

ANNOUNCEMENT/NOTICE
BOARD OF EDUCATION WORK SESSION
September 25, 2019
Business Meeting – Immediately following the Special Meeting
Education Service Center – Board Room

1. Operations Performance Reports
 - a. Safety and Security (10 minutes) **Watson**
 - b. Transportation (10 minutes) **Pietraallo**
2. Transportation Policy Review (5 minutes) **Pietraallo**
 - a. EEA Student Transportation
 - b. EEAEA District Employee/Driver Requirements, Training and Responsibilities
 - c. EEAEAA Drug and Alcohol Testing for Commercial Drivers/Licensed Employees
 - d. EEAEAG Use of Wireless Communication Devices while Operating a District Vehicle
 - e. EEAG Student Transportation in Private Vehicles
3. Meal Price Increases (5 minutes) **Deines-Henderson**
4. District Benefit Plan Design Changes (10 minutes) **Hathaway**
5. New Course Proposals (5 minutes) **Stuart**
 - a. Quantitative Literacy with Math Capstone
 - b. Student Council Leadership (Honors)
6. Charter School Annual Performance Report (10 minutes) **Franko**
7. Culture and Services Performance Report (10 minutes) **Fletcher**
8. New Job Descriptions (5 minutes) **Fletcher**
 - a. Central Registrar-Charter Support
 - b. BASE49 Administrative Assistant
9. Revised Job Descriptions (5 minutes) **Fletcher**
 - a. BASE49 Assistant Manager
 - b. BASE49 Manager
 - c. BASE49 Site Aide
 - d. BASE49 Site Assistant
 - e. BASE49 Site Leader
10. Primary Literacy Performance Report (10 minutes) **Franklin**
11. Falcon Zone Performance Report (10 minutes) **Holmes**
12. Accreditation of Schools (10 minutes) **Whetstine**
13. Policy and Procedure Review (5 minutes) **Garza**
 - a. EBCB, EBCB-R Safety Drills
 - b. GBEC Alcohol & Drug Free Workplace
 - c. JHB Truancy
 - d. JHCA Open/Closed Campus
 - e. JICB Care of School Property by Students
 - f. JICF-R Secret Societies/Gang Activities

BOE Work Session September 25, 2019

Agenda – Page 2

- g. JICI Weapons in Schools
 - h. JIHB Parking Lot Searches
 - i. JLC Student Health Services and Records
 - j. JLCA Physical Examinations of Students
 - k. JLCB, JLCB-E Immunization of Students
 - l. JRCA Sharing of Student Records
 - m. KI Visitors to Schools
- 14. Enrollment Update (10 minutes) **Sprinz**
 - 15. New and Revised Student Participation Fees (10 minutes) **Sprinz/Gilbert**
 - 16. Monthly Financial Update (10 minutes) **Poulin**
 - 17. Review Colorado Association of School Boards (CASB) Proposed Resolutions for 79th Annual Delegate Assembly (10 minutes) **BOE**
 - 18. Proposed Job Description for a Director of Data and Performance (10 minutes) **Chief Officer Team**
 - 19. New Job Description: Facilities Project Manager (5 minutes) **Almeida**
 - 20. Business Office Staffing Update (5 minutes) **Ridgway**
 - 21. Monthly Chief Officer Reports (10 minutes) **Chief Officer Team**
 - 22. Chief Education Officer Performance Assessment/Report (10 minutes) **Hilts**

DATE OF POSTING: September 19, 2019

Donna Garza
Executive Assistant to the Board of Education

BOARD OF EDUCATION ITEM 1.A
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: David Watson, Director of Safety and Security

TITLE OF AGENDA ITEM: Security update

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

To provide Board of Education (BOE) members an update on safety and security operations in the district.

RELEVANT DATA AND EXPECTED OUTCOMES:

Brief BOE on safety and security topics and update on ESCAT initiatives.

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>	<ul style="list-style-type: none"> • BOE will be updated on numerous security enhancement projects generated through the ESCAT process • Robust security enhancements assist in the educational process to help students achieve maximum learning opportunities and success

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: September 6, 2019



Safety and Security Update

David Watson
Director of Safety and Security

ESCAT Initiatives Update



- Blue Point
- Security Film
- Radio Communications Enhancements
- Armed Security
- Centralize Security

Safe2Tell



- **“Safe2Tell surpasses record number of tip submissions in first month of 2019-20 school year”**
- Sept. 10, 2019 (DENVER, Colo.)— Safe2Tell released its statewide monthly report today. In August, the program received **1,503** tips, a **75 percent** increase in monthly tip volume compared to August 2018. **Suicide threats (235)** and drugs (114) continued to be the top tip categories reported to the program. The new Safe2Tell school year runs from August 1, 2019 until July 31, 2020.
- From July to August, Safe2Tell statewide, nearly tripled the number of tips. This increase is likely due to students returning to school. Of the 1,503 tips received, 139 were instances of duplicate reports, indicating a healthy reporting culture and increased comfort with the tool as students return to school.

Safe2Tell – D49



- D49 numbers consistent with the statewide trend
- Mental Health categories, combined, are the number one tip received
- Mental Health Categories Include:
 1. *Suicide Threats*
 2. *Self Harm*
 3. *Depression*
 4. *Welfare Checks*

Safe2Tell: The D49 Data



		Safe2Tell's Last 5 Years						
		2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019		
Suicide Threats		42	56	75	81	78		
Self Harm		12	21	21	15	21		
Depression		4	13	19	10	20		
Welfare Checks		0	0	2	4	12		
Total		58	90	117	110	131		
Percentage of Yrly Total		38%	34%	37%	40%	37%		
Total Yearly Tips		151	260	314	274	350		

Safe2Tell



- 2nd and 3rd highest tips are Bullying, followed by Drug reports, also consistent with state trends
- Current Year Numbers: 68 Tips as of 16 Sept

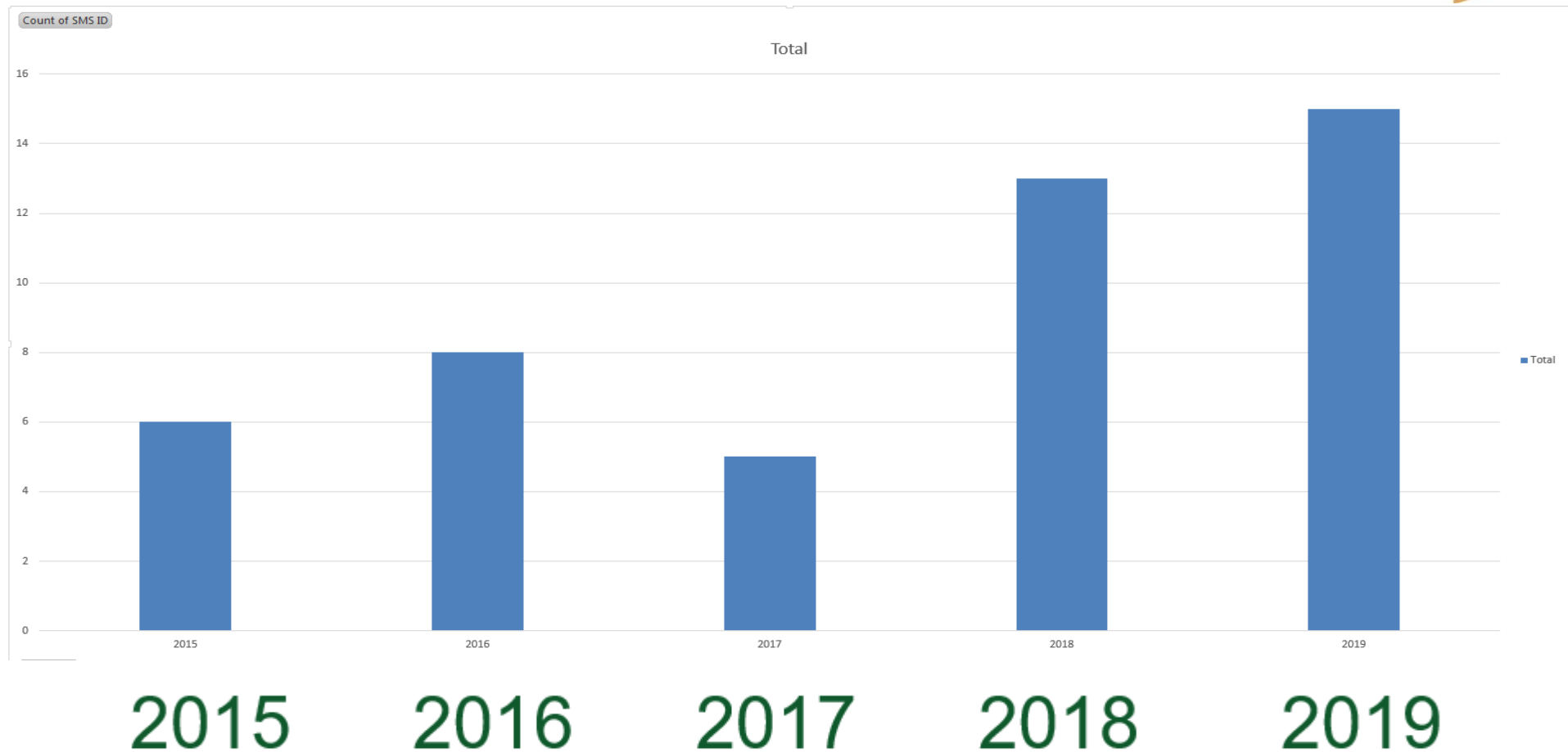
NOTE: One year this was different (in 15/16, Child Abuse was number 3)

Emergency Drills



- All district schools participated and completed required drills last school year.
- One Fire drill per month
- 3 Lockdown drills (includes 1 district unannounced drill)
- 2 severe weather drills

D49 Real Incident Lockouts



The Best Choice to Learn, Work and Lead

Vaping Incidents on the Rise

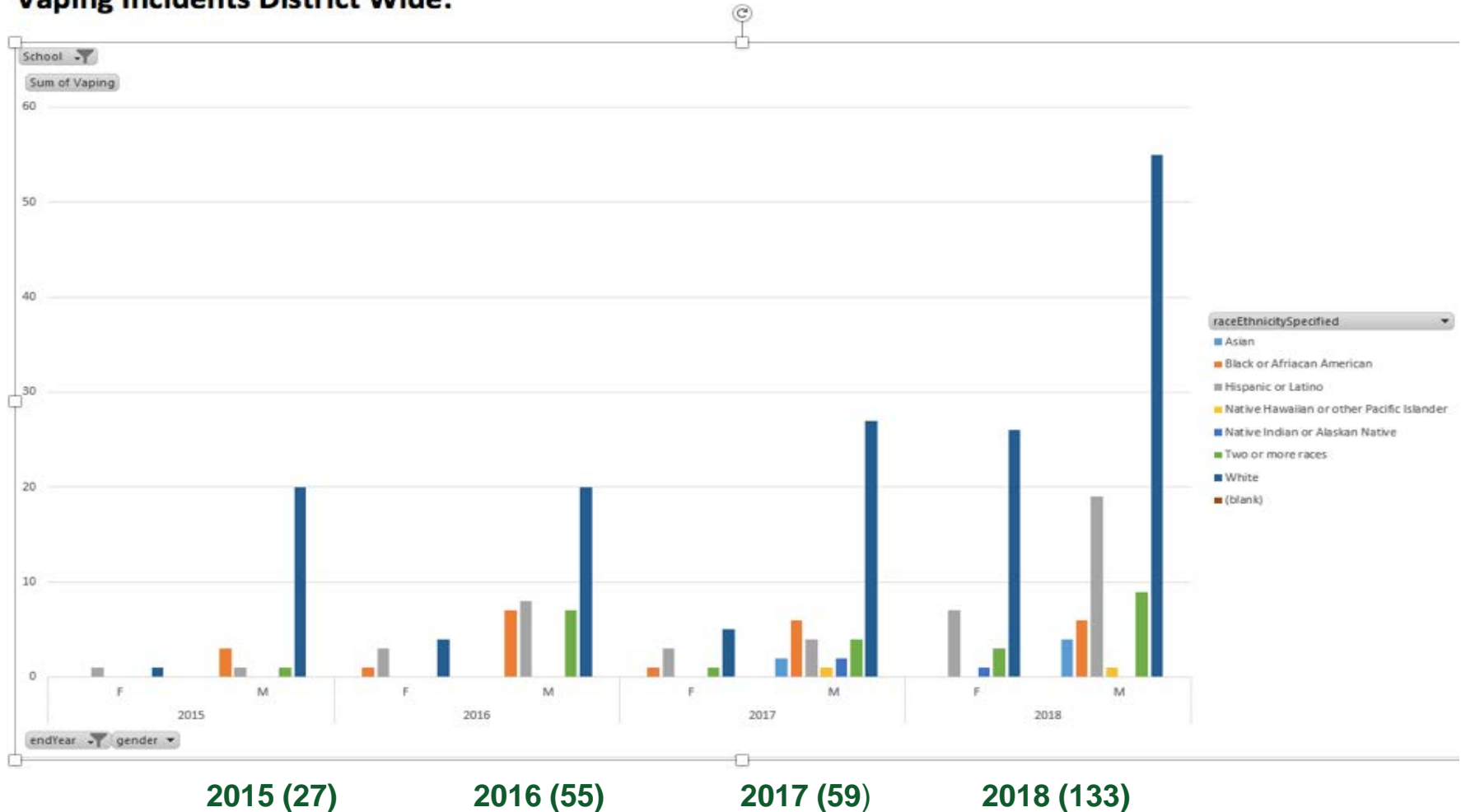


- <https://www.childrenscolorado.org/conditions-and-advice/parenting/parenting-articles/teen-vaping/>
- <https://www.denverpost.com/2019/08/22/colorado-vaping-illness-suspected-case/>
- <https://www.kktv.com/content/news/2nd-vaping-related-illness-confirmed-in-Colorado-558703331.html>

Vaping: D49 Data



Vaping Incidents District Wide:



Colorado Division of Criminal Justice (Statistics)



- Colorado Statute C.R.S. 22-32-146(5) mandates that local law enforcement agencies annually report specific information to the Division of Criminal Justice (DCJ) concerning every incident that resulted in a **student's arrest, summons or ticket during the previous academic year for an offense that occurred at a public elementary school, middle or junior high school, or high school; in a school vehicle; or at a school activity or sanctioned event.**

Law Enforcement Contacts with Students, D49: Academic Year 2017-18



** Incidents by Contact **

Race/Ethnicity Distribution 2017-2018

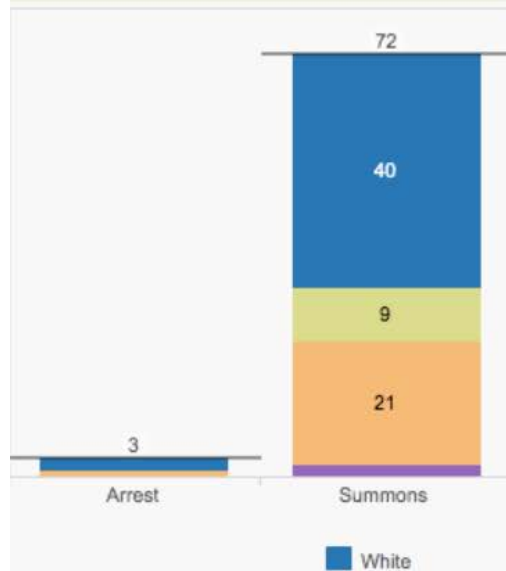
White	12,200	57%
Hispanic	5,680	26%
Black	1,139	5%
Other	2,429	11%
Grand Total	21,448	100%

This demographic information pertains to the district or school selected in the dropdown menu above. Source: <http://www2.cde.state.co.us/schoolview/dashboard.asp>

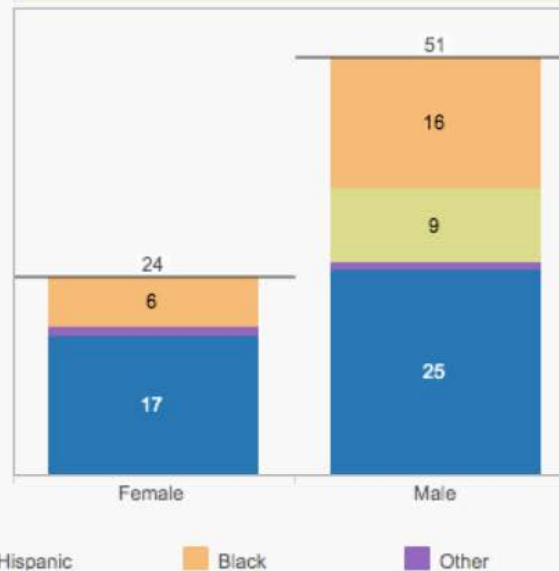
Total Number of Incidents: 75

If no graphs display below, there were no incidents reported by law enforcement to DCJ for 2017-18 for the selected school

Incidents by Type of Contact



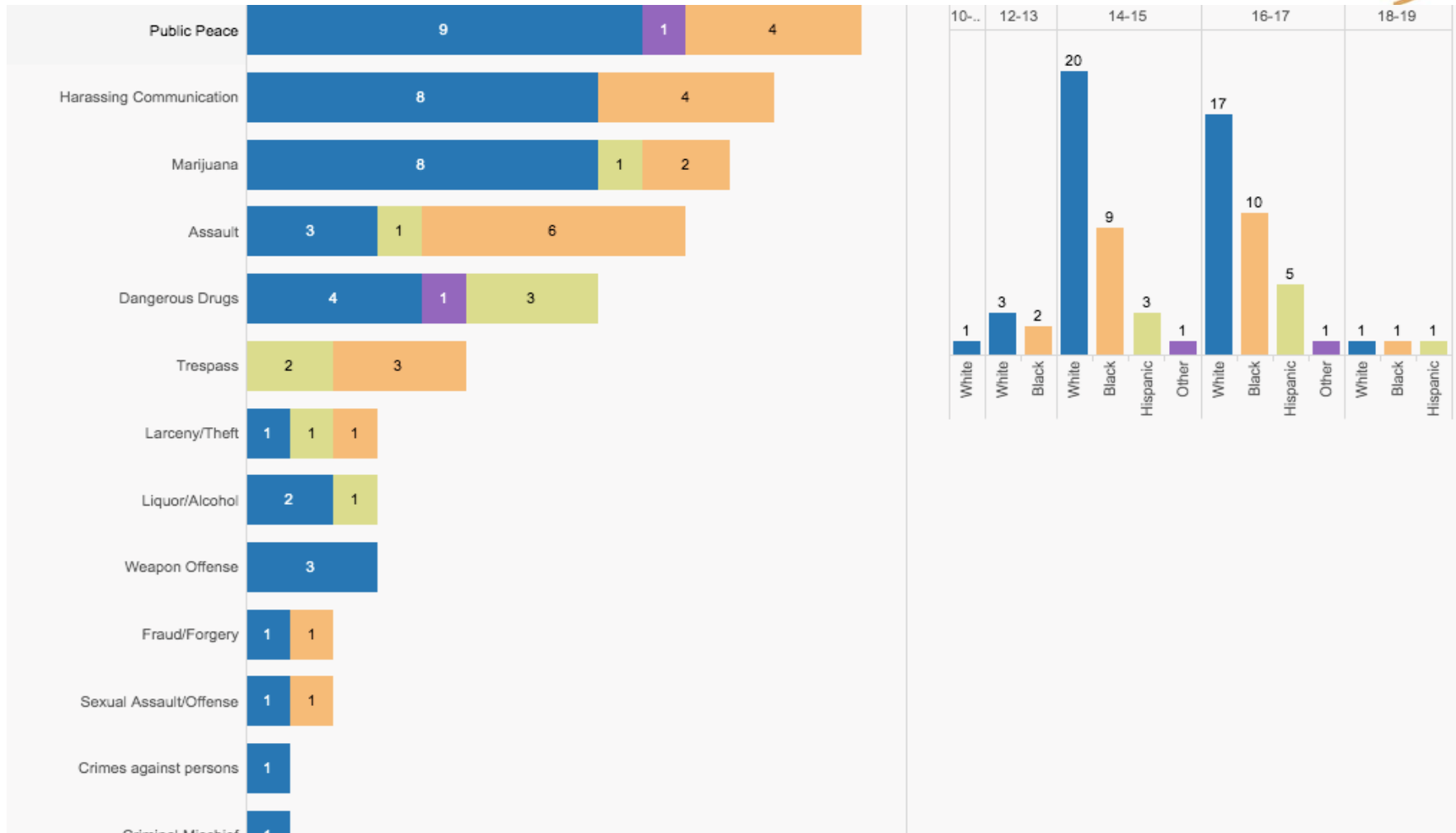
Incidents by Gender



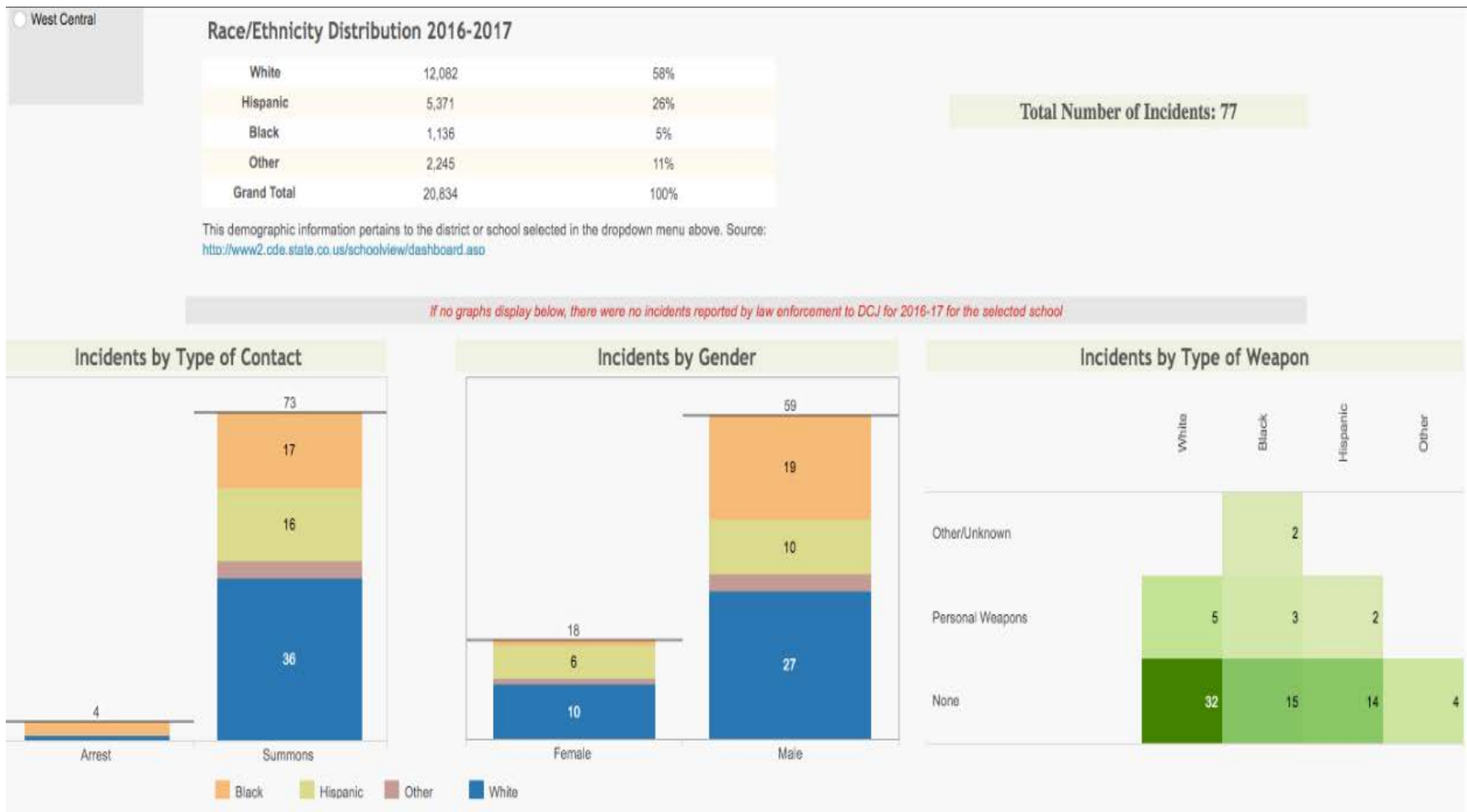
Incidents by Type of Weapon

	White	Hispanic	Black	Other
None	35	8	21	2
Knife/Cutting Instrument	2	0	0	0
Blunt Object	1	0	0	0
Personal Weapons (e.g. fist)	4	1	1	0

Law Enforcement Contacts with Students, D49: Academic Year 2017-18



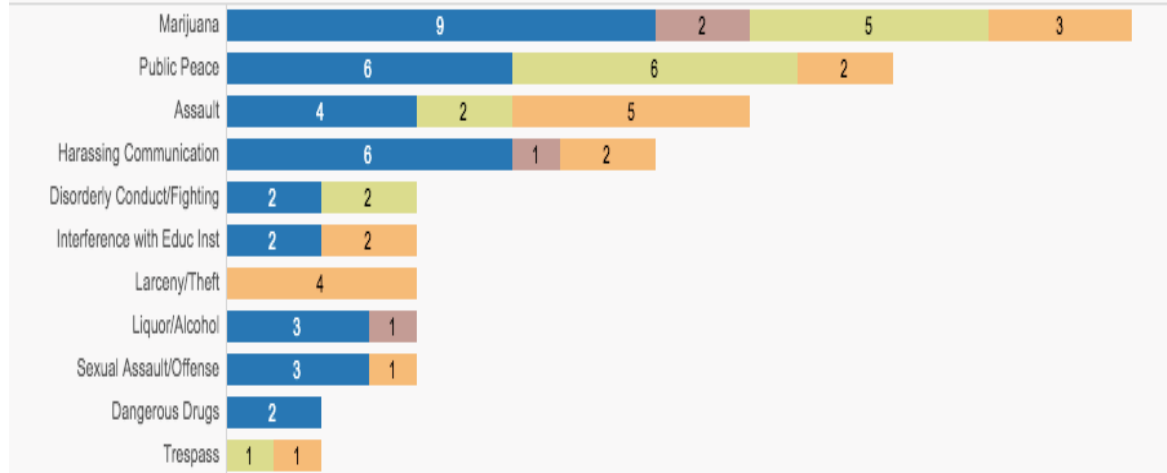
Law Enforcement Contacts with Students, D49: Academic Year 2016-17



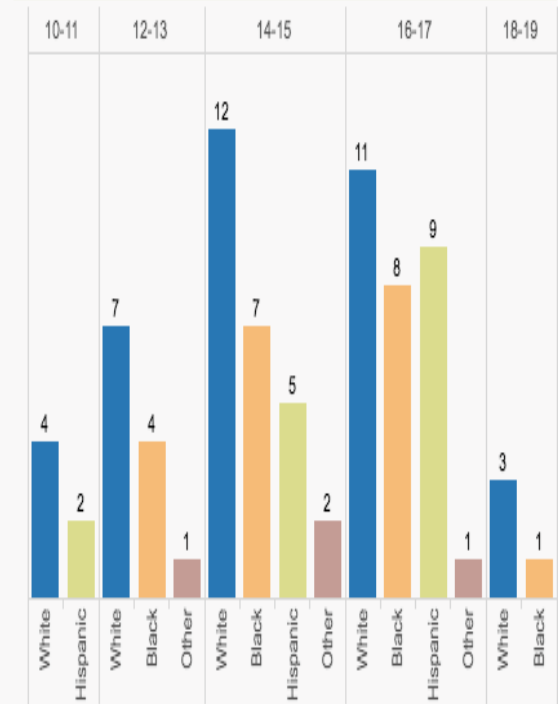
Law Enforcement Contacts with Students, District 49: Academic Year 2016-2017



Incidents by Crime



Incidents by Age Group



Law Enforcement Contacts with Students, D49: Academic year 2015-16



Race/Ethnicity Distribution 2015-2016

White	12,281	60%
Hispanic	5,131	25%
Black	1,096	5%
Other	2,053	10%
Grand Total	20,561	100%

Total Number of Incidents

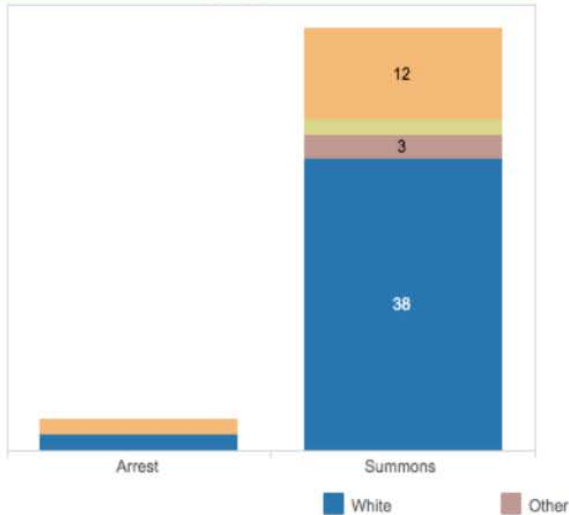
59

This demographic information pertains to the district or school selected in the dropdown menu above.

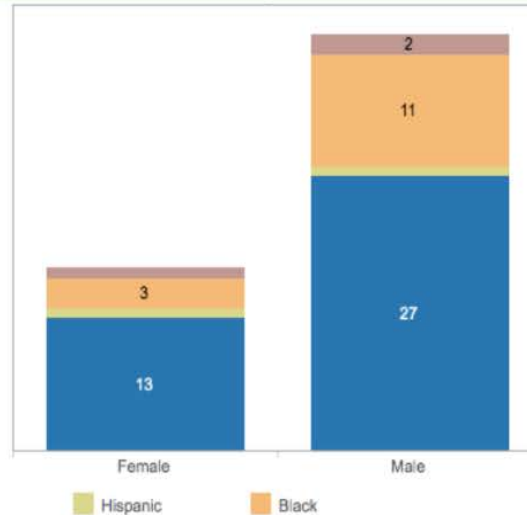
Source: <http://www2.cde.state.co.us/schoolview/dashboard.asp>

If no graphs display below, there were no incidents reported by law enforcement to DCJ for 2015-16 for the selected school

Incidents by Type of Contact



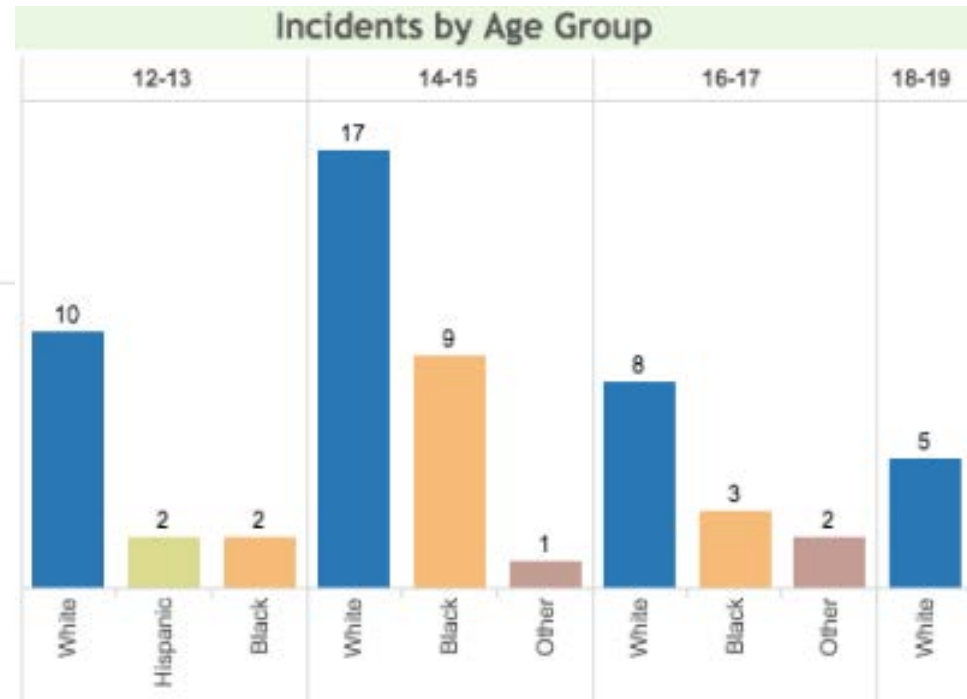
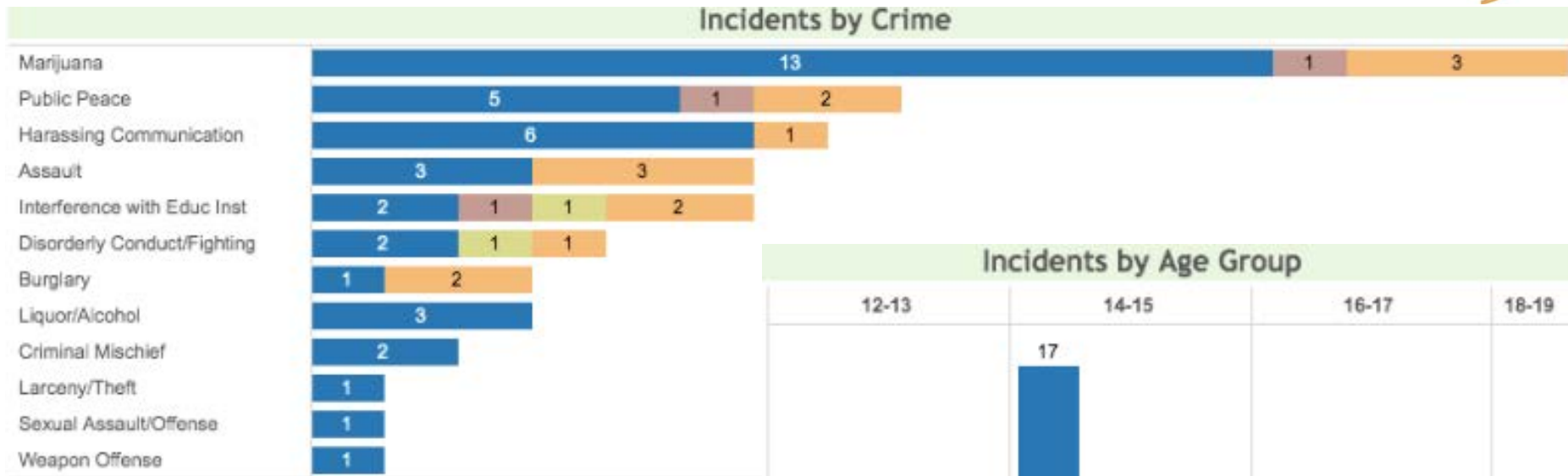
Incidents by Gender



Incidents by Type of Weapon

	White	Hispanic	Black	Other
Knife/Cutting Instrument	1	0	0	0
Personal Weapons (e.g. fist)	1	0	3	0
None	20	1	1	1

Law Enforcement Contacts with Students, D49: Academic year 2015-16



D49 Internal Threat Assessment Data – 2017/18



Level of Risk: Threat Assessments	2017/18	2018/19
Totals	152	149
High	5	8
Medium	11	13
Low	10	8
Screener	126	120



QUESTIONS ?

The Best Choice to Learn, Work and Lead

BOARD OF EDUCATION ITEM 1.B
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Jack Pietraallo, Director of Transportation

TITLE OF AGENDA ITEM: Transportation Operations Performance Report

ACTION/INFORMATION/DISCUSSION: Information/Discussion

BACKGROUND OR RATIONALE

Transportation provides services approximately 280 days per year including fee for service (direct routes and transfer system), special education routes, field trips, CE/AVP, ESY, summer reading camp and special transportation requests.

RELEVANT DATA AND EXPECTED OUTCOMES:

Updating the Board of Education regarding, personnel, budget and operations of the transportation department.

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	Transportation personnel working together towards perfection, to achieve excellence.
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>	#1 Remain good stewards of taxpayers' dollars while providing the highest level of service. #2 Free SafeStop Mobil application to track buses and students available to parents #3 Transfer system allows choice middle and high school students to ride bus from a bus stop near home to choice school. Updating the bus fleet for growth, safety and efficiency. #4 Deliver students safely and on time in order to properly begin each school day. #5 Currently supporting completely and partially 6 AVP/CE programs and 8 out of district special needs programs

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: 09/16/2019



Transportation Semi-Annual Operations Update

September 25, 2019

Jack Pietraallo

Transportation Director

Agenda

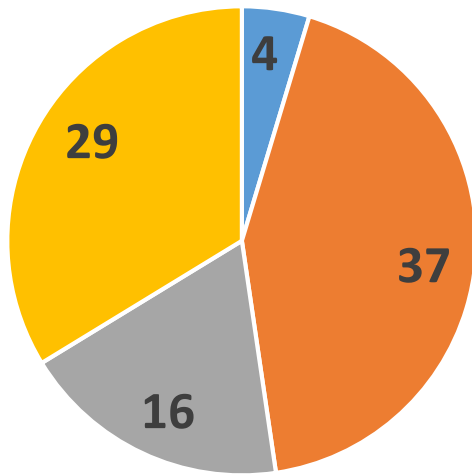


- Fleet Update
- Staffing
- Ridership SY 19-20
- Fee for Service SY 19-20 Update
- On-Time Arrivals
- Challenges – Moving Forward

Total Fleet Age

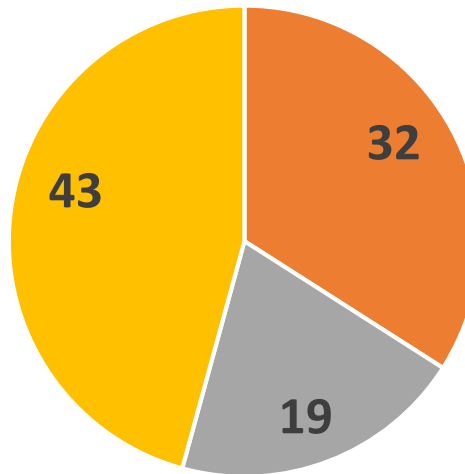


SY 17-18
86 Buses



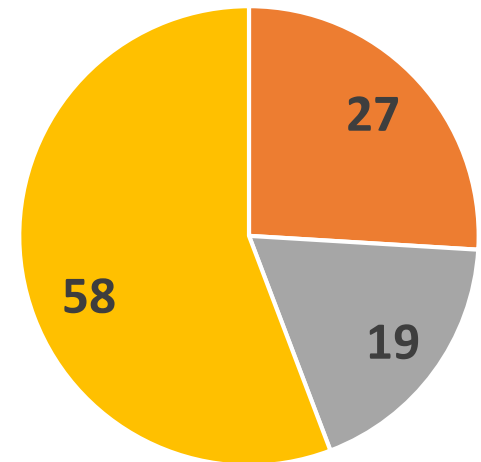
37 Buses > 15 Yrs

SY 18-19
94 Buses



32 Buses > 15 Yrs

SY 19-20
104 Buses



27 Buses > 15 Yrs



20 Yrs >



15 yrs-19 Yrs



10 Yrs- 14 Yrs



9 Yrs <

Bus Assignment & Distribution



	FY 17-18	FY 18-19	FY 19-20
Beginning of Year	82	86	94
Added	5	17	15
Permanent out of service	<u>-1</u>	<u>-9</u>	<u>-5</u>
Total Operational	86	94	104
<hr/>			
GENED Routes	35	39	46
SPED Routes	<u>22</u>	<u>26</u>	<u>26</u>
Total Route Buses	57	65	72
	14% Increase		17% Increase
GENED Spares	8	7	9
SPED Spares	<u>7</u>	<u>7</u>	<u>8</u>
Total Spares	15	14	17
<hr/>			
Trip	12	13	13
Training	2	2	2
Total Operational	86	94	104

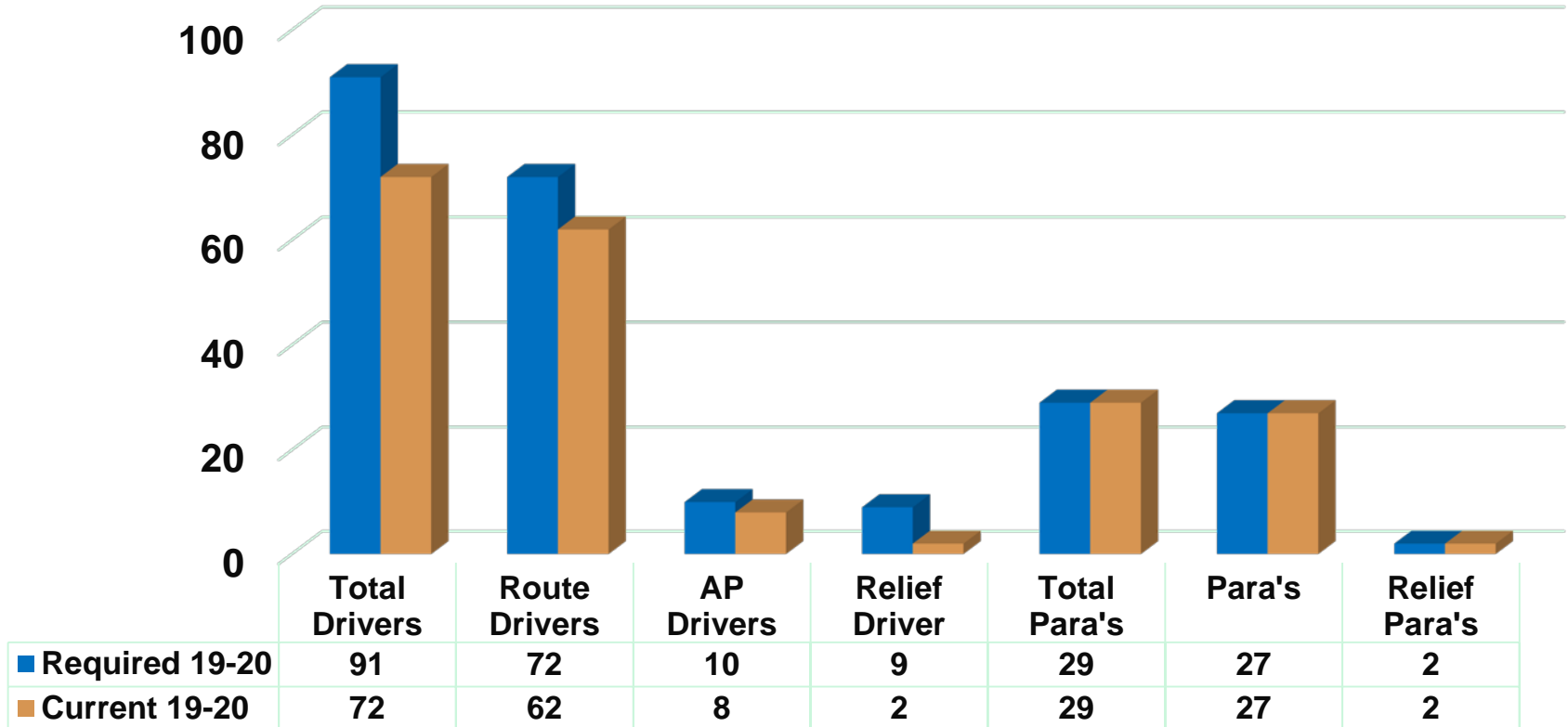
Mileage & Diesel Usage



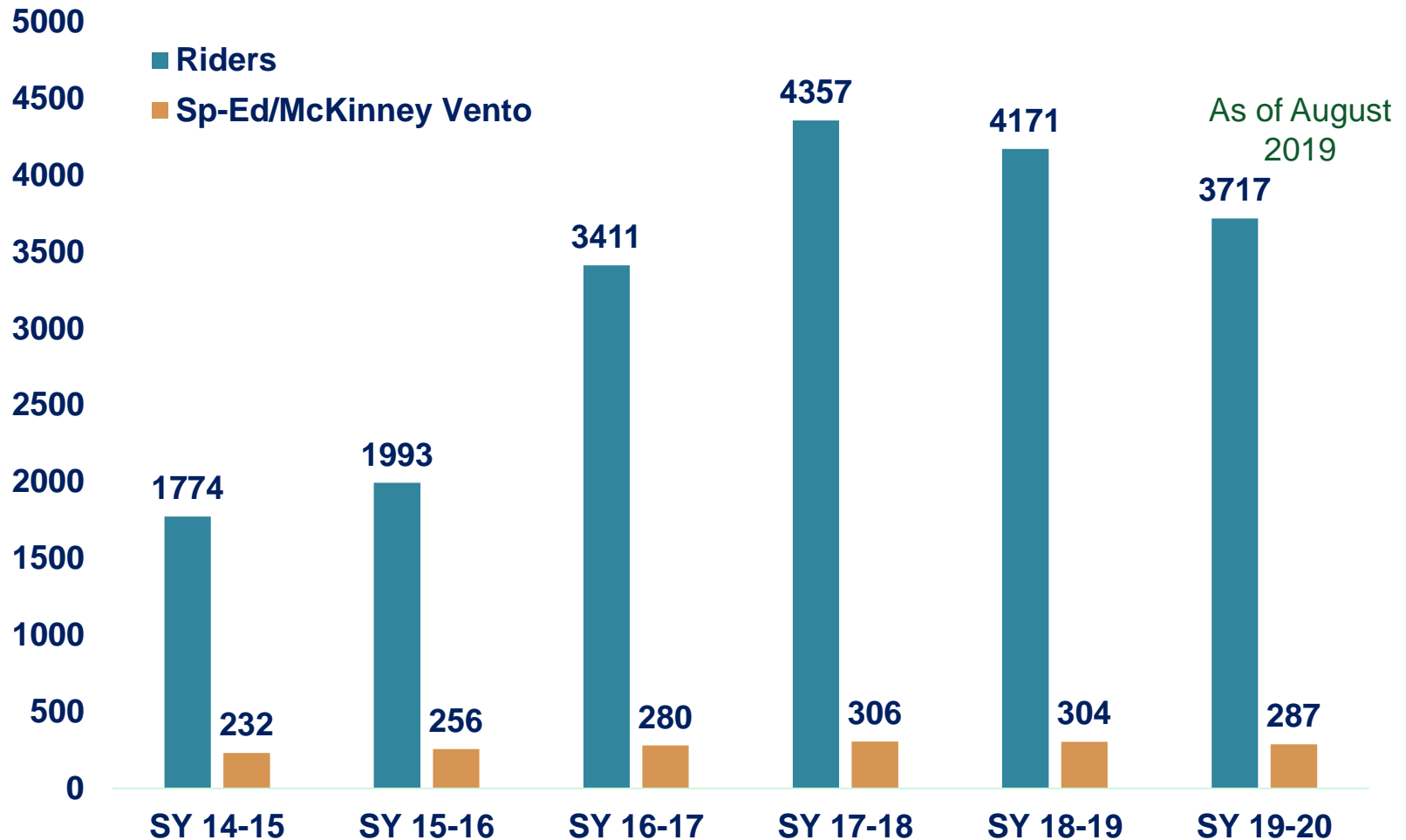
Proposed

	FY 17-18	FY 18-19	FY 19-20
GENED Route Miles	625,243	530,942	556,239
SPED Route Miles	323,401	406,496	406,496
Total Route Miles	948,644	937,438	962,735
Total Trip Miles	113,758	104,919	126,606
Total Admin Miles	5,250	5,716	6,182
Total Bus Miles	1,067,652	1,048,073	1,095,523
Diesel gallons used(Buses)	133,508	137,861	168,385

Staffing



Ridership Growth



Transportation Ridership SY 19-20



■ Fee for Service

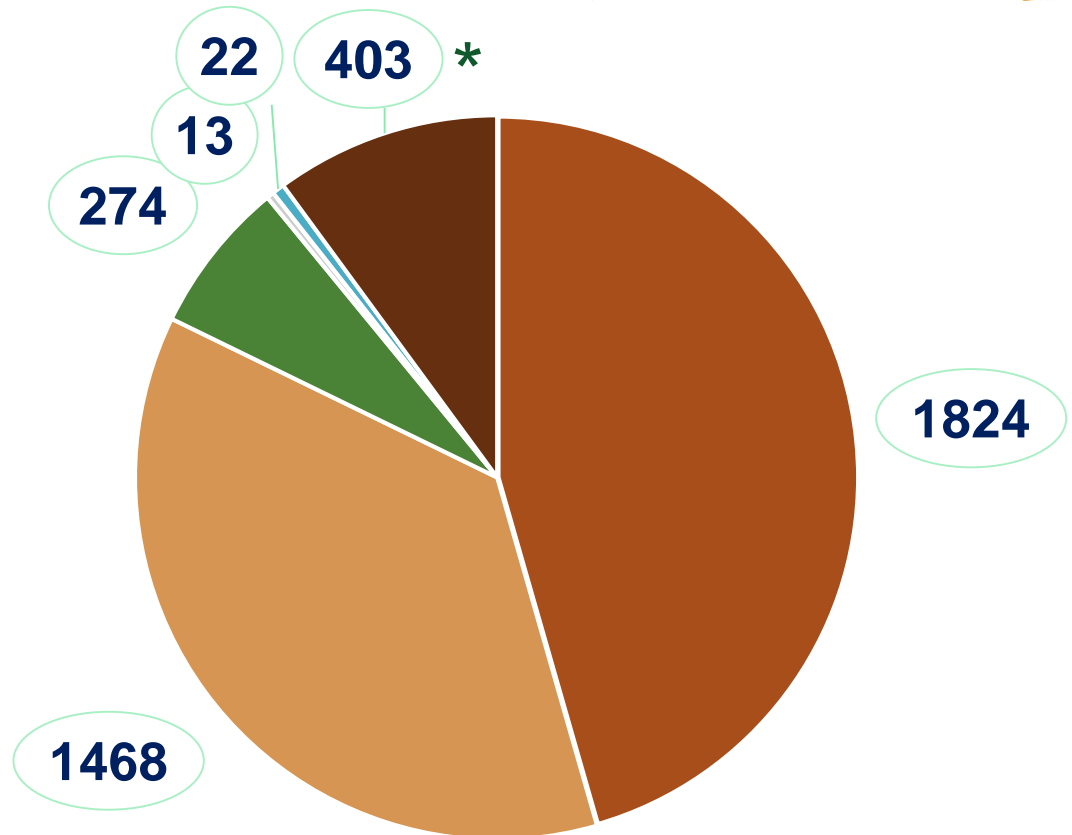
■ Free/Reduced

■ Special Needs

■ McKinney Vento

■ Career Start-Concurrent Enrollment

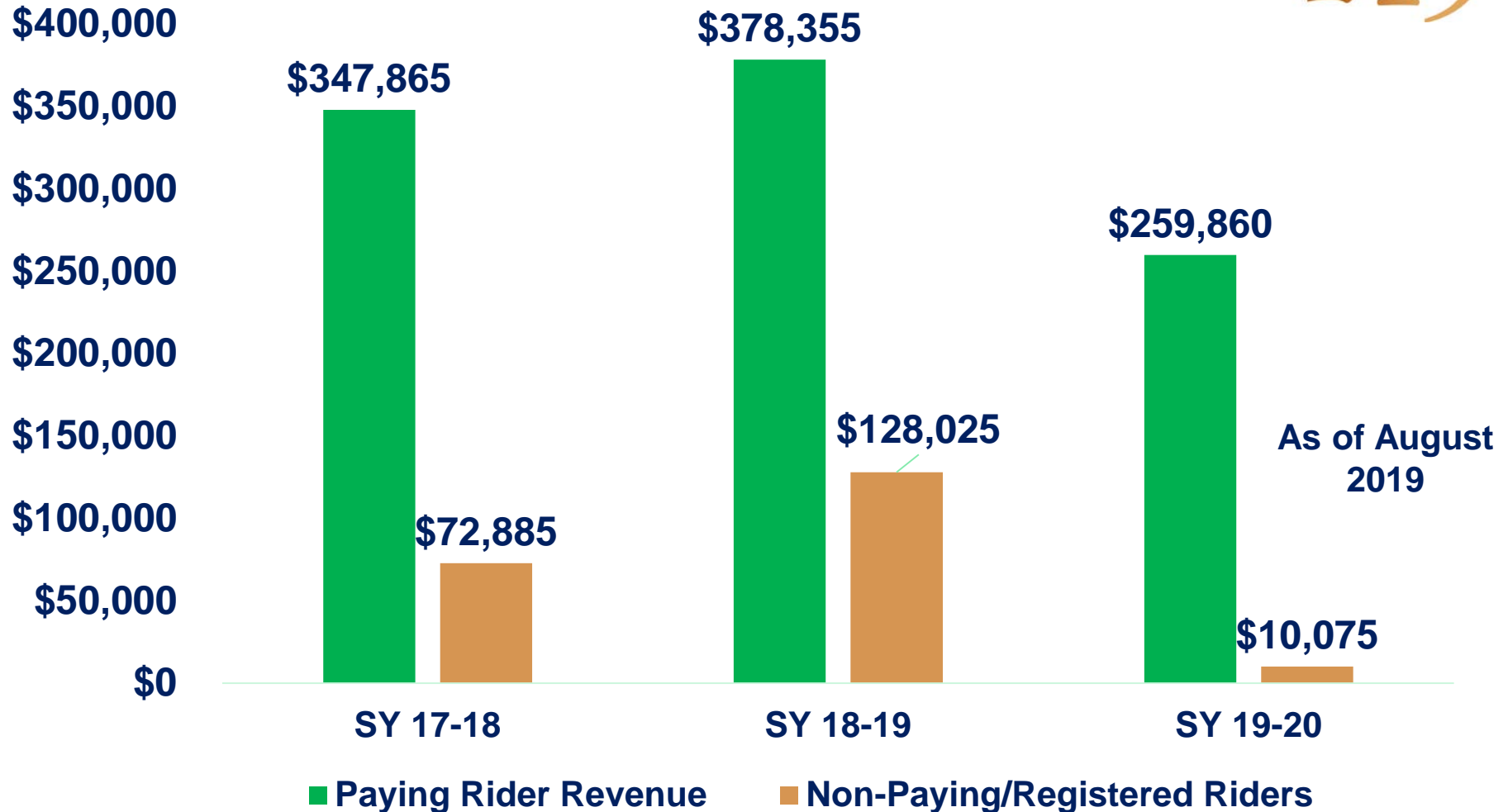
■ Not Registered



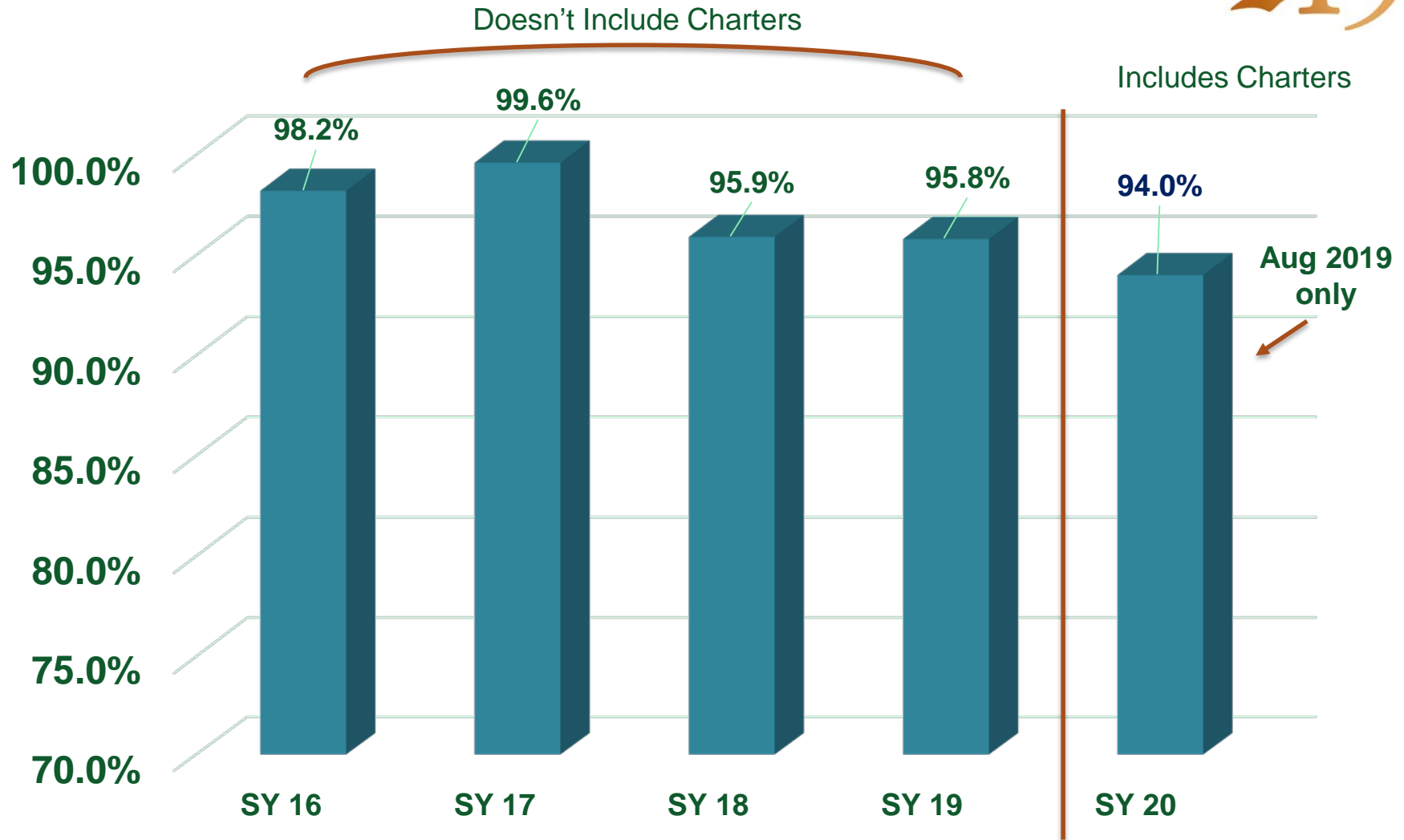
Total - 4004

** In August 2018, 744 Not Registered*

Fee for Service Revenue SY 19-20

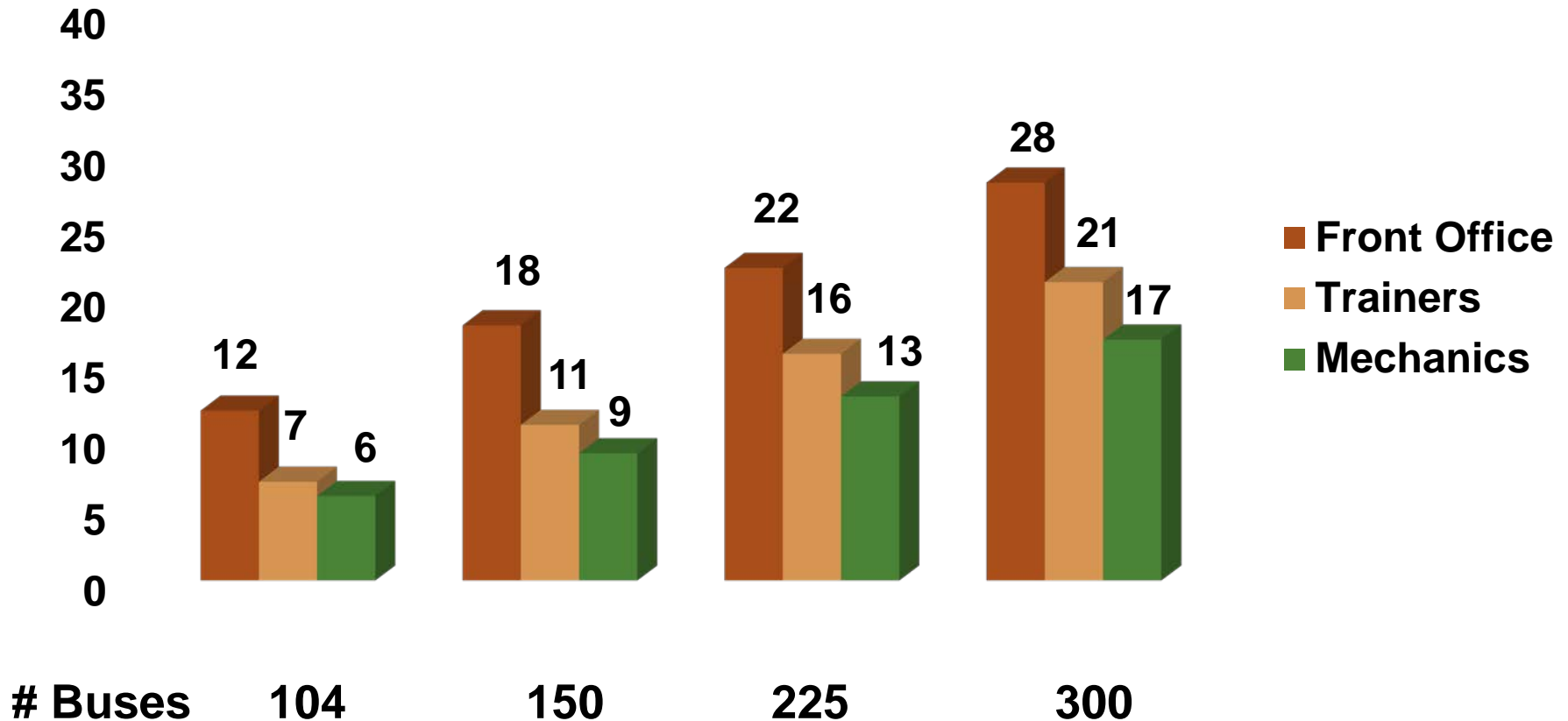


On-Time Arrivals



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Staffing Growth Plan



Drivers and Paras not included, these positions will grow with routes

Challenges – Moving Forward



Challenges

- Overall District Growth
- Driver Retention/Recruiting
- Administrative/Maintenance/
Driver Training Staff
Inadequate For Growth

Moving Forward

- Planning Discussions
 - Neighborhood
Growth/Boundary
changes
 - Facility Requirements
 - Bus/Employee/Parking
 - Personnel
Requirements, Budget
and Structure



Board Comments, Questions, or Concerns?

BOARD OF EDUCATION ITEM 2
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Jack Pietraallo, Director of Transportation

TITLE OF AGENDA ITEM: Transportation Policy Review

ACTION/INFORMATION/DISCUSSION: Discussion Transportation Policy Review

BACKGROUND OR RATIONALE

All BOE policies must be reviewed regularly to ensure they are up to date with current laws and regulations and to align practices that best serve our district.

RELEVANT DATA AND EXPECTED OUTCOMES:

- a. EEA Student Transportation- minor revision
- b. EEAEA District Employee/Driver Requirements, Training and Responsibilities-no revisions
- c. EEAEAA Drug and Alcohol Testing for Commercial Drivers/Licensed Employees- no revisions
- d. EEAEAG Use of Wireless Communication Devices while Operating a District Vehicle- no revisions
- e. EEAG Student Transportation in Private Vehicles- Suggested Repeal, supporting documents

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	Current and clear policies support a culture of trust, respect and responsibility to our staff.
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 policies to reflect current laws, regulations and best practices provides a solid foundation to lead the district.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I recommend the Board move the five updated policies in item 2 forward for action at the next regular board meeting.

APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: 09/16/2019



Student Transportation in Private Vehicles

D49 policy EEAG

This policy should be rescinded to protect our staff and students.

Current Policy EEAG



A staff member may transport a student or group of students in a personal car for school-related purpose only if the staff member has standing authorization to do so or with special permission covering the specific trip.

Standing authorization shall be granted by the Board to school administrators, school nurses, and other student services personnel designated by the Chief Education Officer or designee.

Special permission for providing student transportation may be granted in exceptional cases by the Principal to other professional staff members such as coaches, music teachers, and activity sponsors. Exceptional cases shall be determined by review of the number of students traveling, relative cost, safety factors, distance, etc.

Personnel with standing authorization or with special permission to use their own cars for transporting students must carry liability insurance coverage in compliance with state law. A record of such coverage shall be placed on file with the appropriate administrative official

I propose this policy be rescinded for the following reasons:



- “Your best policy is to not allow school employees to use their personal vehicle to transport students to/from school related events and activities - look for alternative methods of transportation.”
Ted Hayes School Safety & Security Consultant/Author, Senior Risk Manager at M3 Insurance
- Lack of proper driver training and transporting students training.
- Safety, and maintenance records of vehicle itself. The owner will be liable if the vehicle breaks. CDE requires a pre-trip and inspection on a vehicle transporting students before use.
- Staff member’s insurance will be used to cover claims. Does the driver meet the district insurability standards to receive additional coverage from the district?
- The possibility of a one on one staff member/student scenario could lead to misconduct accusations towards the staff member.

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Transportation
Designation	EEA
Office/Custodian	Operations/Director of Transportation

Student Transportation

The District's transportation program will be designed to transport students living within District boundaries in a safe efficient, and economical manner. The transportation program shall comply with all Federal and State legal requirements, Board policies, and will develop and implement internal procedures and rules necessary to conduct this program.

The provision of regular education transportation service for students in the State of Colorado is not a legal requirement. Each local school board has the authority to establish the level of transportation services for its individual school district.

In the event the Board determines that the unreimbursed expenses associated with providing student transportation are impacting the budget for instructional programs, the Board may explore opportunities to offset those costs through imposition of a transportation fee in accordance with state law.

Alternatively, the district may submit to the voters the question of whether to impose a mill levy increase for the payment of excess transportation costs in accordance with state law. If the mill levy increase is approved, the revenues shall be deposited in the transportation fund.

The District will impose fees for transportation with the following exceptions:

- Any Special Education student who has transportation identified as a related service on their Individualized Education Plan (IEP);
- any student eligible for reduced price or free lunches as determined by federal regulations; or
- Any District identified homeless-McKinney Vento student.

The District has no established walk zones. Eligibility for regular education students to ride is based on payment of the fee. Transportation may be provided if, in the opinion of the Board, extreme hardship or dangerous conditions prevail.

General responsibility for the transportation system is vested in the Transportation Director. All other people engaged in the transportation program are responsible to that administrator.

It shall be the duty of the Transportation Director to provide the Board with regular reports and information regarding the efficiency and conduct of the transportation program.

The District shall operate its own fleet of buses and other types of vehicles as needed.

In the event the Board determines that the unreimbursed expenses associated with providing student transportation are impacting the budget for instructional programs, the Board may explore opportunities to offset those costs through imposition of a transportation fee in accordance with state law.

~~Alternatively, the district may submit to the voters the question of whether to impose a mill levy increase for the payment of excess transportation costs in accordance with state law. If the mill levy increase is approved, the revenues shall be deposited in the transportation fund.~~

- Revised: April 7, 2005 (previously three separate policies: EEA, EEAA, and EEAC)
 - Revised: November 3, 2005
 - Revised: August 12, 2010 (returning to three separate policies, EEA, EEAA and EEAC)
 - Revised: Temporary Revision: August 11, 2011
 - Revised: August 24, 2011
- Revised: July 14, 2016
- Revised: October 10, 2019

LEGAL REFS:

- C.R.S. 22-32-110 (1)(a) (*bold real property in name of district*)
- C.R.S. 22-32-113 (*transportation of pupils and imposition of fee for excess transportation costs*)
- C.R.S. 22-32-114 (*transportation by parents of own children*)
- C.R.S. 22-51-101 et seq. (*Public School Transportation Fund*)

CROSS REFS:

- DEA, Fund from Local Tax Services
- EEA, subcodes, (all relate to the district's transportation program)
- EFC, Free and Reduced Price Food Services
- JFBA, Intra-District Choice/Transfers
- JQ, Student Fees, Fines and Charges
- LBD-R, Relations with District Charter Schools

Title	District Employee/Driver Requirements, Training and Responsibilities
Designation	EEAEA
Office/Custodian	Operations/Director of Transportation

All District employees that drive a District vehicle shall conform to federal and state laws and regulations, Board of Education policies, and departmental procedures and rules regarding vehicle use, insurability standards, motor vehicle record (MVR) monitoring, accident reporting, training, licensing, and other requirements and shall participate in required training programs.

Those District employees that transport students shall also conform to the additional requirements set forth by the Colorado Department of Education rules and regulations regarding operation of school transportation vehicles.

The Transportation Director is responsible for

- Establishing and conducting a vehicle accident review committee to make vehicle accident preventability determinations;
- Establishing the district vehicle insurability standards, in consultation with the District risks and benefits manager and the district vehicle insurance provider;
- Establishing district procedures for a MVR monitoring program;
- Establishing and conducting the District's Department of Transportation required Drug and Alcohol Testing Program for commercial vehicle drivers; and
- Communicating with the direct supervisor of any district employee regarding any concern raised while driving a district vehicle.

Current practice codified: 1992

Revised: March 4, 1999

Revised: November 11, 2010

Revised: August 11, 2016

[Reviewed: October 10, 2019](#)

LEGAL REFS:

C.R.S. 42-2-401 *et seq.* (*Commercial Driver's License Act*)

1 CCR 301-26, Rules 4204-R-200 *et seq.*

CROSS REF:

EEAEAA, Drug and Alcohol Testing for Commercial Drivers/Licensed Employees

EEBA, School-Owned Vehicles

Title	Drug and Alcohol Testing for Commercial Drivers/Licensed Employees
Designation	EEAEAA
Office/Custodian	Operations/Director of Transportation

In accordance with Federal law and regulations, the District shall be responsible for implementing a drug and alcohol testing program for all employees and prospective employees who are required to hold a commercial driver's license as a condition of hiring or continued employment. The purpose of the testing program shall be to help prevent accidents and injuries resulting from the misuse of alcohol and controlled substances by CDL drivers (in accordance with federal regulations).

Prohibited conduct

Drivers shall be prohibited from any alcohol misuse that could affect performance on the job, including use on the job, use during the eight (8) hours before driving, having prohibited concentrations of alcohol in their systems while driving, and use during eight hours following an accident.

No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substances except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect his ability to safely operate a motor vehicle.

Required testing

Drivers shall be subject to pre-employment/pre-duty drug testing and to reasonable suspicion, random, post-accident, return-to-duty and follow-up alcohol and drug testing pursuant to procedures set out in the federal regulations. These procedures use an evidential breath testing device for alcohol testing. For controlled substances testing, urine specimen collection and testing by a laboratory certified by the U.S. Department of Health and Human Services shall be required.

Pre-employment drug testing shall be administered to an applicant offered a position in the district prior to the first time the driver performs any safety-sensitive function for the district.

Random alcohol testing shall be limited to the time period surrounding the performance of safety-related functions which includes just before or just after the employee performs the safety-related function. Controlled substances testing may be performed at any time while the driver is at work.

An employee covered by the federal regulations may not refuse to take a required test.

Consequences if testing indicates drug or alcohol misuse

If the testing confirms prohibited alcohol concentration levels or the presence of a controlled substance, the employee shall be removed immediately from safety-related functions in accordance with the federal regulations. Before a driver is reinstated, if at all, the driver shall undergo an evaluation by a substance abuse professional, comply with any required rehabilitation and undergo a return-to-duty test with verified test results.

A driver who is prohibited from performing safety-sensitive functions may be assigned to non-safety-sensitive functions until such time as the driver complies with the requirements for returning to duty.

The Board retains the authority consistent with state and federal law to discipline or discharge any employee who is an alcoholic or chemically dependent and whose current use of alcohol or drugs affects the employee's qualifications for and performance of his or her job.

The district is not required under federal law requiring drug and alcohol testing to provide rehabilitation, pay for substance abuse treatment or to reinstate the employee. All employment decisions involving reinstatement, termination or dismissal shall be made in accordance with applicable district policies.

Record retention

The district shall maintain records in compliance with the federal regulations in a secure location with controlled access. With the driver's consent, the district may obtain any of the information concerning drug and alcohol testing from the driver's previous employer. A driver shall be entitled upon written request to obtain copies of any records pertaining to the driver's use of alcohol or controlled substances including information pertaining to alcohol or drug tests.

Records shall be made available to a subsequent employer upon receipt of a written request from a driver only as expressly authorized by the terms of the driver's request.

Other provisions

The District shall take steps to ensure that supervisors receive proper training to administer the drug and alcohol testing program and employees receive the notifications required by federal regulations.

Adopted: December 15, 1994

Revised: March 4, 1999

Revised: November 11, 2010

Revised: July 14, 2016

Reviewed: October 10, 2019

LEGAL REFS:

49 U.S.C. §2717 et seq. (*Omnibus Transportation Employee Testing Act of 1991*)

49 C.F.R. Part 40 (*procedures for transportation workplace drug and alcohol testing programs*)

49 C.F.R. Part 382 (*controlled substance and alcohol use and testing*)

49 C.F.R. Part 391 (*qualification of drivers*)

C.R.S. 25-1.5-106(12)(b) (*possession or use of medical marijuana n or on school grounds or in a school bus is prohibited*)

C.R.S. 42-2-401 et seq. (*Commercial Driver's License Act*)

CROSS REFS:

EEAEA, District Employee/Driver Requirements, Training, and Responsibilities

GBEC, Alcohol and Drug-Free Workplace

GDQD, Discipline, Suspension, and Dismissal of Support Staff

Title	Use of Wireless Communication Devices While Operating a District Vehicle
Designation	EEAEG
Office/Custodian	Operations and Business/Director of Transportation and Risk and Benefits Manager

While the Board of Education believes the use of wireless communication devices by district employees is important to provide instant communication regarding emergencies as well as to convey other important information, district employees shall be subject to the following restrictions to ensure safe use of vehicles and to reduce district liability.

Definition:

Wireless communication device is defined as any device intended to facilitate communication, including but not limited to cell phones, two-way radios, walkie-talkies, palm pilots, beepers, pagers, etc.

District employees, operating any district owned vehicle or a privately owned vehicle while transporting students on district business shall not place or receive communications using any hand held wireless communication device.

Under unusual circumstances, use of a district owned two-way radio system shall be allowed when used to assist the vehicle operator and/or dispatcher in the necessary communications periodically needed to safely transport students. Use of such devices while the vehicle is in motion shall be limited whenever possible.

District employees that operate any district vehicle are prohibited from texting while the vehicle is in motion. Violators will, in accordance with Colorado State law, be terminated immediately.

Bus drivers shall under no circumstances place or receive communications unrelated to district business while driving.

Violation of this policy may subject the vehicle operator to disciplinary action which could include termination.

Adopted: November 3, 2005

Revised: November 11, 2010

Revised: December 15, 2016

Reviewed: October 10, 2019

LEGAL REF:

C.R.S. 42-4-239 (*using a wireless telephone for text messaging while driving is prohibited*)

1 CCR 301-26, Rule 4204-R-232.00

CROSS REFS:

EDB, Maintenance and Control of Materials and Equipment

EEAE, Bus Safety Program



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Transportation in Private Vehicles
Designation	EEAG
Office/Custodian	Operations and Business/Director of Transportation & Risk & Benefits Manager

~~A staff member may transport a student or group of students in a personal car for school-related purposes only if the staff member has standing authorization to do so or with special permission covering the specific trip.~~

~~Standing authorization shall be granted by the Board to school administrators, school nurses, and other student services personnel designated by the Chief Education Officer or designee.~~

~~Special permission for providing student transportation may be granted in exceptional cases by the Principal to other professional staff members such as coaches, music teachers, and activity sponsors. Exceptional cases shall be determined by review of the number of students traveling, relative costs, safety factors, distance, etc.~~

~~Personnel with standing authorization or with special permission to use their own cars for transporting students must carry liability insurance coverage in compliance with state law. A record of such coverage shall be placed on file with the appropriate administrative official.~~

- ~~• Adopted: March 4, 1999~~
- ~~• Revised: May 13, 2010~~
- ~~• Revised: January 10, 2013~~

~~LEGAL REFS:~~

- ~~• C.R.S. 42-7-101 et seq. (Motor Vehicle Financial Responsibility Act)~~

~~CROSS REF:~~

- ~~• EEBB, Use of Private Vehicles on School Business~~

BOARD OF EDUCATION ITEM 3
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Monica Deines-Henderson, Director of Nutrition Services

TITLE OF AGENDA ITEM: Meal Price Increase

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Approval of meal price increase to offset in the financial impact of the minimum wage and PERA increases while keeping the District in compliance with the Section 205; Equity in School Lunch Pricing of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296).

Price Increase of \$0.35 for lunches and \$0.10 for breakfasts. Bringing the meal prices to:

Elementary:

Breakfast \$1.65

Lunch \$2.70

Secondary:

Breakfast \$1.85

Lunch \$3.00

Adult (without milk)

Breakfast \$2.20

Lunch \$3.90

RATIONALE:

To offset the minimum wage and PERA increases along with maintaining compliance with the Healthy Hunger Free Kids Act. By raising the meal prices \$0.35 for lunch and \$0.10 for breakfast the District will stay in compliance with Section 205 while supporting a financially responsible Nutrition Services Department.

RELEVANT DATA AND EXPECTED OUTCOMES:

Keep District in compliance with section 205 of the Healthy Hunger Free Kids Act and maintaining a financially sound Nutrition Services Department.

INNOVATION AND INTELLIGENT RISK:

N/A

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	Major Impact
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Major Impact
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	Major Impact

BOE Work Session September 25, 2019

Item 3 continued

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: This is revenue generating and without approval it puts the Department at risk for depleting its Fund Balance.

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve Nutrition Services' recommended price increases for meals as presented.

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

DATE: September 6, 2019

Meal Price Comparison for 2019-2020 School year

District		Sec/ HS	Middle	Elem	Adult
D-11	Breakfast	1.6	1.6	1.5	2.35
	Lunch	3.05	2.8	2.65	3.9
D-38	Breakfast	2		1.75	2.4
	Lunch	3.1		3	3.5
Manitou	Breakfast	1.55		1.3	2.15
	Lunch	2.75		3.05	3.65
D-20	Breakfast	1.7	1.65	1.4	2.35
	Lunch	2.9	2.8	2.6	3.65
Widefield	Breakfast	1.7	1.55	1.7	2.35
	Lunch	2.9	2.8	2.7	3.75
Fountain Fort Carson	Breakfast	1.4		1.15	2
	Lunch	2.65		2.4	3.5
D-49 (Current)	Breakfast	1.75		1.55	2.1
	Lunch	2.65		2.35	3.5

COLORADO DEPARTMENT OF EDUCATION

USDA Annual Paid Lunch Equity Requirement

Please fill in all yellow cells below to complete the tool

STEP 1 - Select School Food Authority (SFA)

Please choose your School Food Authority (SFA) from the dropdown list. This will pre-populate necessary data for the file.

SFA Name	FALCON 49	(select from dropdown list)
-----------------	-------------------------	-----------------------------

STEP 2 - Enter data

In the yellow boxes below, please list all current **student** paid **lunch** prices and the paid lunches served at each price in October 2018.

Student Paid Lunch Price(s)	Number of Student Paid Lunches Served-at each price in Oct 2018	
\$ 2.35	39,066	
\$ 2.65	31,569	
\$ -		
\$ -		
\$ -		
\$ -		In the box below, you will find the total of student paid meals claimed in Oct 2018. Your meal count records should match to the total provided.
\$ -		
\$ 2.48	70,635	38,879

STEP 3 - Review results

SY 2018-2019 Unrounded Price Requirement	SY 2019-2020 Weighted Average Price Requirement, to the nearest cent	Optional price requirement ROUNDED DOWN to nearest 5 cent
\$ 2.45	\$ 2.56	\$ 2.55

*Note: Above prices are based on adjusting
SY 2018-2019 price requirement by the 2% rate increase plus the Consumer Price Index (2.68%)*

*It is the SFA's local decision to increase student paid lunch prices. SFAs may raise prices by any reasonable amount. The USDA recommends limiting the price increase on student paid lunches to \$.10 per year.	SY 2018-2019 Weighted Average Price =	\$2.48
	Total price difference between USDA's requirement and SFA's weighted average price =	\$0.07
	Minimum price* increase needed for SY 2019-2020 =	\$0.07

STEP 4 - Select compliance option

To comply with the annual USDA Paid Lunch Equity requirement, please select the appropriate option from the dropdown list. The School Food Authority must use the selected option to ensure sufficient funds are provided for Student PAID Lunches for SY 2019-2020

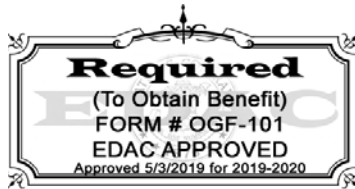
Applying for an Exemption, SFA must submit the Nonprofit Food Service Account Balance Sheet as of 12/31/18 to GFPLE@cde.state.co.us.

(select your option from dropdown list)

STEP 5 - Submit

Please email completed tool to GFPLE@cde.state.co.us by 6/28/19

Grants Fiscal Management Unit
201 East Colfax, Room 209
Denver, CO 80203



School Nutrition Unit
1580 Logan, Suite 760
Denver, CO 80203



COLORADO
Department of Education

BOARD OF EDUCATION ITEM 4
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Shannon Hathaway, Risk and Benefits Manager

TITLE OF AGENDA ITEM: Health Plan Update

ACTION/INFORMATION/DISCUSSION: Work Session Discussion

BACKGROUND OR RATIONALE: District 49 has used Anthem Blue Cross-Blue Shield for many years now, making sometimes minor and sometimes larger changes to the plan design. Our level of satisfaction with the performance of Anthem has never really risen to their reputation. Last year, we acquiesced to a ‘last ditch effort’ by Anthem to keep our business when they offered us a plan design that resonated well with our Cultural priority of Innovation. However, after only a few months, it became apparent that Anthem had gotten out in front of themselves and were not able to adequately deliver on the plan design we agreed on with them. Accordingly, Risk & Benefits reevaluated the health plan changes put into effect for 2019, due to staff concerns and a lack of confidence in carrier, and determined that both a change in network provider and plan design would be necessary for 2020.

RELEVANT DATA AND EXPECTED OUTCOMES: While we try not to make large plan changes from year to year, and making a change for 2020 would be two consecutive years of large changes, the lack of performance and satisfaction with Anthem and the current plan design warrant a quick and decisive change to improve the experience and service provided to our staff that utilize district sponsored health plan coverage.

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	<i>Working to provide a benefit program that is valued by staff and keeps the district a Best Place to Work</i>
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>	<i>Supporting Community Trust through transparency in decisions and financial management that strive for a balance in cost and choice, while valuing employee satisfaction.</i> <i>Supporting a Firm Foundation for our staff to be healthy and therefore available to be in attendance at work, performing the duties we have contracted for them to provide our student and family customers.</i>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No action needed at this time, unless the Board feels strong compulsion to engage on the details of benefit plan design. This is simply an informational presentation. Follow up with clarity on the recommended plan designs and any possible pricing changes will happen at October 23, 2019 BoE work session.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: September 12, 2019

Health plan update

Shannon Hathaway



In 2019 – we changed to the Wellchoice network program while staying with the current carrier, Anthem. This decision was made through a committee after a TPA search. We were hopeful that this would be an innovative approach to plan savings while still allowing the employee the choice of network.

Current PPO plan design example:

See page 5 of this booklet about
Provider Tiers



	Anthem BlueCross BlueShield WellChoice Copay Plan PPO		
	Tier One Provider	Tier Two Provider	Tier 3 Non Network
Calendar Year Deductible:	\$1,500 Individual	\$3,500 Individual	\$7,900 Individual
Embedded Deductible	\$3,000 Family	\$7,000 Family	\$15,800 Family
Coinsurance:	20%	40%	50%
Calendar Year Out-of-Pocket Max:	\$3,500 Individual \$7,000 Family	\$4,400 Individual \$8,800 Family	\$ 15,800 Individual \$31,600 Family
Lifetime Maximum:	Unlimited	Unlimited	Unlimited
Physician Office Visit:	\$25 Copay	\$50 Copay	Deductible, then 50%
Specialist Office Visit:	\$50 Copay	\$100 Copay	Deductible, then 50%
Inpatient Hospital:	Deductible, then 20%	Deductible, then 40%	Deductible, then 50%
Outpatient Hospital:			Deductible, then 50%
Emergency Room:	Deductible, then 20%		
Urgent Care:	\$50 Copay	\$100 Copay	Covered as Tier Two
Preventive Care	Covered at 100% Includes well-baby care, well-women care and adult preventive care	Covered as Tier 1	Deductible, then 50%
PREScription DRUGS	Retail - 30 day supply		Not covered
Generic Brand:	\$10 Copay		
Formulary Brand:	\$50 Copay		
Non-Formulary Brand:	\$70 Copay		
Specialty Drugs:	20% (max of \$250 per claim)		
Mail Order	2 times copay		
Employee Cost:	Per Month		
Employee Only:	\$110		
Employee + Spouse:	\$500		
Employee + Child(ren):	\$400		
Family:	\$650		

The Best Choice to Learn, Work and Lead



Almost immediately, it was clear that Anthem was not ready to properly administer this new program.

