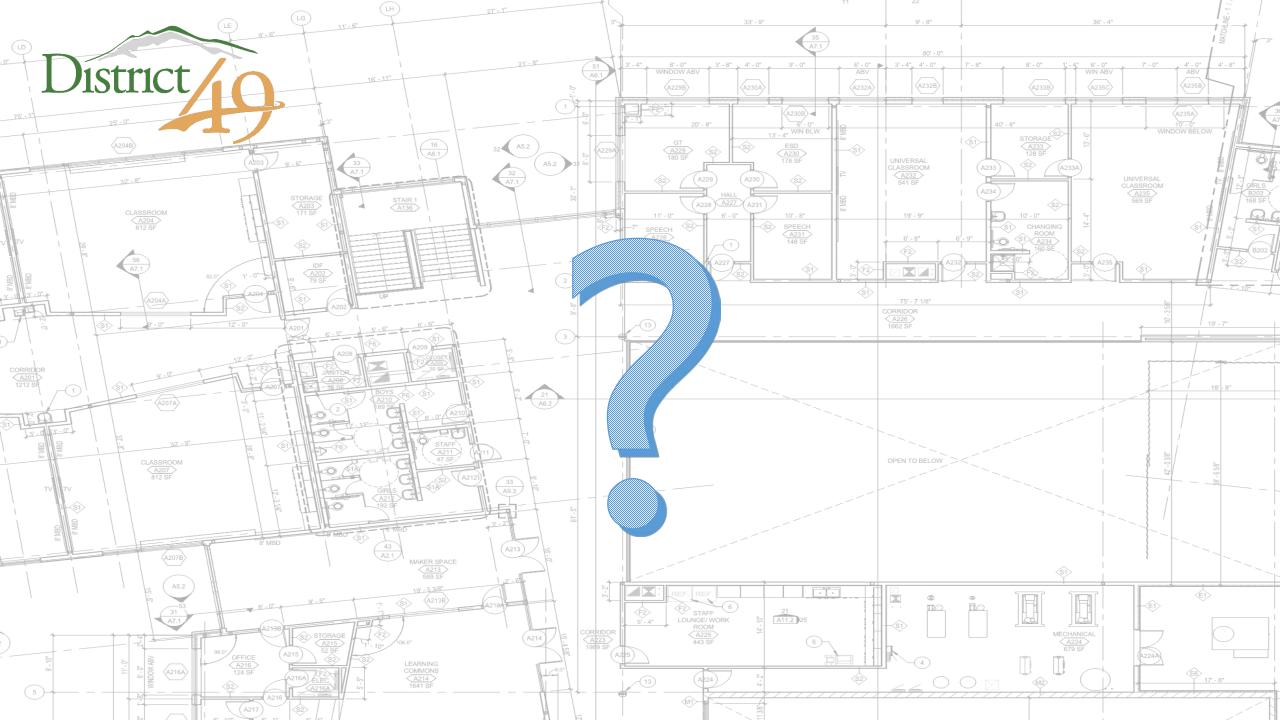
Evans Elementary School
- (03) HVAC System Improvements - Gym // October 8 – October 19
- (06) Exterior Turf // October 8 – October 19

District 49 P2 Projects

- 5.4%
- 18.3%
- 76.3%

- Project Scope In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
- Project Scope in Planning (No PO or Encumbered Cost)

WEMBER

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Centennial, CO 80112   facebook.com/Wemberinc
303-378-4130   wemberinc.com

Project Update Report

Project Name: **District 49 Schools – P3 & P4 Projects**
Wember Inc. Project Number: 2016.63
Issue Date: October 3, 2018

The purpose of this update is to report on the current status of the District 49 School P3 & P4 Projects. This report is to serve as a summary of pertinent information related to the project at this point:

Summary

Sand Creek
- Summer Construction is complete.
- Warranty items are being tracked.

Bennett Ranch
- Select areas require continued construction and will be completed during outside of school hours.
  - Work is occurring over Fall Break including: Additional and replacement millwork, re-staining on the stage floor, stage panels, higher level of finish to the exposed concrete floors, tiling in the Preschool restrooms, electric power to corridor doors, adjustments to kitchen equipment, and installation of an operable partition.
  - Warranty items are being tracked.
- Replacement or repairs on furniture due from damage during shipping are still occurring.
- Incurred costs to date are being confirmed and remaining money for final equipment, furniture, and supplies are being spent.
- Funds will be held in the budget as owner contingency during the first year of building occupancy.

Falcon High
- Construction is complete.
  - Issues with the intercom and cameras in the new wing are being tested and resolved.
  - Warranty items are being tracked.
- Funds will be held in the budget as owner contingency during the first year of building occupancy.

Vista Ridge
- Construction is complete and additions are being used by the students and staff.
  - Minor construction items are being completed following a review of the building by DLR (the Design Team) and Wember.
  - Jobsite Construction trailer will be removed the week of October 8th.
  - Warranty items are being tracked.
- Training on the lighting and sound in the theater is occurring.
- Incurred costs to date are being confirmed and remaining money for final equipment, furniture, and supplies are being spent.
- Funds will be held in the budget as owner contingency during the first year of building occupancy.

Vista Del Pico
- Contingency is better than anticipated. To date, roughly 8% of contingency has been spent.
- Construction is in progress and on schedule.
  - A beam raising ceremony will took place on September 14th and was well attended. Community members were able to sign the beam ahead of the ceremony.
  - Steel decking is being installed
  - Roofs are being constructed
  - Electrical, mechanical, and plumbing rough-in is on-going
  - Exterior and interior framing is occurring
  - Interior drywall to start this month
  - A typical classroom box walk has occurred and design team was in attendance to review locations of all electrical and data rough-in
  - Masonry is being installed on exterior of building

- o Site Utilities are installed and inspected; electrical tie-in to occur in coming weeks
  - o Main parking lot has received base course of asphalt and is being used by all construction vehicles to relieve congestion on Vista Del Pico
  - o Mock-up is completed and visible from Vista Del Pico
- Meetings for furniture selection continue to occur.
- Meetings are occurring for budget planning. Committees have been formed to advice on major items to be ordered ahead of school occupancy such as technology and curriculum.
- Construction completion is scheduled for July 2019.

Overall Budget

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Falcon High School	$5,650,000.00	$5,589,972.04	$7,198.00	$52,829.96	$5,419,956.06
B	Bennett Ranch Elementary	$23,300,000.00	$23,109,668.11	$168,891.19	$21,440.70	$21,565,004.06
C	Sand Creek High School	$4,850,000.00	$4,795,015.25	$12,074.00	$42,910.75	$4,713,046.54
D	Vista Del Pico Elementary	$24,400,000.00	$21,330,603.41	$2,938,107.00	$131,289.59	$6,237,139.11
E	Vista Ridge High School	$7,000,000.00	$6,812,447.42	$121,395.00	$66,157.58	$6,038,179.83
	Total	$65,200,000.00	$61,637,706.23	$3,247,665.19	$314,628.58	$43,973,325.60

- Individual budgets for each project can be found on following pages.
- Committed Cost is only amounts under contract or PO. Project to Complete are costs estimated for project.

Next Steps

- Continue coordination of construction completion at Bennett Ranch and Vista Ridge. Weekly meetings continue to be held to discuss all items related to construction completion at Bennett Ranch.
- Continue to coordinate final completion of all close-out items at Falcon High.
- Continue to attend weekly construction meetings for Vista Del Pico.
- Attend and organize meetings to coordinate any pending owner decisions, budget management, and furniture selection for Vista Del Pico.

Submitted by:
Ashley Trunnell / Matt Wilhelm

Falcon High School Financial

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	$0.00	$0.00	$0.00	$0.00	$0.00
B	Professional Services	$719,328.00	$713,630.00	$5,698.00	$0.00	$656,804.00
C	Construction	$4,764,238.56	$4,764,238.56	$0.00	$0.00	$4,723,251.41
D	Permits & Fees	$19,278.00	$19,276.55	$0.00	$1.45	$16,839.55
E	Furniture, Fixtures & Equip	$30,000.00	$23,061.10	$0.00	$6,938.90	$23,061.10
F	Technology	$80,000.00	$69,765.83	$1,500.00	$8,734.17	$0.00
G	Contingencies & Escalation	$37,155.44	$0.00	$0.00	$37,155.44	$0.00
	Total	$5,650,000.00	$5,589,972.04	$7,198.00	$52,829.96	$5,419,956.06

- All contracts, invoices, and documents to date are available on Owner Insite
  http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8149

Bennett Ranch Elementary Financials

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	$1,000.00	$559.00	$0.00	$441.00	$559.00
B	Professional Services	$3,159,501.00	$3,159,500.92	$0.00	$0.08	$3,115,311.89
C	Construction	$18,033,103.00	$18,033,103.00	$0.00	$0.00	$17,715,014.34
D	Permits & Fees	$456,627.00	$440,916.46	$17,871.37	($2,160.83)	$84,873.02
E	Furniture, Fixtures & Equip	$1,054,310.00	$1,055,974.22	$7,963.82	($9,628.04)	$370,684.69
F	Technology	$435,500.00	$419,614.51	$43,056.00	($27,170.51)	$278,561.12
G	Contingencies & Escalation	$159,959.00	$0.00	$100,000.00	$59,959.00	$0.00
	Total	$23,300,000.00	$23,109,668.11	$168,891.19	$21,440.70	$21,565,004.06

- All contracts, invoices, and documents to date are available on Owner Insite
  http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8128
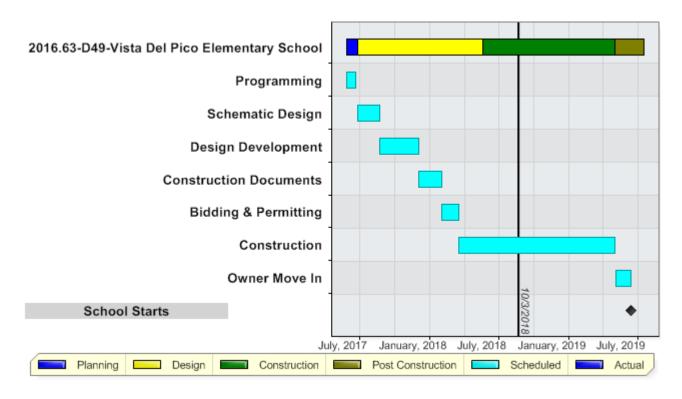
Sand Creek High School Financial

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	$0.00	$0.00	$0.00	$0.00	$0.00
B	Professional Services	$673,838.00	$672,299.50	$955.00	$583.50	$603,314.94
C	Construction	$3,779,257.92	$3,779,257.67	$0.00	$0.25	$3,779,257.67
D	Permits & Fees	$16,531.00	$16,529.95	$0.00	$1.05	$16,529.95
E	Furniture, Fixtures & Equip	$307,520.00	$302,323.09	$5,000.00	$196.91	$300,078.98
F	Technology	$30,735.00	$24,605.04	$6,119.00	$10.96	$13,865.00
G	Contingencies & Escalation	$42,118.08	$0.00	$0.00	$42,118.08	$0.00
	Total	**$4,850,000.00**	**$4,795,015.25**	**$12,074.00**	**$42,910.75**	**$4,713,046.54**

- All contracts, invoices, and documents to date are available on Owner Insite
  http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8148

Vista Del Pico Elementary Schedule
Project is on Schedule. Below are some of the key milestone dates. The more detailed master schedule and construction schedules can also be found on Owner Insite.
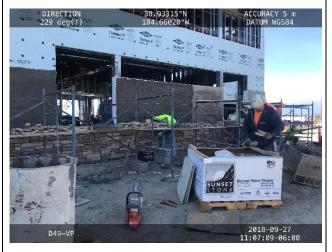
Vista Del Pico Elementary Financials

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	$1,000.00	$269.00	$731.00	$0.00	$269.00
B	Professional Services	$1,966,204.00	$1,884,619.00	$58,875.00	$22,710.00	$1,354,682.02
C	Construction	$19,205,594.88	$19,205,594.88	$0.00	$0.00	$4,647,841.56
D	Permits & Fees	$394,975.00	$240,120.53	$123,501.00	$31,353.47	$234,346.53
E	Furniture, Fixtures & Equip	$1,385,000.00	$0.00	$1,385,000.00	$0.00	$0.00
F	Technology	$470,000.00	$0.00	$470,000.00	$0.00	$0.00
G	Contingencies & Escalation	$977,226.12	$0.00	$900,000.00	$77,226.12	$0.00
	Total	$24,400,000.00	$21,330,603.41	$2,938,107.00	$131,289.59	$6,237,139.11

- All contracts, invoices, and documents to date are available on Owner Insite
  http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8151

Vista Del Pico Elementary
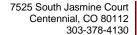
Vista Ridge High School Financial

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	$0.00	$0.00	$0.00	$0.00	$0.00
B	Professional Services	$879,140.00	$877,245.00	$1,895.00	$0.00	$746,328.35
C	Construction	$5,856,530.00	$5,856,526.00	$0.00	$4.00	$5,255,346.80
D	Permits & Fees	$21,895.00	$17,094.72	$0.00	$4,800.28	$17,094.72
E	Furniture, Fixtures & Equip	$51,200.00	$21,415.67	$29,500.00	$284.33	$18,532.00
F	Technology	$60,000.00	$40,166.03	$15,000.00	$4,833.97	$877.96
G	Contingencies & Escalation	$131,235.00	$0.00	$75,000.00	$56,235.00	$0.00
	Total	$7,000,000.00	$6,812,447.42	$121,395.00	$66,157.58	$6,038,179.83

- All contracts, invoices, and documents to date are available on Owner Insite
  http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8150

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Project Update Report

Project Name: **District 49 Schools – P2 Projects**
Wember Inc. Project Number: 2016.63
Issue Date: October 3, 2018

The purpose of this update is to report on the current status of the District 49 School P2 Projects. This report is to serve as a summary of pertinent information related to the project at this point:

Summary

o   Projects below are information thru October 2, 2018

Budget Key

Initial Budget	Approved Budget for the MLO approved by the schools SAC.