- ID cards came incorrectly – 3 times
- Anthem customer service is unable to correctly / competently answer staff questions
- Claims do not pay as promised (i.e. preventative paying at 100% regardless of provider)
- Staff not using the networks that they selected correctly
- Can be a full time job to search out the drs. that would be tier 1 (in-network)
- Turning out to be very expensive for staff that need to use tier 1 & 2
- Confusing for new hires

Health plan update - 3



We have recognized the plan failure and are trying to act accordingly. We know that benefits in D49 are highly valued and offering a program we are proud of is an important part of my job.

- We have decided to change carriers for 2020
- Went back to the committee and the 2 top finalists from last year
- Compared new pricing
- Did reference checks
- Verified that we would not have to offer a limited network

UMR – UnitedHealthcare is the top choice

Currently writing the new plans – staying with the PPO & HDHP (HSA) that we have used for several years – pricing to follow at the October meeting.

Plan design will be similar or equal to the in-network (tier 1) plan benefits that are currently offered, without the confusing tier 2 option.

More to come next month... Questions?

The Best Choice to Learn, Work and Lead

BOARD OF EDUCATION ITEM 5.A
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Lauren Stuart, Math Teacher

TITLE OF AGENDA ITEM: SCHS Course Proposal – Quantitative Literacy with Math Capstone

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Seeking approval of the Quantitative Literacy with Math Capstone course for Juniors or Seniors who do not meet the mastery requirement.

RATIONALE:

Students may not reach mastery through a standardized test. This capstone gives them an option to show mastery through multiple means: presentations, exploration, research, and real world math calculations and computations.

RELEVANT DATA AND EXPECTED OUTCOMES:

Students must complete 2 projects in addition to their coursework in the classroom. Students that complete each project with a 75% score or higher on both projects will obtain mastery in mathematics.

INNOVATION AND INTELLIGENT RISK:

The capstone provides the opportunity for students to demonstrate mastery of math standards through a series of projects that coincide with the curriculum. A teacher will monitor students within a class to make sure they are progressing through the requirements of the projects and submitting the appropriate and accurate material to meet mastery.

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

C u l t u r e	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
S t r a t e g y	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	Provide students with the opportunity to demonstrate mastery of math standards in a variety of ways through capstone projects.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Math mastery will be demonstrated on a personalized level with the advisement of a teacher.

BOE Regular Meeting September 25, 2019
Item 5.a continued

BUDGET IMPACT: There is no budget impact. Current math teachers will monitor and grade capstone progress.

AMOUNT BUDGETED: No funding needs to be budgeted at this time.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this item for action at the next regular meeting.

APPROVED BY: Peter Hiltz, Chief Education Officer

DATE: September 12, 2019

Quantitative Literacy with Math Capstone

Course Description

Develops number sense and critical thinking strategies, introduce algebraic thinking, and connect mathematics to real world applications. Topics in the course include ratios, proportions, percents, measurement, linear relationships, properties of exponents, polynomials, factoring, and math learning strategies. This course prepares students for Math for Liberal Arts, Statistics, Integrated Math, and college level career math courses and also to pass the NEXT GEN Accuplacer: Arithmetic Math Test. This course will also get students to mathematical mastery through capstone projects in the first semester.

Syllabus

Unit 1: Algebraic Expressions and Linear Equations

Project 1: Plan a Party - *This piece of the capstone assesses students on The Real Number System (N-RN), Seeing Structure in Expressions (A-SSE), and Reasoning with Equations and Inequalities (A-REI). Students will be given a budget and will need to calculate all aspects of the party, including seating, tables, and food and the costs associated with it. Students will need to present their plan in written form, verbal form, or through an intricate budget with calculations included.*

Unit 2: Fractions

Unit 3: Decimals

Unit 4: Ratios, Proportions and Measurement

Project 2: Redecorating Your Room - *This piece of the capstone assess students on The Real Number System (N-RN) and Arithmetic with Polynomials and Rational Expressions (A-APR). Students will be able to choose the size of their space and will have to calculate and order all materials to fill it. Students will research and compare costs for paint, carpeting, furniture and decor. Students will need to present their plan in written form, verbal form, or through an intricate budget with calculations included.*

Unit 5: Percent and Probability

Project 3: Tax and Discount - *This alternative capstone assesses the students on Quantities (N-Q) and Interpreting Functions (F-IF). Students will choose a job, research its annual salary and figure out a 2 week paycheck. Students will have to calculate all taxes taken out and develop a Net Pay amount. With their paycheck, they will go “shopping” and will have to calculate their own bill at a store of their choosing while comparing product prices, and calculating discount and tax. Students will need to*

present their paycheck and shopping bill in written form, verbal form, or through an intricate budget with calculations included.

Unit 6: Linear Equations and Inequalities in One Variable

Project 4: School Stats and Scatter Plots - *This alternative capstone assesses the students on Interpreting Categorical and Quantitative Data (S-ID), Making Inferences and Justifying Conclusions (S-IC), Linear, Quadratic, and Exponential Models (F-LE), and Interpreting Functions (F-IF). Students will choose a data set to survey the student body (i.e. height vs. shoe size), collect data and create a visual representation in the form of a scatter plot to show trends. Students will form a trend line and calculate an equation that represents it. Students will use their data and equation to make future predictions about the student body. Students will need to present their solution in written form, verbal form, or through an intricate budget with calculations included.*

Unit 7: Graphing Equations

Unit 8: Polynomials and Exponents

Unit 9: Factoring Polynomials and Solving Equations

Example of a Project (3): Tax and Discount

1. Determine your paycheck.
 - Apply for a job and all aspects of the process
 - Submit job application or link to
 - Create a resume for an employer
 - Students can work with Target's HR director on what they are looking for in a resume, employee, availability
 - Based on availability submitted and pay for the position:
 - Create a pay stub for 2 weeks with deductions of FICA, State and Federal taxes
2. Create a list of grocery items and staples needed for a week.
 - Price the items at two different stores (i.e. Walmart vs. King Soopers)
 - Look for coupons and deals, name brand vs. not name brand
 - Calculate your weekly grocery bill
 - Work with the general manager at King Soopers to talk about weekly deals and what is on sale when during the year
 - Show the item price and discounted price to be used in the calculation of total bill
 - Calculate sales tax on grocery items
 - Determine final bill for a week of groceries and if this amount is a feasible percentage of your paycheck

Rubric for Project 3:

	4 Point	3 Points	2 Points	1 Points	Score
Submission of all parts of Project 3	All parts of the project are completed (Bullets 1-6)	All but one of the parts of the project are completed (Bullets 1-6)	All but two of the parts of the project are completed (Bullets 1-6)	Several of the parts of the project are completed (Bullets 1-6)	_____
Neatness and Organization of Resume	The work is presented in a neat, clear, organized way that is easy to read.	The work is presented in a neat, clear, organized way that is usually easy to read.	The work is presented in an organized way but may be hard to read at times	The work appears sloppy and unorganized. It is hard to know what information goes together.	_____
Pay Stub (for 2 weeks) Accuracy	90-100% of the steps and solutions have no mathematical errors.	Almost all (85-89%) of the steps and solutions have no mathematical errors.	Most (75-84%) of the steps and solutions have no mathematical errors.	More than 75% of the steps and solutions have mathematical errors.	_____
Deductions	Typically, uses an efficient and effective strategy to solve the	Typically, uses an effective strategy to solve the problem(s) based off of	Sometimes uses an effective strategy to solve the problem(s)	Rarely uses an effective strategy to solve the problem(s) based off of	

	problem(s) based off of your knowledge of appropriate deductions	your knowledge of appropriate deductions	based off of your knowledge of appropriate deductions	your knowledge of appropriate deductions	_____
Grocery Bill	90-100% of the steps and solutions have no mathematical errors	Almost all (85- 89%)of the steps and solutions have no mathematical errors	Most (75-84%) of the steps and solutions have no mathematical errors	More than 75% of the steps and solutions have mathematica l errors	_____
Presentation of Project (visually, orally, written)	The work is presented in a neat, clear, organized way that is easy to understand.	The work is presented in a neat, clear, organized way that is usually easy to understand.	The work is presented in an organized way but may be hard to understand at times	The work appears sloppy and unorganized. It is hard to know what information goes together.	_____

Score: _____/24

Percent: _____%

Mastery: Must receive more than a 75%

BOARD OF EDUCATION ITEM 5.B
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Lauren Stuart, Student Council Advisor

TITLE OF AGENDA ITEM: SCHS Honors Course Proposal – “Student Council Leadership (Honors)”

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Seeking approval of an honors course through a leadership capstone project in the sophomore, junior and senior year of Student Council.

RATIONALE:

Students elected to student council are some of the highest performers in the school. Students’ GPA is impacted by participating in Student Council. These students spend the majority of their school year volunteering, organizing service projects, and serving the community, staff and students of Sand Creek High School. SCHS would like to offer a leadership capstone project each year to allow them to earn honors credit upon completion.

RELEVANT DATA AND EXPECTED OUTCOMES

Students must complete and submit a portfolio that aligns with the National Student Council Standards to show their growth in leadership and their demonstration of service and civic engagement. If students complete the requirements per semester, they would earn an honors credit of .5 per semester.

INNOVATION AND INTELLIGENT RISK:

SCHS wants to honor and reward our students who go above and beyond for their local and school community. Many students do not run for student council because they are focused on their GPA and know it will lower their rank in the class. The student council advisors (teachers) will monitor the progress of students who elect to be in the honors course and will award credit based on completion of the appropriate items.

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

C u l t u r e	Inner Ring —How we treat each other	Students in Student Council are committed to serving their local and school community by organizing events, planning service projects and letting the voice of the student be heard when coordinating things that affect their day to day in the school.
	Outer Ring —How we treat our work	Student Council is often tasked with putting on events in the school; it is essential that we do this with pride and always representing SCHS and D49 well. From posters to prom, everything we do must be done to the best of our ability.
S t r a t	Rock #1 —Establish enduring <u>trust</u> throughout our community	Students who give up their time, energy and ideas should be rewarded for making progress in leadership and their dedication to service.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The “leadership capstone project” would require each student to engage the community in projects as well as

BOE Regular Meeting September 25, 2019
Item 5.b continued

e g y		organize civic engagement that would positively affect our student body as well as the greater community.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	After applying to be a nationally recognized Student Council, SCHS will be one of the select few in the city that is recognized as such. This high level course will help develop students to become the best leaders they can be.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	To provide the opportunity for honors credit to reward and recognize students for their accomplishments and the positive additions they make to Sand Creek High School.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	To attract and retain high performers to student council to positively influence the culture and climate of Sand Creek High School.

BUDGET IMPACT: There would be no budget impact.

AMOUNT BUDGETED: There are no funds needed to support this proposal.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this item forward for action at the next regular board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 12, 2019

Student Council Leadership Honors Course

This course provides elected student council representatives the opportunity to study, practice and develop group leadership skills and the time necessary to perform their duties. These skills include, but are not limited to decision-making, problem-solving techniques, communications, human relations and civic responsibility. The honors component will be similar to a capstone where students must complete a portfolio on 3 standards from the National Student Council Standards along with 1 active component of either Civic Engagement or Service and complete their Leadership Philosophy. The honors credit is open to sophomores, juniors and seniors. Student council elections take place in April of the prior school year. Students may not register for this course; students are assigned to the class once elections are held.

The portfolio and all links are to the National Student Council Standards.

“Portfolio Builder”. *National Student Council*. National Association of Secondary School Principal. 2019. <https://www.natstuco.org/leadership-development/distinguished-student-leader-program/how-to-build-your-portfolio/portfolio-builder/>

Honors Course Portfolio Syllabus

Portfolio Contents

To be presented in the following order:

1. Create a cover page, containing the following:

Student Name

Current Grade Level in School

School

State

Month, Day, and Year of Application Submission

1. Prepare a Table of Contents, labeling pages/files as noted under Portfolio Criteria
2. Include your completed student, school, and leadership activity profile information forms.
3. Include your activity sign-off forms, initialed by your adviser.
4. Include your signed statement of validation page.
5. Provide evidence you have completed tasks related to your reading of Knowledge Builder material and demonstrated your skills for your adviser.
6. Include your two letters of recommendation.

Program Tasks and Goals (choose 3 standards)

- A. 1. Leadership and You

“The growth and development of people is the highest calling of leadership.” Harvey S. Firestone

Goals:

- Demonstrate that you have a solid understanding of the definition of leadership.
- Identify the basic styles of leadership and their application in situations.
- Identify common characteristics of leaders.
- Identify your personal leadership style and qualities and demonstrate your understanding of how they affect the way you lead others.

For your portfolio, read the following items and prepare no more than one paragraph for each to address the following. As you read, you may wish to [use this optional worksheet to take notes](#):

1. [Explain the 3 styles of leadership.](#)
2. [Identify 5 traits of leaders.](#)
3. [Identify 2 situational leadership behaviors.](#)
4. [Provide your personal definition of leadership.](#)
5. [List and examine your leadership qualities.](#)
6. [Explain when to use situational leadership behaviors.](#)
7. [Complete the T-P Leadership Questionnaire to include with your portfolio.](#)

[Get your adviser to sign off on your completion of these and include this sheet in your portfolio](#)
[>>](#)

A. 2. Goal Setting

Alice asked the Cheshire Cat, "Would you tell me, please, which way I ought to go from here?" The cat replied, "That depends a good deal on where you want to go." Lewis Carroll, Alice's Adventures in Wonderland

Goals

- Demonstrate to your adviser that you can successfully identify and use goal-setting practices.
- Identify the common characteristics of good goals.
- Explain the importance of setting goals and the basic steps used to set goals.
- Utilize goal-setting techniques to successfully write goals.

For your portfolio, read the following items and prepare no more than one paragraph to address the following. As you read, you may wish to [use this optional worksheet to take notes](#):

1. [Identify 5 reasons to set goals and 5 reasons why people don't set goals.](#)
2. [Identify the parts of SMART goals.](#)
3. [Use the NatStuCo 4-Step process to write a group goal.](#)
4. [Create one short- and one long-term goal to include in your portfolio using the Goal Setting Worksheet.](#)

[Get your adviser to sign off on your completion of these and include this sheet in your portfolio](#)
[>>](#)

A. 3. Team Building

"Coming together is a beginning. Keeping together is progress. Working together is success."
Henry Ford

Goals

- Demonstrate that you can successfully identify the characteristics of effective teams and team leaders.
- Develop an understanding of the benefits of utilizing a team approach in student council activities.
- Recognize and understand the 4 conditions that support effective teams.
- Successfully lead a team-building activity.

For your portfolio, read the following items and prepare no more than one paragraph to address the following. As you read, you may wish to [use this optional worksheet to take notes](#):

1. [Explain the attributes that separate a team from a group.](#)
2. [Identify 10 characteristics each of effective team members and team leaders.](#)
3. [Identify 5 signs that a student council is in need of effective team building.](#)
4. [Select and lead a team-building exercise.](#)

[Get your adviser to sign off on your completion of these and include this sheet in your portfolio](#)
[>>](#)

A. 4. Decision-Making

"Once you make a decision, the universe conspires to make it happen." Ralph Waldo Emerson

Goals

- Demonstrate your ability to identify the steps to making decisions.
- Identify and demonstrate 4 ways that groups make decisions.
- Identify 5 steps to making solid decisions.
- Identify and employ ethical decision-making practices.

For your portfolio, read the following items and prepare no more than one paragraph to address the following. As you read, you may wish to [use this optional worksheet to take notes](#):

1. [Explain how decisions are made using each of the 4 decision-making methods.](#)
2. [Identify a decision that would be best made using each decision-making method.](#)
3. [Name and explain 5 points to incorporate during the decision-making process.](#)
4. [Explain the importance of ethical decision making and how to evaluate whether or not a decision is ethical.](#)
5. [Explain the advantages and disadvantages of using a consensus approach to making decisions.](#)
6. [Facilitate a group to meet consensus on a decision.](#)

[Get your adviser to sign off on your completion of these and include this sheet in your portfolio](#)

[>>](#)

A. 5. Problem Solving

"Leaders are problem solvers by talent and temperament, and by choice." Harland Cleveland

Goals

- Demonstrate that you can successfully identify the 7 steps to solving problems.
- Identify and demonstrate proper techniques for effective brainstorming.
- Recognize barriers to creative problem solving.
- Explain how decision making and problem solving are used together by groups.

For your portfolio, read the following items and prepare no more than one paragraph to address the following. As you read, you may wish to [use this optional worksheet to take notes](#):

1. [Identify and explain the purpose for each of the 7 steps to problem solving.](#)
2. [Select 3 barriers that can block creative problem solving and explain how a leader can resolve each one with a win-win solution.](#)
3. [Summarize the basic techniques of brainstorming.](#)
4. Lead a committee or group in a problem-solving activity using the 7 steps.
[Problem Solving Worksheet 1 >>](#)
[Problem Solving Worksheet 2 >>](#)

[Get your adviser to sign off on your completion of these and include this sheet in your portfolio](#)

[>>](#)

A. 6. Group Dynamics

“Cooperation is the thorough conviction that nobody can get there unless everybody gets there.”

Virginia Burden

Goals

- Demonstrate that you can successfully identify and explain the 5 stages of group development.
- Identify the basic needs of group members.
- Identify the basic group roles fulfilled by its members.
- Define “group think” and explain how to recognize it.
- Identify “self-oriented” roles of group members that can jeopardize group cooperation.

For your portfolio, read the following items and prepare no more than one paragraph to address the following. As you read, you may wish to [use this optional worksheet to take notes](#):

1. [Identify what happens to a group in each stage of the team-building process.](#)
2. [Explain the roles of group members in the “task” category.](#)
3. [Explain the roles of group members in the “maintenance” category.](#)
4. [List 4 actions to maintain cooperation within a group.](#)
5. [Describe 9 self-oriented roles that weaken group development and select 3 to suggest strategies that a leader can use to bring about a positive change in cooperation.](#)
6. [Select and lead a council group or committee through a group cooperation activity.](#)

[Get your adviser to sign off on your completion of these and include this sheet in your portfolio](#)

[>>](#)

A. 7. Time Management

“Watches are so named as a reminder – if you don’t watch carefully what you do with your time, it will slip away from you.” Drew Sirtors

Goals

- Demonstrate that you can successfully identify and explain 3 strategies for effective time management.
- Identify strategies and create a plan to better organize yourself.
- Identify signs of stress and how to manage it.

For your portfolio, read the following items and prepare no more than one paragraph to address the following. As you read, you may wish to [use this optional worksheet to take notes](#):

1. [Identify 6 strategies to better manage your time. Tell which strategy works best for you and why.](#)
2. [Identify 10 strategies to improve personal organization.](#)
3. [Identify the general signs of stress.](#)
4. [Explain 5 strategies that can be used to deal with stress.](#)
5. Using the 10 strategies to improve personal organization, create a plan that incorporates at least 3 strategies. Use the plan for at least 2 weeks, then evaluate whether or not your plan helped. [Summarize your observations and suggest what you need to do to improve your plan.](#)
6. [Create a personal calendar with a daily "To Do" list covering two weeks. Explain how you used the calendar and evaluate to what extent it helped you organize your time.](#)
7. [Complete a Stress Test inventory. Summarize your reaction to the results and explain what you do to reduce your own stress.](#)

[Get your adviser to sign off on your completion of these and include this sheet in your portfolio](#)
[>>](#)

A. 8. Meeting Management

"Effective leadership is putting first things first. Effective management is discipline, carrying it out." Stephen Covey

Goals

- Demonstrate that you can successfully identify 7 principles for meetings.
- Identify and create a complete meeting agenda.
- Demonstrate a working knowledge of basic parliamentary procedure.
- Demonstrate proficiency in scheduling, planning, and chairing a council or committee meeting.
- Demonstrate the ability to record accurate minutes for a meeting.

For your portfolio, read the following items and prepare no more than one paragraph to address the following. As you read, you may wish to [use this optional worksheet to take notes](#):

1. [Explain 7 basic principles for meetings and identify 5 characteristics of good meetings.](#)
2. [Identify 10 strategies used to facilitate a meeting. Select 5 and explain how each one is important to use during meetings.](#)
3. [Identify and explain key actions that meeting organizers should always do.](#)

4. [Identify the differences between main, subsidiary, and incidental motions, and explain how each is correctly handled.](#)
5. [Demonstrate the ability to create and use a proper meeting agenda. Report on its effectiveness during the meeting, any problems that developed from its use and how they were resolved, or any problems avoided by using your agenda.](#)
6. [Diagram tracking a motion from beginning to end, and explain council options in dealing with the motion.](#)
7. [Demonstrate use of parliamentary procedure and correct terminology in meetings. Include a copy of the meeting minutes showing your participation.](#)
8. [Plan, organize, and run a committee or council meeting. Summarize the experience.](#)

[Get your adviser to sign off on your completion of these and include this sheet in your portfolio >>](#)

A. 9. Communication

“Good communication does not mean that you have to speak in perfectly formed sentences and paragraphs. It isn’t about slickness. Simple and clear go a long way.” John Kotter

Goals

- Satisfy your adviser that you can successfully identify the 4 common elements of communication and explain each one.
- Identify influences that affect communication.
- Identify and demonstrate 10 guidelines to be an effective speaker.
- Identify 10 rules to be an effective listener.
- Identify conditions that disrupt or block effective communications.
- Demonstrate your ability to effectively communicate in print, electronic, and verbal forms.
- Satisfy your adviser that you understand and can demonstrate proper stage and podium etiquette.

For your portfolio, read the following items and prepare no more than one paragraph to address the following. As you read, you may wish to [use this optional worksheet to take notes:](#)

1. [List the 4 common elements of communication, and explain the role of each.](#)
2. [List the 8 common influences on communication. Pick 5 to explain how they affect the way we communicate.](#)
3. [Explain 5 ways that students can become better listeners.](#)
4. [Identify 10 conditions blocking effective communications. Define 5 and suggest strategies to address them.](#)

5. [Compose a letter or memo or submit a sample you created for use in your current or past council role to demonstrate your ability to communicate effectively in print.](#)
6. [Submit a printout of an email or short PowerPoint presentation you created for use in your current or past council role to demonstrate your ability to communicate effectively in electronic form.](#)
7. [Demonstrate your ability to effectively communicate orally.](#)
8. [Demonstrate your ability to speak using proper stage and podium etiquette and based on the Adviser Checklist items on the activity sign-off form.](#)

[Get your adviser to sign off on your completion of these and include this sheet in your portfolio](#)

[>>](#)

A. 10. Evaluation

"The only man who behaves sensibly is my tailor; he takes my measurements anew every time he sees me, while all the rest go on with their old measurements and expect me to fit them."

George Bernard Shaw

Goals

- Demonstrate that you can successfully explain the general purpose of evaluation and identify 5 reasons why student councils should evaluate.
- Identify 10 simple methods that can be used to carry out evaluations.
- Identify 5 common characteristics of a good evaluation instrument.
- Successfully select and perform project and personal evaluations, and report findings.

For your portfolio, read the following items and prepare no more than one paragraph to address the following. As you read, you may wish to [use this optional worksheet to take notes](#):

1. [Provide an explanation of why it is important to evaluate people, groups, governing rules, and activities as noted on the worksheet.](#)
2. [Identify 10 evaluation methods or instruments and provide an example of how to apply each appropriately.](#)
3. [Name 5 characteristics of good evaluation instruments.](#)
4. [Identify the best evaluation method for each example given on the worksheet.](#)
5. [Using the 7 tips for planning evaluations, plan, perform, and report the results.](#)
6. [Complete the Individual Leader Evaluation Form. Summarize the results.](#)

[Get your adviser to sign off on your completion of these and include this sheet in your portfolio](#)

[>>](#)

Active Components (choose 1)

B. 1. Service

"Without community service, we would not have a strong quality of life. It's important to the person who serves as well as the recipient. It's the way in which we ourselves grow and develop." Dorothy I. Height

Goals

- Demonstrate that you can understand and can explain the importance of service as a key role of student leaders and the basic types of service projects typically performed by students.
- Identify school and community resources that can assist student council to identify school and community needs.
- Identify the difference between service and service learning and the 4 main parts of service learning.
- Identify and apply the 12 W's of project planning to the planning and implementation of a service project.
- Lead a student council committee or group to plan and carry out a service project that will benefit the school or community.

For your portfolio, read the following items and prepare no more than one paragraph to address the following. As you read, you may wish to [use this optional worksheet to take notes](#):

1. [Explain the role of service as it pertains to student leaders.](#)
2. [Explain *Direct* and *Indirect* Identify strengths or weaknesses of each. Explain which type of service you feel is better for students to participate in and why.](#)
3. [Explain the difference between service and service learning. Identify 4 key elements of service learning and explain what occurs during each.](#)
4. [Research and create a list of 5 resources at the school and 5 in the community to contact or utilize in support of student council service projects. Summarize how each one could be used or what information it could provide.](#)
5. [Provide evidence of active participation in 2 service projects within the last 2 years.](#)
6. [Use the 12 W's of project planning to plan and carry out a community service project. Follow the outline on the worksheet.](#)

[Get your adviser to sign off on your completion of these and include this sheet in your portfolio](#)

[>>](#)

B. 2. Civic Engagement

“Young people say, ‘What can one person do? What is the sense of our small effort?’ They cannot see that we can only lay one brick at a time, take one step at a time; we can be responsible only for the one action of the present moment.” Dorothy Day

Goals

- To understand what it means for students to have a voice in school and community issues.
- To understand what civic engagement means.
- Identify student council functions and activities that are civic-based.
- Understand how the “system works” in order to have input or to effect change.
- Identify community and online civic resources and define how they can be used in planning a civic-based activity.
- Assume the lead on a civic-based activity designed to engage members of the student body.

For your portfolio, read the following items and prepare no more than one paragraph to address the following. As you read, you may wish to [use this worksheet to take notes](#):

1. [Identify 2 types of school issues and 2 types of community issues for which students should have input and explain why.](#)
2. [Explain what it means to be civically engaged and why it is important for students to be involved in civic-based activities.](#)
3. [Identify 4 goals of civic engagement.](#)
4. [Explain 3 types of civic engagement and activities that illustrate each one.](#)
5. [Explain a process that could be used to make an improvement or effect a change in your school.](#)
6. [Create a list of 3 community resources and 3 websites that support civic engagement. Explain how the student council can utilize each.](#)
7. Organize and lead a committee or the student council in a civic-based activity that engages members of the student body. [Explain the activity and identify it. Keep a journal of the activity and prepare a short report of the outcomes.](#)

[Get your adviser to sign off on your completion of these and include this sheet in your portfolio](#)
[>>](#)

All Students to Complete Each Year

D. 1. My Leadership Philosophy

Goals

- Articulate your personal philosophy about leadership.

- Identify your traits and characteristics that have served you as a leader and explain how you used them.
- Identify and explore how both successes and failures have affected your development and growth as a leader.

Complete the following and add them to your portfolio:

1. Create a list of your leadership traits and identify the style of leadership you most often use.
2. Write an essay of 750 to 1,000 words to discuss your personal philosophy about leadership. In your essay, cite examples of applying your leadership traits, skills, and characteristics and what you have learned about yourself (as a leader) as you have worked through the process to become a National Student Council Distinguished Student Leader.

[Get your adviser to sign off on your completion of these and include this sheet in your portfolio](#)

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BOARD OF EDUCATION 6
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Andy Franko, iConnect Zone Leader

TITLE OF AGENDA ITEM: Charter School Annual Performance Review

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

Each year the board is provided a report describing the performance level of D49 authorized charter schools. The report includes the level of performance that each school achieves. Charter schools receive a rating of Non-Compliant, Priority Improvement, Improvement, Good Standing, or Distinction. A Good Standing rating identifies the school has met the standards and expectations of the charter contract, the Charter School Act, and expectations of the school district. The performance measures are derived from the National Association of Charter School Authorizers standards.

RELEVANT DATA AND EXPECTED OUTCOMES:

The outcome of the Annual Performance Review for charter schools is calculated using the APR rubric. Measures are aligned to standards of Academic, Finance, Operation, and Governance performance.

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>	<p>The APR provides transparency regarding the performance of public charter schools.</p> <p>Charter schools implement autonomous programs. The oversight of these programs ensures compliance to the contract, laws, regulations, and policies.</p> <p>The APR ensures the school options provided in D49 are of the highest quality.</p>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: INFORMATION ONLY.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 13, 2019

D49 CHARTER SCHOOLS ANNUAL PERFORMANCE REPORT



SCHOOL		Banning Lewis Academy			
GRADE LEVELS		K-10			
SCHOOL YEAR		2016-17	2017-18	2018-19	2019-20
Contract reviewed and approved 2/17		YEAR 1	YEAR 2	YEAR 3	YEAR 4
PERFORMANCE OVER TIME		GOOD STANDING	GOOD STANDING	GOOD STANDING	
FRAMEWORK STANDARDS		STANDARD TOTAL	RATING		WEIGHTED TOTAL
ACADEMIC PERFORMANCE					
APS1	Academic Accountability	4.0	EXCEEDS		3.1
APS2	Student Growth	2.5	APPROACHING		
APS3	Student Achievement	2.5	APPROACHING		
APS4	Post-Secondary Readiness	4.0	EXCEEDS		
APS5	Mission Specific Academic Goals	2.5	APPROACHING		
SUB TOTAL					1.2
FINANCIAL PERFORMANCE					
FPS1	Near-Term Measures	4.0	EXCEEDS		3.5
FPS2	Financial Sustainability	3.0	MEETS		
SUB TOTAL					0.7
OPERATIONAL and GOVERNANCE PERFORMANCE					
OPS1	Education Program	3.0	MEETS		2.7
OPS2	Financial Management and Oversight	2.7	APPROACHING		
OPS3	Governance and Reporting	3.0	MEETS		
OPS4	Students and Employees	3.0	MEETS		
OPS5	School Environment	3.0	MEETS		
OPS6	Additional Obligations	1.8	DOES NOT MEET		
SUB TOTAL					1.1
FINAL ANNUAL PERFORMANCE STATUS			WEIGHTED TOTAL		3.0
			GOOD STANDING		

D49 CHARTER SCHOOLS ANNUAL PERFORMANCE REPORT



SCHOOL		GOAL Academy				
GRADE LEVELS		9th - 12th				
SCHOOL YEAR		2018-19	2019-20	2020-21	2021-22	2022-23
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PERFORMANCE OVER TIME		GOOD STANDING				
FRAMEWORK STANDARDS		STANDARD TOTAL	RATING			WEIGHTED TOTAL
ACADEMIC PERFORMANCE						
APS1	Academic Accountability	4.0	EXCEEDS		3.3	
APS2	Student Growth	3.0	MEETS			
APS3	Student Achievement	3.0	MEETS			
APS4	Post-Secondary Readiness	3.7	EXCEEDS			
APS5	Mission Specific Academic Goals	3.0	MEETS			
SUB TOTAL					1.3	
FINANCIAL PERFORMANCE						
FPS1	Near-Term Measures	4.0	EXCEEDS		3.5	
FPS2	Financial Sustainability	3.0	MEETS			
SUB TOTAL					0.7	
OPERATIONAL and GOVERNANCE PERFORMANCE						
OPS1	Education Program	3.0	MEETS		3.0	
OPS2	Financial Management and Oversight	3.0	MEETS			
OPS3	Governance and Reporting	3.0	MEETS			
OPS4	Students and Employees	3.0	MEETS			
OPS5	School Environment	3.0	MEETS			
OPS6	Additional Obligations	3.0	MEETS			
SUB TOTAL					1.2	
FINAL ANNUAL PERFORMANCE STATUS			WEIGHTED TOTAL		3.2	
			GOOD STANDING			

D49 CHARTER SCHOOLS ANNUAL PERFORMANCE REPORT



SCHOOL		Grand Peak Academy				
GRADE LEVELS		K-8				
SCHOOL YEAR		2017-18	2018-19	2019-20	2020-21	2021-22
GPA re-entered the renewal process with D49 during the 18-19 school year. The charter was approved for a 4 year extension with milestone conditions.						
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PERFORMANCE OVER TIME		GOOD STANDING	GOOD STANDING			
FRAMEWORK STANDARDS		STANDARD TOTAL	RATING			WEIGHTED TOTAL
ACADEMIC PERFORMANCE						
APS1	Academic Accountability	4.0	EXCEEDS			2.9
APS2	Student Growth	2.6	APPROACHING			
APS3	Student Achievement	2.5	APPROACHING			
APS4	Post-Secondary Readiness	NA	NA			
APS5	Mission Specific Academic Goals	2.5	APPROACHING			
SUB TOTAL						1.2
FINANCIAL PERFORMANCE						
FPS1	Near-Term Measures	3.7	EXCEEDS			3.3
FPS2	Financial Sustainability	3.0	MEETS			
SUB TOTAL						0.7
OPERATIONAL and GOVERNANCE PERFORMANCE						
OPS1	Education Program	3.0	MEETS			3.0
OPS2	Financial Management and Oversight	3.0	MEETS			
OPS3	Governance and Reporting	3.0	MEETS			
OPS4	Students and Employees	3.0	MEETS			
OPS5	School Environment	3.0	MEETS			
OPS6	Additional Obligations	2.8	APPROACHING			
SUB TOTAL						1.2
FINAL ANNUAL PERFORMANCE STATUS			WEIGHTED TOTAL		3.0	
			GOOD STANDING			

D49 CHARTER SCHOOLS ANNUAL PERFORMANCE REPORT



SCHOOL		Liberty Tree Academy		
GRADE LEVELS		K-8		
SCHOOL YEAR		2018-19	2019-20	2020-21
Contract reviewed and approved 2/17		YEAR 1	YEAR 2	YEAR 3
PERFORMANCE OVER TIME		GOOD STANDING		
FRAMEWORK STANDARDS		STANDARD TOTAL	RATING	WEIGHTED TOTAL
ACADEMIC PERFORMANCE				
APS1	Academic Accountability	4.0	EXCEEDS	3.0
APS2	Student Growth	2.1	APPROACHING	
APS3	Student Achievement	3.2	MEETS	
APS4	Post-Secondary Readiness	NA	NA	
APS5	Mission Specific Academic Goals	2.5	APPROACHING	
SUB TOTAL				1.2
FINANCIAL PERFORMANCE				
FPS1	Near-Term Measures	4.0	EXCEEDS	3.5
FPS2	Financial Sustainability	3.0	MEETS	
SUB TOTAL				0.7
OPERATIONAL and GOVERNANCE PERFORMANCE				
OPS1	Education Program	3.0	MEETS	2.9
OPS2	Financial Management and Oversight	2.7	APPROACHING	
OPS3	Governance and Reporting	3.0	MEETS	
OPS4	Students and Employees	3.0	MEETS	
OPS5	School Environment	3.0	MEETS	
OPS6	Additional Obligations	2.8	APPROACHING	
SUB TOTAL				1.2
FINAL ANNUAL PERFORMANCE STATUS			WEIGHTED TOTAL	3.0
			GOOD STANDING	

D49 CHARTER SCHOOLS

ANNUAL PERFORMANCE REPORT



SCHOOL		Pikes Peak School of Expeditionary Learning		
GRADE LEVELS		K-8		
SCHOOL YEAR		2016-17	2017-18	2018-19
Charter contract renewed for 5 years 7/1/17		YEAR 1	YEAR 2	YEAR 3
PERFORMANCE OVER TIME		GOOD STANDING	GOOD STANDING	GOOD STANDING
FRAMEWORK STANDARDS		STANDARD TOTAL	RATING	WEIGHTED TOTAL
ACADEMIC PERFORMANCE				
APS1	Academic Accountability	4.0	EXCEEDS	3.2
APS2	Student Growth	3.1	MEETS	
APS3	Student Achievement	2.8	APPROACHING	
APS4	Post-Secondary Readiness	NA	NA	
APS5	Mission Specific Academic Goals	3.0	MEETS	
SUB TOTAL				1.3
FINANCIAL PERFORMANCE				
FPS1	Near-Term Measures	4.0	EXCEEDS	3.5
FPS2	Financial Sustainability	3.0	MEETS	
SUB TOTAL				0.7
OPERATIONAL and GOVERNANCE PERFORMANCE				
OPS1	Education Program	3.0	MEETS	2.9
OPS2	Financial Management and Oversight	2.7	APPROACHING	
OPS3	Governance and Reporting	3.0	MEETS	
OPS4	Students and Employees	3.0	MEETS	
OPS5	School Environment	2.8	APPROACHING	
OPS6	Additional Obligations	3.0	MEETS	
SUB TOTAL				1.2
FINAL ANNUAL PERFORMANCE STATUS			WEIGHTED TOTAL	3.1
			GOOD STANDING	

D49 CHARTER SCHOOLS ANNUAL PERFORMANCE REPORT



SCHOOL		Power Technical Early College		
GRADE LEVELS		6th -12th		
SCHOOL YEAR		2016-17	2017-18	2018-19
Charter contract established for 5 years 7/1/17		YEAR 1	YEAR 2	YEAR 3
PERFORMANCE OVER TIME		PRIOR IMPROVE	IMPROVEMENT	GOOD STANDING
FRAMEWORK STANDARDS		STANDARD TOTAL	RATING	WEIGHTED TOTAL
ACADEMIC PERFORMANCE				
APS1	Academic Accountability	4.0	EXCEEDS	2.9
APS2	Student Growth	2.4	APPROACHING	
APS3	Student Achievement	2.0	APPROACHING	
APS4	Post-Secondary Readiness	3.0	MEETS	
APS5	Mission Specific Academic Goals	3.0	MEETS	
SUB TOTAL				1.2
FINANCIAL PERFORMANCE				
FPS1	Near-Term Measures	4.0	EXCEEDS	3.5
FPS2	Financial Sustainability	3.0	MEETS	
SUB TOTAL				0.7
OPERATIONAL and GOVERNANCE PERFORMANCE				
OPS1	Education Program	3.0	MEETS	3.0
OPS2	Financial Management and Oversight	3.0	MEETS	
OPS3	Governance and Reporting	3.0	MEETS	
OPS4	Students and Employees	3.0	MEETS	
OPS5	School Environment	3.0	MEETS	
OPS6	Additional Obligations	2.8	APPROACHING	
SUB TOTAL				1.2
FINAL ANNUAL PERFORMANCE STATUS			WEIGHTED TOTAL	3.0
			GOOD STANDING	

D49 CHARTER SCHOOLS ANNUAL PERFORMANCE REPORT



SCHOOL		Rocky Mountain Classical Academy				
GRADE LEVELS		K-8				
SCHOOL YEAR		2017-18	2018-19	2019-20	2020-21	2021-22
Currently engaged in the charter renewal process		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PERFORMANCE OVER TIME		IMPROVEMENT	IMPROVEMENT			
FRAMEWORK STANDARDS		STANDARD TOTAL	RATING			WEIGHTED TOTAL
ACADEMIC PERFORMANCE						
APS1	Academic Accountability	4.0	EXCEEDS			2.7
APS2	Student Growth	2.7	APPROACHING			
APS3	Student Achievement	2.1	APPROACHING			
APS4	Post-Secondary Readiness	NA	NA			
APS5	Mission Specific Academic Goals	2.0	APPROACHING			
SUB TOTAL						1.1
FINANCIAL PERFORMANCE						
FPS1	Near-Term Measures	3.7	EXCEEDS			3.3
FPS2	Financial Sustainability	3.0	MEETS			
SUB TOTAL						0.7
OPERATIONAL and GOVERNANCE PERFORMANCE						
OPS1	Education Program	3.0	MEETS			2.7
OPS2	Financial Management and Oversight	2.7	APPROACHING			
OPS3	Governance and Reporting	3.0	MEETS			
OPS4	Students and Employees	3.0	MEETS			
OPS5	School Environment	3.0	MEETS			
OPS6	Additional Obligations	1.8	DOES NOT MEET			
SUB TOTAL						1.1
FINAL ANNUAL PERFORMANCE STATUS			WEIGHTED TOTAL			2.8
			IMPROVEMENT			

BOARD OF EDUCATION ITEM 7
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Dr. Lou Fletcher, Director of Culture and Services

TITLE OF AGENDA ITEM: Culture and Services Update

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

Sustaining cultural gains in the post-DOJ monitoring era requires deliberate action and focused interventions with goal of continuously assessing and improving the district's climate. The cultural compass is a guiding icon for a myriad of services, which are designed, implemented, and evaluated with the goal of improving the district's culture.

RELEVANT DATA AND EXPECTED OUTCOMES:

The foundational work required to satisfy the revised DOJ agreement is continued through the ongoing work of Culture and Services. The BRIGHT grant empowers the BOE's Restorative Practices (RP) resolution and provides support to military-connected students, the IGNITE grants support career and college pathways using STEAM, and the BASE49 enterprise organization will implement evidence-based practices to enrich students' before and after school experiences. Student Information, Central Registration, Truancy Management, Student Discipline, Title IX Coordination, and the Grievance Process all support key performance parameters of the district's culture. The aforementioned all represent measurable services that operate to continuously improve the district's culture.

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	Culture impacts how we treat each other and how we treat our work. Individuals who are not guided by a fair process cannot focus on school or work, which could be detrimental both personally and professionally.
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>	A culture that proactively works to mitigate the impact of harassment and discrimination establishes a <u>firm foundation</u> of <u>trust</u> , which enables D49 to effectively engage with its entire <u>community</u> . The successfully completed collaboration with the DOJ empowered D49 to refine the district's culture, which is observable in its <u>portfolio of</u> distinct and exceptional <u>schools</u> . The sustainable outcome of the aforementioned collaboration is the intentional alignment of D49's cultural capacity to <u>launch each student toward success</u> .

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information/BOE update

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: August 30, 2019



Culture and Services Update

September 25, 2019

Dr. Lou Fletcher
Director of Culture and Services

Ms. Mary Velasquez
IGNITE/IGNITE Expeditions Project Manager

Ms. Danielle Grimaldo
BASE49 Project Manager

Culture & Services

Special Interest Items



- **IGNITE/IGNITE Expeditions**
 - STEAM Implementation Tools
 - The Expedition Bus!/Z-Space Zone Implementation
- **BASE49**
 - Creating Access District-Wide
 - Revenue Sharing Model
- **Expulsion**
 - Deferred Expulsions (Innovation to Implementation)
 - Descriptive Statistics

STEAM Implementation Tools

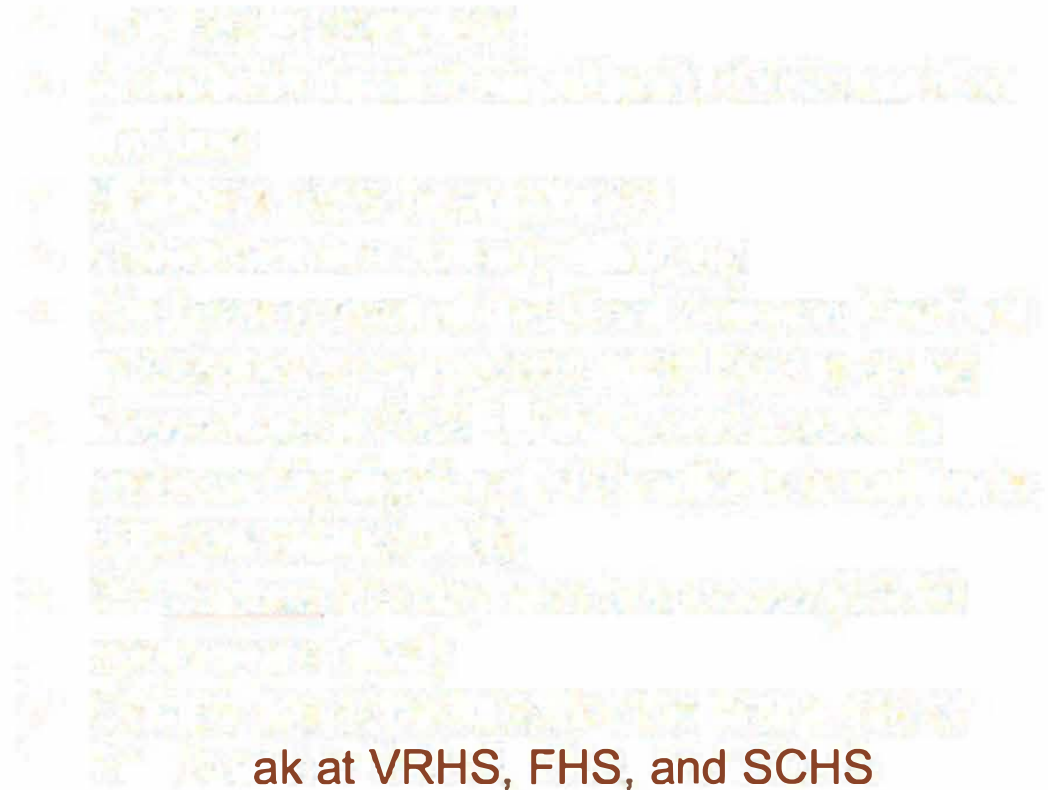


- 7/13 schools took advantage of Cool Science offering (some twice)
- 6/16 schools took advantage of "other assemblies" opportunity
- 4/16 schools took advantage of Sphero Robot check out
- 11 teachers registered for STEM Boot Camp: up from 4 in 2018 (6 attended due to limited spots available)
- Middle Schools have received or scheduled 2nd PD for new Science curriculum
- Misty II Robots were returned: budget revisions will include our own inflatable planetarium, make-do kits, and other STEAM related goodies for use district-wide (voted on by Creating STEAM in D49 group)
- Missoula Children's Theatre will be offered this year: 1 school scheduled, three more interested



The Expedition Bus!

zSpace Zone Implementation



BASE49 – Creating Access District-Wide



- We have worked with the Colorado State Child Care licensing company (IREE) to increase the capacity at all of the BASE49 locations to 60. This allows the program to accept more children, in the before and after school program to minimize waitlists, as well as the non school day programs we have through out the year.
- The BASE49 program has been accepted into the Colorado Child Care Assistance program (CCCAP) this is a benefit for for low income families. Families apply for the program through the state, once approved the state will pay a portion of the child care fees.

BASE49 - Revenue Sharing Model



- A formula has been established to use when disbursing money to the elementary schools who participate in the BASE49 program, the formula is as follows:
percent per student in attendance, per contract, per week. This allows the program to share revenue with the schools based on the amount of revenue generated at each school.
- A timeline of disbursing money has been established as well, BASE49 will disburse money to each school twice a year, in August and January. The August payment will cover January-June of the previous school year. The January payment will cover July-December. This system allows BASE49 to give back actual revenue rather than estimated revenue.

Expulsion Pilot - Innovation

Expulsion Statistics



2015-2016

18 Hearings

- 2 Expelled (11%)
- 16 Deferred (89%)
 - 3 Deferred to expelled (19%)
 - 13 In Compliance (81%)

2016-2017

25 Hearings

- 11 Expelled (44%)
- 14 Deferred (56%)
 - 1 Deferred to expelled (7%)
 - 13 In Compliance (93%)

2017-2018

30 Hearings

- 12 Expelled (40%)
- 17 Deferred (56.6%)
- 1 Denied (3.3%)
 - 0 Deferred to expelled (0%)
 - 17 In Compliance (100%)

3-Year Pilot Study Snapshot

- 47 of 72 Students Restored To School W/ Safety Contracts (65.3%)
- 43 of 47 Yields A 91.5% Deferment Compliance Success Rate
 - 43 Fewer Students In the Expulsion Program
 - 43 Students Without An Expulsion On Their Record
- 29 Expelled Students Gained A Favorable Student/Teacher Ratio
- Hearings are FRCs for extreme behaviors (reintegrative shame)

Post Pilot - Implementation

Expulsion Statistics



2018-2019

20 Hearings

- 8 Expelled (40%)
- 12 Deferred (60%)
 - **2 Deferred to expelled (16.6%)**
 - **10 In Compliance (83.3%)**

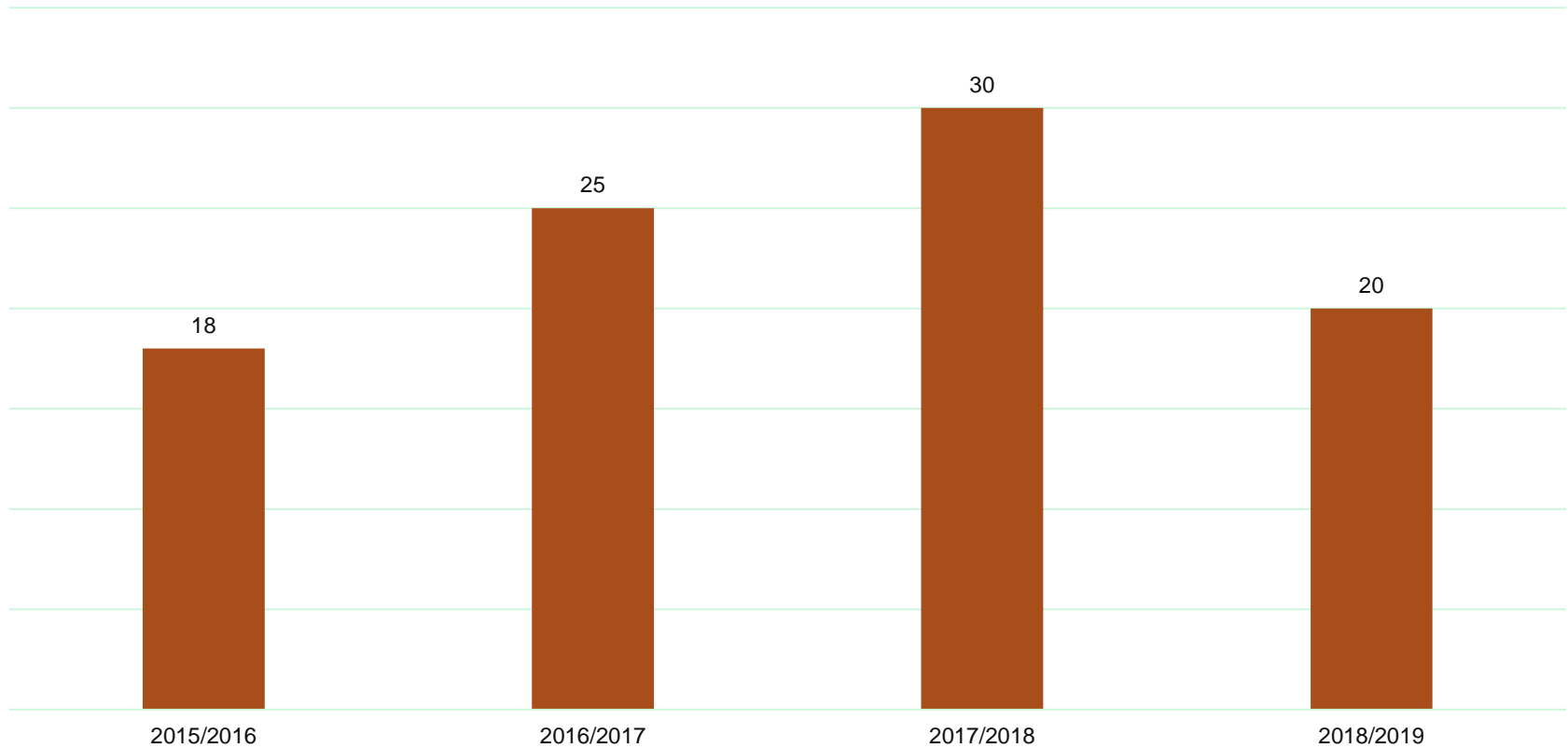
Post-Pilot Data

- Number of hearings trending down (as predicted)
- Restoration is growing as a cultural value
 - 60% of the hearing resulted in deferments
 - Approximately 16% of the deferred became expelled
- Approximately 83% of the deferred students return to school and remain compliant (Remained successful in the school environment)

Annual Number of Hearings



Annual Number of Hearings

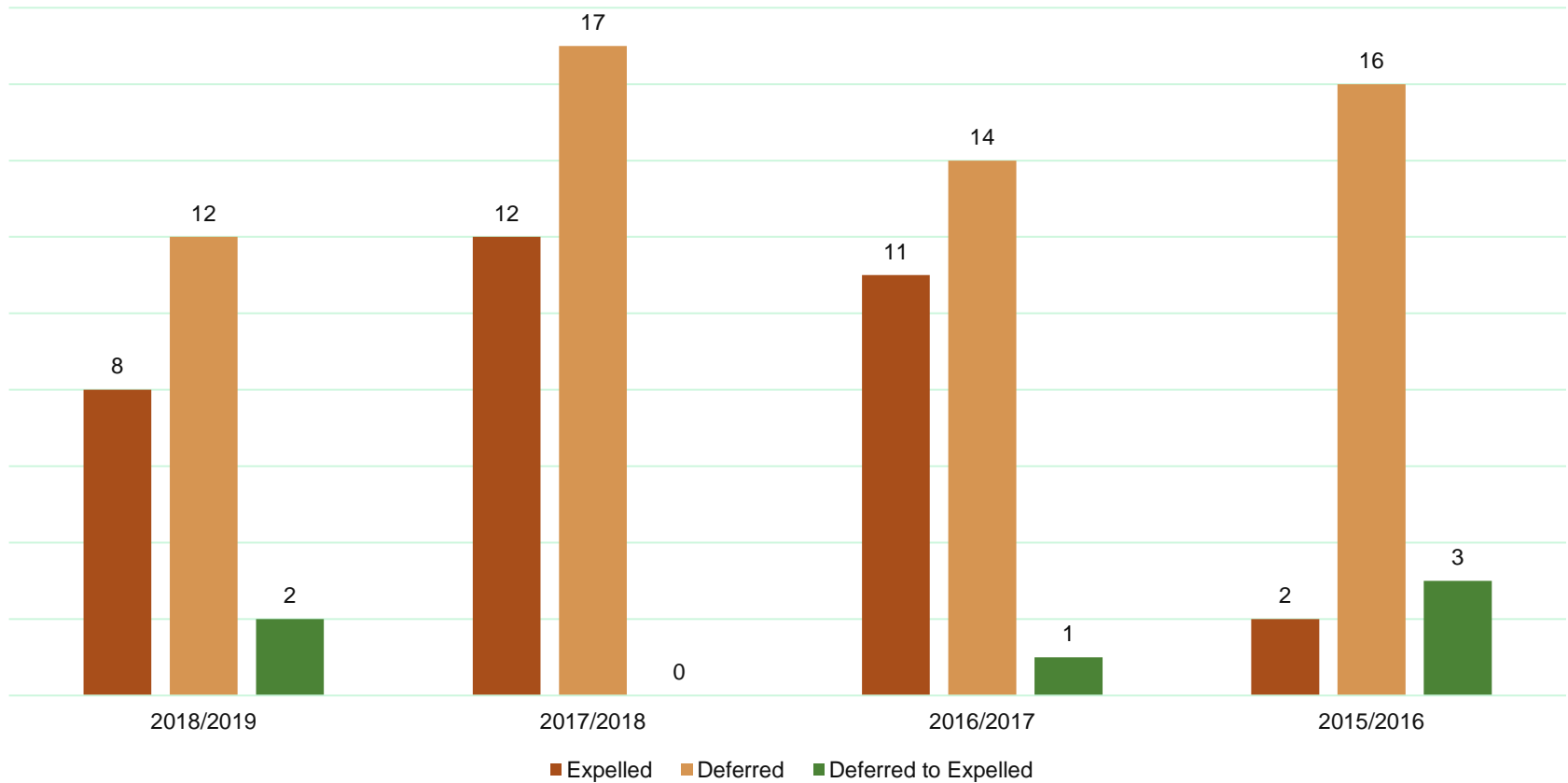


The Best Choice to Learn, Work and Lead

Expelled vs Deferred



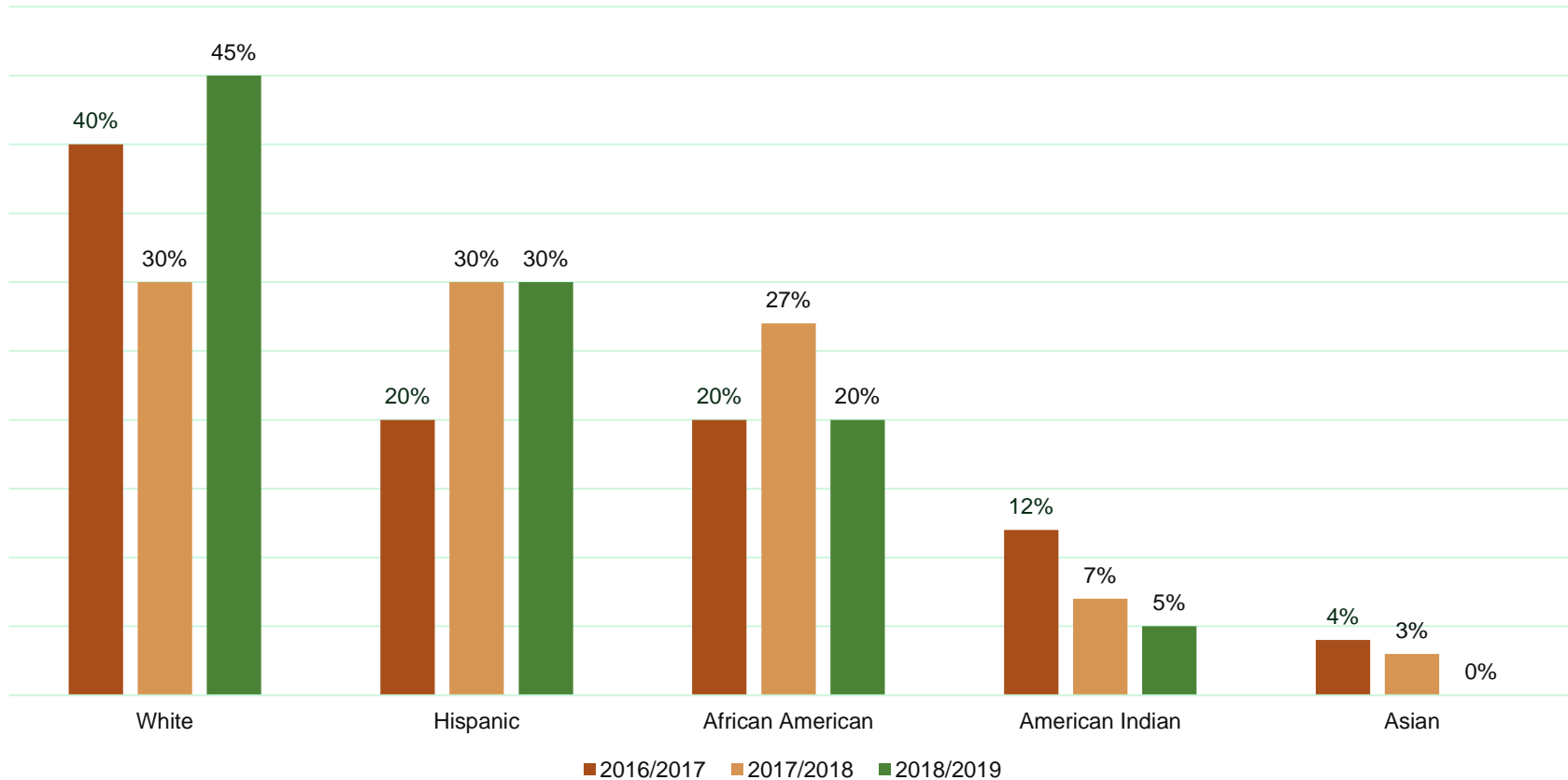
Expelled vs Deferred



Ethnicity Comparison



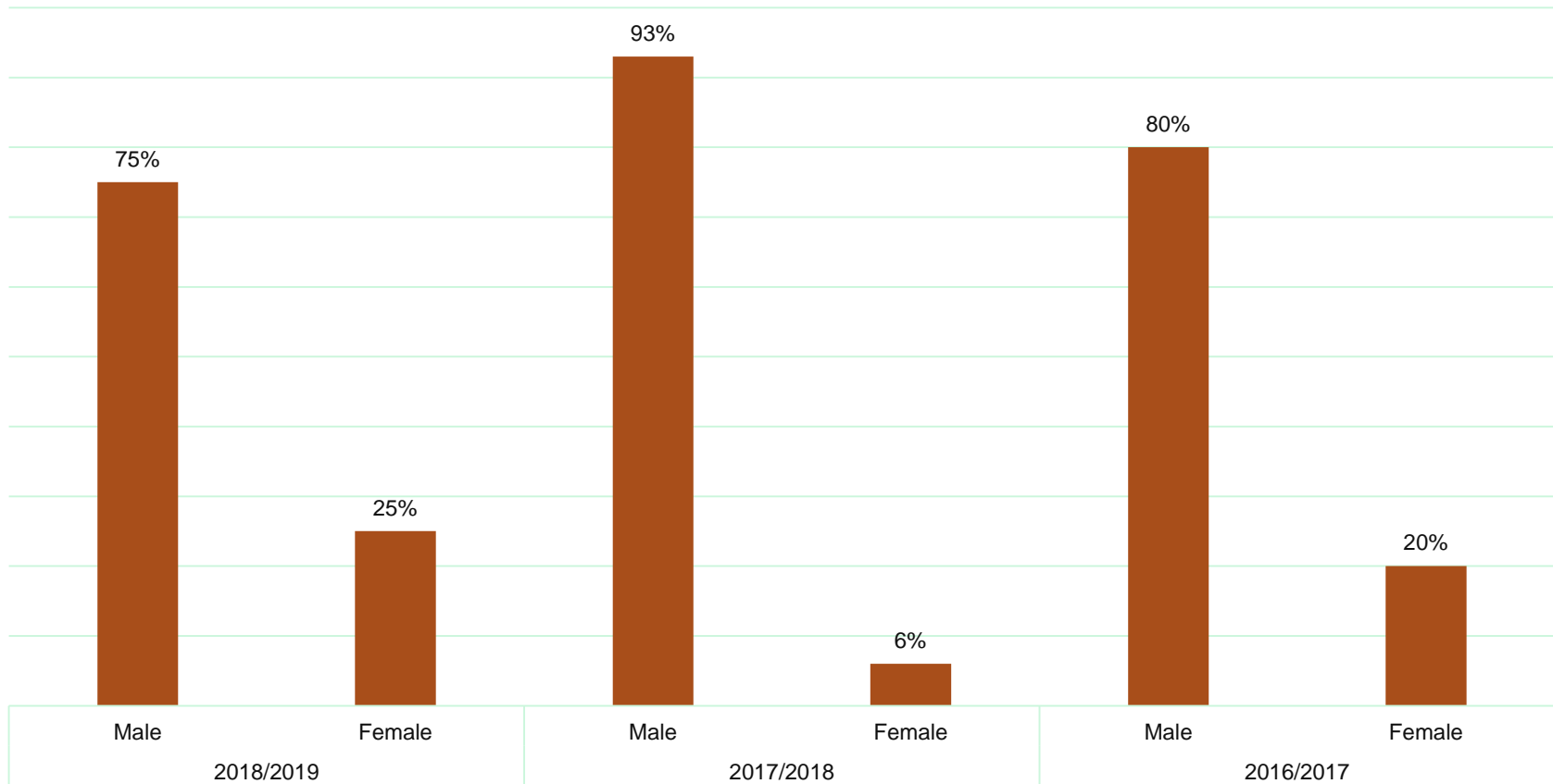
3 Year Ethnicity Comparison



Male vs Female Expulsions



3 Year Comparison - Male vs Female Expulsions





Questions?

BOARD OF EDUCATION ITEM 8.A
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Dr. Louis Fletcher, Director of Culture and Services

TITLE OF AGENDA ITEM: Central Registrar – Charter Support

ACTION/INFORMATION/DISCUSSION: Action/Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The charter population in D49 has increased with the addition of charter schools each year. Some charter schools are on the districts SIS and others are not, which creates potential data integrity for state reporting. Charter staffs also require additional training and support with respect to data formats, data accountability, and state reporting.

RATIONALE:

The addition of a registrar who provides routine training support to charter schools serves to mitigate issues caused by a misunderstanding of D49's local requirements in support of state reporting. Additionally, this specialized registrar will mediate any issues that charter parents experience during the district's registration process and expedite approved charter registrations to help facilitate the charter school enrollment process.

RELEVANT DATA AND EXPECTED OUTCOMES:

This position will give the charter schools and identifiable resource to contact when they have need with respect to registration. This position will refine the process for getting data in the appropriate format for state reporting. This position will help new charter schools to set up the "D49 way" from the start, which prevents scrap and rework.

INNOVATION AND INTELLIGENT RISK:

The District 49 portfolio includes a significant number of charter schools, which grow in number each year. The charters are governed by different boards and management structures with varying levels of student information management experience. D49 previously accepted the risk of the charters' SIS data operations with limited insight; however, this innovation will increase the district's insight and leadership in managing/reporting SIS information.

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

Culture	Inner Ring —How we treat each other	Data security and integrity provides peace of mind to all district stakeholders.
	Outer Ring —How we treat our work	Enabling proactive and responsive protocol allows all stakeholders to be confident in the availability of student data, which empowers them to do their jobs.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Reinforcing data integrity, information security, and system availability builds trust and increases return on investment.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The Student Information System (SIS) is the district's most accessed data asset; therefore, implementing mission assurance measures directly supports the community's participation.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Distinct and exceptional 21 st century schools employ Student Information Systems (SIS) to create digital records of each student's academic and behavioral development.

BOE Work Session September 25, 2019
Item 8.a continued

Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Maintaining reliable data facilitates accurate analysis of student behavioral trends and academic growth gaps, which establishes an evidence-based foundation for learners to thrive.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Student data accuracy and availability empowers educators to differentiate instruction and assess behavioral interventions, which launches each student toward success.

BUDGET IMPACT: This position is paid slightly more than other central registrars (\$14.60 per hour for 260 days) due to the additional training and support requirements, but the cost is shared between the district (20%) and the charter schools (80%).

AMOUNT BUDGETED: The funds to support this position are already budgeted.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: This a validated requirement framed in conjunction with iConnect Zone Leader, which both reinforces charter school SIS data operations and the integrity of D49's state reporting; therefore, Culture & Services recommends approval of this position.

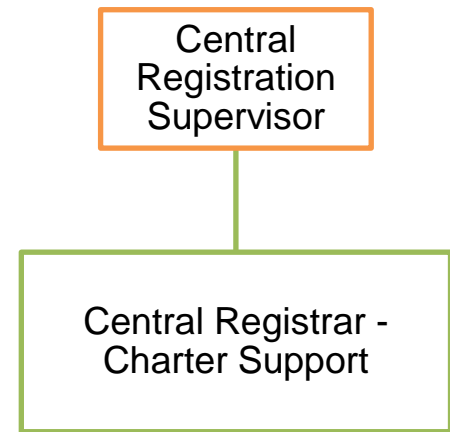
APPROVED BY: Brett Ridgway, Chief Business Officer and Peter Hilts, Chief Education Officer

DATE: August 30, 2019

CENTRAL REGISTRAR – CHARTER SUPPORT

Job Title:	Central Registrar – Charter Support
Initial:	October 10, 2019
Revised:	
Work Year:	Full Year
Office:	Education
Department:	Central Registration
Reports To:	Central Registration Supervisor
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 9

Related Organization Chart



POSITION SUMMARY: The Central Registrar – Charter Support is responsible for receiving, completing and maintaining legal and district paperwork for entering and exiting students with an 80% emphasis on charter schools. Supports parents and students with login information for Student Information System (SIS) portal. Processes and verifies registration applications. Maintains all aspects of the registration office. Supports data collection and integrity for the purpose of state reporting.

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.

- Receives, completes and maintains legal and district paperwork for entering and exiting students with an 80% emphasis on charter schools.
- Acts as a liaison between charter schools, district schools and central enrollment with availability for onsite visits at charter schools and quarterly training of the charter registrars.
- Provides customer service to all visiting guests, parents and students. Answers questions politely and appropriately.
- Corrects and maintains data in the Student Information System (SIS).
- Answers incoming calls related to registrar issues.
- Assists parents, students and other school registrars with registration questions.
- Supports charter registrars with training on how to support parents and students with login information for SIS portal.
- Manages state student numbers using the Records Integration Tracking System (RITS).

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.

-
- Verifies registration application information.
 - Supports data collection and integrity for the purpose of state reporting.
 - Performs other related duties as assigned.

Supervision & Technical Responsibilities:

- This position does not supervise other employees.

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:

- High school diploma or equivalent.

Experience:

- Two years of experience in office work.
- Office work in a school setting preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Basic math and accounting 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.
- Ability to maintain excellent attendance.
- 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, Google, and Power Point.

Certificates, Licenses, & Registrations:

- Criminal background check 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 regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; talk and hear. The employee is occasionally required to stand; walk; climb or balance; stoop, kneel, crouch, or crawl. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds.

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.

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.

BOARD OF EDUCATION ITEM 8.B
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Louis Fletcher, Director of Culture & Services

TITLE OF AGENDA ITEM: BASE49 Administrative Assistant

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The former title and duties of the Kid's Corner "Office Assistant" do adequately characterize the expected duties of the administrative support position at BASE49; therefore, the title and compensation level require realignment.

RATIONALE:

The budget responsibility and other administrative support exceeds the Office Assistant role; therefore, the shift to Administrative Assistant classification is warranted to ensure that the employee is fairly compensated for their labor.

RELEVANT DATA AND EXPECTED OUTCOMES:

The job description specifies pertinent information that allows applicants and incumbents to understand the requirements and compensation range of the job. Consistent compensation for similar jobs reinforces perceptions of fairness with respect to compensation.

INNOVATION AND INTELLIGENT RISK:

Standardizing compensation schedules for similar jobs across the district provides transparency and sets a verifiable standard for what the district considers fair compensation for employee labor.

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

By revising the BASE49 job descriptions there are not any direct impacts to the District mission.

Culture	Inner Ring —How we treat each other	Consistent pay for similar positions builds trust among the workforce.
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Having accurate job descriptions signifies to our community that the BASE49 program is committed to finding the best candidates to work for the program who fully understand the duties and responsibilities of the positions BASE49 has to offer.
	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>	

BOE Work Session September 25, 2019
Item 8.b continued

BUDGET IMPACT: There is not any direct budget impact to the general fund. There is approximately \$4,300 impact to BASE49 revenue annually.

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: With board consensus, move the revised job descriptions in item 8.b forward for action at the next regular board meeting.

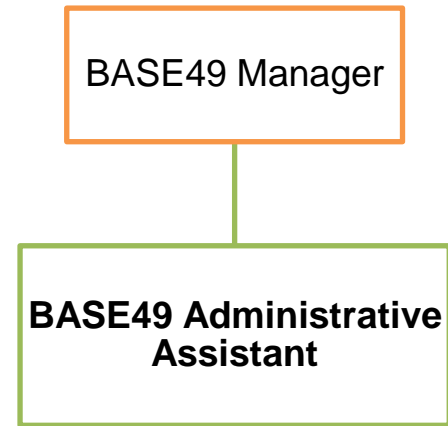
APPROVED BY: Peter Hiltz, Chief Education Officer and Brett Ridgway, Chief Business Officer

DATE: September 12, 2019

BASE49 ADMINISTRATIVE ASSISTANT

Job Title:	BASE49 Administrative Assistant
Initial:	October 10, 2019
Revised:	
Work Year:	Full Year
Office:	Education
Department:	BASE49 Program
Reports To:	BASE49 Manager
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 10

Related Organization Chart



POSITION SUMMARY: The BASE49 Administrative Assistant provides administrative support to supervisor and department staff to ensure effective and efficient operation of the program.

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.

- Establishes and maintains effective communication and working relationships and acts as a main point of contact for all BASE49 visitors.
- Establishes and maintains effective communication with staff, parents, Colorado Partnership for Early Childhood Education, local and state government agencies, and community stakeholders.
- Serves as a resource and point of contact for BASE49 employees.
- Assists BASE49 management in processing BASE49 enrollment applications.
- Maintains and updates BASE49 enrollment forms.
- Maintains and monitors program availability at all schools participating in BASE49.
- Maintains BASE49 student enrollment and withdrawals.
- Creates student files for all students in attendance of the BASE49 program.
- Creates and maintains staff files to include, training certificates, and all required paper work.
- Files and maintains past records of attendance for all BASE49 students for the minimum requirement of up to three (3) years.
- Maintains effective record keeping system and provides coordination and assistance with state and federal reporting.

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.

-
- Prepares and provides fee statements for tuition paying families and performs weekly processing (collecting and recording) of tuition and fees.
 - Maintains a system of recording expenditures and summarizes various departmental budgets and financial transactions.
 - Performs general office operations including answering phones, receiving and disseminating mail and operating and maintaining office supplies and equipment.
 - Creates, files, manages and prioritizes correspondence, reports, meeting minutes, and other documentations.
 - Schedules appointments for staff meetings and training.
 - Answers basic questions about enrollment, costs, and wait list placement.
 - Performs other related duties as assigned.

Supervision & Technical Responsibilities:

- This position does not supervise other employees.

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:

- High school diploma or equivalent.

Experience:

- Two years of experience in administrative assistant or office work.
- Experience working with a Before and After School program preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Basic math and accounting 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.
- Ability to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to diffuse and manage volatile and stressful situations.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Google, and Power Point.

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.

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 regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; talk and hear. The employee is occasionally required to stand; walk; climb or balance; stoop, kneel, crouch, or crawl. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds.

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.

BOARD OF EDUCATION ITEM 9
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: September 23, 2019

PREPARED BY: Louis Fletcher, Director of Culture & Services

TITLE OF AGENDA ITEM: Revised Job Descriptions

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Since the rebranding of Kids Corner to BASE49, it is important the job descriptions accurately represent the program, in both the name as well as the job descriptions and expectations.

RATIONALE:

As the program has expanded to all the public Elementary Schools in District 49, it is important for the new name to be used in all aspects related to the program, to keep uniformity throughout the program.

RELEVANT DATA AND EXPECTED OUTCOMES:

It is professionally best for accurate job descriptions when selecting potential candidates and evaluating their performance. The job description specifies necessary information for applicants to understand the full requirements of the job.

INNOVATION AND INTELLIGENT RISK:

By providing the correct names on the job descriptions we are proving to our community that we care about the information we are providing to be correct to the best of our knowledge. This adjustment does not create any risk.

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

By revising the BASE49 job descriptions there are not any direct impacts to the District mission.

Culture	Inner Ring —How we treat each other	It is best to create accurate job descriptions, allowing current employees and potential applicants to be fully knowledgeable of the expected duties and responsibilities for the position in which they are applying for.
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Having accurate job descriptions signifies to our community that the BASE49 program is committed to finding the best candidates to work for the program who fully understand the duties and responsibilities of the positions BASE49 has to offer.
	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	

BOE Work Session September 25, 2019
Item 9 continued

Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	
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BUDGET IMPACT: There is not any direct budget impact.

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: With board consensus, move the five revised job descriptions in item 9 forward for action at the next regular board meeting.

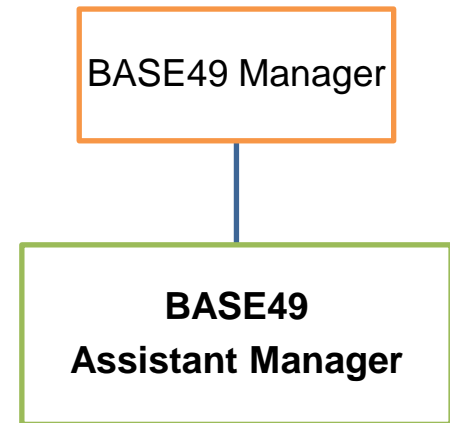
APPROVED BY: Peter Hilts, Chief Education Officer and Brett Ridgway, Chief Business Officer

DATE: August 19, 2019

~~Kids' Corner~~BASE49 ASSISTANT MANAGER

Job Title:	Kids' Corner BASE49 Assistant Manager
Initial:	May 11, 2017
Revised:	October 12, 2017 October 10, 2019
Work Year:	261 days Full Year
Office:	Zone Operations Education
Department:	Kids' Corner BASE49 Program
Reports To:	Kids' Corner BASE49 Manager
FLSA Status:	Exempt
Pay Range:	Professional Technical Range 1

Related Organization Chart



POSITION SUMMARY: The ~~Kids' Corner~~BASE49 Assistant Manager assists the ~~Kids' Corner~~BASE49 Manager in the effective administration of ~~the BASE49 Before and After School program~~~~Kids' Corner~~ through leadership, oversight, ethical practice, financial management, risk management and prevention, and continuous improvement. The Assistant Manager develops and promotes good community relations among various district and community clientele.

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.

- Evaluates, improves, and creates ~~Kids' Corner~~BASE49 operational procedures, systems, and principles in the areas of information flow and management, business processes and enhanced management reporting.
- Organizes and optimizes efficiency within ~~Kids' Corner~~BASE49 programs while coordinating support services among district departments.
- Maintains and monitors inventory of major ~~Kids' Corner~~BASE49 assets.
- Demonstrates in-depth knowledge of and compliance with applicable laws and regulations.
- Builds and implements systems necessary to hire, motivate, develop, position, and retain staff to meet organization and program goals.
- Develops and delivers professional development for ~~Kids' Corner~~BASE49 staff.
- Provides orientation and training for all site staff to ensure staff comply with all: applicable federal and state laws; district policies and procedures; proper implementation of approved curriculum; and licensing requirements when necessary.
- Earns and sustains the public's trust through honest, truthful, and responsible conduct, transactions,

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.

partnerships, and relationships.

- Intentionally collaborates with colleagues, district leadership, and other stakeholders to improve program quality.
- Implements processes to effectively and efficiently resolve areas of conflict.
- Ensures Site Leaders demonstrate compliance with applicable laws and regulations.
- Assists Site Leaders to develop and maintain a system for promoting continuous quality improvement in programming and services.
- Conducts all transactions, partnerships, and relationships in an honest, truthful, and responsible manner.
- Collaborates with colleagues, district leadership, and other stakeholders systematically to improve program quality.
- Assists and advises Site Leaders to prevent and manage operational risk and liability.
- Knowledgeable of Colorado Child Care Assistance Program (CCCAP) and the Child Care Aware program to train and aide staff members and families who participate in the financial program.
- Identifies opportunities and implements solutions to maximize efficiencies and improve customer service with internal and external stakeholders.
- Collaborates with ~~Kids' Corner~~BASE49 Manager to develop long-term business goals that align with the district's strategic plan.
- Performs other related duties as assigned.

Supervision & Technical Responsibilities:

- This position ~~will~~ shares in the supervision of ~~Kids' Corner~~BASE49 staff.
- Edits and monitors online system to track student attendance, account, registration etc.
- Edits and maintains site personnel files.
- Edits and maintains staff time cards.
- Monitors attendance to ensure adequate coverage at each program site to maintain compliance.

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:

- CPR and First Aid Training required within 30 days of hire.
- Universal Precautions Training required within 30 days of hire.
- Mandated Reporter Training required within 30 days of hire.
- Medication Administration training within 30 days of hire.

At a minimum must have verifiable education or training in work with school-age children in such areas as recreation, education, scouting, or 4-H. Additionally, the Assistant Manager must have completed at least one of the following qualifications:

- A four (4) year college degree with a major such as recreation, education with a specialty in art, elementary or early childhood education, or a subject in the human service field; or
- Two years of college training and six (6) months of satisfactory and verifiable full- time or equivalent part-time, paid or volunteer, experience, since attaining the age of eighteen (18), in the care and supervision of four (4) or more children; or

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.

- Three years of satisfactory and verifiable full-time or equivalent part-time, paid or volunteer, experience, since attaining the age of eighteen (18), in the care and supervision of four (4) or more children. The Assistant Manager must complete six (6) semester hours, nine (9) quarter hours in course work from a regionally accredited college or university, or forty (40) clock hours of training in course work applicable to school-age children within the first nine (9) months of employment.

Experience:

- Experience working within a childcare, daycare or education setting.
- Experience in business management and customer service preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Ability to give direction to all site staff and act in a lead role.
- Basic working knowledge of budgets and expense management.
- Ability to acquire knowledge and skills in navigating student information software platform.
- Ability to diffuse and manage volatile and stressful situations.
- Ability to maintain confidentiality in all aspects of the job.
- Basic math and accounting skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain excellent attendance.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- 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, and Power Point

Certificates, Licenses, & Registrations:

- Criminal background check required.
- TRAILS background check required.
- Valid Colorado driver's license required for hire with specific endorsements, if needed, for van and/or short bus driving.

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 regularly required to stand, walk, climb or balance, stoop, kneel, bend, twist, crouch and handle materials. The employee frequently is required to use hands to finger, handle, or feel; reach with hands and arms. 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. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

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.

Work Environment:

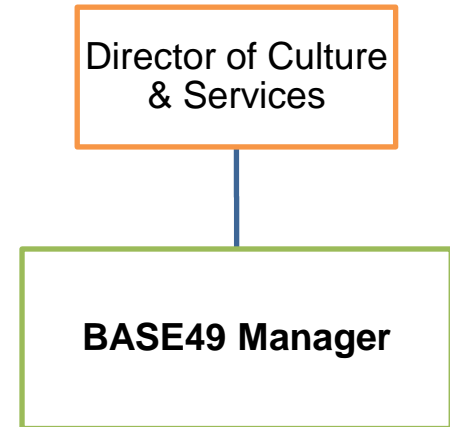
While performing the duties of this job, the employee will work primarily in a usual office or school environment. Must be willing and able to travel to each location. ~~in personal vehicle.~~

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.

KIDS' CORNER BASE49 MANAGER

Job Title:	Kids' Corner BASE49 Manager
Initial:	
Revised:	October 12, 2017 October 10, 2019
Work Year:	261 days Full Year
Office:	Zone Operations Education
Department:	Kids' Corner BASE49 Program
Reports To:	Innovation Zone Leaders Louis Fletcher Director of Culture & Services
FLSA Status:	Exempt
Pay Range:	Professional Technical Range 3

Related Organization Chart

SUMMARY: The ~~Kids' Corner~~BASE49 Manager effectively leads, operates and manages all aspects of the ~~Kid's Corner~~BASE49 Before and After School program to include ensuring quality care and education for children; achievement of financial targets; applying rigorous, proactive cost controls; incorporating active continuous improvement of quality of operations; demonstrating results in employee development and contribution; delivering excellent customer service by conducting instructor observations and providing prompt feedback; developing and retaining business; keeping accurate records of student attendance and program results; and ensuring legal compliance.

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.

- Earns and sustains the public's trust through honest, truthful, and responsible conduct, transactions, partnerships and relationships.
- Actively leads teaching staff in the execution of the program goals and initiatives.
- Ensures effective site operations through proactive practices and by following district policies and procedures.
- Ensures Site Leaders develop and maintain a system for promoting continuous quality improvement in programming and services.
- Builds and implements a training and a professional development plan that promotes learning, skill development, and advancement for self and ~~BASE49-Kid's Corner~~ staff.
- Anticipates staffing needs and prepares staffing schedule to ensure that state regulations are met at all times.

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.

- Tracks all monetary transactions with clients and ensures that all related record keeping requirements are met. Enforces company tuition requirements and appropriately imposes policy regarding non-payment of tuition.
- Ensures each site program is in compliance with State of Colorado School Age Child Care Regulations.
- Communicates with zone and other district leaders in regard to the program operations and functioning.
- Facilitates meetings, workshops, seminars, etc. (e.g. financial procedures, regulatory requirements, community or outside agencies, interdepartmental needs, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a district representative.
- Intentionally collaborates with colleagues, district leadership, and other stakeholders to improve program quality.
- Complies with ~~Falcon~~ School District 49 contract and state regulations regarding the care of children.
- Maintains positive communication with parents/clients. Recognizes parent/client concerns, evaluates course of action and responds professionally to the needs of the parents/clients.
- Maintains a high degree of customer service, strengthening partnerships with teachers, educational specialists, school/district administrators, and parent/teacher organizations, resulting with goals being met.
- Achieves financial results. Performs budget analysis, expense reviews, P&L analysis, and general ledger reconciliations. Makes necessary changes by flexing personnel and variable cost expenses to the revenue generation.
- Actively partners with school personnel, zone leaders, and principals to create marketing strategies that maximize utilization and enrollment.
- Responds to all enrollment inquiries; provides facility tours and give detailed information about the company philosophy, programs and procedures.
- Consistently grows the business with new enrollment per location and retention.
- Visits each program at least twice per month to teach and manage quality programming. Provides necessary feedback to site staff and helps devise site action plans when necessary.
- Attends and participates in a variety of meetings (district, local community, local and state child care licensing) for the purpose of conveying and gathering information regarding a wide variety of subjects required to carry out their administrative responsibilities, program growth and quality, and professional development.
- Researches a variety of topics (e.g. grants, community service organizations, etc.) for the purpose of being knowledgeable on trends and changes and/or making recommendations.
- Stays apprised of all licensing regulations changes to ensure compliance.
- Performs other related duties as assigned.

Supervision & Technical Responsibilities:

- Supervises ~~all BASE49 site staff at various locations~~. Evaluates and documents staff job performance. Provides coaching and strength building to ~~Kid's Corner~~~~BASE49~~ staff on an ongoing basis.
- Recruits, interviews, hires, and trains qualified employees and provides appropriate counseling as required.
- Provides orientation and training for all site staff to ensure staff comply with all: applicable federal and state laws; district policies and procedures; proper implementation of approved curriculum; and licensing requirements when necessary.
- Ensures all staff receive at least the minimum amount of professional development/ongoing education hours required by Colorado State Licensing.

Budget Responsibility:

- Manages ~~the Kids' Corner~~~~BASE49~~ program budget.

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.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:

- CPR and First Aid Training required within 30 days of hire.
- Universal Precautions Training required within 30 days of hire.
- Mandated Reporter Training required within 30 days of hire.
- Medication Administration training within 30 days of hire.

Required – State Licensing requirements for a Program Director.

At a minimum must have verifiable education or training in work with school-age children in such areas as recreation, education, scouting, or 4-H. Additionally, the Program Manager must have completed at least one of the following qualifications:

- A four (4) year college degree with a major such as recreation, education with a specialty in art, elementary or early childhood education, or a subject in the human service field; or
- Two years of college training and six (6) months of satisfactory and verifiable full- time or equivalent part-time, paid or volunteer, experience, since attaining the age of eighteen (18), in the care and supervision of four (4) or more children; or
- Three years of satisfactory and verifiable full-time or equivalent part-time, paid or volunteer, experience, since attaining the age of eighteen (18), in the care and supervision of four (4) or more children. ~~The Assistant Manager must~~ complete six (6) semester hours, nine (9) quarter hours in course work from a regionally accredited college or university, or forty (40) clock hours of training in course work applicable to school-age children within the first nine (9) months of employment.

Experience:

- Experience working within a childcare, daycare or education setting.
- Experience in business management and customer service preferred.
- At least one year of managerial or supervisory experience preferred.

Knowledge Skills & Abilities:

- Outstanding interpersonal and customer service skills.
- Extensive knowledge of financial management.
- Working knowledge of standard office equipment. ~~including pertinent software applications.~~
- Ability to plan and manage projects and programs.
- Ability to develop and maintain effective working relationships.
- 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 to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- —
- Ability to perform basic math; read technical information, compose a variety of documents, facilitate group discussions and analyze situations to define issues and draw conclusions.

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.

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- Knowledge of pertinent laws, codes, policies, and/or regulations; personnel processes; standard business practices; teaching strategies; working with families and stages of child development.
 - Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Google, and Power Point.

Certificates, Licenses, & Registrations:

- Criminal background check required.
- TRAILS background check required.
- Valid Colorado driver's license required for hire with specific endorsements, if needed, for van and/or short bus driving.

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 regularly required to stand, walk, climb or balance, stoop, kneel, bend, twist, crouch and handle materials. The employee frequently is required to use hands to finger, handle, or feel; reach with hands and arms. 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. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Work Environment:

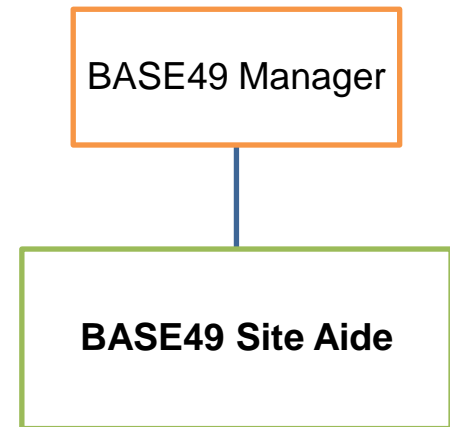
While performing the duties of this job, the employee will work primarily in a usual office or school environment. Must be willing and able to travel to each location. ~~in personal vehicle.~~

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.

BASE49 Kids' Corner SITE AIDE

Job Title:	BaseASE49 Kids' Corner Site Aide
Initial:	September 14, 2017
Revised:	October 12, 2017 <u>October 10, 2019</u>
Work Year:	Up to 253 <u>260</u> days with a combination of split shift and full days dependent upon District 49 calendar and enrollment
Office:	Zone Operations <u>Education</u>
Department:	BaseASE49 Kids' Corner Program
Reports To:	Kids' Corner <u>Base-ASE49</u> Manager
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 1

Related Organization Chart

SUMMARY: The ~~Kids' Corner~~ BaseASE49 Site Aide is responsible for assisting ~~in with~~ creating a safe, engaging and fun environment for ~~Kids' Corner~~ BaseASE49 students. The Site Aide will assist in implementing planned activities and assist in the supervision of students under the day-to-day oversight of the ~~Kids' Corner~~ BaseASE49 Site Leader.

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 in supervision of students.
- Engages students in planned activities.
- Recognizes the social, emotional, physical and cognitive needs of the ~~children~~ students and counsels ~~children~~ students utilizing developmentally appropriate practices.
- Observes and monitors students play activities.
- Sanitizes toys, play equipment, and play surfaces.
- Assists in preparing food and serving snacks to students.
- Helps ~~children~~ students with homework and school work.
- Assists Site Leader with preparation of learning materials.
- Assists Site Leader in complying with all federal and state laws, district policies, procedures, and licensing.
- Ensures environment is safe and clean.
- Enforces rules for behavior and procedures for maintaining order.

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.

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- Performs other related duties as assigned.

Supervision & Technical Responsibilities:

- This position does not supervise other employees.

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:

- CPR and First Aid Training required within 30 days of hire.
- Universal Precautions Training required within 30 days of hire.
- Mandated Reporter Training required within 30 days of hire.

Experience:

- Experience working with school age children preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relations skills.
- Basic math skills.
- Customer service skills.
- Ability to diffuse and manage volatile and stressful situations.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.

Certificates, Licenses, & Registrations:

- Criminal background check required.
- TRAILS background check required.

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 regularly required to stand, walk, climb or balance, stoop, kneel, bend, twist, crouch and handle materials. The employee frequently is required to use hands to finger, handle, or feel; reach with hands and arms. The employee must regularly lift and/or move up to 10 pounds, frequently lift

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.

and/or move up to 25 pounds, and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Work Environment:

While performing the duties of this job, the employee will work primarily in a school environment. May spend moderate amount of time outdoors during non-inclement weather during outside play or while on field trips.

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.

KIDS' CORNERBASE49 SITE ASSISTANT

Job Title:	<u>Kids' Corner</u> BASE49 Site Assistant
Initial:	May 2014
Revised:	October 12, 2017 October 10, 2019
Work Year:	Up to 253 260 days with a combination of split shift and full days dependent upon District 49 calendar and enrollment
Office:	Zone Operations Education
Department:	<u>Kids' Corner</u> BASE49 Program
Reports To:	<u>Kids' Corner</u> BASE49 Manager
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 4

Related Organization Chart



SUMMARY: The Kids' CornerBASE49 Site Assistant is responsible for assisting in the daily planning and implementation of the program curriculum, communications with parents and school personnel as appropriate, and the supervision of children-students in a safe and fun environment under the day-to-day oversight of the BASE49 Site Leader.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The following statements of essential duties 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 upon building assignments and other factors.

- Assists and supervises children-students during all activities and lessons.
- Recognizes the social, emotional, physical and cognitive needs of the children-students and counsels children-students utilizing developmentally appropriate practices.
- Assists Site Leader in complying with all federal and state laws, district policies, procedures, and licensing.
- Assists with completion of all required paperwork along with other clerical duties of position. Participates in required meetings.
- Assists with maintenance of head count and ensures children-students are checked out only to approved parties.
- Assists Site Leader in preparing and implementing lesson plan, organization and schedule.
- Develops and maintains professional relationships with parents and children-students. Communicates in timely manner.
- Ensures that appearance, cleanliness and safe environment of the site are appropriately maintained.
- Completes all required training as needed upon hire and thereafter.

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.

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- Performs ~~additional~~~~other~~ ~~related~~ duties as assigned.

Supervision & Technical Responsibilities:

- This position does not supervise other employees.

Budget Responsibility:

- This position does not have any direct budget responsibility.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skill, and/or abilities required for this position:

Education & Training:

- CPR and First Aid Training required within 30 days of hire.
- Universal Precautions Training required within 30 days of hire.
- Mandated Reporter Training required within 30 days of hire.
- Medication Administration training within 30 days of employment is preferred.

Experience:

- Experience working with childcare or student care in an educational setting. Must be at least 18 years of age with the ability to work with children. Must have at least three (3) months of full-time satisfactory and verifiable experience with school age children.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relations skills.
- Basic math skills.
- Customer service skills.
- Ability to diffuse and manage volatile and stressful situations.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.

Certificates, Licenses, & Registrations:

- Criminal background check required.
- TRAILS background check required.

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 regularly required to stand, walk, climb or balance, stoop, kneel, bend, twist, crouch and handle materials. The employee frequently is required to use hands to finger, handle,

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.

or feel; reach with hands and arms. 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. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Work Environment:

While performing the duties of this job, the employee will work primarily in a school environment. May spend moderate amount of time outdoors during non-inclement weather during outside play or while on field trips.

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.

BASE49 KIDS' CORNER SITE LEADER

Job Title:	BaseASE49Kids' Corner Site Leader
Initial:	May 2014
Revised:	October 12, 2017 <u>October 10, 2019</u>
Work Year:	Up to 253 <u>260</u> days with a combination of split shift and full days dependent upon District 49 calendar and enrollment
Office:	Zone Operations <u>Education</u>
Department:	BaseASE49Kids' Corner Program
Reports To:	BaseASE49Kids' Corner Manager
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 6

Related Organization Chart

SUMMARY: The ~~BaseASE49Kids' Corner~~ Site Leader is responsible for daily planning and implementation of the curriculum, communication with parents and school personnel, recruiting new students to the program, daily financial paperwork and maintaining children's-student records. The Site Leader creates a safe, clean, organized and fun environment for all childrenstudents enrolled. Provides day-to-day oversight of site assistants and aides.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The following statements of essential duties 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 upon building assignments and other factors.

- Assists and supervises students during all activities and lessons.
 - Recognizes the social, emotional, physical and cognitive needs of the childrenstudents and counsels childrenstudents utilizing developmentally appropriate practices.
 - Ensures that the site is safe and clean.
 - Maintains head count and ensures childrenstudents are checked out only to approved parties.
 - Prepares and implements lesson plan, organization and schedule.
 - Develops and maintains professional relationships with parents and childrenstudents. Communicates in a timely and professional manner. Meets with prospective families and gives site tours.
 - Ensures all required documents are completed and communicated in a timely manner; child-student files, daily headcount sheets, incident and accident reports, medical reports, snack and supply orders, curriculum supply orders etc.
 - Attends events for program promotion and trainings as needed.
 - Acts as a liaison when the manager is unavailable; and addresses the needs of the staff and parents during
- 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.*

that time and/or any time needed.

- Acts as a mentor and has thorough knowledge of each program, every staff member, and curriculum for the ~~BaseASE49Kids' Corner~~ program.
- Assists ~~Program~~ BASE49 Manager in complying with all federal and state laws, district policies, procedures, and licensing. Completes all required paperwork along with other clerical duties of position.
- Participates in required meetings.
- Effectively communicates with ~~Program~~ BASE49 Manager, onsite staff, school personnel and leadership, as well as parents and other community members.
- Becomes familiar with all aspects of site budget, manages food supplies, ~~curriculum supplies~~ and orders. ~~Comply-Complies~~ with ~~Colorado Child Care Assistance Program-State Food and (CCCAP)-program~~ guidelines and documentation.
- Assists in training of site assistants ~~and aides~~, and stays current with all required position trainings.
- Performs ~~additional-other related~~ duties as assigned.

Supervision & Technical Responsibilities:

- This position does not supervise other employees.

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:

- CPR and First Aid Training required within 30 days of hire.
- Universal Precautions Training required within 30 days of hire.
- Mandated Reporter Training required within 30 days of hire.
- Medication Administration training required within 30 days of hire.

At a minimum must have verifiable education or training in work with school-age children in such areas as recreation, education, scouting, or 4-H. Additionally, ~~the Program Manager~~ must have completed at least one of the following qualifications:

- A four (4) year college degree with a major such as recreation, education with a specialty in art, elementary or early childhood education, or a subject in the human service field; or
- Two years of college training and six (6) months of satisfactory and verifiable full- time or equivalent part-time, paid or volunteer, experience, since attaining the age of eighteen (18), in the care and supervision of four (4) or more children; or
- Three years of satisfactory and verifiable full-time or equivalent part-time, paid or volunteer, experience, since attaining the age of eighteen (18), in the care and supervision of four (4) or more children. ~~The Assistant Manager M~~ must complete six (6) semester hours, nine (9) quarter hours in course work from a regionally accredited college or university, or forty (40) clock hours of training in course work applicable to school-age children within the first nine (9) months of employment.

Experience:

- Must be at least 21 years of age. At least a year of full-time satisfactory and verifiable experience with school age children and experience working with childcare or student care in an educational setting.

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.

Knowledge Skills & Abilities:

- ~~Excellent oral and written communication and interpersonal relation skills. Outstanding interpersonal and multitasking skills~~
- Basic working knowledge of budgets and expense management.
- ~~Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Google, and Power Point. Basic computer knowledge and skills; Microsoft Office, Google Docs, internet navigation~~
- Ability to acquire knowledge and skills in navigating student information software platform.
- ~~Excellent oral and written communication and interpersonal relations skills.~~
- Basic math skills.
- Customer service skills.
- Ability to diffuse and manage volatile and stressful situations.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.

Certificates, Licenses, & Registrations:

- Criminal background check required.
- TRAILS background check required.

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 regularly required to stand, walk, climb or balance, stoop, kneel, bend, twist, crouch and handle materials. The employee frequently is required to use hands to finger, handle, or feel; reach with hands and arms. 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. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Work Environment:

While performing the duties of this job, the employee will work primarily in a school environment. May spend moderate amount of time outdoors during non-inclement weather during outside play or while on field trips.

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 OF EDUCATION ITEM 10
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Stacey Franklin, Coordinator of Literacy Performance

TITLE OF AGENDA ITEM: Primary Literacy Performance Report

ACTION/INFORMATION/DISCUSSION: Information/Discussion

BACKGROUND OR RATIONALE: PRIMARY LITERACY CONTINUES TO BE A PRIORITY FOR D49 AND THE STATE OF COLORADO. THE READ ACT (READING TO ENSURE ACADEMIC DEVELOPMENT), WAS REAUTHORIZED IN MAY 2019, FOCUSING ON EARLY LITERACY DEVELOPMENT FOR ALL STUDENTS IN GRADES K-3, BUT ESPECIALLY THOSE STUDENTS AT RISK OF NOT ACHIEVING GRADE-LEVEL PROFICIENCY. LOCAL EDUCATION PROVIDERS (LEP) MUST IDENTIFY STUDENTS WITH A SIGNIFICANT READING DEFICIENCY (SRD), AND PARTNER WITH PARENTS IN READING ACHIEVEMENT THROUGH THE CREATION AND IMPLEMENTATION OF A READ PLAN. READ ACT FUNDS SUPPORT OUR WORK IN PRIMARY LITERACY THROUGH READ CAMPS, INTERVENTIONS, AND TUTORING. SUMMER READ CAMP DATA, BOY ACADIENCE BENCHMARK DATA FOR THE 2019-2020 SCHOOL YEAR, MYON USAGE DATA, AND UPDATES ON PRIMARY LITERACY INITIATIVES WILL BE INCLUDED IN THIS UPDATE.

RELEVANT DATA AND EXPECTED OUTCOMES: ACADIENCE BOY BENCHMARK DATA, SUMMER READ CAMP DATA, AND MYON USAGE

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS: PRIMARY LITERACY IS DIRECTLY LINKED TO FIRM FOUNDATIONS. BY BUILDING TRUST AND TAKING RESPONSIBILITY FOR LITERACY ACHIEVEMENT, D49 IS COMMITTED TO BEING THE BEST CHOICE TO LEARN, WORK, AND LEAD.

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	Primary Literacy is a Firm Foundation in D49. Teamwork within zones fosters learning, promotes reflection on practices, and refines systems, ultimately increasing achievement.
	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>	<i>Trust:</i> The D49 community expects students to be prepared for academic success. Achievement fosters trust with our immediate community (families), as well as extended community such as CDE, Amplify, and Renaissance Learning. <i>Community:</i> Partnering with parents is a top priority with activities such as READ Camp, myON Incentives, a partnership with PPLD, and Title 1 nights. <i>Portfolio of Schools:</i> Each school addresses the unique needs of their learners, ensuring that every child is a successful reader by the end of third-grade. <i>Firm Foundations:</i> Reading achievement impacts all other academic areas. As proficient readers progress through D49 schools, the goal of Primary Literacy is to continually impact the achievement of students and the improvement of schools. <i>Every Student:</i> Acadience Benchmarking and progress monitoring data informs instruction by identifying needs for support and offering the opportunity to review outcomes in order to make adjustments.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

APPROVED BY: Amber Whetstine, Executive Director of Learning Services; Peter Hiltz, Chief Education Officer

DATE: September 13, 2019



Primary Literacy Performance Report

September 25, 2019

Stacey Franklin

Coordinator of Literacy Performance

Be Your Own Super Hero

2019 Summer READ Camp

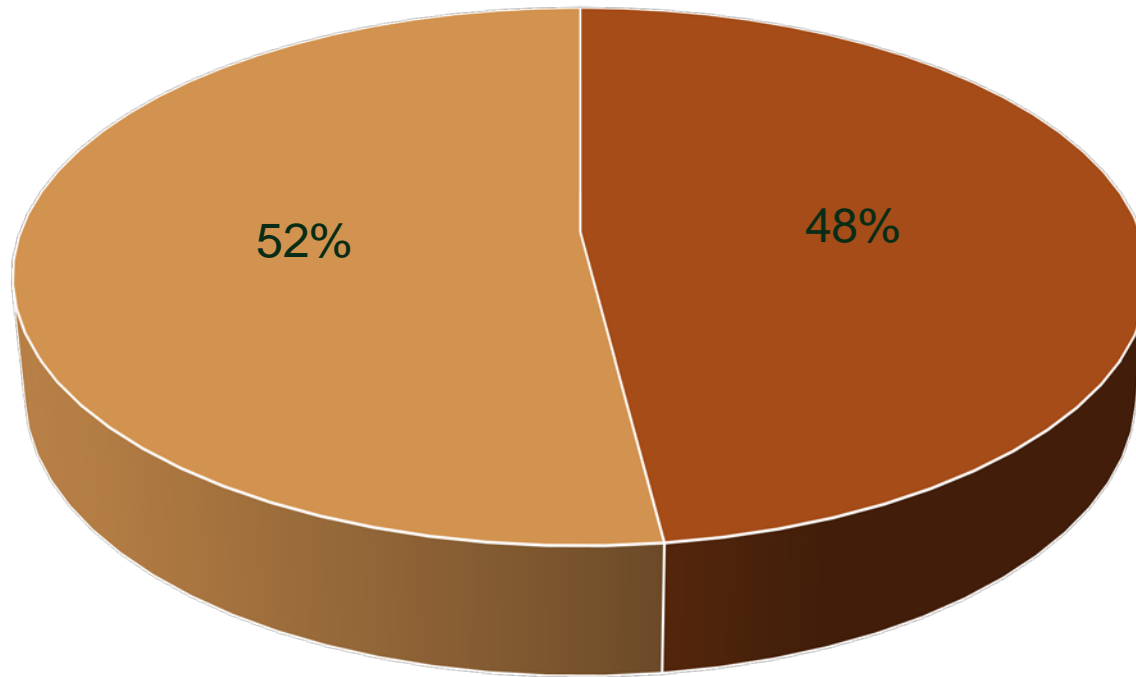
June 3 – 28, 2019 (RVES, BRES, RES)



Student Attendance

Zone	Registered	In Attendance	Average Rate of Attendance
Falcon Zone	60	51	86%
POWER Zone	59	47	76%
Sand Creek Zone	64	55	83%
TOTAL	183 students	153 students	82%

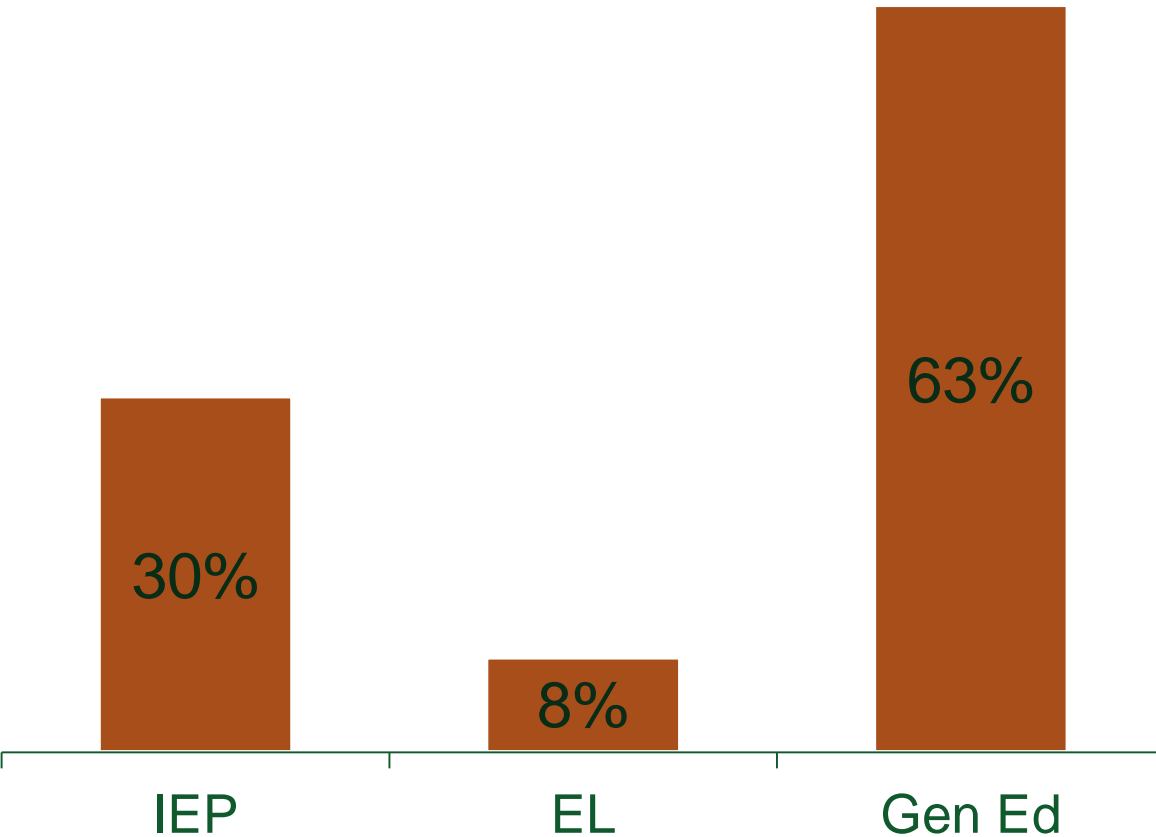
READ Camp Participant Demographics



■ Females ■ Males ■ ■

The Best Choice to Learn, Work and Lead

READ Camp Participant Demographics



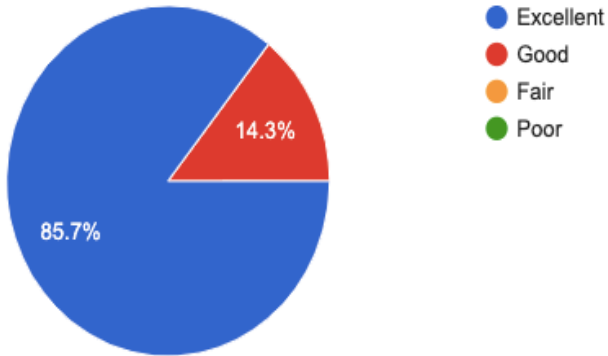
The Best Choice to Learn, Work and Lead

Summer READ Camp Parent Survey Responses



Please rate the overall quality of the program.

35 responses



The Best Choice to Learn, Work and Lead

Summer READ Camp

Parent Survey Responses

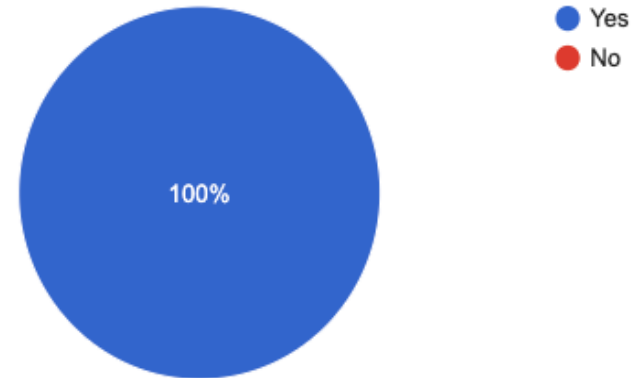


- “I really appreciate this program and have seen a major difference in my girls reading proficiency over the summer months.” ~ Allies

If given the opportunity, would you enroll your child again in Summer READ Camp?

35 responses

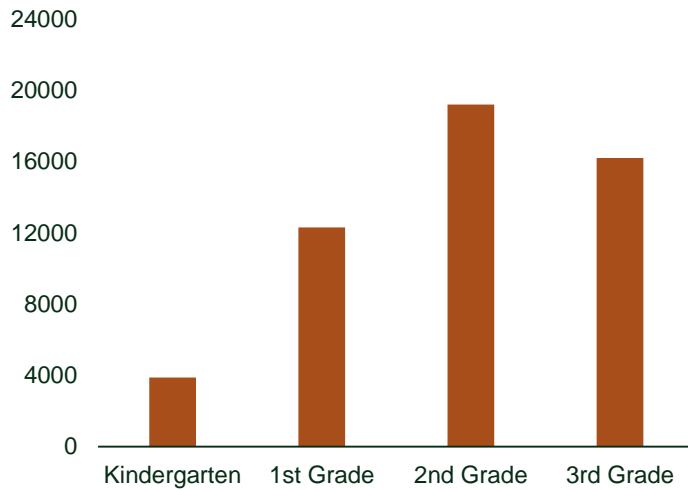
- “My child was excited to go to READ Camp every day. He loved the ‘Super Hero’ theme, enjoyed learning the lessons, and has made lasting friendships. Thank you to everyone who has made the summer READ Camp successful.” ~ SRES
- “I was very happy with this program and the staff. My son was very happy to go.” ~MRES



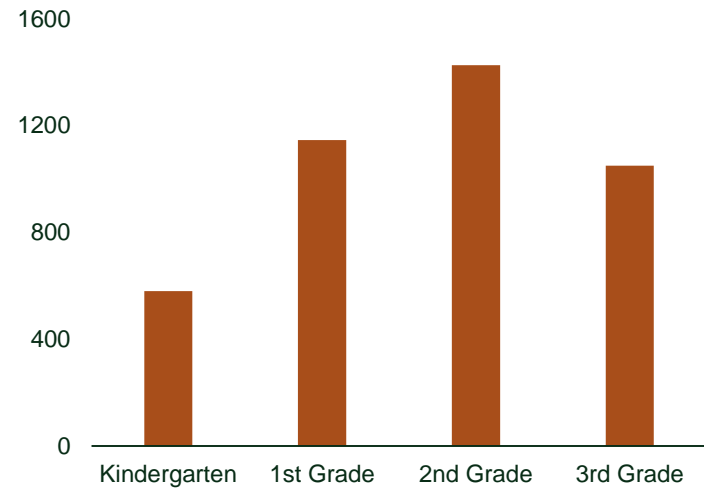
Summer MyOn Usage



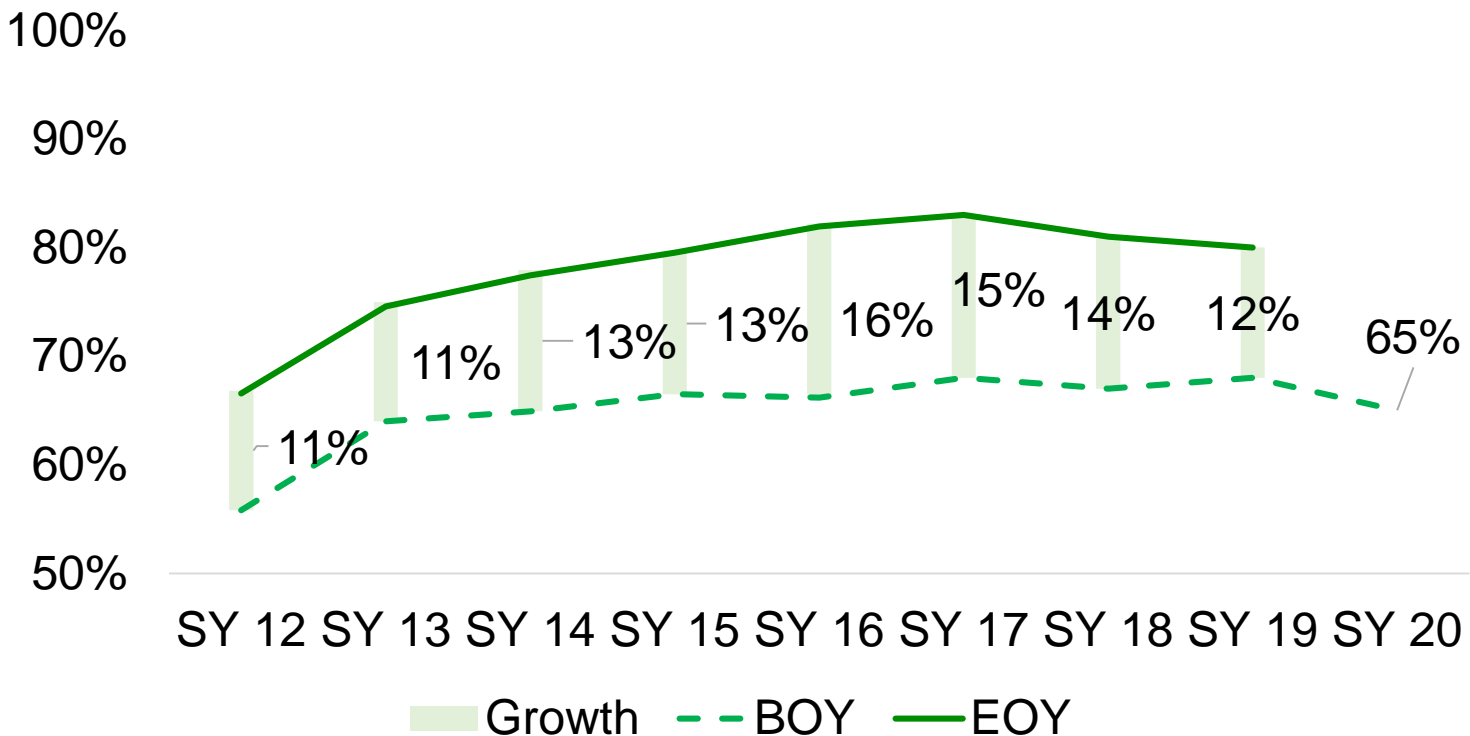
Minutes Read



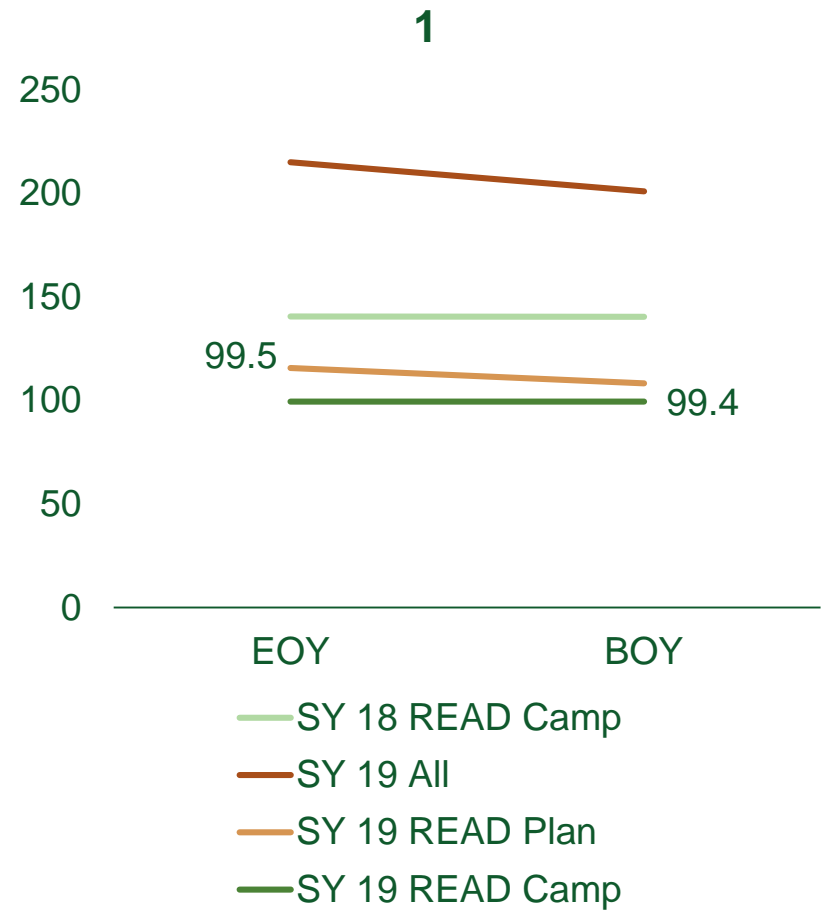
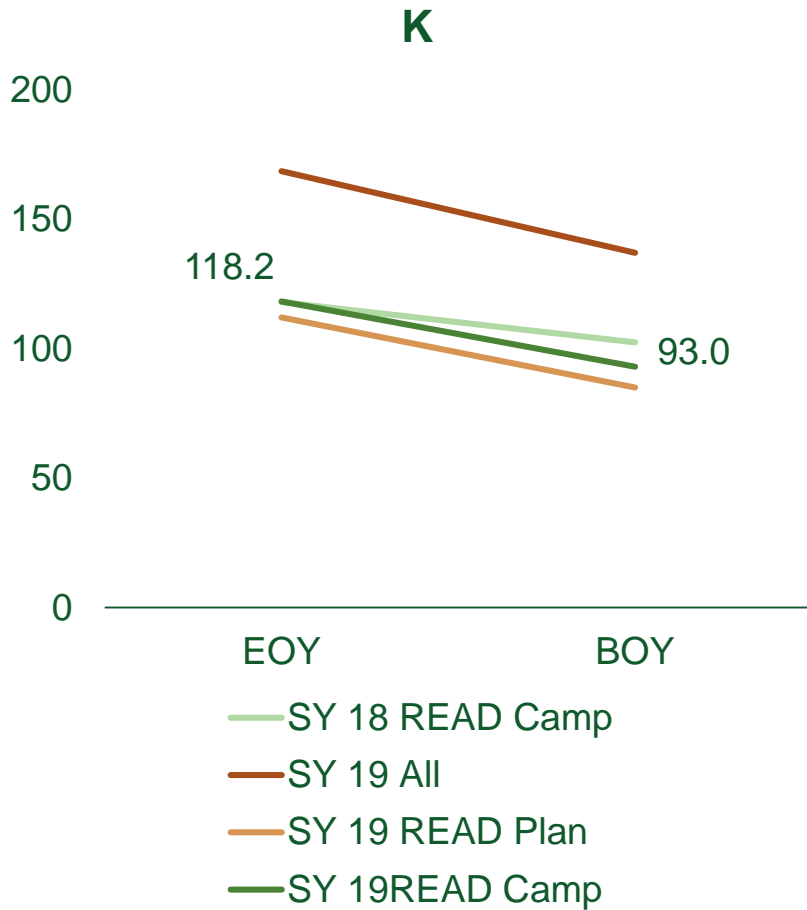
Books Read



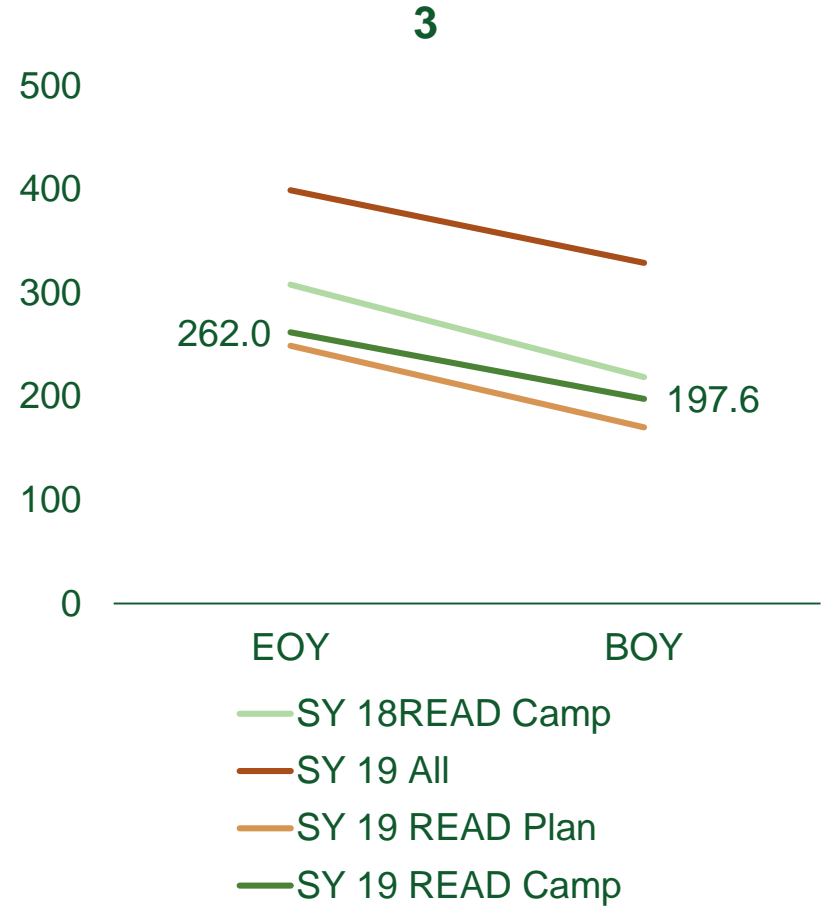
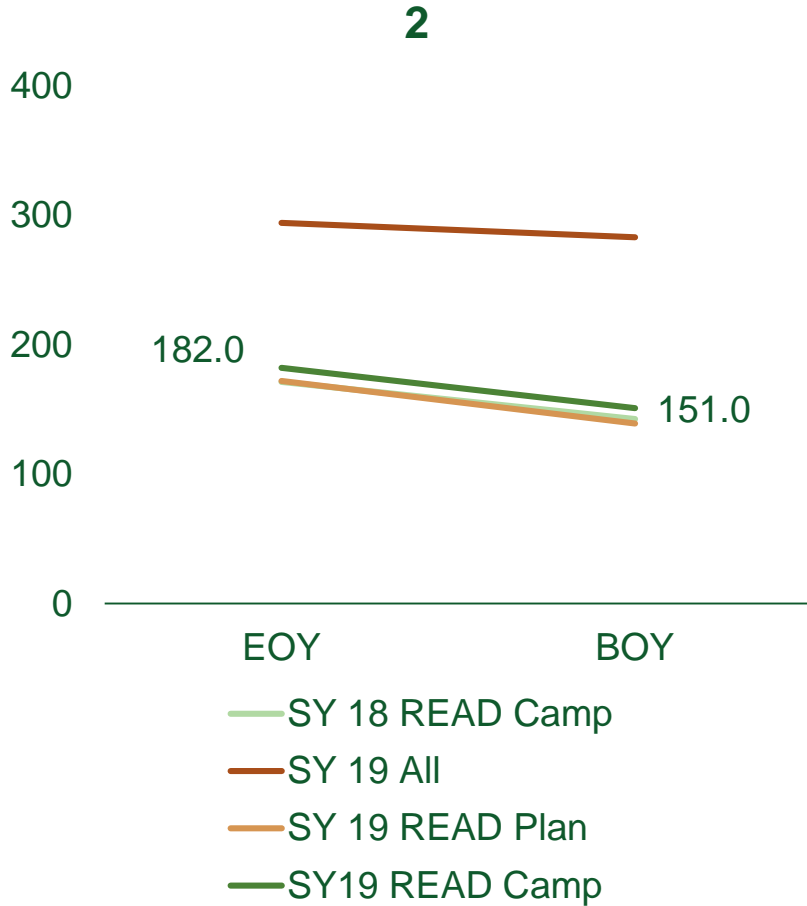
Acadience Percentage of Students At/Above Benchmark



Composite Score Regression by Grade Level: 18-19

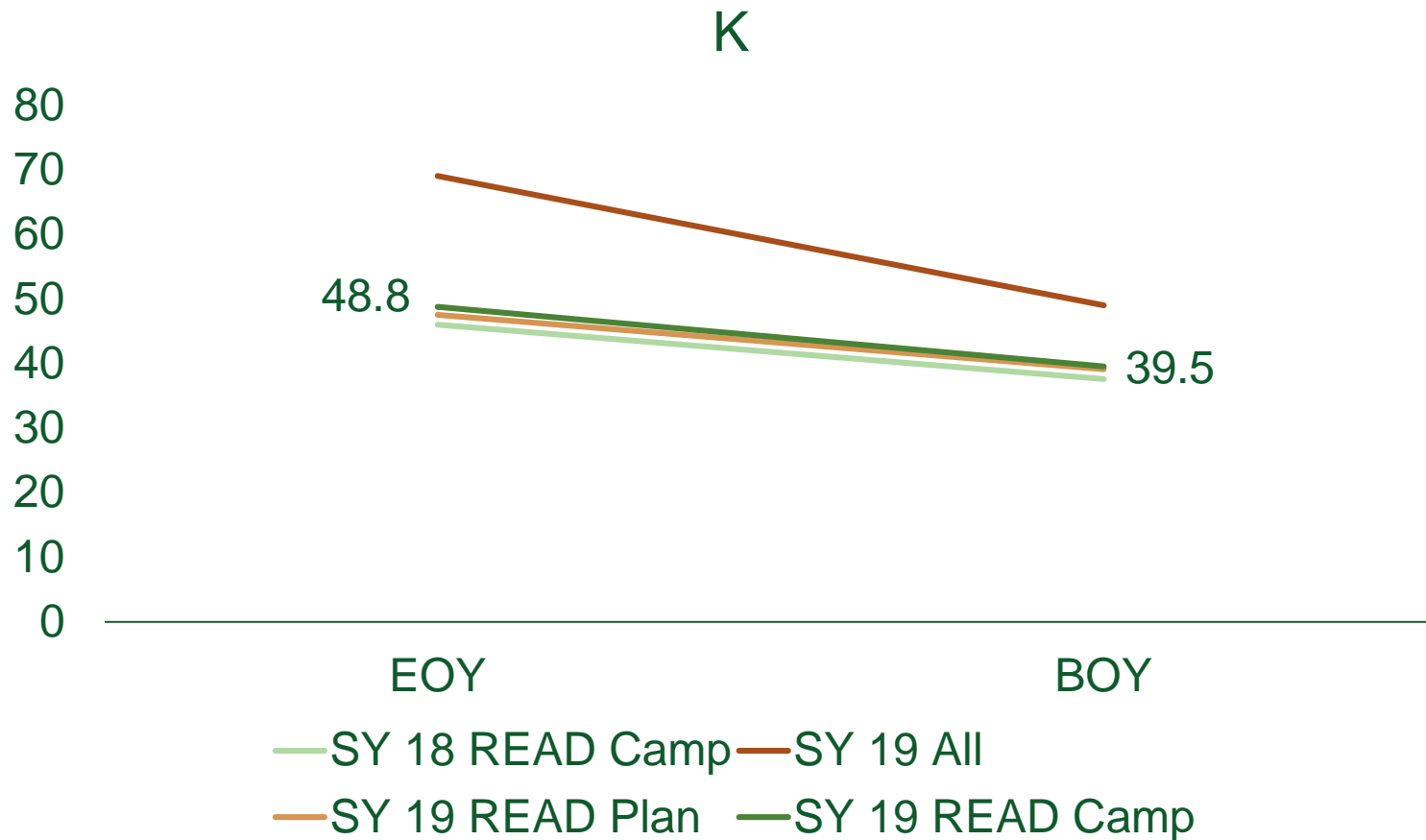


Composite Score Regression by Grade Level: 18-19



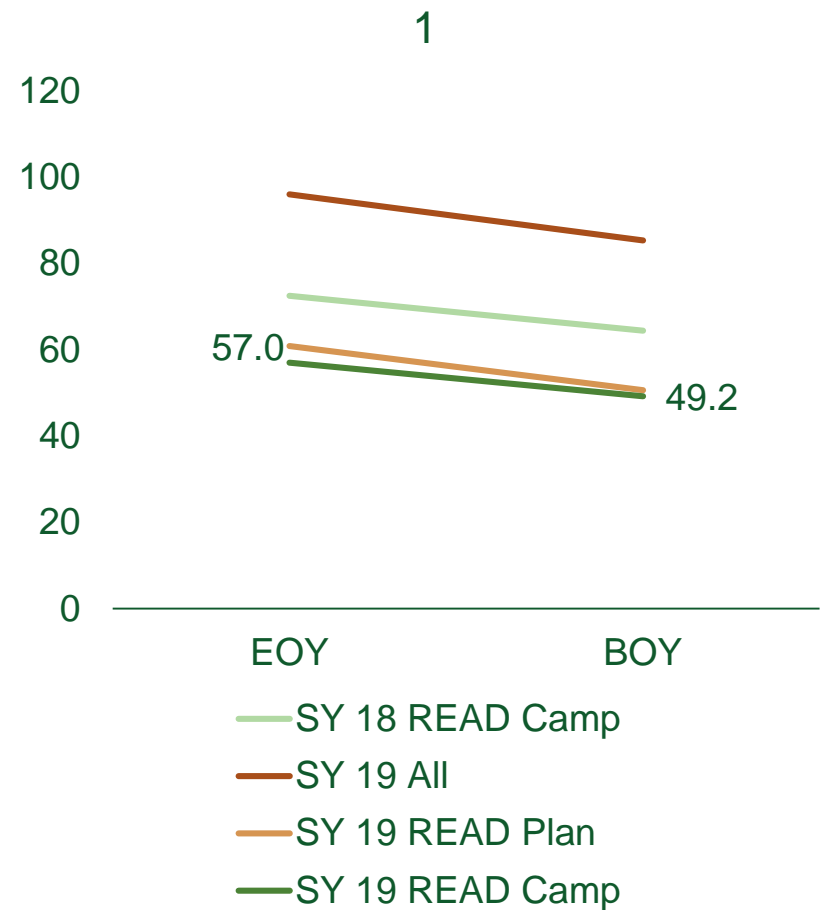
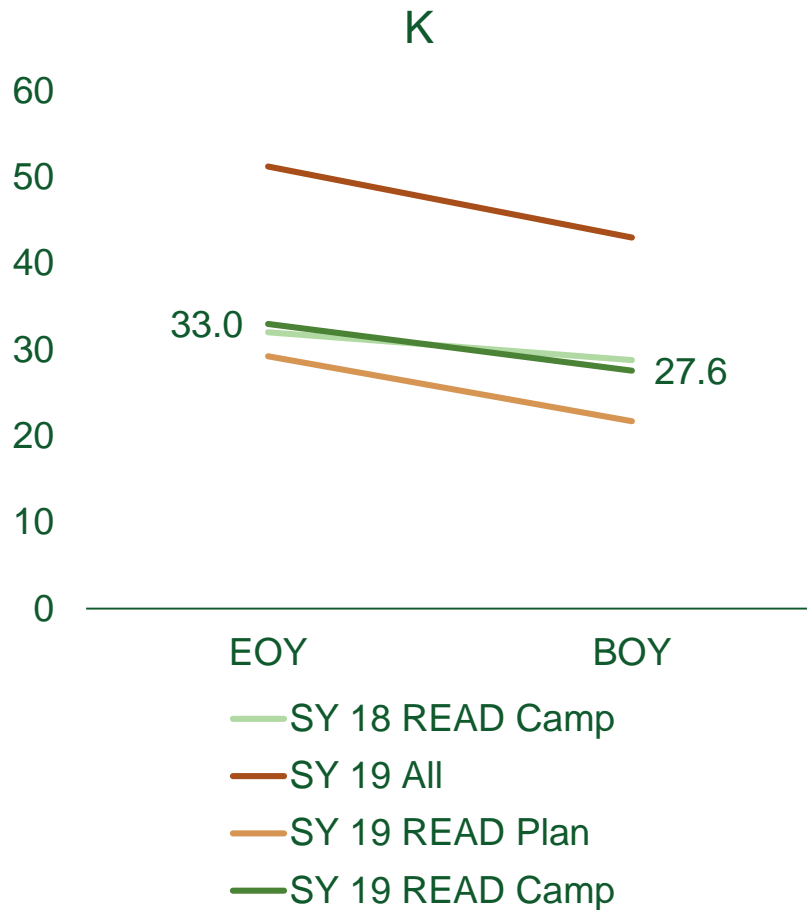
PSF Regression

EOY Kindergarten to BOY First- Grade



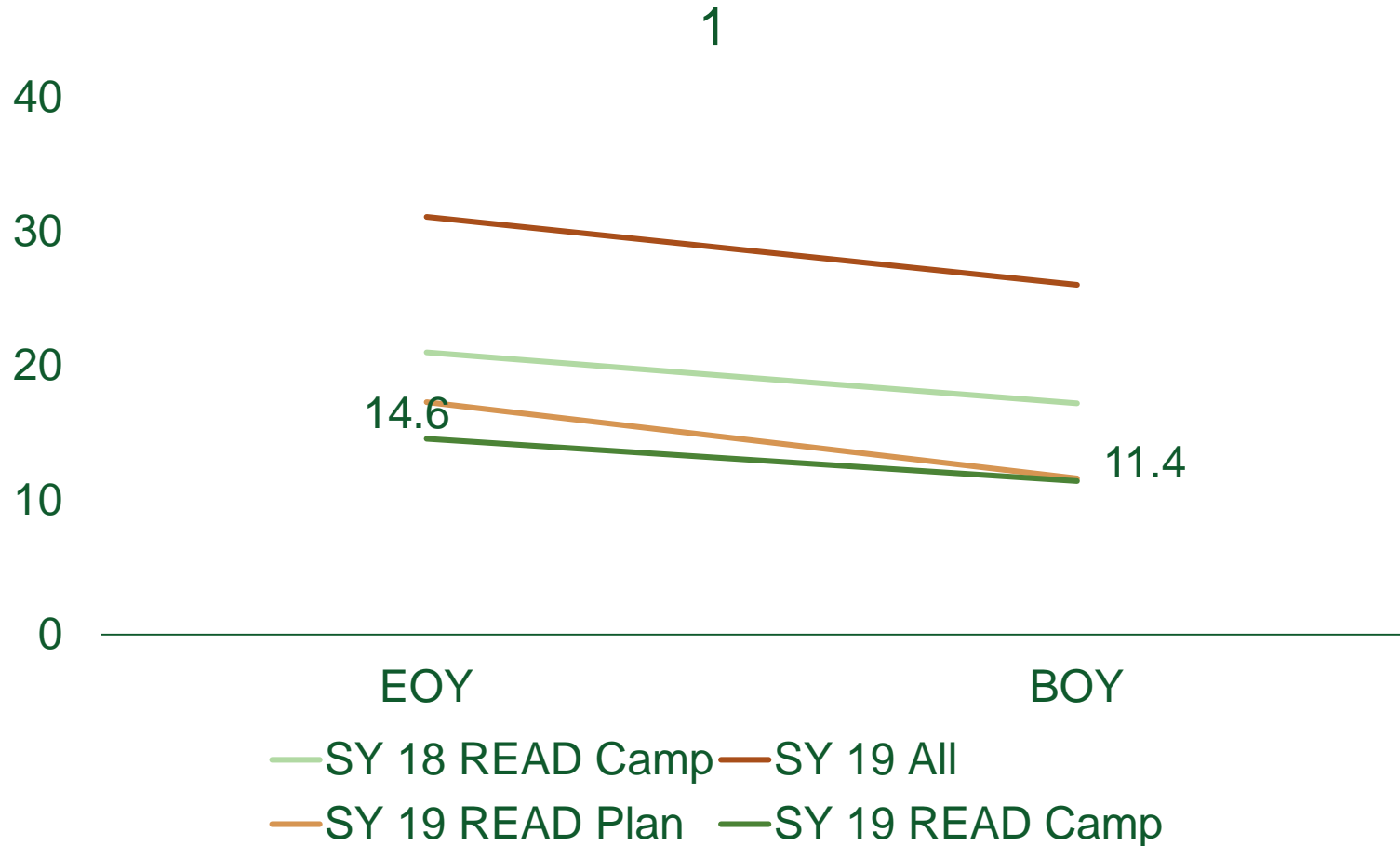
NWF-CLS

Regression by Grade Level: 18-19



NWF-WWR

Regression by Grade Level: 18-19



Releasing Writers: Evidence-Based Writing with Leslie Laud



- Three cohorts of approximately 40 teachers, K-5
- Zone leaders collaborated with principals to identify which teachers would attend in August and September
- Leslie returns in January for three finals days

Anything else?
I'm really excited to teach writing this year! This is incredible stuff, and I can do it! ♥

Great Training! I start tomorrow! ☺

Anything else?
Leslie has obviously walked the walk and not just talk the talk. She's inspiring! Lots of modeling and lessons are ready to go when you leave.

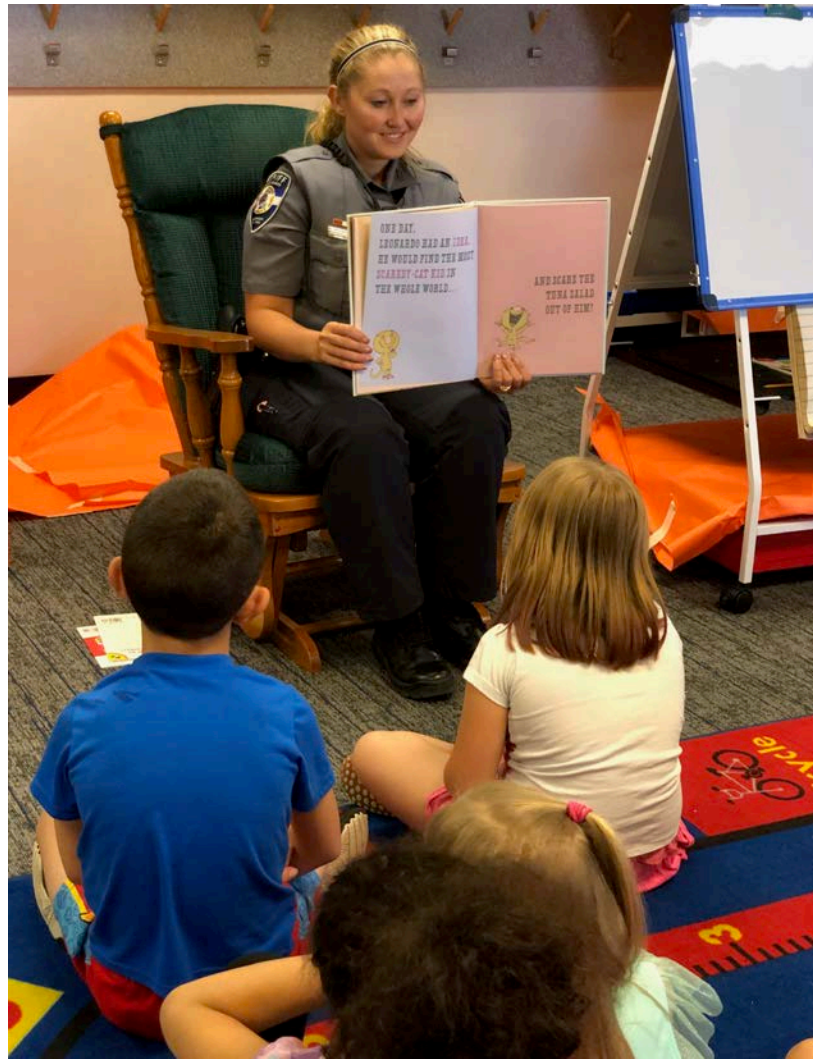
Moving Forward Towards Deeper Proficiency



- Continued emphasis on basic early literacy skills to ensure mastery
- Base Camp Professional Learning
 - Acadience training for K-5 new teachers
- ELG Update: Evans International Elementary
- CDE READ Conference in Grand Junction, October 9-11, 2019
 - ELG representation
- BOY Primary Literacy Meetings
 - September 25 – November 19

A child who reads will be an adult who thinks.

~Sasha Salmina



The Best Choice to Learn, Work and Lead

BOARD OF EDUCATION ITEM 11
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Sue Holmes, Falcon Zone Leader

TITLE OF AGENDA ITEM: Falcon Zone Performance Report

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE:

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	Our students' learning is our priority. Data informs our staff to make focused decisions to target and enhance student performance.
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>	Being transparent about our data including trends, gaps, celebrations, and work builds trust. Data analysis assists us with providing exactly what each of our students needs to thrive in our schools and prepare them for success.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 17, 2019



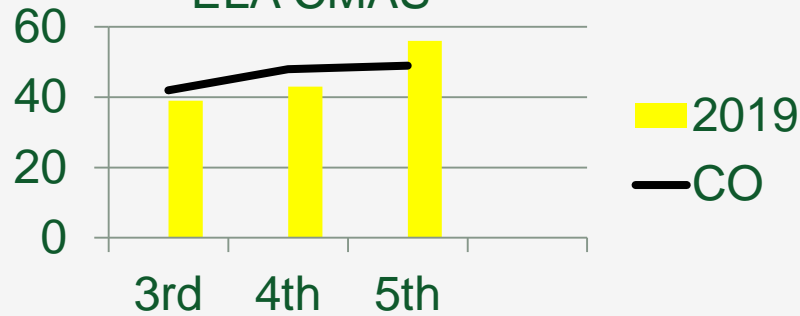
Falcon Zone Performance Report

Sue Holmes
Falcon Zone Leader
September 2019

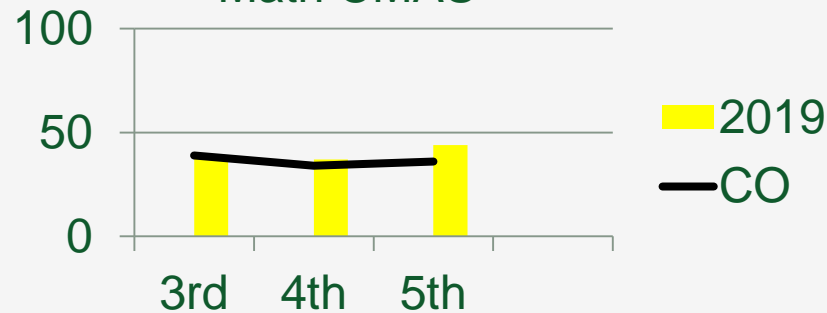
Bennett Ranch Elementary



ELA CMAS



Math CMAS

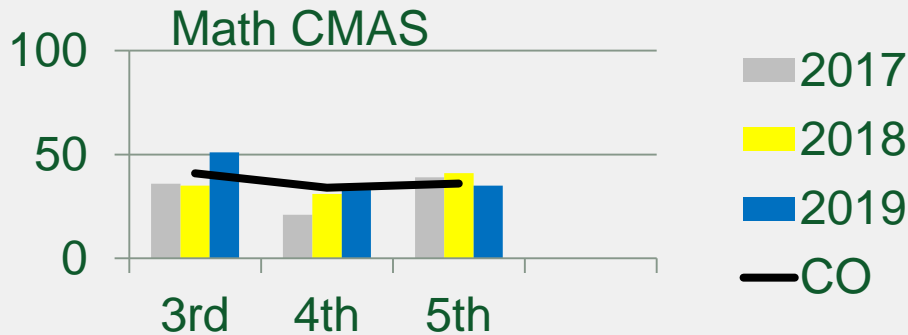
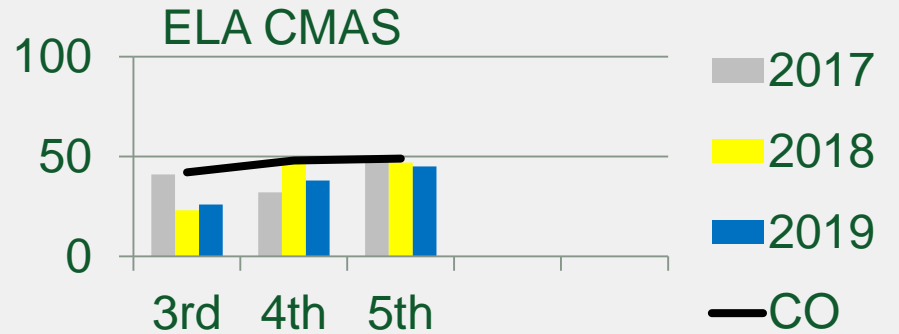


SPF Rating: Performance

Celebrations

- Performance Rating after first year
- Outperformed District on 4th Math, 5th Math, 5th ELA

Falcon Elementary School of Technology



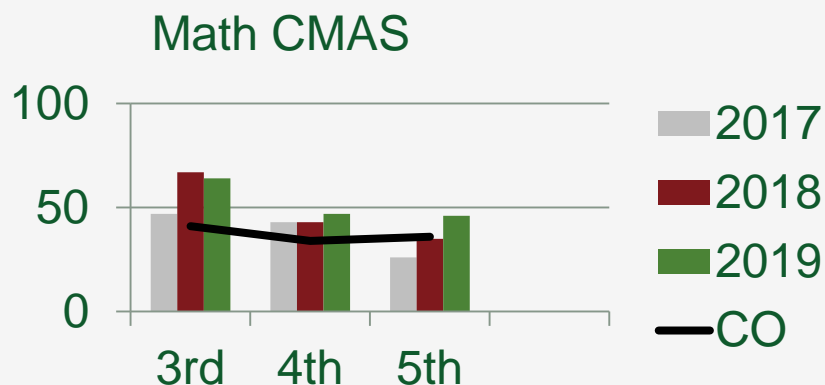
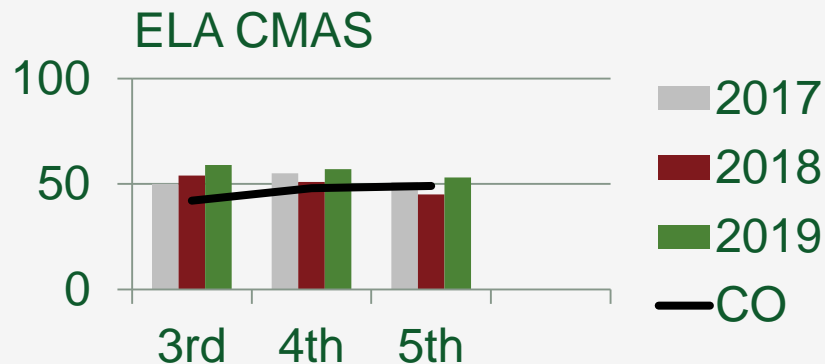
SPF Rating: Performance

Celebrations

- Exceeded 2018 SPF points
- Sustained high math growth
- Increased 5th ELA growth
- Outperformed/Equaled District in 3rd, 4th and 5th Math

Growth	17 ELA	18 ELA	19 ELA	17 Math	18 Math	19 Math
4th	38.0	64.5	41.5	32.0	64.0	65.5
5th	56.0	50.5	58.0	60.0	69.5	68.0

Meridian Ranch Elementary



SPF Rating: Performance

Celebrations

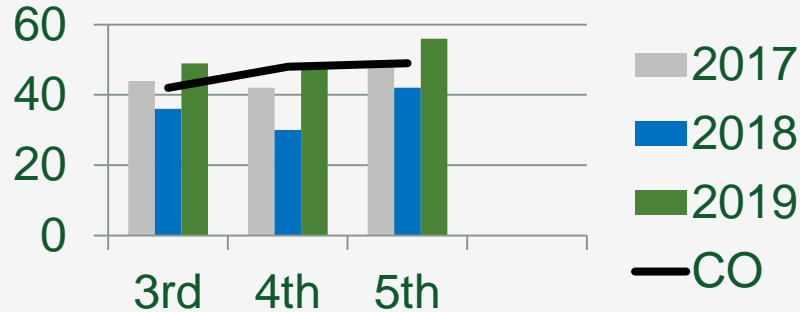
- Elevated SPF rating from Improvement
- Outperformed District and State in 3rd and 4th ELA and 3rd, 4th and 5th Math
- Substantial growth increases

Growth	17 ELA	18 ELA	19 ELA	17 Math	18 Math	19 Math
4th	39.0	41.5	51.5	40.5	59.0	48.0
5th	49.0	27.0	44.5	27.0	30.0	46.5

Woodmen Hills Elementary



ELA CMAS

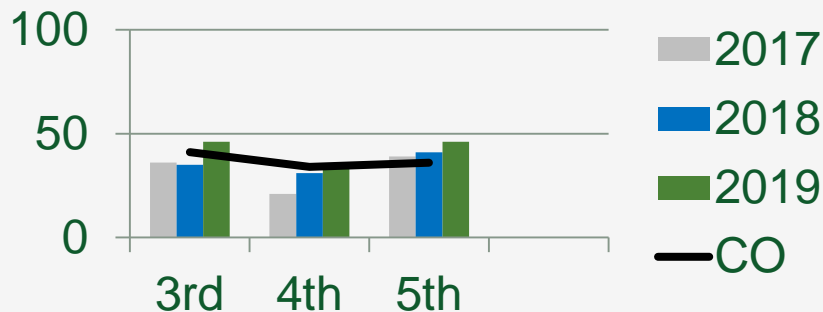


SPF Rating: Performance

Celebrations

- Exceeded 2018 SPF points
- Outperformed District and State on ALL ELA and Math assessments
- Significant Math growth

Math CMAS

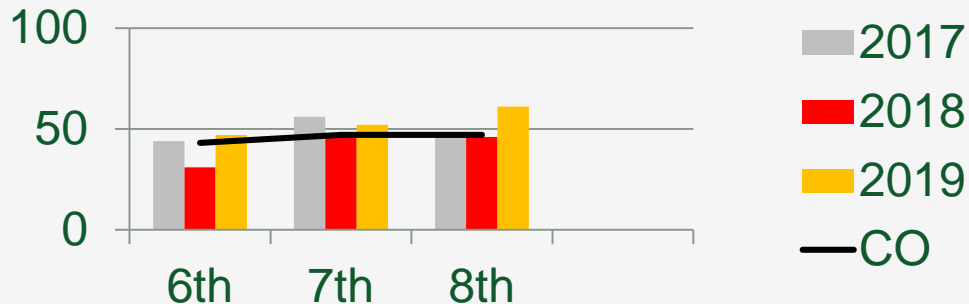


Growth	17 ELA	18 ELA	19 ELA	17 Math	18 Math	19 Math
4th	57.0	53.0	56.0	60.0	49.5	65.0
5th	48.0	53.0	46.0	35.5	55.0	62.0

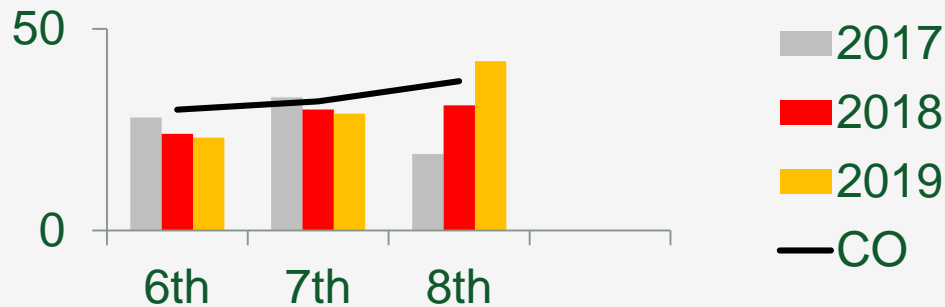
Falcon Middle School



ELA CMAS



Math CMAS



SPF Rating: Performance

Celebrations

- Exceeded 2018 SPF points
- Outperformed District and State on 6th, 7th, and 8th ELA
- Outperformed District on 7th and 8th Math
- Astounding ELA growth
- Significant Math growth

Growth	17 ELA	18 ELA	19 ELA	17 Math	18 Math	19 Math
6th	39.0	36.5	51.5	28.0	33.0	42.0
7th	54.5	45.0	64.0	35.5	54.5	59.0
8th	63.0	43.0	64.0	59.5	59.0	56.0

Falcon High School

PSAT

	EBRW	Math	Total	D49
9th	456.5 ↑	437.7 ↑	872.2 ↑	865.8
10th	470.3 ↓	433.9 ↓	904.2 ↓	867.3

SAT

	EBRW	Math	Total	D49
11th	506.9 ↑	463.2 ↓	970.1 ↓	910.6

PSAT/SAT Percentiles	EBRW	Math	Total
9th	55	49	55
10th	53	40	46
11th	51	32	42



SPF Rating: Performance

Celebrations

- Exceeded 2018 SPF points
- Outperformed District on all Composite scores
- Consistent 9th grade increases

2019-2020 Strategies



Strategy	BRES	FESoT	MRES	WHES	FMS	FHS
Empower ^{FZ} Coaching	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>
Modern Teacher PL	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>
Instructional Rounds to Inform Next Steps	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>
Curriculum Alignment			✓ <input type="checkbox"/>			
Writing Focus	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>	✓ <input type="checkbox"/>		
Math Focus					✓ <input type="checkbox"/>	
Increased CE and CTE Courses						✓ <input type="checkbox"/>



QUESTIONS/COMMENTS?

BOARD OF EDUCATION 12
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: September 26, 2018

PREPARED BY: Amber Whetstine, Executive Director of Learning Services

TITLE OF AGENDA ITEM: Accreditation of Schools

ACTION/INFORMATION/DISCUSSION: Discussion

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 assigns 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 <u>trust</u> 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 <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Accreditation rating recommendations serve to provide some measure of performance for each school within D49's portfolio.

BOE Work Session September 25, 2019
Item 12 continued

Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Specific indicators of performance support measuring achievement from firm foundations in the primary grades through post-secondary (career and college) readiness.
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 to action.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 13, 2019



Accreditation of Schools

Board of Education Work Session
September 25, 2019

Presented by: Amber Whetstine,
Executive Director of Learning Services

District Accreditation



- Districts are accredited by the State Board of Education annually, based on the District's Performance Framework.
 - Academic Achievement
 - Academic Growth
 - Post-secondary Workforce Readiness
 - School Finance
 - Safety

School Accreditation



- The Education Accountability Act of 2009, requires local Boards of Education to accredit each of its operated and authorized schools by October 15th annually.

Performance Frameworks



- Each school (and district) receives an performance framework, which provides a recommended plan-type according to performance-level.
 - Performance
 - Improvement
 - Priority Improvement
 - Turnaround
- Districts and schools with a plan-type below performance-level, must submit an improvement plan at least annually, by April 15th.
- District's and schools with a Priority Improvement Plan or Turnaround Plan must submit an improvement plan to CDE for review by January 15th of each year.

Alternative Education Campuses



- AECs have specialized missions that are designed to serve populations with significant high-risk factors.
- Due to their specific programs, AEC performance indicators include:
 - Academic Achievement
 - Academic Growth
 - Student Engagement
 - Post-secondary Workforce Readiness
- Although these frameworks compare AEC performance with other AECs in Colorado, the results are not extracted from the overall Preliminary District Performance Framework results.

Achievement and Growth Results



DPF Achivement					
		16	17	18	19
Elementary	ELA				66
	Math				58
	Science				60
Middle	ELA				71
	Math				60
	Science				57
High	ELA				30
	Math				25
	Science				9

		DPF Growth				
		16	17	18	19	
Elementary	ELA					51
	Math					49
Middle	ELA					56
	Math					51
High	ELA					44
	Math					43

Post-Secondary Workforce Readiness Results



Dropout					
	16	17	18	19	
					D49
					D49 (AECs excluded)
BLRA					
FHS					0.7%
PPEC					0.0%
PTEC					2.9%
SCHS					1.6%
SSAE					0.5%
VRHS					0.8%
GOAL					25.4%
PHS					7.6%
					9.4%
					0.6%

Graduation					
	16	17	18	19	
					D49
					D49 (AECs excluded)
BLRA					
FHS					98.3%
PPEC					68.4%
PTEC					-
SCHS					93.7%
SSAE					95.2%
VRHS					95.8%
GOAL					49.4%
PHS					64.5%
					67.0%
					95.1%

Matriculation					
	16	17	18	19	
					D49
					D49 (AECs excluded)
BLRA					
FHS					59.8%
PPEC					80.0%
PTEC					-
SCHS					47.1%
SSAE					45.7%
VRHS					51.5%
GOAL					19.5%
PHS					25.0%
					37.7%
					52.3%

The Best Choice to Learn, Work and Lead

Recommendations



- Submit request to reconsider D49 as “Accredited” based on AEC performance ratings
- Submit request to reconsider for Springs Studio for Academic Excellence due to low participation
- Accredite all other schools as indicated by the preliminary School Performance Frameworks



Discussion and Questions



September 18, 2019

Dr. Katy Anthes, Commissioner of Education
Colorado Department of Education
Office of the Commissioner
201 East Colfax
Denver, Colorado 80203

Dear Commissioner Anthes,

We formally submit this letter to request reconsideration of our district accreditation rating. We ask that the final accreditation rating of El Paso County, Colorado School District 49 be amended to reflect a rating of "Accredited," rather than the preliminary rating of "Accredited with Improvement Plan."

As per SB 13-217 and 1 CCR 301-1 4.01 (D), the Colorado Department of Education may re-evaluate the accreditation category assigned to districts through the District Performance Framework for districts that serve a significant number of students in Alternative Education Campuses (AECs). District 49 served over 4,000 students enrolled in AECs during the 2018-19 school year at our district authorized online charter school, GOAL Academy and at our district operated alternative high school program, Patriot High School combined. AEC students comprised just over 19% of our district's total population and just over 46% of our high school population.

District 49 meets the criteria described within 4.01 (D)(1), "removing the data for students enrolled in the AECs from the calculation of the District's Performance Framework would otherwise cause the district to receive a higher accreditation rating." The unofficial District Performance Framework report, calculated by CDE, confirms that District 49's rating would reflect the required points necessary for a rating of "Accredited," with AEC student results extracted.

Further, District 49 meets the criteria described in 4.01(D)(2)(a) the Alternative Education Campus(es) have been assigned by the State Board to implement a School Performance Plan. Both GOAL Academy and Patriot High School received AEC framework ratings assigning a Performance Plan type in September 2019.

We respectfully make this request with an ongoing commitment to continuous improvement in each of our schools throughout District 49. Thank you for your consideration.

Sincerely,

Peter Hilts
Chief Education Officer

Marie LaVere-Wright
Board of Education President



September 18, 2019

Dr. Katy Anthes, Commissioner of Education
Colorado Department of Education
Office of the Commissioner
201 East Colfax
Denver, Colorado 80203

Dear Commissioner Anthes,

We submit this letter to request reconsideration of the preliminary accreditation rating assigned to Springs Studio for Academic Excellence. We ask for consideration that the final accreditation rating of the school be amended to reflect a rating of “Performance,” rather than the preliminary rating of “Accredited with Improvement Plan.”

SSEA was impacted during the 2018-19 school year by an unusually low participation rate for state assessments. While SSEA received a total of 68.9 framework points (well into the Performance category) on the 2019 1 -Year SPF report, SSEA’s accountability participation rates of 89.4 in both English and Math resulted in the school’s rating dropping into the Improvement category.

SSEA has a long-standing reputation as a high performing school with Performance ratings for the past three years. Further, SSEA consistently met the accountability participation rate of 95% or higher during each of the past three years.

Year	2016 1-Year Official	2017 1-Year Official	2018 3-Year Official	2019 1-Year Preliminary
Overall Framework Points	60.8	73.2	61.9	69.9%
Plan-Type	Performance	Performance	Performance	Improvement Low Participation
Accountability Participation Rate English / Math	100%	98.5%	100%	89.4%

To ensure participation rates do not impact SSEA’s rating in the future, the District Assessment Coordinator (DAC) and SSEA principal have developed an action plan to be incorporated into the school’s UIP. The plan includes increased communication to parents about the purpose of state assessments and the process for parent opt-out requests. The plan also includes increased training for the School’s Assessment Coordinator (SAC) and increased oversight by the DAC during the upcoming year’s state assessment administration process.



District 49 believes that due to the unusually low participation rates in 2019, the 1- Year SPF does not reflect the school's true academic performance. We request that the Colorado Department of Education issued preliminary 3-Year SPF be designated as the "official" framework for 2019 accountability purposes, as it more accurately portrays the performance of the school. Thank you for your consideration.

Sincerely,

Peter Hilts
Chief Education Officer

Marie LaVere-Wright
Board of Education President

School Accreditation and Request to Reconsider Form

DISTRICT 49 - 1110

Contact Information

Enter the contact information for the person completing this form.

* **First Name:** Amber
 * **Last Name:** Whetstine
 * **Position / Title:** Executive Director of Learning Services
 * **Phone:** 719-494-8951
 * **Email Address:** awhetstine@d49.org

Your District's Accreditation Rating Results

This section lists your district's accreditation rating assigned using the State's District Performance Framework (DPF) report. Please review the CDE accreditation rating and indicate if you agree or disagree with the State's assigned accreditation rating.

FOR THIS DISTRICT:

1. Review the accreditation rating and indicate if you agree or disagree with the State's assigned accreditation rating.
2. If your district AGREES with the accreditation rating assigned, click "Yes." Note that this form defaults to "Yes."
3. If your district DISAGREES with the accreditation rating assigned, click "No."
4. If you click "No," you must select the accreditation rating you would recommend instead for your district and submit a Request to Reconsider as instructed.

District Name	Accreditation Rating Assigned by CDE	District Agrees?
DISTRICT 49 - 1110	Accredited with Improvement Plan: Low Participation	Agree? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

REQUEST TO RECONSIDER - DISTRICT ACCREDITATION

* Select the accreditation rating your district would recommend in place of the one assigned, using the drop-down menu below.

Accredited

Please Note:

Additional information will need to be submitted to CDE via Syncplicity in the request to reconsider folder explaining the rationale behind this recommendation through the request to reconsider process: <https://my.syncplicity.com/>. For more information on the request to reconsider process, please visit: <http://www.cde.state.co.us/accountability/requeststoreconsider>. Draft request to reconsider submissions are due September 18th and all documentation for the final submission is due October 16th with the submission of this form.

Your District's School Accreditation Process

* Did you use CDE's School Performance Framework and school plan types to accredit your district's schools?

If you select yes, this indicates that the CDE school plan type matches your district's school accreditation ratings.

☒ Yes ☐ No

Your District's School Plan Type Assignments and Accreditation Results

This section lists your district's schools and the school plan types assigned to them using the State's School Performance Framework report. For each school, review the CDE plan type and indicate if you agree or disagree with the State's assigned SPF plan type.

NOTE:

- Schools are listed first by "Pending AEC Framework", "New School" and "Insufficient State Data" then in order of lowest to highest-performing school plan type (Turnaround, Priority Improvement, Improvement, Performance).
- Some schools may not have received a CDE plan type because they are new schools with no State data and are labeled with "New School". **You must select a school plan type for each of these schools using the drop-down menu.** Since CDE does not have data for these schools, the plan type should be based on your district's own evaluation of the school's performance.

- Some schools may not have received a CDE plan type because they are K-2 schools with no state data or small schools that do not meet the required number of reportable students. These schools are labeled with "Insufficient State Data: No Students at Grade Levels Tested for State Assessments" or "Insufficient State Data: Small Tested Population". **You must select a school plan type for each of these schools using the drop-down menu.** Since CDE does not have data for these schools, the plan type should be based on your district's own evaluation of the school's performance. **If the school was previously in priority improvement or turnaround status, the district must submit a request for reconsideration for the school.** Please see below on where to find more information on submitting a request to reconsider.
- Due to some districts and schools experiencing high levels of non-participation on the state assessment, CDE has added an option on the accreditation form which allows districts and schools to select "Insufficient State Data" as an overall accreditation rating or school plan type. In order to select this as a district's final accreditation rating or school's final plan type, the district or school participation rate must be below 85%, and additionally, districts and schools must submit a letter addressed to the commissioner of the department of education signed by the superintendent and board chair asserting that due to high-levels of parent excuses or other reasons for non-participation on the state assessment the data reported on the district and/or school performance framework(s) is not representative of the student population in the district/school and the reasons why. Data must be provided to show how the participating students are not representative of the total school/district population.
- Schools that are designated as Alternative Education Campuses (AECs) will show a plan type of "Pending AEC SPF." CDE will release the AEC SPF with plan types in September. The "District Agrees?" column will default to N/A. If, upon receiving your AEC results, you wish to submit a Request to Reconsider, please e-mail accountability@cde.state.co.us.

FOR EACH SCHOOL:

- Review the plan type and indicate if you agree or disagree with the State's assigned SPF plan type.
- If your district AGREES with the school plan type assigned, click "Yes." Note that this form defaults to "Yes."
- If your district DISAGREES with the school plan type assigned, click "No."
- If you click "No," you must select the plan type you would recommend instead for the school and submit a Request to Reconsider as instructed, using the templates provided.
- Complete the remainder of the accreditation form for all your schools.

School Name	Plan Type Assigned by CDE	District Agrees?
4272 - INSPIRATION VIEW ELEMENTARY SCHOOL (A)	New School	N/A
Select the plan type your district would recommend for this school using the drop-down menu below.		
Performance Plan		
3475 - GOAL ACADEMY (A)	Pending AEC Framework	N/A
6810 - PATRIOT HIGH SCHOOL (A)	Pending AEC Framework	N/A
3475 - GOAL ACADEMY (A)	AEC: Performance	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6810 - PATRIOT HIGH SCHOOL (A)	AEC: Performance	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
0101 - ALLIES (A)	Improvement Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1618 - EVANS INTERNATIONAL ELEMENTARY SCHOOL (A)	Improvement Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7613 - SAND CREEK HIGH SCHOOL (A)	Improvement Plan: Low Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2877 - SPRINGS STUDIO FOR ACADEMIC EXCELLENCE (A)	Improvement Plan: Decreased due to Participation	Agree? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
REQUEST TO RECONSIDER SCHOOL PLAN TYPE		

*** Select the plan type your district would recommend for this school in place of the one assigned, using the drop-down menu below.**

Performance Plan

Please Note:

Additional information will need to be submitted to CDE via Syncplicity in the request to reconsider folder explaining the rationale behind this recommendation through the request to reconsider process: <https://my.syncplicity.com/>. For more information on the request to reconsider process, please visit:

<http://www.cde.state.co.us/accountability/requesttoreconsider>. Draft request to reconsider submissions are due September 18th and all documentation for the final submission is due October 16th with the submission of this form.

0555 - BANNING LEWIS RANCH ACADEMY (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
0696 - BENNETT RANCH ELEMENTARY SCHOOL (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2902 - FALCON ELEMENTARY SCHOOL OF TECHNOLOGY (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2908 - FALCON HIGH SCHOOL (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2906 - FALCON MIDDLE SCHOOL (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4251 - GRAND PEAK ACADEMY (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5191 - LIBERTY TREE ACADEMY (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5779 - MERIDIAN RANCH ELEMENTARY SCHOOL (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6483 - ODYSSEY ELEMENTARY SCHOOL (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6821 - PIKES PEAK EARLY COLLEGE (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6653 - POWER TECHNICAL EARLY COLLEGE (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7317 - REMINGTON ELEMENTARY SCHOOL (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7339 - RIDGEVIEW ELEMENTARY SCHOOL (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7463 - ROCKY MOUNTAIN CLASSICAL ACADEMY (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7960 - SKYVIEW MIDDLE SCHOOL (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8010 - SPRINGS RANCH ELEMENTARY SCHOOL (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8266 - STETSON ELEMENTARY SCHOOL (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8791 - VISTA RIDGE HIGH SCHOOL (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9706 - WOODMEN HILLS ELEMENTARY SCHOOL (A)	Performance Plan: Meets 95% Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4102 - HORIZON MIDDLE SCHOOL (A)	Performance Plan: Low Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6935 - PIKES PEAK SCHOOL EXPEDITIONARY LEARNING (A)	Performance Plan: Low Participation	Agree? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Statement of Affirmation

By clicking "I accept," I affirm that I agree/disagree with the school plan types assigned by CDE to my district's schools, as indicated above. Where I disagree with CDE's school plan type assignment, I have indicated my recommended plan type and will submit a Request to Reconsider as instructed. Where my district has used a school performance framework different from the State's, I have included a description of my local school performance framework and will submit the requested information. I affirm that I have consulted with my local school board and obtained the board chair's signature consenting to the school plan types assigned to my district's schools. I further affirm that, for my district's charter schools, I have consulted with the charter school's board chair and obtained the board chair's signature consenting to the school plan types assigned to my district's charter schools.