Current Forecast	Current planned funds to be expended on the Project. Number may be different the Initial Budget due to understanding of Costs Estimated or Contracted during the Planning and Bidding Process.

Committed Cost	Contracts, Purchases or any cost that has been encumbered as a PO. Nothing is considered Committed till a PO is in place.

Projected to Complete	Estimated costs to complete project. Estimates could be those of a contractors or just the Project Team.

Projected (Over)/Under	Amount project is over or Under from the "Initial Budget" (Not Current Forecast)

Other Definitions

GC -   General Contractor
HVAC -   Heating, Ventilation, & Air Conditioning
Substantial Complete -   State in the progress of Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use.
Value Engineering (VE) -   An organized team effort directed at analyzing the functions of systems, equipment, facilities, services, and supplies for the purpose of achieving the essential functions at the lowest life-cycle cost consistent with required performance, reliability, quality, and safety.
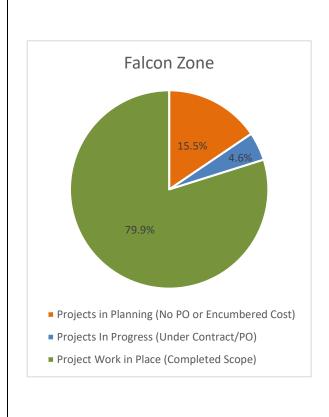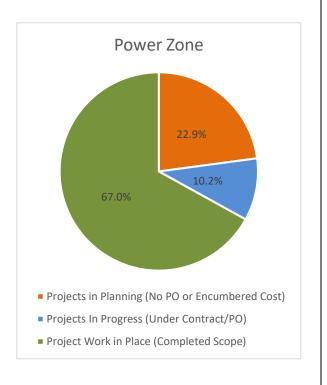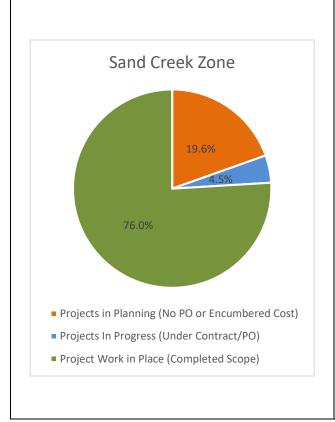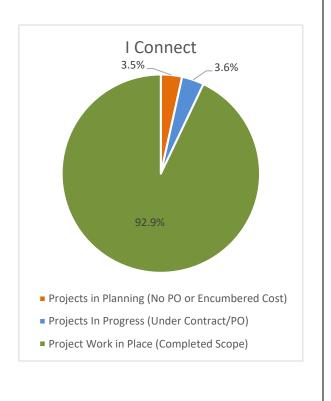
Overall P2 Budget Summary

			A Initial Budget	C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A		Falcon Zone	$6,124,500.00	$6,124,500.00	$5,173,803.87	$604,970.25	$345,725.88
	A.1	FHS - Falcon High School	$1,378,000.00	$1,378,000.00	$1,167,383.99	$70,244.00	$140,372.01
	A.2	FMS - Falcon Middle School	$2,441,000.00	$2,441,000.00	$2,070,670.22	$218,175.19	$152,154.59
	A.3	FES - Falcon Elementary School of Technology	$1,039,500.00	$1,039,500.00	$713,007.04	$296,051.06	$30,441.90
	A.4	MRE - Meridian Ranch Elementary School	$571,000.00	$571,000.00	$569,183.29	$0.00	$1,816.71
	A.5	WHE - Woodmen Hills Elementary School	$695,000.00	$695,000.00	$653,559.33	$20,500.00	$20,940.67
B		Power Zone	$4,783,000.00	$4,783,000.00	$3,688,423.82	$479,250.54	$615,325.64
	B.1	VRH - Vista Ridge High School	$1,167,500.00	$1,167,500.00	$865,562.74	$112,503.00	$189,434.26
	B.2	SMS - Skyview Middle School	$1,549,500.00	$1,549,500.00	$1,226,974.33	$70,000.00	$252,525.67
	B.3	OES - Odyssey Elementary School	$384,000.00	$384,000.00	$370,693.90	$0.00	$13,306.10
	B.4	RVE - Ridgeview Elementary School	$680,500.00	$680,500.00	$579,356.96	$101,143.04	$0.00
	B.5	SES - Stetson Elementary School	$1,001,500.00	$1,001,500.00	$645,835.89	$195,604.50	$160,059.61
C		Sand Creek Zone	$6,946,500.00	$7,546,500.00	$6,069,293.36	$948,241.65	$528,964.99
	C.1	SCH - Sand Creek High School	$2,711,500.00	$3,311,500.00	$2,495,357.99	$498,804.00	$317,338.01
	C.2	HMS - Horizon Middle School	$1,538,500.00	$1,538,500.00	$1,515,597.01	$0.00	$22,902.99
	C.3	EES - Evans International Elementary School	$1,230,500.00	$1,230,500.00	$742,648.49	$399,237.56	$88,613.95
	C.4	RME - Remington Elementary School	$791,500.00	$791,500.00	$697,971.78	$38,655.00	$54,873.22
	C.5	SRE - Springs Ranch Elementary	$674,500.00	$674,500.00	$617,718.09	$11,545.09	$45,236.82
D		I Connect Zone	$1,154,000.00	$1,404,000.00	$1,355,510.14	$9,000.00	$39,489.86
	D.1	SSAE - Springs Studio for Academic Excellence	$75,500.00	$75,500.00	$63,161.39	$4,000.00	$8,338.61
	D.2	FLC - Falcon Legacy Campus	$990,000.00	$1,240,000.00	$1,216,116.88	$0.00	$23,883.12
	D.3	MOH -Mohawk (Home School Program)	$88,500.00	$88,500.00	$76,231.87	$5,000.00	$7,268.13
E		Charter Schools	$992,000.00	$1,037,000.00	$689,303.86	$334,815.34	$12,880.80
	E.1	BLA - Banning Lewis Ranch Academy	$399,000.00	$444,000.00	$208,119.78	$231,400.00	$4,480.22
	E.2	ICA - Imagine Classical Academy	$258,500.00	$258,500.00	$258,500.00	$0.00	$0.00
	E.3	PPS - Pikes Peak School or Expeditionary Learning	$209,000.00	$209,000.00	$156,829.42	$49,270.00	$2,900.58
	E.4	RMCA - Rocky Mountain Classical Academy	$125,500.00	$125,500.00	$65,854.66	$54,145.34	$5,500.00
F		**Owner Requirements**	$0.00	$0.00	$98,800.00	$0.00	**($98,800.00)**
		Total	$20,000,000.00	$20,895,000.00	$17,073,272.05	$2,376,277.78	$1,445,450.17

Falcon Zone

- Projects in Planning (No PO or Encumbered Cost): 15.5%
- Projects In Progress (Under Contract/PO): 4.6%
- Project Work in Place (Completed Scope): 79.9%

Power Zone

- Projects in Planning (No PO or Encumbered Cost): 22.9%
- Projects In Progress (Under Contract/PO): 10.2%
- Project Work in Place (Completed Scope): 67.0%

Sand Creek Zone

- Projects in Planning (No PO or Encumbered Cost): 19.6%
- Projects In Progress (Under Contract/PO): 4.5%
- Project Work in Place (Completed Scope): 76.0%

I Connect

- Projects in Planning (No PO or Encumbered Cost): 3.5%
- Projects In Progress (Under Contract/PO): 3.6%
- Project Work in Place (Completed Scope): 92.9%

Falcon High School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under A-(G+H)
A.1.A	FHS-01-HVAC System	$200,000.00	$210,670.00	$210,670.00	$0.00	$0.00
A.1.B	FHS-02-Turf Baseball Field	$633,000.00	$633,000.00	$592,227.60	$0.00	$40,772.40
A.1.C	FHS-03-Flooring	$100,000.00	$100,000.00	$100,000.00	$0.00	$0.00
A.1.D	FHS-04-Paint - Interior Classrooms & Gym	$70,000.00	$70,000.00	$70,000.00	$0.00	$0.00
A.1.E	FHS-05-Paint - Exterior Doors & Trim	$29,700.00	$29,892.00	$29,891.75	$0.00	$0.25
A.1.F	FHS-06-Lighting & Automation	$100,000.00	$100,000.00	$100,000.00	$0.00	$0.00
A.1.G	FHS-07-Auditorium Lights & Sounds	$90,000.00	$90,000.00	$19,756.00	$70,244.00	$0.00
A.1.H	FHS-08-Urinal Replacement	$36,000.00	$36,000.00	$44,838.64	$0.00	($8,838.64)
A.1.I	FHS-Contingency - Unallocated Funds	$119,300.00	$108,438.00	$0.00	$0.00	$108,438.00
	Total	**$1,378,000.00**	**$1,378,000.00**	**$1,167,383.99**	**$70,244.00**	**$140,372.01**

Falcon High School

- 0.4%
- 15.3%
- 84.3%

- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
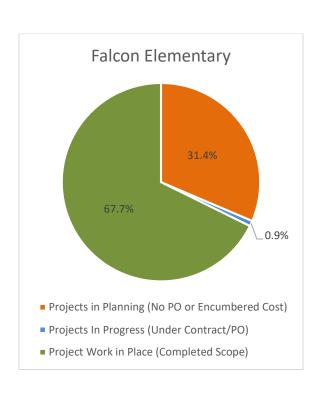
Falcon Middle School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under A-(G+H)
A.2.A	FMS-01-Library/Office Reconfigure	$685,000.00	$685,000.00	$681,445.14	$0.00	$3,554.86
A.2.B	FMS-02-Science Lab	$365,000.00	$365,345.00	$365,345.00	$0.00	$0.00
A.2.C	FMS-03-Classroom Flooring - Bldg Efficiency	$170,000.00	$170,000.00	$101,009.66	$68,846.00	$144.34
A.2.D	FMS-07-Roof Replacement	$175,000.00	$175,000.00	$174,545.00	$0.00	$455.00
A.2.E	FMS-05-LED Fixture Upgrade	$200,000.00	$200,000.00	$250,414.28	$0.00	**($50,414.28)**
A.2.F	FMS-08-Fixed Furnishings	$126,000.00	$126,000.00	$52,170.81	$73,829.19	$0.00
A.2.G	FMS-09-Paving - Bus Loop	$229,000.00	$252,539.00	$252,539.00	$0.00	$0.00
A.2.H	FMS-10-Ext Conc Repair and Drainage	$32,000.00	$32,000.00	$31,535.00	$0.00	$465.00
A.2.I	FMS-11-Custodial Equip	$30,000.00	$30,000.00	$0.00	$30,000.00	$0.00
A.2.J	FMS-12-Safety & Security Package	$45,500.00	$45,500.00	$0.00	$45,500.00	$0.00
A.2.K	FMS-13-Bldg Automation Upgrade	$90,000.00	$90,000.00	$47,200.00	$0.00	$42,800.00
A.2.L	FMS-04-Paint Refresh	$60,000.00	$66,599.00	$66,599.00	$0.00	$0.00
A.2.M	FMS-Contingency - Unallocated Funds	$188,500.00	$155,043.00	$0.00	$0.00	$155,043.00
A.2.N	FMS-06-Commons & Gymnasium Sound Board	$45,000.00	$47,974.00	$47,867.33	$0.00	$106.67
	Total	**$2,441,000.00**	**$2,441,000.00**	**$2,070,670.22**	**$218,175.19**	**$152,154.59**

Falcon Middle School

- 15.2% Projects in Planning (No PO or Encumbered Cost)
- 8.5% Projects In Progress (Under Contract/PO)
- 76.4% Project Work in Place (Completed Scope)

Falcon Elementary School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A.3.A	FES-01-Safe Entry	$155,000.00	$187,608.26	$187,608.26	$0.00	$0.00
A.3.B	FES-02-Intercom System	$71,000.00	$64,098.00	$64,097.13	$0.00	$0.87
A.3.C	FES-03-Refresh Exterior Play Area	$278,000.00	$278,000.00	$243,283.68	$34,716.32	$0.00
A.3.D	FES-04-Flooring	$160,000.00	$160,000.00	$159,047.19	$0.00	$952.81
A.3.E	FES-05-Paint Classrooms	$75,000.00	$75,000.00	$12,730.00	$62,270.00	$0.00
A.3.F	FES-06-Electronic Marquee	$15,000.00	$15,000.00	$0.00	$15,000.00	$0.00
A.3.G	FES-07-Replace Drinking Fountain	$8,000.00	$8,000.00	$6,021.47	$0.00	$1,978.53
A.3.H	FES-08-LED Fixture Upgrade	$125,000.00	$125,000.00	$40,219.31	$84,780.00	$0.69
A.3.I	FES-09-Update Fixed Furnishings	$100,000.00	$100,000.00	$0.00	$100,000.00	$0.00
A.3.J	FES-Contingency - Unallocated Funds	$52,500.00	$26,793.74	$0.00	$0.00	$26,793.74
	Total	**$1,039,500.00**	**$1,039,500.00**	**$713,007.04**	**$296,766.32**	**$29,726.64**

Falcon Elementary

- 31.4% — Projects in Planning (No PO or Encumbered Cost)
- 67.7% — Project Work in Place (Completed Scope)
- 0.9% — Projects In Progress (Under Contract/PO)

Meridian Ranch Elementary School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A.4.A	MRE-01-Paint Refresh	$50,000.00	$54,425.00	$54,425.00	$0.00	$0.00
A.4.B	MRE-02-Flooring Refresh	$222,924.00	$248,172.00	$248,172.00	$0.00	$0.00
A.4.C	MRE-03-Restroom Update	$88,000.00	$72,517.00	$70,720.53	$0.00	$1,796.47
A.4.D	MRE-04-Exterior Play Area Upgrade	$100,000.00	$142,703.00	$142,702.87	$0.00	$0.13
A.4.E	MRE-05-Secure Safe Entry	$65,000.00	$53,183.00	$53,162.89	$0.00	$20.11
A.4.F	MRE-06-Building Automation	$55,000.00	$0.00	$0.00	$0.00	$0.00
A.4.G	MRE-Contingency - Unallocated Funds	($9,924.00)	$0.00	$0.00	$0.00	$0.00
	Total	**$571,000.00**	**$571,000.00**	**$569,183.29**	**$0.00**	**$1,816.71**