☒ I accept

Signature of District Superintendent/Authorizer: _____

Signature of Local Board of Education Chair/Authorizer: _____

Printed: 9/16/2019

1110: DISTRICT 49

Levels: EMH - (1-Year)

Accreditation Rating
Official Rating based on 1-Year DPF Report

Accredited with Improvement Plan: Low Participation

50.5/100

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. Refer to the scoring guide at the end of this report for additional information.

Distinction

Performance

50.5%

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	55.8%	16.7/30	Approaching
Academic Growth	62.5%	25.0/40	Meets
Postsecondary & Workforce Readiness	29.3%	8.8/30	Does Not Meet

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 and growth data.

Assurances

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

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	13,830	12,889	93.2%	743	98.6%	Meets 95%
Math	13,831	12,897	93.2%	753	98.6%	Meets 95%
Science	4,611	3,895	84.5%	680	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	65.3%	26.1/40	Meets	64.7%	Accredited
	Academic Growth	64.3%	38.6/60	Meets		
Middle	Academic Achievement	65.3%	26.1/40	Meets	72.2%	Accredited
	Academic Growth	76.8%	46.1/60	Meets		
High	Academic Achievement	36.8%	11.0/30	Does Not Meet	38.4%	Priority Improvement
	Academic Growth	46.4%	18.6/40	Approaching		
	Postsecondary & Workforce ..	29.3%	8.8/30	Does Not Meet		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Districts with an Insufficient State Data rating will maintain performance watch status from the prior year.

1110: DISTRICT 49

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	3,866	97.9%	746.7	66	6/8	Meets
	Previously Identified for READ Plan	406	96.0%	705.3	*	0/0	-
	English Learners	187	98.5%	730.4	29	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,066	97.6%	737.6	46	0.5/1	Approaching
	Minority Students	1,476	97.3%	742.8	57	0.75/1	Meets
	Students with Disabilities	413	92.3%	706.3	1	0.25/1	Does Not Meet
CMAS - Math	All Students	3,871	97.9%	738.1	58	6/8	Meets
	English Learners	197	100.0%	727.4	32	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,071	97.6%	730.7	40	0.5/1	Approaching
	Minority Students	1,484	97.3%	732.8	45	0.5/1	Approaching
	Students with Disabilities	413	92.3%	706.5	2	0.25/1	Does Not Meet
CMAS - Science	All Students	1,284	97.6%	615.5	60	6/8	Meets
	English Learners	75	100.0%	551.7	23	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	362	97.7%	589.5	43	0.5/1	Approaching
	Minority Students	494	96.8%	596.2	46	0.5/1	Approaching
	Students with Disabilities	133	92.7%	507.1	6	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	2,384	51.0	6/8	Meets
	English Learners	126	50.5	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	668	50.5	0.75/1	Meets
	Minority Students	937	53.0	0.75/1	Meets
	Students with Disabilities	236	44.5	0.5/1	Approaching
CMAS - Math	All Students	2,379	49.0	4/8	Approaching
	English Learners	126	54.5	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	665	47.0	0.5/1	Approaching
	Minority Students	936	49.0	0.5/1	Approaching
	Students with Disabilities	237	40.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	203	57.0	1.5/2	Meets
	On Track to Proficiency	204	76.0%	1.5/2	Meets
TOTAL		*	*	18/28	Meets

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Preliminary 2019 District Performance Framework

1110: DISTRICT 49

Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	3,740	93.7%	749.1	71	6/8	Meets
	English Learners	182	94.1%	737.3	43	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,077	93.6%	741.2	52	0.75/1	Meets
	Minority Students	1,487	92.4%	745.4	62	0.75/1	Meets
	Students with Disabilities	360	88.0%	710.1	1	0.25/1	Does Not Meet
CMAS - Math	All Students	3,752	94.0%	734.6	60	6/8	Meets
	English Learners	191	97.6%	722.7	28	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,081	93.9%	727.7	41	0.5/1	Approaching
	Minority Students	1,495	92.8%	729.6	45	0.5/1	Approaching
	Students with Disabilities	362	88.4%	702.6	1	0.25/1	Does Not Meet
CMAS - Science	All Students	1,159	89.4%	601.6	57	6/8	Meets
	English Learners	54	93.3%	514.5	9	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	313	87.8%	579.5	41	0.5/1	Approaching
	Minority Students	479	88.0%	585.4	46	0.5/1	Approaching
	Students with Disabilities	100	83.5%	495.7	5	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	3,413	56.0	6/8	Meets
	English Learners	172	62.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	991	57.0	0.75/1	Meets
	Minority Students	1,371	56.0	0.75/1	Meets
	Students with Disabilities	295	48.0	0.5/1	Approaching
CMAS - Math	All Students	3,407	51.0	6/8	Meets
	English Learners	177	52.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	990	51.0	0.75/1	Meets
	Minority Students	1,369	50.0	0.75/1	Meets
	Students with Disabilities	299	44.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	57	66.0	2/2	Exceeds
	On Track to Proficiency	57	68.4%	2/2	Exceeds
TOTAL		*	*	21.5/28	Meets

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Preliminary 2019 District Performance Framework

1110: DISTRICT 49

High School - (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	3,001	90.4%	445.0	30	4/8	Approaching
	English Learners	127	85.2%	376.4	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,089	87.2%	416.3	11	0.25/1	Does Not Meet
	Minority Students	1,363	88.9%	428.8	18	0.5/1	Approaching
	Students with Disabilities	282	82.5%	364.7	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	3,002	90.4%	425.5	25	4/8	Approaching
	English Learners	128	85.2%	376.8	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,090	87.2%	400.1	7	0.25/1	Does Not Meet
	Minority Students	1,363	88.9%	411.8	14	0.25/1	Does Not Meet
	Students with Disabilities	282	82.5%	352.4	1	0.25/1	Does Not Meet
CMAS - Science	All Students	1,261	71.4%	555.3	9	2/8	Does Not Meet
	English Learners	90	70.6%	478.2	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	509	71.6%	533.3	3	0.25/1	Does Not Meet
	Minority Students	612	70.8%	533.2	3	0.25/1	Does Not Meet
	Students with Disabilities	107	67.3%	480.7	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	13.25/36	Does Not Meet

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	2,702	44.0	4/8	Approaching
	English Learners	141	34.0	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	989	42.0	0.5/1	Approaching
	Minority Students	1,244	43.0	0.5/1	Approaching
	Students with Disabilities	224	32.0	0.25/1	Does Not Meet
CO PSAT/SAT - Math	All Students	3,940	43.0	4/8	Approaching
	English Learners	196	35.5	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,402	40.0	0.5/1	Approaching
	Minority Students	1,806	42.0	0.5/1	Approaching
	Students with Disabilities	326	36.5	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	135	44.0	1/2	Approaching
	On Track to Proficiency	182	25.3%	0.5/2	Does Not Meet
TOTAL		*	*	13/28	Approaching

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

1110: DISTRICT 49

High School - (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	1,573	*	473.2	87.0%	2/4	Approaching
	English Learners	105	*	400.5	81.9%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	610	*	446.0	82.5%	0.25/1	Does Not Meet
	Minority Students	762	*	458.8	85.4%	0.5/1	Approaching
	Students with Disabilities	133	*	379.5	80.3%	0.25/1	Does Not Meet
CO SAT - Math	All Students	1,573	*	442.5	87.0%	2/4	Approaching
	English Learners	105	*	380.9	81.9%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	610	*	414.5	82.5%	0.25/1	Does Not Meet
	Minority Students	762	*	430.0	85.4%	0.25/1	Does Not Meet
	Students with Disabilities	133	*	355.2	80.3%	0.25/1	Does Not Meet
Dropout	All Students	13,151	*	9.4%	*	2/8	Does Not Meet
	English Learners	809	*	24.7%	*	0.5/2	Does Not Meet
	Free/Reduced-Price Lunch Eligible	4,214	*	14.4%	*	0.5/2	Does Not Meet
	Minority Students	6,308	*	13.0%	*	0.5/2	Does Not Meet
	Students with Disabilities	1,262	*	7.2%	*	0.5/2	Does Not Meet
Matriculation	All Students	1,745	*	37.7%	*	1/4	Does Not Meet
	2-Year Higher Education Instituti..	*	*	15.1%	*	*	-
	4-Year Higher Education Instituti..	*	*	17.8%	*	*	-
	Career & Technical Education	*	*	7.8%	*	*	-
Graduation	All Students	2,627	6yr	67.0%	*	2/8	Does Not Meet
	English Learners	276	7yr	46.4%	*	0.5/2	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,701	6yr	55.5%	*	0.5/2	Does Not Meet
	Minority Students	1,223	7yr	59.2%	*	0.5/2	Does Not Meet
	Students with Disabilities	321	6yr	58.3%	*	0.5/2	Does Not Meet
TOTAL		*	*	*	*	15.25/52	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	56.4%	61.7%	67.0%	65.5%	6yr
English Learners	31.9%	33.2%	45.6%	46.4%	7yr
Free/Reduced-Price Lunch Eligible	44.2%	49.6%	55.5%	54.4%	6yr
Minority Students	50.2%	53.4%	59.2%	59.2%	7yr
Students with Disabilities	38.0%	48.5%	58.3%	47.3%	6yr

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

Dropout Rates: represent percentages of students enrolled in grades 7-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

1110: DISTRICT 49

Levels: EMH - (1-Year)

Accreditation Rating
Official Rating based on 1-Year DPF Report
Accredited: Meets 95% Participation
65.6/100

This report shows performance rating information for the district based on calculations that exclude students enrolled in Alternative Education Campuses (AECs). The accreditation rating shown here is based on the overall percent of points earned across all performance indicators using metrics that exclude AEC students. The overall percent of points earned is matched to the same scoring rubric that is used to determine accreditation ratings on the traditional performance framework reports.

Distinction

65.6%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	58.3%	17.5/30	Approaching
Academic Growth	66.7%	26.7/40	Meets
Postsecondary & Workforce Readiness	71.2%	21.4/30	Meets

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 and growth data.

Assurances

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

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	11,825	11,291	95.5%	347	98.4%	Meets 95%
Math	11,826	11,299	95.5%	357	98.5%	Meets 95%
Science	3,722	3,249	87.3%	442	99.1%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/..	Rating	% Pts by..	Rating
Elementary	Academic Achievement	65.3%	26.1/40	Meets	64.7%	Accredited
	Academic Growth	64.3%	38.6/60	Meets		
Middle	Academic Achievement	65.3%	26.1/40	Meets	72.2%	Accredited
	Academic Growth	76.8%	46.1/60	Meets		
High	Academic Achievement	44.4%	13.3/30	Approaching	58.3%	Accredited
	Academic Growth	58.9%	23.6/40	Approaching		
	Postsecondary & Workforce ..	71.2%	21.4/30	Meets		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Districts with an Insufficient State Data rating will maintain performance watch status from the prior year.

1110: DISTRICT 49

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	3,866	97.9%	746.7	66	6/8	Meets
	Previously Identified for READ Plan	406	96.0%	705.3	*	0/0	-
	English Learners	187	98.5%	730.4	29	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,066	97.6%	737.6	46	0.5/1	Approaching
	Minority Students	1,476	97.3%	742.8	57	0.75/1	Meets
	Students with Disabilities	413	92.3%	706.3	1	0.25/1	Does Not Meet
CMAS - Math	All Students	3,871	97.9%	738.1	58	6/8	Meets
	English Learners	197	100.0%	727.4	32	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,071	97.6%	730.7	40	0.5/1	Approaching
	Minority Students	1,484	97.3%	732.8	45	0.5/1	Approaching
	Students with Disabilities	413	92.3%	706.5	2	0.25/1	Does Not Meet
CMAS - Science	All Students	1,284	97.6%	615.5	60	6/8	Meets
	English Learners	75	100.0%	551.7	23	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	362	97.7%	589.5	43	0.5/1	Approaching
	Minority Students	494	96.8%	596.2	46	0.5/1	Approaching
	Students with Disabilities	133	92.7%	507.1	6	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	2,384	51.0	6/8	Meets
	English Learners	126	50.5	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	668	50.5	0.75/1	Meets
	Minority Students	937	53.0	0.75/1	Meets
	Students with Disabilities	236	44.5	0.5/1	Approaching
CMAS - Math	All Students	2,379	49.0	4/8	Approaching
	English Learners	126	54.5	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	665	47.0	0.5/1	Approaching
	Minority Students	936	49.0	0.5/1	Approaching
	Students with Disabilities	237	40.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	203	57.0	1.5/2	Meets
	On Track to Proficiency	204	76.0%	1.5/2	Meets
TOTAL		*	*	18/28	Meets

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

1110: DISTRICT 49

Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	3,740	93.7%	749.1	71	6/8	Meets
	English Learners	182	94.1%	737.3	43	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,077	93.6%	741.2	52	0.75/1	Meets
	Minority Students	1,487	92.4%	745.4	62	0.75/1	Meets
	Students with Disabilities	360	88.0%	710.1	1	0.25/1	Does Not Meet
CMAS - Math	All Students	3,752	94.0%	734.6	60	6/8	Meets
	English Learners	191	97.6%	722.7	28	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,081	93.9%	727.7	41	0.5/1	Approaching
	Minority Students	1,495	92.8%	729.6	45	0.5/1	Approaching
	Students with Disabilities	362	88.4%	702.6	1	0.25/1	Does Not Meet
CMAS - Science	All Students	1,159	89.4%	601.6	57	6/8	Meets
	English Learners	54	93.3%	514.5	9	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	313	87.8%	579.5	41	0.5/1	Approaching
	Minority Students	479	88.0%	585.4	46	0.5/1	Approaching
	Students with Disabilities	100	83.5%	495.7	5	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	3,413	56.0	6/8	Meets
	English Learners	172	62.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	991	57.0	0.75/1	Meets
	Minority Students	1,371	56.0	0.75/1	Meets
	Students with Disabilities	295	48.0	0.5/1	Approaching
CMAS - Math	All Students	3,407	51.0	6/8	Meets
	English Learners	177	52.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	990	51.0	0.75/1	Meets
	Minority Students	1,369	50.0	0.75/1	Meets
	Students with Disabilities	299	44.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	57	66.0	2/2	Exceeds
	On Track to Proficiency	57	68.4%	2/2	Exceeds
TOTAL		*	*	21.5/28	Meets

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

1110: DISTRICT 49

High School - (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	2,260	94.7%	459.9	48	4/8	Approaching
	English Learners	72	95.4%	387.6	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	641	94.0%	433.1	20	0.5/1	Approaching
	Minority Students	936	94.4%	447.7	32	0.5/1	Approaching
	Students with Disabilities	191	90.0%	369.1	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	2,261	94.7%	440.3	43	4/8	Approaching
	English Learners	73	95.4%	393.9	5	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	642	94.0%	418.7	19	0.5/1	Approaching
	Minority Students	936	94.4%	430.1	31	0.5/1	Approaching
	Students with Disabilities	191	90.0%	352.5	1	0.25/1	Does Not Meet
CMAS - Science	All Students	683	70.3%	580.8	24	4/8	Approaching
	English Learners	30	72.7%	499.2	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	165	66.5%	559.2	12	0.25/1	Does Not Meet
	Minority Students	298	69.8%	562.3	13	0.25/1	Does Not Meet
	Students with Disabilities	60	74.4%	518.0	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	16/36	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	1,849	50.0	6/8	Meets
	English Learners	64	36.5	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	483	49.0	0.5/1	Approaching
	Minority Students	771	51.0	0.75/1	Meets
	Students with Disabilities	125	34.0	0.25/1	Does Not Meet
CO PSAT/SAT - Math	All Students	2,928	46.0	4/8	Approaching
	English Learners	104	38.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	804	44.0	0.5/1	Approaching
	Minority Students	1,234	45.0	0.5/1	Approaching
	Students with Disabilities	214	37.5	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	39	55.0	1.5/2	Meets
	On Track to Proficiency	40	40.0%	1/2	Approaching
TOTAL		*	*	16.5/28	Approaching

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

1110: DISTRICT 49

High School - (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	943	*	502.5	94.6%	3/4	Meets
	English Learners	40	*	410.9	93.3%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	238	*	479.8	92.8%	0.5/1	Approaching
	Minority Students	419	*	489.4	94.3%	0.5/1	Approaching
	Students with Disabilities	74	*	394.5	92.7%	0.25/1	Does Not Meet
CO SAT - Math	All Students	943	*	473.5	94.6%	2/4	Approaching
	English Learners	40	*	395.8	93.3%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	238	*	452.0	92.8%	0.5/1	Approaching
	Minority Students	419	*	464.9	94.3%	0.5/1	Approaching
	Students with Disabilities	74	*	359.8	92.7%	0.25/1	Does Not Meet
Dropout	All Students	8,390	*	0.6%	*	6/8	Meets
	English Learners	242	*	2.1%	*	1/2	Approaching
	Free/Reduced-Price Lunch Eligible	1,959	*	0.3%	*	2/2	Exceeds
	Minority Students	3,428	*	0.6%	*	1.5/2	Meets
	Students with Disabilities	826	*	1.3%	*	1.5/2	Meets
Matriculation	All Students	962	*	52.3%	*	2/4	Approaching
	2-Year Higher Education Instituti..	*	*	18.0%	*	*	-
	4-Year Higher Education Instituti..	*	*	28.7%	*	*	-
	Career & Technical Education	*	*	9.4%	*	*	-
Graduation	All Students	995	6yr	95.1%	*	8/8	Exceeds
	English Learners	26	7yr	96.2%	*	2/2	Exceeds
	Free/Reduced-Price Lunch Eligible	263	7yr	92.4%	*	1.5/2	Meets
	Minority Students	398	6yr	95.7%	*	2/2	Exceeds
	Students with Disabilities	64	7yr	89.1%	*	1.5/2	Meets
TOTAL		*	*	*	*	37/52	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	85.1%	89.8%	95.1%	94.8%	6yr
English Learners	83.3%	84.8%	94.1%	96.2%	7yr
Free/Reduced-Price Lunch Eligible	85.2%	86.0%	92.3%	92.4%	7yr
Minority Students	89.4%	90.0%	95.7%	93.4%	6yr
Students with Disabilities	68.6%	81.0%	83.7%	89.1%	7yr

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

Dropout Rates: represent percentages of students enrolled in grades 7-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

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

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

0101: ALLIES | 1110: DISTRICT 49

Levels: E - (1-Year)

Plan Type

Official Rating based on 1-Year SPF Report

Improvement Plan: Meets 95% Participation
52.0/100

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. Refer to the scoring guide at the end of this report for additional information.

 Performance **52.0%**

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	38.3%	15.3/40	Approaching
Academic Growth	61.1%	36.7/60	Approaching

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	99	97	98.0%	2	100.0%	Meets 95%
Math	99	97	98.0%	2	100.0%	Meets 95%
Science	23	23	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
Elementary	Academic Achievement	38.3%	15.3/40	Approaching	52.0%	Improvement
	Academic Growth	61.1%	36.7/60	Approaching		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

0101: ALLIES | 1110: DISTRICT 49

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	96	98.0%	713.2	3	2/8	Does Not Meet
	Previously Identified for READ Plan	51	98.1%	699.2	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	23	96.0%	704.2	1	0.25/1	Does Not Meet
	Minority Students	34	100.0%	712.1	2	0.25/1	Does Not Meet
	Students with Disabilities	26	96.3%	704.3	1	0.25/1	Does Not Meet
CMAS - Math	All Students	96	98.0%	708.7	3	2/8	Does Not Meet
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	23	96.0%	697.3	1	0.25/1	Does Not Meet
	Minority Students	34	100.0%	706.0	2	0.25/1	Does Not Meet
	Students with Disabilities	26	96.3%	704.5	1	0.25/1	Does Not Meet
CMAS - Science	All Students	23	100.0%	604.2	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		*	*	*	*	11.5/30	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	53	50.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	22	47.5	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	53	47.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	22	42.5	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	11/18	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

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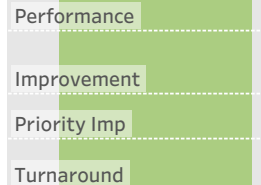
Levels: EMH - (1-Year)

Plan Type

Official Rating based on 1-Year SPF Report

Performance Plan: Meets 95% Participation
42.4/70

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. Refer to the scoring guide at the end of this report for additional information.

60.6%


Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	70.2%	21.1/30	Meets
Academic Growth	53.3%	21.3/40	Approaching
Postsecondary & Workforce Readiness	-	*	-

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

Performance Plan:
53.0% - 100.0%

Improvement Plan:
42.0% - 52.9%

Priority Improvement Plan:
34.0% - 41.9%

Accredited with Turnaround Plan:
0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	981	941	95.9%	39	99.9%	Meets 95%
Math	981	939	95.7%	41	99.9%	Meets 95%
Science	268	238	88.8%	29	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	71.9%	28.8/40	Meets	58.8%	Performance
	Academic Growth	50.0%	30.0/60	Approaching		
Middle	Academic Achievement	66.9%	26.8/40	Meets	56.1%	Performance
	Academic Growth	48.8%	29.3/60	Approaching		
High	Academic Achievement	72.5%	21.8/30	Meets	66.9%	Performance
	Academic Growth	62.5%	25.0/40	Meets		
	Postsecondary & Workforce ..	-	*	-		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

0555: BANNING LEWIS RANCH ACADEMY | 1110: DISTRICT 49

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	398	99.8%	750.9	77	6/8	Meets
	Previously Identified for READ Plan	30	100.0%	716.0	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	50	100.0%	749.3	72	0.75/1	Meets
	Minority Students	161	99.4%	747.6	68	0.75/1	Meets
	Students with Disabilities	33	100.0%	714.0	4	0.25/1	Does Not Meet
CMAS - Math	All Students	397	99.5%	740.5	63	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	50	100.0%	742.5	67	0.75/1	Meets
	Minority Students	161	99.4%	735.1	52	0.75/1	Meets
	Students with Disabilities	33	100.0%	713.1	7	0.25/1	Does Not Meet
CMAS - Science	All Students	130	98.5%	654.7	84	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	20	100.0%	643.8	77	0.75/1	Meets
	Minority Students	49	98.1%	639.3	74	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	23/32	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	244	46.5	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	30	41.0	0.5/1	Approaching
	Minority Students	97	47.0	0.5/1	Approaching
	Students with Disabilities	23	45.0	0.5/1	Approaching
CMAS - Math	All Students	242	49.5	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	29	46.0	0.5/1	Approaching
	Minority Students	97	48.0	0.5/1	Approaching
	Students with Disabilities	23	42.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	11/22	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

0555: BANNING LEWIS RANCH ACADEMY | 1110: DISTRICT 49

Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	377	90.9%	750.1	74	6/8	Meets
	English Learners	17	100.0%	746.7	65	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	41	83.7%	744.3	61	0.75/1	Meets
	Minority Students	161	92.2%	746.0	63	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	378	90.6%	736.3	63	6/8	Meets
	English Learners	19	100.0%	729.9	46	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	41	83.7%	732.2	52	0.75/1	Meets
	Minority Students	162	92.2%	732.1	52	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	103	78.8%	571.9	38	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	42	75.4%	544.7	22	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	20.75/31	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	341	41.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	34	38.0	0.5/1	Approaching
	Minority Students	152	40.5	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	341	38.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	34	33.0	0.25/1	Does Not Meet
	Minority Students	151	36.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	9.75/20	Approaching

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

0555: BANNING LEWIS RANCH ACADEMY | 1110: DISTRICT 49

High School - (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	134	100.0%	475.0	63	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	17	100.0%	491.8	74	0.75/1	Meets
	Minority Students	53	100.0%	471.5	59	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CO PSAT - Math	All Students	135	100.0%	453.3	55	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	18	100.0%	446.1	48	0.5/1	Approaching
	Minority Students	53	100.0%	445.8	48	0.5/1	Approaching
	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		*	*	*	*	14.5/20	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	49	55.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	21	61.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
CO PSAT/SAT - Math	All Students	111	36.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	45	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 Proficiency	n < 20	-	0/0	-
TOTAL		*	*	11.25/18	Meets

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

0555: BANNING LEWIS RANCH ACADEMY | 1110: DISTRICT 49

High School - (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	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	-
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		*	*	*	*	0/0	-

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

Dropout Rates: represent percentages of students enrolled in grades 9-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

0696: BENNETT RANCH ELEMENTARY SCHOOL | 1110: DISTRICT 49

Levels: E - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
59.2/100

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. Refer to the scoring guide at the end of this report for additional information.

59.2%


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

Performance Plan:
53.0% - 100.0%

Improvement Plan:
42.0% - 52.9%

Priority Improvement Plan:
34.0% - 41.9%

Accredited with Turnaround Plan:
0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	71.0%	28.4/40	Meets
Academic Growth	51.3%	30.8/60	Approaching

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	154	153	99.4%	1	100.0%	Meets 95%
Math	154	153	99.4%	1	100.0%	Meets 95%
Science	58	57	98.3%	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	71.0%	28.4/40	Meets	59.2%	Performance
	Academic Growth	51.3%	30.8/60	Approaching		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

0696: BENNETT RANCH ELEMENTARY SCHOOL | 1110: DISTRICT 49

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	138	99.4%	747.0	67	6/8	Meets
	Previously Identified for READ Plan	n < 16	-	-	-	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	45	98.1%	747.3	68	0.75/1	Meets
	Minority Students	48	100.0%	742.3	56	0.75/1	Meets
	Students with Disabilities	20	100.0%	712.4	2	0.25/1	Does Not Meet
CMAS - Math	All Students	138	99.4%	741.3	65	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	45	98.1%	740.1	62	0.75/1	Meets
	Minority Students	48	100.0%	736.5	55	0.75/1	Meets
	Students with Disabilities	20	100.0%	711.2	5	0.25/1	Does Not Meet
CMAS - Science	All Students	51	98.3%	622.5	64	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	17	100.0%	594.4	45	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	22/31	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	87	45.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	22	48.5	0.5/1	Approaching
	Minority Students	28	58.5	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	87	43.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	22	40.5	0.5/1	Approaching
	Minority Students	28	46.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	10.25/20	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

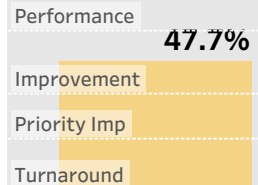
† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

1618: EVANS INTERNATIONAL ELEMENTARY SCHOOL | 1110: DISTRICT 49

Levels: E - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Improvement Plan: Meets 95% Participation
47.7/100

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. Refer to 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	47.1%	18.8/40	Approaching
Academic Growth	48.1%	28.9/60	Approaching

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	342	339	99.1%	3	100.0%	Meets 95%
Math	342	339	99.1%	3	100.0%	Meets 95%
Science	108	106	98.1%	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	47.1%	18.8/40	Approaching	47.7%	Improvement
	Academic Growth	48.1%	28.9/60	Approaching		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

1618: EVANS INTERNATIONAL ELEMENTARY SCHOOL | 1110: DISTRICT 49

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	320	99.1%	735.9	42	4/8	Approaching
	Previously Identified for READ Plan	52	98.2%	700.0	*	0/0	-
	English Learners	29	100.0%	717.3	7	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	189	99.0%	729.7	28	0.5/1	Approaching
	Minority Students	179	99.5%	730.9	30	0.5/1	Approaching
	Students with Disabilities	40	95.5%	695.9	1	0.25/1	Does Not Meet
CMAS - Math	All Students	320	99.1%	727.9	33	4/8	Approaching
	English Learners	29	100.0%	715.2	9	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	189	99.0%	723.4	24	0.5/1	Approaching
	Minority Students	179	99.5%	722.8	22	0.5/1	Approaching
	Students with Disabilities	40	95.5%	698.8	1	0.25/1	Does Not Meet
CMAS - Science	All Students	103	98.1%	591.7	44	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	56	98.3%	588.6	43	0.5/1	Approaching
	Minority Students	58	98.4%	579.3	37	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	189	49.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	117	46.0	0.5/1	Approaching
	Minority Students	110	44.0	0.5/1	Approaching
	Students with Disabilities	20	27.5	0.25/1	Does Not Meet
CMAS - Math	All Students	189	46.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	118	44.0	0.5/1	Approaching
	Minority Students	111	44.0	0.5/1	Approaching
	Students with Disabilities	20	32.5	0.25/1	Does Not Meet
ELP	English Language Proficiency (ELP)	36	47.0	1/2	Approaching
	On Track to Proficiency	36	66.7%	1/2	Approaching
TOTAL		*	*	12.5/26	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

2902: FALCON ELEMENTARY SCHOOL OF TECHNOLOGY | 1110: DISTRICT 49

Levels: E - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
77.4/100
77.4%

Performance

Improvement

Priority Imp

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. Refer to 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	64.1%	25.6/40	Meets
Academic Growth	86.3%	51.8/60	Meets

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	158	152	96.2%	6	100.0%	Meets 95%
Math	158	152	96.2%	6	100.0%	Meets 95%
Science	53	50	94.3%	3	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	77.4%	Performance
	Academic Growth	86.3%	51.8/60	Meets		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

2902: FALCON ELEMENTARY SCHOOL OF TECHNOLOGY | 1110: DISTRICT 49

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	96.2%	738.2	47	4/8	Approaching
	Previously Identified for READ Plan	24	96.3%	711.8	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	59	95.8%	738.4	47	0.5/1	Approaching
	Minority Students	48	95.1%	738.3	47	0.5/1	Approaching
	Students with Disabilities	22	86.2%	698.4	1	0.25/1	Does Not Meet
CMAS - Math	All Students	133	96.2%	740.1	62	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	59	95.8%	738.4	58	0.75/1	Meets
	Minority Students	49	95.1%	735.1	52	0.75/1	Meets
	Students with Disabilities	22	86.2%	707.7	2	0.25/1	Does Not Meet
CMAS - Science	All Students	47	94.3%	635.0	72	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	23	96.2%	624.4	65	0.75/1	Meets
	Minority Students	18	100.0%	609.3	55	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	82	50.5	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	37	48.0	0.5/1	Approaching
	Minority Students	29	53.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	82	67.5	8/8	Exceeds
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	37	71.0	1/1	Exceeds
	Minority Students	29	70.0	1/1	Exceeds
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	17.25/20	Meets

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

2908: FALCON HIGH SCHOOL | 1110: DISTRICT 49

Levels: H - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
58.0/100

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. Refer to the scoring guide at the end of this report for additional information.

58.0%

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	52.3%	15.7/30	Approaching
Academic Growth	52.3%	20.9/40	Approaching
Postsecondary & Workforce Readiness	71.4%	21.4/30	Meets

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	929	903	97.2%	12	98.5%	Meets 95%
Math	929	903	97.2%	12	98.5%	Meets 95%
Science	261	233	89.3%	23	97.9%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
High	Academic Achievement	52.3%	15.7/30	Approaching	58.0%	Performance
	Academic Growth	52.3%	20.9/40	Approaching		
	Postsecondary & Workforce ..	71.4%	21.4/30	Meets		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

2908: FALCON HIGH SCHOOL | 1110: DISTRICT 49

High School - (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	629	97.5%	462.4	51	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	141	95.4%	425.0	16	0.5/1	Approaching
	Minority Students	200	97.2%	448.4	33	0.5/1	Approaching
	Students with Disabilities	57	89.6%	362.9	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	629	97.5%	434.9	37	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	141	95.4%	407.9	12	0.25/1	Does Not Meet
	Minority Students	200	97.2%	423.0	23	0.5/1	Approaching
	Students with Disabilities	57	89.6%	354.3	1	0.25/1	Does Not Meet
CMAS - Science	All Students	229	89.3%	591.4	32	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	40	83.7%	559.5	12	0.25/1	Does Not Meet
	Minority Students	68	87.7%	577.6	21	0.5/1	Approaching
	Students with Disabilities	25	92.6%	489.0	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	17.25/33	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	483	47.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	88	47.0	0.5/1	Approaching
	Minority Students	136	51.0	0.75/1	Meets
	Students with Disabilities	44	38.5	0.5/1	Approaching
CO PSAT/SAT - Math	All Students	797	40.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	163	39.0	0.5/1	Approaching
	Minority Students	242	40.5	0.5/1	Approaching
	Students with Disabilities	67	52.0	0.75/1	Meets
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	11.5/22	Approaching

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

2908: FALCON HIGH SCHOOL | 1110: DISTRICT 49

High School - (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	247	*	508.1	96.6%	3/4	Meets
	English Learners	n < 16	*	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	45	*	477.6	93.9%	0.5/1	Approaching
	Minority Students	76	*	490.3	96.3%	0.5/1	Approaching
	Students with Disabilities	25	*	401.4	96.3%	0.25/1	Does Not Meet
CO SAT - Math	All Students	247	*	464.6	96.6%	2/4	Approaching
	English Learners	n < 16	*	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	45	*	438.7	93.9%	0.25/1	Does Not Meet
	Minority Students	76	*	454.6	96.3%	0.5/1	Approaching
	Students with Disabilities	25	*	366.0	96.3%	0.25/1	Does Not Meet
Dropout	All Students	1,389	*	0.7%	*	6/8	Meets
	English Learners	27	*	11.1%	*	0.5/2	Does Not Meet
	Free/Reduced-Price Lunch Eligible	268	*	0.0%	*	2/2	Exceeds
	Minority Students	432	*	0.9%	*	1.5/2	Meets
	Students with Disabilities	150	*	1.3%	*	1.5/2	Meets
Matriculation	All Students	241	*	59.8%	*	2/4	Approaching
	2-Year Higher Education Instituti..	*	*	22.0%	*	*	-
	4-Year Higher Education Instituti..	*	*	29.5%	*	*	-
	Career & Technical Education	*	*	15.8%	*	*	-
Graduation	All Students	292	6yr	98.3%	*	8/8	Exceeds
	English Learners	n < 16	-	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	55	6yr	96.4%	*	2/2	Exceeds
	Minority Students	91	6yr	97.8%	*	2/2	Exceeds
	Students with Disabilities	22	6yr	90.9%	*	1.5/2	Meets
TOTAL		*	*	*	*	34.25/48	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	85.8%	90.2%	98.3%	96.3%	6yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	81.8%	83.1%	96.4%	93.0%	6yr
Minority Students	85.9%	90.5%	97.8%	93.5%	6yr
Students with Disabilities	56.5%	77.3%	90.9%	81.3%	6yr

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

Dropout Rates: represent percentages of students enrolled in grades 9-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

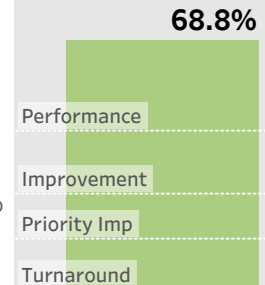
† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

2906: FALCON MIDDLE SCHOOL | 1110: DISTRICT 49

Levels: M - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
68.8/100

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. Refer to 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	65.7%	26.3/40	Meets
Academic Growth	70.8%	42.5/60	Meets

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	1,034	999	96.6%	28	99.3%	Meets 95%
Math	1,034	1,001	96.8%	28	99.5%	Meets 95%
Science	339	309	91.2%	21	97.2%	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	68.8%	Performance
	Academic Growth	70.8%	42.5/60	Meets		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

2906: FALCON MIDDLE SCHOOL | 1110: DISTRICT 49

Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	922	96.6%	750.9	76	6/8	Meets
	English Learners	25	93.1%	722.5	12	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	254	95.9%	740.5	50	0.75/1	Meets
	Minority Students	281	95.8%	745.3	62	0.75/1	Meets
	Students with Disabilities	111	88.2%	707.3	1	0.25/1	Does Not Meet
CMAS - Math	All Students	924	96.8%	735.4	62	6/8	Meets
	English Learners	25	93.1%	711.4	7	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	254	95.9%	725.6	34	0.5/1	Approaching
	Minority Students	281	95.8%	728.5	42	0.5/1	Approaching
	Students with Disabilities	113	89.7%	701.0	1	0.25/1	Does Not Meet
CMAS - Science	All Students	286	91.2%	615.9	65	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	65	89.2%	594.0	52	0.75/1	Meets
	Minority Students	91	89.6%	589.5	48	0.5/1	Approaching
	Students with Disabilities	26	73.2%	481.7	2	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	844	62.0	6/8	Meets
	English Learners	23	43.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	226	63.0	0.75/1	Meets
	Minority Students	256	58.5	0.75/1	Meets
	Students with Disabilities	91	53.0	0.75/1	Meets
CMAS - Math	All Students	847	52.0	6/8	Meets
	English Learners	24	37.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	227	49.0	0.5/1	Approaching
	Minority Students	257	51.0	0.75/1	Meets
	Students with Disabilities	93	48.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	17/24	Meets

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

3475: GOAL ACADEMY | 1110: DISTRICT 49

Level: ALL

Plan Type

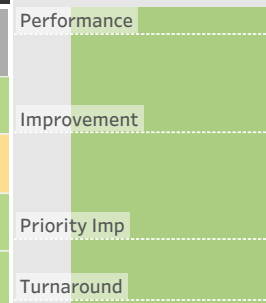
AEC: Performance

63.55 / 100.00

Indicator Rating Totals

Indicator	% Pts Earned	Pts Earned/ Eligible	Rating
Academic Achievement	75.1%	11.26 / 15.00	Meets
Academic Growth	42.3%	14.79 / 35.00	Approaching
Student Engagement	75.0%	15.00 / 20.00	Meets
Postsecondary & Workforce Readiness	75.0%	22.50 / 30.00	Meets

63.55%



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 90% 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):

$$\text{Measure Points Eligible} = (\text{Measure N} / \text{Total N}) \times \text{PE}$$

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	Participation Rate	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	CMAS	Science	1,532	72.8%	523.7	3.60 / 4.80	75.0%	Meets
	CO PSAT	Evidence-Based Reading & Writing	1,630	81.7%	405.0	3.83 / 5.10	75.0%	Meets
		Math	1,630	81.7%	384.9	3.83 / 5.10	75.0%	Meets
TOTAL	Total	TOTAL				11.26 / 15.00	75.1%	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	379.8	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	395.3	0.75	Meets
	>=90th percentile of AECs	426.8	1	Exceeds
CO PSAT - Math	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	371.7	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	380.7	0.75	Meets
	>=90th percentile of AECs	401.2	1	Exceeds

CMAS includes 3rd to 8th grade results for years 2017 to 2019. CO PSAT includes 9th grade results for 2018 and 2019 and 10th grade results for years 2017 to 2019. ...

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	1,843	35.0	4.76 / 9.51	50.0%	Approaching
		Math	2,113	34.0	2.73 / 10.91	25.0%	Does Not Meet
Optional Measures	Star Enterprise - MGP	Math	1,405	39.0	3.63 / 7.25	50.0%	Approaching
		Reading	1,419	45.0	3.67 / 7.33	50.0%	Approaching
TOTAL	Total	TOTAL			14.79 / 35.00	42.3%	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

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	-	94.0%	3.75 / 5.00	75.0%	Meets
	Truancy	Truancy	-	6.0%	3.75 / 5.00	75.0%	Meets
Optional Measures	Returning Student Rate	Returning Student Rate	2,285	81.0%	3.75 / 5.00	75.0%	Meets
	Student Re-engagement Rate	Student Re-engagement Rate	773	63.0%	3.75 / 5.00	75.0%	Meets
TOTAL	Total	TOTAL			15.00 / 20.00	75.0%	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	Participation Rate	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	CO SAT	Evidence-Based Rea..	1,639	78.5%	429.7	3.75 / 5.00	75.0%	Meets
		Math	1,639	78.5%	398.6	3.75 / 5.00	75.0%	Meets
	Completion	Completion	3,758		50.8%	3.75 / 5.00	75.0%	Meets
	Dropout	Dropout	13,836		22.8%	1.25 / 5.00	25.0%	Does Not Meet
Optional Measures	Concurrent Enrollm..	Concurrent Enrollm..	1,283		94.0%	5.00 / 5.00	100.0%	Exceeds
	WORKKEYS Certific..	Certificate-Earned R..	711		94.0%	5.00 / 5.00	100.0%	Exceeds
TOTAL	Total	TOTAL				22.50 / 30...	75.0%	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 attempted
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	412.7	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	424.4	0.75	Meets
	>=90th percentile of AECs	468.9	1	Exceeds
CO SAT - Math	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	390.9	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	398.6	0.75	Meets
	>=90th percentile of AECs	428.8	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 calculations include grade 11 results for years 2017 to 2019 where available.

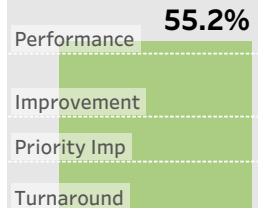
(*) Not Applicable; (-) No Reportable Data

4251: GRAND PEAK ACADEMY | 1110: DISTRICT 49

Levels: EM - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
55.2/100

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. Refer to 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	64.0%	25.6/40	Meets
Academic Growth	49.4%	29.6/60	Approaching

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	401	386	96.3%	14	99.7%	Meets 95%
Math	401	386	96.3%	14	99.7%	Meets 95%
Science	107	101	94.4%	5	99.0%	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	56.0%	22.4/40	Approaching	44.9%	Improvement
	Academic Growth	37.5%	22.5/60	Approaching		
Middle	Academic Achievement	72.3%	28.9/40	Meets	65.7%	Performance
	Academic Growth	61.3%	36.8/60	Approaching		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

4251: GRAND PEAK ACADEMY | 1110: DISTRICT 49

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	235	97.6%	739.5	50	6/8	Meets
	Previously Identified for READ Plan	19	90.5%	700.1	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	42	95.6%	726.6	22	0.5/1	Approaching
	Minority Students	92	96.9%	734.7	39	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	235	97.6%	728.7	35	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	42	95.6%	716.0	10	0.25/1	Does Not Meet
	Minority Students	92	96.9%	723.7	24	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	60	96.8%	584.9	40	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	19	90.5%	553.7	24	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	16.25/29	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	139	45.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	26	43.5	0.5/1	Approaching
	Minority Students	54	42.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	140	34.0	2/8	Does Not Meet
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	26	28.0	0.25/1	Does Not Meet
	Minority Students	54	33.5	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 Proficiency	n < 20	-	0/0	-
TOTAL		*	*	7.5/20	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

4251: GRAND PEAK ACADEMY | 1110: DISTRICT 49

Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	140	94.2%	747.1	66	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	28	96.8%	738.6	46	0.5/1	Approaching
	Minority Students	56	95.2%	742.0	55	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	140	94.2%	734.9	61	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	28	96.8%	722.5	27	0.5/1	Approaching
	Minority Students	56	95.2%	728.9	43	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	40	90.9%	602.7	58	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	134	51.5	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	27	51.0	0.75/1	Meets
	Minority Students	53	48.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	134	46.5	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	27	42.0	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 Proficiency	n < 20	-	0/0	-
TOTAL		*	*	12.25/20	Approaching

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

4102: HORIZON MIDDLE SCHOOL | 1110: DISTRICT 49

Levels: M - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Low Participation
72.9/100
72.9%

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. Refer to 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	67.1%	26.8/40	Meets
Academic Growth	76.8%	46.1/60	Meets

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	762	714	93.7%	48	100.0%	Meets 95%
Math	763	710	93.1%	53	100.0%	Meets 95%
Science	258	225	87.2%	33	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	67.1%	26.8/40	Meets	72.9%	Performance
	Academic Growth	76.8%	46.1/60	Meets		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

4102: HORIZON MIDDLE SCHOOL | 1110: DISTRICT 49

Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	659	93.7%	747.6	68	6/8	Meets
	English Learners	52	100.0%	736.5	41	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	315	94.8%	742.5	56	0.75/1	Meets
	Minority Students	334	92.7%	744.6	61	0.75/1	Meets
	Students with Disabilities	65	84.1%	709.6	1	0.25/1	Does Not Meet
CMAS - Math	All Students	655	93.1%	735.0	61	6/8	Meets
	English Learners	53	100.0%	723.0	29	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	312	93.7%	730.4	47	0.5/1	Approaching
	Minority Students	330	91.4%	731.6	51	0.75/1	Meets
	Students with Disabilities	65	84.1%	702.0	1	0.25/1	Does Not Meet
CMAS - Science	All Students	207	87.2%	603.7	58	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	97	87.2%	585.2	46	0.5/1	Approaching
	Minority Students	115	86.3%	590.9	49	0.5/1	Approaching
	Students with Disabilities	16	85.7%	493.7	4	0.25/1	Does Not Meet
TOTAL		*	*	*	*	23.5/35	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	624	58.5	6/8	Meets
	English Learners	51	68.0	1/1	Exceeds
	Free/Reduced-Price Lunch Eligible	304	59.0	0.75/1	Meets
	Minority Students	315	58.0	0.75/1	Meets
	Students with Disabilities	53	48.0	0.5/1	Approaching
CMAS - Math	All Students	619	55.0	6/8	Meets
	English Learners	51	41.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	300	52.0	0.75/1	Meets
	Minority Students	311	55.0	0.75/1	Meets
	Students with Disabilities	53	48.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	21	66.0	2/2	Exceeds
	On Track to Proficiency	21	71.4%	2/2	Exceeds
TOTAL		*	*	21.5/28	Meets

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

5191: LIBERTY TREE ACADEMY | 1110: DISTRICT 49

Levels: EM - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
72.5/100
72.5%

Performance

Improvement

Priority Imp

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. Refer to 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	78.0%	31.2/40	Meets
Academic Growth	68.8%	41.3/60	Meets

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	195	187	95.9%	8	100.0%	Meets 95%
Math	195	187	95.9%	8	100.0%	Meets 95%
Science	62	59	95.2%	3	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	65.4%	26.2/40	Meets	56.2%	Performance
	Academic Growth	50.0%	30.0/60	Approaching		
Middle	Academic Achievement	91.7%	36.7/40	Exceeds	89.2%	Performance
	Academic Growth	87.5%	52.5/60	Exceeds		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

5191: LIBERTY TREE ACADEMY | 1110: DISTRICT 49

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	103	96.3%	743.3	59	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	18	90.0%	736.3	43	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	103	96.3%	739.2	60	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	18	90.0%	733.3	46	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	39	95.1%	580.4	37	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		*	*	*	*	17/26	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	54	39.0	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	54	46.0	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 Proficiency	n < 20	-	0/0	-
TOTAL		*	*	8/16	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

5191: LIBERTY TREE ACADEMY | 1110: DISTRICT 49

Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	84	95.5%	760.0	90	8/8	Exceeds
	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 - Math	All Students	84	95.5%	748.1	87	8/8	Exceeds
	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	20	95.2%	604.5	58	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		*	*	*	*	22/24	Exceeds

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	50	57.0	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	50	65.0	8/8	Exceeds
	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 Proficiency	n < 20	-	0/0	-
TOTAL		*	*	14/16	Exceeds

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

5779: MERIDIAN RANCH ELEMENTARY SCHOOL | 1110: DISTRICT 49

Levels: E - (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. Refer to the scoring guide at the end of this report for additional information.

59.5%


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

Performance Plan:
53.0% - 100.0%

Improvement Plan:
42.0% - 52.9%

Priority Improvement Plan:
34.0% - 41.9%

Accredited with Turnaround Plan:
0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	70.3%	28.1/40	Meets
Academic Growth	52.3%	31.4/60	Approaching

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	337	334	99.1%	3	100.0%	Meets 95%
Math	337	334	99.1%	3	100.0%	Meets 95%
Science	124	122	98.4%	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	70.3%	28.1/40	Meets	59.5%	Performance
	Academic Growth	52.3%	31.4/60	Approaching		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

5779: MERIDIAN RANCH ELEMENTARY SCHOOL | 1110: DISTRICT 49

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	315	99.1%	754.8	83	6/8	Meets
	Previously Identified for READ Plan	n < 16	-	-	-	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	55	98.4%	741.2	54	0.75/1	Meets
	Minority Students	101	97.2%	751.2	77	0.75/1	Meets
	Students with Disabilities	32	97.2%	711.6	2	0.25/1	Does Not Meet
CMAS - Math	All Students	316	99.1%	750.5	83	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	55	98.4%	734.3	50	0.75/1	Meets
	Minority Students	102	97.2%	743.0	68	0.75/1	Meets
	Students with Disabilities	32	97.2%	708.0	2	0.25/1	Does Not Meet
CMAS - Science	All Students	120	98.4%	604.8	52	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	20	100.0%	571.6	32	0.5/1	Approaching
	Minority Students	46	95.8%	585.6	40	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	22.5/32	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	212	49.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	36	37.0	0.5/1	Approaching
	Minority Students	70	50.5	0.75/1	Meets
	Students with Disabilities	22	45.0	0.5/1	Approaching
CMAS - Math	All Students	212	47.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	36	36.5	0.5/1	Approaching
	Minority Students	70	59.5	0.75/1	Meets
	Students with Disabilities	22	36.5	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	11.5/22	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

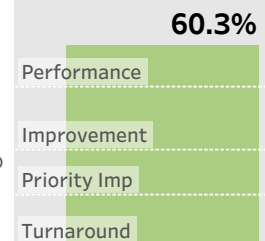
† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

6483: ODYSSEY ELEMENTARY SCHOOL | 1110: DISTRICT 49

Levels: E - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
60.3/100

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. Refer to 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	55.1%	22.0/40	Approaching
Academic Growth	63.8%	38.3/60	Meets

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	232	226	97.4%	6	100.0%	Meets 95%
Math	232	225	97.0%	7	100.0%	Meets 95%
Science	80	80	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
Elementary	Academic Achievement	55.1%	22.0/40	Approaching	60.3%	Performance
	Academic Growth	63.8%	38.3/60	Meets		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

6483: ODYSSEY ELEMENTARY SCHOOL | 1110: DISTRICT 49

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	211	97.4%	747.2	68	6/8	Meets
	Previously Identified for READ Plan	n < 16	-	-	-	0/0	-
	English Learners	20	100.0%	725.6	20	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	80	96.8%	736.8	44	0.5/1	Approaching
	Minority Students	100	96.5%	745.3	63	0.75/1	Meets
CMAS - Math	Students with Disabilities	22	88.5%	698.9	1	0.25/1	Does Not Meet
	All Students	213	97.0%	729.9	38	4/8	Approaching
	English Learners	22	100.0%	722.6	22	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	82	95.7%	722.5	22	0.5/1	Approaching
	Minority Students	102	95.7%	729.1	36	0.5/1	Approaching
CMAS - Science	Students with Disabilities	22	88.5%	696.0	1	0.25/1	Does Not Meet
	All Students	79	100.0%	584.3	39	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	26	100.0%	553.4	24	0.5/1	Approaching
	Minority Students	38	100.0%	575.2	35	0.5/1	Approaching
TOTAL	Students with Disabilities	n < 16	-	-	-	0/0	-
		*	*	*	*	18.75/34	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	141	60.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	56	56.5	0.75/1	Meets
	Minority Students	69	58.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	141	49.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	56	44.5	0.5/1	Approaching
	Minority Students	69	53.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	12.75/20	Meets

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years 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: Performance

60.65 / 100.00

Indicator Rating Totals

Indicator	% Pts Earned	Pts Earned/ Eligible	Rating
Academic Achievement	75.1%	11.26 / 15.00	Meets
Academic Growth	50.0%	17.51 / 35.00	Approaching
Student Engagement	75.0%	15.00 / 20.00	Meets
Postsecondary & Workforce Readiness	56.3%	16.88 / 30.00	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 90% 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):

$$\text{Measure Points Eligible} = (\text{Measure N} / \text{Total N}) \times \text{PE}$$

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

Performance **60.65%**

Improvement

Priority Imp

Turnaround

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.

6810: PATRIOT HIGH SCHOOL | 1110: DISTRICT 49

Level: ALL

ACADEMIC ACHIEVEMENT

Required/ Optional	Measure	Subject	Count	Participation Rate	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	CMAS	Science	59	87.2%	523.3	5.40 / 7.20	75.0%	Meets
	CO PSAT	Evidence-Based Reading & Writing	32	94.6%	405.3	2.93 / 3.90	75.0%	Meets
		Math	32	94.6%	383.1	2.93 / 3.90	75.0%	Meets
TOTAL	Total	TOTAL				11.26 / 15.00	75.1%	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	379.8	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	395.3	0.75	Meets
	>=90th percentile of AECs	426.8	1	Exceeds
CO PSAT - Math	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	371.7	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	380.7	0.75	Meets
	>=90th percentile of AECs	401.2	1	Exceeds

CMAS includes 3rd to 8th grade results for years 2017 to 2019. CO PSAT includes 9th grade results for 2018 and 2019 and 10th grade results for years 2017 to 2019. ...

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	48	38.5	8.49 / 16.97	50.0%	Approaching
		Math	51	36.0	9.02 / 18.03	50.0%	Approaching
TOTAL	Total	TOTAL			17.51 / 35.00	50.0%	Approaching

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

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	-	87.8%	7.50 / 10.00	75.0%	Meets
	Truancy	Truancy	-	7.4%	7.50 / 10.00	75.0%	Meets
TOTAL	Total	TOTAL			15.00 / 20.00	75.0%	Meets

STUDENT ENGAGEMENT MEASURES & METRICS

Attendance	Average daily attendance rate of the school
Truancy	Truancy rate of the school

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

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	Participation Rate	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	CO SAT	Evidence-Based Reading & Writing	44	97.6%	412.7	3.75 / 7.50	50.0%	Approaching
		Math	44	97.6%	385.2	1.88 / 7.50	25.0%	Does Not Meet
	Completion	Completion	330		77.3%	7.50 / 7.50	100.0%	Exceeds
	Dropout	Dropout	613		16.5%	3.75 / 7.50	50.0%	Approaching
TOTAL	Total	TOTAL				16.88 / 30.00	56.3%	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

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	412.7	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	424.4	0.75	Meets
	>=90th percentile of AECs	468.9	1	Exceeds
CO SAT - Math	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	390.9	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	398.6	0.75	Meets
	>=90th percentile of AECs	428.8	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

CO SAT calculations include grade 11 results for years 2017 to 2019 where available.

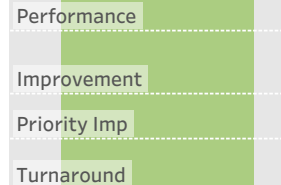
(*) Not Applicable; (-) No Reportable Data

6821: PIKES PEAK EARLY COLLEGE | 1110: DISTRICT 49

Levels: H - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
79.0/100
79.0%

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. Refer to 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	100.0%	30.0/30	Exceeds
Academic Growth	62.5%	25.0/40	Meets
Postsecondary & Workforce Readiness	80.0%	24.0/30	Meets

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	61	59	96.7%	2	100.0%	Meets 95%
Math	61	59	96.7%	2	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	100.0%	30.0/30	Exceeds	79.0%	Performance
	Academic Growth	62.5%	25.0/40	Meets		
	Postsecondary & Workforce ..	80.0%	24.0/30	Meets		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

6821: PIKES PEAK EARLY COLLEGE | 1110: DISTRICT 49

High School - (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	41	97.6%	531.2	94	8/8	Exceeds
	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	41	97.6%	500.0	89	8/8	Exceeds
	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	18	90.0%	664.6	91	8/8	Exceeds
	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		*	*	*	*	24/24	Exceeds

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	41	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	-
CO PSAT/SAT - Math	All Students	52	50.0	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 Proficiency	n < 20	-	0/0	-
TOTAL		*	*	10/16	Meets

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

6821: PIKES PEAK EARLY COLLEGE | 1110: DISTRICT 49

High School - (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	18	*	591.7	94.7%	4/4	Exceeds
	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	18	*	548.9	94.7%	4/4	Exceeds
	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	129	*	0.0%	*	8/8	Exceeds
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	36	*	0.0%	*	2/2	Exceeds
	Students with Disabilities	n < 16	*	-	*	0/0	-
Matriculation	All Students	20	*	80.0%	*	4/4	Exceeds
	2-Year Higher Education Instituti..	*	*	45.0%	*	*	-
	4-Year Higher Education Instituti..	*	*	55.0%	*	*	-
	Career & Technical Education	*	*	10.0%	*	*	-
Graduation	All Students	19	6yr	68.4%	*	2/8	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		*	*	*	*	24/30	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	34.5%	31.6%	68.4%	-	6yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	-	-	-	-	-
Minority Students	-	-	-	-	-
Students with Disabilities	-	-	-	-	-

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

Dropout Rates: represent percentages of students enrolled in grades 9-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

6935: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING | 1110: DISTRICT 49

Levels: EM - (1-Year)

Plan Type

Official Rating based on 1-Year SPF Report

Performance Plan: Low Participation
73.0/100
73.0%

Performance

Improvement

Priority Imp

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. Refer to 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	69.9%	28.0/40	Meets
Academic Growth	75.0%	45.0/60	Meets

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

Performance Plan:
53.0% - 100.0%

Improvement Plan:
42.0% - 52.9%

Priority Improvement Plan:
34.0% - 41.9%

Accredited with Turnaround Plan:
0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	268	243	90.7%	25	100.0%	Meets 95%
Math	268	243	90.7%	25	100.0%	Meets 95%
Science	87	79	90.8%	8	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	65.2%	26.1/40	Meets	63.6%	Performance
	Academic Growth	62.5%	37.5/60	Meets		
Middle	Academic Achievement	75.0%	30.0/40	Meets	82.5%	Performance
	Academic Growth	87.5%	52.5/60	Exceeds		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

6935: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING | 1110: DISTRICT 49

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	126	91.3%	748.0	69	6/8	Meets
	Previously Identified for READ Plan	n < 16	-	-	-	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	21	87.5%	737.6	46	0.5/1	Approaching
	Minority Students	32	91.4%	750.7	76	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	126	91.3%	732.0	44	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	21	87.5%	722.3	21	0.5/1	Approaching
	Minority Students	32	91.4%	730.0	38	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	42	91.3%	631.5	70	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		*	*	*	*	18.25/28	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	83	50.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	20	56.5	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	83	36.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	20	40.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	11.25/18	Meets

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

6935: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING | 1110: DISTRICT 49

Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	117	90.0%	752.3	78	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	24	82.8%	752.2	78	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	117	90.0%	743.0	79	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	24	82.8%	739.0	70	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	37	90.2%	635.8	80	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		*	*	*	*	19.5/26	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	108	55.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	22	63.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	108	65.5	8/8	Exceeds
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	22	78.5	1/1	Exceeds
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	15.75/18	Exceeds

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

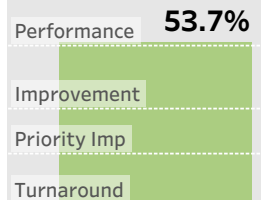
† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

6653: POWER TECHNICAL EARLY COLLEGE | 1110: DISTRICT 49

Levels: MH - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
53.7/100

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. Refer to 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	48.0%	14.4/30	Approaching
Academic Growth	60.8%	24.3/40	Approaching
Postsecondary & Workforce Readiness	50.0%	15.0/30	Approaching

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	246	233	94.7%	4	96.3%	Meets 95%
Math	246	233	94.7%	4	96.3%	Meets 95%
Science	63	62	98.4%	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
Middle	Academic Achievement	50.0%	20.0/40	Approaching	49.3%	Improvement
	Academic Growth	48.8%	29.3/60	Approaching		
High	Academic Achievement	45.0%	13.5/30	Approaching	58.5%	Performance
	Academic Growth	75.0%	30.0/40	Meets		
	Postsecondary & Workforce ..	50.0%	15.0/30	Approaching		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

6653: POWER TECHNICAL EARLY COLLEGE | 1110: DISTRICT 49

Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	141	97.4%	736.4	40	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	23	92.3%	733.7	34	0.5/1	Approaching
	Minority Students	57	95.4%	735.7	38	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	141	97.4%	727.1	39	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	23	92.3%	725.0	33	0.5/1	Approaching
	Minority Students	57	95.4%	723.8	31	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	46	98.0%	569.5	37	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	18	94.7%	590.8	49	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	14.5/29	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	122	44.5	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	22	46.0	0.5/1	Approaching
	Minority Students	52	49.5	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	122	36.5	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	22	37.5	0.5/1	Approaching
	Minority Students	52	33.5	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 Proficiency	n < 20	-	0/0	-
TOTAL		*	*	9.75/20	Approaching

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

6653: POWER TECHNICAL EARLY COLLEGE | 1110: DISTRICT 49

High School - (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	70	88.6%	433.3	20	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	16	94.1%	423.1	14	0.25/1	Does Not Meet
	Minority Students	22	81.5%	416.4	11	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0/0	-
CO PSAT - Math	All Students	70	88.6%	424.9	25	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	16	94.1%	411.9	14	0.25/1	Does Not Meet
	Minority Students	22	81.5%	405.5	11	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		*	*	*	*	9/20	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	41	60.0	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	-
CO PSAT/SAT - Math	All Students	78	52.5	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	25	52.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	12.75/17	Meets

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

6653: POWER TECHNICAL EARLY COLLEGE | 1110: DISTRICT 49

High School - (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	102	*	2.9%	*	4/8	Approaching
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	35	*	2.9%	*	1/2	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	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		*	*	*	*	5/10	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	-	-	-	-	-
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	-	-	-	-	-
Minority Students	-	-	-	-	-
Students with Disabilities	-	-	-	-	-

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

Dropout Rates: represent percentages of students enrolled in grades 9-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

7317: REMINGTON ELEMENTARY SCHOOL | 1110: DISTRICT 49

Levels: E - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
74.8/100
74.8%

Performance

Improvement

Priority Imp

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. Refer to 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	71.3%	28.5/40	Meets
Academic Growth	77.1%	46.3/60	Meets

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	282	278	98.6%	4	100.0%	Meets 95%
Math	282	277	98.2%	5	100.0%	Meets 95%
Science	88	87	98.9%	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	71.3%	28.5/40	Meets	74.8%	Performance
	Academic Growth	77.1%	46.3/60	Meets		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

7317: REMINGTON ELEMENTARY SCHOOL | 1110: DISTRICT 49

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	254	98.6%	752.5	79	6/8	Meets
	Previously Identified for READ Plan	32	97.4%	704.8	*	0/0	-
	English Learners	17	100.0%	743.4	59	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	126	97.9%	745.6	64	0.75/1	Meets
	Minority Students	107	98.4%	752.1	78	0.75/1	Meets
	Students with Disabilities	22	89.3%	696.4	1	0.25/1	Does Not Meet
CMAS - Math	All Students	256	98.2%	747.1	77	6/8	Meets
	English Learners	19	100.0%	744.6	72	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	127	97.9%	744.5	72	0.75/1	Meets
	Minority Students	109	97.7%	744.9	72	0.75/1	Meets
	Students with Disabilities	22	89.3%	714.6	8	0.25/1	Does Not Meet
CMAS - Science	All Students	80	98.9%	616.6	61	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	45	100.0%	596.2	46	0.5/1	Approaching
	Minority Students	40	97.7%	619.9	63	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	24.25/34	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	165	63.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	85	60.0	0.75/1	Meets
	Minority Students	76	64.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	165	62.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	85	62.0	0.75/1	Meets
	Minority Students	76	62.5	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	25	71.0	2/2	Exceeds
	On Track to Proficiency	25	76.0%	1.5/2	Meets
TOTAL		*	*	18.5/24	Meets

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

7463: ROCKY MOUNTAIN CLASSICAL ACADEMY | 1110: DISTRICT 49

Levels: EMH - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
73.9/100
73.9%

Performance

Improvement

Priority Imp

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. Refer to 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	63.5%	19.1/30	Meets
Academic Growth	61.9%	24.8/40	Approaching
Postsecondary & Workforce Readiness	100.0%	30.0/30	Exceeds

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	705	678	96.2%	27	100.0%	Meets 95%
Math	705	675	95.7%	27	99.6%	Meets 95%
Science	204	191	93.6%	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	60.9%	24.4/40	Approaching	61.2%	Performance
	Academic Growth	61.3%	36.8/60	Approaching		
Middle	Academic Achievement	66.4%	26.6/40	Meets	64.1%	Performance
	Academic Growth	62.5%	37.5/60	Meets		
High	Academic Achievement	-	*	-	100.0%	Performance
	Academic Growth	-	*	-		
	Postsecondary & Workforce ..	100.0%	30.0/30	Exceeds		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

7463: ROCKY MOUNTAIN CLASSICAL ACADEMY | 1110: DISTRICT 49

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	401	99.0%	744.3	60	6/8	Meets
	Previously Identified for READ Plan	46	97.9%	705.2	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	74	98.7%	736.4	43	0.5/1	Approaching
	Minority Students	123	99.2%	739.8	50	0.75/1	Meets
	Students with Disabilities	28	93.3%	698.4	1	0.25/1	Does Not Meet
CMAS - Math	All Students	401	99.0%	724.9	27	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	74	98.7%	718.5	14	0.25/1	Does Not Meet
	Minority Students	123	99.2%	720.6	18	0.5/1	Approaching
	Students with Disabilities	28	93.3%	702.4	1	0.25/1	Does Not Meet
CMAS - Science	All Students	126	99.2%	602.8	51	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	29	96.7%	575.3	35	0.5/1	Approaching
	Minority Students	38	100.0%	568.8	30	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	244	53.5	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	50	50.0	0.75/1	Meets
	Minority Students	77	50.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	243	36.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	49	24.0	0.25/1	Does Not Meet
	Minority Students	77	38.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	12.25/20	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

7463: ROCKY MOUNTAIN CLASSICAL ACADEMY | 1110: DISTRICT 49

Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	274	92.3%	750.3	75	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	63	98.4%	742.7	56	0.75/1	Meets
	Minority Students	114	90.6%	750.3	75	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	271	91.3%	728.9	43	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	63	98.4%	726.5	37	0.5/1	Approaching
	Minority Students	112	89.1%	727.8	41	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	64	84.2%	617.8	66	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	30	85.7%	621.8	70	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	19.25/29	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	257	57.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	61	52.0	0.75/1	Meets
	Minority Students	106	59.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	257	45.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	61	45.0	0.5/1	Approaching
	Minority Students	106	47.5	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	12.5/20	Meets

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

7463: ROCKY MOUNTAIN CLASSICAL ACADEMY | 1110: DISTRICT 49

High School - (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 Proficiency	n < 20	-	0/0	-
TOTAL		*	*	0/0	-

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

7463: ROCKY MOUNTAIN CLASSICAL ACADEMY | 1110: DISTRICT 49

High School - (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	101	*	0.0%	*	8/8	Exceeds
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	22	*	0.0%	*	2/2	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		*	*	*	*	10/10	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: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants.

Dropout Rates: represent percentages of students enrolled in grades 9-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

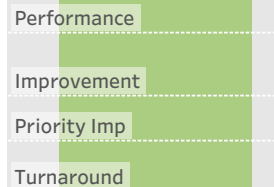
† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

7339: RIDGEVIEW ELEMENTARY SCHOOL | 1110: DISTRICT 49

Levels: E - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
79.8/100
79.8%

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. Refer to 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	72.1%	28.8/40	Meets
Academic Growth	85.0%	51.0/60	Meets

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	340	329	96.8%	9	100.0%	Meets 95%
Math	340	331	97.4%	9	100.0%	Meets 95%
Science	113	108	95.6%	4	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	72.1%	28.8/40	Meets	79.8%	Performance
	Academic Growth	85.0%	51.0/60	Meets		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

7339: RIDGEVIEW ELEMENTARY SCHOOL | 1110: DISTRICT 49

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	302	96.8%	753.2	81	6/8	Meets
	Previously Identified for READ Plan	22	92.0%	717.0	*	0/0	-
	English Learners	20	92.0%	743.7	60	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	83	93.1%	741.8	55	0.75/1	Meets
	Minority Students	129	94.6%	748.9	71	0.75/1	Meets
	Students with Disabilities	20	91.7%	724.1	18	0.5/1	Approaching
CMAS - Math	All Students	303	97.4%	746.6	75	6/8	Meets
	English Learners	21	100.0%	735.9	53	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	84	95.0%	736.0	54	0.75/1	Meets
	Minority Students	130	95.9%	741.2	65	0.75/1	Meets
	Students with Disabilities	20	91.7%	700.8	1	0.25/1	Does Not Meet
CMAS - Science	All Students	98	95.6%	615.7	60	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	28	91.9%	579.1	37	0.5/1	Approaching
	Minority Students	48	94.5%	605.7	53	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	24.5/34	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	188	58.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	50	49.5	0.5/1	Approaching
	Minority Students	84	58.0	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	188	70.0	8/8	Exceeds
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	50	60.5	0.75/1	Meets
	Minority Students	84	69.5	1/1	Exceeds
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	17/20	Meets

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

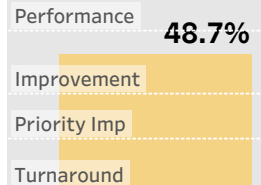
† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

7613: SAND CREEK HIGH SCHOOL | 1110: DISTRICT 49

Levels: H - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Improvement Plan: Low Participation
48.7/100

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. Refer to the scoring guide at the end of this report for additional information.



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

Performance Plan:
53.0% - 100.0%

Improvement Plan:
42.0% - 52.9%

Priority Improvement Plan:
34.0% - 41.9%

Accredited with Turnaround Plan:
0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	38.9%	11.7/30	Approaching
Academic Growth	46.9%	18.8/40	Approaching
Postsecondary & Workforce Readiness	60.6%	18.2/30	Approaching

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	864	810	93.8%	7	94.5%	Meets 95%
Math	864	810	93.8%	7	94.5%	Meets 95%
Science	249	214	85.9%	34	99.5%	Meets 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	38.9%	11.7/30	Approaching	48.7%	Improvement
	Academic Growth	46.9%	18.8/40	Approaching		
	Postsecondary & Workforce ..	60.6%	18.2/30	Approaching		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

7613: SAND CREEK HIGH SCHOOL | 1110: DISTRICT 49

High School - (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	533	93.8%	449.1	34	4/8	Approaching
	English Learners	30	97.3%	385.0	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	231	93.3%	432.8	20	0.5/1	Approaching
	Minority Students	268	92.6%	437.9	24	0.5/1	Approaching
	Students with Disabilities	55	93.2%	361.5	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	533	93.8%	433.3	35	4/8	Approaching
	English Learners	30	97.3%	389.0	2	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	231	93.3%	418.4	19	0.5/1	Approaching
	Minority Students	268	92.6%	424.6	24	0.5/1	Approaching
	Students with Disabilities	55	93.2%	340.5	1	0.25/1	Does Not Meet
CMAS - Science	All Students	203	85.9%	550.3	8	2/8	Does Not Meet
	English Learners	18	95.0%	503.8	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	73	85.6%	533.1	3	0.25/1	Does Not Meet
	Minority Students	122	85.3%	543.9	5	0.25/1	Does Not Meet
	Students with Disabilities	23	88.9%	528.9	2	0.25/1	Does Not Meet
TOTAL		*	*	*	*	14/36	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	441	47.0	4/8	Approaching
	English Learners	29	37.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	176	47.5	0.5/1	Approaching
	Minority Students	245	47.0	0.5/1	Approaching
	Students with Disabilities	34	21.5	0.25/1	Does Not Meet
CO PSAT/SAT - Math	All Students	703	45.0	4/8	Approaching
	English Learners	46	30.5	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	290	41.0	0.5/1	Approaching
	Minority Students	379	42.0	0.5/1	Approaching
	Students with Disabilities	60	31.0	0.25/1	Does Not Meet
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	11.25/24	Approaching

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

7613: SAND CREEK HIGH SCHOOL | 1110: DISTRICT 49

High School - (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	230	*	483.9	93.7%	2/4	Approaching
	English Learners	18	*	403.6	95.0%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	83	*	467.0	93.5%	0.5/1	Approaching
	Minority Students	139	*	475.9	94.2%	0.5/1	Approaching
	Students with Disabilities	24	*	383.1	86.2%	0.25/1	Does Not Meet
CO SAT - Math	All Students	230	*	462.7	93.7%	2/4	Approaching
	English Learners	18	*	404.8	95.0%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	83	*	444.7	93.5%	0.5/1	Approaching
	Minority Students	139	*	455.9	94.2%	0.5/1	Approaching
	Students with Disabilities	24	*	345.0	86.2%	0.25/1	Does Not Meet
Dropout	All Students	1,382	*	1.6%	*	6/8	Meets
	English Learners	60	*	3.3%	*	1/2	Approaching
	Free/Reduced-Price Lunch Eligible	516	*	0.8%	*	1.5/2	Meets
	Minority Students	752	*	1.3%	*	1.5/2	Meets
	Students with Disabilities	183	*	2.7%	*	1/2	Approaching
Matriculation	All Students	289	*	47.1%	*	2/4	Approaching
	2-Year Higher Education Instituti..	*	*	14.5%	*	*	-
	4-Year Higher Education Instituti..	*	*	26.3%	*	*	-
	Career & Technical Education	*	*	7.6%	*	*	-
Graduation	All Students	286	7yr	93.7%	*	6/8	Meets
	English Learners	17	5yr	76.5%	*	1/2	Approaching
	Free/Reduced-Price Lunch Eligible	132	6yr	92.4%	*	1.5/2	Meets
	Minority Students	149	6yr	94.0%	*	1.5/2	Meets
	Students with Disabilities	21	7yr	85.7%	*	1.5/2	Meets
TOTAL		*	*	*	*	31.5/52	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	87.2%	86.3%	93.0%	93.7%	7yr
English Learners	-	76.5%	-	-	5yr
Free/Reduced-Price Lunch Eligible	86.1%	83.2%	92.4%	91.2%	6yr
Minority Students	88.7%	85.3%	94.0%	91.7%	6yr
Students with Disabilities	67.4%	73.2%	73.5%	85.7%	7yr

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

Dropout Rates: represent percentages of students enrolled in grades 9-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

8266: STETSON ELEMENTARY SCHOOL | 1110: DISTRICT 49

Levels: E - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
64.0/100

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. Refer to the scoring guide at the end of this report for additional information.

64.0%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	68.0%	27.2/40	Meets
Academic Growth	61.3%	36.8/60	Approaching

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	264	257	97.3%	7	100.0%	Meets 95%
Math	264	256	97.0%	8	100.0%	Meets 95%
Science	99	94	94.9%	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	68.0%	27.2/40	Meets	64.0%	Performance
	Academic Growth	61.3%	36.8/60	Approaching		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

8266: STETSON ELEMENTARY SCHOOL | 1110: DISTRICT 49

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	241	97.3%	749.3	72	6/8	Meets
	Previously Identified for READ Plan	26	96.8%	703.0	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	92	100.0%	735.0	40	0.5/1	Approaching
	Minority Students	99	96.5%	743.4	59	0.75/1	Meets
	Students with Disabilities	28	90.9%	699.3	1	0.25/1	Does Not Meet
CMAS - Math	All Students	241	97.0%	740.4	63	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	92	99.0%	727.6	33	0.5/1	Approaching
	Minority Students	100	96.5%	732.5	45	0.5/1	Approaching
	Students with Disabilities	28	90.9%	700.0	1	0.25/1	Does Not Meet
CMAS - Science	All Students	88	94.9%	610.2	56	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	38	100.0%	572.6	33	0.5/1	Approaching
	Minority Students	39	95.5%	564.7	28	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	21.75/32	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	147	53.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	58	54.0	0.75/1	Meets
	Minority Students	66	52.5	0.75/1	Meets
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	146	38.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	57	40.0	0.5/1	Approaching
	Minority Students	66	33.0	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 Proficiency	n < 20	-	0/0	-
TOTAL		*	*	12.25/20	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

7960: SKYVIEW MIDDLE SCHOOL | 1110: DISTRICT 49

Levels: M - (1-Year)

Plan Type

Official Rating based on 1-Year SPF Report

Performance Plan: Meets 95% Participation
71.4/100
71.4%

Performance

Improvement

Priority Imp

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. Refer to 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	66.0%	26.4/40	Meets
Academic Growth	75.0%	45.0/60	Meets

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

Performance Plan:
53.0% - 100.0%

Improvement Plan:
42.0% - 52.9%

Priority Improvement Plan:
34.0% - 41.9%

Accredited with Turnaround Plan:
0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	1,046	980	93.7%	49	98.9%	Meets 95%
Math	1,046	997	95.3%	48	99.9%	Meets 95%
Science	351	332	94.6%	11	97.6%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Middle	Academic Achievement	66.0%	26.4/40	Meets	71.4%	Performance
	Academic Growth	75.0%	45.0/60	Meets		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

7960: SKYVIEW MIDDLE SCHOOL | 1110: DISTRICT 49

Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	931	93.7%	749.2	71	6/8	Meets
	English Learners	47	85.7%	743.3	58	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	316	91.6%	740.7	51	0.75/1	Meets
	Minority Students	417	91.5%	746.1	64	0.75/1	Meets
	Students with Disabilities	117	92.0%	712.5	2	0.25/1	Does Not Meet
CMAS - Math	All Students	947	95.3%	733.1	56	6/8	Meets
	English Learners	54	100.0%	726.1	35	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	323	93.5%	726.7	38	0.5/1	Approaching
	Minority Students	430	94.4%	728.2	42	0.5/1	Approaching
	Students with Disabilities	118	92.7%	703.2	1	0.25/1	Does Not Meet
CMAS - Science	All Students	323	94.6%	596.6	53	6/8	Meets
	English Learners	21	95.7%	503.7	7	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	95	89.3%	572.2	38	0.5/1	Approaching
	Minority Students	148	93.3%	581.9	43	0.5/1	Approaching
	Students with Disabilities	38	90.5%	508.8	9	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	854	60.0	6/8	Meets
	English Learners	43	67.0	1/1	Exceeds
	Free/Reduced-Price Lunch Eligible	285	55.0	0.75/1	Meets
	Minority Students	383	61.0	0.75/1	Meets
	Students with Disabilities	91	49.0	0.5/1	Approaching
CMAS - Math	All Students	850	55.0	6/8	Meets
	English Learners	48	63.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	287	57.0	0.75/1	Meets
	Minority Students	385	51.0	0.75/1	Meets
	Students with Disabilities	93	52.0	0.75/1	Meets
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	18/24	Meets

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

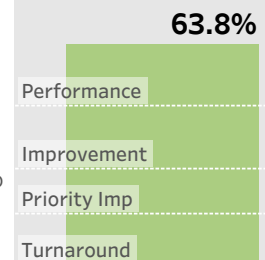
† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

8010: SPRINGS RANCH ELEMENTARY SCHOOL | 1110: DISTRICT 49

Levels: E - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
63.8/100

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. Refer to 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	71.3%	28.5/40	Meets
Academic Growth	58.8%	35.3/60	Approaching

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	279	275	98.6%	3	100.0%	Meets 95%
Math	279	276	98.9%	3	100.0%	Meets 95%
Science	100	100	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
Elementary	Academic Achievement	71.3%	28.5/40	Meets	63.8%	Performance
	Academic Growth	58.8%	35.3/60	Approaching		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

8010: SPRINGS RANCH ELEMENTARY SCHOOL | 1110: DISTRICT 49

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	264	98.6%	753.2	81	6/8	Meets
	Previously Identified for READ Plan	19	90.9%	703.2	*	0/0	-
	English Learners	17	94.4%	738.1	47	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	61	98.5%	743.5	59	0.75/1	Meets
	Minority Students	105	98.3%	746.3	65	0.75/1	Meets
	Students with Disabilities	32	91.4%	712.3	2	0.25/1	Does Not Meet
CMAS - Math	All Students	265	98.9%	751.5	84	6/8	Meets
	English Learners	18	100.0%	739.5	61	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	62	100.0%	741.5	65	0.75/1	Meets
	Minority Students	106	99.1%	743.2	68	0.75/1	Meets
	Students with Disabilities	32	91.4%	713.4	7	0.25/1	Does Not Meet
CMAS - Science	All Students	97	100.0%	633.9	71	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	23	100.0%	610.0	56	0.75/1	Meets
	Minority Students	35	100.0%	610.8	57	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	24.25/34	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	164	39.5	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	38	47.0	0.5/1	Approaching
	Minority Students	62	34.0	0.25/1	Does Not Meet
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	164	51.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	38	46.5	0.5/1	Approaching
	Minority Students	62	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 Proficiency	n < 20	-	0/0	-
TOTAL		*	*	11.75/20	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

2877: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE | 1110: DISTRICT 49

Levels: EMH - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Improvement Plan: Decreased due to Participation
68.9/100
68.9%

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. Refer to 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	67.5%	20.3/30	Meets
Academic Growth	58.2%	23.3/40	Approaching
Postsecondary & Workforce Readiness	84.2%	25.3/30	Meets

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Does Not Meet 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	313	252	80.5%	31	89.4%	Does Not Meet 95%
Math	313	252	80.5%	31	89.4%	Does Not Meet 95%
Science	122	81	66.4%	41	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	75.0%	30.0/40	Meets	75.0%	Performance
	Academic Growth	75.0%	45.0/60	Meets		
Middle	Academic Achievement	65.2%	26.1/40	Meets	56.1%	Performance
	Academic Growth	50.0%	30.0/60	Approaching		
High	Academic Achievement	65.4%	19.6/30	Meets	64.9%	Performance
	Academic Growth	50.0%	20.0/40	Approaching		
	Postsecondary & Workforce ..	84.2%	25.3/30	Meets		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

2877: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE | 1110: DISTRICT 49

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	38	85.1%	750.6	76	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	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	38	85.1%	736.4	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	-
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		*	*	*	*	12/16	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	20	63.0	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	20	53.5	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	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	12/16	Meets

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

2877: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE | 1110: DISTRICT 49

Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	73	78.7%	744.9	61	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	16	89.5%	736.4	40	0.5/1	Approaching
	Minority Students	20	71.4%	739.3	47	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	73	78.7%	738.5	68	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	16	89.5%	728.6	42	0.5/1	Approaching
	Minority Students	20	71.4%	731.9	52	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	30	73.2%	590.7	49	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		*	*	*	*	18.25/28	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	60	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	-
CMAS - Math	All Students	60	40.5	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 Proficiency	n < 20	-	0/0	-
TOTAL		*	*	8/16	Approaching

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

2877: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE | 1110: DISTRICT 49

High School - (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	78	73.4%	477.2	64	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	21	75.9%	445.2	30	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CO PSAT - Math	All Students	78	73.4%	463.5	66	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	21	75.9%	424.8	25	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	35	55.6%	593.1	34	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		*	*	*	*	17/26	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	84	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	-
CO PSAT/SAT - Math	All Students	114	47.5	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	31	38.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	8.5/17	Approaching

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

2877: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE | 1110: DISTRICT 49

High School - (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	58	*	507.6	92.1%	3/4	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	58	*	476.7	92.1%	2/4	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	365	*	0.5%	*	8/8	Exceeds
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	42	*	0.0%	*	2/2	Exceeds
	Minority Students	79	*	0.0%	*	2/2	Exceeds
	Students with Disabilities	29	*	0.0%	*	2/2	Exceeds
Matriculation	All Students	81	*	45.7%	*	1/4	Does Not Meet
	2-Year Higher Education Instituti..	*	*	17.3%	*	*	-
	4-Year Higher Education Instituti..	*	*	18.5%	*	*	-
	Career & Technical Education	*	*	12.3%	*	*	-
Graduation	All Students	83	6yr	95.2%	*	8/8	Exceeds
	English Learners	n < 16	-	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	22	6yr	100.0%	*	2/2	Exceeds
	Minority Students	19	6yr	100.0%	*	2/2	Exceeds
	Students with Disabilities	n < 16	-	-	*	0/0	-
TOTAL		*	*	*	*	32/38	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	78.4%	90.2%	95.2%	93.8%	6yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	77.3%	-	100.0%	96.0%	6yr
Minority Students	-	-	100.0%	-	6yr
Students with Disabilities	-	-	-	-	-

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

Dropout Rates: represent percentages of students enrolled in grades 9-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

Plan Type
Official Rating based on 1-Year SPF Report

Please see official performance framework report

66.9/100

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. Refer to the scoring guide at the end of this report for additional information.

66.9%

Performance

Improvement

Priority Imp

Turnaround

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

Performance Plan:
53.0% - 100.0%

Improvement Plan:
42.0% - 52.9%

Priority Improvement Plan:
34.0% - 41.9%

Accredited with Turnaround Plan:
0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	67.3%	20.2/30	Meets
Academic Growth	62.5%	25.0/40	Meets
Postsecondary & Workforce Readiness	72.2%	21.7/30	Meets

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	976	829	84.9%	107	95.4%	Meets 95%
Math	976	830	85.0%	106	95.4%	Meets 95%
Science	423	327	77.3%	94	99.4%	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	69.2%	27.7/40	Meets	65.2%	Performance
	Academic Growth	62.5%	37.5/60	Meets		
Middle	Academic Achievement	70.2%	28.1/40	Meets	71.7%	Performance
	Academic Growth	72.7%	43.6/60	Meets		
High	Academic Achievement	62.5%	18.8/30	Meets	61.0%	Performance
	Academic Growth	51.3%	20.5/40	Approaching		
	Postsecondary & Workforce ..	72.2%	21.7/30	Meets		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

2877: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE | 1110: DISTRICT 49

Elementary - (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	115	87.4%	743.6	59	6/8	Meets
	Previously Identified for READ Plan	n < 16	-	-	-	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	18	90.5%	734.5	38	0.5/1	Approaching
	Minority Students	29	77.5%	742.1	56	0.75/1	Meets
	Students with Disabilities	18	79.2%	712.9	3	0.25/1	Does Not Meet
CMAS - Math	All Students	115	87.4%	736.0	54	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	18	90.5%	729.1	36	0.5/1	Approaching
	Minority Students	29	77.5%	728.1	34	0.5/1	Approaching
	Students with Disabilities	18	79.2%	713.7	8	0.25/1	Does Not Meet
CMAS - Science	All Students	44	84.9%	631.1	70	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		*	*	*	*	20.75/30	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	65	50.0	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	65	35.0	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 Proficiency	n < 20	-	0/0	-
TOTAL		*	*	10/16	Meets

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

2877: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE | 1110: DISTRICT 49

Middle School - (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	275	85.2%	742.6	56	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	34	80.0%	735.2	37	0.5/1	Approaching
	Minority Students	74	83.2%	742.0	55	0.75/1	Meets
	Students with Disabilities	31	84.2%	720.8	9	0.25/1	Does Not Meet
CMAS - Math	All Students	276	85.5%	739.9	72	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	34	80.0%	728.6	42	0.5/1	Approaching
	Minority Students	75	84.2%	736.5	64	0.75/1	Meets
	Students with Disabilities	31	84.2%	725.4	33	0.5/1	Approaching
CMAS - Science	All Students	112	80.3%	596.9	53	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	31	75.6%	580.5	42	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	21.75/31	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	227	56.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	28	66.5	1/1	Exceeds
	Minority Students	61	56.0	0.75/1	Meets
	Students with Disabilities	27	45.0	0.5/1	Approaching
CMAS - Math	All Students	226	62.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	28	48.0	0.5/1	Approaching
	Minority Students	61	62.0	0.75/1	Meets
	Students with Disabilities	27	47.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	16/22	Meets

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

2877: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE | 1110: DISTRICT 49

High School - (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	133	82.3%	475.1	62	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	31	87.1%	444.2	28	0.5/1	Approaching
	Students with Disabilities	17	84.6%	427.6	15	0.5/1	Approaching
CO PSAT - Math	All Students	133	82.3%	454.2	56	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	31	87.1%	421.9	19	0.5/1	Approaching
	Students with Disabilities	17	84.6%	418.8	17	0.5/1	Approaching
CMAS - Science	All Students	166	73.7%	589.9	31	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	24	82.8%	573.3	19	0.5/1	Approaching
	Minority Students	29	80.6%	552.9	8	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	18.75/30	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	157	42.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	20	45.0	0.5/1	Approaching
	Minority Students	26	37.5	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CO PSAT/SAT - Math	All Students	188	48.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	23	58.0	0.75/1	Meets
	Minority Students	39	40.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	10.25/20	Approaching

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

2877: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE | 1110: DISTRICT 49

High School - (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	133	*	508.9	86.3%	3/4	Meets
	English Learners	n < 16	*	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	18	*	511.7	89.3%	0.75/1	Meets
	Minority Students	20	*	476.0	91.9%	0.5/1	Approaching
	Students with Disabilities	n < 16	*	-	-	0/0	-
CO SAT - Math	All Students	133	*	470.4	86.3%	2/4	Approaching
	English Learners	n < 16	*	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	18	*	454.4	89.3%	0.5/1	Approaching
	Minority Students	20	*	452.0	91.9%	0.5/1	Approaching
	Students with Disabilities	n < 16	*	-	-	0/0	-
Dropout	All Students	1,008	*	0.7%	*	6/8	Meets
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	104	*	0.0%	*	2/2	Exceeds
	Minority Students	214	*	0.0%	*	2/2	Exceeds
	Students with Disabilities	100	*	0.0%	*	2/2	Exceeds
Matriculation	All Students	218	*	38.1%	*	1/4	Does Not Meet
	2-Year Higher Education Instituti..	*	*	14.2%	*	*	-
	4-Year Higher Education Instituti..	*	*	16.5%	*	*	-
	Career & Technical Education	*	*	8.3%	*	*	-
Graduation	All Students	148	6yr	94.6%	*	6/8	Meets
	English Learners	n < 16	-	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	47	6yr	97.9%	*	2/2	Exceeds
	Minority Students	30	6yr	100.0%	*	2/2	Exceeds
	Students with Disabilities	31	4yr	93.5%	*	1.5/2	Meets
TOTAL		*	*	*	*	31.75/44	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	84.8%	92.4%	94.6%	93.8%	6yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	86.1%	96.7%	97.9%	96.0%	6yr
Minority Students	87.5%	95.5%	100.0%	-	6yr
Students with Disabilities	93.5%	92.9%	-	-	4yr

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

Dropout Rates: represent percentages of students enrolled in grades 9-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

8791: VISTA RIDGE HIGH SCHOOL | 1110: DISTRICT 49

Levels: H - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
62.1/100

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. Refer to the scoring guide at the end of this report for additional information.

62.1%

Performance

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	47.1%	14.1/30	Approaching
Academic Growth	66.7%	26.7/40	Meets
Postsecondary & Workforce Readiness	71.0%	21.3/30	Meets

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	1,230	1,170	95.1%	2	95.3%	Meets 95%
Math	1,230	1,170	95.1%	2	95.3%	Meets 95%
Science	390	187	47.9%	198	97.4%	Meets 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	47.1%	14.1/30	Approaching	62.1%	Performance
	Academic Growth	66.7%	26.7/40	Meets		
	Postsecondary & Workforce ..	71.0%	21.3/30	Meets		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

8791: VISTA RIDGE HIGH SCHOOL | 1110: DISTRICT 49

High School - (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	760	95.6%	459.0	47	4/8	Approaching
	English Learners	31	97.2%	383.7	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	216	94.2%	429.9	18	0.5/1	Approaching
	Minority Students	349	95.8%	449.0	34	0.5/1	Approaching
	Students with Disabilities	50	87.1%	362.8	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	760	95.6%	442.9	45	4/8	Approaching
	English Learners	31	97.2%	389.1	2	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	216	94.2%	421.1	22	0.5/1	Approaching
	Minority Students	349	95.8%	435.3	37	0.5/1	Approaching
	Students with Disabilities	50	87.1%	340.5	1	0.25/1	Does Not Meet
CMAS - Science	All Students	183	47.9%	585.1	27	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	38	38.2%	573.9	20	0.5/1	Approaching
	Minority Students	87	47.6%	565.2	15	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
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	707	53.0	6/8	Meets
	English Learners	25	25.0	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	181	52.0	0.75/1	Meets
	Minority Students	325	53.0	0.75/1	Meets
	Students with Disabilities	35	39.0	0.5/1	Approaching
CO PSAT/SAT - Math	All Students	1,059	50.0	6/8	Meets
	English Learners	43	46.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	286	48.5	0.5/1	Approaching
	Minority Students	491	48.0	0.5/1	Approaching
	Students with Disabilities	60	33.5	0.25/1	Does Not Meet
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	16/24	Meets

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

8791: VISTA RIDGE HIGH SCHOOL | 1110: DISTRICT 49

High School - (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	375	*	505.5	94.1%	3/4	Meets
	English Learners	17	*	412.9	94.4%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	94	*	479.8	90.7%	0.5/1	Approaching
	Minority Students	181	*	498.4	93.4%	0.5/1	Approaching
	Students with Disabilities	22	*	403.8	95.7%	0.25/1	Does Not Meet
CO SAT - Math	All Students	375	*	480.7	94.1%	2/4	Approaching
	English Learners	17	*	386.1	94.4%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	94	*	454.7	90.7%	0.5/1	Approaching
	Minority Students	181	*	475.9	93.4%	0.5/1	Approaching
	Students with Disabilities	22	*	372.6	95.7%	0.25/1	Does Not Meet
Dropout	All Students	1,814	*	0.8%	*	6/8	Meets
	English Learners	65	*	0.0%	*	2/2	Exceeds
	Free/Reduced-Price Lunch Eligible	431	*	0.2%	*	2/2	Exceeds
	Minority Students	815	*	0.9%	*	1.5/2	Meets
	Students with Disabilities	133	*	3.0%	*	1/2	Approaching
Matriculation	All Students	330	*	51.5%	*	2/4	Approaching
	2-Year Higher Education Instituti..	*	*	16.7%	*	*	-
	4-Year Higher Education Instituti..	*	*	31.2%	*	*	-
	Career & Technical Education	*	*	5.5%	*	*	-
Graduation	All Students	337	5yr	95.8%	*	8/8	Exceeds
	English Learners	n < 16	-	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	68	7yr	92.6%	*	1.5/2	Meets
	Minority Students	142	5yr	97.9%	*	2/2	Exceeds
	Students with Disabilities	19	7yr	94.7%	*	1.5/2	Meets
TOTAL		*	*	*	*	35.5/50	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	89.5%	95.8%	95.6%	94.7%	5yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	89.0%	92.5%	88.5%	92.6%	7yr
Minority Students	92.5%	97.9%	97.0%	94.6%	5yr
Students with Disabilities	73.3%	87.1%	90.5%	94.7%	7yr

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

Dropout Rates: represent percentages of students enrolled in grades 9-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

9706: WOODMEN HILLS ELEMENTARY SCHOOL | 1110: DISTRICT 49

Levels: E - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
73.4/100
73.4%

Performance

Improvement

Priority Imp

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. Refer to 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	71.1%	28.4/40	Meets
Academic Growth	75.0%	45.0/60	Meets

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

Performance Plan:
 53.0% - 100.0%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	300	295	98.3%	5	100.0%	Meets 95%
Math	300	293	97.7%	6	99.7%	Meets 95%
Science	94	93	98.9%	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	71.1%	28.4/40	Meets	73.4%	Performance
	Academic Growth	75.0%	45.0/60	Meets		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.

9706: WOODMEN HILLS ELEMENTARY SCHOOL | 1110: DISTRICT 49

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	268	98.3%	748.3	70	6/8	Meets
	Previously Identified for READ Plan	28	100.0%	709.1	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	48	100.0%	740.3	51	0.75/1	Meets
	Minority Students	74	98.9%	748.3	70	0.75/1	Meets
	Students with Disabilities	45	92.5%	714.0	4	0.25/1	Does Not Meet
CMAS - Math	All Students	267	97.7%	744.5	72	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	48	98.2%	736.3	54	0.75/1	Meets
	Minority Students	74	97.8%	738.5	59	0.75/1	Meets
	Students with Disabilities	44	90.6%	714.8	9	0.25/1	Does Not Meet
CMAS - Science	All Students	83	98.9%	646.1	78	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	23	100.0%	635.0	72	0.75/1	Meets
	Students with Disabilities	18	95.5%	557.4	25	0.5/1	Approaching
TOTAL		*	*	*	*	22.75/32	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	158	52.5	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	28	52.0	0.75/1	Meets
	Minority Students	54	58.5	0.75/1	Meets
	Students with Disabilities	25	42.0	0.5/1	Approaching
CMAS - Math	All Students	157	64.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	27	74.0	1/1	Exceeds
	Minority Students	53	61.0	0.75/1	Meets
	Students with Disabilities	25	50.0	0.75/1	Meets
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	16.5/22	Meets

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Scoring Guide for 2019 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students		Each Disaggregated Group
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students		Each Disaggregated Group
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students		Each Disaggregated Group
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	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	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

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, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

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

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

August 13, 2019

2019 for ELP On Track to Proficiency Growth.

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

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

BOARD OF EDUCATION ITEM 13
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: September 25, 2011

PREPARED BY: D. Garza, Executive Assistant to the BOE

TITLE OF AGENDA ITEM: Policy and Procedure Review

ACTION/INFORMATION/DISCUSSION: Discussion

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
13.a	EBCB, EBCB-R	Safety Drills	D Watson	Minor revisions
13.b	GBEC	Alcohol and Drug-Free Workplace	D Watson P Andersen	Reviewed; no revisions
13.c	JHB	Truancy	L Fletcher	Minor revisions
13.d	JHCA	Open/Closed Campus	D Watson	Reviewed; no revisions
13.e	JICB	Care of School Property by Students	D Watson	Minor revisions
13.f	JICF-R	Secret Societies/Gang Activity	D Watson	Minor revisions
13.g	JICI	Weapons in Schools	D Watson	Minor revisions
13.h	JIHB	Parking Lot Searches	D Watson	Reviewed; no revisions
13.i	JLC	Student Health Services and Records	N Lemmond	Updated to reflect current practice
13.j	JLCA	Physical Examination of Students	N Lemmond	Reviewed: no revisions
13.k	JLCB, JLCB-E	Immunization of Students	N Lemmond	Reviewed; no revisions Recommend repeal of exhibit-CDE form
13.l	JRCA	Sharing of Student Records	D Watson	Minor revisions
13.m	KI	Visitors to School	D Watson	Minor revisions

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	
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BOE Work Session September 25, 2019

Item 13 continued

Strategy	<p>Rock #1—Establish enduring <u>trust</u> throughout our community</p> <p>Rock #2—Research, design and implement programs for intentional <u>community</u> participation</p> <p>Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p>Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p>Rock #7— Customize our educational systems to <u>launch each student toward success</u></p>	<p>Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.</p>
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RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After board review, move all policies listed in item 13 for action at the next regular board meeting.

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

DATE: August 15, 20113

Title	Safety Drills
Designation	EBCB
Office/Custodian	Operations/Director of Safety and Security

The District shall cooperate with local fire department officials and personnel in the examination of school buildings and the establishment of evacuation procedures.

In order to insure the safe and orderly evacuation of all District buildings in the event of a fire, fire drill procedures shall be developed by the administration for Board approval.

Local fire departments shall have the authority to conduct a fire drill in any school building in the city at any time without warning. The fire department, if practicable, shall notify the Zone Leader and Chief Education Officer in advance of any such drill.

Each school shall conduct emergency drills (fire drill, lockdown, lockout, tornado drill, bomb threat, etc.) as required.

Adopted: March 4, 1999

Revised: April 28, 2010

Revised: January 10, 2013

Revised: September 8, 2016

[Revised: October 10, 2019](#)

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Safety Drills
Designation	EBCB-R
Office/Custodian	Operations/Director of Safety and Security

Title Safety Drills
Designation EBCB-R
Office/Custodian Operations/Director of Safety and Security

The health and safety of students and personnel in the public schools shall be the first concern of all employees. Principals and supervisors are expected to take all reasonable safety precautions to protect the health and safety of students and employees in their buildings, and to report any potentially dangerous conditions to campus and/or maintenance staff Zone Lead Building Manager, Zone Leader, Director of Safety and Security, and the Chief Operations~~Education~~ Officer or designee.

Since emergencies can arise on the first day of school as readily as on any other school day, orientation programs for employees and students shall include instruction in the school emergency plan and the use of emergency equipment. Particular attention shall be given to:

1. Whom to notify when the alarm sounds..
2. Where the nearest fire extinguisher and AED's are~~is~~ located for each classroom.
3. Where the nearest fire alarm box or station is located for each classroom.
4. How to use the types of fire extinguishers in the building.
5. The usual exits, line of travel, or emergency procedure that students shall be expected to follow in case of fire, earthquake, civil defense, or other emergency for every classroom.
6. The alternate exits, line of travel, or emergency procedure which students will be expected to follow in case the usual exit and line of travel are blocked.
7. Where first aid supplies are located and where other equipment (such as stretchers or cots) is kept.
- 7.8. 8. Where the nearest Blue Point Alert System pull station is located, if applicable to the campus.

Emergency exit information shall be posted in each room. Such information shall be printed clearly in large letters on a card posted next to the corridor of the room.

Sufficient fire drills shall be held during the first two weeks of each school term to satisfy the principal that students and employees thoroughly understand the proper procedures and evacuation routes. After the first two weeks of school, fire drills must be held at least once a month during the school year. School personnel, as well as students, must evacuate.

Each school shall be required to conduct two severe weather safe area drills annually, and three~~four~~ drills addressing intruders and school lockdowns annually.

An after action report (AAR) shall be made to the office of the Director of Safety and Security~~Chief Education Officer~~ or designee after the first two weeks of school and after each subsequent emergency drill and fire drill during the school year. This report shall give the date, time of day, required time for building evacuation, and a

general evaluation of the drill and shall report any unusual conditions associated with the drill. Special mention shall be made of equipment, alarm systems, exits, or other circumstances which in any way limit the complete safety of the school.

- Adopted: March 4, 1999
- Revised: April 28, 2010
- Revised: January 10, 2013
- Revised: September 8, 2016
- Revised: October 10, 2019

LEGAL REFS:

- C.R.S. 22-32-109.1 (*Board of education-specific powers and duties-safe schools.*)

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Alcohol and Drug-Free Workplace
Designation	GBEC
Office/Custodian	Business and Operations/Director of Human Resources and Director of Safety & Security

Title	Alcohol and Drug-Free Workplace
Designation	GBEC
Office/Custodian	Business and Operations/Director of Human Resources and Director of Safety & Security

The Board recognizes the importance of maintaining a workplace that is free from alcohol and drugs to enhance the safety and welfare of employees and students and ensure compliance with applicable law. Accordingly, it shall be a violation of Board policy for any district employee to manufacture, distribute, dispense, possess, use or be under the influence of alcohol or illicit drugs on district property, in or on district vehicles or any other school approved vehicle, at any school-sponsored activity or event, or off district property when the employee is on duty.

For purposes of this policy, “illicit drugs” means narcotics, drugs and controlled substances as defined in law. Although some actions involving marijuana are no longer prohibited by state law, federal law still prohibits the manufacture, sale, distribution, possession and use of marijuana. As a recipient of federal funds, the district has an obligation to maintain a drug-free workplace. Thus, marijuana is an illicit drug for the purposes of this policy.

“Illicit drugs” also includes any prescription or over-the-counter drug that does not meet the following four criteria:

1. The employee has a current and valid prescription for the drug or the drug is sold over-the-counter;
2. The drug is used or possessed for the purpose for which it was prescribed or sold over-the-counter;
3. The drug is used or possessed at the dosage prescribed or recommended; and
4. The drug is used or possessed consistent with the safe and efficient performance of the employee’s job duties.

Compliance with this policy is a condition of employment. A violation shall subject the employee to appropriate disciplinary action up to and including dismissal and referral for prosecution. Disciplinary action shall be taken in accordance with board or administrative policies and procedures. In appropriate circumstances and at the district’s discretion, disciplinary actions may include the completion of a treatment plan as approved by the Director of Human Resources. However, the District is not required to offer rehabilitation in lieu of dismissal or other discipline to any employee who has violated this policy.

An employee knowingly in the possession of or under the influence of alcohol or any illicit drugs shall be placed on administrative leave immediately by the principal or supervisor if such use or possession is:

1. On District property at any time;
2. At any other site where the employee has been assigned and is performing duties at that location in the capacity of District employee; or
3. At any school-sponsored or school-sanctioned activity.

Pursuant to law, any employee who is convicted or pleads *nolo contendere* under any criminal drug or alcohol statute for a violation occurring shall notify the Director of Human Resources no later than five days after the conviction. The Chief Officer shall notify the Board of Education. The District has an obligation under federal law to notify the appropriate federal agency within ten days after receiving notice of such conviction or plea if there is a relationship between federal funds received by the District and the convicted employee's work site.

Awareness and prevention program

The Chief Officers shall establish an awareness and prevention program to inform employees about:

- The dangers of drug and alcohol abuse;

- The provisions of this policy;
- Available drug and alcohol counseling, rehabilitation and employee assistance programs; and
- Penalties that may be imposed upon employees for drug and alcohol abuse violations.

The Board shall conduct a periodic review of its awareness and prevention program to determine its effectiveness, and implement appropriate changes.

Notification to employees

This information shall be communicated to all new employees at the time of their orientation. Annually, principals and supervisors will remind staff of this policy. All employees shall acknowledge receipt of this policy and related information.

- Adopted: May 4, 1989
 - Revised: March 14, 1991
 - Reviewed: May 11, 2000
 - Revised: January 11, 2001
 - Revised: February 12, 2009
 - Revised: August 11, 2011
- Revised: March 12, 2015
- Reviewed: October 10, 2019

LEGAL REFS:

- 20 U.S.C. 7101 et seq. (Safe and Drug-Free Schools and Communities Act)
- 21 U.S.C. 812 (definition of controlled substance)
- 41 U.S.C. 8101 and 8102 (Drug-Free Workplace Act of 1988)
- 34 C.F.R. Part 84 (regulations implementing the Drug-Free Workplace Act)
- Colo. Const. Art. XVIII, Section 16(6) (employers may restrict marijuana use, possession, sale, etc. by employees)
- C.R.S. 18-18-407(2) (crime to sell, distribute or possess any controlled substance on or near school grounds or school vehicles)
- C.R.S. 25-1.5-106(12)(b) (possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)
- C.R.S. 25-14-103.5 (boards of education must adopt policies prohibiting use of retail marijuana on school property)

CROSS REFS:

- EEAEAA, Drug and Alcohol Testing for Commercial Drivers/Licensed Employees
- GCQF, Discipline, Suspension, and Dismissal of Professional Staff Members
- GDQD, Discipline, Suspension, and Dismissal of Support Staff Members
- JICH, Drug and Alcohol Involvement by Students

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Truancy
Designation	JHB
Office/Custodian	Education/ Director of Culture & Services

If a student is absent without a signed parental excuse or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant. "Habitually truant" shall be defined as a student of compulsory attendance age who has four unexcused absences during one month or 10 total days of unexcused absences in any school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences for purposes of defining a student as a "habitual truant."

In order to reduce the incidents of truancy, parents/guardians of all students shall be notified in writing at the beginning of each school year of their obligation to ensure that all children of compulsory attendance age attend school. Parents/guardians shall be required to acknowledge in writing awareness of their obligations and to furnish the school with a telephone number or other means of contacting them during the school day.

The school shall establish a system of monitoring individual unexcused absences. When a student fails to report on a regularly scheduled school day and school personnel have received no indication that the parent/guardian is aware of the absence, school personnel or volunteers under the direction of school personnel shall make a reasonable effort to notify the parent/guardian by telephone.

A plan shall be developed for a student who is at risk of being declared habitually truant with the goal of assisting the child to remain in school.

In accordance with law, the District may ~~impose direct~~ appropriate ~~penalties~~ interventions that relate directly to classes missed while truant. The administration shall develop regulations to implement appropriate ~~penalties~~ interventions for truancy.

Adopted: May 13, 1994

Revised: July 8, 2010

Revised: September 8, 2016

Revised: October 10, 2019

LEGAL REFS:

C.R.S. 22-14-101 et seq. (*dropout prevention and student re-engagement*)

C.R.S. 22-33-104 (*compulsory school attendance*)

C.R.S. 22-33-105 (*suspension/expulsion*)

C.R.S. 22-33-107 (*enforcement of compulsory school attendance*)

C.R.S. 22-33-108 (*judicial proceedings to enforce school attendance laws*)

1 CCR 301-78 Rules 1.00 et seq. (*standardized calculation for counting student attendance and truancy*)

CROSS REFS:

IHBG Home Schooling

JEA, Compulsory Attendance Ages

JFC, Student Withdrawal from School/Dropouts

JH, Student Absences and Excuses

Title	Open/Closed Campus (High School/Middle School/Elementary School)
Designation	JHCA
Office/Custodian	Operations/Director of Safety and Security

Except pursuant to specific Open Campus rules approved by the Board of Education, all high school, middle school, and elementary students shall remain on school premises throughout the school day and during the lunch period unless the building principal has received a written request for permission to leave from their parents or guardian.

Adopted: May 1994

Reviewed: September 7, 2000

Reviewed: July 8, 2010

Revised: June 25, 2012

Reviewed: December 15, 2016

[Reviewed: October 10, 2019](#)

LEGAL REFS:

C.R.S. 22-32-120(3) (*food services-facilities-school food authorities-rules- repeal*)

Title	Care of School Property by Students
Designation	JICB
Office/Custodian	Operations/Director of Safety & Security

When, after consideration of the evidence and providing the student an opportunity to explain, a school administrator determines that school property was damaged or destroyed by an intentional act or the negligence of a student, the district may request payment from the parent or guardian of the student for the damages. The school may either contract for repairs and request payment from the student's parent or guardian for the amount of the repairs, or repairs may be made by school staff, with a record of time and materials used, and payment thereof by the parent or guardian may be requested accordingly. When an item must be replaced, the school may purchase the item and request payment from the parent or guardian for the replacement cost. Payments shall be made to ~~Falcon School~~ District #49. A receipt shall be issued at the time payment is received in the central office. If the parent or guardian refuse to make the requested payment, the district may choose to seek further legal recourse.

Nothing in this policy shall alter the provisions of Board Policy JQ or JQ-R, or limit the district's ability to seek any of its available legal options in connection with the damaged or destroyed property, including referring the incident to law enforcement.

Adopted: November 3, 1977
Revised: August 10, 2000
Reviewed: January 27, 2010
Revised: November 10, 2016
[Revised: October 10, 2019](#)

CROSS REF:
ECAC, Vandalism

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Secret Societies/Gang Activity
Designation	JICF-R
Office/Custodian	Operations/Director of Safety & Security

Title Secret Societies/Gang Activity
 Designation JICF-R
 Office/Custodian Operations/Director of Safety & Security

Gangs

At the principal's discretion, staff members may use the following techniques to discourage the influence of gangs:

1. Any student wearing or carrying overt gang paraphernalia or making gestures that symbolize gang ~~affiliation~~members will be referred to the principal or designee. The student's parents/guardians will be contacted, and the student sent home to change clothes if necessary.
2. Any gang graffiti on school premises will be quickly removed, washed down, or painted over as soon as discovered.
 - a. Daily checks for graffiti will be made throughout the campus, including restroom walls and doors.
 - b. Graffiti ~~will~~may be photographed before it is removed. These photographs will be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offender(s).
3. Classroom and after-school programs at each school will be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of wholesome activities.
4. Staff members will actively promote membership in authorized student organizations which can provide students companionship, safety, and a sense of purpose and belonging.

Gang prevention education

Gang prevention instruction offered in the schools will:

1. Explain the dangers of gang membership.
2. Include lessons or role-playing workshops in nonviolent conflict resolution and gang avoidance skills.
3. Promote constructive activities available in the community.
4. Involve students in structured, goal-oriented community service projects.
5. Encourage positive school behavior.

Gang prevention lessons may be taught jointly by teachers and law enforcement officers.

Community outreach

Gang prevention classes or counseling offered for parents/guardians will address the following topics:

1. Dangers of gang membership.

2. The nature of local gang apparel and graffiti.
3. Ways to deal effectively with one's children.
4. Warning signs which may indicate that children are at risk of becoming involved with gangs.

Community programs offered for staff, parents/guardians, churches, city officials, business leaders, and the media will address:

1. The scope and nature of local gang problems.
2. Ways that each segment of the community can help to alleviate these problems.

Intervention measures

Staff members will make every effort to assimilate gang-oriented students into the academic, extracurricular, and social mainstream and into work experience programs. To this end:

1. Staff members will be provided with the names of known gang members.
2. Insofar as possible, classroom teachers will assign individual gang-oriented students to cooperative learning groups in which they may work toward common goals with students who are not members of their gang.
3. Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations.

- Adopted: September 2, 1999

- Reviewed: March 24, 2010

Reviewed: September 8, 2016

- Revised: October 10, 2019

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Weapons in Schools
Designation	JICI
Office/Custodian	Operations/Director of Safety and Security

Title Weapons in Schools
Designation JICI
Office/Custodian Operations/Director of Safety and Security

The Board of Education determines that student possession use and/or threat of use of a weapon is detrimental to the welfare and safety of the students and school personnel within the district.

Dangerous weapons

Using, possessing or threatening to use a dangerous weapon on district property, when being transported in vehicles dispatched by the district or one of its schools during any school sponsored or district sponsored activity or event and off district property when the conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or the district is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

As used in this policy, “dangerous weapon” means:

- a. A firearm,
- b. Any pellet, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air
- c. A fixed-blade knife with a blade that exceeds three inches in length or a spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length
- d. Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury including, but not limited to slingshot, bludgeon, nunchucks, brass knuckles, or artificial knuckles of any kind

Students who use, possess or threaten to use a dangerous weapon in violation of this policy shall be subject to disciplinary action, including suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

In accordance with federal law, expulsion shall be mandatory for no less than one full calendar year for a student who is determined to have brought a firearm to or possessed a firearm at school in violation of this policy. The Chief Education Officer or designee may modify the length of this federal requirement for expulsion on a case-by-case basis.

Firearm facsimiles

Carrying, using, actively displaying or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm on district property, when being transported in vehicles dispatched by the district or one of its schools during a school sponsored or district sponsored activity or event, and off district property when such conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or district is prohibited. Students who violate this policy provision may be subject to disciplinary action including but not limited to suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

A student may seek prior authorization from the building principal to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on District property for purposes of a school-

related activity. A student's failure to obtain such prior authorization is a violation of this policy and may result in disciplinary action, including but not limited to suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions. The principal's decision to deny or permit a student to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property shall be final.

School administrators shall consider violations of this policy provision on a case by case basis to determine whether suspension, expulsion or any other disciplinary action is appropriate based upon the individual facts and circumstances involved.

Local restrictions

The Board determines that extra precautions are important and necessary to provide for student safety. Therefore, using, possessing or threatening to use any knife, regardless of the length of the blade, in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity without express authorization of the school or school district is prohibited. Students who violate this policy provision shall be subject to disciplinary proceedings, including suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

Recordkeeping

The district shall maintain records which describe the circumstances involving expulsions of students who bring weapons to school including the name of the school, the number of students expelled, and the types of weapons involved, as required by law.

Referral to law enforcement

In accordance with applicable law, school personnel shall refer any student who brings a firearm or weapon to school without authorization of the school or the district to law enforcement.

- Adopted: May 19, 1994
- Revised: April 20, 1995
- Revised: July 20, 1995
- Revised: September 2, 1999
- Reviewed: August 10, 2000
- Revised: July 8, 2010
- Revised: June 30, 2011
- Revised: July 27, 2012
- Revised: September 12, 2013

Reviewed: September 8, 2016

- Revised: October 10, 2019

LEGAL REF:

- 18 U.S.C. §921 (a)(3) (*federal definition of "firearm"*)
- 20 U.S.C. §7151 *et seq.* (*Gun-free Schools Act*)
- 20 U.S.C. §7151 (h) (*requiring schools to have policies requiring referral to law enforcement*)
- C.R.S. 22-32-109.1 (2)(a)(I)(G) (*policy required as part of safe schools plan*)
- C.R.S. 22-33-102 (4) (*definition of dangerous weapon*)
- C.R.S. 22-33-106 (1) (*grounds for suspension, expulsion, and denial of admission*)
- C.R.S. 22-33-106 (1)(f) (*must adopt policy regarding firearm facsimiles*)

CROSS REF:

- JK-2, Discipline of Students with Disabilities
- JKD/JKE, Suspension/Expulsion of Students
- KFA, Public Conduct on School Property

Title	Parking Lot Searches
Designation	JHIB
Office/Custodian	Operations/Director of Safety & Security

The privilege of bringing a student-operated motor vehicle onto school premises is conditioned on consent by the student driver to allow search of the vehicle when there is reasonable suspicion that the search will yield evidence of contraband.

Refusal by a student, parent/guardian, or owner of the vehicle to allow access to a motor vehicle on school premises at the time of a request to search the vehicle shall be cause for termination without further hearing of the privilege of bringing the vehicle onto school premises. Refusal to submit to search may result in disciplinary action and notification of law enforcement officials.

Routine patrolling of student parking lots and inspection of the outside of student automobiles shall be permitted at all times.

Adopted: May 19, 1994
Reviewed: September 2, 1999
Revised: April 28, 2010
Revised: November 10, 2016
Reviewed: October 10, 2019

LEGAL REF:

C.R.S. 22-32-109.1 (2)(a)(I)(I) (*Board of education-specific powers and duties-safe schools*)

CROSS REF:

JIH, Student Interrogations, Searches, and Arrests

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Health Services and Records
Designation	JLC
Office/Custodian	Education/Executive Director of Individualized Education

The purpose of the school health program shall be to supplement the efforts and guidance of parents/guardians to raise student awareness of the benefits of regular health care.

The objectives of the school health program are:

1. To promote good health habits among students.
2. To stimulate a sanitary, safe, and healthful environment in schools.
3. To assist in the identification and referral to appropriate health care providers for medical, psychological, and physical needs.

Health records

Health records shall be maintained by the nursing staff and kept in a separate and secure health file in the school health office.

Access to the health files shall be limited to only those school personnel who have a specific and legitimate educational interest in the information for use in furthering a student's academic achievement or maintaining a safe and orderly teaching environment.

The nursing staff shall maintain a log showing who has been given access, when access occurred and to which specific records.

Annual screening programs

The sight and hearing of all students in kindergarten, first, second, third, fifth, seventh and ninth grades or students in comparable age groups referred for testing shall be tested during the school year by the school nurse, teacher, principal or other qualified person authorized by the school district, as required by law. These screenings shall not be required of any student whose parent/guardian objects on religious or personal grounds.

The parent/guardian shall be informed when a deficiency is found.

Dental health

The school district shall participate in programs to encourage good dental health including instruction, dental examination clinics when available and referral to agencies which can provide aid for those in need.

Communicable diseases

3. Students showing symptoms of a communicable disease, an infectious condition, or illness or disability of a serious nature shall be referred to the school nurse. The school nurse shall report the presence of a communicable disease, if action is necessary to protect the health of other students and staff.

- Current practice codified: 1980
- Adopted: date of manual adoption

- Revised to conform with practice: date of manual revision
 - Revised: September 7, 2000
 - Revised: July 10, 2003
 - Revised: August 12, 2010
- Reviewed: December 15, 2016
- Reviewed: October 10, 2019

LEGAL REF:

- C.R.S. 13-22-102,103 (*minors may consent to medical treatment*)
- C.R.S. 22-1-116 (*vision and hearing tests*)
- C.R.S. 25-4-402 (*parental consent not required to treat minor for venereal disease*)
- C.R.S. 25-4-901 *et seq.* (*school entry immunization*)
- C.R.S. 25-6-102 (*dissemination of contraceptive information*)
- 6 CCR 1010-6, Rule 6.13 (*requirements for health services in schools*)

CROSS REFS:

- GBEB, Staff Conduct
- JF, Admission and Denial of Admission
- JLCB, Immunization of Students
- JLCC, Communicable/Infectious Diseases
- JLCD, Administering Medicines to Students
- JLCDA, Students with Food or Environmental Allergies
- JLDAC, Screening/Testing of Students (and Treatment of Mental Disorders)

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Physical Examinations of Students
Designation	JLCA
Office/Custodian	Education/Executive Director of Individualized Education

Parents/guardians shall be encouraged to have their children physically examined prior to entering school and again prior to the fourth, seventh, and tenth grades. A dental examination shall also be encouraged.

In any case where physical exercise is rather strenuous (such as physical education classes) and a student has any physical impairment whatsoever, the student may be required to present authorization for such participation from a physician or other licensed health care professional.

Students may be excused from physical education activities and from curricular requirements relating to physical education activities upon the statement from a physician or other licensed health care professional that such participation would be injurious to their health.

Teachers shall be alert to the general well-being of students and shall refer any questionable situations to the school principal.

Adopted: September 2, 1999

Revised: September 7, 2000

Revised: July 10, 2003

Revised: July 8, 2010

Reviewed: December 15, 2016

Reviewed: October 10, 2019

LEGAL REFS:

C.R.S. 13-22-103 (*minors may consent for medical, dental care under certain circumstances*)

~~C.R.S. 22-32-110(1)(bb) (*Board power to require teachers to report student health concerns*)~~

CROSS REF:

IMBB, Exemptions from Required Instruction

JLC, Student Health Services and Records

JLDAC, Screening/Testing of Students

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Immunization of Students
Designation	JLCB
Office/Custodian	Education/Executive Director of Individualized Education

The Board of Education directs the Chief Education Officer or designee to annually provide parents/guardians of each student enrolled in the district a copy of the standardized immunization document developed by the Colorado Department of Public Health and Environment. The standardized immunization document includes a list of required and recommended immunizations and the age at which each immunization should be given.

No student is permitted to attend or continue to attend any school in this district without meeting the legal requirements of immunization against disease unless the student has a valid exemption for health, religious, personal, or other reasons as provided by law. ~~Parents should use JLCB-E "Immunization Non-Medical Exemption Form (Religious and Personal Belief) to notify the District of an exemption due to religious or personal beliefs.~~

Students who do not submit an up to date certificate of immunization or a valid exemption will be suspended and/or expelled from school according to regulation JLCB-R.

All information distributed to parents/guardians by the district will inform them of their rights to seek an exemption for immunization requirements.

Adopted: November 3, 1977

Revised to conform with practice: date of manual adoption

Revised: September 2, 1999

Reviewed: April 8, 2010

Revised: July 21, 2011

Revised: November 10, 2016

Reviewed: October 10, 2019

LEGAL REFS:

C.R.S. 22-32-140 (*annual distribution of standardized immunization document required*)

C.R.S. 22-33-106 (*grounds for suspension, expulsion and denial of admission*)

C.R.S. 25-4-901 *et seq.* (*school entry immunizations*)

6 CCR 1009-2 (*school immunization requirements*)

CROSS REFS:

JF, Admission and Denial of Admission

JFABE, Students in Foster Care

~~JF-R, Student Admission and Denial of Admission (Procedures for Students in Out-of-Home Placements)~~

JKD/JKE, Suspension/Expulsion of Students

JRA/JRC, Student Records

Title	Immunization of Students Non-Medical Exemption Form (Religious and Personal Beliefs)
Designation	JLCB-E
Office/Custodian	Education/Executive Director of Individualized Education

Immunization—Non Medical Exemption Form (Religious and Personal Belief)

Vaccines are one of the greatest public health achievements of the past century and save an estimated 3 million children's lives every year. The Colorado Department of Public Health and Environment strongly supports vaccination as one of the easiest and most effective tools in preventing diseases that can cause serious illness and even death. For nearly all children, the benefits of preventing disease with a vaccine far outweigh the risks. Declining to follow the advice of a health care provider, or public health official who has recommended vaccines may endanger an unvaccinated child's health and others who come into contact with him/her. Some vaccine-preventable diseases are common in other countries and unvaccinated children could easily get one of these diseases while traveling or from a traveler.

Colorado law C.R.S. § 25-4-902 requires all students attending any school in the state of Colorado to be vaccinated against certain vaccine-preventable diseases as established by Colorado Board of Health rule 6 CCR 1009-2, unless an official exemption form is filed. This law applies to students attending child care facilities licensed by the Colorado Department of Human Services, public, private and parochial kindergarten, elementary and secondary schools through 12th grade, and colleges or universities. Prior to kindergarten, an official non-medical exemption form must be filed each time a student is due for vaccines according to the schedule developed by the Advisory Committee on Immunization Practices.^{1,2} From kindergarten through 12th grade, an official non-medical exemption form must be filed every year during the student's school enrollment/registration process¹. **Students with an exemption may be kept out of child care or school during a disease outbreak.**

Please complete all required fields below; incomplete forms will not be accepted. *All fields are required unless noted optional.*

Type of Non-Medical Exemption Claimed:	<input type="checkbox"/> Personal Belief	<input type="checkbox"/> Religious
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Student Information:

Last Name:	First Name:	(optional) Middle Name:
Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male	Date of Birth:	
Street #:	Street Name:	Street Type (e.g. Ave.):
Unit #:	P.O. Box:	
City:	State: CO	Zip Code:
Email Address:	County:	
Phone Number:	<input type="checkbox"/> Home <input type="checkbox"/> Cell	

Parent/Guardian Completing This Form: ☐ Check if an emancipated student or student over 18 years old

Last Name:	First Name:	(optional) Middle Name:
Relationship to student: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian		
Street #:	Street Name:	Street Type (e.g. Ave.):
Unit #:	P.O. Box:	
City:	State: CO	Zip Code:
Email Address:	County:	
Phone Number:	<input type="checkbox"/> Home <input type="checkbox"/> Cell	

School/Licensed Child Care Facility Information:

School Name/Licensed Child Care Facility:	
Phone Number:	Grade of Student:

¹ Colorado Board of Health rule 6 CCR 1009-2: <http://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=64376&fileName=6%20CCR%201009-2>

² 2016 Recommended Immunizations from Birth through 6 Years Old: www.cdc.gov/vaccines/imz/downloads/patient-ver-sch-0-6yrs.pdf. Based on this schedule, a non-medical exemption form would be submitted at 2 months, 4 months, 6 months, 12 months and 18 months of age.

Vaccine Preventable Disease Information

The information provided below is to ensure parents/guardians/students are informed about the risks of not vaccinating.

Diphtheria, tetanus, pertussis (DTaP, Tdap) – Unvaccinated children may be at increased risk of developing diphtheria, tetanus and/or pertussis if exposed to these diseases. Serious symptoms and effects of diphtheria include heart failure, paralysis, breathing problems, coma, and death. Serious symptoms and effects of tetanus include “locking” of the jaw, difficulty swallowing and breathing, seizures, painful tightening of muscles in the head and neck, and death. Serious symptoms and effects of pertussis (whooping cough) include severe coughing fits that can cause vomiting and exhaustion, pneumonia, seizures, brain damage, and death. For more information: <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/dtap.pdf> and <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/tdap.pdf>

Haemophilus influenza type b (Hib) – Unvaccinated children may be at increased risk of developing invasive Hib disease if exposed to this disease. Serious symptoms and effects include bacterial meningitis, pneumonia, severe swelling in the throat, permanent neurologic damage including blindness, deafness, and mental retardation, infections of the blood, joints, bones, and covering of the heart, and death. For more information: <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/hib.pdf>

Hepatitis B – Unvaccinated children may be at increased risk of developing hepatitis B if exposed to this disease. Serious symptoms and effects include jaundice, life-long liver problems such as liver damage, scarring, liver cancer, and death. For more information: <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/hep-b.pdf>

Inactivated poliovirus (IPV) – Unvaccinated children may be at increased risk of developing polio if exposed to this disease. Serious symptoms and effects include paralysis of muscles that control breathing, meningitis, permanent disability, and death. For more information: <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/ipv.pdf>

Measles, mumps, rubella (MMR) – Unvaccinated children may be at increased risk of developing measles, mumps, and/or rubella if exposed to these diseases. Serious symptoms and effects of measles include pneumonia, seizures, brain damage, and death. Serious symptoms and effects of mumps include meningitis, painful swelling of the testicles or ovaries, sterility, deafness, and death. Serious symptoms and effects of rubella include rash, arthritis, and muscle or joint pain. If a pregnant woman gets rubella, she could have a miscarriage or her baby could be born with serious birth defects such as deafness, heart problems, and mental retardation. For more information: <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/mmr.pdf>

Pneumococcal conjugate (PCV13) or polysaccharide (PPSV23) – Unvaccinated children may be at increased risk of developing pneumococcal disease if exposed to this disease. Serious symptoms and effects include pneumonia, lung infections, blood infections, meningitis and death. For more information: <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/pcv13.pdf> and <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/ppv.pdf>

Varicella (chickenpox) – Unvaccinated children may be at increased risk of developing varicella if exposed to this disease. Serious symptoms and effects include severe skin infections, pneumonia, brain damage, and death. For more information: <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/varicella.pdf>

Required Vaccines for School Entry – Place an “X” next to each vaccine you are declining.

Diphtheria, tetanus, pertussis (DTaP)		Inactivated poliovirus (IPV)
Tetanus, diphtheria, pertussis (Tdap)		Measles, mumps, rubella (MMR)
Haemophilus influenza type b (Hib)		Pneumococcal conjugate (PCV13) or polysaccharide (PPSV23)
Hepatitis B		Varicella (chickenpox)

I am the parent/guardian of the above-named student or am the student himself/herself (emancipated or over 18 years of age) and am declining the vaccine(s) indicated above due to a religious or personal belief that is opposed to vaccines. The information I have provided on this form is complete and accurate.

- I may change my mind at any time and accept vaccination(s) for my child/myself in the future.
- I can review evidence-based vaccine information at www.colorado.gov/cdphe/immunization-education, or www.immunizeforGood.com for additional information on the benefits and risks of vaccines and the diseases they prevent.
- I can contact the Colorado Immunization Information System (CIIS) at www.ColoradoIIS.com or my health care provider to locate my child's/my immunization record.³

I acknowledge that I have read this document in its entirety.

Parent/Guardian/Student (emancipated or over 18 yrs old) signature: _____ Date: _____

I authorize my/my student's school to share my/my student's immunization records with state/local public health agencies and the Colorado Immunization Information System, the state's secure, confidential immunization registry.

Parent/Guardian/Student (emancipated or over 18 yrs old) signature: _____ Date: _____

³ Under Colorado law, you have the option to exclude your child's/your information from CIIS at any time. To opt out of CIIS, go to: www.colorado.gov/cdphe/ciis-opt-out-procedures. Please be advised you will be responsible for maintaining your child's/your immunization records to ensure school compliance.

~~BOARD-APPROVED POLICY OF DISTRICT 49~~

Title	Sharing of Students Records/Information between School District and State Agencies
Designation	JRCA
Office/Custodian	Operations/Director of Safety and Security

Title Sharing of Students Records/Information between School District and State Agencies

Designation JRCA

Office/Custodian Operations/Director of Safety and Security

It is the Board of Education's intention to utilize all avenues under state law to facilitate the sharing of relevant student records and information when necessary to protect the safety and welfare of ~~District~~district staff, visitors, students, and the public and to protect property.

The Chief Education Officer and ~~Innovation Zone~~ Leaders are directed to develop procedures and a training program for staff consistent with this policy. The procedures shall direct District personnel to provide and obtain student records and information to/from state agencies, including law enforcement and judicial department agencies, to the extent required or allowed by state and federal law.

Sharing of information by the school district

Disciplinary and attendance information shall only be shared with a criminal justice agency investigating a criminal matter concerning a student enrolled or who will enroll in the District when necessary to effectively serve the student prior to adjudication. Such information shall only be shared upon written certification by the criminal justice agency that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student's parent/guardian.

District personnel who share disciplinary and attendance information concerning a student pursuant to this policy, are immune from civil and criminal liability if they act in good faith compliance with state law.

Nothing in this policy shall prevent administrators, teachers, or staff from disclosing information derived from personal knowledge or observation and not derived from student's education records.

Information obtained from state agencies

Within the bounds of state law, District personnel shall seek to obtain such information regarding students as is required to perform their legal duties and responsibilities, including protecting public safety and safety of the student. Such information may be obtained from the judicial department or any state agency that performs duties and functions under the Colorado Children's Code.

District personnel receiving such information shall use it only in the performance of their legal duties and responsibilities and shall otherwise maintain the confidentiality of all information obtained. District personnel who knowingly violate this provision are subject to disciplinary action pursuant to District policy and to a civil penalty of up to \$1,000.

If such information is shared with another school or district to which a student may be transferring, it shall only be shared in compliance with the requirements of federal law, including the Family Education Rights and Privacy Act of 1974 (FERPA).

When a petition is filed in juvenile court or district court that alleges a student between the ages of 12 to 18 years has committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the

alleged delinquent act or offense, is required by law to be provided immediately to the district in which the juvenile is enrolled.

~~The information shall be used by the Board to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. The Board shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with the student code of conduct and related policies.~~ [LF1]

- Adopted: August 10, 2000
- Revised: July 8, 2010
- Revised: October 27, 2011
- Revised: September 8, 2016
- Revised: October 10, 2019

LEGAL REFS:

- 20 U.S.C. §1232g (*Family Educational Rights and Privacy Act*)
- 34 C.F.R. §99.1 *et seq.* (*Regulations*)
- C.R.S. 19-1-303 and 304 (*records and information sharing under Colorado Children's Code*)
- C.R.S. 19-1-304(5.5) (*duty of prosecuting attorney to provide juvenile delinquency records*)
- C.R.S. 19-2-921 (7.5) (*department of human service shall notify school district if student's parole conditions require school attendance*)
- C.R.S. 22-1-123 (*district shall comply with FERPA*)
- C.R.S. 22-2-139(7) (*within confidentiality limits of state and federal law, information shall be shared to determine appropriate educational placement when a student is transferred to public school from day treatment facility, facility school or hospital*)
- C.R.S. 22-32-109.1(6) (*duty to establish policy on sharing information consistent with state and federal law in the interest of making schools safer*)
- C.R.S. 22-32-109.3(2) (*duty to share disciplinary and attendance information with criminal justice agencies*)
- C.R.S. 22-33-106.5 (*court to notify of conviction of crime of violence and unlawful sexual behavior*)
- C.R.S. 22-33-107.5 (*school district to notify of failure to attend school*)
- C.R.S. 24-72-204 (2)(e) (*denial of inspection of materials received, made or kept by the Safe2Tell Program*)
- C.R.S. 24-72-204(3)(e)(I) (*certain FERPA provisions enacted into Colorado Law*)
- C.R.S. 24-72-204(3)(e)(II) (*disclosure by staff of information gained through personal knowledge or observation*)

CROSS REF:

- JKD/JKE, Suspension/Expulsion of Students
- JRA/JRC, Student Records/Release of Information on Students

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Visitors to Schools
Designation	KI
Office/Custodian	Operations/Director of Safety & Security

Title	Visitors to Schools
Designation	KI
Office/Custodian	Operations/Director of Safety & Security

The Board of Education encourages parents/guardians and other citizens of the ~~D~~istrict to visit classrooms, activities, and functions to observe the work of the schools. The ~~B~~oard believes that there is no better way for the public to learn what the schools actually are doing.

In order to ~~ensure~~~~insure~~ that no unauthorized persons enter buildings with wrongful intent, all visitors to the schools shall report to the school's main office when entering, and show state issued identification and reason for being at the school. All visitors will have their information scanned by Raptor, a visitor management software that checks the sex offender database in all states. Visitors shall wear visitor's badges provided by the school which identify them as visitors. This ~~may~~~~will~~ not apply when parents/guardians have been invited to an assembly program,at the discretion of the building Principal.

Visits to the building from former students, teachers and other non-citizens of the ~~D~~istrict must be pre-approved. Visits will not be authorized during class time except for approved reasons.

To promote the general health, welfare, and wellbeing of all who enter school property, and pursuant to state law, smoking, chewing, or any use of tobacco products by staff, students, or visitors is prohibited on all school property.

The ~~D~~istrict shall notify the public in an appropriate manner that persons violating the criminal law by using, selling, or distributing any controlled substance on school grounds, on school buses transporting students, or within 1,000 feet of the perimeter of the school grounds shall be subject to enhanced criminal penalties.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised to conform with practice: date of manual revision
- Revised: August 4, 1994
- Revised: September 7, 2000
- Revised: August 12, 2010
- Revised: September 8, 2016
- Revised: October 10, 2019

LEGAL REFS:

- C.R.S. 18-9-109 (*interference with school staff or students*)
- C.R.S. 18-9-110 (*trespass, interference at or in public buildings*)
- C.R.S. 18-9-112 (*definition of loitering*)
- C.R.S. 18-9-117 (*unlawful conduct on public property*)
- C.R.S. 18-12-105.5 (*unlawful possession of weapons on school property*)
- C.R.S. 22-32-109.1 (7) (*Board must adopt open school policy*)

CROSS REF:

- ADC, Tobacco-Free Schools
- ECA/ECB, Security/Access to Buildings
- JLIA, Supervision of Students

- KFA, Public Conduct on School Property

BOARD OF EDUCATION ITEM 14
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Brett Ridgway, Chief Business Officer
 Ron Sprinz, Finance Group Manager

TITLE OF AGENDA ITEM: 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, 2020. 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>	<i>Presenting such information in an open and transparent manner validates the importance placed on community trust.</i> <i>Informed decision making and organizational agility are key strategies we continue to pursue.</i>

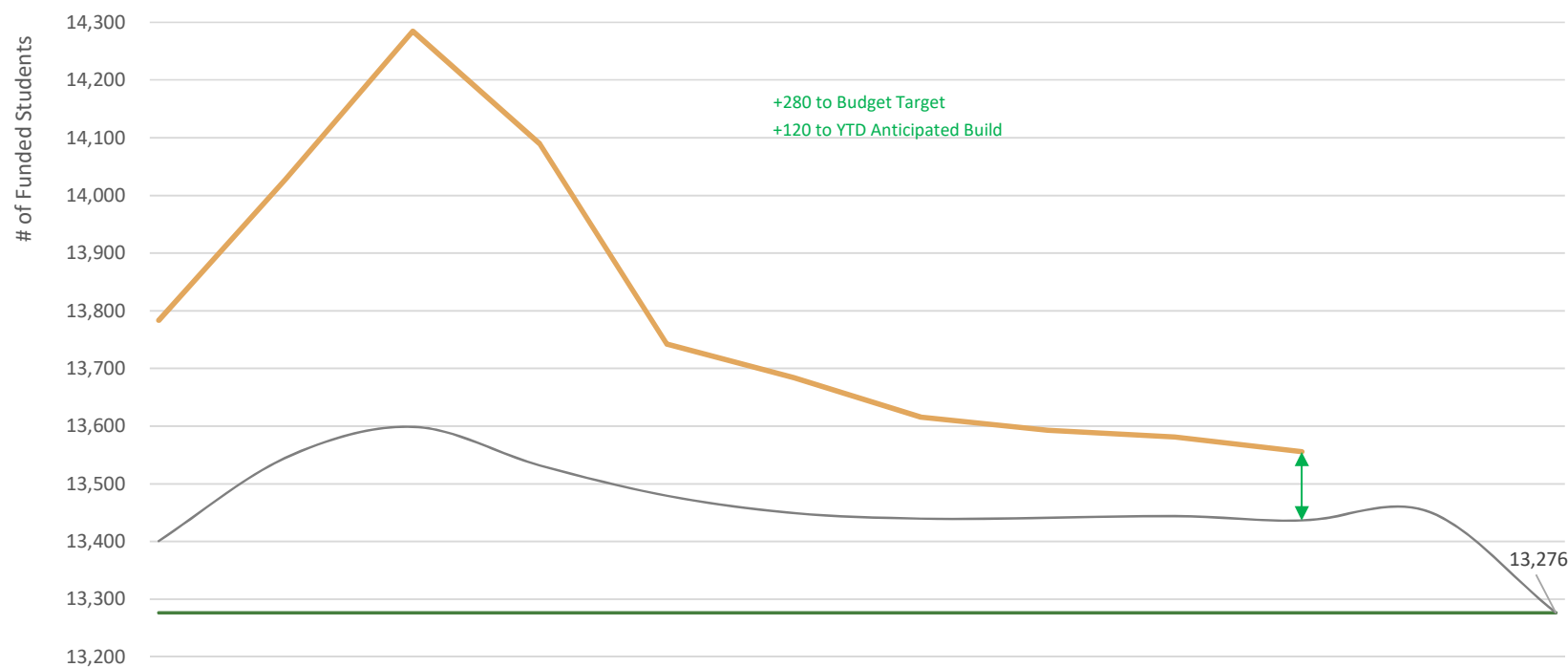
RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N\A

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: September 17, 2019

District Wide

Total District Operated Portfolio - Student Count Summary

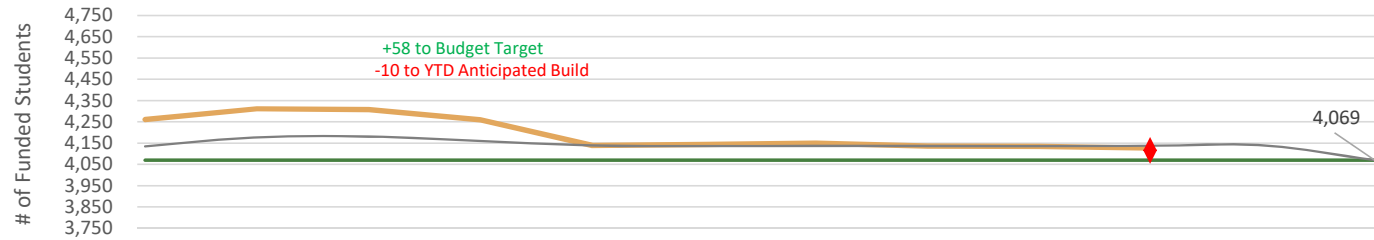


	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep
Total Operated Budget	13,276	13,276	13,276	13,276	13,276	13,276	13,276	13,276	13,276	13,276	13,276	13,276
Total Operated Actual	13,784	14,028	14,285	14,090	13,742	13,684	13,616	13,593	13,581	13,556		
District Anticipated Build #	13,401	13,545	13,599	13,532	13,479	13,449	13,440	13,441	13,444	13,436	13,452	13,276

Falcon Zone



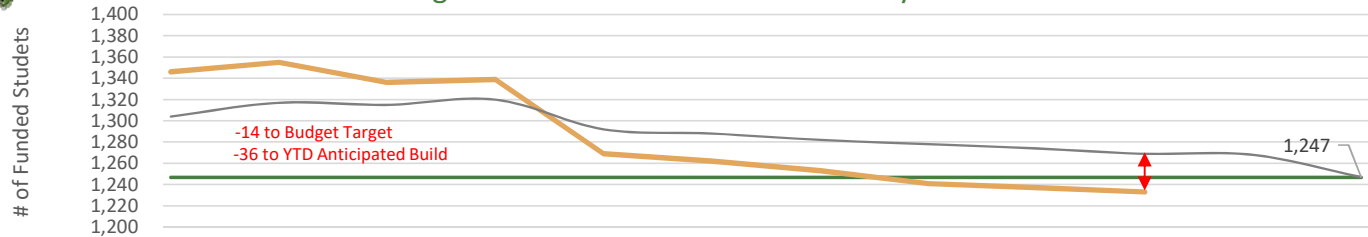
Total Falcon Zone - Student Count Summary



	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep
Total - Falcon Zone - Budget	4,069	4,069	4,069	4,069	4,069	4,069	4,069	4,069	4,069	4,069	4,069	4,069
Total - Falcon Zone - PS Count	4,261	4,311	4,307	4,259	4,140	4,144	4,150	4,137	4,135	4,127		
Falcon Zone Anticipated Build #	4,135	4,177	4,181	4,160	4,139	4,136	4,137	4,137	4,136	4,137	4,140	4,069



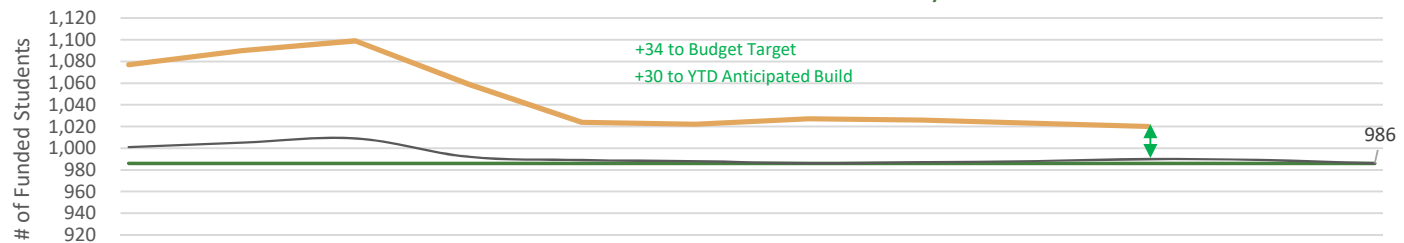
Falcon High School - Student Count Summary



	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep
Falcon High Budget	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247
Falcon High - PS Count	1,346	1,355	1,336	1,339	1,269	1,262	1,253	1,241	1,237	1,233		
Falcon High Anticipated Build #	1,304	1,317	1,315	1,320	1,292	1,288	1,282	1,278	1,274	1,269	1,268	1,247

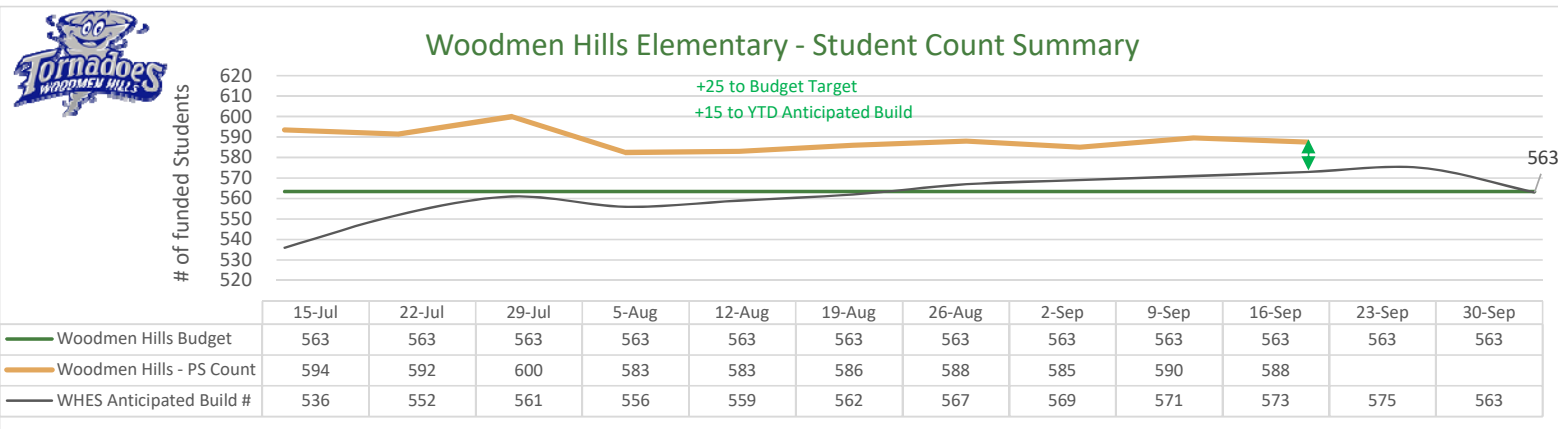
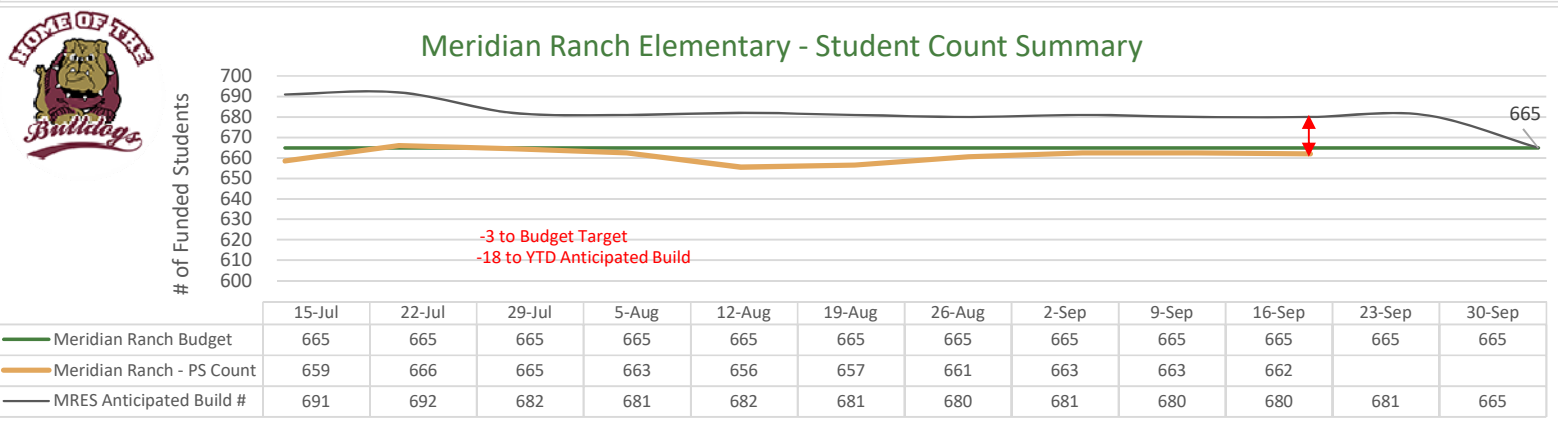
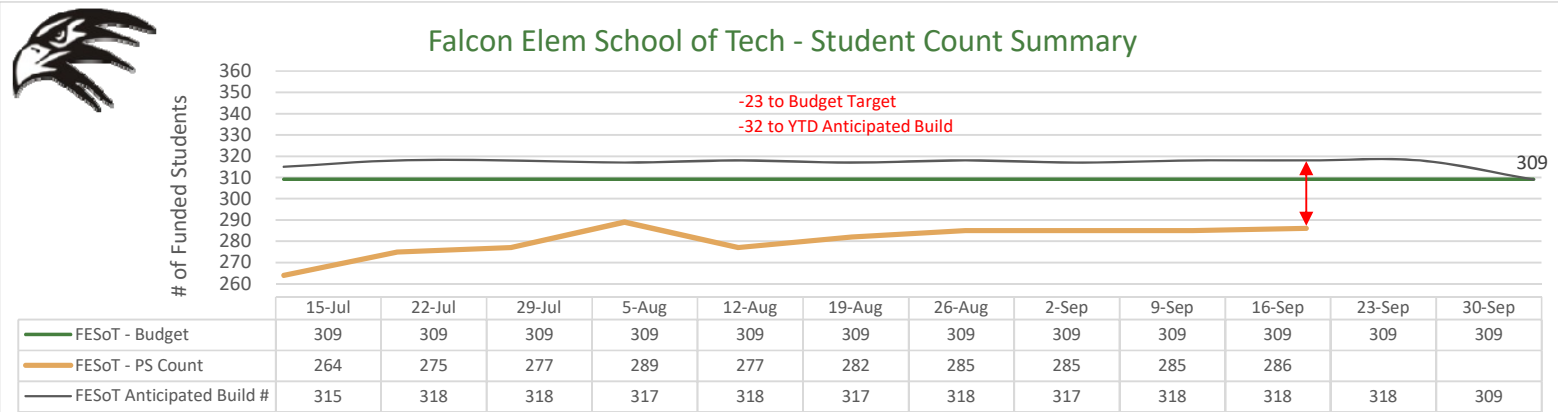


Falcon Middle School - Student Count Summary

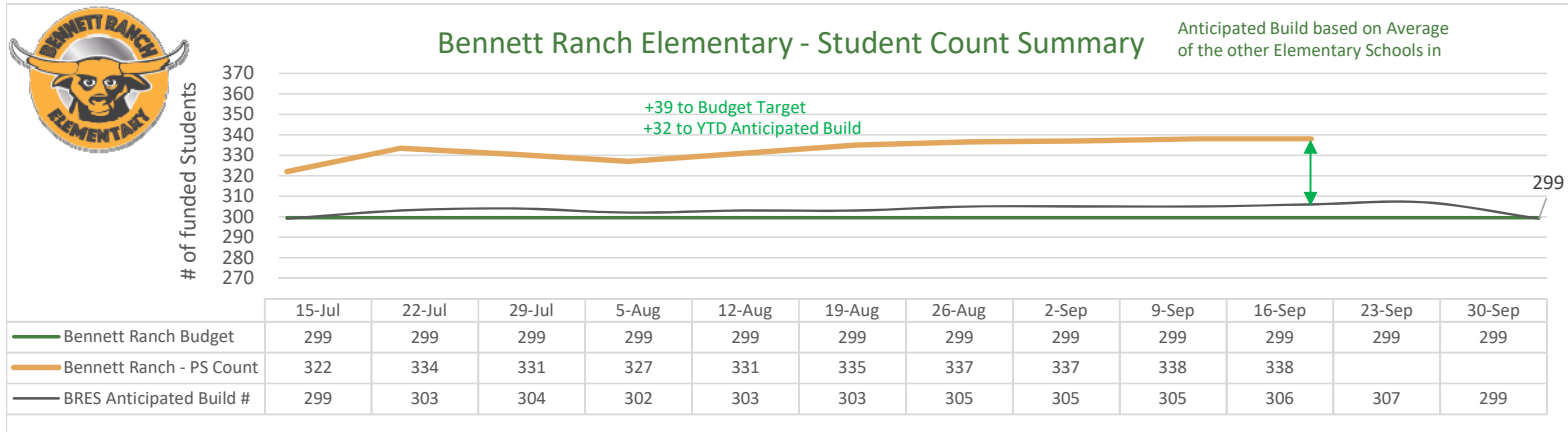


	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep
Falcon Middle Budget	986	986	986	986	986	986	986	986	986	986	986	986
Falcon Middle - PS Count	1,077	1,090	1,099	1,059	1,024	1,022	1,027	1,026	1,023	1,020		
Falcon Mid Anti Build #	1,001	1,005	1,009	992	989	988	986	987	988	990	989	986

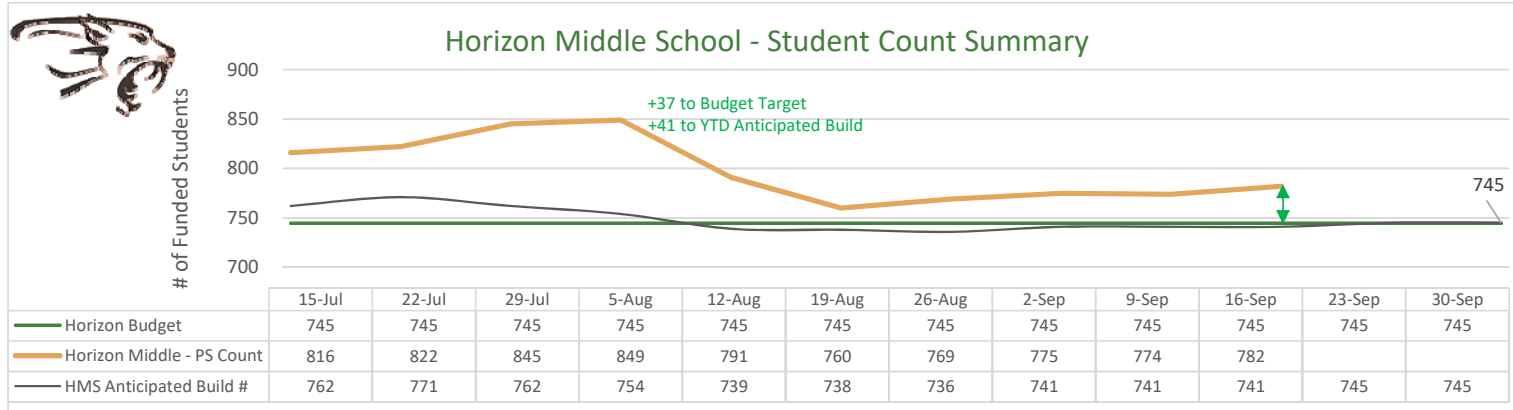
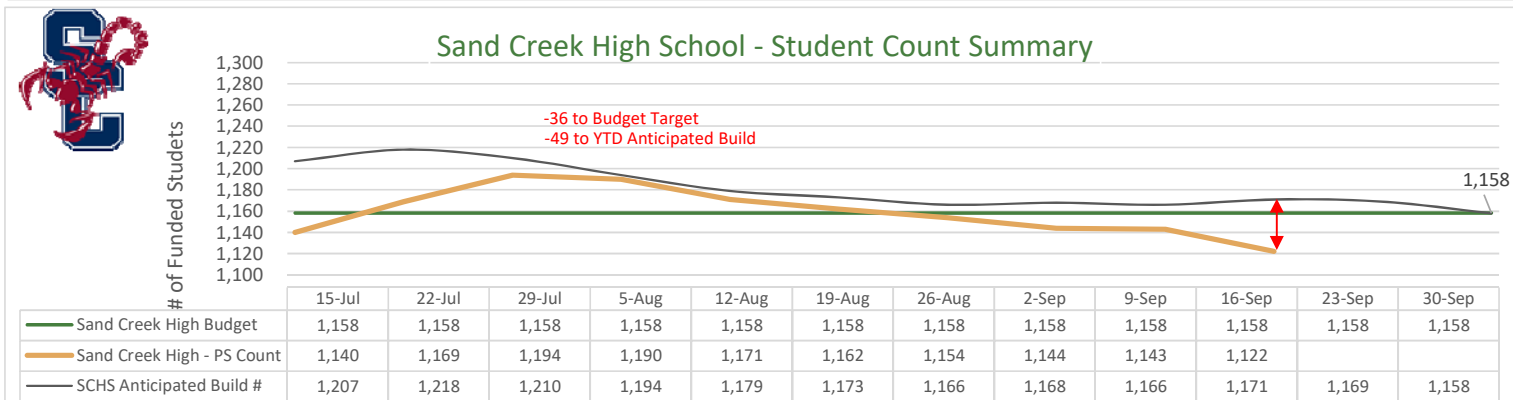
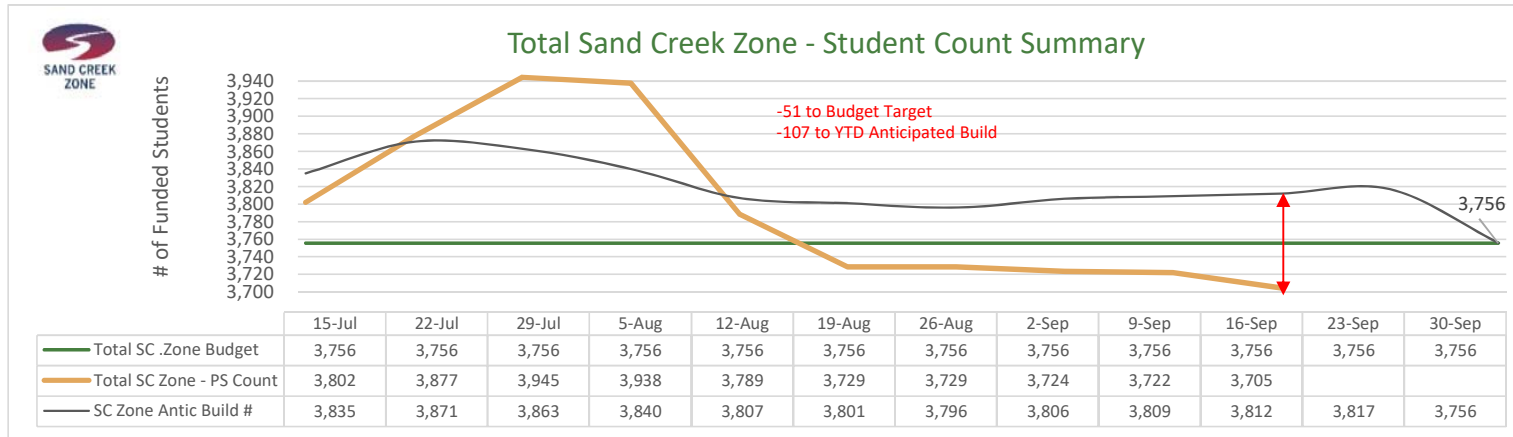
Falcon Zone



Falcon Zone



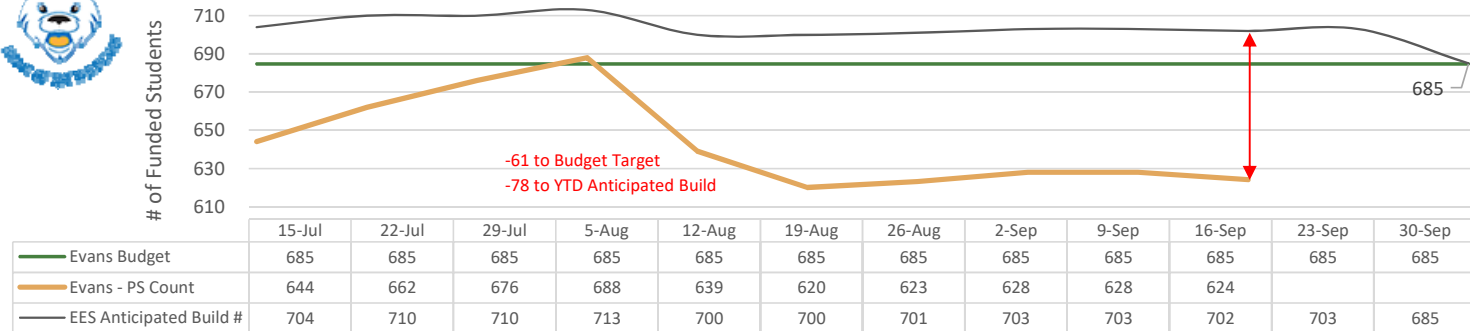
Sand Creek Zone



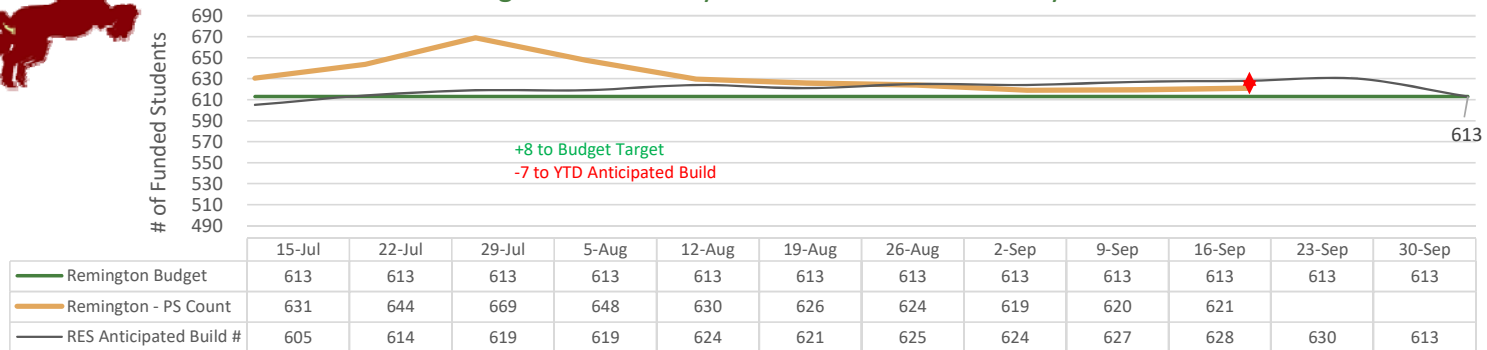
Sand Creek Zone



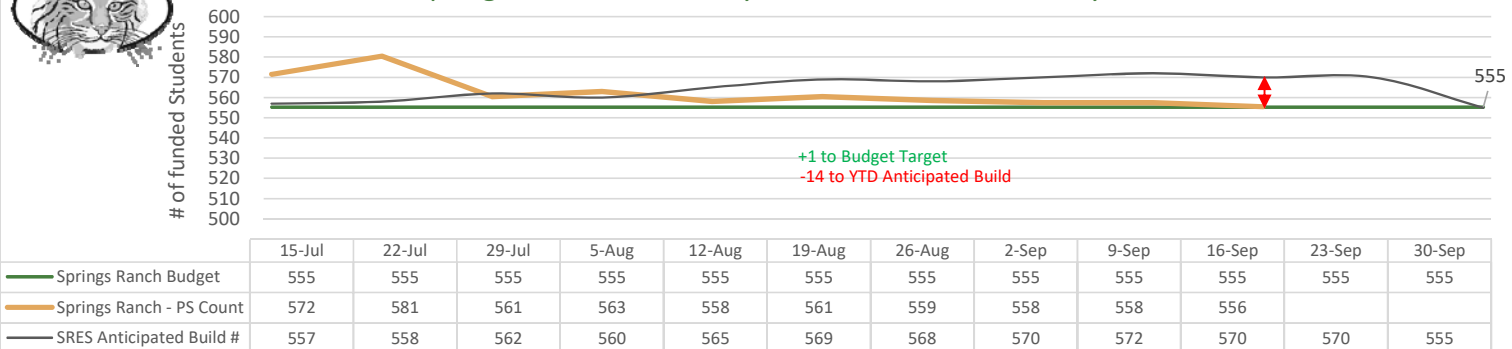
Evans Elementary - Student Count Summary



Remington Elementary - Student Count Summary



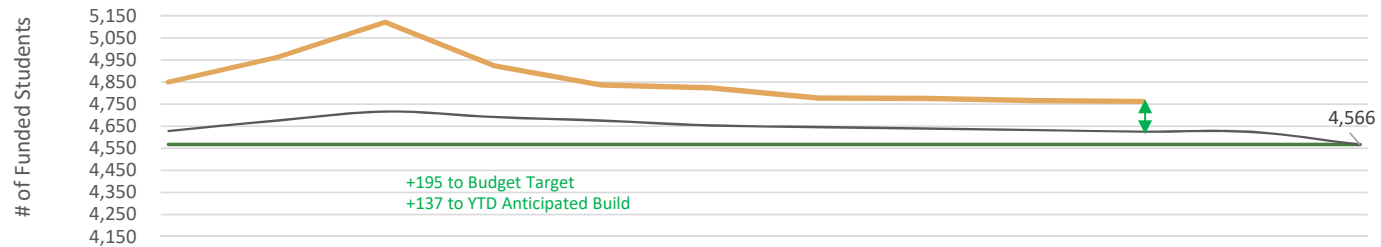
Springs Ranch Elementary - Student Count Summary



POWER Zone



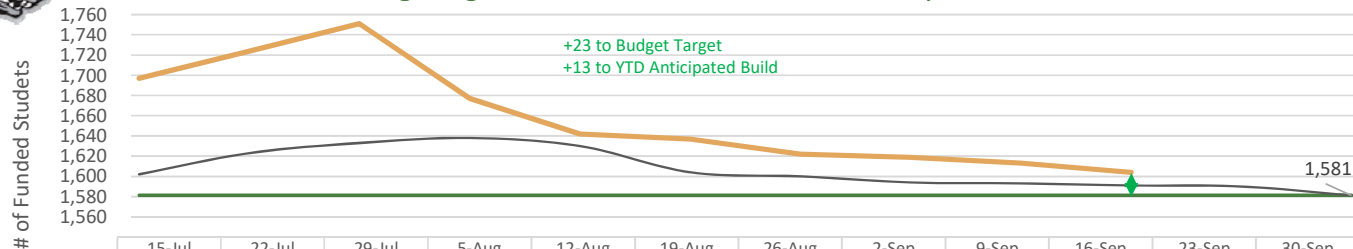
Total POWER Zone - Student Count Summary



	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep
Total Power Zone Budget	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567
Total Power Zone - PS Count	4,849	4,961	5,121	4,925	4,837	4,823	4,777	4,775	4,766	4,762		
PZone Anticipated Build #	4,628	4,675	4,716	4,691	4,675	4,653	4,646	4,639	4,632	4,625	4,624	4,566



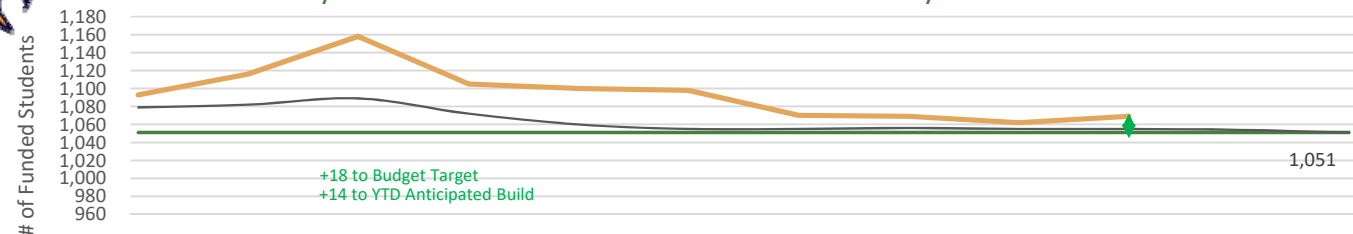
Vista Ridge High School - Student Count Summary