Meridian Ranch Elementary

0.3% 1.2%

98.5%

- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

Woodmen Hills Elementary School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A.5.A	WHE-01-Secure Front Entry	$65,000.00	$71,437.00	$71,437.00	$0.00	$0.00
A.5.B	WHE-02-Flooring Refresh	$206,412.00	$230,594.00	$230,593.56	$0.00	$0.44
A.5.C	WHE-03-Paint Refresh	$95,000.00	$53,655.00	$53,655.00	$0.00	$0.00
A.5.D	WHE-04-Pick Up / Drop Off in Back (increased parking)	$260,000.00	$246,255.00	$246,255.00	$0.00	$0.00
A.5.E	WHE-05-Safety & Security Package	$20,500.00	$20,500.00	$0.00	$20,500.00	$0.00
A.5.F	WHE-06-Bldg Automation	$35,000.00	$0.00	$0.00	$0.00	$0.00
A.5.G	WHE-07-Exterior Play Area Upgrade	$128,625.00	$72,559.00	$51,618.77	$0.00	$20,940.23
A.5.H	WHE-08-LED Fixture Upgrade	$45,000.00	$0.00	$0.00	$0.00	$0.00
A.5.I	WHE-Contingency - Unallocated Funds	($160,537.00)	$0.00	$0.00	$0.00	$0.00
	Total	**$695,000.00**	**$695,000.00**	**$653,559.33**	**$20,500.00**	**$20,940.67**

Woodmen Hills Elementary

- Projects in Planning (No PO or Encumbered Cost) — 6.0%
- Projects In Progress (Under Contract/PO) — 7.8%
- Project Work in Place (Completed Scope) — 86.2%
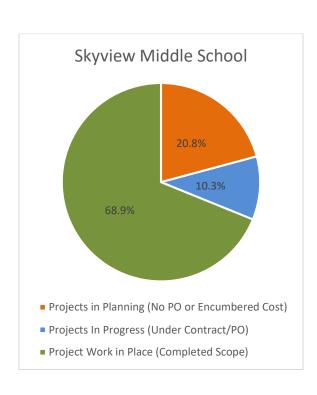
Vista Ridge High School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.1.A	VRH-01-Security - Cameras, Storage & Lights	$58,500.00	$58,500.00	$5,997.00	$52,503.00	$0.00
B.1.B	VRH-03-Auditorium Seating Upgrade	$300,000.00	$285,232.00	$285,232.00	$0.00	$0.00
B.1.C	VRH-04-Auditorium Lighting Upgrade	$175,000.00	$189,768.00	$189,768.00	$0.00	$0.00
B.1.D	VRH-05-HVAC Improvements Gym	$200,000.00	$209,350.00	$209,350.00	$0.00	$0.00
B.1.E	VRH-02-ADA Access & Concessions Area	$40,000.00	$40,000.00	$29,064.74	$0.00	$10,935.26
B.1.F	VRH-06-Landscape - Retaining Wall & Logo	$175,000.00	$175,000.00	$146,151.00	$0.00	$28,849.00
B.1.G	VRH-07-Site Circulation	$0.00	$0.00	$0.00	$0.00	$0.00
B.1.H	VRH-08-Custodial Equipment	$60,000.00	$60,000.00	$0.00	$60,000.00	$0.00
B.1.I	VRH-Contingency - Unallocated Funds	$159,000.00	$149,650.00	$0.00	$0.00	$149,650.00
	Total	**$1,167,500.00**	**$1,167,500.00**	**$865,562.74**	**$112,503.00**	**$189,434.26**

Vista Ridge High School

- 25.9% — Projects in Planning (No PO or Encumbered Cost)
- 21.4% — Projects In Progress (Under Contract/PO)
- 52.7% — Project Work in Place (Completed Scope)
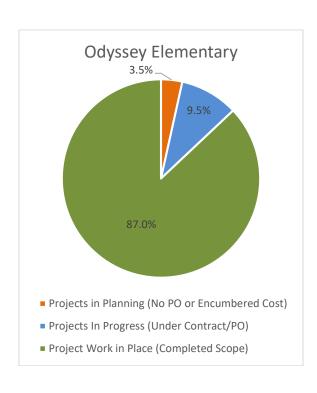
Skyview Middle School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.2.A	SMS-01-Flooring Refresh	$525,000.00	$529,542.00	$529,541.47	$0.00	$0.53
B.2.B	SMS-02-Paint Refresh	$180,000.00	$180,000.00	$166,920.00	$0.00	$13,080.00
B.2.C	SMS-03-Security Entry	$150,000.00	$150,000.00	$112,491.81	$0.00	$37,508.19
B.2.D	SMS-04-LED Fixture Upgrade	$165,000.00	$178,367.00	$178,366.63	$0.00	$0.37
B.2.E	SMS-05-HVAC System - Gym AC	$180,000.00	$180,000.00	$123,998.00	$0.00	$56,002.00
B.2.F	SMS-06-Building Automation	$20,000.00	$20,000.00	$0.00	$20,000.00	$0.00
B.2.G	SMS-07-Roof Replacement	$200,000.00	$200,000.00	$91,028.71	$50,000.0	$58,971.29
B.2.H	SMS-08-Bleachers - Softball & Football	$36,500.00	$36,500.00	$24,627.71	$0.00	$11,872.29
B.2.I	SMS-09-Logo - Gym Floor	$0.00	$0.00	$0.00	$0.00	$0.00
B.2.J	SMS-Contingency – Unallocated Funds	$93,000.00	$75,091.00	$0.00	$0.00	$75,091.00
	Total	**$1,549,500.00**	**$1,549,500.00**	**$1,226,974.33**	**$70,000.00**	**$252,525.67**
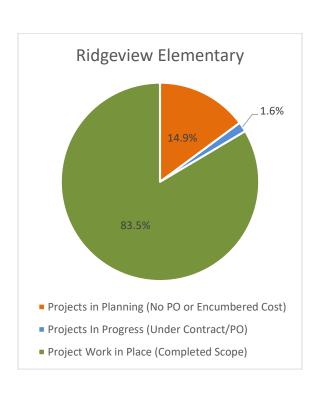
Skyview Middle School

- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

Odyssey Elementary School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.3.A	OES-01-Sprung Building	$265,000.00	$265,000.00	$265,323.01	$0.00	($323.01)
B.3.B	OES-02-Safe Entry	$65,000.00	$72,688.00	$72,687.89	$0.00	$0.11
B.3.C	OES-03-Replace Student Furniture	$34,800.00	$34,800.00	$32,683.00	$0.00	$2,117.00
B.3.D	OES-Contingency - Unallocated Funds	$19,200.00	$11,512.00	$0.00	$0.00	$11,512.00
	Total	**$384,000.00**	**$384,000.00**	**$370,693.90**	**$0.00**	**$13,306.10**

Odyssey Elementary

- 3.5% Projects in Planning (No PO or Encumbered Cost)
- 9.5% Projects In Progress (Under Contract/PO)
- 87.0% Project Work in Place (Completed Scope)

Ridgeview Elementary School P2 Financial

		A Initial Budget	C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.4.A	RVE-01-Secure Front Entry	$74,463.00	$74,463.00	$74,462.40	$0.60	$0.00
B.4.B	RVE-02-Fencing	$5,840.00	$5,840.00	$5,840.00	$0.00	$0.00
B.4.C	RVE-03-Safety & Security Package	$35,000.00	$35,000.00	$13,306.50	$21,693.50	$0.00
B.4.D	RVE-04-Interior Paint Refresh	$145,000.00	$141,947.00	$62,184.97	$79,448.94	$313.09
B.4.E	RVE-05-Flooring	$239,344.00	$250,235.00	$250,549.75	$0.00	($314.75)
B.4.F	RVE-06-Landscaping/Play Area Upgrade	$153,000.00	$152,916.00	$152,915.13	$0.00	$0.87
B.4.G	RVE-07-Custodial Equipment	$10,000.00	$10,843.00	$10,842.66	$0.00	$0.34
B.4.H	RVE-08-LED Fixture Upgrade	$10,000.00	$9,256.00	$9,255.55	$0.00	$0.45
B.4.I	RVE-Contingency - Unallocated Funds	$7,853.00	$0.00	$0.00	$0.00	$0.00
	Total	**$680,500.00**	**$680,500.00**	**$579,356.96**	**$101,143.04**	**$0.00**

Ridgeview Elementary

- 14.9% — Projects in Planning (No PO or Encumbered Cost)
- 1.6% — Projects In Progress (Under Contract/PO)
- 83.5% — Project Work in Place (Completed Scope)

Ridgeview Elementary School P2 Financial
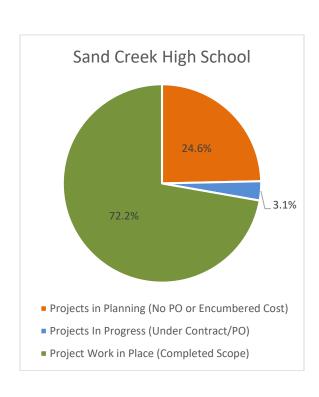
Stetson Elementary School P2 Financial & Schedule

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.5.A	SES-01-Secure Front Entry	$82,000.00	$85,036.00	$85,035.41	$0.00	$0.59
B.5.B	SES-02-Restroom Refresh	$117,000.00	$133,014.00	$134,143.96	$0.00	($1,129.96)
B.5.C	SES-03-Playground Refresh	$123,000.00	$132,946.00	$132,945.71	$0.00	$0.29
B.5.D	SES-04-Flooring	$200,892.00	$232,411.00	$232,410.31	$0.00	$0.69
B.5.E	SES-05-Fixed Furnishings	$50,000.00	$50,060.00	$15,553.83	$33,743.17	$763.00
B.5.F	SES-06-Paint Refresh	$40,000.00	$40,000.00	$9,100.00	$30,900.00	$0.00
B.5.G	SES-07-Blinds for Classroom	$35,000.00	$35,000.00	$17,548.00	$17,452.00	$0.00
B.5.H	SES-08-Removable Wall in Gym/Music	$40,000.00	$40,000.00	$0.00	$40,000.00	$0.00
B.5.I	SES-09-Gym Sound System	$27,500.00	$27,500.00	$0.00	$27,500.00	$0.00
B.5.J	SES-10-Staff Lounge Refresh	$15,000.00	$15,000.00	$0.00	$15,000.00	$0.00
B.5.K	SES-11-Parking Repair	$175,000.00	$160,425.00	$0.00	$0.00	$160,425.00
B.5.L	SES-12-Library Furniture	$15,000.00	$15,000.00	$0.00	$15,000.00	$0.00
B.5.M	SES-13-LED Fixture Upgrade	$35,108.00	$35,108.00	$19,098.67	$16,009.33	$0.00
B.5.N	SES-Contingency - Unallocated Funds	$46,000.00	$0.00	$0.00	$0.00	$0.00
	Total	**$1,001,500.00**	**$1,001,500.00**	**$645,835.89**	**$195,604.50**	**$160,059.61**

Stetson Elementary

Pie chart with segments:
- 35.5% — Projects in Planning (No PO or Encumbered Cost)
- 2.8% — Projects In Progress (Under Contract/PO)
- 61.7% — Project Work in Place (Completed Scope)
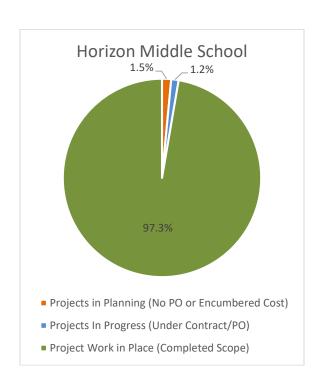
Sand Creek High School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.1.A	SCH-01-Secure Front Entry	$22,000.00	$22,000.00	$21,230.94	$0.00	$769.06
C.1.B	SCH-02-Athletic Package (Field & Track)	$890,000.00	$1,490,000.00	$1,472,299.89	$0.00	$17,700.11
C.1.C	SCH-03-Flooring Refresh	$592,000.00	$592,000.00	$427,523.84	$0.00	$164,476.16
C.1.D	SCH-04-LED Fixture Upgrade	$99,000.00	$105,788.00	$105,787.32	$0.00	$0.68
C.1.E	SCH-05-Paint Refresh	$300,000.00	$300,000.00	$275,113.00	$0.00	$24,887.00
C.1.F	SCH-06-Auditorium Refresh	$295,000.00	$295,000.00	$160,500.00	$121,779.00	$12,721.00
C.1.G	SCH-07-Fire Safety - Electrical Upgrades	$28,500.00	$28,500.00	$24,928.00	$0.00	$3,572.00
C.1.I	SCH-09-Scoreboards	$95,000.00	$95,000.00	$0.00	$95,000.00	$0.00
C.1.J	SCH-10-Classroom Furniture	$140,000.00	$140,000.00	$0.00	$140,000.00	$0.00
C.1.K	SCH-11-Replace Gym Bleachers	$150,000.00	$150,000.00	$7,975.00	$142,025.00	$0.00
C.1.L	SCH-12-Safety & Security Package	$0.00	$0.00	$0.00	$0.00	$0.00
C.1.M	SCH-Contingency - Unallocated Funds	$100,000.00	$93,212.00	$0.00	$0.00	$93,212.00
	Total	**$2,711,500.00**	**$3,311,500.00**	**$2,495,357.99**	**$498,804.00**	**$317,338.01**

Sand Creek High School

- Projects in Planning (No PO or Encumbered Cost) — 24.6%
- Projects In Progress (Under Contract/PO) — 3.1%
- Project Work in Place (Completed Scope) — 72.2%
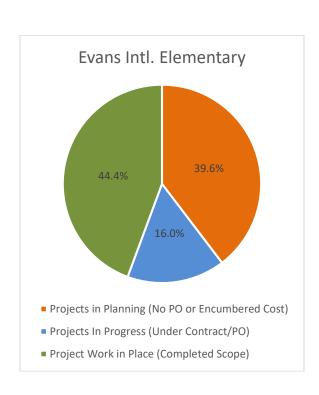
Horizon Middle School Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.2.A	HMS-01-Entry/Safe Entry/Reconfigure Admin	$1,085,758.00	$1,085,758.00	$1,079,543.74	$0.00	$6,214.26
C.2.B	HMS-02-ADA Ramp Access to Field/Track	$21,215.00	$21,216.00	$21,215.09	$0.00	$0.91
C.2.C	HMS-03-Exterior Door Replacement (6 doors)	$31,794.00	$31,794.00	$31,794.00	$0.00	$0.00
C.2.D	HMS-04-LED Fixture Upgrade	$156,985.00	$156,985.00	$156,326.00	$0.00	$659.00
C.2.E	HMS-05-Paint Interior Trim	$10,529.00	$10,529.00	$10,369.00	$0.00	$160.00
C.2.F	HMS-06-Library Refresh	$79,230.00	$79,230.00	$79,004.94	$0.00	$225.06
C.2.G	HMS-07-Flooring Classrooms	$129,850.00	$129,850.00	$122,255.00	$0.00	$7,595.00
C.2.H	HMS-Contingency - Unallocated Funds	$23,139.00	$23,138.00	$15,089.24	$0.00	$8,048.76
	Total	**$1,538,500.00**	**$1,538,500.00**	**$1,515,597.01**	**$0.00**	**$22,902.99**

Horizon Middle School

- 1.5% — Projects in Planning (No PO or Encumbered Cost)
- 1.2% — Projects In Progress (Under Contract/PO)
- 97.3% — Project Work in Place (Completed Scope)
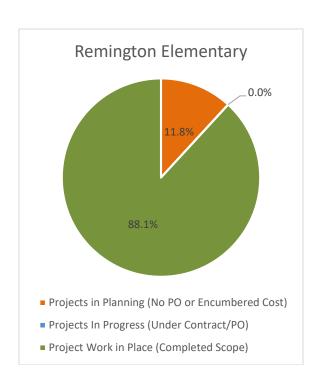
Evans International Elementary School Financial

Evans International Elementary School Financial		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.3.A	EES-01-Secure Front Entry	$200,000.00	$206,169.00	$206,883.38	($714.38)	$0.00
C.3.B	EES-02-Safety & Security Package	$91,200.00	$91,200.00	$79,905.26	$11,294.74	$0.00
C.3.C	EES-03-HVAC System Improvements	$75,000.00	$75,000.00	$61,326.68	$0.00	$13,673.32
C.3.D	EES-04-Fire System Upgrade	$25,000.00	$25,000.00	$0.00	$0.00	$25,000.00
C.3.E	EES-05-Bldg Automation Upgrade	$25,000.00	$25,000.00	$3,079.00	$21,921.00	$0.00
C.3.F	EES-06-Exterior Landscaping & Play Area Upgrade	$100,000.00	$100,000.00	$94,439.25	$0.00	$5,560.75
C.3.G	EES-07-Flooring Refresh	$215,000.00	$262,251.12	$262,251.12	$0.00	$0.00
C.3.H	EES-08-Restroom Refresh	$62,500.00	$62,500.00	$34,460.00	$28,040.00	$0.00
C.3.I	EES-09-LED Fixture Upgrade	$104,000.00	$104,000.00	$0.00	$104,000.00	$0.00
C.3.J	EES-10-Fixed Furnishings Update	$115,000.00	$115,000.00	$0.00	$115,000.00	$0.00
C.3.K	EES-11-Weatherproof Southwest Ext False Wall	$15,000.00	$15,000.00	$0.00	$15,000.00	$0.00
C.3.L	EES-12-Paint Refresh	$105,000.00	$105,000.00	$303.80	$104,696.20	$0.00
C.3.M	EES-Contingency - Unallocated Funds	$97,800.00	$44,379.88	$0.00	$0.00	$44,379.88
	Total	**$1,230,500.00**	**$1,230,500.00**	**$742,648.49**	**$399,237.56**	**$88,613.95**
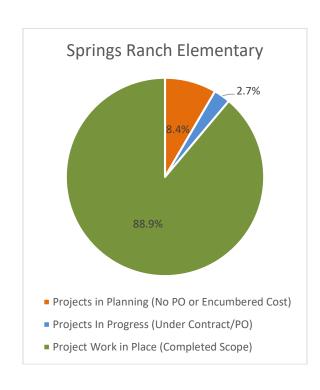
Evans Intl. Elementary

- 39.6% Projects in Planning (No PO or Encumbered Cost)
- 16.0% Projects In Progress (Under Contract/PO)
- 44.4% Project Work in Place (Completed Scope)

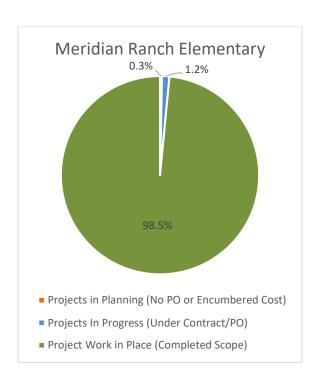**Remington Elementary School Financial**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.4.A	RME-01-Play Area Upgrade	$319,833.00	$319,833.00	$277,148.65	$0.00	$42,684.35
C.4.B	RME-02-Paint Refresh - Wallpaper Removal	$66,050.00	$66,050.00	$38,050.00	$28,000.00	$0.00
C.4.C	RME-03-Flooring Refresh	$177,210.00	$177,210.00	$177,208.00	$0.00	$2.00
C.4.D	RME-04-Replace Basketball Court	$47,052.00	$47,052.00	$47,052.00	$0.00	$0.00
C.4.E	RME-05-Safety & Security Package	$91,200.00	$91,200.00	$68,699.60	$10,655.00	$11,845.40
C.4.F	RME-06-Secure Front Entry	$76,883.00	$76,883.00	$76,883.00	$0.00	$0.00
C.4.G	RME-07-Cafeteria Tables	$13,272.00	$13,272.00	$12,930.53	$0.00	$341.47
C.4.H	RME- Contingency - Unallocated Funds	$0.00	$0.00	$0.00	$0.00	$0.00
	Total	**$791,500.00**	**$791,500.00**	**$697,971.78**	**$38,655.00**	**$54,873.22**

Remington Elementary

- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

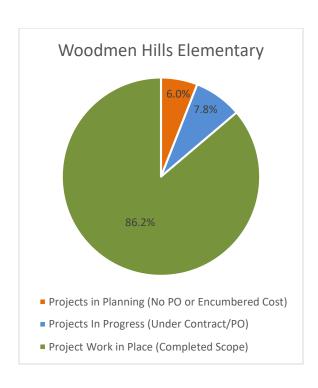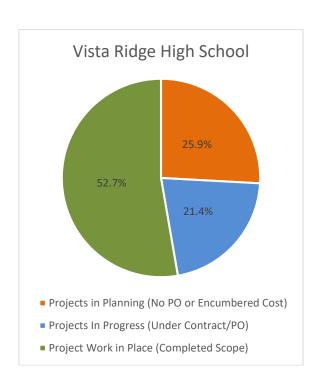**Springs Ranch Elementary School Financial**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.5.A	SRE-01-Safe Entry	$70,878.00	$71,437.00	$71,437.00	$0.00	$0.00
C.5.B	SRE-02-Safety & Security Package	$5,502.00	$5,502.00	$4,901.70	$0.00	$600.30
C.5.C	SRE-03-Flooring	$240,492.00	$240,984.00	$238,130.00	$0.00	$2,854.00
C.5.D	SRE-04-Exterior Landscaping	$74,705.00	$74,706.00	$74,705.98	$0.00	$0.02
C.5.E	SRE-05-School Yard Garden	$35,000.00	$35,000.00	$22,056.29	$0.00	$12,943.71
C.5.F	SRE-06-Replace Turf Play Area	$200,000.00	$206,488.00	$206,487.12	$0.00	$0.88
C.5.G	SRE-07-Restroom Refresh (8 restrooms)	$7,500.00	$7,500.00	$0.00	$7,500.00	$0.00
C.5.H	SRE-08-Intercom System	$0.00	$0.00	$0.00	$0.00	$0.00
C.5.I	SRE-Contingency - Unallocated Funds	$40,423.00	$32,883.00	$0.00	$4,045.09	$28,837.91
	Total	**$674,500.00**	**$674,500.00**	**$617,718.09**	**$11,545.09**	**$45,236.82**

Springs Ranch Elementary

2.7%
8.4%
88.9%

- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
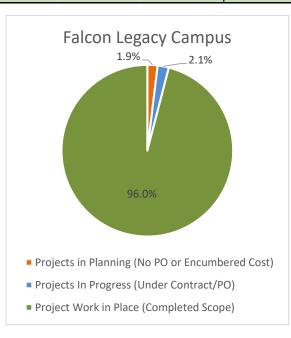
Springs Studio for Academic Excellence Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
D.1.A	SSAE-01-Loftwall System	$21,000.00	$16,359.00	$16,359.00	$0.00	$0.00
D.1.B	SSAE-02-3 Form Wall System/Counselor	$3,000.00	$3,000.00	$2,979.65	$0.00	$20.35
D.1.C	SSAE-03-Pour in Place Playground	$41,000.00	$43,823.00	$43,822.74	$0.00	$0.26
D.1.D	SSAE-04- K-1 Kitchen Carpet Install	$1,000.00	$1,000.00	$0.00	$1,000.00	$0.00
D.1.E	SSAE-05-Two Water Bottle Fillers	$6,000.00	$6,000.00	$0.00	$0.00	$6,000.00
D.1.F	SSAE-06-Sound Dampening Tiles	$3,000.00	$3,000.00	$0.00	$3,000.00	$0.00
D.1.G	SSAE-Contingency-Unallocated Funds	$21,000.00	$16,359.00	$16,359.00	$0.00	$0.00
	Total	**$75,500.00**	**$75,500.00**	**$63,161.39**	**$4,000.00**	**$8,338.61**

Springs Studio

16.3%
0.0%
83.7%

- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
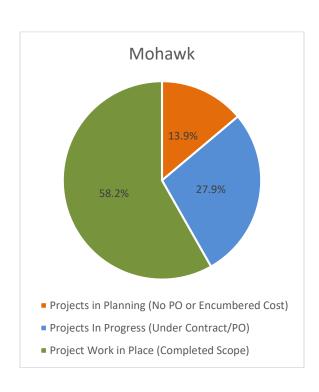
Falcon Legacy Campus Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
D.2.A	FLC-01-Technology Refresh (Switches, Cables, Panels, etc.)	$129,310.00	$129,310.00	$129,310.00	$0.00	$0.00
D.2.B	FLC-02-Safety & Security (Roof Leaks, Walkways, Bathroom Repairs, etc.)	$122,500.00	$122,500.00	$122,500.00	$0.00	$0.00
D.2.C	FLC-02-Reconfigure Old Bathroom, Concrete Work, Etc	$101,821.00	$101,821.00	$101,821.00	$0.00	$0.00
D.2.D	FLC-03-Bathroom Expansion Walls, Drywall	$4,050.00	$4,050.00	$4,050.00	$0.00	$0.00
D.2.E	FLC-04-Plumbing Fixtures	$2,850.00	$2,850.00	$2,850.00	$0.00	$0.00
D.2.F	FLC-05-Toilet Compartments	$4,600.00	$4,600.00	$4,600.00	$0.00	$0.00
D.2.G	FLC-06-Conference Room Carpet	$2,500.00	$2,500.00	$2,500.00	$0.00	$0.00
D.2.H	FLC-07-New Ceiling Grid	$2,400.00	$2,400.00	$2,400.00	$0.00	$0.00
D.2.I	FLC-08-Wall Tile Install Boys, Girls, and Staff	$7,500.00	$7,500.00	$7,500.00	$0.00	$0.00
D.2.J	FLC-09-Final Electrical	$4,500.00	$4,500.00	$4,500.00	$0.00	$0.00
D.2.K	FLC-10-Plumbing Underground - Water Runs	$2,500.00	$2,500.00	$2,500.00	$0.00	$0.00
D.2.L	FLC-11-Concrete Repair	$2,500.00	$2,500.00	$2,500.00	$0.00	$0.00
D.2.M	FLC-12-Add Additional Parking Lot Pole	$2,000.00	$2,000.00	$2,000.00	$0.00	$0.00
D.2.N	FLC-13-Parking Lot Lights	$65,000.00	$65,000.00	$65,000.00	$0.00	$0.00
D.2.O	FLC-14-Parking Lot Final Upgrades	$20,000.00	$20,000.00	$20,000.00	$0.00	$0.00
D.2.P	FLC-15-Exterior Painting	$16,000.00	$15,350.00	$15,350.00	$0.00	$0.00
D.2.Q	FLC-16-Safe Entry (Hwy 24 PHS side)	$37,000.00	$37,936.00	$37,935.62	$0.00	$0.38
D.2.R	FLC-17-Culinary Arts Room Expansion	$146,000.00	$348,014.26	$348,014.26	$0.00	$0.00
D.2.S	FLC-18-Carpet Entire Building	$166,157.00	$339,518.10	$339,518.10	$0.00	$0.00
D.2.T	FLC-19-Curb Appeal-Outdoor Learning/Eating Space/Paint Exterior/Landscaping and Signage	$1,268.00	$1,268.00	$1,267.90	$0.00	$0.10
D.2.U	FLC-Contingency - Unallocated Funds	$149,544.00	$23,882.64	$0.00	$0.00	$23,882.64
	Total	**$990,000.00**	**$1,240,000.00**	**$1,216,116.88**	**$0.00**	**$23,883.12**