	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep
Vista Ridge High Budget	1,581	1,581	1,581	1,581	1,581	1,581	1,581	1,581	1,581	1,581	1,581	1,581
Vista Ridge High - PS Count	1,697	1,724	1,751	1,677	1,642	1,637	1,622	1,619	1,613	1,604		
VRHS Anticipated Build #	1,602	1,623	1,633	1,638	1,630	1,604	1,600	1,594	1,593	1,591	1,590	1,581

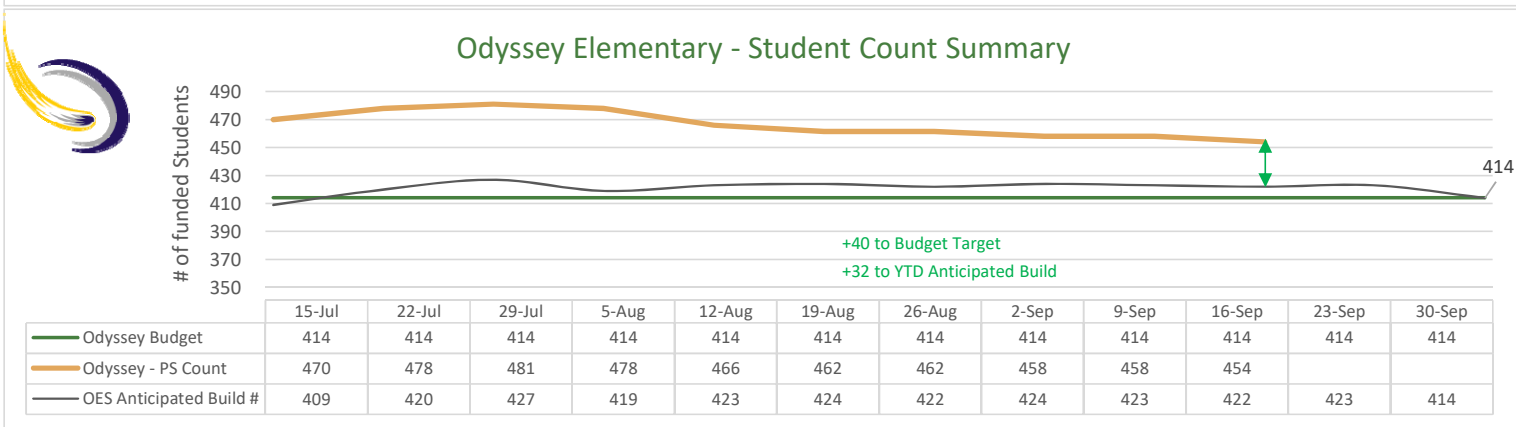
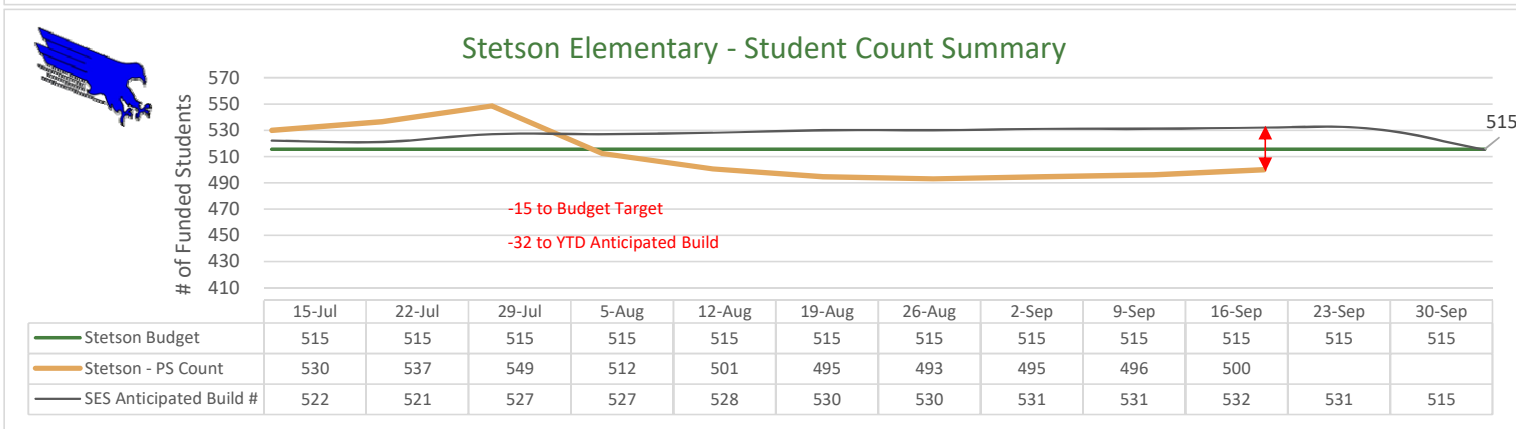
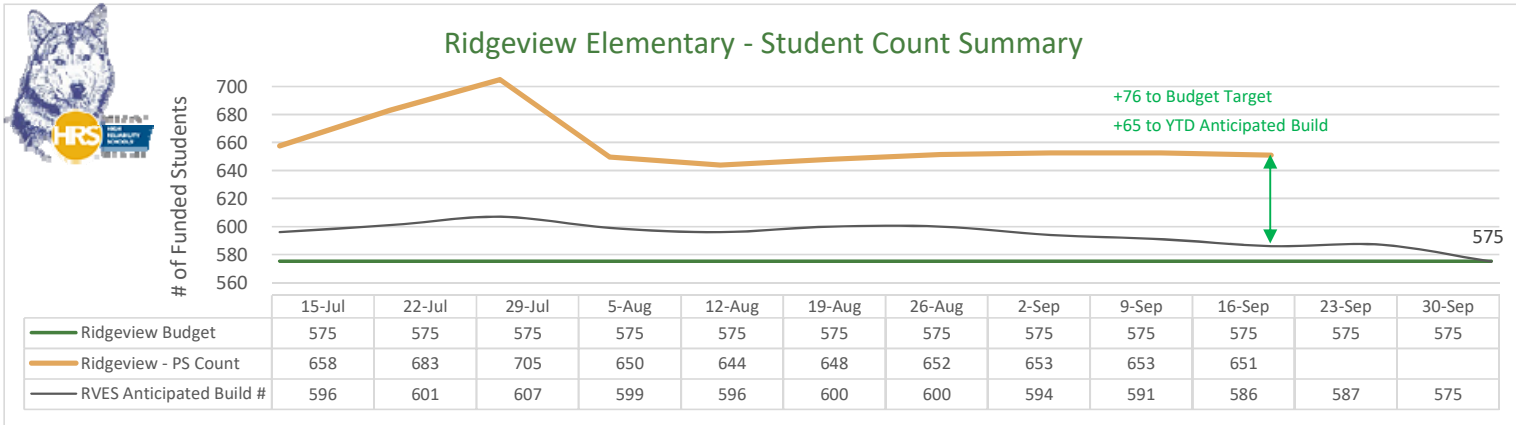


Skyview Middle School - Student Count Summary

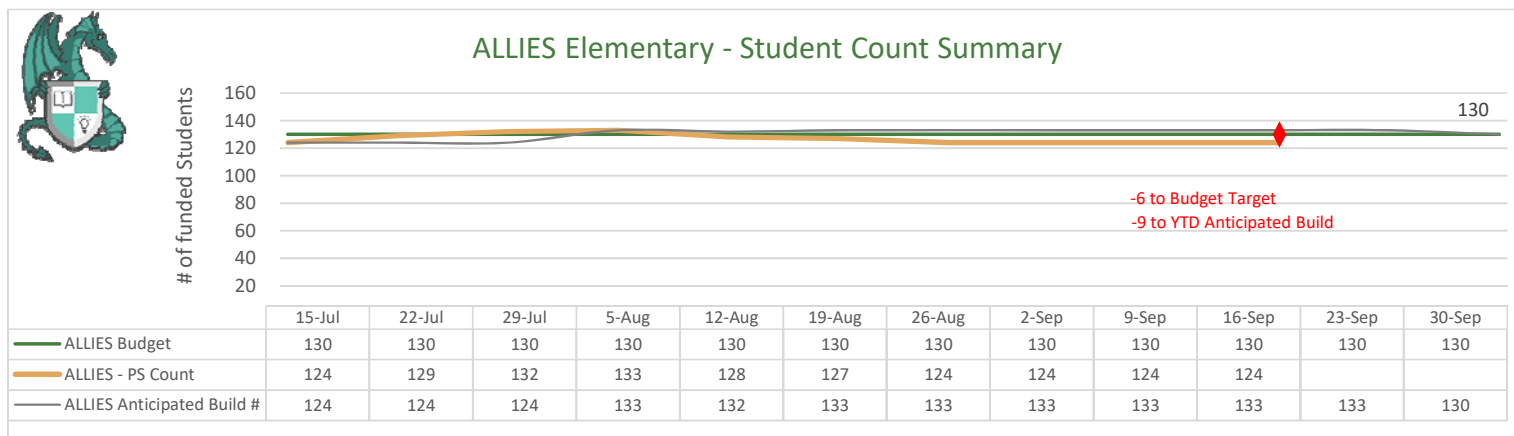
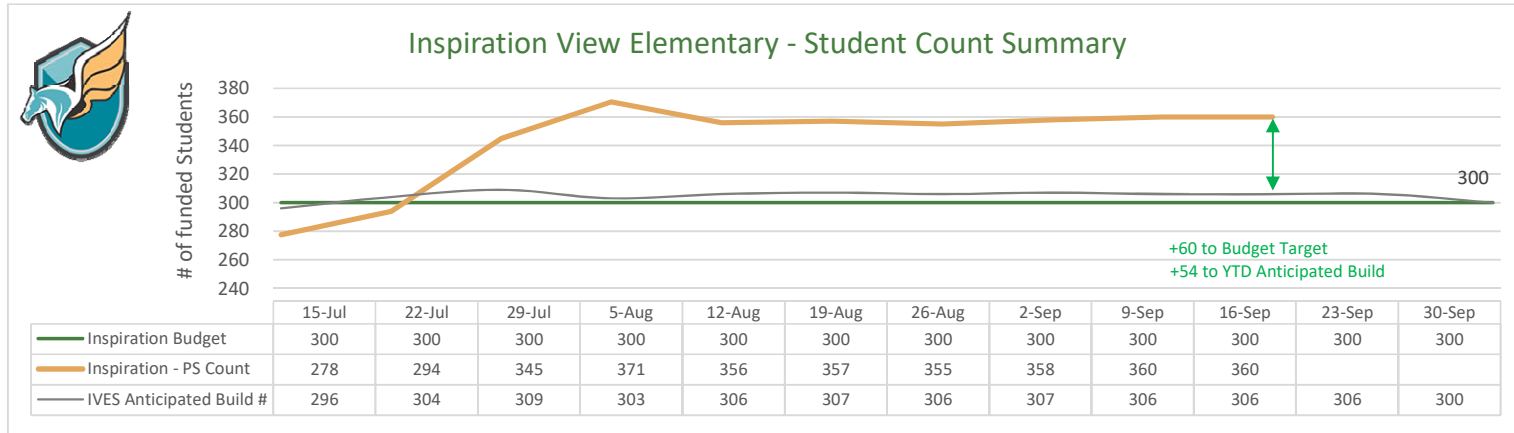


	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep
Skyview Budget	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051
Skyview Middle - PS Count	1,093	1,116	1,158	1,105	1,100	1,098	1,070	1,069	1,062	1,069		
SMS Anticipated Build #	1,079	1,082	1,089	1,072	1,060	1,055	1,055	1,056	1,055	1,055	1,054	1,051

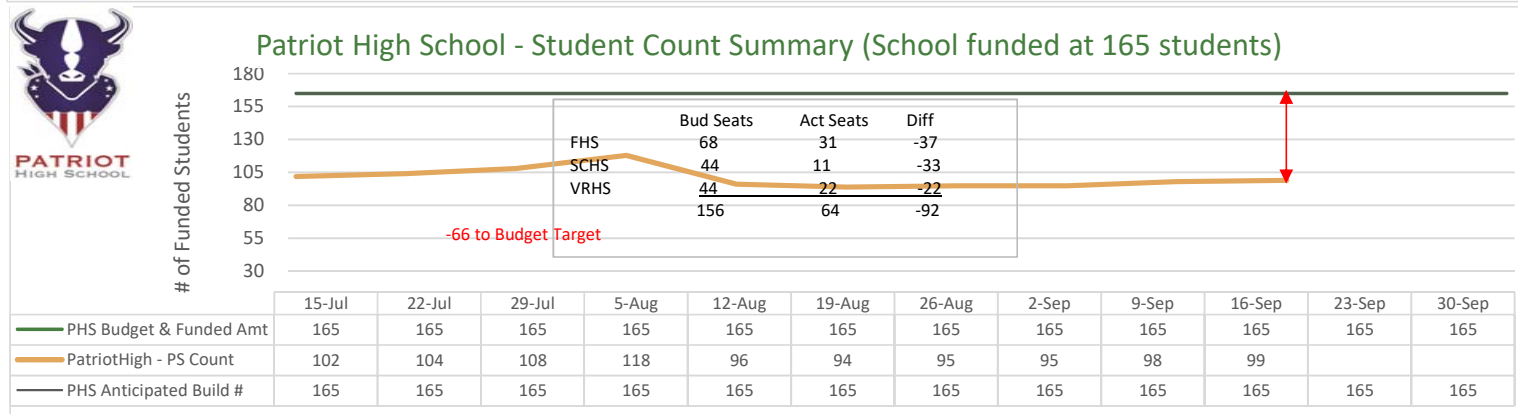
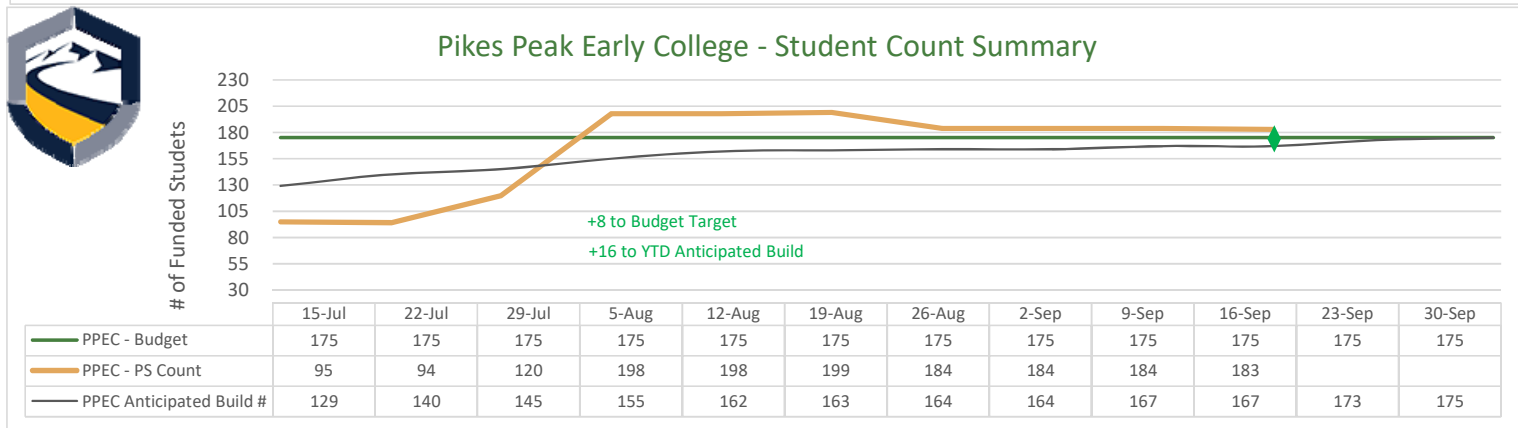
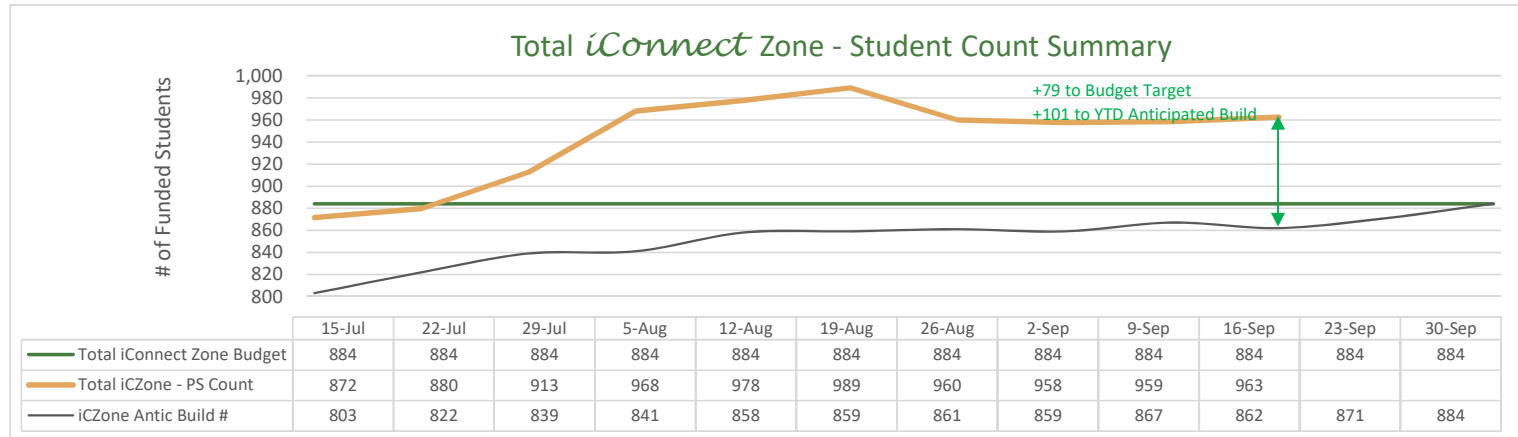
POWER Zone



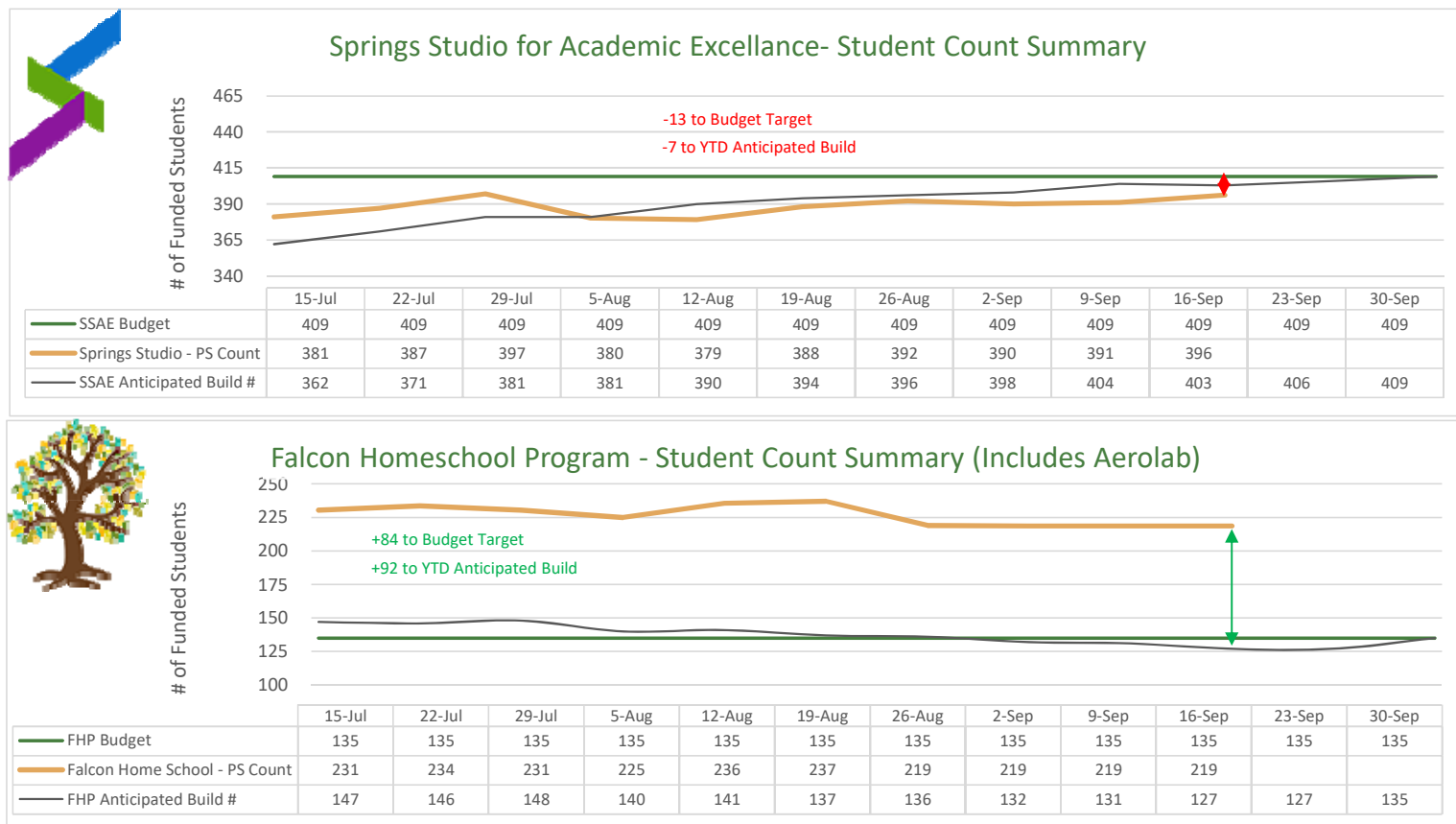
POWER Zone



iConnect Zone



iConnect Zone




Falcon Homeschool Program - Student Count Summary (Includes Aerolab)

of Funded Students

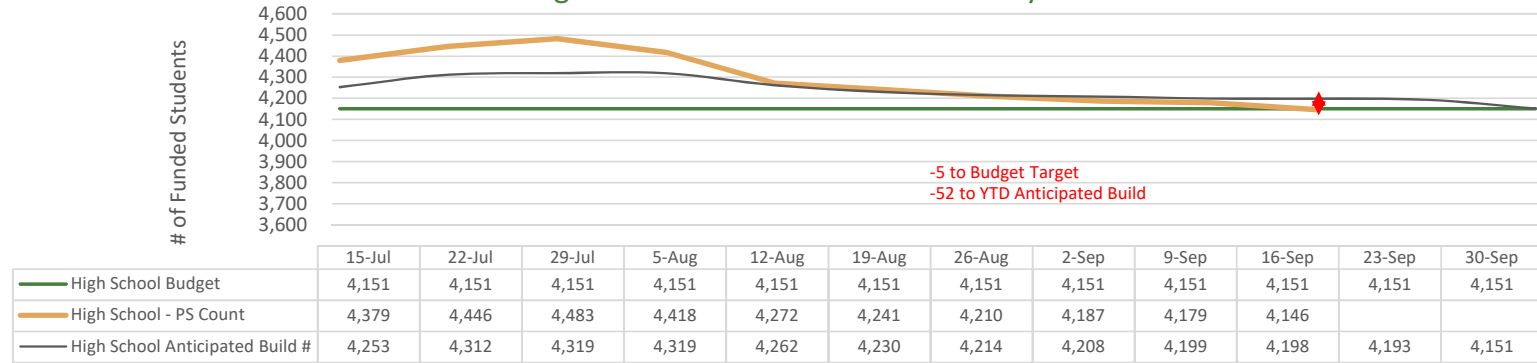


+84 to Budget Target

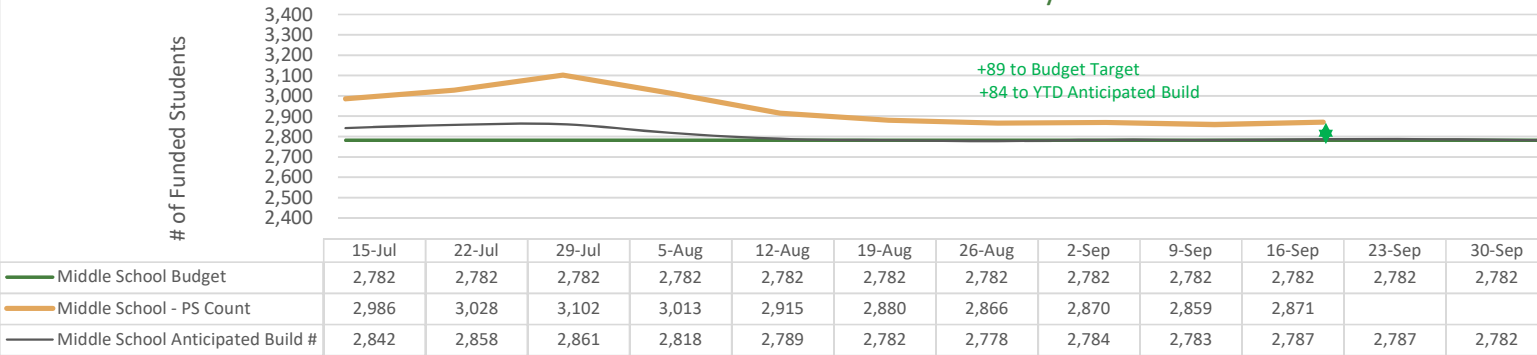
+92 to YTD Anticipated Build

Primary/Secondary School Level

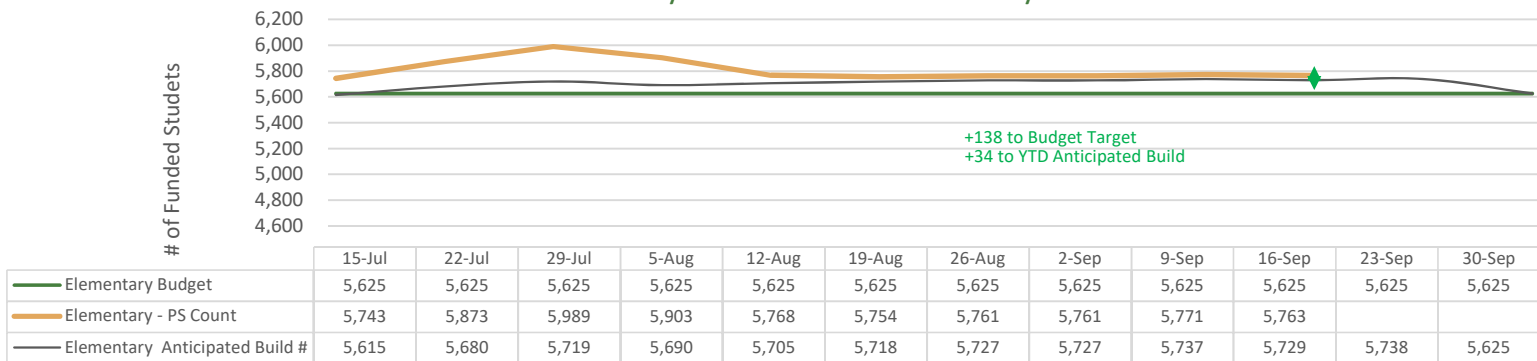
High School - Student Count Summary



Middle School - Student Count Summary



Elementary - Student Count Summary



BOARD OF EDUCATION ITEM 15
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Brett Ridgway, Chief Business Officer
Ron Sprinz, Director of Finance

TITLE OF AGENDA ITEM: New and Revised Student Participation Fees for 2019/20 School Year

ACTION/INFORMATION/DISCUSSION: 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 they 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 than 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 fees 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.

BOE Work Session September 25, 2019
Item 15 continued

AMOUNT BUDGETED: Fund 74 & 23 combined = 4.5mm

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: At the October 10, 2019 regular meeting, move to approve the Update to school fees for 2019-20 listed in item 15 as recommended by the administration.

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

DATE: September 18, 2019

District 49 Fiscal Year 19/20 Fee Amendments

Projected Fee Budget	\$80,040.00
Est. Remitted Total	\$60,906.00
Est. Free and Reduce Subsidy	\$19,134.00
Est. Program Supplement	\$0.00

FALCON ZONE

	Page #	Approved Fee	Amended Fee
Falcon Elementary School of Technology			
Choir	1	\$0.00	\$25.00
Woodmen Hills Elementary School			
2nd Grade	2	\$20.00	\$20.00
Falcon Middle School			
6th Grade Camp	3	\$135.00	\$145.00
Falcon High School			
HOSA	4	\$0.00	\$40.00

SAND CREEK ZONE

Sand Creek High School			
PSAT Exam	5	\$16.00	\$17.00
HOSA	6	\$0.00	\$40.00
eSports	7	\$0.00	\$65.00

POWER ZONE

Inspiration View Elementary School			
Kindergarten	8	\$0.00	\$20.00
1st Grade	9	\$0.00	\$20.00
2nd Grade	10	\$0.00	\$20.00
3rd Grade	11	\$0.00	\$20.00
4th Grade	12	\$0.00	\$20.00
5th Grade	13	\$0.00	\$20.00
Art Club	14	\$0.00	\$45.00
Choir	15	\$0.00	\$75.00
Vista Ridge High School			
HOSA	16	\$0.00	\$40.00
Dance	17	\$0.00	\$750.00
Key Club	18	\$0.00	\$15.00

iConnect ZONE

Pikes Peak Early College			
Tech Insurance	19	\$0.00	\$30.00

Falcon Elementary School
Fiscal Year 2019/20
Extracurricular

School Code: 132
Program Code: 1241
Program: Choir

Expected # of Participants 30

	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$0.00	\$25.00
Reduced Rate Fee (50%)	\$0.00	\$12.50

FY 18/19 Revenue

23-132-14-1241-1740000-0000-00000000 Fees Collected \$0.00

Total FY 18/19 Revenue \$0.00

FY 18/19 Projection		<u>Free</u>	<u>Reduced</u>	<u>Pay In Full</u>	<u>Total</u>
Number of Participants (est.)		9	4	17	30
Collected Fee Revenue		\$0.00	\$50.00	\$425.00	\$475.00
Board of Education Supplement		\$225.00	\$50.00	\$0.00	\$275.00
Total Program Fee Revenue		\$225.00	\$100.00	\$425.00	\$750.00
<u>Budgeted Program Expenses</u>					
<u>Account Number</u>	<u>Expense</u>			<u>Per Pupil</u>	<u>Program Cost</u>
23-132-14-1241-0390000-0000-00000000	Director Compensation			\$9.00	\$270.00
23-132-14-1241-0690000-0000-00000000	Sheet Music and CD's			\$6.00	\$180.00
23-132-14-1241-0690000-0000-00000000	Misc. Expenses			\$8.00	\$240.00
23-132-14-1241-0851000-0000-00000000	Busses to D49 Choir Festival			\$2.00	\$60.00
Total Expenses				\$25.00	\$750.00
Net Program					\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs: \$750.00

Costs Per Participant	\$25.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$15.83
Projected Free and Reduced Rate	36.7%
Additional Program Deficiency	\$0.00

Woodmen Hills Elementary School
 Fiscal Year 2019/20
 Activity

School Code: 137
 Program Code: 0012
 Program: 2nd Grade

Expected # of Participants 77

	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$20.00	\$20.00
Reduced Rate Fee (50%)	\$10.00	\$10.00

FY 18/19 Revenue

23-137-14-0012-1740000-0000-00000000 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.)	22	10	45	77
Collected Fee Revenue	\$0.00	\$100.00	\$900.00	\$1,000.00
Board of Education Supplement	\$440.00	\$100.00	\$0.00	\$540.00
Total Program Fee Revenue	\$440.00	\$200.00	\$900.00	\$1,540.00
<u>Budgeted Program Expenses</u>				
<u>Account Number</u>	<u>Expense</u>	<u>Per Pupil</u>	<u>Program Cost</u>	
23-137-14-0012-0690000-0000-00000000	Season Crafts/Gifts for Parents	\$6.00	\$462.00	
23-137-14-0012-0690000-0000-00000000	Valentine's Day Pizza/Cookie Party	\$3.00	\$231.00	
23-137-14-0012-0690000-0000-00000000	ZOOM (Cheyenne Mtn Zoo Program)	\$3.00	\$231.00	
23-137-14-0012-0690000-0000-00000000	Instructional Materials (Card Stock, Colored Paper, Chart Paper, Science Activities, Consumables, Etc.)	\$4.00	\$308.00	
23-137-14-0012-0690000-0000-00000000	End of Year Gift for Students	\$2.00	\$154.00	
23-137-14-0012-0690000-0000-00000000	Teachers Pay Teachers Resources	\$2.00	\$154.00	
Total Expenses		\$20.00	\$1,540.00	
Net Program			\$0.00	

18/19 Proposed Budget

Projected FY 18/19 Costs: \$1,540.00

Costs Per Participant \$20.00
 Fee vs. Cost Per Participant Difference \$0.00
 Average Fees Collected Per Participant \$12.99
 Projected Free and Reduced Rate 35.1%
 Additional Program Deficiency \$0.00

Note: The amendment is to the breakdown of expenses.

Falcon Middle School
Fiscal Year 2019/20
Academic

School Code: 220
Program Code: 0026
Program: 6th Grade Camp

Expected # of Participants	308
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	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$135.00	\$145.00
Reduced Rate Fee (50%)	\$67.50	\$72.50

FY 18/19 Revenue

23-220-14-0026-1710000-0000-00000000	Fees Collected	\$0.00
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Total FY 18/19 Revenue	\$0.00
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FY 18/19 Projection		Free	Reduced	Pay In Full	Total
Number of Participants (est.)	62	27	219	308	
Collected Fee Revenue	\$0.00	\$1,957.50	\$31,755.00	\$33,712.50	
Board of Education Supplement	\$8,990.00	\$1,957.50	\$0.00	\$10,947.50	
Total Program Fee Revenue	\$8,990.00	\$3,915.00	\$31,755.00	\$44,660.00	
Budgeted Program Expenses					
<u>Account Number</u>	<u>Expense</u>		<u>Per Pupil</u>	<u>Program Cost</u>	
23-220-14-0026-0580000-0000-00000000	Camp Fee (Lodging, Meals, Activities		\$135.00	\$41,580.00	
23-220-14-0026-0851000-0000-00000000	Transportation		\$10.00	\$3,080.00	
Total Expenses			\$145.00	\$44,660.00	
Net Program				\$0.00	

18/19 Proposed Budget

Projected FY 18/19 Costs:	\$44,660.00
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Costs Per Participant	\$145.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$109.46
Projected Free and Reduced Rate	24.5%
Additional Program Deficiency	\$0.00

Falcon High School
 Fiscal Year 2019/20
 Extracurricular

School Code: 310
 Program Code: 0700
 Program: HOSA

Expected # of Participants 25

	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$0.00	\$40.00
Reduced Rate Fee (50%)	\$0.00	\$20.00

FY 18/19 Revenue

23-310-14-0700-1740000-0000-00000000 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	2	19	25
Collected Fee Revenue		\$0.00	\$40.00	\$760.00	\$800.00
Board of Education Supplement		\$160.00	\$40.00	\$0.00	\$200.00
Total Program Fee Revenue		\$160.00	\$80.00	\$760.00	\$1,000.00
<u>Budgeted Program Expenses</u>					
<u>Account Number</u>	<u>Expense</u>	<u>Per Pupil</u>		<u>Program Cost</u>	
23-310-14-0700-0390000-0000-00000000	State HOSA Dues	\$10.00		\$250.00	
23-310-14-0700-0390000-0000-00000000	National HOSA Dues	\$10.00		\$250.00	
23-310-14-0700-0690000-0000-00000000	T-Shirts	\$8.00		\$200.00	
23-310-14-0700-0690000-0000-00000000	Meeting Expense, Online Testing Fee	\$7.00		\$175.00	
23-310-14-0700-0580000-0000-00000000	Competitive Events	\$5.00		\$125.00	
Total Expenses		\$40.00		\$1,000.00	
Net Program				\$0.00	

18/19 Proposed Budget

Projected FY 18/19 Costs: \$1,000.00

Costs Per Participant	\$40.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$32.00
Projected Free and Reduced Rate	20.0%
Additional Program Deficiency	\$0.00

Sand Creek High School
Fiscal Year 2019/20
Academic

School Code: 315
Program Code: 0030
Program: PSAT Exam

Expected # of Participants 40

	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$16.00	\$17.00
Reduced Rate Fee (50%)	\$8.00	\$8.50

FY 18/19 Revenue

23-315-14-0030-1740000-0000-00000000 Fees Collected (\$380.54)

Total FY 18/19 Revenue (\$380.54)

FY 18/19 Projection	Free	Reduced	Pay In Full	Total
Number of Participants (est.)	13	3	24	40
Collected Fee Revenue	\$0.00	\$25.50	\$408.00	\$433.50
Board of Education Supplement	\$221.00	\$25.50	\$0.00	\$246.50
Total Program Fee Revenue	\$221.00	\$51.00	\$408.00	\$680.00
<u>Budgeted Program Expenses</u>				
<u>Account Number</u>	<u>Expense</u>		<u>Per Pupil</u>	<u>Program Cost</u>
23-315-14-0030-0690000-0000-00000000	Exam Fee		\$17.00	\$680.00
Total Expenses			\$17.00	\$680.00
Net Program				\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs: \$680.00

Costs Per Participant	\$17.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$10.84
Projected Free and Reduced Rate	36.3%
Additional Program Deficiency	\$0.00

Sand Creek High School
Fiscal Year 2019/20
Extracurricular

School Code: 315
Program Code: 0700
Program: HOSA

Expected # of Participants 25

	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$0.00	\$40.00
Reduced Rate Fee (50%)	\$0.00	\$20.00

FY 18/19 Revenue

23-315-14-0700-1740000-0000-00000000 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.)		8	2	15	25
Collected Fee Revenue		\$0.00	\$40.00	\$600.00	\$640.00
Board of Education Supplement		\$320.00	\$40.00	\$0.00	\$360.00
Total Program Fee Revenue		\$320.00	\$80.00	\$600.00	\$1,000.00
<u>Budgeted Program Expenses</u>					
<u>Account Number</u>	<u>Expense</u>			<u>Per Pupil</u>	<u>Program Cost</u>
23-315-14-0700-0390000-0000-00000000	State HOSA Dues			\$10.00	\$250.00
23-315-14-0700-0390000-0000-00000000	National HOSA Dues			\$10.00	\$250.00
23-315-14-0700-0690000-0000-00000000	T-Shirts			\$8.00	\$200.00
23-315-14-0700-0690000-0000-00000000	Meeting Expense, Online Testing Fee			\$7.00	\$175.00
23-315-14-0700-0580000-0000-00000000	Competitive Events			\$5.00	\$125.00
Total Expenses				\$40.00	\$1,000.00
Net Program					\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs: \$1,000.00

Costs Per Participant	\$40.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$25.60
Projected Free and Reduced Rate	36.0%
Additional Program Deficiency	\$0.00

Sand Creek High School
 Fiscal Year 2019/20
 Extracurricular

School Code: 315
 Program Code: 1899
 Program: eSports

Expected # of Participants 20

	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$0.00	\$65.00
Reduced Rate Fee (50%)	\$0.00	\$32.50

FY 18/19 Revenue

23-315-14-1899-1740000-0000-00000000 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	2	12	20
Collected Fee Revenue	\$0.00	\$65.00	\$780.00	\$845.00
Board of Education Supplement	\$390.00	\$65.00	\$0.00	\$455.00
Total Program Fee Revenue	\$390.00	\$130.00	\$780.00	\$1,300.00
<u>Budgeted Program Expenses</u>				
<u>Account Number</u>	<u>Expense</u>		<u>Per Pupil</u>	<u>Program Cost</u>
23-315-14-1899-0390000-0000-00000000	Registration		\$65.00	\$1,300.00
Total Expenses			\$65.00	\$1,300.00
Net Program				\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs: \$1,300.00

Costs Per Participant	\$65.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$42.25
Projected Free and Reduced Rate	35.0%
Additional Program Deficiency	\$0.00

Inspiration View Elementary School
 Fiscal Year 2019/20
 Activity

School Code: 141
 Program Code: 0019
 Program: Kindergarten

Expected # of Participants 72

	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$0.00	\$20.00
Reduced Rate Fee (50%)	\$0.00	\$10.00

FY 18/19 Revenue

23-141-14-0019-1740000-0000-000000000 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.)	13	2	57	72
Collected Fee Revenue	\$0.00	\$20.00	\$1,140.00	\$1,160.00
Board of Education Supplement	\$260.00	\$20.00	\$0.00	\$280.00
Total Program Fee Revenue	\$260.00	\$40.00	\$1,140.00	\$1,440.00
<u>Budgeted Program Expenses</u>				
<u>Account Number</u>	<u>Expense</u>		<u>Per Pupil</u>	<u>Program Cost</u>
23-141-14-0019-0851000-0000-000000000	Field Trip		\$6.00	\$432.00
23-141-14-0019-0690000-0000-000000000	Friday Folder		\$1.00	\$72.00
23-141-14-0019-0690000-0000-000000000	Classroom Consumables		\$5.00	\$360.00
23-141-14-0019-0690000-0000-000000000	Classroom Art Supplies		\$4.00	\$288.00
23-141-14-0019-0690000-0000-000000000	Online Subscription		\$4.00	\$288.00
				\$0.00
				\$0.00
Total Expenses			\$20.00	\$1,440.00
Net Program				\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs: \$1,440.00

Costs Per Participant	\$20.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$16.11
Projected Free and Reduced Rate	19.4%
Additional Program Deficiency	\$0.00

Inspiration View Elementary School
 Fiscal Year 2019/20
 Activity

School Code: 141
 Program Code: 0011
 Program: 1st Grade

Expected # of Participants 54

	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$0.00	\$20.00
Reduced Rate Fee (50%)	\$0.00	\$10.00

FY 18/19 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.)		10	2	42	54
Collected Fee Revenue		\$0.00	\$20.00	\$840.00	\$860.00
Board of Education Supplement		\$200.00	\$20.00	\$0.00	\$220.00
Total Program Fee Revenue		\$200.00	\$40.00	\$840.00	\$1,080.00
Budgeted Program Expenses					
Account Number	Expense			Per Pupil	Program Cost
23-141-14-0011-0851000-0000-00000000	Field Trip			\$7.50	\$405.00
23-141-14-0011-0690000-0000-00000000	Friday Folder			\$1.00	\$54.00
23-141-14-0011-0690000-0000-00000000	Classroom Consumables			\$5.00	\$270.00
23-141-14-0011-0690000-0000-00000000	Classroom Art Supplies			\$2.50	\$135.00
23-141-14-0011-0690000-0000-00000000	Online Subscription			\$4.00	\$216.00
					\$0.00
					\$0.00
Total Expenses				\$20.00	\$1,080.00
Net Program					\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs: \$1,080.00

Costs Per Participant	\$20.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$15.93
Projected Free and Reduced Rate	20.4%
Additional Program Deficiency	\$0.00

Inspiration View Elementary School
 Fiscal Year 2019/20
 Activity

School Code: 141
 Program Code: 0012
 Program: 2nd Grade

Expected # of Participants 50

	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$0.00	\$20.00
Reduced Rate Fee (50%)	\$0.00	\$10.00

FY 18/19 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.)	9	1	40	50
Collected Fee Revenue	\$0.00	\$10.00	\$800.00	\$810.00
Board of Education Supplement	\$180.00	\$10.00	\$0.00	\$190.00
Total Program Fee Revenue	\$180.00	\$20.00	\$800.00	\$1,000.00
<u>Budgeted Program Expenses</u>				
<u>Account Number</u>	<u>Expense</u>		<u>Per Pupil</u>	<u>Program Cost</u>
23-141-14-0012-0851000-0000-00000000	Field Trip		\$7.00	\$350.00
23-141-14-0012-0690000-0000-00000000	Friday Folder		\$1.00	\$50.00
23-141-14-0012-0690000-0000-00000000	Classroom Consumables		\$5.00	\$250.00
23-141-14-0012-0690000-0000-00000000	Classroom Art Supplies		\$3.00	\$150.00
23-141-14-0012-0690000-0000-00000000	Online Subscription		\$4.00	\$200.00
				\$0.00
				\$0.00
	Total Expenses		\$20.00	\$1,000.00
	Net Program			\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs: \$1,000.00

Costs Per Participant \$20.00
 Fee vs. Cost Per Participant Difference \$0.00
 Average Fees Collected Per Participant \$16.20
 Projected Free and Reduced Rate 19.0%
 Additional Program Deficiency \$0.00

Inspiration View Elementary School
 Fiscal Year 2019/20
 Activity

School Code: 141
 Program Code: 0013
 Program: 3rd Grade

Expected # of Participants 64

	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$0.00	\$20.00
Reduced Rate Fee (50%)	\$0.00	\$10.00

FY 18/19 Revenue

23-141-14-0013-1740000-0000-000000000 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.)		12	2	50	64
Collected Fee Revenue		\$0.00	\$20.00	\$1,000.00	\$1,020.00
Board of Education Supplement		\$240.00	\$20.00	\$0.00	\$260.00
Total Program Fee Revenue		\$240.00	\$40.00	\$1,000.00	\$1,280.00
Budgeted Program Expenses					
Account Number	Expense			Per Pupil	Program Cost
23-141-14-0013-0851000-0000-00000000	Field Trip			\$7.00	\$448.00
23-141-14-0013-0690000-0000-00000000	Friday Folder			\$1.00	\$64.00
23-141-14-0013-0690000-0000-00000000	Classroom Consumables			\$5.00	\$320.00
23-141-14-0013-0690000-0000-00000000	Classroom Art Supplies			\$3.00	\$192.00
23-141-14-0013-0690000-0000-00000000	Online Subscription			\$4.00	\$256.00
					\$0.00
					\$0.00
Total Expenses				\$20.00	\$1,280.00
Net Program					\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs: \$1,280.00

Costs Per Participant	\$20.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$15.94
Projected Free and Reduced Rate	20.3%
Additional Program Deficiency	\$0.00

Inspiration View Elementary School
 Fiscal Year 2019/20
 Activity

School Code: 141
 Program Code: 0014
 Program: 4th Grade

Expected # of Participants 54

	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$0.00	\$20.00
Reduced Rate Fee (50%)	\$0.00	\$10.00

FY 18/19 Revenue

23-141-14-0014-1740000-0000-000000000 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.)		10	2	42	54
Collected Fee Revenue		\$0.00	\$20.00	\$840.00	\$860.00
Board of Education Supplement		\$200.00	\$20.00	\$0.00	\$220.00
Total Program Fee Revenue		\$200.00	\$40.00	\$840.00	\$1,080.00
<u>Budgeted Program Expenses</u>					
<u>Account Number</u>	<u>Expense</u>			<u>Per Pupil</u>	<u>Program Cost</u>
23-141-14-0014-0851000-0000-000000000	Field Trip			\$7.00	\$378.00
23-141-14-0014-0690000-0000-000000000	Friday Folder			\$1.00	\$54.00
23-141-14-0014-0690000-0000-000000000	Classroom Consumables			\$5.00	\$270.00
23-141-14-0014-0690000-0000-000000000	Classroom Art Supplies			\$3.00	\$162.00
23-141-14-0014-0690000-0000-000000000	Online Subscription			\$4.00	\$216.00
					\$0.00
					\$0.00
Total Expenses				\$20.00	\$1,080.00
Net Program					\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs: \$1,080.00

Costs Per Participant	\$20.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$15.93
Projected Free and Reduced Rate	20.4%
Additional Program Deficiency	\$0.00

Inspiration View Elementary School
 Fiscal Year 2019/20
 Activity

School Code: 141
 Program Code: 0015
 Program: 5th Grade

Expected # of Participants 54

	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$0.00	\$20.00
Reduced Rate Fee (50%)	\$0.00	\$10.00

FY 18/19 Revenue

23-141-14-0015-1740000-0000-000000000 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.)		10	2	42	54
Collected Fee Revenue		\$0.00	\$20.00	\$840.00	\$860.00
Board of Education Supplement		\$200.00	\$20.00	\$0.00	\$220.00
Total Program Fee Revenue		\$200.00	\$40.00	\$840.00	\$1,080.00
<u>Budgeted Program Expenses</u>					
<u>Account Number</u>	<u>Expense</u>			<u>Per Pupil</u>	<u>Program Cost</u>
23-141-14-0015-0851000-0000-000000000	Field Trip			\$10.00	\$540.00
23-141-14-0015-0690000-0000-000000000	Friday Folder			\$1.00	\$54.00
23-141-14-0015-0690000-0000-000000000	Classroom Consumables			\$5.00	\$270.00
23-141-14-0015-0690000-0000-000000000	Online Subscription			\$4.00	\$216.00
					\$0.00
					\$0.00
Total Expenses				\$20.00	\$1,080.00
Net Program					\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs: \$1,080.00

Costs Per Participant	\$20.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$15.93
Projected Free and Reduced Rate	20.4%
Additional Program Deficiency	\$0.00

Inspiration View Elementary School
 Fiscal Year 2019/20
 Extracurricular

School Code: 141
 Program Code: 0212
 Program: Art Club

Expected # of Participants 60

	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$0.00	\$45.00
Reduced Rate Fee (50%)	\$0.00	\$22.50

FY 18/19 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.)		11	2	47	60
Collected Fee Revenue		\$0.00	\$45.00	\$2,115.00	\$2,160.00
Board of Education Supplement		\$495.00	\$45.00	\$0.00	\$540.00
Total Program Fee Revenue		\$495.00	\$90.00	\$2,115.00	\$2,700.00
<u>Budgeted Program Expenses</u>					
<u>Account Number</u>	<u>Expense</u>			<u>Per Pupil</u>	<u>Program Cost</u>
23-141-14-0212-0390000-0000-00000000	Instructional Fee			\$35.00	\$2,100.00
23-141-14-0212-0690000-0000-00000000	Supplies			\$10.00	\$600.00
					\$0.00
					\$0.00
Total Expenses				\$45.00	\$2,700.00
Net Program					\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs: \$2,700.00

Costs Per Participant	\$45.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$36.00
Projected Free and Reduced Rate	20.0%
Additional Program Deficiency	\$0.00

Inspiration View Elementary School
 Fiscal Year 2019/20
 Extracurricular

School Code: 141
 Program Code: 1241
 Program: Choir

Expected # of Participants 30

	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$0.00	\$75.00
Reduced Rate Fee (50%)	\$0.00	\$37.50

FY 18/19 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.)		5	1	24	30
Collected Fee Revenue		\$0.00	\$37.50	\$1,800.00	\$1,837.50
Board of Education Supplement		\$375.00	\$37.50	\$0.00	\$412.50
Total Program Fee Revenue		\$375.00	\$75.00	\$1,800.00	\$2,250.00
Budgeted Program Expenses					
Account Number	Expense			Per Pupil	Program Cost
23-141-14-1241-0390000-0000-00000000	Instructional Fee			\$44.00	\$1,320.00
23-141-14-1241-0690000-0000-00000000	Supplies			\$5.00	\$150.00
23-141-14-1241-0690000-0000-00000000	Shirts			\$10.00	\$300.00
23-141-14-1241-0690000-0000-00000000	Music			\$10.00	\$300.00
23-141-14-1241-0851000-0000-00000000	Transportation			\$6.00	\$180.00
					\$0.00
					\$0.00
Total Expenses				\$75.00	\$2,250.00
Net Program					\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs: \$2,250.00

Costs Per Participant	\$75.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$61.25
Projected Free and Reduced Rate	18.3%
Additional Program Deficiency	\$0.00

Vista Ridge High School
Fiscal Year 2019/20
Extracurricular

School Code: 320
Program Code: 0700
Program: HOSA

Expected # of Participants 25

	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$0.00	\$40.00
Reduced Rate Fee (50%)	\$0.00	\$20.00

FY 18/19 Revenue

23-320-14-0700-1740000-0000-000000000 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	19	25
Collected Fee Revenue		\$0.00	\$20.00	\$760.00	\$780.00
Board of Education Supplement		\$200.00	\$20.00	\$0.00	\$220.00
Total Program Fee Revenue		\$200.00	\$40.00	\$760.00	\$1,000.00
<u>Budgeted Program Expenses</u>					
<u>Account Number</u>	<u>Expense</u>	<u>Per Pupil</u>		<u>Program Cost</u>	
23-320-14-0700-0390000-0000-000000000	State HOSA Dues	\$10.00		\$250.00	
23-320-14-0700-0390000-0000-000000000	National HOSA Dues	\$10.00		\$250.00	
23-320-14-0700-0690000-0000-000000000	T-Shirts	\$8.00		\$200.00	
23-320-14-0700-0690000-0000-000000000	Meeting Expense, Online Testing Fee	\$7.00		\$175.00	
23-320-14-0700-0580000-0000-000000000	Competitive Events	\$5.00		\$125.00	
Total Expenses		\$40.00		\$1,000.00	
Net Program				\$0.00	

18/19 Proposed Budget

Projected FY 18/19 Costs: \$1,000.00

Costs Per Participant	\$40.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$31.20
Projected Free and Reduced Rate	22.0%
Additional Program Deficiency	\$0.00

Vista Ridge High School
Fiscal Year 2019/20
Extracurricular

School Code: 320
Program Code: 1870
Program: Dance

Expected # of Participants 20

	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$0.00	\$750.00
Reduced Rate Fee (50%)	\$0.00	\$375.00

FY 18/19 Revenue

23-320-14-1870-1740000-0000-00000000 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	\$375.00	\$11,250.00	\$11,625.00
Board of Education Supplement		\$3,000.00	\$375.00	\$0.00	\$3,375.00
Total Program Fee Revenue		\$3,000.00	\$750.00	\$11,250.00	\$15,000.00
<u>Budgeted Program Expenses</u>					
<u>Account Number</u>	<u>Expense</u>			<u>Per Pupil</u>	<u>Program Cost</u>
23-320-14-1870-0690000-0000-00000000	Uniform (Includes Shell, Skirt, Leggings, Warm-Up Jacket, Sneakers, Dance Shoes, 2 Pairs of Poms, Flannel Shirt, Baseball Hat, Bag, Bow, Practice Tee)			\$750.00	\$15,000.00
Total Expenses				\$750.00	\$15,000.00
Net Program					\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs: \$15,000.00

Costs Per Participant	\$750.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$581.25
Projected Free and Reduced Rate	22.5%
Additional Program Deficiency	\$0.00

Vista Ridge High School
Fiscal Year 2019/20
Extracurricular

School Code: 320
Program Code: 1981
Program: Key Club

Expected # of Participants	20
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	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$0.00	\$15.00
Reduced Rate Fee (50%)	\$0.00	\$7.50

FY 18/19 Revenue

23-320-14-1981-1740000-0000-00000000	Fees Collected	\$0.00
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Total FY 18/19 Revenue	\$0.00
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FY 18/19 Projection		Free	Reduced	Pay In Full	Total
Number of Participants (est.)		4	1	15	20
Collected Fee Revenue		\$0.00	\$7.50	\$225.00	\$232.50
Board of Education Supplement		\$60.00	\$7.50	\$0.00	\$67.50
Total Program Fee Revenue		\$60.00	\$15.00	\$225.00	\$300.00
Budgeted Program Expenses					
<u>Account Number</u>	<u>Expense</u>			<u>Per Pupil</u>	<u>Program Cost</u>
23-320-14-1981-0690000-0000-00000000	Club Supplies			\$7.50	\$150.00
23-320-14-1981-0890000-0000-00000000	International Dues			\$7.50	\$150.00
Total Expenses				\$15.00	\$300.00
Net Program					\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs:	\$300.00
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Costs Per Participant	\$15.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$11.63
Projected Free and Reduced Rate	22.5%
Additional Program Deficiency	\$0.00

Pikes Peak Early College
Fiscal Year 2019/20
Academic

School Code: 340
Program Code: 1640
Program: Tech Insurance

Expected # of Participants	30
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	<u>19/20 Approved</u>	<u>19/20 Amended</u>
Individual Fee Amount	\$0.00	\$30.00
Reduced Rate Fee (50%)	\$0.00	\$15.00

FY 18/19 Revenue

23-340-14-1640-1740000-0000-00000000	Fees Collected	\$0.00
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Total FY 18/19 Revenue	\$0.00
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FY 18/19 Projection		Free	Reduced	Pay In Full	Total
Number of Participants (est.)		3	1	26	30
Collected Fee Revenue		\$0.00	\$15.00	\$780.00	\$795.00
Board of Education Supplement		\$90.00	\$15.00	\$0.00	\$105.00
Total Program Fee Revenue		\$90.00	\$30.00	\$780.00	\$900.00
Budgeted Program Expenses					
<u>Account Number</u>	<u>Expense</u>		<u>Per Pupil</u>	<u>Program Cost</u>	
23-340-14-1640-0430000-0000-00000000	Tech Repairs and Replacements		\$30.00	\$900.00	
Total Expenses			\$30.00	\$900.00	
Net Program				\$0.00	

18/19 Proposed Budget

Projected FY 18/19 Costs:	\$900.00
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Costs Per Participant	\$30.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$26.50
Projected Free and Reduced Rate	11.7%
Additional Program Deficiency	\$0.00

BOARD OF EDUCATION ITEM 16
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Jodi Poulin, Accounting Group Manager

TITLE OF AGENDA ITEM: Monthly Financial Update as of 8/31/2019

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

Report to the Board of Education the performance of actual revenues and expenditures versus budgeted revenues and expenditures in all funds with comparison to prior year. Reference the first attached spreadsheet: the first column is the list of each fund the District has. Percentages over 100% on a revenue line are good in that we received more revenue than was anticipated. If any of the expenditure lines were higher than the percentage of year concluded, that fund could be an area of possible concern depending upon why it was high. The 2018-2019 year-end fund balance columns are required by statute. This is showing you the budgeted and anticipated end-of-year fund balance. These amounts are provided for comparison to the current year amounts.

RELEVANT DATA AND EXPECTED OUTCOMES:

This report is to keep the BOE informed of spending. It is required to be provided to the BOE on a quarterly basis by law; however, the Business Office provides monthly reports to align with the Board's goal of financial transparency and fiscal responsibility. It is expected that the monitoring of expenditures will result in spending in line with the Board's goals and direction as budgeted.

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>	<i>Clarity and transparency in financial management strategy and decisions.</i>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No specific action necessary beyond recognizing the receipt of these reports and this information.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: September 13, 2019



Monthly Financial Report

As of August 31, 2019

(Unaudited)

Brett Ridgway, Chief Business Officer

Jodi L. Poulin, Accounting Group Manager

Date: September 18, 2019

To the Citizens and Board of Education of School District 49:

State law requires that the Board of Education shall review the financial condition of the school district at least quarterly (C.R.S 22-45-102(1)(b)). In an effort to be more transparent, the District provides a financial report to the public monthly. The following is the unaudited Monthly Financial Report for the period ending August 31, 2019.

This financial package includes balance sheets as well as revenues and expenditures with prior year to date, current budget and actual expenditures for all funds within the School District. Expenditure reports for each zone and school, as well as grant information. Other analysis has also been included to help in the understanding of expenditures.

Interim financial statements are unaudited and will occasionally contain immaterial coding or reclassification errors that do not materially affect the results of each fund. These items will be corrected in subsequent reports.

Sincerely,

A handwritten signature in blue ink that reads "Brett Ridgway". The signature is written in a cursive, flowing style.

Brett Ridgway, Chief Financial Officer

Profile of the District

The District was organized in 1888 and spans approximately 133 square miles of eastern Colorado Springs and an unincorporated area of El Paso County known as Falcon. The District is the third largest district in El Paso County and the 14th largest in Colorado. The District has a population of 80,008 based on the latest survey from the Department of Local Affairs (2014).

The District operates ten elementary schools, three middle schools, three high schools, seven charter schools (five K-8 and two high school), two online programs, one alternative school program, one home school program and three student support facilities. These schools service over 22,500 students. They provide a full range of programs and services authorized by Colorado statute. This includes: pre-kindergarten, elementary, and secondary curriculum at the general, college preparatory and vocational levels. The District also provides the chance for high school students to take college classes and receive college credit during the high school years.

The District has seven charter schools plus the Colorado Digital BOCES (dba Education reINVISIONED). Each charter school has been approved by the Board and authorized by the State of Colorado to provide alternatives for students and parents. These schools have separate governing boards and are funded by the State of Colorado and local property tax funds which pass through the district. The District also provides some support services to the charter schools.

The charter schools are:

- Banning Lewis Ranch Academy and Prep established with D49 in 2006
- GOAL Academy established with D49 in 2014
- Imagine Classical Academy established with D49 in 2010
- Liberty Tree Academy established with D49 in 2018
- Pikes Peak School of Expeditionary Learning established with D49 in 2004
- Rocky Mountain Classical Academy established with D49 in 2015
- Power Technical Early College established with D49 in 2016

The District is governed by a five member Board of Education (the Board). Board members are elected to four year terms by registered voters of the District. The District is divided into five representative areas. Board members must live in the area they represent and are limited to two (2) terms. Biennial school district elections are held in November of odd-numbered years. The Board elects its officers following each election. The Board is a policy making body whose primary functions are to establish policies for the District, provide for the general operation and personnel of the District and oversee the property, facilities and financial affairs of the District. Members of the Board serve without receiving compensation.

The Board employs a Chief Education Officer, a Chief Business Officer and a Chief Operations Officer to run day to day operations of the District. This structure deviates from the traditional Superintendent model. Each chief focuses on their area of expertise to make this District the best place to learn, work and lead.

The District is divided into four zones. Each zone is led by a zone leader and is similar to an assistant superintendent at other school districts. Three zones cover a geographic area and one covers alternative

schools and charter schools. Each of the geographic zones contains three or four elementary schools, one middle, and one high school.

Falcon Zone

The Falcon Zone covers the eastern part of the district with approximately 116 square miles. Falcon Zone has a strong tradition that dates back to 1900. That tradition carries on today with six highly successful schools. Falcon Zone offers the following programs: Academy of Health Sciences, Academy of Finance, Academy of Information and Technology, Air Force JROTC, FBLA, Distributive Education Clubs of America, Link Crew, National Honor Society, Student-to-Student program and many others. The zone offers more than 20 advanced placement and CU Succeed classes. Its schools have performed well on CMAS and SAT.

While the Falcon Zone greatly honors tradition, we also embrace that our learners today deserve a different learning experience from yesteryear—one that will prepare them to be successful in our ever-changing world.

Sand Creek Zone

The Sand Creek Zone, located in the southwest corner of the district, covers about 7 square miles. Three of the schools, Evans International Elementary School, Horizon Middle School and Sand Creek High School, encompass the only K-12 International Baccalaureate feeder system in eastern Colorado Springs. As an internationally accredited, rigorous and engaging educational program, the International Baccalaureate is a large part of the zone's identity. All of its schools, including Springs Ranch Elementary School and Remington Elementary School, offer a first class education for students with diverse interests and needs, and each extends sound, research-based educational services to each learner. Academic supports are also provided in each building to be inclusive of all students and their current capabilities.

The Sand Creek Zone focuses on the pursuit of excellence, meeting students where they are and putting them on a personalized path to success. The zone's commitment to technology and the latest classroom innovations allow for the development and mastery of 21st century skills at all levels of a child's education. All Sand Creek Zone staff learn, work and lead with a growth mindset, benefitting students by utilizing the newest structures and strategies daily. As a result, educators value and expect beneficial engagement among all students. They offer gifted and talented services, performing and visual arts, engineering and business pathways, workplace learning opportunities, full-day kindergarten at no cost to families, and a wealth of extra-curricular activities for students at all levels. The Sand Creek Zone is dedicated to its stakeholders, service in the community, growth and innovation and above all, student success.

Power Zone

The Power zone covers the northwest part of the district and covers about 8 square miles. Odyssey Elementary School, Skyview Middle School, and Vista Ridge High School are designated by District 49 as a "STEM schools." STEM stands for science, technology, engineering, and math. The STEM designation's purpose is to get students engaged in STEM-related careers, but not at the expense of other content areas. The root of a STEM education is inquiry-based learning, which is teaching students how to think critically and problem solve.

Schools are implementing this type of learning through various units, which requires the integration of other content areas. Students begin to see the relationships between various subject areas and use major skills learned in each area in multiple classrooms. Our goal is to help our students become well-rounded thinkers and problem solvers in this digital age.

iConnect Zone

The fourth zone in the District is the iConnect Zone. This zone does not cover a specific geographical area within the district. Instead, the zone focuses on non-traditional learning including blending learning, home

school and charter schools. Costs associated with helping manage the charter schools is paid for by the charter schools in the form of administration fees charged on a monthly basis based on the charter schools student numbers.

The student capacity at Springs Studio for Academic Excellence, Pikes Peak Early College and the Falcon Home School differ from other schools as not all students are at the facility at the same time. Similar, Patriot High School serves a population of students who are at-risk. Under the State definition of an Alternative Education Center, Patriot High School is limited to enrolling students who meet a risk factor. Because of this limitation, Patriot High School tends to have smaller enrollment numbers.



Executive Summary

In an effort to be as transparent as possible to our Community, we are providing more details of revenue and expenditures than is required by Colorado law. The following discussion of the revenue and expenditures is offered to give the Board of Education and our Community a better view of the district's financial situation on a monthly basis. The District has no debt, as the last bond payment was in December 2017.

Notes on the Governmental (General) Fund:

The **Per Pupil Revenue (PPR)** from the state is currently \$7,873.36 for in-school students and \$7,451.56 for online students. This results in a blended PPR of \$7,776.42

District 49's portion of the **Budget Stabilization Factor or Negative Factor** is \$17,476,302.67 for fiscal year 2018/19. The negative factor is the amount that our school funding is reduced in order to balance the budget at the state level. The district has no input for this reduction in funding.

The student full time equivalent (FTE) number that is used is based on actuals at the October count.

As of August 31, 2019 General Funds (plural) net revenue is \$16,248,261 and expenditures total \$23,296,304. The majority of revenue (93%) related to property taxes each year is collected from March to June and are expected to be within budget.

Notes on Other Funds:

MLO **2016 3B projects** are wrapping up and majority of activity is held in fund 49, with the expenses for the refresh and refurbish (priority 2), the high school additions and remodels (priority 3), and the two new elementary schools (priority 4).

The **Capital Reserve Fund** has a purpose to support expenses related to aging buildings such as water heaters that may break down and need replacement. This fund also houses capital leases on three (3) buildings as well as capital leases on school buses and apple computers for the District.

The **Transportation Fund** is currently being supplemented by the general fund as planned.

For the FY18-19 fiscal year, the Accounting Team has produced over 4,351 checks totaling over \$35,955,039.20 and 1,557 Electronic Payments to vendors for over \$28,784,698.67. Payroll Team successfully paid 1,765 employees for the month of May with a district gross total of \$6,759,629.

Conclusion

In total, the district is in good financial condition. We continuously monitor the state budget to determine impacts to our budget in future planning cycles.

Fund 10-18 - General Funds (plural)

For the period ending August 31, 2019, total net revenue is \$16,248,261 or 13.28% of total budget. The majority of revenue (93%) related to property taxes each year is collected from March to June and are expected to be within budget at fiscal year-end.

Total expenditures are \$23,296,304 or 18.28% of total budget and are in line with expectations.

Revenue transfers from the General Fund 10 to General Fund 15 is done monthly and on a straight line basis for Capital Projects. These funds are mainly used to covered unexpected building repairs, bus leases, computer leases, and three capital leases on buildings. All are expected to be within budget at the end of the fiscal year.

Revenue transfers from the General Fund 10 to General Fund 18 is done monthly and on a straight line basis for Risk Management. These funds are mainly used to covered Property and Liability Insurances for the district.

Fund 17 holds activity for future Stetson Kitchen remodeling and a future Central Office building.

Funds 14 and 16 holds activity for Mill Levy Override projects related to 3A and 3B Priority 1.

Fund 39, 43 & 49 - COP Repayment Fund & Cash in Lieu of Land

For the period ending August 31, 2019, total revenue to date is \$346,966. The majority of revenue related to property taxes are collected from March to June and are expected to be within budget. Fund 43 revenue is generated from cell towers on District land and fees in lieu of land dedication. Mill Levy override monies are received via monthly El Paso County Treasurer's monthly payments. Certificates of Participation (COP's) were used to fund these projects and repayments to Zion's National Bank are paid on a semi-annual basis in December and June each year. This activity resides in Fund 39.

Expenditures are \$1,077,354 or 82.01% of total budget. Expenditures for district spending must be endorsed by the MLO committee and should be approved prior to spending of any funds. Charter schools are reimbursed after the funds are expensed. Readers of the financials are asked to look at spending in total, instead of by category. The timing of expenditures depends on schools identifying projects that meet specific criteria and are reviewed by the MLO committee.

The 3A MLO was approved in 2014 and is to be spent on: (funding revised Nov 2018 with 4C)

1. attracting and retaining highly effective teachers,
2. offering classes for students to receive college credits,
3. securing the ground, traffic flow, main entries, and classrooms at the district and
4. provide students with technology

The 3B MLO was voted on in 2016 and is to be used for four (4) specific categories.

1. teacher compensation
2. refresh and refurbish schools
3. additions and remodels at the three high schools
4. Two new elementary schools

Fund 22 and 26 - Federal, State & Local Grant Funds

For the period ending August 31, 2019, total revenue is \$670,795 or 5.16% of total budget. Total Expenditure are \$638,975 or 4.45%. Expenditures equal revenue as revenue cannot be greater than expenses for grant funds. The exception is for the Laptop buy back sales as that is local money.

All expenditures are in line within the guidelines of each grant.

Fund 23 & 74 - Student Activity Fiduciary Funds

Fund 23 Activity Fees - For the period ending August 31, 2019, total revenue is \$573,297. Fees are based on participation in extracurricular activities and may fluctuate from year to year or even semester to semester. Expenditures year to date total \$154,748 or 29.30% of total budget. For those that qualify for free or reduced food services, the BOE supports those students with transfers on their behalf to cover Transportation services as well as Board Approved Activity fees.

Fund 74 Fundraising - For the period ending August 31, 2019, total revenue is \$1,114,325. Expenditures year to date total \$179,837 or 17.19% of total budget.

Funds 23 and 74 are similar in nature with a few differences in the type of money received. Fund 23 revenue comes in the form of fees charges for participation of activities and are Board Approved and gate income. Fund 74 revenue come from school sponsored pupil organization fundraising. For each fund the revenue raised for a specific program can only be spent on that program.

Fund 19 - Colorado Preschool Fund

For the period ending August 31, 2019, total revenue is \$86,308% of total budget. All revenue comes in the form of revenue transfers from the General Fund done on a monthly basis.

Expenses total \$66,236 or 13.04% of total budget. Expenses are expected to be in line with budget at year end.

Fund 27 - Before & After School Care (BASE49) Fund

For the period ending August 31, 2019 total revenue is \$241,042 or 21.91% of budget and expenses year to date are \$178,524 or 16.23% of budget to date.

All elementary locations within District 49 offer “Before and After School Expeditions” and three offer summer services as well. BASE49 reimburses each school for facility costs, which in turn supports schools with additional funds at the school level.

Fund 21 – Food Services Fund

For the period ending August 31, 2019, total revenue is \$439,538 or 11.54% of total budget. The majority of revenue comes from student purchases and reimbursement from the School Lunch Program.

Total expenditures are \$509,336 or 13.37% of total budget. Overall expenses are lower than original budget, but will fall in line with at year end.

The Food Services fund has been a self-sufficient fund, meaning it requires no support from the general fund. For several years this fund has helped support the general fund but was not be able to do so in FY18-19 due to

unexpected equipment repairs at year end. The indirect cost has helped offset services shared by both departments of the district, such as the Business Office which processes all payments to vendors.

Fund 25 - Fee for Service Transportation Fund

For the period ending August 31, 2019, total revenue is \$140,109 or 10.89% of total budget. The transportation fund is not a self-sufficient fund, meaning it requires revenue from the general fund in order to break even on a yearly basis. For those that qualify for free or reduced food services, the BOE also supports those students with transfers done on their behalf to cover Transportation services as well as Board Approved Activity fees.

Expenses total \$196,315 or 15.25% of budget. Expenses will fall in line with the Supplemental budget at year end.

Fund 64 – District Funded Health Insurance

For the period ending August 31, 2019, total revenue is \$270,599. Expenses to date are \$547,941% of total budget.

Fund 64 revenue is a combination of employees that sign up for health care benefits and the district's portion of said insurance premiums. Expenses are in the form of health care claims paid by the District. The District operates a self-funded plan through Anthem Blue Cross/Blue Shield.

Fund 73 - Dane Balcon Scholarship Fund

This fund serves as a place holder as the District is the Fiscal Agent for this scholarship fund. For the period ending August 31, 2019, total revenue from interest income is \$11. For the current fiscal year, no scholarships have been awarded and thus no expenses.

School Spending General Fund

Falcon Zone as of August 31, 2019

Overall Falcon Zone total expenses are \$4,153,429 or 15.92% of their anticipated budget.

Total Falcon zone level general fund expenditures are \$60,993 or 8.62% of budget through August 31, 2019.



Bennett Ranch Elementary School

Total Membership count per PS is 338. Free and/or reduced is 29% of total membership. General fund expenditures were \$352,898 or 17.16% of their total budget. Personnel expenditures average 96.63%, which includes salary and benefits.

Falcon Elementary School of Technology

Total Membership count per PS is 286. Free and/or reduced is 42% of total membership. General fund expenditures were \$392,636 or 16.49% of their total budget. Personnel expenditures average 94.11%, which includes salary and benefits.

Meridian Ranch Elementary School

Total Membership count per PS is 652. Free and/or reduced is 17% of total membership. General fund expenditures were \$612,579 or 16.21% of their total budget. Personnel expenditures average 95.07%, which includes salary and benefits.

Woodmen Hills Elementary School

Total Membership count per PS is 588. Free and/or reduced is 21% of total membership. General fund expenditures were \$639,312 or 16.16% of their total budget. Personnel expenditures average 95.36%, which includes salary and benefits.

Falcon Middle School

Total Membership count per PS is 1,020. Free and/or reduced is 27% of total membership. General fund expenditures were \$964,908 or 15.91% of their total budget. Personnel expenditures average 91.89%, which includes salary and benefits.

Falcon High School

Total Membership count per PS is 1,233. Free and/or reduced is 21% of total membership. General fund expenditures were \$1,130,103 or 15.81% of their total budget. Personnel expenditures average 87.24%, which includes salary and benefits.

Sand Creek Zone as of August 31, 2019

Sand Creek Zone total expenses are \$4,039,053 or 15.82% of their anticipated budget.

Total Sand Creek zone level general fund expenditures are \$148,108 or 11.52% of the total budget.



Evans International Elementary School

Total Membership count per PS is 624. Free and/or reduced is 60% of total membership. General fund expenditures were \$628,336 or 16.73% of their total budget. Personnel expenditures average 90.87% which includes salary and benefits.

Remington Elementary School

Total Membership count per PS is 621. Free and/or reduced is 44% of total membership. General fund expenditures were \$625,087 or 15.58% of their total budget. Personnel expenditures average 94.73%, which includes salary and benefits.

Springs Ranch Elementary School

Total Membership count per PS is 556. Free and/or reduced is 25% of total membership. General fund expenditures were \$599,469 or 16.61% of their total budget. Personnel expenditures average 91.55%, which includes salary and benefits.

Horizon Middle School

Total Membership count per PS is 782. Free and/or reduced is 47% of total membership. General fund expenditures were \$837,998 or 16.32% of their total budget. Personnel expenditures average 90.11% which includes salary and benefits.

Sand Creek High School

Total Membership count per PS is 1,122. Free and/or reduced is 38% of total membership. General fund expenditures were \$1,200,054 or 15.53% of their total budget. Personnel expenditures average 90.40%, which includes salary and benefits.

Power Zone as of August 31, 2019

Overall Power Zone total expenses are \$4,739,017 or 16.18% of anticipated budget.

The Power zone level general fund expenditures are \$111,277 or 13.05% of their total budget.



Ridgeview Elementary School

Total Membership count per PS is 654. Free and/or reduced is 20% of total membership. General fund expenditures were \$643,509 or 16.43% of their total budget. Personnel expenditures average 95.02% which includes salary and benefits.

Stetson Elementary School

Total Membership count per PS is 500. Free and/or reduced is 37% of total membership. General fund expenditures were \$604,918 or 17.08% of their total budget. Personnel expenditures average 96.45%, which includes salary and benefits.

Odyssey Elementary School

Total Membership count per PS is 454. Free and/or reduced is 42% of total membership. General fund expenditures were \$442,659 or 15.33 % of their total budget. Personnel expenditures average 93.09% which includes salary and benefits.

ALLIES

Total Membership count per PS is 124. Free and/or reduced is 27% of total membership. General fund expenditures were \$224,904 or 16.60% of their total budget. Personnel expenditures average 95.09% which includes salary and benefits.

Inspiration View Elementary School

Total Membership count per PS is 360. Free and/or reduced is 27% of total membership. General fund expenditures were \$362,093 or 18.91% of their total budget. Personnel expenditures average 98.01% which includes salary and benefits.

Skyview Middle School

Total Membership count per PS is 1,069. Free and/or reduced is 32% of total membership. General fund expenditures were \$1,003,148 or 16.08% of their total budget. Personnel expenditures average 95.53% which includes salary and benefits.

Vista Ridge High School

Total Membership count per PS is 1,604. Free and/or reduced is 25% of total membership. General fund expenditures were \$1,346,509 or 15.68% of their total budget. Personnel expenditures average 91.74%, which includes salary and benefits.

iConnect Zone as of August 31, 2019

iConnect Zone total expenses are \$1,081,942 or 15.89% of their anticipated budget.

This zone does not cover any specific geographical area within the district. Instead, it focuses on non-traditional learning including blended learning, home school and charter schools. Costs associated with helping manage the charter schools are paid for by the charter schools in the form of administration fees charged on a monthly basis based on the charter schools student numbers. iConnect zone level expenses are \$217,444 or 17.39% of their total budget.



Patriot High School

Total Membership count per PS is 99. General fund expenditures were \$278,637 or 17.20% of their total budget. Personnel expenditures average 70.56% which includes salary and benefits.

Pikes Peak Early College

Total Membership count per PS is 183. General fund expenditures were \$138,868 or 13.99% of their total budget. Personnel expenditures average 58.66%, which includes salary and benefits.

Springs Studio for Academic Excellence

Total Membership count per PS is 396. Free and/or reduced is 11% of total membership. General fund expenditures were \$359,784 or 15.02% of their total budget. Personnel expenditures average 68.84%, which includes salary and benefits.

Falcon Home School Program

Total Membership count per PS is 219. General fund expenditures were \$87,208 or 15.81% of their total budget. Personnel expenditures average 94.40%, which includes salary and benefits.

Internal Vendor Group

District 49's Internal Vendor Group includes Transportation, Facilities, Food Services and Information Technology and Security. Expenses within the General Fund to date are \$2,224,857 or 21.67% of their total budget.

Internal Service Group

District 49's Internal Service Group includes the Business Office, Board of Education, Education Office, and Communications. These all support the schools in the education of students. Expenses within the General Fund are \$3,408,683 or 20.05% of their total budget.