Falcon Legacy Campus

1.9% 2.1% 96.0%

- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
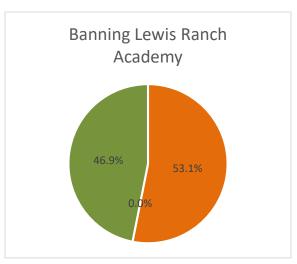
Mohawk (Home School Program) Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
D.3.A	MOH-01-Exterior Doors/Door Alarm	$3,857.00	$3,857.00	$3,286.25	$0.00	$570.75
D.3.B	MOH-02-Fencing	$7,112.00	$7,112.00	$7,112.00	$0.00	$0.00
D.3.C	MOH-03- Surveillance Cameras	$0.00	$0.00	$0.00	$0.00	$0.00
D.3.D	MOH-04- Shoretel Phones	$0.00	$0.00	$0.00	$0.00	$0.00
D.3.E	MOH-05-Building Security	$367.00	$367.00	$367.00	$0.00	$0.00
D.3.F	MOH-06-Carpet	$813.00	$813.00	$812.80	$0.00	$0.20
D.3.G	MOH-07-Playground Install	$5,000.00	$5,000.00	$0.00	$5,000.00	$0.00
D.3.H	MOH-08-Paint	$30,810.00	$30,810.00	$30,810.00	$0.00	$0.00
D.3.I	MOH- Contingency-Unallocated Funds	$0.00	$0.00	$0.00	$0.00	$0.00
	Total	**$88,500.00**	**$88,500.00**	**$76,231.87**	**$5,000.00**	**$7,268.13**

Mohawk

- Projects in Planning (No PO or Encumbered Cost) — 13.9%
- Projects In Progress (Under Contract/PO) — 27.9%
- Project Work in Place (Completed Scope) — 58.2%
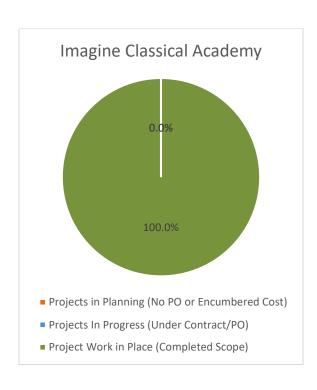
Banning Lewis Ranch Academy Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.1.A	BLA-01-Additional Classroom Furniture	$37,012.00	$37,012.99	$37,012.99	$0.00	$0.00
E.1.B	BLA-02-Hallway & Classroom Painting	$2,993.00	$2,993.00	$2,992.86	$0.00	$0.14
E.1.C	BLA-03-Landscape Playground & Equip	$15,954.00	$15,954.00	$15,953.57	$0.00	$0.43
E.1.D	BLA-04- Improve Safety of Front Vest	$40,000.00	$40,000.00	$37,395.00	$0.00	$2,605.00
E.1.E	BLA-05-Parking Lot Sign Out Front	$144.00	$144.00	$143.62	$0.00	$0.38
E.1.F	BLA-06-Replace Four Security Cameras	$5,000.00	$5,000.00	$0.00	$5,000.00	$0.00
E.1.G	BLA-07-Replace Three No Parking Sign	$1,500.00	$1,500.00	$0.00	$1,500.00	$0.00
E.1.H	BLA-08 - Repurpose Locker Room as Flex Teaching Space	$36,483.00	$36,483.00	$36,482.93	$0.00	$0.07
E.1.I	BLA-09-Two Television Monitors	$700.00	$700.00	$699.98	$0.00	$0.02
E.1.J	BLA-10-Two Water Bottle Fillers	$1,184.00	$1,184.00	$1,183.20	$0.00	$0.80
E.1.K	BLA-11-Upgrade Chairs & Desks	$39,457.00	$39,457.00	$39,456.49	$0.00	$0.51
E.1.L	BLA-12-Re-Carpet 2 Modular Classroom	$4,830.00	$4,830.00	$4,830.00	$0.00	$0.00
E.1.M	BLA-13-Divider Screen & Elect in Gym	$13,940.00	$13,940.00	$13,940.00	$0.00	$0.00
E.1.N	BLA-14-Gates for Hallway Security	$710.00	$710.14	$710.14	$0.00	$0.00
E.1.O	BLA-15-Refresh Landscaping	$21,225.00	$21,225.00	$10,225.00	$11,000.00	$0.00
E.1.P	BLA-16-Test and Tune-up HVAC Control	$14,594.00	$14,594.00	$7,094.00	$7,500.00	$0.00
E.1.Q	BLA-17-Re-Caulk front Patio and Curb	$56,000.00	$101,000.00	$0.00	$101,000.00	$0.00
E.1.R	BLA-18-Repair/Paint Exterior of Building	$25,000.00	$25,000.00	$0.00	$25,000.00	$0.00
E.1.S	BLA-19-Re-Lamping	$63,000.00	$63,000.00	$0.00	$63,000.00	$0.00
E.1.T	BLA-20-5th Grade Room Add Light Switches Speakers & Cameras	$10,000.00	$10,000.00	$0.00	$10,000.00	$0.00
E.1.U	BLA-21-Repair Seams & Seals on Flat Rubber Roof Sections	$5,000.00	$5,000.00	$0.00	$5,000.00	$0.00
E.1.V	BLA-22-Automatic Closures & Locks to Staff Bathrooms	$2,400.00	$2,400.00	$0.00	$2,400.00	$0.00
E.1.W	BLA-Contingency - Unallocated Funds	$1,874.00	$1,872.87	$0.00	$0.00	$1,872.87
	Total	**$399,000.00**	**$444,000.00**	**$208,119.78**	**$231,400.00**	**$4,480.22**

Banning Lewis Ranch
Academy

46.9%

53.1%

0.0%

Imagine Classical Academy Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.2.A	ICA-01-Parking 1	$51,000.00	$51,000.00	$51,000.00	$0.00	$0.00
E.2.B	ICA-02-Basketball	$18,000.00	$18,000.00	$18,000.00	$0.00	$0.00
E.2.C	ICA-03-Pour in Place	$18,750.00	$18,750.00	$18,750.00	$0.00	$0.00
E.2.D	ICA-04-Play Equipment	$75,000.00	$88,500.00	$88,500.00	$0.00	$0.00
E.2.E	ICA-05-Turf Play Area	$82,250.00	$82,250.00	$82,250.00	$0.00	$0.00
E.2.F	ICA-06-Fencing	$0.00	$0.00	$0.00	$0.00	$0.00
E.2.G	ICA-Contingency - Unallocated Funds	$13,500.00	$0.00	$0.00	$0.00	$0.00
	Total	**$258,500.00**	**$258,500.00**	**$258,500.00**	**$0.00**	**$0.00**

Imagine Classical Academy

0.0%

100.0%

- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
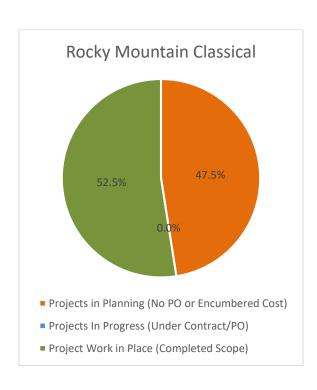
Pikes Peak School of Expeditionary Learning Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.3.A	PPS-01-Turf Play Area	$64,000.00	$64,000.00	$63,650.31	$0.00	$349.69
E.3.B	PPS-02-Pour-in-Place	$85,000.00	$87,450.00	$87,449.11	$0.00	$0.89
E.3.C	PPS-03-Pave and Repair Fire Lane	$55,000.00	$55,000.00	$5,730.00	$49,270.00	$0.00
E.3.D	PPS-Contingency - Unallocated Funds	$5,000.00	$2,550.00	$0.00	$0.00	$2,550.00
	Total	**$209,000.00**	**$209,000.00**	**$156,829.42**	**$49,270.00**	**$2,900.58**
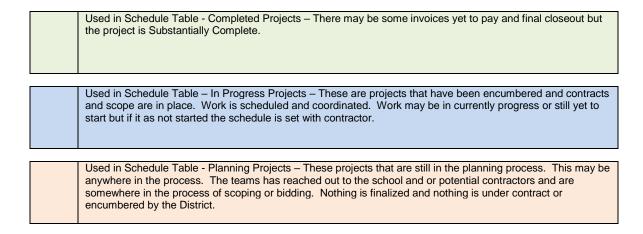
Pie chart titled "Pike's Peak" with slices: 25.0%, 0.0%, 75.0%

- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

Rocky Mountain Classical Academy Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.4.A	RMCA-01-Reconfigure Office Area into Classrooms	$76,500.00	$76,500.00	$65,854.66	$10,645.34	$0.00
E.4.B	RMCA-02-Install Bathrooms	$10,000.00	$10,000.00	$0.00	$10,000.00	$0.00
E.4.C	RMCA-03-Paint Rooms	$3,500.00	$3,500.00	$0.00	$3,500.00	$0.00
E.4.D	RMCA-04-Safety & Security Package	$10,000.00	$10,000.00	$0.00	$10,000.00	$0.00
E.4.E	RMCA-05-Replace Metal Door in PE Area	$20,000.00	$20,000.00	$0.00	$20,000.00	$0.00
E.4.F	RMCA-Contingency - Unallocated Funds	$5,500.00	$5,500.00	$0.00	$0.00	$5,500.00
	Total	**$125,500.00**	**$125,500.00**	**$65,854.66**	**$54,145.34**	**$5,500.00**

Rocky Mountain Classical

- 47.5%
- 0.0%
- 52.5%

- ■ Projects in Planning (No PO or Encumbered Cost)
- ■ Projects In Progress (Under Contract/PO)
- ■ Project Work in Place (Completed Scope)

P2 Schedule Color Legend

	Used in Schedule Table - Completed Projects – There may be some invoices yet to pay and final closeout but the project is Substantially Complete.

	Used in Schedule Table – In Progress Projects – These are projects that have been encumbered and contracts and scope are in place. Work is scheduled and coordinated. Work may be in currently progress or still yet to start but if it as not started the schedule is set with contractor.

	Used in Schedule Table - Planning Projects – These projects that are still in the planning process. This may be anywhere in the process. The teams has reached out to the school and or potential contractors and are somewhere in the process of scoping or bidding. Nothing is finalized and nothing is under contract or encumbered by the District.

BOARD OF EDUCATION ITEM 9.03
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Sean Dorsey-Sand Creek Zone Leader
TITLE OF AGENDA ITEM:	Sand Creek Zone Performance Report
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND OR RATIONALE
The update is the 2018 1st semester performance report for the Sand Creek Zone.

RELEVANT DATA AND EXPECTED OUTCOMES:
The Sand Creek Zone performance report will emphasize, but not be limited to, performance data aligned with district, zone, and school goals.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	Update the BOE with regard to the performance of the Sand Creek Zone. Provide an overview of efforts to support primary proficiency and 49 Pathways. Update the BOE as to ongoing initiatives and priorities in the Sand Creek Zone, including our performance excellence work with the Studer Education Group, as well as our continued emphasis pertaining to Visible Learning throughout the zone.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 27, 2018
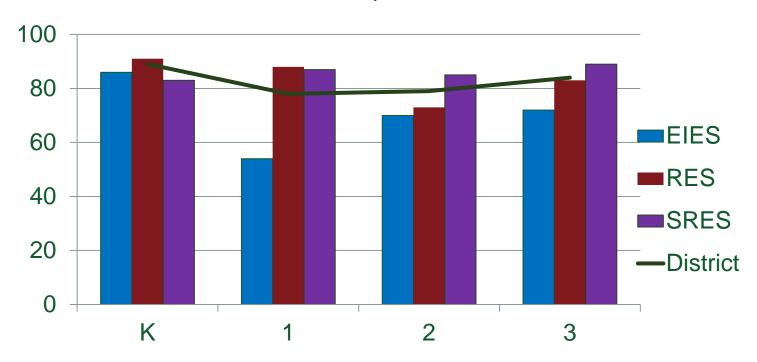
Sand Creek Zone Performance Report

Sean Dorsey

October 2018

Primary Literacy
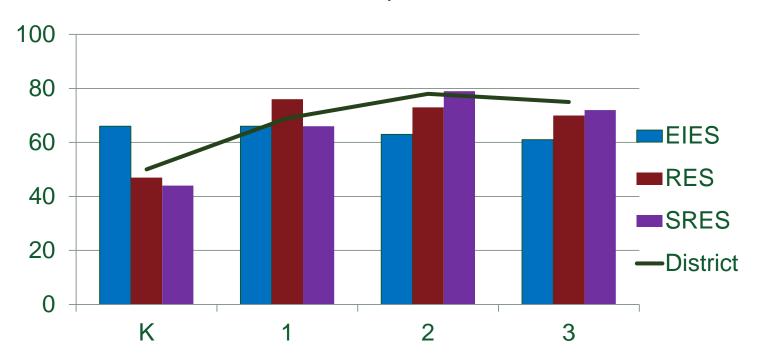
DIBELS EOY 2017-2018 Composite At/Above Benchmark

Primary Literacy
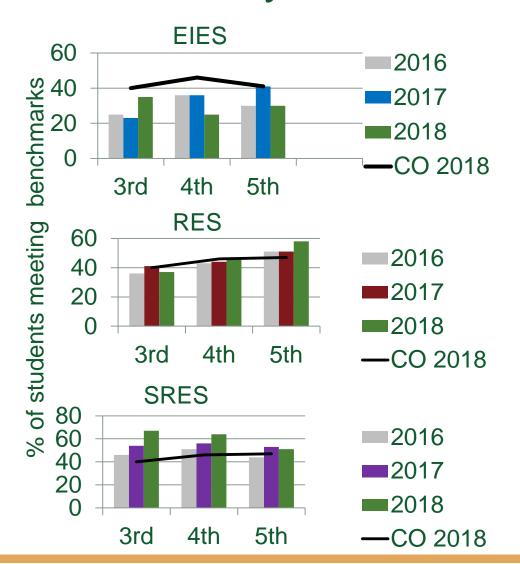
DIBELS BOY 2018-2019 Composite At/Above Benchmark

Elementary PARCC ELA

EIES

Chart showing % of students meeting benchmarks for 3rd, 4th, 5th grades with bars for 2016, 2017, 2018 and CO 2018 line.

RES

Chart showing % of students meeting benchmarks for 3rd, 4th, 5th grades with bars for 2016, 2017, 2018 and CO 2018 line.