Colorado School District 49
Fund Balance Summary as of 8/31/2019 Unaudited



	ASSETS	LIABILITIES	Estimated BEGINNING FUND BALANCE 07/01/2019	REVENUE	EXPENSE	TOTAL	Estimated CLOSING FUND BALANCE 06/30/2020
Governmental							
<i>General Funds</i>							
Fund 10 General School Managed	\$ 22,377,306	\$ 21,462,664	\$ 6,395,716	\$ 14,328,748	\$ 19,809,823	\$ (5,481,075)	\$ 914,642
Fund 12 General Grant Related	13	823,378	(1,696,585)	1,000,584	127,365	873,219	(823,365)
Fund 13 General Contingency	-	162,600	(155,628)	-	6,972	(6,972)	(162,600)
Fund 14 Mill Levy Override (MLO) old	3,703,603	(32,138)	4,148,676	41,744	454,679	(412,935)	3,735,741
Fund 15 Short Term Capital	-	936,185	237,013	708,333	1,881,532	(1,173,198)	(936,185)
Fund 16 Mill Levy Override MLO18C	3,982,160	527,106	3,474,822	-	19,768	(19,768)	3,455,054
Fund 17 Long Term Capital	2,177,658	-	2,167,141	10,517	-	10,517	2,177,658
Fund 18 District Mandated Insurance	-	336,186	501,645	158,333	996,165	(837,831)	(336,186)
<i>Sub Total General Funds</i>	<i>\$ 32,240,741</i>	<i>\$ 24,215,982</i>	<i>\$ 15,072,802</i>	<i>\$ 16,248,261</i>	<i>\$ 23,296,304</i>	<i>\$ (7,048,043)</i>	<i>\$ 8,024,759</i>
<i>Fund 19 Preschool</i>	139,572	63,060	56,439	86,308	66,236	20,072	76,511

Colorado School District 49
Fund Balance Summary as of 8/31/2019 Unaudited



	ASSETS	LIABILITIES	Estimated BEGINNING FUND BALANCE 07/01/2019	REVENUE	EXPENSE	TOTAL	Estimated CLOSING FUND BALANCE 06/30/2020
<i>Special Revenue</i>							
Fund 23 Student Fees	578,071	(347,327)	506,897	573,297	154,748	418,549	925,446
Fund 25 Transportation Fee For Service	252,430	308,636	-	140,109	196,315	(56,206)	(56,206)
Fund 22 State & Federal Grants	3,160,659	3,160,659	-	579,525	579,525	-	-
Fund 26 Local Grants	362,085	323,776	6,489	91,270	59,450	31,820	38,309
Fund 27 BASE 49	180,248	64,985	52,745	241,042	178,524	62,518	115,263
<i>Sub Total Special Revenue</i>	<i>\$ 4,673,065</i>	<i>\$ 3,573,790</i>	<i>\$ 622,570</i>	<i>\$ 1,711,550</i>	<i>\$ 1,234,797</i>	<i>\$ 476,753</i>	<i>\$ 1,099,323</i>
<i>Fund 21 Food Service</i>	<i>\$ 1,261,528</i>	<i>\$ 332,649</i>	<i>\$ 998,677</i>	<i>\$ 439,538</i>	<i>\$ 509,336</i>	<i>\$ (69,798)</i>	<i>\$ 928,879</i>
<u>Proprietary</u>							
Fund 39 COP Repayments	13,096,848	126,361	12,761,684	208,802	-	208,802	12,970,486
Fund 43 Cash In Lieu of Land	1,581,196	-	1,468,917	112,279	-	112,279	1,581,196
Fund 49 Mill Levy Override P2 P3 P4	4,267,321	2,051,378	3,267,412	25,885	1,077,354	(1,051,469)	2,215,943
Fund 64 Self Funded Health Insurance	1,303,212	408,794	1,171,761	270,599	547,941	(277,343)	894,418
<u>Fiduciary</u>							
Fund 73 Dane Balcon Scholarships	4,793	-	4,783	11	-	11	4,793
Fund 74 Student Fundraising	892,125	(950,532)	908,168	1,114,325	179,837	934,488	1,842,656
Totals	\$ 59,320,829	\$ 29,758,423	\$ 36,276,774	\$ 20,131,250	\$ 26,845,569	\$ (6,714,320)	\$ 29,562,454

Colorado School District 49
Balance Sheet Detail as of 8/31/2019 Unaudited



	GOVERNMENTAL			
	General Funds			
	Fund 10 General School Managed	Fund 12 General Grant Related	Fund 13 General Contingency	Fund 14 General Mill Levy Override (MLO)
ASSETS				
Cash*	\$ 15,128,708	\$ -	\$ -	\$ 2,669,369
Accounts Receivable	249,407	-	-	(101,008)
Due From Other Funds	6,999,191	13	-	1,135,243
Inventory	-	-	-	-
Total Assets	\$ 22,377,306	\$ 13	\$ -	\$ 3,703,603
Less LIABILITIES				
Accounts Payable	\$ 222,618	\$ 11,584	\$ -	\$ 1,800
Accrued Salaries	13,115,959	-	-	-
Due To Other Funds	7,643,654	646,921	162,600	-
Patron Balances	-	-	-	-
Unearned Revenue	480,433	164,873	-	(33,938)
Total Liabilities	\$ 21,462,664	\$ 823,378	\$ 162,600	\$ (32,138)
Net FUND BALANCE				
Non Spendable / Committed at 6/30/2019	\$ 5,847,934	\$ -	\$ -	\$ -
Tabor / Restricted Reserve at 6/30/2019	3,455,000	-	-	7,025,614
Assigned / Unrestricted at 6/30/2019	(2,907,217)	(1,696,585)	(155,628)	(2,876,937)
Fund Balance	\$ 6,395,716	\$ (1,696,585)	\$ (155,628)	\$ 4,148,676
2019-2020 Estimated Change in Fund Balance	\$ (5,481,075)	\$ 873,219	\$ (6,972)	\$ (412,935)

*In past years, 93% of Cash due to Property Tax
Collection happens from March to June

Colorado School District 49
Balance Sheet Detail as of 8/31/2019 Unaudited



ASSETS

	Fund 15 General Short Term Capital	Fund 16 General Mill Levy Override MLO	Fund 17 General Long Term Capital	Fund 18 District Liability/Property Insurance	Fund 19 Preschool
Cash*	\$ -	\$ 3,982,160	\$ 1,925,067	\$ -	\$ -
Accounts Receivable	-	-	-	-	-
Due From Other Funds	-	-	252,591	-	139,572
Inventory	-	-	-	-	-
Total Assets	\$ -	\$ 3,982,160	\$ 2,177,658	\$ -	\$ 139,572

Less LIABILITIES

Accounts Payable	\$ -	\$ (1,100)	\$ -	\$ -	\$ 9,196
Accrued Salaries	-	-	-	-	53,864
Due To Other Funds	936,185	528,207	-	336,186	-
Patron Balances	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Total Liabilities	\$ 936,185	\$ 527,106	\$ -	\$ 336,186	\$ 63,060

Net FUND BALANCE

Non Spendable / Committed at 6/30/2019	\$ -	\$ -	\$ -	\$ 474,849	\$ -
Tabor / Restricted Reserve at 6/30/2019	-	4,764,956	-	-	56,439
Assigned / Unrestricted at 6/30/2019	237,013	(1,290,134)	2,167,141	26,797	-
Fund Balance	\$ 237,013	\$ 3,474,822	\$ 2,167,141	\$ 501,645	\$ 56,439

2019-2020 Estimated Change in Fund Balance	\$ (1,173,198)	\$ (19,768)	\$ 10,517	\$ (837,831)	\$ 20,072
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*In past years, 93% of Cash due to Property Tax
Collection happens from March to June

Colorado School District 49
Balance Sheet Detail as of 8/31/2019 Unaudited



ASSETS

	Fund 23	Student Fees	Fund 25 Transportation Fee For Service	Fund 22 State & Federal Grants	Fund 26 Local Grants	Fund 27 BASE 49
Cash*	\$	578,071	\$ 16,896	\$ -	\$ -	\$ 130,619
Accounts Receivable		-	235,534	1,805,227	28,933	-
Due From Other Funds		-	-	1,355,432	333,152	49,629
Inventory		-	-	-	-	-
Total Assets	\$	578,071	\$ 252,430	\$ 3,160,659	\$ 362,085	\$ 180,248

Less LIABILITIES

Accounts Payable	\$	1,260	\$ (239)	\$ 226,136	\$ 449	\$ (14)
Accrued Salaries		-	86,581	-	-	64,999
Due To Other Funds		69,770	222,294	-	-	-
Patron Balances		8,095	-	-	-	-
Unearned Revenue		(426,452)	-	2,934,524	323,326	-
Total Liabilities	\$	(347,327)	\$ 308,636	\$ 3,160,659	\$ 323,776	\$ 64,985

Net FUND BALANCE

Non Spendable / Committed at 6/30/2019	\$	506,897	\$ -	\$ -	\$ 6,489	\$ 52,745
Tabor / Restricted Reserve at 6/30/2019		-	-	-	-	-
Assigned / Unrestricted at 6/30/2019		-	-	-	-	(0)
Fund Balance	\$	506,897	\$ -	\$ -	\$ 6,489	\$ 52,745

2019-2020 Estimated Change in Fund Balance	\$	418,501	\$	(56,206)	\$	0	\$	31,820	\$	62,518
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*In past years, 93% of Cash due to Property Tax
Collection happens from March to June

Colorado School District 49
Balance Sheet Detail as of 8/31/2019 Unaudited



	GOVERNMENTAL	PROPIETARY			PROPIETARY
	Fund 21 Food Service	Fund 39 COP Repayments	Fund 43 Cash In Lieu of Land	Fund 49 Mill Levy Override P2 P3 P4	Fund 64 Self Funded Health Insurance
ASSETS					
Cash*	\$ 353,005	\$ 13,201,763	\$ -	\$ 4,267,321	\$ 1,228,913
Accounts Receivable	414,106	(209,830)	-	-	74,300
Due From Other Funds	494,417	-	1,581,196	-	-
Inventory	-	-	-	-	-
Total Assets	\$ 1,261,528	\$ 12,991,933	\$ 1,581,196	\$ 4,267,321	\$ 1,303,212
Less LIABILITIES					
Accounts Payable	\$ (333)	\$ -	\$ -	\$ 37,463	\$ 93,947
Accrued Salaries	185,633	-	-	-	-
Due To Other Funds	45,645	-	-	2,013,915	314,847
Patron Balances	101,704	-	-	-	-
Unearned Revenue	-	126,361	-	-	-
Total Liabilities	\$ 332,649	\$ 126,361	\$ -	\$ 2,051,378	\$ 408,794
Net FUND BALANCE					
Non Spendable / Committed at 6/30/2019	\$ 110,857	\$ -	\$ -	\$ 33,248,517	\$ -
Tabor / Restricted Reserve at 6/30/2019	887,819	12,761,684	-	-	-
Assigned / Unrestricted at 6/30/2019	-	-	1,468,917	(29,981,105)	1,171,761
Fund Balance	\$ 998,677	\$ 12,761,684	\$ 1,468,917	\$ 3,267,412	\$ 1,171,761
2019-2020 Estimated Change in Fund Balance	\$ (69,798)	\$ 103,887	\$ 112,279	\$ (1,051,469)	\$ (277,343)

*In past years, 93% of Cash due to Property Tax
Collection happens from March to June

Colorado School District 49
Balance Sheet Detail as of 8/31/2019 Unaudited




FIDUCIARY

	Fund 73 Dane Balcon Scholarships	Fund 74 Student Fundraising
ASSETS		
Cash*	\$ 2,722	\$ 200,227
Accounts Receivable	-	76,717
Due From Other Funds	2,071	615,181
Inventory	-	-
Total Assets	\$ 4,793	\$ 892,125
Less LIABILITIES		
Accounts Payable	\$ -	\$ 3,055
Accrued Salaries	-	-
Due To Other Funds	-	-
Patron Balances	-	-
Unearned Revenue	-	(953,587)
Total Liabilities	\$ -	\$ (950,532)
Net FUND BALANCE		
Non Spendable / Committed at 6/30/2019	\$ -	\$ -
Tabor / Restricted Reserve at 6/30/2019	-	-
Assigned / Unrestricted at 6/30/2019	4,783	908,168
Fund Balance	\$ 4,783	\$ 908,168
2019-2020 Estimated Change in Fund Balance	\$ 11	\$ 934,488

*In past years, 93% of Cash due to Property Tax
Collection happens from March to June

Colorado School District 49
Revenue Detail as of 8/31/2019 Unaudited





	General Funds F10-18			Monthly Target	Preschool F19			Monthly Target
	Total Budget FY20	Actual to Date FY20	Previous Year to Date FY19	16.67%	Total Budget FY20	Actual to Date FY20	Previous Year to Date FY19	16.67%
Local Sources								
Property Taxes	\$ 24,852,623	\$ -	\$ -		\$ -	\$ -	\$ -	
Specific Ownership Tax & Other Related	4,205,181	272,504	221,139		-	-	-	
Tuition & Fees	189,500	17,850	18,320		-	-	-	
Interest Earned	185,000	70,007	48,989		-	-	-	
Charter School Purchased Services	4,281,948	891,466	707,224		-	-	-	
Cash In Lieu of Land	-	-	-		-	-	-	
Other Local Revenue	655,671	18,596	(499,855)		-	-	-	
Total Local Revenue	\$ 34,369,923	\$ 1,270,422	\$ 495,818	3.70%	\$ -	\$ -	\$ -	#DIV/0!
State Sources								
State Equalization Revenue	\$ 169,217,202	\$ 29,327,741	\$ 26,040,286		\$ -	\$ -	\$ -	
Capital Construction	1,243,619	-	196,815		-	-	-	
Vocational Education	853,000	-	-		-	-	-	
Special Education	4,402,369	-	-		-	-	-	
ELL	763,196	-	-		-	-	-	
Gifted & Talented	233,985	-	-		-	-	-	
Transportation	528,597	-	-		-	-	-	
Other State Revenue	295,787	1,107,178	-		-	1,937	-	
Total State Revenue	\$ 177,911,571	\$ 30,434,919	\$ 26,237,101	17.11%	\$ -	\$ 1,937	\$ -	#DIV/0!
Federal Sources								
Impact Aid	\$ 544,556	\$ -	\$ 75,033		\$ -	\$ -	\$ -	
IDEA	-	-	-		-	-	-	
DoDEA	-	-	-		-	-	-	
Other Federal Revenue	-	-	10,365		-	-	-	
Total Federal Revenue	\$ 544,556	\$ -	\$ 85,398	0.00%	\$ -	\$ -	\$ -	#DIV/0!
Transfers								
Transfers from Fund 10 to F15, F18, F19	\$ (1,456,227)	\$ (84,371)	\$ (83,318)		\$ 506,227	\$ 84,371	\$ 83,318	
Charter School PPR	(88,986,477)	(15,372,710)	(13,881,174)		-	-	-	
Total Revenue Transfers	\$ (90,442,705)	\$ (15,457,081)	\$ (13,964,491)	17.09%	\$ 506,227	\$ 84,371	\$ 83,318	16.67%
NET REVENUE	\$ 122,383,346	\$ 16,248,261	\$ 12,853,826	13.28%	\$ 506,227	\$ 86,308	\$ 83,318	17.05%

Colorado School District 49
Revenue Detail as of 8/31/2019 Unaudited



	Pupil Activity Fees F23			Monthly Target	Transportation Fee for Service F25			Monthly Target
	Total Budget FY20	Actual to Date FY20	Previous Year to Date FY19	16.67%	Total Budget FY20	Actual to Date FY20	Previous Year to Date FY19	16.67%
Local Sources								
Property Taxes	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Specific Ownership Tax & Other Related	-	-	-		-	-	-	
Tuition & Fees	-	-	-		-	-	-	
Interest Earned	-	-	-		-	15	21	
Charter School Purchased Services	-	-	-		-	-	-	
Cash In Lieu of Land	-	-	-		-	-	-	
Other Local Revenue	-	573,297	549,962		817,105	140,094	-	
Total Local Revenue	\$ -	\$ 573,297	\$ 549,962	#DIV/0!	\$ 817,105	\$ 140,109	\$ 21	17.15%
State Sources								
State Equalization Revenue	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Capital Construction	-	-	-		-	-	-	
Vocational Education	-	-	-		-	-	-	
Special Education	-	-	-		-	-	-	
ELL	-	-	-		-	-	-	
Gifted & Talented	-	-	-		-	-	-	
Transportation	-	-	-		-	-	-	
Other State Revenue	-	-	-		470,000	-	-	
Total State Revenue	\$ -	\$ -	\$ -	#DIV/0!	\$ 470,000	\$ -	\$ -	0.00%
Federal Sources								
Impact Aid	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
IDEA	-	-	-		-	-	-	
DoDEA	-	-	-		-	-	-	
Other Federal Revenue	-	-	-		-	-	-	
Total Federal Revenue	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	\$ -	#DIV/0!
Transfers								
Transfers from Fund 10 to F15, F18, F19	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Charter School PPR	-	-	-		-	-	-	
Total Revenue Transfers	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	\$ -	#DIV/0!
NET REVENUE	\$ -	\$ 573,297	\$ 549,962	#DIV/0!	\$ 1,287,105	\$ 140,109	\$ 21	10.89%

Colorado School District 49
Revenue Detail as of 8/31/2019 Unaudited



	Grants F22 & F26			Monthly Target	Base49 (Before/After Care) F27			Monthly Target
	Total Budget FY20	Actual to Date FY20	Previous Year to Date FY19	16.67%	Total Budget FY20	Actual to Date FY20	Previous Year to Date FY19	16.67%
Local Sources								
Property Taxes	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Specific Ownership Tax & Other Related	-	-	-		-	-	-	
Tuition & Fees	-	-	-		-	-	-	
Interest Earned	-	-	2,188		-	-	-	
Charter School Purchased Services	-	-	-		-	-	-	
Cash In Lieu of Land	-	-	-		-	-	-	
Other Local Revenue	252,404	91,270	67,109		1,100,000	241,042	163,466	
Total Local Revenue	\$ 252,404	\$ 91,270	\$ 69,297	36.16%	\$ 1,100,000	\$ 241,042	\$ 163,466	21.91%
State Sources								
State Equalization Revenue	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Capital Construction	-	-	-		-	-	-	
Vocational Education	-	-	-		-	-	-	
Special Education	-	-	-		-	-	-	
ELL	-	-	-		-	-	-	
Gifted & Talented	-	-	-		-	-	-	
Transportation	-	-	-		-	-	-	
Other State Revenue	1,316,736	256,533	53,154		-	-	-	
Total State Revenue	\$ 1,316,736	\$ 256,533	\$ 53,154	19.48%	\$ -	\$ -	\$ -	#DIV/0!
Federal Sources								
Impact Aid	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
IDEA	2,988,218	118,083	-		-	-	-	
DoDEA	881,201	51,083	-		-	-	-	
Other Federal Revenue	7,562,940	153,826	-		-	-	-	
Total Federal Revenue	\$ 11,432,359	\$ 322,992	\$ -	2.83%	\$ -	\$ -	\$ -	#DIV/0!
Transfers								
Transfers from Fund 10 to F15, F18, F19	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Charter School PPR	-	-	-		-	-	-	
Total Revenue Transfers	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	\$ -	#DIV/0!
NET REVENUE	\$ 13,001,499	\$ 670,795	\$ 122,451	5.16%	\$ 1,100,000	\$ 241,042	\$ 163,466	21.91%



	Food Services F21			Monthly Target
	Total Budget FY20	Actual to Date FY20	Previous Year to Date FY19	16.67%
Local Sources				
Property Taxes	\$ -	\$ -	\$ -	
Specific Ownership Tax & Other Related	-	-	-	
Tuition & Fees	-	-	-	
Interest Earned	-	1,333	348	
Charter School Purchased Services	-	-	-	
Cash In Lieu of Land	-	-	-	
Other Local Revenue	1,786,211	196,305	554	
Total Local Revenue	\$ 1,786,211	\$ 197,637	\$ 902	11.06%
State Sources				
State Equalization Revenue	\$ -	\$ -	\$ -	
Capital Construction	-	-	-	
Vocational Education	-	-	-	
Special Education	-	-	-	
ELL	-	-	-	
Gifted & Talented	-	-	-	
Transportation	-	-	-	
Other State Revenue	47,568	5,330	-	
Total State Revenue	\$ 47,568	\$ 5,330	\$ -	11.20%
Federal Sources				
Impact Aid	\$ -	\$ -	\$ -	
IDEA	-	-	-	
DoDEA	-	-	-	
Other Federal Revenue	1,975,826	236,571	960	
Total Federal Revenue	\$ 1,975,826	\$ 236,571	\$ 960	11.97%
Transfers				
Transfers from Fund 10 to F15, F18, F19	\$ -	\$ -	\$ -	
Charter School PPR	-	-	-	
Total Revenue Transfers	\$ -	\$ -	\$ -	#DIV/0!
NET REVENUE	\$ 3,809,606	\$ 439,538	\$ 1,861	11.54%

Colorado School District 49
Revenue Detail as of 8/31/2019 Unaudited



	COP and Cash In Lieu of Land F39, F49 & F43			Monthly Target	Dane Balcon Scholarships F73			Monthly Target
	Total Budget FY20	Actual to Date FY20	Previous Year to Date FY19	16.67%	Total Budget FY20	Actual to Date FY20	Previous Year to Date FY19	16.67%
Local Sources								
Property Taxes	-	\$ -	\$ -		\$ -	\$ -	\$ -	
Specific Ownership Tax & Other Related	-	132,190	-		-	-	-	
Tuition & Fees	-	-	-		-	-	-	
Interest Earned	-	102,497	218,375		-	11	10	
Charter School Purchased Services	-	-	-		-	-	-	
Cash In Lieu of Land	-	99,220	100,448		-	-	-	
Other Local Revenue	-	13,059	14,826		-	-	-	
Total Local Revenue	\$ -	\$ 346,966	\$ 333,649	#DIV/0!	\$ -	\$ 11	\$ 10	#DIV/0!
State Sources								
State Equalization Revenue	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Capital Construction	-	-	-		-	-	-	
Vocational Education	-	-	-		-	-	-	
Special Education	-	-	-		-	-	-	
ELL	-	-	-		-	-	-	
Gifted & Talented	-	-	-		-	-	-	
Transportation	-	-	-		-	-	-	
Other State Revenue	-	-	-		-	-	-	
Total State Revenue	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	\$ -	#DIV/0!
Federal Sources								
Impact Aid	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
IDEA	-	-	-		-	-	-	
DoDEA	-	-	-		-	-	-	
Other Federal Revenue	-	-	-		-	-	-	
Total Federal Revenue	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	\$ -	#DIV/0!
Transfers								
Transfers from Fund 10 to F15, F18, F19	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Charter School PPR	-	-	-		-	-	-	
Total Revenue Transfers	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	\$ -	#DIV/0!
NET REVENUE	\$ -	\$ 346,966	\$ 333,649	#DIV/0!	\$ -	\$ 11	\$ 10	#DIV/0!

Colorado School District 49
Revenue Detail as of 8/31/2019 Unaudited



	Pupil Fundraising F74			Monthly Target	District Funded Health Insurance F64			Monthly Target
	Total Budget FY20	Actual to Date FY20	Previous Year to Date FY19	16.67%	Total Budget FY20	Actual to Date FY20	Previous Year to Date FY19	16.67%
Local Sources								
Property Taxes	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Specific Ownership Tax & Other Related	-	-	-		-	-	-	
Tuition & Fees	-	-	-		-	-	-	
Interest Earned	-	4,336	2,439		-	3,294	2,391	
Charter School Purchased Services	-	-	-		-	-	-	
Cash In Lieu of Land	-	-	-		-	-	-	
Other Local Revenue	-	1,109,990	1,056,409		-	267,305	266,398	
Total Local Revenue	\$ -	\$ 1,114,325	\$ 1,058,848	#DIV/0!	\$ -	\$ 270,599	\$ 268,788	#DIV/0!
State Sources								
State Equalization Revenue	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Capital Construction	-	-	-		-	-	-	
Vocational Education	-	-	-		-	-	-	
Special Education	-	-	-		-	-	-	
ELL	-	-	-		-	-	-	
Gifted & Talented	-	-	-		-	-	-	
Transportation	-	-	-		-	-	-	
Other State Revenue	-	-	-		-	-	-	
Total State Revenue	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	\$ -	#DIV/0!
Federal Sources								
Impact Aid	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
IDEA	-	-	-		-	-	-	
DoDEA	-	-	-		-	-	-	
Other Federal Revenue	-	-	-		-	-	-	
Total Federal Revenue	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	\$ -	#DIV/0!
Transfers								
Transfers from Fund 10 to F15, F18, F19	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Charter School PPR	-	-	-		-	-	-	
Total Revenue Transfers	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	\$ -	#DIV/0!
NET REVENUE	\$ -	\$ 1,114,325	\$ 1,058,848	#DIV/0!	\$ -	\$ 270,599	\$ 268,788	#DIV/0!

Colorado School District 49
Income Statement as of 8/31/2019 Unaudited



	General Funds 10-18 (plural)			Monthly Target
	Total Budget	Actuals to Date	Previous Year to	
Revenues	FY19	FY19	Date	16.67%
Local Revenue	\$ 34,369,923	\$ 1,270,422	\$ 495,818	
State Revenue	177,911,571	30,434,919	26,235,165	
Federal Revenue	544,556	-	85,398	
Revenue Transfers	(90,442,705)	(15,457,081)	(13,965,545)	
Total Revenues	\$ 122,383,346	\$ 16,248,261	\$ 12,850,835	13.28%
Instructional Spend				
General Education	22,144,132	3,706,717	3,223,147	
Other Instructional	30,827,122	5,204,819	4,667,476	
Special Education	13,754,288	2,353,026	1,807,754	
Athletic Extracurricular	1,078,511	35,239	18,251	
Academic Extracurricular	232,479	6,199	3,515	
Support Services				
Student Support Services	8,207,024	1,592,852	1,237,336	
Instructional Staff Support	5,440,631	1,156,368	949,527	
Board Administration	1,158,676	97,052	236,285	
School Administration	11,106,654	1,853,426	1,700,501	
Business Services	1,677,747	455,378	372,444	
Operations & Maintenance	11,229,335	1,802,195	1,589,072	
Student Transportation	3,820,504	1,538,638	1,414,774	
Central Support Services	5,355,870	1,212,173	1,168,853	
Risk Management	365,393	1,074,785	871,474	
Cocurricular Activities - non Athletic	-	-	-	
Food Services	1,700	-	-	
Facilities Acquisition & Construction	1,721,386	350,587	258,631	
Other Use of Funds	2,257,327	856,850	901,308	
Operating RESERVES	7,061,761	-	-	
Total Expenditures	\$ 127,440,540	\$ 23,296,304	\$ 20,420,347	18.28%
Net Change in Fund Balance	\$ (5,057,195)	\$ (7,048,043)		
Fund Balances, beginning at 7/1/19	22,397,775	22,397,775		
Fund balances, ending (estimated)	\$ 17,340,580	\$ 15,349,732	\$ 22,397,775	

Colorado School District 49
Income Statement as of 8/31/2019 Unaudited



	Preschool Fund 19			Monthly Target
Revenues	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	16.67%
Local Revenue	\$ -	\$ -	\$ -	
State Revenue	1,937	1,937	-	
Federal Revenue	-	-	-	
Revenue Transfers	506,227	84,371	83,318	
Total Revenues	\$ 508,164	\$ 86,308	\$ 83,318	16.98%
 <u>Instructional Spend</u>				
General Education	-	-	-	
Other Instructional	507,815	66,236	78,651	
Special Education	-	-	-	
Athletic Extracurricular	-	-	-	
Academic Extracurricular	-	-	-	
 <u>Support Services</u>				
Student Support Services	-	-	-	
Instructional Staff Support	-	-	-	
Board Administration	-	-	-	
School Administration	-	-	-	
Business Services	-	-	-	
Operations & Maintenance	-	-	-	
Student Transportation	-	-	-	
Central Support Services	-	-	-	
Risk Management	-	-	-	
Cocurricular Activities - non Athletic	-	-	-	
Food Services	-	-	-	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	-	-	-	
Total Expenditures	\$ 507,815	\$ 66,236	\$ 78,651	13.04%
 Net Change in Fund Balance	 \$ 349	 \$ 20,072		
Fund Balances, beginning at 7/1/19	75,083	75,083		
Fund balances, ending (estimated)	\$ 75,432	\$ 95,155	\$ 75,083	

Colorado School District 49
Income Statement as of 8/31/2019 Unaudited



	Pupil Activities Fund 23			Monthly Target
Revenues	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	16.67%
Local Revenue	\$ -	\$ 573,297	\$ 549,962	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
Total Revenues	\$ -	\$ 573,297	\$ 549,962	#DIV/0!
<u>Instructional Spend</u>				
General Education	92,918	47,589	16,352	
Other Instructional	279,543	27,644	16,711	
Special Education	150	-	-	
Athletic Extracurricular	93,436	74,823	26,136	
Academic Extracurricular	60,685	4,672	153	
<u>Support Services</u>				
Student Support Services	1,384	20	-	
Instructional Staff Support	163	-	-	
Board Administration	-	-	-	
School Administration	-	-	-	
Business Services	-	-	-	
Operations & Maintenance	-	-	-	
Student Transportation	-	-	-	
Central Support Services	-	-	-	
Risk Management	-	-	-	
Cocurricular Activities - non Athletic	(74)	-	-	
Food Services	-	-	-	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	-	-	-	
Total Expenditures	\$ 528,204	\$ 154,748	\$ 59,353	29.30%
Net Change in Fund Balance	\$ (528,204)	\$ 418,549		
Fund Balances, beginning at 7/1/19	421,412	421,412		
Fund balances, ending (estimated)	\$ (106,792)	\$ 839,961	\$ 421,412	

Colorado School District 49
Income Statement as of 8/31/2019 Unaudited



	Transportation Fund 25			Monthly Target
Revenues	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	16.67%
Local Revenue	\$ 817,105	\$ 140,109	\$ 21	
State Revenue	470,000	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
Total Revenues	\$ 1,287,105	\$ 140,109	\$ 21	10.89%
Instructional Spend				
General Education	-	-	-	
Other Instructional	-	-	-	
Special Education	-	-	-	
Athletic Extracurricular	-	-	-	
Academic Extracurricular	-	-	-	
Support Services				
Student Support Services	-	-	-	
Instructional Staff Support	-	-	-	
Board Administration	-	-	-	
School Administration	-	-	-	
Business Services	-	-	145	
Operations & Maintenance	-	-	-	
Student Transportation	1,245,304	196,315	361,145	
Central Support Services	-	-	-	
Risk Management	41,801	-	-	
Cocurricular Activities - non Athletic	-	-	-	
Food Services	-	-	-	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	-	-	-	
Total Expenditures	\$ 1,287,105	\$ 196,315	\$ 361,290	15.25%
Net Change in Fund Balance	\$ -	\$ (56,206)		
Fund Balances, beginning at 7/1/19	-	-		
Fund balances, ending (estimated)	\$ -	\$ (56,206)	\$ -	

Colorado School District 49
Income Statement as of 8/31/2019 Unaudited



	Grant Funds 22, 26			Monthly Target
Revenues	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	16.67%
Local Revenue	\$ 252,404	\$ 91,270	\$ 69,297	
State Revenue	1,316,736	256,533	53,154	
Federal Revenue	11,432,359	322,992	-	
Revenue Transfers	-	-	-	
Total Revenues	\$ 13,001,499	\$ 670,795	\$ 122,451	5.16%
Instructional Spend				
General Education	6,238,860	88,059	63,762	
Other Instructional	884,042	38,192	4,007	
Special Education	2,983,160	107,335	71,016	
Athletic Extracurricular	-	-	-	
Academic Extracurricular	2,263	-	1	
Support Services				
Student Support Services	1,900,549	92,755	307,735	
Instructional Staff Support	1,592,355	93,304	58,747	
Board Administration	202,443	1,807	14,921	
School Administration	449,723	176,340	-	
Business Services	4,622	21	92	
Operations & Maintenance	89,168	41,162	-	
Student Transportation	-	-	-	
Central Support Services	-	-	(314)	
Risk Management	1,400	-	-	
Cocurricular Activities - non Athletic	-	-	-	
Food Services	21,000	-	-	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	-	-	-	
Total Expenditures	\$ 14,369,584	\$ 638,975	\$ 519,966	4.45%
Net Change in Fund Balance	\$ (1,368,085)	\$ 31,820		
Fund Balances, beginning at 7/1/19	-	-		
Fund balances, ending (estimated)	\$ (1,368,085)	\$ 31,820	\$ -	

Colorado School District 49
Income Statement as of 8/31/2019 Unaudited



	BASE49 (Before/After Care) Fund 27			Monthly Target
Revenues	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	16.67%
Local Revenue	\$ 1,100,000	\$ 241,042	\$ 163,466	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
Total Revenues	\$ 1,100,000	\$ 241,042	\$ 163,466	21.91%
Instructional Spend				
General Education	-	-	-	
Other Instructional	-	-	-	
Special Education	-	-	-	
Athletic Extracurricular	-	-	-	
Academic Extracurricular	738,226	138,930	118,390	
Support Services				
Student Support Services	-	-	-	
Instructional Staff Support	-	-	-	
Board Administration	-	-	-	
School Administration	26,299	5,605	8,172	
Business Services	-	-	-	
Operations & Maintenance	67,318	10,533	6,983	
Student Transportation	-	-	-	
Central Support Services	-	-	-	
Risk Management	-	-	-	
Cocurricular Activities - non Athletic	-	-	-	
Food Services	119,056	23,455	21,875	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	149,102	-	-	
Total Expenditures	\$ 1,100,000	\$ 178,524	\$ 155,421	16.23%
Net Change in Fund Balance	\$ -	\$ 62,518		
Fund Balances, beginning at 7/1/19	-	-		
Fund balances, ending (estimated)	\$ -	\$ 62,518	\$ -	

Colorado School District 49
Income Statement as of 8/31/2019 Unaudited



	Food Service Fund 21			Monthly Target
Revenues	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	16.67%
Local Revenue	\$ 1,786,211	\$ 197,637	\$ 902	
State Revenue	47,568	5,330	-	
Federal Revenue	1,975,826	236,571	960	
Revenue Transfers	-	-	-	
Total Revenues	\$ 3,809,606	\$ 439,538	\$ 1,861	11.54%
Instructional Spend				
General Education	-	-	-	
Other Instructional	-	-	10	
Special Education	-	-	-	
Athletic Extracurricular	-	-	-	
Academic Extracurricular	-	-	-	
Support Services				
Student Support Services	-	-	-	
Instructional Staff Support	-	-	-	
Board Administration	-	-	-	
School Administration	-	-	-	
Business Services	-	-	-	
Operations & Maintenance	-	-	-	
Student Transportation	-	519	325	
Central Support Services	-	-	-	
Risk Management	-	-	-	
Cocurricular Activities - non Athletic	-	-	-	
Food Services	3,661,260	508,817	413,364	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	148,346	-	-	
Total Expenditures	\$ 3,809,606	\$ 509,336	\$ 413,699	13.37%
Net Change in Fund Balance	\$ (0)	\$ (69,798)		
Fund Balances, beginning at 7/1/19	1,253,113	1,253,113		
Fund balances, ending (estimated)	\$ 1,253,113	\$ 1,183,315	\$ 1,253,113	

Colorado School District 49
Income Statement as of 8/31/2019 Unaudited



COP and Cash in Lieu of Funds F39, F43, F49

Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	16.67%
Local Revenue	\$ -	\$ 346,966	\$ 333,649	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
Total Revenues	\$ -	\$ 346,966	\$ 333,649	

Instructional Spend

General Education	-	-	-	
Other Instructional	-	-	-	
Special Education	-	-	-	
Athletic Extracurricular	-	-	-	
Academic Extracurricular	-	-	-	
<u>Support Services</u>				
Student Support Services	-	-	-	
Instructional Staff Support	-	-	-	
Board Administration	-	-	-	
School Administration	-	-	-	
Business Services	-	-	(177)	
Operations & Maintenance	-	-	-	
Student Transportation	-	-	-	
Central Support Services	-	-	-	
Risk Management	-	-	-	
Cocurricular Activities - non Athletic	-	-	-	
Food Services	-	-	-	
Facilities Acquisition & Construction	1,146,103	1,077,354	4,157,448	
Other Use of Funds	-	-	-	
Operating RESERVES	167,645	-	-	
Total Expenditures	\$ 1,313,748	\$ 1,077,354	\$ 4,157,271	82.01%

Net Change in Fund Balance

	\$ (1,313,748)	\$ (730,388)		
Fund Balances, beginning at 7/1/19	41,897,506	41,897,506		
Fund balances, ending (estimated)	\$ 40,583,758	\$ 41,167,118	\$ 41,897,506	

Colorado School District 49
Income Statement as of 8/31/2019 Unaudited



Dane Balcon Scholarships Fund 73

Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year to Date
Local Revenue	\$ -	\$ 11	\$ 10
State Revenue	-	-	-
Federal Revenue	-	-	-
Revenue Transfers	-	-	-
Total Revenues	\$ -	\$ 11	\$ 10

Instructional Spend

General Education	-	-	-
Other Instructional	-	-	-
Special Education	-	-	-
Athletic Extracurricular	-	-	-
Academic Extracurricular	-	-	-
<u>Support Services</u>			
Student Support Services	-	-	-
Instructional Staff Support	-	-	-
Board Administration	-	-	-
School Administration	-	-	-
Business Services	-	-	-
Operations & Maintenance	-	-	-
Student Transportation	-	-	-
Central Support Services	-	-	-
Risk Management	-	-	-
Cocurricular Activities - non Athletic	-	-	-
Food Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Other Use of Funds	-	-	-
Operating RESERVES	-	-	-
Total Expenditures	\$ -	\$ -	\$ -

#DIV/0!

Net Change in Fund Balance

	\$ -	\$ 11
Fund Balances, beginning at 7/1/19	4,722	4,722
Fund balances, ending (estimated)	\$ 4,722	\$ 4,733

Colorado School District 49
Income Statement as of 8/31/2019 Unaudited



Pupil Fundraising Fund 74

Revenues	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	16.67%
Local Revenue	\$ -	\$ 1,114,325	\$ 1,058,848	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
Total Revenues	\$ -	\$ 1,114,325	\$ 1,058,848	

Instructional Spend

General Education	17,576	831	2,110
Other Instructional	79,389	27,204	9,581
Special Education	2,398	91	-
Athletic Extracurricular	92,805	28,534	47,327
Academic Extracurricular	846,526	119,096	48,684

Support Services

Student Support Services	6,389	-	-	
Instructional Staff Support	1,285	(413)	-	
Board Administration	-	-	-	
School Administration	-	-	-	
Business Services	-	2,421	1,161	
Operations & Maintenance	-	-	-	
Student Transportation	-	-	-	
Central Support Services	-	-	-	
Risk Management	-	-	-	
Cocurricular Activities - non Athletic	-	2,073	-	
Food Services	-	-	-	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	-	-	-	
Total Expenditures	\$ 1,046,368	\$ 179,837	\$ 108,864	17.19%

Net Change in Fund Balance	\$ (1,046,368)	\$ 934,488	
Fund Balances, beginning at 7/1/19	872,470	872,470	
Fund balances, ending (estimated)	\$ (173,898)	\$ 1,806,958	\$ 872,470

Colorado School District 49
Income Statement as of 8/31/2019 Unaudited



District Health Insurance Fund 64

**Monthly
Target**

Revenues	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	16.67%
Local Revenue	\$ -	\$ 270,599	\$ 268,788	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
Total Revenues	\$ -	\$ 270,599	\$ 268,788	#DIV/0!

Instructional Spend

General Education	-	-	-
Other Instructional	-	-	-
Special Education	-	-	-
Athletic Extracurricular	-	-	-
Academic Extracurricular	-	-	-

Support Services

Student Support Services	-	-	-	
Instructional Staff Support	-	-	-	
Board Administration	-	-	-	
School Administration	-	-	-	
Business Services	-	-	-	
Operations & Maintenance	-	-	-	
Student Transportation	-	-	-	
Central Support Services	-	547,941	586,400	
Risk Management	-	-	-	
Cocurricular Activities - non Athletic				
Food Services	-	-	-	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	-	-	-	
Total Expenditures	\$ -	\$ 547,941	\$ 586,400	#DIV/0!

Net Change in Fund Balance	\$ -	\$ (277,343)	
Fund Balances, beginning at 7/1/19	953,910	953,910	
Fund balances, ending (estimated)	\$ 953,910	\$ 676,567	\$ 953,910

Colorado School District 49
Expenses by Zone & Location as of 8/31/2019 Unaudited



Falcon Zone

General Fund - School Managed F10

Monthly Target:
16.67%

School	Membership Count per CDE FY20	Free Reduced % FY20	Per Pupil Spend FY20	Total Budget FY20	Actuals to Date FY20	Previous Year to Date FY19	% used
Falcon Elementary School of Technology	286	42%	\$ 1,373	\$ 2,381,685	\$ 392,636	\$ 328,686	16.49%
Meridian Ranch Elementary	662	17%	925	3,779,041	612,579	545,990	16.21%
Woodman Hills Elementary	588	21%	1,087	3,956,784	639,312	665,963	16.16%
Bennett Ranch Elementary	338	29%	1,044	2,056,668	352,898	157,917	17.16%
Falcon Middle School	1,020	27%	946	6,063,887	964,908	828,709	15.91%
Falcon High School	1,233	21%	917	7,147,063	1,130,103	1,074,963	15.81%
Falcon Zone Administration	-	-	-	707,549	60,993	73,014	8.62%
Falcon Zone Totals	4,127	26%		\$ 26,092,677	\$ 4,153,429	\$ 3,675,241	15.92%

	Falcon Elementary School of Technology	Meridian Ranch Elementary	Woodman Hills Elementary	Bennett Ranch Elementary	Falcon Middle School	Falcon High School	Falcon Zone Administration	
<u>General Fund Expenditures</u>								
Salaries	\$ 277,365	\$ 433,465	\$ 455,544	\$ 252,966	\$ 662,685	\$ 739,814	\$ 39,798	
Employee Benefits	92,143	148,939	154,116	88,047	224,002	246,096	10,938	
Purchased Prof & Tech Services	223	(200)	-	-	31,412	33,148	680	
Purchased Property Services	4,299	8,426	9,811	3,751	14,606	37,622	-	
Other Purchased Services	3,189	3,579	3,883	2,084	6,399	11,391	2,678	
Supplies	15,156	15,109	15,400	5,956	20,277	60,279	6,763	
Property	150	3,004	558	39	3,969	441	136	
Miscellaneous	112	256	-	56	1,558	1,311	-	
Other Use of Funds	-	-	-	-	-	-	-	
Total General Fund Expenditures	\$ 392,636	\$ 612,579	\$ 639,312	\$ 352,898	\$ 964,908	\$ 1,130,103	\$ 60,993	\$ 4,153,429
Personnel Expenditures	94.11%	95.07%	95.36%	96.63%	91.89%	87.24%	83.18%	
Implementation Expenditures	5.89%	4.93%	4.64%	3.37%	8.11%	12.76%	16.82%	
<u>Other Fund Expenditures by School</u>								
Capital Funds (F15, F17)	-	-	-	-	19,012.68	-	-	
Preschool (F19)	-	2,238.29	2,217.68	3,105.41	-	-	-	
Food Services (F21)	16,728	12,421	9,885	13,054	21,524	21,896	8,314	
Mill Levy Override Funds (F14, F16, F39, F49)	24,281	3,239	7,573	109,966	37,881	24,281	15,440	
Grant Funds (F22, F26)	10,272	1	-	97	3,196	(2,113)	10,642	
Pupil Activities (F23)	-	1,104	-	778	16,915	25,304	-	
Pupil Fundraising (F74)	1,477	5,579	17,717	612	10,634	28,021	1,094	
BASE 49 (F27)	5,800	13,705	9,411	13,062	-	-	-	
Total Fund Expenditures	\$ 451,195	\$ 650,865	\$ 686,116	\$ 493,572	\$ 1,074,071	\$ 1,227,492	\$ 96,483	

Colorado School District 49
Expenses by Zone & Location as of 8/31/2019 Unaudited



Sand Creek Zone

General Fund - School Managed F10

Monthly Target:
16.67%

School	Membership Count per CDE FY20	Free Reduced % FY20	Per Pupil Spend FY20	Total Budget FY20	Actuals to Date FY20	Previous Year to Date FY19	% used
Evans International Elementary	624	60%	\$ 1,007	\$ 3,756,235	\$ 628,336	\$ 525,721	16.73%
Remington Elementary	621	44%	1,007	4,011,781	625,087	589,067	15.58%
Springs Ranch Elementary	556	25%	1,078	3,609,543	599,469	558,154	16.61%
Horizon Middle School	782	47%	1,072	5,133,749	837,998	738,535	16.32%
Sand Creek High	1,122	38%	1,070	7,728,490	1,200,054	1,099,944	15.53%
Sand Creek Zone Administration	-	-	-	1,286,148	148,108	179,418	11.52%
Sand Creek Zone Totals	3,705	36%		\$ 25,525,947	\$ 4,039,053	\$ 3,690,839	15.82%

	Evans International Elementary	Remington Elementary	Springs Ranch Elementary	Horizon Middle School	Sand Creek High	Sand Creek Zone Administration
General Fund Expenditures						
Salaries	\$ 426,858	\$ 441,458	\$ 408,862	\$ 566,906	\$ 813,052	\$ 84,158
Employee Benefits	144,125	150,692	139,969	188,197	271,801	27,098
Purchased Prof & Tech Services	10,267	-	827	29,035	2,495	26,540
Purchased Property Services	4,332	7,026	12,993	10,719	36,429	87
Other Purchased Services	12,486	6,257	4,389	7,644	6,977	1,397
Supplies	26,140	18,955	30,714	33,357	68,904	8,829
Property	4,128	643	1,716	1,947	(473)	-
Miscellaneous	-	56	-	191	868	-
Other Use of Funds	-	-	-	-	-	-
Total General Fund Expenditures	\$ 628,336	\$ 625,087	\$ 599,469	\$ 837,998	\$ 1,200,054	\$ 148,108

Personnel Expenditures	90.87%	94.73%	91.55%	90.11%	90.40%	75.12%
Implementation Expenditures	9.13%	5.27%	8.45%	9.89%	9.60%	24.88%

Other Fund Expenditures by School						
Preschool (F19)	\$ -	\$ 9,566	\$ 8,653	\$ -	\$ -	\$ -
Food Services (F21)	9,806	8,542	12,933	19,786	21,196	7,689
Mill Levy Override Funds (F14, F16, F39, F49)	142,695	92,074	87,714	1,359	24,281	999
Grant Funds (F22, F26)	76,588	4,534	4,011	32,145	(2,059)	10,545
Pupil Activities (F23)	-	1,122	4,892	22,065	14,800	-
Pupil Fundraising (F74)	1,610	7,676	1,902	1,861	21,980	236
BASE 49 (F27)	12,879	17,263	19,001	-	-	-
Total Fund Expenditures	\$ 871,915	\$ 765,865	\$ 738,575	\$ 915,215	\$ 1,280,252	\$ 167,577

Colorado School District 49
Expenses by Zone & Location as of 8/31/2019 Unaudited



Power Zone

General Funds - School Managed F10

Monthly Target:
16.67%

	Membership		Free Reduced %	Per Pupil Spend	Total Budget	Actuals to Date	Previous Year to		
School	Count per CDE								
	FY20	FY20	FY20	FY20	FY20	FY20	Date FY19	% used	
Ridgeview Elementary	651	20%	\$ 988	\$ 3,917,559	\$ 643,509	\$ 647,024		16.43%	
Stetson Elementary	500	37%	1,210	3,541,331	604,918	532,208		17.08%	
Odyssey Elementary	454	42%	975	2,888,322	442,659	526,838		15.33%	
Inspiration View Elementary	360	-	-	1,915,282	362,093	-		18.91%	
ALLIES	124	27%		1,354,782	224,904	176,578		16.60%	
Skyview Middle	1,069	32%	938	6,238,254	1,003,148	961,890		16.08%	
Vista Ridge High	1,604	25%	839	8,585,385	1,346,509	1,238,745		15.68%	
Power Zone Administration	-	-	-	852,547	111,277	168,368		13.05%	
Power Zone Totals	4,762	23%		\$ 29,293,462	\$ 4,739,017	\$ 4,251,651		16.18%	
	Ridgeview Elementary	Stetson Elementary	Odyssey Elementary	ALLIES	Inspiration View Elementary	Skyview Middle	Vista Ridge High	Power Zone Administration	
General Fund Expenditures									
Salaries	\$ 461,763	\$ 436,285	\$ 307,838	\$ 160,894	\$ 263,069	\$ 717,364	\$ 925,308	\$ 80,117	
Employee Benefits	149,722	147,185	104,228	52,966	91,833	240,920	309,938	25,749	
Purchased Prof & Tech Services	-	-	4,960	-	-	-	10,034	(11,138)	
Purchased Property Services	6,577	5,484	6,691	483	3,080	13,054	22,108	477	
Other Purchased Services	4,968	3,607	2,807	1,237	2,463	7,155	11,901	1,602	
Supplies	19,726	11,392	15,800	8,013	1,095	21,634	57,966	14,254	
Property	95	769	-	1,311	-	2,803	7,533	-	
Miscellaneous	658	196	334	-	553	219	1,721	216	
Other Use of Funds	-	-	-	-	-	-	-	-	
Total General Fund Expenditures	\$ 643,509	\$ 604,918	\$ 442,659	\$ 224,904	\$ 362,093	\$ 1,003,148	\$ 1,346,509	\$ 111,277	\$ 4,739,017
Personnel Expenditures	95.02%	96.45%	93.09%	95.09%	98.01%	95.53%	91.74%	95.14%	
Implementation Expenditures	4.98%	3.55%	6.91%	4.91%	1.99%	4.47%	8.26%	4.86%	
Other Fund Expenditures by School									
Capital Funds (F15, F17)	\$ -	\$ -	\$ -	\$ 186,590	\$ -	\$ -	\$ -	\$ -	
District Insurance (F18)	-	-	-	-	-	-	-	-	
Preschool (F19)	6,897.50	11,106.12	11,184.54	-	-	-	-	-	
Food Services (F21)	7,535	10,672	7,521	-	988	19,820	26,905	7,307	
Transportation (F25)	-	-	-	-	-	-	-	-	
Mill Levy Override Funds (F14, F16, F39, F49)	21,784	94,215	10,677	4,442	381,451	121,878	24,281	72,321	
Grant Funds (F22, F26)	4,232	4,230	7,743	-	-	4,786	7,303	9,838	
Pupil Activities (F23)	1,260	4,323	1,425	1,355	1,288	2,566	52,215	-	
Pupil Fundraising (F74)	4,321	1,838	3,585	421	-	6,761	18,514	1,555	
BASE 49 (F27)	23,094	9,904	9,271	-	2,948	-	-	-	
Total Fund Expenditures	\$ 712,634	\$ 741,206	\$ 494,067	\$ 417,713	\$ 748,768	\$ 1,158,960	\$ 1,475,726	\$ 202,297	

Colorado School District 49
Expenses by Zone & Location as of 8/31/2019 Unaudited



iConnect Zone

General Funds - School Managed F10

Monthly Target:
16.67%

School / Program	Membership Count per CDE FY20	Free FY20	Reduced % FY20	Per Pupil Spend FY20	Total Budget FY20	Actuals to Date FY20	Previous Year to Date FY19	% used
Pikes Peak Early College	183	-	-	\$ 759	\$ 992,705	\$ 138,868	\$ 149,955	13.99%
Springs Studio for Academic Excellence	396	11%	-	909	2,395,488	359,784	421,564	15.02%
Patriot High School	99	-	-	2,815	1,619,789	278,637	277,697	17.20%
Falcon Home School	219	-	-	-	551,491	87,208	101,001	15.81%
iConnect Zone Totals	-	-	-	-	1,250,304	217,444	139,179	17.39%
<u>CHARTERED SCHOOLS</u>								
PPSEL	415	14%	-	-	-	-	-	-
PTEC	267	21%	-	-	-	-	-	-
BLRA	1,376	11%	-	-	-	-	-	-
RMCA	1,632	15%	-	-	-	-	-	-
ICA	705	14%	-	-	-	-	-	-
LTA	318	-	-	-	-	-	-	-
GOAL	4,153	60%	-	-	-	-	-	-
iConnect Zone Totals	9,763				\$ 6,809,776	\$ 1,081,942	\$ 1,089,395	15.89%

	Springs Studio for					
	Pikes Peak Early College	Academic Excellence	Patriot High School	Falcon Home School	iConnect Zone Totals	
<u>General Fund Expenditures</u>						
Salaries	\$ 59,814	\$ 189,233	\$ 146,583	\$ 63,568	\$ 102,822	
Employee Benefits	21,648	58,438	50,029	18,761	30,169	
Purchased Prof & Tech Services	17,000	150	(477)	-	(22,470)	
Purchased Property Services	126	2,213	16,264	146	162	
Other Purchased Services	(3,509)	4,015	1,439	624	1,937	
Supplies	43,789	102,304	42,146	1,859	8,848	
Property	-	3,347	8,519	1,059	5,312	
Miscellaneous	-	84	1,873	1,192	90,663	
Other Use of Funds	-	-	12,261	-	-	
Total Expenditures	\$ 138,868	\$ 359,784	\$ 278,637	\$ 87,208	\$ 217,444	\$ 1,081,942
Personnel Expenditures	58.66%	68.84%	70.56%	94.40%	61.16%	
Implementation Expenditures	41.34%	31.16%	29.44%	5.60%	38.84%	
<u>Other Fund Expenditures by School</u>						
Capital Funds (F15, F17)	\$ -	\$ 30,449	\$ 93,069	\$ -	\$ -	
Food Services (F21)	-	-	2,444	-	2,245	
Mill Levy Override Funds (F14, F16, F39, F49)	-	24,281	24,281	-	-	
Grant Funds (F22, F26)	-	196	624	-	10,614	
Pupil Activities (F23)	150	3,185	-	-	-	
Pupil Fundraising (F74)	170	407	3,185	-	54	
Total Fund Expenditures	\$ 139,188	\$ 421,619	\$ 402,238	\$ 87,208	\$ 230,357	

Colorado School District 49
Expenses by Zone & Location as of 8/31/2019 Unaudited



Internal Vendor Group

General Funds - School Managed F10

Monthly Target:
16.67%

Department	Membership Count per CDE FY20	Free Reduced % FY20	Per Pupil Spend FY20	Total Budget FY20	Actuals to Date FY20	Previous Year to Date FY19	% used
Facilities			\$ 30.90	\$ 2,070,621	\$ 416,844	\$ 470,669	20.13%
Transportation			36	2,817,737	488,728	385,189	17.34%
Warehouse / Food Services			1	59,789	13,382	9,923	22.38%
IT			93	4,616,492	1,249,439	1,096,624	27.06%
Security			3	418,500	34,827	50,571	8.32%
Miscellaneous			2	284,264	21,637	-	7.61%
Internal Vendor Group Totals	13,491			\$ 10,267,402	\$ 2,224,857	\$ 2,012,976	21.67%

	Facilities	Transportation	Food Services Warehouse	IT	Security	Miscellaneous	
<u>General Fund Expenditures</u>							
Salaries	\$ 237,415	\$ 303,849	\$ 8,848	\$ 13,918	\$ 19,891	\$ 17,073	
Employee Benefits	84,287	88,220	3,769	4,728	6,318	4,463	
Purchased Prof & Tech Services	500	7,944	-	605,547	-	-	
Purchased Property Services	7,510	1,795	28	-	444	-	
Other Purchased Services	7,334	8,928	736	94,068	439	101	
Supplies	81,968	97,686	-	10,000	6,725	-	
Property	455	1,272	-	50,703	373	-	
Miscellaneous	(2,624)	(20,965)	-	-	638	-	
Other Use of Funds	-	-	-	470,474	-	-	
Total Expenditures	\$ 416,844	\$ 488,728	\$ 13,382	\$ 1,249,439	\$ 34,827	\$ 21,637	\$ 2,224,857
Personnel Expenditures	77.18%	80.22%	94.29%	1.49%	75.25%	99.53%	
Implementation Expenditures	22.82%	19.78%	5.71%	98.51%	24.75%	0.47%	
<u>Other Fund Expenditures by School</u>							
Capital Funds (F15, F17)	\$ -	\$ 1,268,910	\$ -	\$ -	\$ -	\$ -	
Food Services (F21)	-	-	211,658	-	-	-	
Transportation (F25)	-	196,315	-	-	-	-	
Mill Levy Override Funds (F14, F16, F39, F49)	11,703	-	-	71,753	6,372	-	
Grant Funds (F22, F26)	-	-	-	-	-	-	
Pupil Fundraising (F74)	-	2,328	-	-	-	-	
Total Fund Expenditures	\$ 428,547	\$ 1,956,281	\$ 211,658	\$ 1,321,192	\$ 41,198	\$ 21,637	

Colorado School District 49
Expenses by Zone & Location as of 8/31/2019 Unaudited



Internal Services Group

General Funds - School Managed F10

Monthly Target:
16.67%

School	Membership Count per CDE FY20	Free Reduced % FY20	Per Pupil Spend FY20	Total Budget FY20	Actuals to Date FY20	Previous Year to Date FY19	% used
Creekside			\$ 2.12	\$ 184,470	\$ 28,558	\$ 27,277	15.48%
Central Offices			203	13,034,692	2,739,741	2,134,437	21.02%
Board of Education			9	627,067	126,131	104,759	20.11%
Human Resources			14	1,079,474	183,297	226,943	16.98%
Community Relations			8	832,622	103,622	221,144	12.45%
Business Office			16	1,194,395	216,202	361,565	18.10%
District Wide			1	50,000	11,132	519	22.26%
Internal Services Group	13,491	-		\$ 17,002,720	\$ 3,408,683	\$ 3,076,645	20.05%

	Creekside	Central Offices	Board of Education	Human Resources	Community Relations	Business Office	District Wide	
General Fund Expenditures								
Salaries	\$ 12,380	\$ 1,529,981	\$ 76,533	\$ 104,791	\$ 68,032	\$ 108,035	\$ -	
Employee Benefits	4,689	483,680	22,028	33,628	21,384	39,151	-	
Purchased Prof & Tech Services	-	257,823	-	14,088	-	64,615	-	
Purchased Property Services	3,512	12,773	347	433	-	362	-	
Other Purchased Services	370	99,876	2,044	2,507	9,406	5,213	11,132	
Supplies	7,578	346,847	24,346	26,268	4,800	(1,230)	-	
Property	-	6,421	754	1,551	-	-	-	
Miscellaneous	28	2,340	80	32	-	58	-	
Other Use of Funds	-	-	-	-	-	-	-	
Total Expenditures	\$ 28,558	\$ 2,739,741	\$ 126,131	\$ 183,297	\$ 103,622	\$ 216,202	\$ 11,132	\$ 3,408,683
								(0)
Personnel Expenditures	59.77%	73.50%	78.14%	75.52%	86.29%	68.08%	0.00%	
Implementation Expenditures	40.23%	26.50%	21.86%	24.48%	13.71%	31.92%	100.00%	
Other Fund Expenditures by School								
Capital Funds (F15, F17)	\$ 55,688	\$ 10,163	\$ -	\$ -	\$ -	\$ -	\$ 215,134	
District Insurance (F18)	-	-	-	-	-	-	992,848	
Preschool (F19)	-	11,267	-	-	-	-	-	
Mill Levy Override Funds (F14, F16, F39, F49)	-	780	-	-	-	-	-	
Grant Funds (F22, F26)	-	156,047	833	3,985	-	6,407	-	
Pupil Fundraising (F74)	-	36,298	-	-	-	-	-	
BASE 49 (F27)	-	42,186	-	-	-	-	-	
Self Funded Health Insurances (F64)	-	-	-	-	-	-	547,941	
Total Fund Expenditures	\$ 84,245	\$ 2,996,483	\$ 126,964	\$ 187,282	\$ 103,622	\$ 222,609	\$ 1,767,055	

Colorado School District 49
Student Fees E as of 8/31/2019 Unaudited

<u>Student Fees by Program</u>	Falcon Elementary 132			Meridian Ranch Elementary 134			Woodmen Hills Elementary 137		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ 109	\$ -	\$ 109	\$ 808	\$ -	\$ 808	\$ 208	\$ -	\$ 208
2nd Grade - 0012	239	-	\$ 239	845	237	\$ 608	207	-	\$ 207
3rd Grade - 0013	298	-	\$ 298	2,112	-	\$ 2,112	467	-	\$ 467
4th Grade - 0014	20	-	\$ 20	1,340	-	\$ 1,340	314	-	\$ 314
5th Grade - 0015	30	-	\$ 30	836	867	\$ (31)	744	-	\$ 744
Kidgergarten - 0019	98	-	\$ 98	2,083	-	\$ 2,083	145	-	\$ 145
Library - 0080	41	-	\$ 41	213	-	\$ 213	550	-	\$ 550
Field Trips - 0089	-	-	\$ -	-	-	\$ -	87	-	\$ 87
Art - 0210	33	-	\$ 33	213	-	\$ 213	225	-	\$ 225
Art Club - 0212	-	-	\$ -	-	-	\$ -	-	-	\$ -
Painting - 0250	-	-	\$ -	-	-	\$ -	-	-	\$ -
PE - 0800	47	-	\$ 47	218	-	\$ 218	11	-	\$ 11
Dance - 0833	-	-	\$ -	-	-	\$ -	-	-	\$ -
5th Grade Camp - 0843	-	-	\$ -	-	-	\$ -	-	-	\$ -
Music - 1210	37	-	\$ 37	212	-	\$ 212	28	-	\$ 28
Choir - 1241	-	-	\$ -	2,452	-	\$ 2,452	1,729	-	\$ 1,729
Band - 1251	-	-	\$ -	1,045	-	\$ 1,045	1,846	-	\$ 1,846
Technology - 1610	150	-	\$ 150	227	-	\$ 227	457	-	\$ 457
Computer Repair - 1640	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Basketball - 1845	-	-	\$ -	-	-	\$ -	-	-	\$ -
CoEd Basketball - 1875	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Track & Field - 1890	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cocurricular Nonathletic - 1900	-	-	\$ -	-	-	\$ -	-	-	\$ -
Yearbook - 1903	784	-	\$ 784	240	-	\$ 240	-	-	\$ -
Makerspace - 1941	-	-	\$ -	-	-	\$ -	-	-	\$ -
Walking Club - 1947	-	-	\$ -	-	-	\$ -	-	-	\$ -
Garden Club - 1957	-	-	\$ -	-	-	\$ -	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	-	-	\$ -	-	-	\$ -
Bobcat Sisterhood - 1979	-	-	\$ -	-	-	\$ -	-	-	\$ -
STEAM - 1982	-	-	\$ -	-	-	\$ -	-	-	\$ -
YMCA - 2001	-	-	\$ -	-	-	\$ -	-	-	\$ -
Tshirts EES - 2002	-	-	\$ -	-	-	\$ -	-	-	\$ -
Battle of the Books - 2004	-	-	\$ -	-	-	\$ -	-	-	\$ -
	\$ 1,885	\$ -	\$ 1,885	\$ 12,842	\$ 1,104	\$ 11,738	\$ 7,019	\$ -	\$ 7,019

Colorado School District 49
Student Fees E as of 8/31/2019 Unaudited

<u>Student Fees by Program</u>	Bennett Ranch Elementary 141			Evans Elementary 131			Remington Elementary 135		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ 188	\$ 75	\$ 112	\$ 2,188	\$ -	\$ 2,188	\$ 378	\$ 133	\$ 245
2nd Grade - 0012	105	75	\$ 30	958	-	\$ 958	885	331	\$ 554
3rd Grade - 0013	60	186	\$ (126)	2,681	-	\$ 2,681	869	392	\$ 477
4th Grade - 0014	138	192	\$ (55)	6,084	-	\$ 6,084	1,135	133	\$ 1,002
5th Grade - 0015	150	173	\$ (23)	12,686	-	\$ 12,686	570	133	\$ 437
Kidgergarten - 0019	177	75	\$ 101	878	-	\$ 878	168	-	\$ 168
Library - 0080	29	-	\$ 29	-	-	\$ -	-	-	\$ -
Field Trips - 0089	-	-	\$ -	-	-	\$ -	-	-	\$ -
Art - 0210	-	-	\$ -	-	-	\$ -	976	-	\$ 976
Art Club - 0212	2	-	\$ 2	-	-	\$ -	451	-	\$ 451
Painting - 0250	-	-	\$ -	-	-	\$ -	-	-	\$ -
PE - 0800	-	-	\$ -	-	-	\$ -	-	-	\$ -
Dance - 0833	-	-	\$ -	-	-	\$ -	4	-	\$ 4
5th Grade Camp - 0843	-	-	\$ -	-	-	\$ -	-	-	\$ -
Music - 1210	-	-	\$ -	-	-	\$ -	-	-	\$ -
Choir - 1241	388	-	\$ 388	-	-	\$ -	-	-	\$ -
Band - 1251	75	-	\$ 75	-	-	\$ -	-	-	\$ -
Technology - 1610	-	-	\$ -	-	-	\$ -	-	-	\$ -
Computer Repair - 1640	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Basketball - 1845	-	-	\$ -	-	-	\$ -	-	-	\$ -
CoEd Basketball - 1875	-	-	\$ -	-	-	\$ -	1,645	-	\$ 1,645
Boys Track & Field - 1890	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cocurricular Nonathletic - 1900	-	-	\$ -	-	-	\$ -	-	-	\$ -
Yearbook - 1903	-	-	\$ -	-	-	\$ -	1,055	-	\$ 1,055
Makerspace - 1941	-	-	\$ -	-	-	\$ -	-	-	\$ -
Walking Club - 1947	-	-	\$ -	-	-	\$ -	-	-	\$ -
Garden Club - 1957	-	-	\$ -	-	-	\$ -	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	-	-	\$ -	-	-	\$ -
Bobcat Sisterhood - 1979	-	-	\$ -	-	-	\$ -	-	-	\$ -
STEAM - 1982	-	-	\$ -	-	-	\$ -	-	-	\$ -
YMCA - 2001	-	-	\$ -	-	-	\$ -	17	-	\$ 17
Tshirts EES - 2002	-	-	\$ -	111	-	\$ 111	-	-	\$ -
Battle of the Books - 2004	-	-	\$ -	-	-	\$ -	-	-	\$ -
	\$ 1,311	\$ 778	\$ 533	\$ 25,586	\$ -	\$ 25,586	\$ 8,152	\$ 1,122	\$ 7,030

Colorado School District 49
Student Fees E as of 8/31/2019 Unaudited

<u>Student Fees by Program</u>	Springs Ranch Elementary 138			Ridgeview Elementary 136			Stetson Elementary 139		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ 313	\$ 633	\$ (320)	\$ 966	\$ -	\$ 966	\$ 521	\$ 770	\$ (249)
2nd Grade - 0012	660	633	\$ 28	682	217	\$ 465	130	249	\$ (119)
3rd Grade - 0013	1,636	453	\$ 1,183	1,130	344	\$ 786	100	404	\$ (304)
4th Grade - 0014	100	134	\$ (34)	928	344	\$ 585	140	1,458	\$ (1,318)
5th Grade - 0015	4,790	1,967	\$ 2,823	613	282	\$ 332	780	560	\$ 221
Kidgergarten - 0019	225	725	\$ (500)	1,278	60	\$ 1,218	292	881	\$ (588)
Library - 0080	268	-	\$ 268	65	-	\$ 65	-	-	\$ -
Field Trips - 0089	-	-	\$ -	-	-	\$ -	-	-	\$ -
Art - 0210	-	-	\$ -	317	-	\$ 317	2	-	\$ 2
Art Club - 0212	-	-	\$ -	-	-	\$ -	-	-	\$ -
Painting - 0250	-	-	\$ -	745	-	\$ 745	-	-	\$ -
PE - 0800	-	-	\$ -	121	-	\$ 121	-	-	\$ -
Dance - 0833	-	-	\$ -	-	-	\$ -	-	-	\$ -
5th Grade Camp - 0843	3,222	-	\$ 3,222	-	-	\$ -	-	-	\$ -
Music - 1210	-	-	\$ -	313	-	\$ 313	-	-	\$ -
Choir - 1241	680	54	\$ 626	-	-	\$ -	46	-	\$ 46
Band - 1251	-	-	\$ -	-	-	\$ -	-	-	\$ -
Technology - 1610	-	-	\$ -	946	14	\$ 932	-	-	\$ -
Computer Repair - 1640	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Basketball - 1845	-	-	\$ -	-	-	\$ -	-	-	\$ -
CoEd Basketball - 1875	1,606	294	\$ 1,312	-	-	\$ -	-	-	\$ -
Boys Track & Field - 1890	-	-	\$ -	-	-	\$ -	263	-	\$ 263
Cocurricular Nonathletic - 1900	-	-	\$ -	-	-	\$ -	-	-	\$ -
Yearbook - 1903	-	-	\$ -	-	-	\$ -	70	-	\$ 70
Makerspace - 1941	-	-	\$ -	1	-	\$ 1	-	-	\$ -
Walking Club - 1947	-	-	\$ -	-	-	\$ -	285	-	\$ 285
Garden Club - 1957	-	-	\$ -	-	-	\$ -	970	-	\$ 970
BoosterThon - 1969	-	-	\$ -	-	-	\$ -	-	-	\$ -
Bobcat Sisterhood - 1979	930	-	\$ 930	-	-	\$ -	-	-	\$ -
STEAM - 1982	-	-	\$ -	97	-	\$ 97	-	-	\$ -
YMCA - 2001	-	-	\$ -	-	-	\$ -	-	-	\$ -
Tshirts EES - 2002	-	-	\$ -	-	-	\$ -	-	-	\$ -
Battle of the Books - 2004	-	-	\$ -	-	-	\$ -	-	-	\$ -
	\$ 14,428	\$ 4,892	\$ 9,536	\$ 8,201	\$ 1,260	\$ 6,941	\$ 3,598	\$ 4,323	\$ (724)

Colorado School District 49
Student Fees E as of 8/31/2019 Unaudited

<u>Student Fees by Program</u>	Odyssey Elementary 140			ALLIES 143		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ 2,075	\$ 363	\$ 1,712	\$ -	\$ -	\$ -
2nd Grade - 0012	245	240	\$ 5	397	414	\$ (17)
3rd Grade - 0013	50	234	\$ (184)	378	322	\$ 56
4th Grade - 0014	889	229	\$ 660	1,385	310	\$ 1,075
5th Grade - 0015	160	253	\$ (94)	475	310	\$ 165
Kidgergarten - 0019	100	106	\$ (6)	-	-	\$ -
Library - 0080	-	-	\$ -	-	-	\$ -
Field Trips - 0089	-	-	\$ -	-	-	\$ -
Art - 0210	-	-	\$ -	-	-	\$ -
Art Club - 0212	-	-	\$ -	-	-	\$ -
Painting - 0250	-	-	\$ -	-	-	\$ -
PE - 0800	-	-	\$ -	-	-	\$ -
Dance - 0833	-	-	\$ -	-	-	\$ -
5th Grade Camp - 0843	-	-	\$ -	-	-	\$ -
Music - 1210	-	-	\$ -	400	-	\$ 400
Choir - 1241	-	-	\$ -	-	-	\$ -
Band - 1251	-	-	\$ -	-	-	\$ -
Technology - 1610	30	-	\$ 30	279	-	\$ 279
Computer Repair - 1640	-	-	\$ -	1,620	-	\$ 1,620
Boys Basketball - 1845	-	-	\$ -	-	-	\$ -
CoEd Basketball - 1875	-	-	\$ -	-	-	\$ -
Boys Track & Field - 1890	-	-	\$ -	-	-	\$ -
Cocurricular Nonathletic - 1900	44	-	\$ 44	-	-	\$ -
Yearbook - 1903	127	-	\$ 127	-	-	\$ -
Makerspace - 1941	-	-	\$ -	-	-	\$ -
Walking Club - 1947	-	-	\$ -	-	-	\$ -
Garden Club - 1957	-	-	\$ -	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	-	-	\$ -
Bobcat Sisterhood - 1979	-	-	\$ -	-	-	\$ -
STEAM - 1982	-	-	\$ -	-	-	\$ -
YMCA - 2001	-	-	\$ -	-	-	\$ -
Tshirts EES - 2002	-	-	\$ -	-	-	\$ -
Battle of the Books - 2004	113	-	\$ 113	-	-	\$ -
	\$ 3,833	\$ 1,425	\$ 2,408	\$ 4,935	\$ 1,355	\$ 3,580

Colorado School District 49
Student Fees M as of 8/31/2019 Unaudited

<u>Student Fees by Program</u>	Falcon Middle 220			Horizon Middle 225			Skyview Middle 330		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
6th Grade - 0016	\$ -	\$ -	\$ -	\$ 6,548	\$ 6,144	\$ 404	\$ -	\$ -	\$ -
7th Grade - 0017	-	-	\$ -	6,438	6,263	\$ 175	-	-	\$ -
8th Grade - 0018	-	-	\$ -	6,886	5,039	\$ 1,847	-	-	\$ -
Mini Course - 0020	1	-	\$ 1	-	-	\$ -	-	-	\$ -
6th Grade - 0026	353	5,241	\$ (4,888)	1,259	-	\$ 1,259	5,127	-	\$ 5,127
7th Grade - 0027	148	1,456	\$ (1,308)	3,621	-	\$ 3,621	4,490	-	\$ 4,490
8th Grade - 0028	(367)	1,937	\$ (2,305)	2,572	10	\$ 2,562	4,570	71	\$ 4,499
Library - 0080	439	-	\$ 439	75	-	\$ 75	665	-	\$ 665
ELL - 0091	-	-	\$ -	-	-	\$ -	48	-	\$ 48
Summer School - 0096	-	-	\$ -	-	-	\$ -	5	-	\$ 5
Textbook Fee - 0099	477	-	\$ 477	9	-	\$ 9	-	-	\$ -
Art - 0210	821	1,055	\$ (234)	-	-	\$ -	2,744	-	\$ 2,744
Reading - 0500	-	-	\$ -	-	-	\$ -	461	-	\$ 461
Communications - 0553	-	-	\$ -	-	-	\$ -	77	-	\$ 77
Broadcasting - 0554	-	-	\$ -	-	-	\$ -	96	-	\$ 96
Drama - 0560	166	28	\$ 137	-	-	\$ -	75	-	\$ 75
Foreign Language - 0600	-	-	\$ -	-	-	\$ -	29	-	\$ 29
PE - 0800	-	-	\$ -	10,225	4,610	\$ 5,616	4,082	-	\$ 4,082
Intramural PE - 0801	-	-	\$ -	-	-	\$ -	243	-	\$ 243
Health & Wellness - 0819	-	-	\$ -	-	-	\$ -	50	-	\$ 50
Family/Consumer Science - 0900	1,174	-	\$ 1,174	-	-	\$ -	1,816	-	\$ 1,816
Engineering/Robotics - 1032	-	-	\$ -	-	-	\$ -	5	-	\$ 5
Woodshop - 1060	-	-	\$ -	5	-	\$ 5	-	-	\$ -
Choir - 1241	133	-	\$ 133	55	-	\$ 55	1,443	108	\$ 1,335
Show Choir - 1242	37	-	\$ 37	-	-	\$ -	-	-	\$ -
Band - 1251	2,258	-	\$ 2,258	1,479	-	\$ 1,479	664	-	\$ 664
Orchestra - 1255	-	-	\$ -	1,130	-	\$ 1,130	-	-	\$ -
Science - 1310	(577)	-	\$ (577)	-	-	\$ -	-	-	\$ -
Technology - 1610	456	-	\$ 456	290	-	\$ 290	1,095	-	\$ 1,095
Tech Insurance - 1640	-	-	\$ -	-	-	\$ -	8,260	2,387	\$ 5,874
Girls Basketball - 1815	6	992	\$ (986)	-	-	\$ -	1,624	-	\$ 1,624
Spirit Club - 1817	-	-	\$ -	-	-	\$ -	241	-	\$ 241
Softball - 1827	11	1,596	\$ (1,585)	-	-	\$ -	421	-	\$ 421

Colorado School District 49
Student Fees M as of 8/31/2019 Unaudited

<u>Student Fees by Program</u>	Falcon Middle 220			Horizon Middle 225			Skyview Middle 330		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Volleyball - 1832	-	1,842	\$ (1,842)	-	-	\$ -	1,416	-	\$ 1,416
Boys Basketball - 1845	-	992	\$ (992)	-	-	\$ -	1,113	-	\$ 1,113
Football - 1850	60	1,270	\$ (1,210)	25	-	\$ 25	4,901	-	\$ 4,901
Wrestling - 1863	-	260	\$ (260)	399	-	\$ 399	2,039	-	\$ 2,039
Cross Country - 1878	17	122	\$ (105)	23	-	\$ 23	2,500	-	\$ 2,500
Track - 1890	182	124	\$ 58	-	-	\$ -	3,037	-	\$ 3,037
Principal Discretionary - 1900	277	-	\$ 277	-	-	\$ -	491	-	\$ 491
Yearbook - 1903	-	-	\$ -	-	-	\$ -	8,005	-	\$ 8,005
Student Council - 1953	-	-	\$ -	-	-	\$ -	1,042	-	\$ 1,042
NJHS - 1954	50	-	\$ 50	170	-	\$ 170	748	-	\$ 748
FCCLA - 1961	-	-	\$ -	-	-	\$ -	187	-	\$ 187
Grant 2 Pride - 2002	(875)	-	\$ (875)	-	-	\$ -	-	-	\$ -
	\$ 5,247	\$ 16,915	\$ (11,668)	\$ 41,209	\$ 22,065	\$ 19,143	\$ 63,810	\$ 2,566	\$ 61,245

Colorado School District 49
Student Fees H as of 8/31/2019 Unaudited

Student Fees by Program	Falcon High - 310			Sand Creek High -315			Vista Ridge High -320		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
PSAT -0030	\$ -	\$ -	\$ -	\$ 732	\$ -	\$ 732	\$ -	\$ -	\$ -
Class fees - 0031	-	-	\$ -	60	-	\$ 60	-	-	\$ -
9th Grade - 0032	-	-	\$ -	1,323	1,052	\$ 271	-	-	\$ -
10th Grade - 0033	-	-	\$ -	3,635	1,047	\$ 2,588	-	-	\$ -
11th Grade - 0034	-	-	\$ -	3,709	1,147	\$ 2,562	-	-	\$ -
11th Grade - 0034	-	-	\$ -	4,378	997	\$ 3,381	-	-	\$ -
Library - 0080	228	-	\$ 228	477	-	\$ 477	-	-	\$ -
Summer School - 0096	14,725	5,130	\$ 9,595	2,165	-	\$ 2,165	6,281	-	\$ 6,281
AP Exams - 0098	143	-	\$ 143	8,536	-	\$ 8,536	1,129	-	\$ 1,129
Textbook Fee - 0099	149	-	\$ 149	2,409	-	\$ 2,409	-	-	\$ -
AP Art - 0200	-	-	\$ -	15	-	\$ 15	1,137	-	\$ 1,137
IB Art - 0201	-	-	\$ -	175	-	\$ 175	-	-	\$ -
Art - 0210	3,528	-	\$ 3,528	5	-	\$ 5	20	-	\$ 20
Graphic Desgn - 0220	1,452	-	\$ 1,452	1,681	-	\$ 1,681	515	17	\$ 498
49 Design Fee - 0222	209	-	\$ 209	558	-	\$ 558	-	-	\$ -
3D Art - 0225	5,095	964	\$ 4,131	1,603	-	\$ 1,603	1,095	229	\$ 866
3D Art - 0226	7,568	-	\$ 7,568	969	-	\$ 969	208	6	\$ 202
AMDED Printing - 0229	-	-	\$ -	20	-	\$ 20	-	-	\$ -
Art II - 0230	-	-	\$ -	31	-	\$ 31	0	-	\$ 0
Ceramics - 0232	173	-	\$ 173	939	181	\$ 758	1,836	183	\$ 1,653
Ceramics II - 0233	-	-	\$ -	952	180	\$ 771	-	-	\$ -
Beginning Drawing - 0240	49	-	\$ 49	22	-	\$ 22	-	-	\$ -
Diploma Project - 0249	-	-	\$ -	127	-	\$ 127	-	-	\$ -
Painting - 0250	20	-	\$ 20	8	-	\$ 8	89	-	\$ 89
Digital Photo - 0260	5,188	-	\$ 5,188	1,901	350	\$ 1,552	2,332	233	\$ 2,098
AP Art - 0290	1,513	-	\$ 1,513	5	-	\$ 5	1	-	\$ 1
2D Art - 0292	1,552	-	\$ 1,552	1,721	-	\$ 1,721	326	-	\$ 326
3D Art - 0293	-	-	\$ -	223	-	\$ 223	-	-	\$ -
Visual Art - 0294	-	-	\$ -	611	344	\$ 266	-	-	\$ -
English - 0500	24	-	\$ 24	528	-	\$ 528	1,480	-	\$ 1,480
AP English - 0519	-	-	\$ -	-	-	\$ -	1,722	97	\$ 1,626
AP Lit. - 0531	-	-	\$ -	-	-	\$ -	2,795	-	\$ 2,795
English Lit - 0532	-	-	\$ -	-	-	\$ -	1	-	\$ 1
American Lit. - 0539	-	-	\$ -	-	-	\$ -	713	413	\$ 300
AP Lang & Comp - 0549	-	-	\$ -	-	-	\$ -	4,254	-	\$ 4,254
One Act Play - 0560	766	-	\$ 766	192	-	\$ 192	36	-	\$ 36
Drama - 0564	3,731	-	\$ 3,731	-	-	\$ -	-	-	\$ -
Tech Theater - 0566	6,364	25	\$ 6,339	-	-	\$ -	351	-	\$ 351
Foreign Lan - 0600	-	-	\$ -	-	-	\$ -	3,763	620	\$ 3,143

Colorado School District 49
Student Fees H as of 8/31/2019 Unaudited

Student Fees by Program	Falcon High - 310			Sand Creek High -315			Vista Ridge High -320		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
American Sign Lang - 0629	-	-	\$ -	-	-	\$ -	573	-	\$ 573
Health Science - 0700	-	-	\$ -	-	-	\$ -	250	-	\$ 250
PE - 0800	7,554	15	\$ 7,539	-	-	\$ -	-	-	\$ -
Adventrure PE - 0801	-	-	\$ -	-	-	\$ -	205	-	\$ 205
Interior Design - 0927	-	-	\$ -	-	-	\$ -	2	-	\$ 2
Landscape Design - 1011	726	-	\$ 726	-	-	\$ -	-	-	\$ -
Film making - 1023	-	-	\$ -	-	-	\$ -	1,551	-	\$ 1,551
Engineering/Robotics - 1032	-	-	\$ -	5,711	-	\$ 5,711	20	-	\$ 20
IB Design Tech - 1090	-	-	\$ -	454	-	\$ 454	-	-	\$ -
Math - 1100	-	-	\$ -	-	-	\$ -	5,920	267	\$ 5,653
Music Theory - 1211	-	-	\$ -	15	-	\$ 15	93	-	\$ 93
Choir - 1241	(52)	-	\$ (52)	14	-	\$ 14	(1,102)	710	\$ (1,812)
Womens Select -1242	-	-	\$ -	477	-	\$ 477	30	-	\$ 30
Solo/Ensemble - 1243	414	25	\$ 389	170	-	\$ 170	-	-	\$ -
Concert Choir - 1244	305	-	\$ 305	920	-	\$ 920	30	-	\$ 30
Women's Ensemble - 1245	-	-	\$ -	1,011	-	\$ 1,011	64	174	\$ (110)
Chamber Choir - 1246	227	-	\$ 227	523	-	\$ 523	-	-	\$ -
Mens Ensemble - 1247	-	-	\$ -	30	-	\$ 30	-	-	\$ -
Concert Band - 1251	491	70	\$ 421	3,003	-	\$ 3,003	3,995	319	\$ 3,676
Marching Band - 1252	2,337	1,380	\$ 957	8,366	1,081	\$ 7,286	(2,679)	1,488	\$ (4,166)
Symphonic Band - 1253	124	-	\$ 124	-	-	\$ -	-	-	\$ -
Wind Ensemble - 1254	(127)	-	\$ (127)	-	-	\$ -	-	-	\$ -
Women's Ensemble - 1255	1,129	-	\$ 1,129	-	-	\$ -	-	-	\$ -
Strings -1256	175	-	\$ 175	-	-	\$ -	-	-	\$ -
Jazz Band - 1257	799	-	\$ 799	-	-	\$ -	-	-	\$ -
Guitar - 1258	1,176	-	\$ 1,176	360	-	\$ 360	-	-	\$ -
Other Instrument - 1259	1,462	-	\$ 1,462	90	-	\$ 90	-	-	\$ -
Musical - 1270	-	-	\$ -	1,030	-	\$ 1,030	-	-	\$ -
Science - 1310	3,127	-	\$ 3,127	36	639	\$ (603)	445	38	\$ 407
Environmental Science - 1324	-	-	\$ -	-	-	\$ -	220	-	\$ 220
Anatomy - 1325	628	-	\$ 628	-	-	\$ -	1,270	78	\$ 1,192
Biology - 1328	-	-	\$ -	-	-	\$ -	4,765	522	\$ 4,243
AP Biology - 1329	992	-	\$ 992	-	-	\$ -	1,983	-	\$ 1,983
Phys Sci - 1330	-	-	\$ -	-	-	\$ -	737	-	\$ 737
AP Chemisty - 1331	1,796	-	\$ 1,796	-	-	\$ -	1,151	23	\$ 1,128
Physics - 1332	-	-	\$ -	-	-	\$ -	152	-	\$ 152
AP Physics - 1333	-	-	\$ -	-	-	\$ -	63	-	\$ 63

Colorado School District 49
Student Fees H as of 8/31/2019 Unaudited

Student Fees by Program	Falcon High - 310			Sand Creek High -315			Vista Ridge High -320		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Linear Physics - 1334	-	-	\$ -	-	-	\$ -	61	-	\$ 61
Astrophysics - 1335	-	-	\$ -	-	-	\$ -	25	-	\$ 25
Other Physical Science - 1339	6,563	-	\$ 6,563	-	-	\$ -	506	-	\$ 506
Astronomy - 1341	-	-	\$ -	-	-	\$ -	(371)	-	\$ (371)
Geology - 1342	(210)	-	\$ (210)	-	-	\$ -	-	-	\$ -
Aerospace Aviation- 1345	-	-	\$ -	-	-	\$ -	300	-	\$ 300
Forensics - 1390	2,325	15	\$ 2,310	-	-	\$ -	58	-	\$ 58
Bio med Science - 1392	971	-	\$ 971	-	-	\$ -	1,586	17	\$ 1,569
Bio Med Innovation - 1393	405	-	\$ 405	-	-	\$ -	-	-	\$ -
Human Body Systems - 1394	544	-	\$ 544	-	-	\$ -	-	-	\$ -
Social Studies - 1500	-	-	\$ -	-	-	\$ -	18,430	2,117	\$ 16,313
Tech Insurance - 1640	12,690	-	\$ 12,690	-	-	\$ -	-	-	\$ -
SPED - 1709	-	-	\$ -	-	-	\$ -	200	-	\$ 200
General Athletic - 1805	11,491	452	\$ 11,039	22,651	-	\$ 22,651	3,931	48	\$ 3,883
Girls Basketball - 1815	(3,269)	-	\$ (3,269)	1,462	-	\$ 1,462	-	151	\$ (151)
Cheerleading - 1817	1,736	1,667	\$ 69	4,466	3,655	\$ 811	(16,223)	17,115	\$ (33,337)
Girls Golf - 1821	462	80	\$ 382	302	145	\$ 157	-	151	\$ (151)
Girls Soccer - 1826	(1,149)	-	\$ (1,149)	3,048	-	\$ 3,048	141	751	\$ (610)
Softball - 1827	(884)	1,842	\$ (2,727)	1,307	600	\$ 707	0	3,472	\$ (3,472)
Girls Tennis - 1829	(346)	-	\$ (346)	58	-	\$ 58	-	-	\$ -
Dance Team - 1831	-	-	\$ -	675	-	\$ 675	-	-	\$ -
Volleyball - 1832	2,996	3,355	\$ (359)	890	375	\$ 515	106	4,151	\$ (4,045)
Baseball - 1844	(836)	-	\$ (836)	30	-	\$ 30	335	151	\$ 184
Boys Basketball - 1845	5,508	(300)	\$ 5,808	1,503	-	\$ 1,503	-	300	\$ (300)
Football - 1850	7,945	5,780	\$ 2,165	13,171	1,710	\$ 11,461	(294)	9,646	\$ (9,940)
Boys Golf - 1851	467	-	\$ 467	704	233	\$ 471	-	676	\$ (676)
Boys Soccer - 1856	47	3,139	\$ (3,091)	2,060	-	\$ 2,060	-	5,317	\$ (5,317)
Boys Tennis - 1859	-	-	\$ -	1,396	100	\$ 1,296	-	-	\$ -
Wrestling - 1863	(5,443)	-	\$ (5,443)	293	-	\$ 293	200	151	\$ 49
Cross Country - 1878	3,996	-	\$ 3,996	2,353	875	\$ 1,478	150	1,241	\$ (1,091)
Track - 1890	(1,443)	-	\$ (1,443)	598	-	\$ 598	225	302	\$ (77)
Strength & Conditioning -1896	-	-	\$ -	-	-	\$ -	3,430	-	\$ 3,430
Athletic Training - 1895	181	-	\$ 181	493	-	\$ 493	1,015	-	\$ 1,015
Sports Medicine - 1898	940	-	\$ 940	-	-	\$ -	-	-	\$ -
ID Replacement - 1901	4,253	-	\$ 4,253	6,131	-	\$ 6,131	-	-	\$ -
Parking/Security - 1902	6,932	1,645	\$ 5,286	3,508	-	\$ 3,508	650	1,040	\$ (390)
Yearbook - 1903	635	-	\$ 635	11,740	-	\$ 11,740	29	-	\$ 29
Link - 1906	2,074	-	\$ 2,074	-	-	\$ -	-	-	\$ -
Class of 2016 - 1916	175	-	\$ 175	-	-	\$ -	-	-	\$ -