SRES

Chart showing % of students meeting benchmarks for 3rd, 4th, 5th grades with bars for 2016, 2017, 2018 and CO 2018 line.
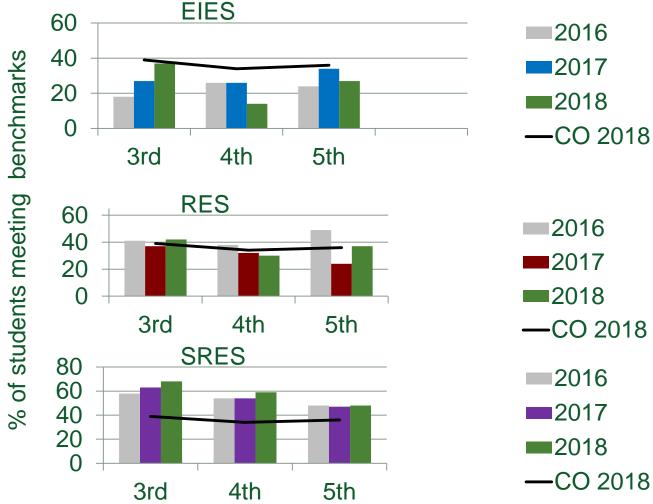
School	SPF Rating
EIES	Improvement Academic Achievement-Approaching Academic Growth-Approaching
RES	Performance Academic Achievement-Meets Academic Growth-Meets
SRES	Performance Academic Achievement-Meets Academic Growth-Meets

THE BEST DISTRICT TO LEARN, WORK & LEAD
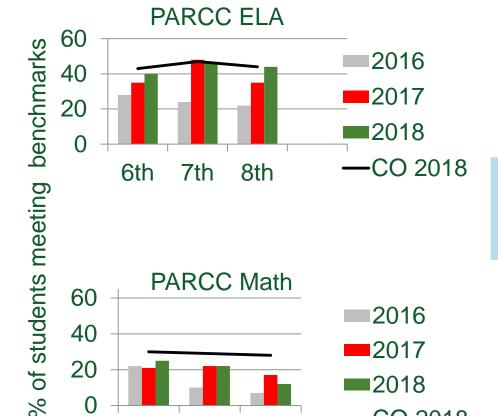
Elementary PARCC Math

Horizon Middle School

PARCC ELA

% of students meeting benchmarks

	2016
	2017
	2018
—	CO 2018

6th   7th   8th

PARCC Math

	2016
	2017
	2018
—	CO 2018

6th   7th   8th
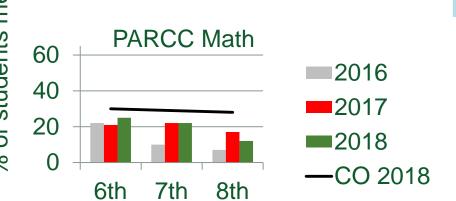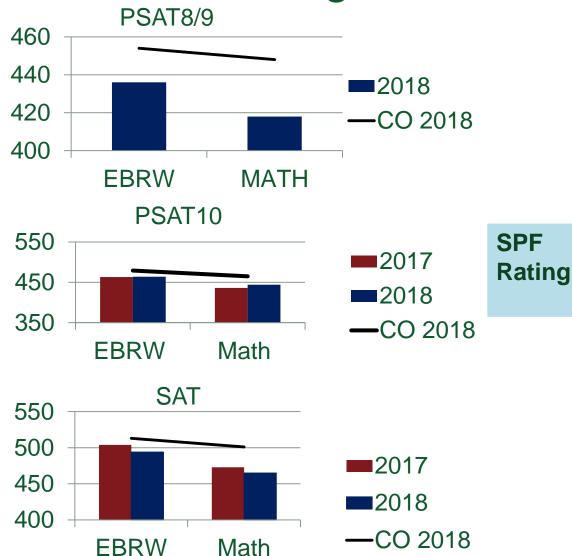
SPF Rating	Performance
	Academic Achievement-Meets
	Academic Growth-Meets

Sand Creek High School

PSAT8/9

2018
CO 2018

PSAT10

2017
2018
CO 2018

SAT

2017
2018
CO 2018

SPF Rating	Performance
	Academic Achievement-Approaching
	Academic Growth-Approaching
	PWR-Meets

THE BEST DISTRICT TO LEARN, WORK & LEAD

Opportunities for Improvement

- **Student Success**
  - Academic Growth
  - Academic Achievement
  - Subgroups
- **People**
  - Leadership Development Institutes
  - Professional Learning
  - Reward and Recognition
  - Increase our Employee Engagement Survey Score
- **Service**
  - Increase our Parent Satisfaction Survey score
- **Innovation and Growth**
  - AVID Exploration

Survey Results

	2017	**2018**
• Parent Satisfaction	3.86	3.85
• Employee Engagement	3.94	3.84
• Student Engagement	N/A	3.91

Strategic Actions-A Sampling

- Increase fidelity of best instructional strategies by aligning with Visible Learning frameworks.

- Roll-out of survey results and creating action plans.

- Formative Assessment

- Rounding on each staff member two times throughout the year.

- AVID Exploration

EIES-Plans to Increase Achievement and Growth

- Continue to implement Wonders as core literacy instruction. Focus on strategies that maximize student learning.
- Saxon Phonics in grades K-2 to provide systematic phonics instruction.
- Lexia Core 5 for all students K-5.
- Exploring SIPPS as an intervention
- Visiting schools of similar demographics, yet realizing better results.
- Disaggregate Dibels data by subscores to provide differentiated instruction and intervention.
- Continue to implement Eureka Math as core math program. Teacher teams will engage in lesson customization and module studies.
- After school tutoring to begin 2nd Quarter.

SAND CREEK ZONE PLAN

Our Sand Creek Message
(What We Deliver)
Pursuit of Excellence

Our Sand Creek Identity
(What We Value)

| Commitment | Personalized Paths | Growth Mindset |
| Inclusive | Pride | Heart |

Our Sand Creek Zone Goals

Student Success

- Graduates of the Sand Creek Zone are prepared for post-secondary success in college and career
- Provide ongoing opportunities for students to participate in decisions about personalized paths to success
- Student engagement and ownership in the learning environment
- Every student a reader by 3rd grade

People

- Focus on communicating the successes of the zone-students, employees, alumni
- Retain and recruit quality staff
- Maximize employee engagement by providing opportunities for input
- Leaders share the "why" and focus on consistent two-way communication between leaders and employees

Service

- Vertical alignment and seamless transitions between levels for all students & families
- Communicate with stakeholders the processes and systems of the zone (what departments do, why and how to access support)
- Focus on maximum return on investment of all resources for student achievement

Innovation & Growth

- All stakeholders have an opportunity to have a voice in zone initiatives
- Personalized learning paths for students with an emphasis in individual development
- Increase enrollment from outside the zone and district

Sand Creek Zone Scorecard

District 49

SAND CREEK ZONE SCORECARD 2018-2019

Student Success	People	Service	Innovation & Growth
▼ Goal 1: SAT-Meet or exceed the state average for 11th grade English SAT ▼ Goal 2: SAT-Meet or exceed the state average for 11th grade Math SAT ▼ Goal 3: PARCC-Meet or exceed the state average in 6-8 ELA ▼ Goal 4: PARCC-Meet or exceed the state average in 6-8 Math ▼ Goal 5: Increase % of students at or above benchmark in reading from _73_ to _83_ (Reading DIBELS ▼ Goal 6: Increase student engagement overall mean on survey from _3.91_ to _4.01_ ▼ Goal 7: Increase 4 year Graduation Rate from _85.5_ to _87.0_ ▼ Goal 8: Meet or exceed expected median growth percentile as measured by state assessments, at elementary and secondary levels	▼ Goal 1: Increase employee engagement overall mean from _3.84_ to _3.94_	▼ Goal 1: Increase parent satisfaction survey mean from _3.86_ to _3.96_ ▼ Goal 2: Attain a "timberline" rating on the D49 Finance Scorecard	▼ Goal 1: Increase the number of students "choicing in" to Sand Creek Zone in a single year from 250 (current yr) to 275_(next yr) ▼ Goal 2: Stakeholders will have an opportunity to have a voice in zone initiatives. ▼ Goal 3: Increase number of students participating in concurrent enrollment classes from 71 to 100 by August 2019

Progress Monitoring

Student Success	People	Service	Innovation & Growth
▼ SAT/PSAT practice assessments-Khan Academy logins ▼ Eureka end of module assessments/practice assessment completion (K-5,9-11) ▼ ACT Aspire quarterly assessments (6-8) ▼ Accuplacer Assessment (9-10) ▼ Monitor ST Math syllabus completion at Evans and Remington	▼ Monitor number of completed rounds once per month ▼ Review rounding summary forms once per quarter	▼ Via principals/zone leader meetings, spot check action plan progress ▼ Monitor Personnel and Implementation spend on a monthly basis. ▼ Monitor the percent of General Fund account in the negative on a monthly basis	▼ Review choice data on a quarterly basis

Sand Creek Zone Scorecard

Strategic Actions			
Student Success	**People**	**Service**	**Innovation & Growth**
▼ Through instructional rounds participants will use questioning to validate learners understanding of success criteria and learning intentions ▼ Through the observation/feedback/coaching cycle, leaders support teachers in integrating teacher- to- students and student-to-student feedback aligned with stated success criteria ▼ Develop a guiding coalition comprised of zone leadership and teachers to explore the adoption of the AVID program for the 2019-2020 school year ▼ Develop formative and interim measures, particularly at the high school level, to ascertain students 'academic growth	▼ Round on employees 2x a year ▼ Conduct 30/90 day meetings with new certified employees ▼ Rounding Summary two times per year ▼ Results rollout for EE survey results ▼ Provide individualized professional development to all employees 2x per year ▼ Reward and recognize staff for exhibiting criteria aligned with Sand Creek Standards of Excellence. ▼ Validate that Sand Creek Standards are deployed with building leaders through quarterly meetings ▼ All buildings will rollout two zone identity elements to staff prior to January 2019	▼ Rollout results and develop action plans ▼ Highlight and share best practices schools are using to increase parent satisfaction ▼ Zone leader rounding with parents at SAC/PTO meeting two times per semester. Create and distribute a rounding summary to be shared with staff ▼ Discover and advertise community resources that will be of benefit to all families in the Sand Creek Zone ▼ Require building administrative assistants to rectify negative accounts on a weekly basis. ▼ Spend 80% of the 2018-2019 zone implementation budge by June 30, 2019	▼ Convene a Bright Ideas group, once per semester, to consider and endorse creative ideas to be funded by the zone ▼ Create and disseminate Sand Creek Zone marketing video

WHAT QUESTIONS DO YOU HAVE FOR ME?

BOARD OF EDUCATION ITEM 9.04
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 8, 2018
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	Mastery-Based Graduation Program Report
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND OR RATIONALE
Colorado and District 49 are continuing to implement Mastery-Based Graduation Guidelines.

RELEVANT DATA AND EXPECTED OUTCOMES:
The Board's ongoing dialog about graduation guidelines includes multiple reports and discussions about how we are implementing standards for high school graduation.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	The high visibility of graduation standards and guidelines impacts all our strategic priorities, but especially those related to a portfolio of schools and launching every student toward success. Under new standards, our schools can support students as they earn the right to graduate by completing coursework and end-of-course assessments, completing capstone demonstrations, or earning sufficient scores on standardized exams to demonstrate mastery.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No action is required for this discussion item. The board may direct additional reporting at the annual planning summit in late January.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 3, 2018

Mastery Demonstration	English	Math
ACCUPLACER	62: Reading Comprehension	61: Elementary Algebra
ACT	18 on ACT English	19 on ACT Math
ACT WorkKeys – National Career Readiness Certificate	Bronze or higher	Bronze or higher
Advanced Placement	2	2
ASVAB	31	31
Concurrent Enrollment	Passing grade per district and higher education policy	Passing grade per district and higher education policy
District Capstone	Individualized	Individualized
Industry Certificate	Individualized	Individualized
International Baccalaureate	4	4
SAT: Score for new SAT (2016)	470	500
Collaboratively-developed, standards-based performance assessment	*State-wide scoring criteria*	*State-wide scoring criteria*

Graduation Guidelines in Local Accreditation

The "*ions*"

Progress**ion**	Is the student progressing along their personal pathway?
Intervent**ion** or Remediat**ion**	Is the school providing needed support? Or, is the student prepared for college coursework?
Graduat**ion**	Has the student demonstrated mastery to earn a diploma?
Matriculat**ion**	Has the student moved beyond graduation toward success as he or she defines it?

<p style="text-align:center">BOARD OF EDUCATION ITEM 9.05
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS</p>

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Brett Ridgway, Chief Business Officer
	Ron Sprinz, Finance Group Manager
TITLE OF AGENDA ITEM:	Preliminary Enrollment Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND OR RATIONALE"

Under current statute, Colorado school districts' program formula funding is largely based on the 'October Count' of full time equivalent students (sFTE). Like many districts, we monitor how enrollment is trending as compared to the adopted budget. sFTE is the largest variable in determining program formula funding and since program formula funding accounts for 94% of our total general fund revenue budget, and since we are continuing to move toward a full student-based funding model, it is very appropriate to monitor sFTE early in the school year to determine what issues may come from fluctuations to the adopted budget in terms of sFTE by school.

RELEVANT DATA AND EXPECTED OUTCOMES:

The actual October Count result will be the driving factor in compiling the amended budget, to be approved by the Board of Education prior to January 31, 2019. Estimates of how the October Count will unfold, and how that will affect each school and zone in turn, in terms of financial impacts, will be used in strategic decisioning throughout the course of the fall semester.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	*Presenting such information in an open and transparent manner validates the importance placed on community trust.* *Informed decision making and organizational agility are key strategies we continue to pursue.*

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N\A

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: September 24, 2018

Student Count Trending 18/19
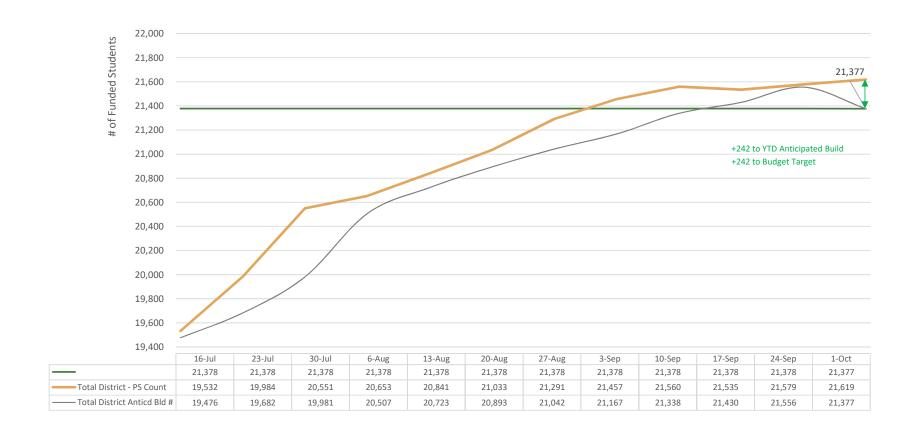
- These counts are as of Monday Oct 1st, actual Oct count date is Wed, Oct 3rd. Finance will continue to update these graphs as the official Oct count is finalized in early Dec

- Actual student count data collection starts in the 2nd week of July and is tracked through the Oct Count Date. These counts are taken from data received out of Power School.

- Anticipated Build is derived over the prior 3 years of data as a percent of how a school ended at Oct Count. Those percentages are then applied to this year's budgeted students to show where a school would 'need' to be at certain time intervals in order to hit their target. (Note, enrollment trends do change from year to year, so this assumes this year's enrollment is similar to the last 3)

Total District - Operated/Chartered

![District 49 logo]

Total Operated/Chartered - Student Count Summary

+242 to YTD Anticipated Build
+242 to Budget Target

21,377

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
	21,378	21,378	21,378	21,378	21,378	21,378	21,378	21,378	21,378	21,378	21,378	21,377
Total District - PS Count	19,532	19,984	20,551	20,653	20,841	21,033	21,291	21,457	21,560	21,535	21,579	21,619
Total District Anticd Bld #	19,476	19,682	19,981	20,507	20,723	20,893	21,042	21,167	21,338	21,430	21,556	21,377

District Wide

District 49

Total District Operated Portfolio - Student Count Summary

+51 to YTD Anticipated Build
+51 to Budget Target

13,006

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Total Operated Budget	13,006	13,006	13,006	13,006	13,006	13,006	13,006	13,006	13,006	13,006	13,006	13,006
Total Operated Actual	13,078	13,151	13,559	13,628	13,594	13,488	13,466	13,391	13,357	13,245	13,145	13,057
District Anticipated Build #	13,133	13,270	13,321	13,259	13,203	13,175	13,166	13,163	13,168	13,164	13,177	13,006

Chartered Portfolio

![District 49 logo]

Total Chartered Portfolio - Student Count Summary

+191 to YTD Anticipated Build
+191 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Total Chrtr Prtfo Bud	8,372	8,372	8,372	8,372	8,372	8,372	8,372	8,372	8,372	8,372	8,372	8,371
Total Chrter Port - PS Count	6,454	6,833	6,992	7,025	7,247	7,545	7,825	8,066	8,203	8,290	8,434	8,562
Chrtd Port Anticd Bld #	6,343	6,412	6,660	7,248	7,520	7,718	7,876	8,004	8,170	8,266	8,379	8,371

BLRA/BLPA - Student Count Summary

+4 to YTD Anticipated Build
+4 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
BLRA Budget	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320
BLRA - PS Count	1,365	1,361	1,367	1,367	1,313	1,313	1,319	1,322	1,322	1,322	1,324	1,324
BLRA Anticipated Build #	1,315	1,327	1,327	1,327	1,310	1,309	1,308	1,317	1,318	1,318	1,320	1,320

ICA - Student Count Summary

-35 to YTD Anticipated Build
-35 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
ICA Budget	700	700	700	700	700	700	700	700	700	700	700	700
ICA - PS Count	695	691	687	669	670	670	666	665	668	669	665	665
ICA Anticipated Build #	745	745	711	705	705	705	703	703	703	703	700	700

Chartered Portfolio

PTEC - Student Count Summary

-43 to YTD Anticipated Build
-43 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
PTEC Budget	315	315	315	315	315	315	315	315	315	315	315	315
PTEC - PS Count	278	284	288	282	278	272	272	270	270	272	272	272
PTEC Anticipated Build #	336	336	343	336	336	337	327	327	327	327	315	315

LTA - Student Count Summary

-49 to YTD Anticipated Build
-49 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
LTA Budget	357	357	357	357	357	357	357	357	357	357	357	357
LTA - PS Count	371	371	371	338	323	324	327	327	315	315	308.24	308.24
LTA Anticipated Build #	353	362	368	361	365	366	364	366	365	364	365	357

PPSEL - Student Count Summary

+4 to YTD Anticipated Build
+4 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
PPSEL Budget	392	392	392	392	392	392	392	392	392	392	392	392
PPSEL - PS Count	387	379	388	400	392	393	389	391	392	392	396	396
PPSEL Anticipated Build #	375	383	384	386	387	391	391	392	392	392	392	392

Chartered Portfolio

RMCA - Student Count Summary

-70 to YTD Anticipated Build
-70 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
RMCA Budget	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407
RMCA - PS Count	1,212	1,414	1,399	1,399	1,352	1,352	1,352	1,351	1,344	1,340	1,337	1,337
RMCA Anticipated Build #	1,168	1,168	1,168	1,170	1,384	1,384	1,384	1,384	1,407	1,407	1,407	1,407

GOAL - Student Count Summary

+252 to YTD Anticipated Build
+252 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
GOAL Budget	3,880	3,880	3,880	3,880	3,880	3,880	3,880	3,880	3,880	3,880	3,880	3,880
GOAL - PS Count	2,145	2,333	2,493	2,570	2,919	3,222	3,501	3,740	3,893	3,982	4,132	4,260
GOAL Anticipated Build #	2,051	2,091	2,359	2,963	3,033	3,226	3,399	3,515	3,658	3,755	3,880	3,880

Falcon Zone

Total Falcon Zone - Student Count Summary

-8 to YTD Anticipated Build
-8 to Budget Target

4,006

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Total - Falcon Zone - Budget	4,006	4,006	4,006	4,006	4,006	4,006	4,006	4,006	4,006	4,006	4,006	4,006
Total - Falcon Zone - PS Count	4,027	4,053	4,172	4,203	4,193	4,157	4,156	4,125	4,103	4,057	4,035	3,998
Falcon Zone Anticipated Build #	4,070	4,112	4,115	4,095	4,075	4,071	4,072	4,072	4,071	4,073	4,075	4,006

Falcon High School - Student Count Summary

+60 to YTD Anticipated Build
+60 to Budget Target

1,221

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Falcon High Budget	1,221	1,221	1,221	1,221	1,221	1,221	1,221	1,221	1,221	1,221	1,221	1,221
Falcon High - PS Count	1,324	1,346	1,378	1,380	1,380	1,363	1,363	1,344	1,331	1,320	1,315	1,284
Falcon High Anticipated Build #	1,277	1,290	1,288	1,293	1,266	1,261	1,256	1,252	1,247	1,243	1,241	1,221

Falcon Middle School - Student Count Summary

-18 to YTD Anticipated Build
-18 to Budget Target

1,012

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Falcon Middle Budget	1,012	1,012	1,012	1,012	1,012	1,012	1,012	1,012	1,012	1,012	1,012	1,012
Falcon Middle - PS Count	1,029	1,027	1,057	1,068	1,067	1,062	1,054	1,042	1,024	1,008	998	994
Falcon Middle Anticipated Build #	1,027	1,031	1,036	1,018	1,016	1,014	1,012	1,013	1,014	1,017	1,015	1,012

Falcon Zone

District 49

Falcon Elem School of Tech - Student Count Summary

-11 to YTD Anticipated Build
-11 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
FESoT - Budget	288	288	288	288	288	288	288	288	288	288	288	288
FESoT - PS Count	258	261	267	287	292	281	283	284	286	282	277	277
FESoT Anticipated Build #	293	296	296	295	296	295	296	295	296	296	296	288

Meridian Ranch Elementary - Student Count Summary

-14 to YTD Anticipated Build
-14 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Meridian Ranch Budget	632	632	632	632	632	632	632	632	632	632	632	632
Meridian Ranch - PS Count	632	632	645	618	621	622	626	621	623	618	617	618
MRES Anticipated Build #	657	658	649	648	648	647	647	647	647	647	648	632

Woodmen Hills Elementary - Student Count Summary

-28 to YTD Anticipated Build
-28 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Woodmen Hills Budget	559	559	559	559	559	559	559	559	559	559	559	559
Woodmen Hills - PS Count	545	541	560	559	537	533	536	536	540	538	535	531
WHES Anticipated Build #	532	548	557	552	555	558	563	565	567	569	571	559

Falcon Zone

District 49

Bennett Ranch Elementary - Student Count Summary

Anticipated Build based on Average of the other Elementary Schools in

# of funded Students

310, 300, 290, 280, 270, 260, 250, 240, 230, 220, 210

294

+0 to YTD Anticipated Build
+0 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Bennett Ranch Budget	294	294	294	294	294	294	294	294	294	294	294	294
Bennett Ranch - PS Count	239	245	265	291	296	296	294	298	299	290	292	294
BRES Anticipated Build #	294	297	298	296	297	297	298	299	299	300	300	294

Sand Creek Zone

District 49

Total Sand Creek Zone - Student Count Summary

of Funded Students

+28 to YTD Anticipated Build
+28 to Budget Target

3,645

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Total SC .Zone Budget	3,645	3,645	3,645	3,645	3,645	3,645	3,645	3,645	3,645	3,645	3,645	3,645
Total SC Zone - PS Count	3,651	3,678	3,798	3,825	3,808	3,786	3,784	3,774	3,753	3,747	3,681	3,673
SC Zone Antic Build #	3,723	3,757	3,751	3,726	3,692	3,686	3,681	3,690	3,694	3,698	3,702	3,645

Sand Creek High School - Student Count Summary

of Funded Students

+10 to YTD Anticipated Build
+10 to Budget Target

1,175

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Sand Creek High Budget	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175
Sand Creek High - PS Count	1,202	1,219	1,242	1,259	1,265	1,253	1,242	1,228	1,218	1,215	1,190	1,185
SCHS Anticipated Build #	1,225	1,236	1,228	1,212	1,196	1,190	1,183	1,185	1,183	1,188	1,186	1,175

Horizon Middle School - Student Count Summary

of Funded Students

-44 to YTD Anticipated Build
-44 to Budget Target

785

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Horizon Budget	785	785	785	785	785	785	785	785	785	785	785	785
Horizon Middle - PS Count	767	776	807	779	735	729	729	733	732	740	739	741
HMS Anticipated Build #	803	812	804	795	779	778	776	781	781	782	785	785

Sand Creek Zone

Evans Elementary - Student Count Summary

+41 to YTD Anticipated Build
+41 to Budget Target

600

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Evans Budget	600	600	600	600	600	600	600	600	600	600	600	600
Evans - PS Count	589	593	614	656	670	676	678	680	683	684	641	641
EES Anticipated Build #	616	621	622	624	613	613	614	615	616	615	616	600

Remington Elementary - Student Count Summary

-5 to YTD Anticipated Build
-5 to Budget Target

580

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Remington Budget	580	580	580	580	580	580	580	580	580	580	580	580
Remington - PS Count	584	575	591	598	601	600	605	599	587	580	581	575
RES Anticipated Build #	572	581	585	585	590	587	591	590	593	594	596	580

Springs Ranch Elementary - Student Count Summary

+26 to YTD Anticipated Build
+26 to Budget Target

505

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Springs Ranch Budget	505	505	505	505	505	505	505	505	505	505	505	505
Springs Ranch - PS Count	509	515	545	533	537	527	530	534	532	528	530	531
SRES Anticipated Build #	507	507	512	510	514	518	517	519	521	519	519	505

POWER Zone

Total POWER Zone - Student Count Summary

+40 to YTD Anticipated Build
+40 to Budget Target

4,447

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Total Power Zone Budget	4,447	4,447	4,447	4,447	4,447	4,447	4,447	4,447	4,447	4,447	4,447	4,447
Total Power Zone - PS Count	4,526	4,550	4,683	4,699	4,679	4,619	4,605	4,574	4,578	4,521	4,506	4,487
PZone Anticipated Build #	4,515	4,556	4,594	4,574	4,556	4,535	4,528	4,517	4,510	4,504	4,503	4,447

Vista Ridge High School - Student Count Summary

+5 to YTD Anticipated Build
+5 to Budget Target

1,580

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Vista Ridge High Budget	1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,580
Vista Ridge High - PS Count	1,673	1,664	1,714	1,683	1,641	1,641	1,632	1,618	1,617	1,589	1,589	1,585
VRHS Anticipated Build #	1,601	1,622	1,632	1,637	1,629	1,603	1,599	1,592	1,591	1,590	1,589	1,580

Skyview Middle School - Student Count Summary

+91 to YTD Anticipated Build
+91 to Budget Target

1,018

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Skyview Budget	1,018	1,018	1,018	1,018	1,018	1,018	1,018	1,018	1,018	1,018	1,018	1,018
Skyview Middle - PS Count	1,083	1,103	1,144	1,167	1,162	1,101	1,099	1,099	1,101	1,101	1,083	1,073
SMS Anticipated Build #	1,045	1,048	1,055	1,038	1,027	1,022	1,021	1,023	1,021	1,022	1,021	1,018

POWER Zone

Ridgeview Elementary - Student Count Summary

+7 to YTD Anticipated Build
+7 to Budget Target

725

# of Funded Students	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Ridgeview Budget	725	725	725	725	725	725	725	725	725	725	725	725
Ridgeview - PS Count	756	764	785	764	767	762	759	753	756	740	739	732
RVES Anticipated Build #	751	757	765	754	751	756	756	748	745	739	739	725

Stetson Elementary - Student Count Summary

+30 to YTD Anticipated Build
+30 to Budget Target

509

# of Funded Students	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Stetson Budget	509	509	509	509	509	509	509	509	509	509	509	509
Stetson - PS Count	476	477	516	535	538	538	538	542	541	540	541	539
SES Anticipated Build #	515	514	520	521	522	524	524	524	524	525	525	509

Odyssey Elementary - Student Count Summary

465

-21 to YTD Anticipated Build
-21 to Budget Target

# of funded Students	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Odyssey Budget	465	465	465	465	465	465	465	465	465	465	465	465
Odyssey - PS Count	451	455	427	442	460	465	466	447	449	437	440	444
OES Anticipated Build #	460	472	479	470	475	476	474	476	475	474	475	465

POWER Zone

District 49

ALLIES Elementary - Student Count Summary

-36 to YTD Anticipated Build
-36 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
ALLIES Budget	150	150	150	150	150	150	150	150	150	150	150	150
ALLIES - PS Count	87	88	97	109	111	111	112	114	114	114	114	114
ALLIES Anticipated Build #	143	143	143	154	152	154	154	154	154	154	154	150

iConnect Zone

District 49

Total *iConnect* Zone - Student Count Summary

-9 to YTD Anticipated Build
-9 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Total iConnect Zone Budget	909	909	909	909	909	909	909	909	909	909	909	909
Total iCZone - PS Count	874	872	905	902	914	927	922	919	924	921	924	900
iCZone Antic Build #	825	845	861	864	880	883	885	884	893	889	897	910

Pikes Peak Early College - Student Count Summary

+43 to YTD Anticipated Build
+43 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
PPEC - Budget	138	138	138	138	138	138	138	138	138	138	138	138
PPEC - PS Count	163	163	158	166	174	181	181	183	182	182	182	181
PPEC Anticipated Build #	101	110	114	122	128	128	129	129	131	131	136	138

Patriot High School - Student Count Summary (School funded at 165 students)

	Bud Seats	Act Seats	Diff
FHS	68	36	-32
SCHS	44	14	-30
VRHS	44	17	-27
	156	66	-90

-73 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
PHS Budget & Funded Amt	165	165	165	165	165	165	165	165	165	165	165	165
PatriotHigh - PS Count	73	73	73	78	77	79	80	83	87	85	94	92
PHS Anticipated Build #	165	165	165	165	165	165	165	165	165	165	165	165

iConnect Zone

Springs Studio for Academic Excellance- Student Count Summary

# of Funded Students

-81 to YTD Anticipated Build
-81 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
SSAE Budget	496	496	496	496	496	496	496	496	496	496	496	496
Springs Studio - PS Count	416	413	440	425	421	421	413	408	413	412	413	415
SSAE Anticipated Build #	439	450	461	462	472	478	480	482	490	489	492	496

Falcon Homeschool Program - Student Count Summary (Includes Aerolab)

# of Funded Students

+28 to YTD Anticipated Build
+28 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
FHP Budget	111	111	111	111	111	111	111	111	111	111	111	111
Falcon Home School - PS Count	130	131	142	146	154	160	163	163	164	162	164	139
FHP Anticipated Build #	120	120	121	115	115	112	111	108	107	104	104	111

School Level

High School - Student Count Summary

+94 to YTD Anticipated Build
+94 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
High School Budget	4,141	4,141	4,141	4,141	4,141	4,141	4,141	4,141	4,141	4,141	4,141	4,141
High School - PS Count	4,366	4,396	4,501	4,494	4,457	4,430	4,411	4,368	4,343	4,299	4,277	4,235
High School Anticipated Build #	4,243	4,302	4,308	4,308	4,252	4,220	4,204	4,198	4,189	4,188	4,183	4,141

Middle School - Student Count Summary

-7 to YTD Anticipated Build
-7 to Budget Target

	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Middle School Budget	2,815	2,815	2,815	2,815	2,815	2,815	2,815	2,815	2,815	2,815	2,815	2,815
Middle School - PS Count	2,879	2,906	3,008	3,014	2,964	2,892	2,882	2,874	2,857	2,849	2,820	2,808
Middle School Anticipated Build #	2,876	2,892	2,895	2,852	2,823	2,815	2,811	2,818	2,817	2,821	2,821	2,815

Elementary - Student Count Summary

-11 to YTD Anticipated Build
+11 to Budget Target

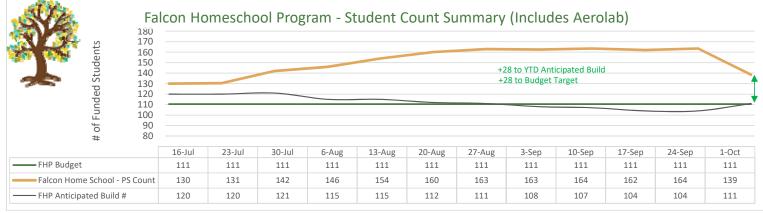|	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct
Elementary Budget	5,307	5,307	5,307	5,307	5,307	5,307	5,307	5,307	5,307	5,307	5,307	5,307
Elementary - PS Count	5,126	5,145	5,312	5,391	5,430	5,412	5,425	5,409	5,411	5,351	5,307	5,296
Elementary Anticipated Build #	5,298	5,359	5,396	5,368	5,383	5,395	5,403	5,404	5,412	5,405	5,414	5,307

BOARD OF EDUCATION ITEM 9.06
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	Board Development Plan
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND OR RATIONALE

The Board tasked the chief officers to present a board development plan focused on implementing the Baldrige criteria for school governance and leadership. The plan, proposed by Baldrige Assistance Services, llc includes multiple sessions aligned with other planned activities and sequences.

RELEVANT DATA AND EXPECTED OUTCOMES:

Increasing the board's insight about governance leadership for performance excellence will increase the quality and sustainability of our commitment to continuous improvement.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community **Rock #2**—Research, design and implement programs for intentional <u>community</u> participation **Rock #3**— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> **Rock #4**— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to <u>launch each student toward success</u>	All of our cultural and strategic priorities support our vision, mission, culture, and strategy. Increasing the board's capacity to evaluate and direct district performance will enhance outcomes across our entire operation.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: For this item, we seek board commitments and scheduling adjustments to participate in the planned development activities.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 2, 2018

Baldrige Assistance Services, llc

5023 Foothills Drive   Phone: 970 532 5077   drjimw@hotmail.com

Berthoud, Colorado   www.baldrigeassistance.com

District 49 Board Development Elements

- **Introduction Session** 4-6 hours
  - Description of Baldrige Improvement process (criteria structure, ADLI process maturity, LeTCI results evaluation)
  - Baldrige process outcome example: Review of D49 Profile content with board feedback (e.g. core competence, strategic advantages/challenges)
  - Examples of D49 progress as illustrated in RMPEx feedback reports (OFIs converted to strengths)

- **Baldrige Conference** 2 days (October 23/24) + review session
  - Board member attendance including visit to Fort Collins on 8/23
  - Coordination of individual session attendance for full conference exposure
  - Assignment for each board member to identify one or two ideas from sessions that might benefit D49
  - Followup 1-2 hour session within one week to share identified ideas and rank recommendation for action on a scale from 1 to 5; 1 being just an FYI and 5 being a request for staff development of an action plan.

- **EPR Feedback Session Attendance** (November)
  - Attend review
  - Provide recommendations for OFI prioritization

- **D49 Governance vs. Baldrige Criteria** 1-2 hours (January/February)
  - Consider 2019/2020 revisions to Baldrige Framework related to governance
  - Review a comparison of Baldrige recipient responses to Governance criteria questions to D49 responses
  - Comparison compiled by me to include education and other sectors
  - Recognize areas of D49 leadership and areas of potential improvement opportunities
  - Identify actions to be taken to achieve role model governance processes.

BOARD MEETING OF:	October 11, 2018
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	Chief Education Officer Performance Review
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The Board of Education adopted an annual performance review process for each of its chief officers. The chief education officer's review timeline is October-September each year, with the overall review completed in October for the twelve months ending September 30. This year's review covers the period of October 2017 through September 30, 2018.

RATIONALE/DISCUSSION:

When evaluating a senior executive, it is helpful to use a review model where reviewers may examine leadership behavior in the context of daily and long-term activity and accomplishments. The purpose of performance review is to improve outcomes by improving performance. The seven sections submitted in the attached narrative organize leadership performance, accomplishments and actions into performance domains established by District 49 for evaluating its chief officers. Additional information is provided in the 360 performance review survey results and in the list of Education data attached to the narrative.

RELEVANT DATA AND EXPECTED OUTCOMES:

Quality feedback to the chief education officer is a critical ingredient that will help us become the best district to Learn, Work, and Lead. Performance review is a systematic way to provide that feedback about how well the CEO is meeting the board's expectations.

INNOVATION AND INTELLIGENT RISK:

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other	The chief officers should lead the way for the entire district in exemplifying our cultural values. The information provided in this performance review process should help validate the chief education officer effectiveness in leading in this critical area.
	Outer Ring—How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community	The chief education officer is charged to ensure that the entire Education Office is carrying out the District 49 strategy in all areas of the 5 Rocks, with emphasis on <u>establishing trust</u>, <u>growing a portfolio of distinct and exceptional schools</u>, and <u>setting the conditions</u> to build firm foundations and launch each student to success.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move the Chief Education Officer's performance review to an Executive Session discussion at the October special board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 9, 2018

For the purpose of this summary analysis, I am referencing the 2018 360° survey administered by the Employers Council (EC).

Major Themes

Strengths

- Overall, my self-ratings track closely with the ratings of my evaluator groups, and my self ratings are below all evaluators groups on most measures.
- My domain ratings range from a low average of 3.33/5.0 to 4.81/5.0. This range is both higher and lower compared to 2017, when my low-high range was 4.09/5.0 to 4.51/5.0.
- Seven of my 10 highest-rated behaviors refer to educational and cultural leadership. This distribution across domains is a concentration compared to previous years.
- My highest rated scores are from zone and senior leaders, while my lowest ratings are from self and principals. The low scores from principals are a durable pattern, but intensified this year by two themes from the comments—a sense of too much accountability for too many responsibilities and dissatisfaction with the Powerschool implementation.

Opportunities for Improvement

- Overall, the ratings from principals are lower than other rater groups. My rating correlate or track with proximity; with ZL and SLT members providing the highest ratings while Principals provided the lowest ratings.
- My 10 lowest-rated behaviors include four items related to personnel management with additional lower-rated items distributed across multiple domains.
- For a fifth year, my lowest-rated single item is "being careful not to over-initiative the organization."

Representative Comment Themes

Helpful Contributions

Empowering, Visionary Leadership	- Several comments observe that I have systematically sought stakeholder feedback, especially workforce feedback. - Several respondents feel empowered, trusted, and supported to lead. - Several respondents affirmed my energetic and visionary leadership in support of higher performance for District 49.

Opportunities for Improvement

Thoughtful Communication	- Respondents, especially the principal group, encourage me to spend more time in schools and at school events. - Several respondents feel left out of discussions that impact their work or leadership. - Multiple comments reference a desire for increased collaborative dialogue with principals about building level issues and impacts.

Strategies for Improvement

- I will await board feedback before compiling this section.

Multi-Rater Feedback Report
Peter Hilts
October 1, 2018

About Your Report

Presented on the following pages are the results of the multi-rater feedback process completed by you and your raters. The use of multiple raters increases the reliability and validity of the conclusions of this report. This report can help you to:

- Encourage candid and honest communication between you and your colleagues
- Help you identify your professional strengths and developmental opportunities
- Give you the opportunity to improve your skills by being more aware of others' perceptions and observations of your performance
- Guide your conversations with your colleagues to ensure you remain informed of their observations and suggestions

Your Respondents

The following respondents were invited to participate in your multi-rater feedback process.

Total Respondents	34
Self	1
Zone Leaders	3
Education Office Leadership	7
Senior Leaders	8
Principals	15
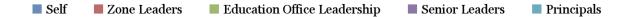
Rating Scale
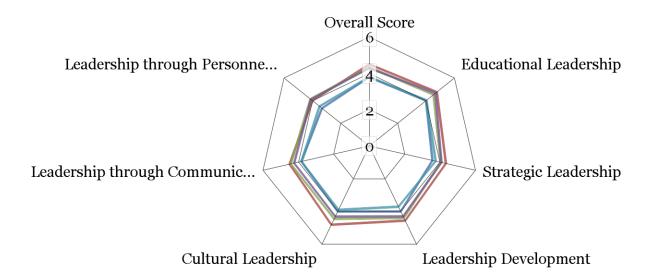
This assessment used the following rating scale when raters provided their feedback.

Never demonstrates this attribute	1
Seldom demonstrates this attribute	2
Sometimes demonstrates this attribute	3
Usually demonstrates this attribute	4
Always demonstrates this attribute	5

Scoring Radar

■ Self ■ Zone Leaders ■ Education Office Leadership ■ Senior Leaders ■ Principals

Scoring Overview

	Mean
Overall Score	
Self	3.79
Zone Leaders	4.50
Education Office Leadership	4.33
Senior Leaders	4.29
Principals	3.80
Educational Leadership	
Self	4.00
Zone Leaders	4.76
Education Office Leadership	4.53
Senior Leaders	4.66
Principals	4.03
Strategic Leadership	
Self	3.57
Zone Leaders	4.33
Education Office Leadership	4.04
Senior Leaders	4.08
Principals	3.75
Leadership Development	
Self	4.00
Zone Leaders	4.56
Education Office Leadership	4.39
Senior Leaders	4.30
Principals	3.71
Cultural Leadership	
Self	4.00
Zone Leaders	4.81
Education Office Leadership	4.45
Senior Leaders	4.31
Principals	3.90
Leadership through Communications	
Self	3.83
Zone Leaders	4.50
Education Office Leadership	4.43
Senior Leaders	4.24
Principals	3.83
Leadership through Personnel Management	
Self	3.33
Zone Leaders	4.00
Education Office Leadership	4.14
Senior Leaders	4.11
Principals	3.50