Colorado School District 49
Student Fees H as of 8/31/2019 Unaudited

Student Fees by Program	Falcon High - 310			Sand Creek High -315			Vista Ridge High -320		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Class of 2020 - 1920	5,770	-	\$ 5,770	-	-	\$ -	-	-	\$ -
Class of 2017 - 1917	-	-	\$ -	-	-	\$ -	(16)	-	\$ (16)
Colorgaurd - 1942	-	-	\$ -	-	-	\$ -	85	-	\$ 85
FBLA - 1950	(27)	-	\$ (27)	340	-	\$ 340	(502)	-	\$ (502)
DECA - 1951	110	-	\$ 110	-	-	\$ -	-	-	\$ -
Knowledge Bowl - 1952	-	-	\$ -	56	-	\$ 56	-	-	\$ -
Student Council - 1953	129	-	\$ 129	205	-	\$ 205	-	-	\$ -
NHS - 1954	290	-	\$ 290	30	-	\$ 30	-	-	\$ -
Mock Trial - 1956	777	-	\$ 777	1,024	-	\$ 1,024	-	-	\$ -
Key Club - 1960	142	-	\$ 142	-	-	\$ -	-	-	\$ -
Forensic Club - 1965	-	-	\$ -	240	-	\$ 240	-	-	\$ -
NAHS - 1967	-	-	\$ -	1,591	-	\$ 1,591	-	-	\$ -
Environmental Club - 1973	-	-	\$ -	-	-	\$ -	13	-	\$ 13
Key Club - 1981	-	-	\$ -	-	-	\$ -	15	-	\$ 15
School Store - 1982	1	-	\$ 1	229	-	\$ 229	-	-	\$ -
Grant 1 Fees - 2001	-	-	\$ -	-	-	\$ -	470	-	\$ 470
Grant 2 II - 2002	90	-	\$ 90	-	-	\$ -	-	-	\$ -
Counseling - 2122	916	20	\$ 896	442	-	\$ 442	16	-	\$ 16
IB - 2213	-	-	\$ -	163	-	\$ 163	-	-	\$ -
	\$ 143,712	\$ 25,304	\$ 118,408	\$ 145,077	\$ 14,712	\$ 130,365	\$ 64,395	\$ 52,215	\$ 12,179

Colorado School District 49
Fundraising E as of 8/31/2019 Unaudited

<u>Student Fees by Program</u>	Falcon Elementary 132			Meridian Ranch Elementary 134			Woodmen Hills Elementary 137		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ -	\$ -	\$ -	\$ 341	\$ -	\$ 341	\$ 536	\$ -	\$ 536
2nd Grade - 0012	-	-	\$ -	475	-	\$ 475	341	-	\$ 341
3rd Grade - 0013	-	-	\$ -	-	-	\$ -	124	-	\$ 124
4th Grade - 0014	-	-	\$ -	680	-	\$ 680	65	-	\$ 65
5th Grade - 0015	-	-	\$ -	2,914	-	\$ 2,914	255	-	\$ 255
Kidgergarten - 0019	-	-	\$ -	-	-	\$ -	28	-	\$ 28
Library - 0080	233	-	\$ 233	311	-	\$ 311	2,759	74	\$ 2,685
Field Trips - 0089	-	-	\$ -	-	-	\$ -	-	-	\$ -
Art - 0210	-	-	\$ -	308	-	\$ 308	1,275	-	\$ 1,275
Art Club - 0212	-	-	\$ -	-	-	\$ -	-	-	\$ -
Painting - 0250	-	-	\$ -	-	-	\$ -	-	-	\$ -
PE - 0800	20	-	\$ 20	656	-	\$ 656	16	-	\$ 16
Cupstacking - 0803	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 0810	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 0819	-	-	\$ -	-	-	\$ -	-	-	\$ -
Dance - 0833	-	-	\$ -	-	-	\$ -	-	-	\$ -
5th Grade Camp - 0843	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cooking Club - 0991	-	-	\$ -	-	-	\$ -	-	-	\$ -
Music - 1210	-	-	\$ -	93	-	\$ 93	742	-	\$ 742
xxx - 1240	-	-	\$ -	-	-	\$ -	-	-	\$ -
Choir - 1241	-	-	\$ -	378	-	\$ 378	-	-	\$ -
Band - 1251	-	-	\$ -	632	-	\$ 632	10	-	\$ 10
xx - 1310	-	-	\$ -	-	-	\$ -	-	-	\$ -
Technology - 1610	-	-	\$ -	23	-	\$ 23	1,326	120	\$ 1,206
Computer Repair - 1640	-	-	\$ -	820	2,218	\$ (1,398)	-	-	\$ -
xxx - 1700	-	-	\$ -	-	91	\$ (91)	823	-	\$ 823
Boys Basketball - 1845	-	-	\$ -	-	-	\$ -	-	-	\$ -
CoEd Basketball - 1875	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Track & Field - 1890	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cocurricular Nonathletic - 1900	8,738	1,477	\$ 7,260	55,969	2,679	\$ 53,289	80,212	17,522	\$ 62,690
Yearbook - 1903	809	-	\$ 809	8,378	590	\$ 7,788	1,100	-	\$ 1,100
Makerspace - 1941	-	-	\$ -	-	-	\$ -	-	-	\$ -
Walking Club - 1947	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 1953	1,521	-	\$ 1,521	147	-	\$ 147	466	-	\$ 466
Garden Club - 1957	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 1961	-	-	\$ -	-	-	\$ -	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 1976	-	-	\$ -	-	-	\$ -	-	-	\$ -

Colorado School District 49
Fundraising E as of 8/31/2019 Unaudited

<u>Student Fees by Program</u>	Falcon Elementary 132			Meridian Ranch Elementary 134			Woodmen Hills Elementary 137		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Bobcat Sisterhood - 1979	-	-	\$ -	-	-	\$ -	-	-	\$ -
STEAM - 1982	-	-	\$ -	-	-	\$ -	-	-	\$ -
YMCA - 2001	-	-	\$ -	0	-	\$ 0	59	-	\$ 59
Tshirts EES - 2002	-	-	\$ -	-	-	\$ -	-	-	\$ -
Grant III - 2003	204	-	\$ 204	-	-	\$ -	-	-	\$ -
Battle of the Books - 2004	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2006	25	-	\$ 25	-	-	\$ -	540	-	\$ 540
xxx - 2008	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2009	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2213	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2122	-	-	\$ -	68	-	\$ 68	-	-	\$ -
xxx - 2200	62	-	\$ 62	-	-	\$ -	36	-	\$ 36
	\$ 11,612	\$ 1,477	\$ 10,134	\$ 72,194	\$ 5,579	\$ 66,615	\$ 90,713	\$ 17,717	\$ 72,997

Colorado School District 49
Fundraising E as of 8/31/2019 Unaudited

<u>Student Fees by Program</u>	Bennett Ranch Elementary 141			Evans Elementary 131			Remington Elementary 135		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2nd Grade - 0012	-	-	\$ -	-	-	\$ -	-	-	\$ -
3rd Grade - 0013	-	-	\$ -	-	-	\$ -	-	-	\$ -
4th Grade - 0014	-	-	\$ -	-	382	\$ (382)	-	-	\$ -
5th Grade - 0015	-	-	\$ -	2,222	-	\$ 2,222	-	-	\$ -
Kidgergarten - 0019	-	-	\$ -	1,584	-	\$ 1,584	-	-	\$ -
Library - 0080	330	-	\$ 330	-	360	\$ (360)	2,832	5,038	\$ (2,206)
Field Trips - 0089	-	-	\$ -	-	-	\$ -	-	-	\$ -
Art - 0210	-	-	\$ -	284	91	\$ 193	-	-	\$ -
Art Club - 0212	-	-	\$ -	-	-	\$ -	-	-	\$ -
Painting - 0250	-	-	\$ -	-	-	\$ -	-	-	\$ -
PE - 0800	1,135	-	\$ 1,135	912	-	\$ 912	102	-	\$ 102
Cupstacking - 0803	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 0810	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 0819	-	-	\$ -	-	-	\$ -	-	-	\$ -
Dance - 0833	-	-	\$ -	-	-	\$ -	-	-	\$ -
5th Grade Camp - 0843	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cooking Club - 0991	-	-	\$ -	-	-	\$ -	-	-	\$ -
Music - 1210	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 1240	-	-	\$ -	-	-	\$ -	-	-	\$ -
Choir - 1241	7	-	\$ 7	-	-	\$ -	-	-	\$ -
Band - 1251	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 1310	-	-	\$ -	-	-	\$ -	-	-	\$ -
Technology - 1610	-	-	\$ -	-	-	\$ -	-	-	\$ -
Computer Repair - 1640	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 1700	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Basketball - 1845	-	-	\$ -	-	-	\$ -	-	-	\$ -
CoEd Basketball - 1875	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Track & Field - 1890	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cocurricular Nonathletic - 1900	17,185	612	\$ 16,573	11,979	777	\$ 11,202	26,615	2,639	\$ 23,976
Yearbook - 1903	101	-	\$ 101	-	-	\$ -	385	-	\$ 385
Makerspace - 1941	-	-	\$ -	-	-	\$ -	-	-	\$ -
Walking Club - 1947	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 1953	-	-	\$ -	263	-	\$ 263	0	-	\$ 0
Garden Club - 1957	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 1961	-	-	\$ -	-	-	\$ -	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	4,910	-	\$ 4,910	1,002	-	\$ 1,002
xxx - 1976	-	-	\$ -	-	-	\$ -	-	-	\$ -

Colorado School District 49
Fundraising E as of 8/31/2019 Unaudited

<u>Student Fees by Program</u>	Bennett Ranch Elementary 141			Evans Elementary 131			Remington Elementary 135		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Bobcat Sisterhood - 1979	-	-	\$ -	-	-	\$ -	-	-	\$ -
STEAM - 1982	-	-	\$ -	-	-	\$ -	-	-	\$ -
YMCA - 2001	-	-	\$ -	-	-	\$ -	-	-	\$ -
Tshirts EES - 2002	-	-	\$ -	-	-	\$ -	0	-	\$ 0
Grant III - 2003	-	-	\$ -	-	-	\$ -	-	-	\$ -
Battle of the Books - 2004	13	-	\$ 13	-	-	\$ -	-	-	\$ -
xxx - 2006	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2008	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2009	-	-	\$ -	-	-	\$ -	860	-	\$ 860
xxx - 2213	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2122	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2200	-	-	\$ -	-	-	\$ -	-	-	\$ -
	\$ 18,771	\$ 612	\$ 18,159	\$ 22,154	\$ 1,610	\$ 20,544	\$ 31,797	\$ 7,676	\$ 24,120

Colorado School District 49
Fundraising E as of 8/31/2019 Unaudited

<u>Student Fees by Program</u>	Springs Ranch Elementary 138			Ridgeview Elementary 136			Stetson Elementary 139		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ 7	\$ -	\$ 7	\$ -	\$ -	\$ -	\$ 712	\$ -	\$ 712
2nd Grade - 0012	-	-	\$ -	-	-	\$ -	668	-	\$ 668
3rd Grade - 0013	-	-	\$ -	-	-	\$ -	367	-	\$ 367
4th Grade - 0014	50	-	\$ 50	-	-	\$ -	323	-	\$ 323
5th Grade - 0015	1,746	-	\$ 1,746	-	-	\$ -	244	-	\$ 244
Kidgergarten - 0019	61	-	\$ 61	-	-	\$ -	1,048	100	\$ 949
Library - 0080	3,965	-	\$ 3,965	503	-	\$ 503	2,436	222	\$ 2,214
Field Trips - 0089	-	-	\$ -	-	-	\$ -	-	-	\$ -
Art - 0210	876	-	\$ 876	620	-	\$ 620	29	-	\$ 29
Art Club - 0212	-	-	\$ -	-	-	\$ -	-	-	\$ -
Painting - 0250	-	-	\$ -	-	-	\$ -	-	-	\$ -
PE - 0800	694	103	\$ 591	639	-	\$ 639	525	-	\$ 525
Cupstacking - 0803	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 0810	-	-	\$ -	-	-	\$ -	450	-	\$ 450
xx - 0819	-	-	\$ -	695	-	\$ 695	-	-	\$ -
Dance - 0833	-	-	\$ -	-	-	\$ -	-	-	\$ -
5th Grade Camp - 0843	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cooking Club - 0991	-	-	\$ -	-	-	\$ -	-	-	\$ -
Music - 1210	-	-	\$ -	1,500	-	\$ 1,500	-	-	\$ -
xxx - 1240	-	-	\$ -	-	-	\$ -	-	-	\$ -
Choir - 1241	348	-	\$ 348	-	-	\$ -	-	-	\$ -
Band - 1251	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 1310	26	-	\$ 26	-	-	\$ -	-	-	\$ -
Technology - 1610	2,001	-	\$ 2,001	24	12	\$ 12	70	-	\$ 70
Computer Repair - 1640	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 1700	-	-	\$ -	-	-	\$ -	28	-	\$ 28
Boys Basketball - 1845	-	-	\$ -	-	-	\$ -	-	-	\$ -
CoEd Basketball - 1875	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Track & Field - 1890	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cocurricular Nonathletic - 1900	52,401	1,799	\$ 50,602	38,562	4,309	\$ 34,252	35,064	1,516	\$ 33,548
Yearbook - 1903	436	-	\$ 436	-	-	\$ -	1,022	-	\$ 1,022
Makerspace - 1941	-	-	\$ -	-	-	\$ -	-	-	\$ -
Walking Club - 1947	24	-	\$ 24	-	-	\$ -	-	-	\$ -
xxx - 1953	-	-	\$ -	-	-	\$ -	242	-	\$ 242
Garden Club - 1957	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 1961	-	-	\$ -	130	-	\$ 130	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	-	-	\$ -	6,846	-	\$ 6,846
xxx - 1976	-	-	\$ -	-	-	\$ -	-	-	\$ -

Colorado School District 49
Fundraising E as of 8/31/2019 Unaudited

<u>Student Fees by Program</u>	Springs Ranch Elementary 138			Ridgeview Elementary 136			Stetson Elementary 139		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Bobcat Sisterhood - 1979	100	-	\$ 100	-	-	\$ -	-	-	\$ -
STEAM - 1982	-	-	\$ -	-	-	\$ -	-	-	\$ -
YMCA - 2001	1,709	-	\$ 1,709	-	-	\$ -	-	-	\$ -
Tshirts EES - 2002	-	-	\$ -	-	-	\$ -	136	-	\$ 136
Grant III - 2003	-	-	\$ -	-	-	\$ -	130	-	\$ 130
Battle of the Books - 2004	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2006	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2008	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2009	-	-	\$ -	-	-	\$ -	668	-	\$ 668
xxx - 2213	-	-	\$ -	-	-	\$ -	148	-	\$ 148
xxx - 2122	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2200	-	-	\$ -	-	-	\$ -	-	-	\$ -
	\$ 64,443	\$ 1,902	\$ 62,541	\$ 42,672	\$ 4,321	\$ 38,351	\$ 51,158	\$ 1,838	\$ 49,320

Colorado School District 49
Fundraising E as of 8/31/2019 Unaudited

<u>Student Fees by Program</u>	Odyssey Elementary 140			ALLIES 143		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2nd Grade - 0012	483	-	\$ 483	(46)	-	\$ (46)
3rd Grade - 0013	50	-	\$ 50	(98)	-	\$ (98)
4th Grade - 0014	-	-	\$ -	(103)	-	\$ (103)
5th Grade - 0015	-	-	\$ -	(159)	-	\$ (159)
Kidgergarten - 0019	537	-	\$ 537	-	-	\$ -
Library - 0080	-	-	\$ -	-	-	\$ -
Field Trips - 0089	-	-	\$ -	-	-	\$ -
Art - 0210	-	-	\$ -	-	-	\$ -
Art Club - 0212	-	-	\$ -	-	-	\$ -
Painting - 0250	-	-	\$ -	-	-	\$ -
PE - 0800	303	-	\$ 303	-	-	\$ -
Cupstacking - 0803	-	-	\$ -	-	-	\$ -
xxx - 0810	-	-	\$ -	-	-	\$ -
xx - 0819	-	-	\$ -	-	-	\$ -
Dance - 0833	-	-	\$ -	-	-	\$ -
5th Grade Camp - 0843	-	-	\$ -	-	-	\$ -
Cooking Club - 0991	-	-	\$ -	-	-	\$ -
Music - 1210	1,245	242	\$ 1,003	-	-	\$ -
xxx - 1240	293	-	\$ 293	-	-	\$ -
Choir - 1241	710	-	\$ 710	-	-	\$ -
Band - 1251	-	-	\$ -	-	-	\$ -
xx - 1310	(812)	-	\$ (812)	-	-	\$ -
Technology - 1610	-	-	\$ -	-	-	\$ -
Computer Repair - 1640	2,720	-	\$ 2,720	-	-	\$ -
xxx - 1700	128	-	\$ 128	-	-	\$ -
Boys Basketball - 1845	-	-	\$ -	-	-	\$ -
CoEd Basketball - 1875	-	-	\$ -	-	-	\$ -
Boys Track & Field - 1890	-	-	\$ -	-	-	\$ -
Cocurricular Nonathletic - 1900	10,624	2,385	\$ 8,240	273	375	\$ (102)
Yearbook - 1903	990	-	\$ 990	12	-	\$ 12
Makerspace - 1941	-	-	\$ -	-	-	\$ -
Walking Club - 1947	-	-	\$ -	-	-	\$ -
xxx - 1953	485	-	\$ 485	-	-	\$ -
Garden Club - 1957	-	-	\$ -	-	-	\$ -
xx - 1961	-	-	\$ -	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	-	-	\$ -
xxx - 1976	6,450	958	\$ 5,492	-	-	\$ -

Colorado School District 49
Fundraising E as of 8/31/2019 Unaudited

<u>Student Fees by Program</u>	Odyssey Elementary 140			ALLIES 143		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Bobcat Sisterhood - 1979	-	-	\$ -	-	-	\$ -
STEAM - 1982	-	-	\$ -	-	-	\$ -
YMCA - 2001	1	-	\$ 1	-	-	\$ -
Tshirts EES - 2002	(240)	-	\$ (240)	-	-	\$ -
Grant III - 2003	88	-	\$ 88	-	-	\$ -
Battle of the Books - 2004	-	-	\$ -	-	-	\$ -
xxx - 2006	-	-	\$ -	-	-	\$ -
xxx - 2008	511	-	\$ 511	-	-	\$ -
xxx - 2009	-	-	\$ -	-	-	\$ -
xxx - 2213	-	-	\$ -	-	-	\$ -
xxx - 2122	142	-	\$ 142	-	-	\$ -
xxx - 2200	(336)	-	\$ (336)	266	46	\$ 220
	\$ 24,373	\$ 3,585	\$ 20,788	\$ 144	\$ 421	\$ (277)

Colorado School District 49
Fundraising M as of 8/31/2019 Unaudited

<u>Student Fees by Program</u>	Falcon Middle 220			Horizon Middle 225			Skyview Middle 330		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
6th Grade - 0016	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7th Grade - 0017	-	-	\$ -	-	-	\$ -	-	-	\$ -
8th Grade - 0018	-	-	\$ -	(274)	-	\$ (274)	-	-	\$ -
Mini Course - 0020	7	-	\$ 7	-	-	\$ -	-	-	\$ -
xxx - 0025	-	-	\$ -	74	-	\$ 74	-	-	\$ -
6th Grade - 0026	22	-	\$ 22	384	-	\$ 384	100	-	\$ 100
7th Grade - 0027	41	-	\$ 41	10	-	\$ 10	1	-	\$ 1
8th Grade - 0028	2	-	\$ 2	-	-	\$ -	-	-	\$ -
G/T - 0070	-	-	\$ -	-	-	\$ -	78	-	\$ 78
Library - 0080	109	-	\$ 109	1,191	-	\$ 1,191	208	-	\$ 208
ELL - 0091	-	-	\$ -	-	-	\$ -	1	-	\$ 1
Summer School - 0096	-	-	\$ -	-	-	\$ -	-	-	\$ -
Textbook Fee - 0099	-	-	\$ -	-	-	\$ -	-	-	\$ -
Art - 0210	822	-	\$ 822	20	-	\$ 20	306	-	\$ 306
Reading - 0500	-	-	\$ -	-	-	\$ -	91	-	\$ 91
Communications - 0553	-	-	\$ -	-	-	\$ -	31	-	\$ 31
Broadcasting - 0554	-	-	\$ -	-	-	\$ -	2	-	\$ 2
Drama - 0560	628	-	\$ 628	146	-	\$ 146	212	-	\$ 212
Foreign Language - 0600	-	-	\$ -	-	-	\$ -	1	-	\$ 1
PE - 0800	53	-	\$ 53	127	-	\$ 127	(542)	-	\$ (542)
Intramural PE - 0801	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 0818	-	-	\$ -	16	-	\$ 16	-	-	\$ -
Health & Wellness - 0819	-	-	\$ -	-	-	\$ -	304	-	\$ 304
Family/Consumer Science - 0900	-	-	\$ -	-	-	\$ -	93	-	\$ 93
Engineering/Robotics - 1032	-	-	\$ -	-	-	\$ -	63	-	\$ 63
Woodshop - 1060	-	-	\$ -	-	-	\$ -	-	-	\$ -
Math - 1100	-	-	\$ -	-	-	\$ -	217	-	\$ 217
Choir - 1241	-	-	\$ -	271	-	\$ 271	153	-	\$ 153
Show Choir - 1242	-	-	\$ -	-	-	\$ -	-	-	\$ -
Solo/Ensemble - 1243	-	-	\$ -	-	-	\$ -	-	-	\$ -
Band - 1251	1,891	-	\$ 1,891	939	-	\$ 939	375	-	\$ 375
Orchestra - 1255	-	-	\$ -	1,887	-	\$ 1,887	-	-	\$ -
xx - 1270	983	-	\$ 983	-	-	\$ -	-	-	\$ -

Colorado School District 49
Fundraising M as of 8/31/2019 Unaudited

<u>Student Fees by Program</u>	Falcon Middle 220			Horizon Middle 225			Skyview Middle 330		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Science - 1310	(8)	-	\$ (8)	-	-	\$ -	-	-	\$ -
Technology - 1610	5	-	\$ 5	-	-	\$ -	180	-	\$ 180
Tech Insurance - 1640	-	-	\$ -	-	-	\$ -	-	-	\$ -
SPED -1700	-	-	\$ -	-	-	\$ -	150	-	\$ 150
xx -1740	-	-	\$ -	1,011	-	\$ 1,011	-	-	\$ -
General Athletic - 1805	175	-	\$ 175	971	-	\$ 971	1,906	-	\$ 1,906
Girls Basketball - 1815	-	-	\$ -	-	-	\$ -	-	-	\$ -
Spirit Club - 1817	-	-	\$ -	-	-	\$ -	-	-	\$ -
Softball - 1827	42	-	\$ 42	-	-	\$ -	17	-	\$ 17
Volleyball - 1832	360	1,240	\$ (880)	-	-	\$ -	-	-	\$ -
Boys Basketball - 1845	56	-	\$ 56	263	-	\$ 263	1,092	-	\$ 1,092
Football - 1850	(1,331)	-	\$ (1,331)	-	-	\$ -	201	-	\$ 201
Wrestling - 1863	71	-	\$ 71	-	-	\$ -	-	-	\$ -
Cross Country - 1878	-	-	\$ -	-	-	\$ -	-	-	\$ -
Track - 1890	150	-	\$ 150	-	-	\$ -	78	-	\$ 78
Principal Discretionary - 1900	4,910	1,575	\$ 3,335	5,910	1,744	\$ 4,166	10,938	6,557	\$ 4,380
xx - 1902	-	-	\$ -	-	-	\$ -	441	-	\$ 441
Yearbook - 1903	5,846	4,335	\$ 1,512	1,487	-	\$ 1,487	8,896	-	\$ 8,896
xx - 1906	4,279	1,023	\$ 3,256	-	-	\$ -	-	-	\$ -
Student Council - 1953	357	-	\$ 357	-	-	\$ -	4,484	204	\$ 4,280
NJHS - 1954	84	-	\$ 84	(75)	-	\$ (75)	1,889	-	\$ 1,889
FCCLA - 1961	-	-	\$ -	-	-	\$ -	143	-	\$ 143
Art Honor Society - 1965	(104)	24	\$ (128)	-	-	\$ -	-	-	\$ -
Lego Club - 1966	-	325	\$ (325)	-	-	\$ -	-	-	\$ -
xxx - 1794	171	-	\$ 171	-	-	\$ -	-	-	\$ -
xxx - 1980	-	-	\$ -	329	117	\$ 212	36	-	\$ 36
xx - 2001	19,238	2,112	\$ 17,125	-	-	\$ -	-	-	\$ -
Grant 2 Pride - 2002	4	-	\$ 4	4	-	\$ 4	-	-	\$ -
xxx - 2003	108	-	\$ 108	-	-	\$ -	0	-	\$ 0
xxx - 2122	-	-	\$ -	-	-	\$ -	1	-	\$ 1
xxx - 2123	66	-	\$ 66	-	-	\$ -	-	-	\$ -
xxx - 2200	492	-	\$ 492	11	-	\$ 11	70	-	\$ 70
	\$ 39,530	\$ 10,634	\$ 28,896	\$ 14,702	\$ 1,861	\$ 12,841	\$ 32,215	\$ 6,761	\$ 25,454

Colorado School District 49
Fundraising H as of 8/31/2019 Unaudited

Student Fees by Program	Falcon High			Sand Creek High			Vista Ridge High		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
PSAT -0030	\$ -	\$ -	\$ -	\$ 852	\$ -	\$ 852	\$ -	\$ -	\$ -
Class fees - 0031	584	-	\$ 584	318	349	\$ (31)	-	-	\$ -
9th Grade - 0032	-	-	\$ -	-	-	\$ -	-	-	\$ -
10th Grade - 0033	-	-	\$ -	-	-	\$ -	-	-	\$ -
11th Grade - 0034	-	-	\$ -	-	-	\$ -	-	-	\$ -
11th Grade - 0034	-	-	\$ -	-	-	\$ -	-	-	\$ -
Library - 0080	530	-	\$ 530	1,195	72	\$ 1,123	47	-	\$ 47
Summer School - 0096	-	-	\$ -	1,650	-	\$ 1,650	-	-	\$ -
AP Exams - 0098	517	500	\$ 17	615	-	\$ 615	1,770	-	\$ 1,770
Textbook Fee - 0099	5,434	-	\$ 5,434	4,679	-	\$ 4,679	81	-	\$ 81
AP Art - 0200	-	-	\$ -	-	-	\$ -	-	-	\$ -
IB Art - 0201	-	-	\$ -	-	-	\$ -	-	-	\$ -
Art - 0210	713	-	\$ 713	236	-	\$ 236	-	-	\$ -
Graphic Desgn - 0220	-	-	\$ -	-	-	\$ -	-	-	\$ -
49 Design Fee - 0222	-	-	\$ -	1,586	-	\$ 1,586	-	-	\$ -
3D Art - 0225	-	-	\$ -	11	-	\$ 11	-	-	\$ -
3D Art - 0226	-	-	\$ -	-	-	\$ -	-	-	\$ -
AMDED Printing - 0229	-	-	\$ -	169	-	\$ 169	-	-	\$ -
Art II - 0230	-	-	\$ -	-	-	\$ -	-	-	\$ -
Ceramics - 0232	-	-	\$ -	-	-	\$ -	-	-	\$ -
Ceramics II - 0233	-	-	\$ -	-	-	\$ -	-	-	\$ -
Beginning Drawing - 0240	-	-	\$ -	-	-	\$ -	-	-	\$ -
Diploma Project - 0249	-	-	\$ -	-	-	\$ -	-	-	\$ -
Painting - 0250	75	-	\$ 75	-	-	\$ -	-	-	\$ -
Digital Photo - 0260	-	-	\$ -	-	-	\$ -	15	-	\$ 15
AP Art - 0290	-	-	\$ -	-	-	\$ -	-	-	\$ -
2D Art - 0292	-	-	\$ -	-	-	\$ -	-	-	\$ -
3D Art - 0293	-	-	\$ -	-	-	\$ -	-	-	\$ -
Visual Art - 0294	-	-	\$ -	-	-	\$ -	-	-	\$ -
English - 0500	1,115	-	\$ 1,115	783	-	\$ 783	-	-	\$ -
AP English - 0519	-	-	\$ -	-	-	\$ -	-	-	\$ -
AP Lit. - 0531	-	-	\$ -	-	-	\$ -	-	-	\$ -
English Lit - 0532	8	-	\$ 8	-	-	\$ -	-	-	\$ -
American Lit. - 0539	-	-	\$ -	-	-	\$ -	(418)	-	\$ (418)
AP Lang & Comp - 0549	-	-	\$ -	-	-	\$ -	-	-	\$ -
One Act Play - 0560	304	-	\$ 304	4,255	-	\$ 4,255	2,006	2,780	\$ (774)
Drama - 0564	5,690	-	\$ 5,690	1,290	-	\$ 1,290	-	-	\$ -
Tech Theater - 0566	20	-	\$ 20	-	-	\$ -	-	-	\$ -
Foreign Lan - 0600	1,364	-	\$ 1,364	15	-	\$ 15	-	-	\$ -

Colorado School District 49
Fundraising H as of 8/31/2019 Unaudited

Student Fees by Program	Falcon High			Sand Creek High			Vista Ridge High		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
American Sign Lang - 0629	-	-	\$ -	-	-	\$ -	-	-	\$ -
Health Science - 0700	15,845	28	\$ 15,817	-	-	\$ -	2,979	-	\$ 2,979
PE - 0800	36	-	\$ 36	-	-	\$ -	-	-	\$ -
Adventure PE - 0801	-	-	\$ -	-	-	\$ -	57	-	\$ 57
Interior Design - 0927	-	-	\$ -	-	-	\$ -	1,801	-	\$ 1,801
Landscape Design - 1011	-	-	\$ -	-	-	\$ -	-	-	\$ -
Film making - 1023	-	-	\$ -	-	-	\$ -	-	-	\$ -
Engineering/Robotics - 1032	289	-	\$ 289	988	-	\$ 988	(114)	-	\$ (114)
Woodshop - 1060	-	-	\$ -	5	-	\$ 5	-	-	\$ -
IB Design Tech - 1090	-	-	\$ -	-	-	\$ -	-	-	\$ -
Math - 1100	96	-	\$ 96	85	-	\$ 85	-	-	\$ -
Music Theory - 1211	-	-	\$ -	-	-	\$ -	-	-	\$ -
Choir - 1241	798	3,122	\$ (2,324)	1,934	-	\$ 1,934	222	-	\$ 222
Womens Select -1242	-	-	\$ -	-	-	\$ -	-	-	\$ -
Solo/Ensemble - 1243	-	-	\$ -	-	-	\$ -	-	-	\$ -
Concert Choir - 1244	(22)	-	\$ (22)	-	-	\$ -	-	-	\$ -
Women's Ensemble - 1245	-	-	\$ -	-	-	\$ -	(125)	2,177	\$ (2,302)
Chamber Choir - 1246	-	-	\$ -	-	-	\$ -	-	-	\$ -
Mens Ensemble - 1247	-	-	\$ -	-	-	\$ -	-	-	\$ -
All State - 1249	-	-	\$ -	-	-	\$ -	-	-	\$ -
Concert Band - 1251	264	-	\$ 264	153	-	\$ 153	(26)	240	\$ (266)
Marching Band - 1252	743	1,331	\$ (588)	534	-	\$ 534	3,147	786	\$ 2,361
Symphonic Band - 1253	-	-	\$ -	-	-	\$ -	-	-	\$ -
Wind Ensemble - 1254	2,115	-	\$ 2,115	-	-	\$ -	-	-	\$ -
Women's Ensemble - 1255	-	-	\$ -	-	-	\$ -	-	-	\$ -
Strings -1256	-	-	\$ -	-	-	\$ -	-	-	\$ -
Jazz Band - 1257	10	-	\$ 10	-	-	\$ -	-	-	\$ -
Guitar - 1258	-	-	\$ -	-	-	\$ -	-	-	\$ -
Other Instrument - 1259	-	-	\$ -	-	-	\$ -	-	-	\$ -
Musical - 1270	6,339	-	\$ 6,339	3,531	2,270	\$ 1,261	-	-	\$ -
Science - 1310	-	-	\$ -	231	-	\$ 231	0	-	\$ 0
Environmental Science - 1324	-	-	\$ -	-	-	\$ -	-	-	\$ -
Anatomy - 1325	-	-	\$ -	-	-	\$ -	-	-	\$ -
Biology - 1328	-	-	\$ -	-	-	\$ -	-	-	\$ -
AP Biology - 1329	-	-	\$ -	-	-	\$ -	54	-	\$ 54
Phys Sci - 1330	-	-	\$ -	-	-	\$ -	-	-	\$ -
AP Chemisty - 1331	-	-	\$ -	-	-	\$ -	-	-	\$ -
Physics - 1332	-	-	\$ -	-	-	\$ -	-	-	\$ -
AP Physics - 1333	-	-	\$ -	-	-	\$ -	-	-	\$ -

Colorado School District 49
Fundraising H as of 8/31/2019 Unaudited

Student Fees by Program	Falcon High			Sand Creek High			Vista Ridge High		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Linear Physics - 1334	-	-	\$ -	-	-	\$ -	-	-	\$ -
Astrophysics - 1335	-	-	\$ -	-	-	\$ -	-	-	\$ -
Other Physical Science - 1339	364	-	\$ 364	-	-	\$ -	-	-	\$ -
Astronomy - 1341	-	-	\$ -	-	-	\$ -	-	-	\$ -
Geology - 1342	-	-	\$ -	-	-	\$ -	1	-	\$ 1
Aerospace Aviation- 1345	-	-	\$ -	-	-	\$ -	-	-	\$ -
Forensics - 1390	-	-	\$ -	16	-	\$ 16	-	-	\$ -
Bio med Science - 1392	-	-	\$ -	-	-	\$ -	158	-	\$ 158
Bio Med Innovation - 1393	-	-	\$ -	-	-	\$ -	-	-	\$ -
Human Body Systems - 1394	-	-	\$ -	-	-	\$ -	-	-	\$ -
Social Studies - 1500	(160)	-	\$ (160)	-	-	\$ -	-	-	\$ -
Tech Insurance - 1640	3,215	-	\$ 3,215	-	-	\$ -	-	-	\$ -
General Athletic - 1805	26,565	445	\$ 26,121	7,479	3,734	\$ 3,745	(338)	124	\$ (462)
Concessions - 1809	(353)	262	\$ (615)	5,969	3,608	\$ 2,361	-	-	\$ -
Girls Basketball - 1815	(2,771)	204	\$ (2,974)	722	-	\$ 722	2,330	-	\$ 2,330
Cheerleading - 1817	(4,349)	556	\$ (4,906)	(717)	-	\$ (717)	(32,744)	1,200	\$ (33,944)
Girls Golf - 1821	118	-	\$ 118	360	-	\$ 360	78	-	\$ 78
Girls Soccer - 1826	3,662	-	\$ 3,662	3,003	-	\$ 3,003	3,303	1,173	\$ 2,130
Softball - 1827	2,542	4,118	\$ (1,576)	1,301	-	\$ 1,301	7,142	684	\$ 6,458
Girls Tennis - 1829	246	-	\$ 246	147	-	\$ 147	-	-	\$ -
Dance Team - 1831	-	-	\$ -	611	-	\$ 611	-	-	\$ -
Volleyball - 1832	6,186	0	\$ 6,185	6,280	692	\$ 5,589	4,687	304	\$ 4,383
Baseball - 1844	(650)	-	\$ (650)	7,860	-	\$ 7,860	3,589	1,088	\$ 2,501
Boys Basketball - 1845	3,888	102	\$ 3,786	66	-	\$ 66	(709)	-	\$ (709)
Football - 1850	13,226	4,508	\$ 8,718	1,126	-	\$ 1,126	(5,394)	1,500	\$ (6,894)
Boys Golf - 1851	2,806	-	\$ 2,806	208	-	\$ 208	1,156	248	\$ 907
Boys Soccer - 1856	372	1,190	\$ (818)	1,034	-	\$ 1,034	2,658	1,356	\$ 1,303
Boys Tennis - 1859	-	-	\$ -	206	-	\$ 206	-	-	\$ -
Wrestling - 1863	(109)	-	\$ (109)	953	-	\$ 953	4,662	-	\$ 4,662
Dance - 1870	-	-	\$ -	-	-	\$ -	346	-	\$ 346
Cross Country - 1878	1,319	-	\$ 1,319	1,049	-	\$ 1,049	(410)	-	\$ (410)
Track - 1890	70	-	\$ 70	1,940	-	\$ 1,940	640	-	\$ 640
Athletic Training - 1895	90	-	\$ 90	1,925	-	\$ 1,925	1,122	-	\$ 1,122
Sports Medicine - 1898	897	-	\$ 897	-	-	\$ -	-	-	\$ -
ID Replacement - 1901	-	-	\$ -	788	-	\$ 788	-	-	\$ -
Parking/Security - 1902	3,366	2,630	\$ 737	156	-	\$ 156	145	-	\$ 145
Yearbook - 1903	8,750	-	\$ 8,750	631	-	\$ 631	25,304	-	\$ 25,304
Link - 1906	18	-	\$ 18	619	458	\$ 161	764	188	\$ 576
Class of 2016 - 1916	1,262	-	\$ 1,262	-	-	\$ -	-	-	\$ -

Colorado School District 49
Fundraising H as of 8/31/2019 Unaudited

Student Fees by Program	Falcon High			Sand Creek High			Vista Ridge High		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Class of 2020 - 1920	4,143	-	\$ 4,143	274	(349)	\$ 624	-	-	\$ -
Class of 2017 - 1917	-	-	\$ -	-	-	\$ -	16	-	\$ 16
Colorgaurd - 1942	28	-	\$ 28	-	-	\$ -	-	-	\$ -
FBLA - 1950	1,844	352	\$ 1,492	4,364	0	\$ 4,364	(1,132)	-	\$ (1,132)
DECA - 1951	1,824	-	\$ 1,824	-	-	\$ -	-	-	\$ -
Knowledge Bowl - 1952	8	-	\$ 8	-	-	\$ -	300	-	\$ 300
Student Council - 1953	12,371	1,647	\$ 10,724	6,005	2,154	\$ 3,851	32,741	1,086	\$ 31,655
NHS - 1954	153	-	\$ 153	300	-	\$ 300	(145)	414	\$ (559)
Mock Trial - 1956	-	-	\$ -	1,426	-	\$ 1,426	33	-	\$ 33
Key Club - 1960	33	-	\$ 33	227	-	\$ 227	-	-	\$ -
Forensic Club - 1965	-	-	\$ -	-	-	\$ -	100	-	\$ 100
NAHS - 1967	-	-	\$ -	(87)	-	\$ (87)	-	-	\$ -
Environmental Club - 1973	-	-	\$ -	-	-	\$ -	292	-	\$ 292
Key Club - 1981	-	-	\$ -	-	-	\$ -	115	-	\$ 115
School Store - 1982	214	-	\$ 214	151	-	\$ 151	350	-	\$ 350
Grant 1 Fees - 2001	-	-	\$ -	37	-	\$ 37	133	-	\$ 133
Grant 2 II - 2002	33	-	\$ 33	99	-	\$ 99	-	-	\$ -
Counseling - 2122	(69)	-	\$ (69)	5,319	-	\$ 5,319	256	-	\$ 256
IB - 2213	-	-	\$ -	6	-	\$ 6	-	-	\$ -
	\$ 134,018	\$ 20,994	\$ 113,024	\$ 86,970	\$ 12,988	\$ 73,982	\$ 63,042	\$ 15,347	\$ 47,695



FY 19/20

DISTRICT GRANTS

AS OF 8/31/19

Prepared By: Fran Christensen
Accounting & Grants Fiscal Compliance Manager

Summary

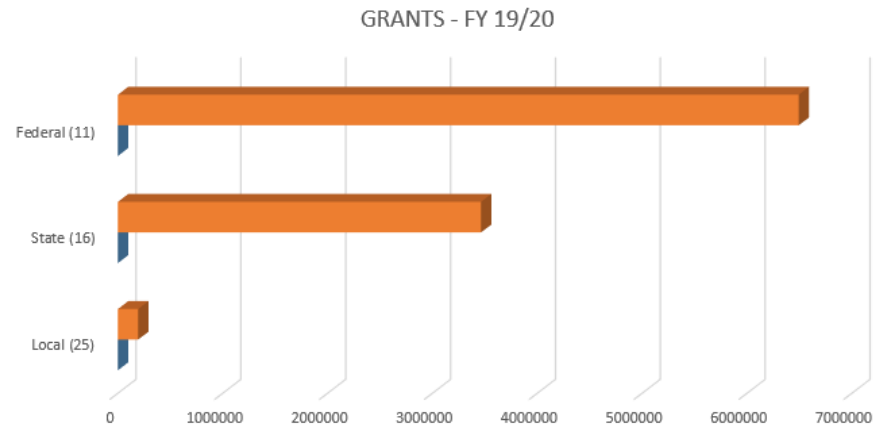


**CURRENTLY, THE DISTRICT HAS FORTY-SIX
ACTIVE GRANTS, TALLING \$19,980,571**

**25 - LOCAL GRANTS
TALLING \$193,822**

**16 - STATE GRANTS
TALLING \$3,294,215**

**13 - FEDERAL GRANTS
TALLING \$6,492,534**

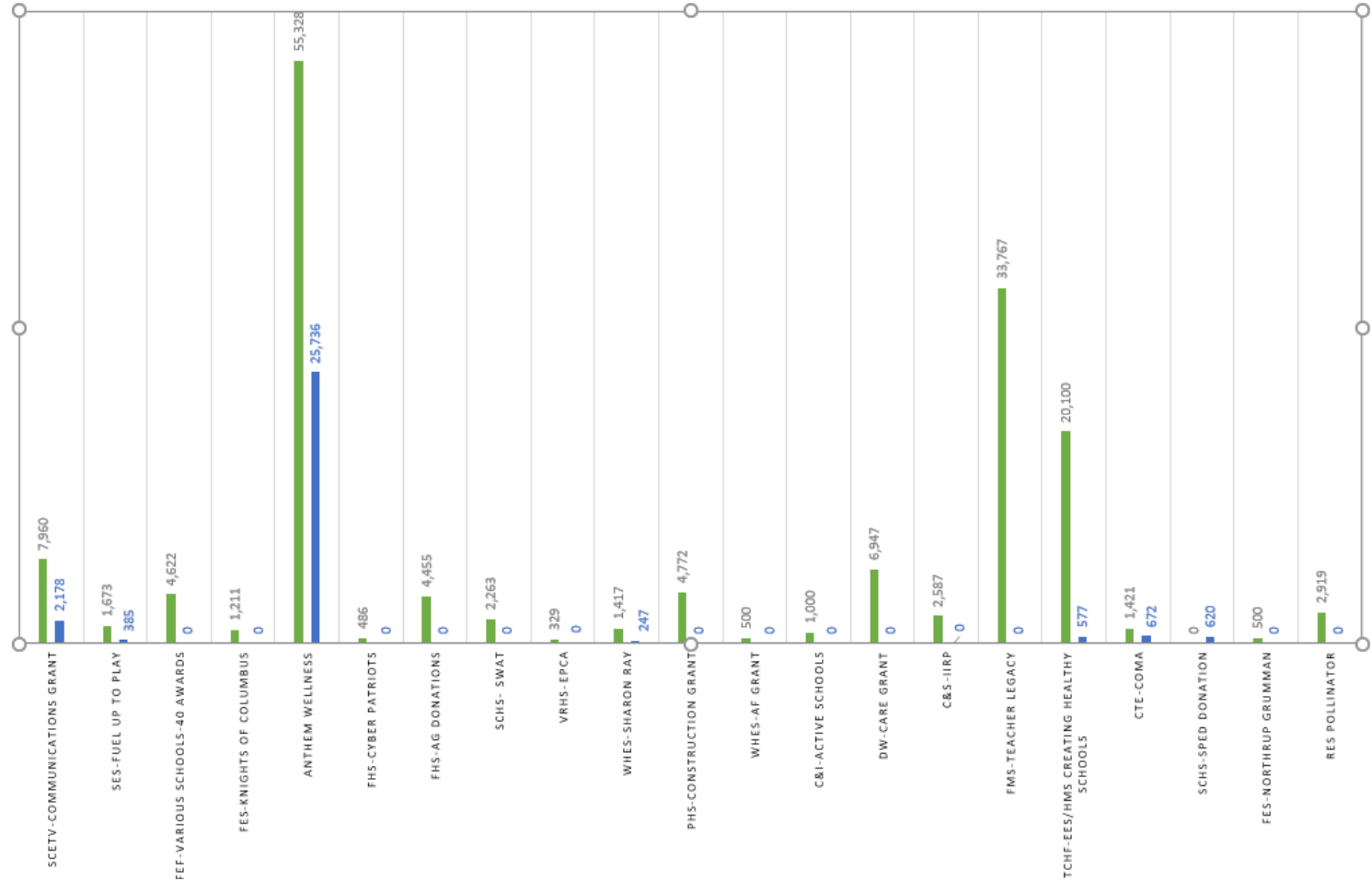


Local Grants



TWENTY-FIVE LOCAL GRANT AWARDS OF \$193822 AS OF 8/31/19

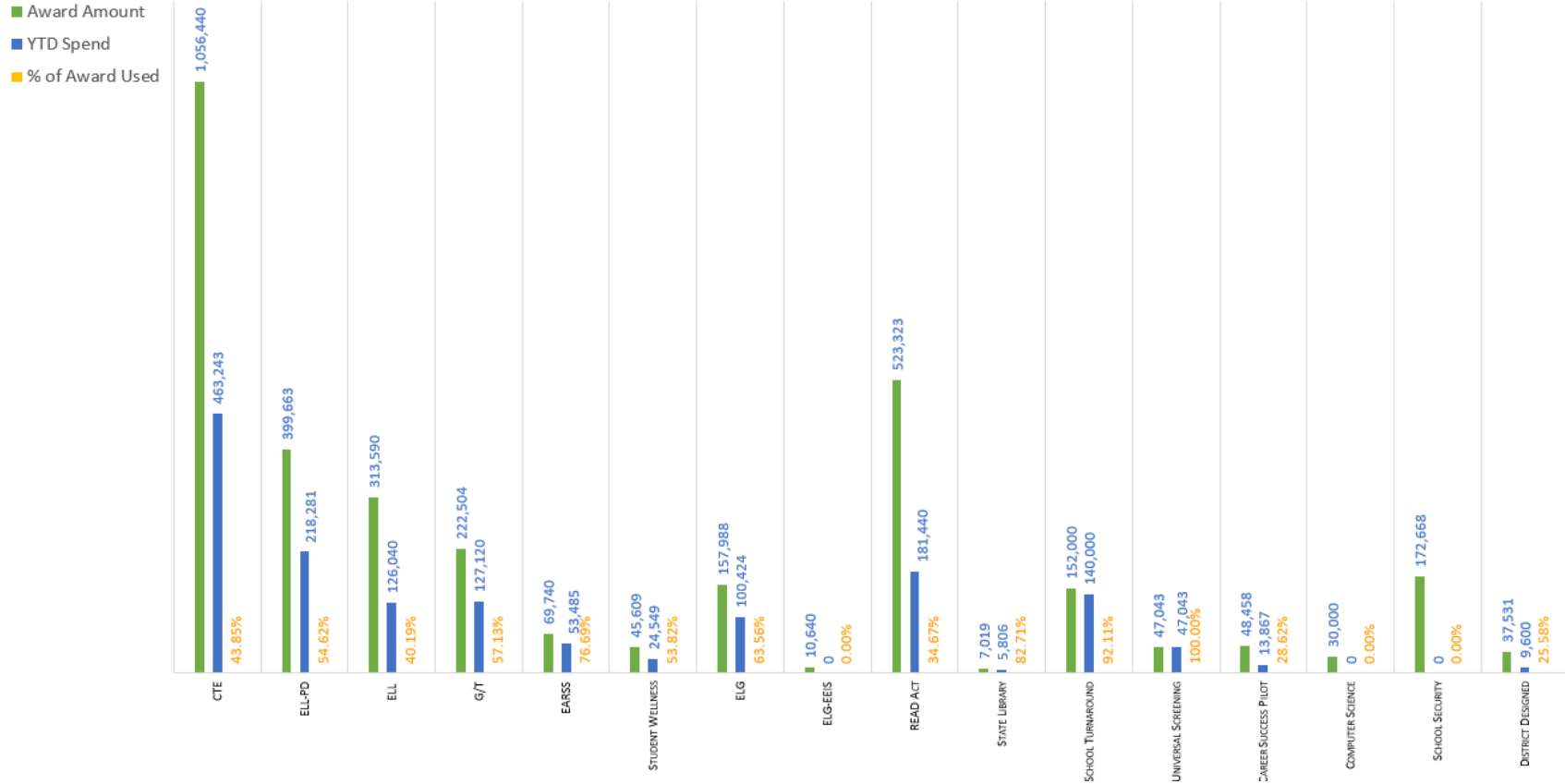
■ Award Amount
■ Amount of Award Used



State Grants



SIXTEEN STATE GRANT AWARDS OF \$3,294,215
AS OF 8/31/19

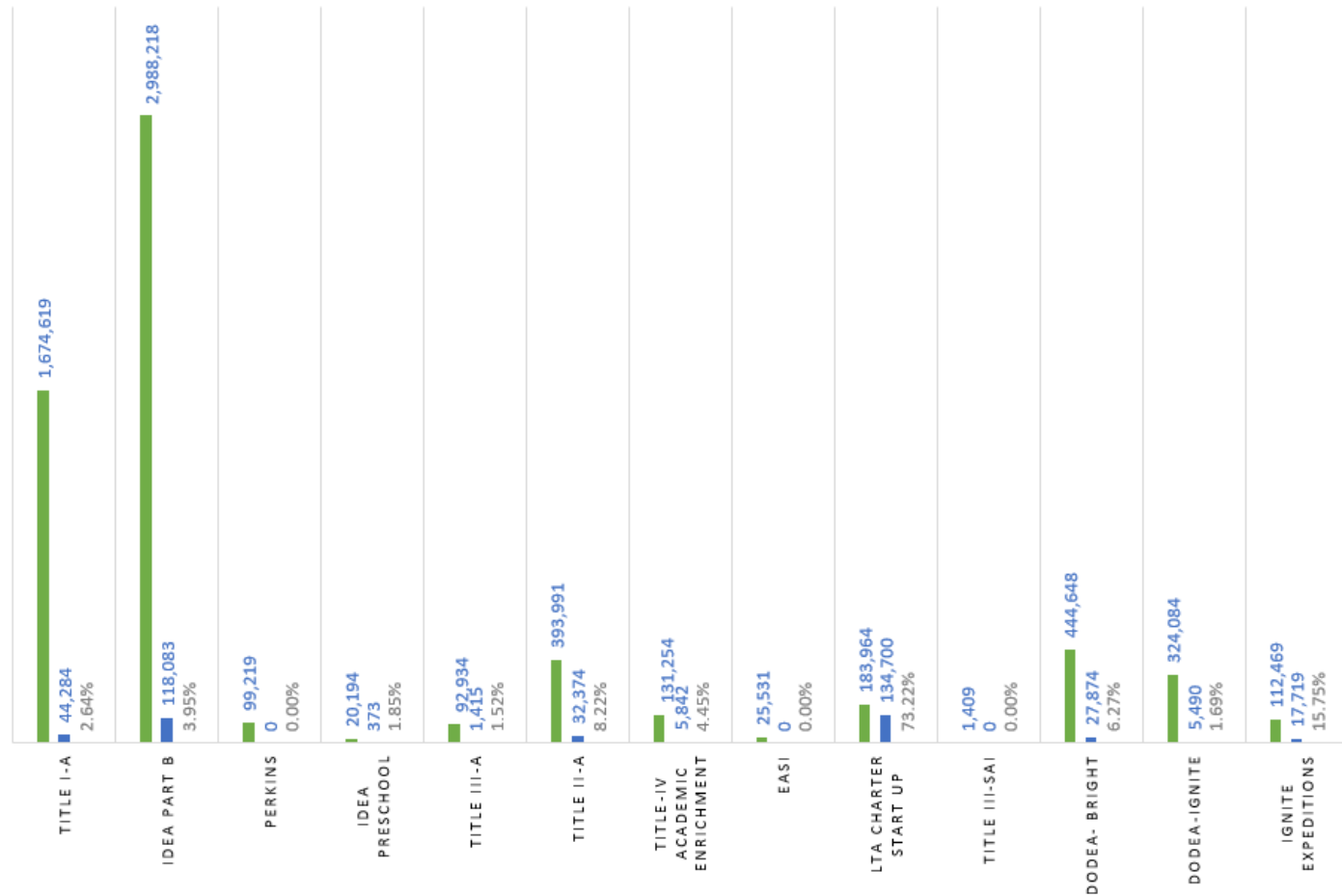


Federal Grants



THIRTEEN FEDERAL GRANT AWARDS OF \$6,492,534
AS OF 8/31/19

■ Award Amount
■ YTD Spend
■ % of Award Used



Additionally



THE LEARNING SERVICES GROUP JUST APPLIED FOR A
TWO YEAR CDE RETAINING TEACHERS GRANT IN THE
AMOUNT OF \$244,971



BOARD OF EDUCATION ITEM 17
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: John Graham, Board Vice-President

TITLE OF AGENDA ITEM: Review Colorado Association of School Boards (CASB) Proposed Resolutions for 79th Annual Delegate Assembly

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

CASB's Delegate Assembly is the foundation of CASB's governance structure and provides critical direction as CASB represents members' interests before state and national policymakers.

RELEVANT DATA AND EXPECTED OUTCOMES:

School boards should carefully review and discuss the resolutions proposed in the 79th Annual Delegate Assembly booklet. District 49's board representative at the Delegate Assembly should understand the issues that come before the assembly for action and be prepared to vote on these issues on behalf of the board.

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>	Legislative action can help or hinder action at local level due to determination of funding and mandates

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Board members should review the proposed 2019 Legislative Session Resolutions from CASB to provide direction to the board delegate.

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

DATE: September 17, 2019



79th Annual Delegate Assembly

Saturday, October 19, 2019
9:00 a.m.

DoubleTree by Hilton
Breckenridge, CO



Colorado Association of School Boards
CASB.org



Dear CASB Member,

We look forward to seeing you at the 2019 Delegate Assembly. This year's Resolution Book follows last year's format along with a new Consent Agenda section. The rationale for the Consent Agenda is explained in this Book on page 3 and this update to the format will allow for more efficient voting.

As you know, only the standing resolutions "roll over" from year to year. The standing resolutions highlight the foundational elements of the CASB legislative platform. In addition, new legislative resolutions are submitted every year and this process ensures that resolutions reflect the current issues and concerns of Colorado boards of education.

This year, we have had many districts submit new resolutions that you will find in the Book. I always look forward to the vigorous debate and discussion on the resolutions. CASB delegates are excellent practitioners of representative democracy each year and I thoroughly enjoy being part of the thoughtful and respectful dialogue which occurs at our Delegate Assembly.

The CASB Board has been reviewing the CASB bylaws and will be voting at its upcoming meeting whether to bring any changes forward to the Delegate Assembly. Boards and delegates will be notified of any changes, including updates to the agenda, that will be brought forward at the Assembly immediately following the CASB Board meeting on September 28.

Thank you for your active participation in the 2019 Delegate Assembly and your commitment to serving students through your local board work.

Sincerely,

Kathy Gebhardt
CASB President

About CASB's Delegate Assembly

The Delegate Assembly is the foundation of CASB's governance structure and provides critical direction as CASB represents members' interests before state and national policymakers. Working with CASB's advocacy staff and the Legislative Resolutions Committee, designated delegates from local boards help ensure that CASB reflects the interests of boards of education across the state.

The Delegate Assembly is made up of up to 178 delegates who are appointed/designated by their local school boards in 12 geographic regions throughout Colorado (see pages 63-64). Each board casts one vote, so your board's representation at the Delegate Assembly is of the utmost importance to both your district and to CASB.

The Delegate Assembly charts CASB's future in three significant ways:

- ☐ Elects CASB's Board of Directors
- ☐ Amends CASB's bylaws to ensure a responsive and effective association
- ☐ Adopts CASB's advocacy agenda, the legislative "road map" for issues critical to public education for the foreseeable future

What Does it Mean to be a Delegate?

Roles and Responsibilities

- ☐ Attend two annual Delegate Assembly meetings (held during the fall conference and annual convention)
- ☐ Help formulate CASB's legislative priorities and activities and adopt resolutions to guide the advocacy agenda
- ☐ Elect CASB's Board of Directors
- ☐ Amend CASB's bylaws

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2019 CASB Legislative Resolutions Committee

Chair: Doug Lidiak

Weld County 6

Kyla Armstrong-Romero
Jo Ann Baxter
Yvonne Chapman
Barbara Clementi
Pam Howard
Jill Jurca
Tessa Kirchner
Jon Kleve
Monty Lee
Doug Lidiak
Jennifer Lieber
Sandra Lundquist

Aurora Public Schools
Moffat County RE-1
Ignacio 11-JT
Pueblo 60
Thompson R2-J
Delta County 50J
Eagle County Schools
Holyoke RE-1J
Custer County C-1
Weld County 6
Weld RE-4
Rocky Ford R2

Ryan McCoy
Mike McGinley
Susan Mellow
Clint Mitchell
Laura Mitchell
Kelly Perez
Jaye Sudar
Tim Taplin
Arlan Van Ry
Lisa Webster

Westminster Public Schools
East Grand School District
Cheyenne Mountain 12
Calhan RJ1
Adams 12 Five Star Schools
Littleton Public Schools
Huerfano Re-1
Ridgway R-2
Alamosa Re-11J
Summit School District

Ex-Officio

Kathleen Gebhardt
Karen Fisher

CASB Board President
FRN Chair

Boulder Valley School District
Cherry Creek Schools

Friends of Legislative Resolutions Committee

Dale McCall
Michelle Murphy

Colorado BOCES Association
Colorado Rural Schools Alliance

Colorado Council of School Board Attorneys

Cindy Dude
Chris Esser
Adele Reester
Toni Wehman

Anderson, Dude and Lebel P.C.
Jeffco Public Schools
Lyons, Gaddis, Kahn, Hall, Jeffers, Dworak and Grant P.C.
Denver Public Schools

CASB Legislative Contacts

Matt Cook

CASB Director of Public Policy and Advocacy

Delegate Assembly Agenda

7:30 – 8:30 a.m. Breakfast and Networking

8:30 a.m. – Noon Delegate Assembly convenes
Report of the CASB President
Report of the CASB Executive Director
Adopt rules
Presentation of report from Legislative
Resolutions Committee

Noon Assembly adjourns*

* The CASB Board has been reviewing the CASB bylaws and will be voting at its upcoming meeting on whether to bring any changes forward to the Delegate Assembly. Boards and delegates will be notified of any changes, including updates to the agenda, that will be brought forward at the Assembly immediately following the CASB Board meeting on September 28.

Proposed Rules of Procedure for CASB Delegate Assembly

The rules are adopted at the onset of the deliberations of the Delegate Assembly, at which time they are subject to discussion and amendment.

The following rules of procedure are proposed for adoption by the Delegate Assembly:

1. Except as modified below, the assembly shall operate by the rules prescribed in “Robert’s Rules of Order, Newly Revised.”
2. Amendments to resolutions shall be in writing and presented to the CASB board president or designee prior to discussion of the amendment in the Delegate Assembly. *(See form on opposite page.)*
3. In speaking to a motion, a delegate will be limited to three minutes. A delegate shall identify herself/himself before speaking on an issue.
4. A delegate who has spoken once on a question will not be recognized again for the same question until others who wish to speak have spoken. At that time, the delegate will be allowed two minutes for rebuttal.
5. All voting shall be through the electronic voting system or by a show of hands. Actions shall be taken by majority vote of the member boards with a representative present and voting.
6. Any resolution not published and distributed to members in this booklet shall be considered a resolution from the floor. To present a resolution from the floor, a delegate shall submit the proposed resolution in writing to the board president or designee prior to consideration. When recognized, the delegate shall make a motion that the resolution be considered. If the motion is seconded, the delegate offering the floor resolution shall be allowed three minutes to speak to the motion. The motion to consider a resolution from the floor requires an affirmative vote of two-thirds of the board delegates represented and voting. If the motion to consider passes, the floor resolution will then be considered on its merits in the same manner as any other resolution.

Amendment Form

Copy this page for proposed amendments. Additional forms will be available at Delegate Assembly.

A M E N D M E N T

I move to amend Resolution #_____ by (*choose appropriate statement*):

- ☐ inserting or adding;
- ☐ striking out; or
- ☐ striking out and inserting or substituting language as follows:

Signature

School District

Standing Resolutions

Local Governance

- SR1** Colorado's Constitution acknowledges the diverse nature of Colorado school districts and establishes locally elected school boards vested with control of instruction as the guarantor of educational quality responsive to local needs.
- SR2** Control of instruction, including efforts to restructure and fund public education, must be guided by student needs, improved academic growth and achievement, with responsible use of financial resources as determined by the locally elected school board.
- SR3** Essential functions of the local board of education's constitutional authority include establishing the course of curriculum and instruction, the process for determining the terms and conditions of employment for school district employees, and the budget to be used to implement the local community's priorities.

Finance

- SR4** The state must provide Colorado's public schools with adequate and reliable funding pursuant to a formula that balances federal, state and local revenue sources and is intended to fully fund the legal requirements for and meet the educational needs of all Colorado students.
- PROPOSED AMENDMENT FROM THE LRC:** **Further, the state must increase the total annual appropriation of state special education funding and decide on a plan to annually increase, at least at the cost of inflation, to reduce unreimbursed special education expenditures at the local level.**
- SR5** New legislation must expressly consider cost at the state and local levels and be fully funded before it may be enforced by the state.
- SR6** Existing mandates that are ineffective or that have a larger cost than benefit must be rescinded so local boards may dedicate those financial resources to better use.

Student Academic Growth and Achievement

- SR7** The Colorado Association of School Boards supports a system of accountability that stresses local measures that inform instruction and separately acknowledges a need for a statewide system that allows measurement of school and district effectiveness and comparison between school districts.

- SR8** CASB opposes any state mandates beyond the federal minimums with respect to assessment and educator licensure to assure local boards' flexibility to allocate instructional time and place the best teacher in every classroom.

- SR9** Colorado school boards' constitutional authority includes the right to develop schools and programs to supplement current programs and ensure student access to diverse learning opportunities.

2020 Legislative Session Resolutions — Consent Agenda

Several resolutions were submitted that uphold long-standing goals of CASB. The Legislative Resolutions Committee (LRC) has forwarded all of these resolutions with a “Recommendation to Approve,” which means a majority of the Committee was supportive of the intent of the resolution.

These resolutions are being placed on a CONSENT Agenda to allow the full Delegate Assembly to review the resolutions and also vote on them in an efficient manner. The Consent Agenda will be voted on using the following rules:

1. The Consent Agenda will be displayed for the Delegate Assembly.
 - a. At this point any delegate can ask to have a resolution removed from the Consent Agenda.
2. The delegate from the board of education which submitted the resolution will have 30 seconds to speak to the resolution. The resolutions will be addressed in the order they appear on the Consent Agenda.
3. Once all Consent Agenda resolutions have been reviewed, the process for approval will follow the same format as a non-Consent Agenda item:
 - a. A Motion to approve the Consent Agenda will be called for;
 - b. A Second to the Motion must be made;
 - c. The delegates will have an opportunity to discuss the Consent Agenda items;
 - i. The delegates will vote to approve the Consent Agenda.
 - ii. If the delegates approve the Consent Agenda, then the Delegate Assembly will proceed to the next item on the Agenda
 - iii. If the delegates do not approve the entire Consent Agenda, then each item on the Consent Agenda will be considered separately.

RESOLUTIONS ON THE CONSENT AGENDA

Submitted by – Steamboat Springs RE-2 and Jeffco Public Schools

Consent Agenda Resolution #1

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution: Evaluating Non-Probationary Teachers

The Colorado Association of School Boards supports changes to [SB10-191](#) to allow evaluation of non-probationary teachers with the state-approved evaluation tool every third year after the first five annual evaluations within the same district and using locally developed evaluation methods in the interim years.

Rationale Statement:

While the revised teacher evaluation rubric is an improvement, the annual cycle currently required for experienced, successful educators is not an efficient use of resources. After five successful evaluations, we propose that an evaluation focused on formative improvement for two years would not only provide teachers with more self-directed reflection and subsequent actions but also allow those administering evaluations to increase time spent on assisting less experienced teachers to reach their goals.

Current annual requirements for all teachers regardless of evaluation status are onerous and time- and resource-intensive for districts and educators, whereas a timeline of every third year will provide clear progress reviews and tracking of skills, effectiveness, and professional practices among teachers who have demonstrated the same previously.

Submitted by – Jeffco Public Schools

Consent Agenda Resolution #2

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution: Student Evaluation

The Colorado Association of School Boards supports incorporating multiple measures in evaluating student learning to better reflect and communicate growth of the whole child and to better serve a balanced, meaningful, and inclusive vision of quality public education.

Rationale Statement:

Accountability systems should be “designed to ensure continuous improvement in student performance, instruction, and leadership, so that all students are able to develop high levels of skill and capability across essential domains. To achieve these goals, educators need to make use of diverse indicators of student learning and strengths, in order to comprehensively assess student progress and adjust their practice to continuously improve learning. They also need to document the opportunities schools provide to further the goals of equity and growth....a standardized test is an incomplete picture of learning; without additional measures, a single test is inadequate to capture a year’s worth of learning and growth.” (source: Rural Innovation Alliance May 14, 2015, presentation to CO State Board; https://cosfp.org/wp-content/uploads/HomeFiles/Student_Centered_Accountability_Project/RIASCA_Exec_Summary.pdf) A 2015 resolution supporting RIA's S-CAP work was passed with unanimous support by the CO State Board of Education.

Submitted by – District 49, Jeffco Public Schools and Poudre School District

Consent Agenda Resolution #3

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution: IDEA Funding

The Colorado Association of School Boards supports the full funding of the Individuals with Disabilities Education Act (IDEA). Congress has never fully funded the federal government's portion of IDEA. CASB, however, recognizes the efforts of Colorado's delegation to add \$1 billion in the IDEA reauthorization bill passed by the U.S. House. CASB urges Colorado's delegation to act on IDEA reauthorization and increase the federal share in the 116th United States Congress before the 2020 election cycle further slows legislative action.

Rationale Statement:

The federal law requiring schools to meet the needs of students with disabilities offers current federal funding of approximately 16-17 percent of the actual cost. It is time to increase federal funding to the 40 percent standard set by initial legislation. Currently, Colorado school districts are reimbursed approximately 17 cents for every dollar the federal government requires we spend on education under IDEA. It is time to increase the funding to a minimum of the 40 cents of every dollar initially promised by this legislation more than 40 years ago. Given the proposals now circulating in Washington, D. C., around education policy and associated budgets, CASB believes federal advocacy efforts are necessary.

Submitted by – Poudre School District

Consent Agenda Resolution #4

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution: TABOR/Gallagher

The Colorado Association of School Boards supports current efforts to build a coalition addressing Colorado state funding requirements resulting from TABOR that may result in a future statewide referendum or initiative for a ballot measure amending the Colorado Constitution.

Rationale Statement:

Despite Colorado's robust economy, the state budget is still facing shortfalls due to the constraints of TABOR and the Gallagher Amendment. Policies that ease the strain on the state budget and allow Colorado to invest more money into K-12 education would benefit all school districts across the state.

Submitted by – Poudre School District

Consent Agenda Resolution #5

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution: School Safety

The Colorado Association of School Boards supports amendment of the Claire Davis Act and other proposals addressing the need for safety and security of students, teachers, and staff while providing Colorado school districts with the support necessary to provide such safety and security. A waiver of governmental immunity for school districts regarding safety and security issues unnecessarily exposes taxpayers to liability for future actions, which ultimately endangers the school district's ability to educate students.

Rationale Statement:

Removing governmental immunity from school districts and holding them responsible for any act of school violence or similar disaster not only increases school districts' insurance and other costs but could have a devastating financial impact upon a school district and consequently negatively impact all of its students. There are no standards to determine what constitutes "reasonably foreseeable harm."

Submitted by – Poudre School District and Summit School District

Consent Agenda Resolution #6

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution: Student and Educator Mental Health Support

The Colorado Association of School Boards supports adoption of policies and legislation recognizing the need and providing funding for more mental health support for students and educators. CASB encourages the Colorado General Assembly to continue to fund and expand social-emotional health supports (preventative and reactive) within Colorado, specifically for P-12 school-age youth.

Rationale Statement:

School communities continue to see increased suicide rates and mental/behavioral health issues in our student populations. These needs surpass the capacity of schools to treat all students. Additionally, schools are unable to train all personnel to the level needed for initial response/action and follow-up on treatment. Locally elected boards of education recognize the ongoing need for more support programs and the funding necessary to make them sustainable.

The United Health Foundation's 2015 Annual Report ranks Colorado at 35-43 out of 50 states (70-86 percentile) in terms of suicide, drug and alcohol-related deaths, and alcohol/drug use in the nation. Focus needs to be on our youth to provide social and emotional supports (e.g., grit, resilience, coping, good judgement). Development of these character traits better prepares students for the challenges in our quickly changing and economically growing environment. An example would be signs of suicide training for all school staff that are in direct contact with students.

Submitted by – Poudre School District

Consent Agenda Resolution #7

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution: Gifted and Talented Students

The Colorado Association of School Boards supports adoption of policies and legislation providing funding for gifted and talented (GT) testing.

Rationale Statement:

The identification of students who are gifted and talented is an important first step in providing these students the supports and programs needed to achieve their full level of academic success.

Submitted by – School District 27J and Summit School District

Consent Agenda Resolution #8

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution: State Performance Ratings

The Colorado Association of School Boards urges the Colorado General Assembly, via modifying state statute, to allow the Colorado State Board of Education and Colorado Department of Education to change the School Performance Frameworks to implement a more equitable school and district scoring system. CASB supports changes to replace “curve and percentile”-based cut points with straight “percentage”-based final assessment scoring. These structural changes are necessary to allow all schools to achieve these benchmarks. Additionally, these changes would provide equity statewide for homogeneous and non-homogeneous student populations. Modifying the definition of post-secondary success to account for traditional and non-traditional matriculation pathways.

Rationale Statement: When using percentile- or “curve”-based cut points, some schools and districts will automatically fail no matter how high they score. Some schools are already feeling this penalty when it pertains to growth scores. Some schools are at the upper scores, and growth cannot go higher but only be maintained. Other schools and districts struggle to focus their resources because the line or bar keeps getting moved. Switching to a standard and fixed “percentage”-based system will help districts and the community better understand their school district’s performance score and how they can move forward in performance. Also, this methodology enables all schools to have a chance to attain and maintain once a district reaches its scoring goals.

The latest SPF is biased towards homogeneous student populations. Populations with at-risk, English Learner, and Free and Reduced Lunch students can be penalized or rewarded up to four (4) times per student, which greatly impacts ratings. The growth weighting should also be re-assessed. While achievement provides a snapshot in time, growth “shows a deeper story of a student’s progress over time -- not simply where they are now. This means that, despite scoring [above]/below standard, students can show progress and be recognized for their achievement.” (WY DOE) Last, matriculation currently only assesses enrollment into career and technical education programs, etc. in the school year immediately following graduation. Post-secondary success should include acceptance because students who graduate with the aptitude for continued education may not have access or means to attend or complete a program (e.g., students who cannot afford post-secondary expenses and must begin careers will be penalized even if they are academically prepared) creating economic discrepancies. These issues reside with legislation, in statute, and in State Board of Education/Colorado Department of Education directives (possibly addressed only with CDE within the current statutory framework). If CDE does not have the flexibility to address this issue within the confines of current statute, we recommend the law be changed so that matriculation is based on “acceptance into post-secondary” as opposed to officially enrolling. Schools cannot impact life experiences of what happens beyond graduation, but they can pave the way and ensure all students have the option.

Submitted by – Summit School District

Consent Agenda Resolution #9

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution: Educator Preparation

The Colorado Association of School Boards urges the Colorado General Assembly to continue to fund educator preparation programs as well as educator recruitment and retention programs in order to reduce and eventually eliminate current and future educator shortages. Additionally, CASB urges the Colorado General Assembly to continue to implement financial incentives such as loan forgiveness/tuition assistance for those educators choosing to teach in small and rural school districts.

Rationale Statement:

Colorado faces a massive teacher shortage. As many as 3,000 teaching jobs across Colorado are unfilled, and rural areas are being hit especially hard. Some teaching slots in math, science, and foreign languages have been empty for years. When the supply of teachers is low, the solution is often to increase wages, but this is difficult in school districts where voters refuse to pass tax increases. Since 2010, there has been a nearly 25-percent drop in graduates from teacher preparation programs, according to the Colorado Department of Higher Education (CDHE). Enrollment is also declining in those programs by about 23 percent over the last six years. In addition, about one-third of all teachers are either at retirement age or will be within the next two to three years. A waiver of tuition fees would encourage more talented high school students to consider a career in education.

Submitted by – Canon City Schools RE-1

Consent Agenda Resolution #10

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution: Sustainability of the BEST program

The Colorado Association of School Boards advocates that the legislature guarantee the capability of the Building Excellent Schools Today program to provide long term sustainability of multi-year financing of large-scale capital facilities improvement projects for schools and districts in dire need, thereby allowing the BEST program to continue awarding grants financed through an annual Certificate of Participation (COP) process.

Rationale Statement:

Based on recent BEST application and grant award history, the need to fund large-scale capital improvement projects will continue long into the future. If nothing is done to continue the ability of the BEST program to leverage dollars through COP sales, hundreds of millions of dollars in capital improvement needs will go unmet.

The BEST program was created on the indisputable fact that many school districts in Colorado do not have a sufficient property tax base to renovate or build new schools. Despite the creation of the program and the outstanding facilities progress made, this fact has not changed. Children continue to occupy deteriorating and unsafe buildings. Without long term COP support from BEST, they will continue to attend classes in buildings that are unsafe and, in many cases, actually hazardous to student and staff health.

Additionally, the Colorado Department of Education's recently updated facility study has revealed a 67% increase in need since its original study conducted in 2008-09, which became foundational to the creation of the Building Excellent Schools Today program. Thus, if no long-term finance solution is created, BEST will lose the ability to fund desperately needed projects long into the future.

2020 Legislative Session Resolutions

The following resolutions are grouped according to the CASB Standing Resolutions where appropriate. The Legislative Resolutions Committee (LRC) has forwarded some resolutions with a “Recommendation to Approve,” which simply means a majority of the LRC agreed with the stated purpose of the resolutions. Resolutions that were not forwarded with a “Recommendation to Approve” are no less important. The designation simply means that the LRC did not reach a consensus or felt that the full Delegate Assembly should debate the resolution.

Local Governance

Submitted by – Poudre School District

Resolution #11

Resolution: Educator Evaluations

The Colorado Association of School Boards supports continued reform in the teacher evaluation process to encourage courageous conversations between administrators and teachers that leads to real goal setting and effective feedback. Evaluations are more effective when trust and communication are paramount, rather than rigidly imposed accountability measures that discourage continuous improvement in teaching methods.

Rationale Statement:

Locally elected boards of education support the fair, rigorous, and equitable evaluation of all educators. Simultaneously, Colorado boards of education also recognize that any system of educator evaluations must respect the need for the inclusion of metrics determined by the local community. This is truly a case of one size does not fit all.

Submitted by – Ridgway R-2

Resolution #12

Resolution: Data Reporting Requirements

The Colorado Association of School Boards believes Colorado school districts are overburdened by many reporting requirements which are inefficient uses of both time and money. The Colorado Department of Education should be required to review all reporting requirements on a regular basis.

Rationale Statement:

These reviews should be designed in a rolling fashion so that all requirements are reviewed at a minimum every four years. They should encompass validating the purpose and effective use of data obtained, efficiency of systems used to collect the data, and value of the outcome when compared to the burden placed on school districts. The review should determine ways and means to improve all aspects of the reporting required including the possibility of removing the requirements if the efforts and cost do not provide corollary outcomes of matching value.

Submitted by – Lewis Palmer School District 38

Resolution #13

Resolution: Local Control

**OPPOSING LEGISLATION THAT USURPS LOCAL CONTROL OF INSTRUCTION
VESTED BY THE COLORADO CONSTITUTION IN ELECTED SCHOOL
BOARDS**

WHEREAS, the Colorado State Constitution in Article IX, section 15, which was established in 1876, states that local school boards elected by their electors, “shall have control of instruction in the public schools of their respective districts;” a constitutional principle known as “local control;” and

WHEREAS, the membership of the Colorado Association of School Boards has adopted Standing Resolution Number 1 recognizing that control of instruction is vested by the Colorado Constitution in locally elected school boards; and

WHEREAS, legislation passed by the General Assembly and signed into law by the Governor that mandates specific instruction or that directs local school districts to follow specific instructional text or content violates the fundamental principle of local control contained in Article IX, section 15 the Colorado Constitution.

NOW, THEREFORE, BE IT RESOLVED, that the Colorado Association of School Boards oppose any current or proposed legislation that requires locally-elected school boards or their districts to follow or adopt specific instructional text or content in violation of the fundamental principle of local control embodied in the Colorado Constitution.

Submitted by – Boulder Valley School District

Resolution #14

Resolution: Posting of meeting documents

The Colorado Association of School Boards supports legislation requiring all school district and charter school boards to post online any documents being discussed at a meeting by the start of the meetings.

Rationale Statement:

Colorado school boards, including charter school boards, are required under the Colorado Open Meetings Law to post notice of all meetings and agendas with as much detail as possible at least 24 hours before the meeting. There are no requirements about posting documents considered or issued by boards. In order to enable voters, taxpayers, and other stakeholders to be knowledgeable about what is happening in schools, boards should be required to post not just agendas but also documents considered and issued.

Finance

Submitted by – Legislative Resolutions Committee

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution #15

Resolution: Proposition CC

The Colorado Association of School Boards supports the intent of Proposition CC and encourages Colorado voters to approve Proposition CC on the November 2019 ballot. The vast majority of Colorado school districts have asked the voters in their community to allow the local district to retain tax dollars already collected. Voters have approved these “de-brucing” measures in their local community and they should be allowed to vote on the same issue on a statewide basis.

Rationale Statement:

The Colorado “Taxpayer Bill of Rights” (TABOR) clearly allows government to ask voters if they will allow the government to retain funds above the TABOR limits. If these funds become available, they might provide a very small measure of relief from the more than \$8 billion of state funding withheld from our public schools by the Budget Stabilization (BS) Factor.

Submitted by – Legislative Resolutions Committee

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution #16

Resolution: Statewide Uniform Mill Levy

It is a state obligation to create and fund a system of school finance which adequately and equitably funds all public schools in Colorado, and which includes both state and local tax revenues. The Colorado Association of School Boards supports legislation to create a uniform, statewide school mill levy to fund the local share of the Colorado School Finance Act to the maximum extent such uniform school mill levy is permitted by the Colorado Constitution and provided the legislation addresses the following requirements:

1. All new funding from local property tax revenue will be stable and sustainable in future years;
2. All state General Fund revenues which fund the Colorado School Finance Act and which are replaced by local property tax revenue as a result of this legislation will be reinvested in our public schools by providing additional state funding to significantly reduce the Budget Stabilization Factor;
3. The options made available to school districts which must increase their local school mill levies to the uniform school mill levy, and the length of time available to make such an increase will be fair and reasonable to school districts and local taxpayers;
4. School districts which have characteristics or circumstances that make it difficult or impossible to raise their local school mill levies to the uniform school mill levy will not lose funding as a result of this legislation; and
5. If as a result of this legislation, the Colorado Constitution requires any school district to lower its mill levy to the uniform school mill levy, any such decrease in the local school mill levy shall be temporary, to the extent legally permissible, and local school boards shall have the ability to restore the local school mill levy to the same level the school mill levy was set prior to the temporary decrease without voter approval.

Rationale Statement:

Formulas in Colorado's Constitution and uneven economic growth across the state have together destroyed the equity, sustainability, and sufficiency of the local property tax funding base for public education. Legislation to require a uniform school mill levy, even if an imperfect fix to these problems, will restore significant equity to local property tax rates across the state for both taxpayers and school districts and will increase the funding and stability of the Colorado School Finance Act.

Submitted by – RE-1 Valley School District and District No. 49

Resolution #17

Resolution: Student Count

The Colorado Association of School Boards encourages the General Assembly and the Colorado Department of Education (CDE) to revise the student enrollment count system from one count day and develop a system for counting student enrollment that is more equitable than the current single-day “October-count” model. CASB also encourages CDE to collaborate with districts, charter schools, superintendents and their respective professional associations to ensure any new system serves the needs of all schools across the state.

Rationale Statement:

The RE-1 Valley School Board believes that adding an additional count date in the spring would make it easier to plan for beginning of fiscal year budgets. This would also allow student funding to follow the student if he/she moves mid-year. For many rural and/or smaller districts, especially those with a high population of special needs students, the migration of students from one district to another throughout the year can put undue strain on already nominal budgets.

Submitted by – Poudre School District

Resolution #18

Resolution: Colorado Education Funding

The Colorado Association of School Boards recognizes that a structural change is needed in how the State of Colorado funds K-12 education and other critical state and local programs. This structural change includes addressing the negative impacts of provisions in the Colorado Constitution such as TABOR and Gallagher that continue to impact the state budget. These provisions have caused the Colorado General Assembly to subject K-12 education to significant budget cuts through the mechanism formerly known as the “Negative Factor,” which is now termed the “Budget Stabilization Factor.”

Rationale Statement:

The budget stabilization factor is contrary to the voters’ intent in passing Amendment 23 to the Colorado Constitution, which called for the State to sustain K-12 education funding at a level equal to the growth in enrollment plus inflation. These budget cuts also threaten the ability of K-12 educators to provide every Colorado child with a thorough and uniform education as required by the Colorado Constitution. Therefore, CASB supports continued efforts by the General Assembly in addressing and resolving these conflicting Constitutional provisions.

Submitted by – Poudre School District

Resolution #19

Resolution: Colorado Education Funding

The Colorado Association of School Boards supports the adoption of policies and legislation to provide the Colorado General Assembly with greater flexibility in setting the state budget, including mill levy equity and a requirement for a minimum total program mill levy by Colorado school districts. Such an approach would help free up state-share funding that could provide such flexibility.

Rationale Statement:

The current state system of property taxes produces huge inequalities from one community to another. The Colorado General Assembly has the elected leaders to resolve these issues and ensure that student funding is equitable across the state.

Submitted by – Poudre School District

Resolution #20

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution: Secure Rural Schools

The Colorado Association of School Boards supports federal reauthorization and funding of the Secure Rural Schools (SRS) program, long-term forest management, and fire prevention.

Rationale Statement:

The SRS programs should be funded on a sustainable, long-term basis. SRS is critical to support essential safety, fire, police, road and bridge, and education services in forest communities. The Colorado Association of School Boards thanks and supports U.S. Representative Joe Neguse (2nd C.D., Colorado) and other members of the U.S. Congress for their efforts to extend funding through the Secure Rural Schools and Community Self-Determination Act of 2000. CASB also supports long-term SRS funding through the Forest Management and Rural Stability Act (S. 1643).

Submitted by – District 49

Resolution #21

Resolution: Special Education Funding

The Colorado Association of School Boards supports reallocation of state revenue from marijuana retail sales to school districts for unfunded special education student needs.

Rationale Statement:

Most of the marijuana taxes collected go into the state General Fund. Many constituents believe that all state recreational marijuana revenue goes to the benefit of education since original advocacy for Amendment 64 (2012) led them to that conclusion. High needs special education is the most unpredictable spend for any school district, and allocating these funds to this purpose is a correct and appropriate connection of resource and need.

Submitted by – Poudre School District

Resolution #22

Resolution: Student and Educator Mental Health Funding

The Colorado Association of School Boards supports dedication of revenue from marijuana sales to provide mental health support for students, teachers, and staff.

Rationale Statement:

Colorado voters approved the legal sale of marijuana in Colorado predicated on the associated tax collections being used to support Colorado schools and students. Colorado schools desperately need more funding to support student and educator mental health programs.

Submitted by – St. Vrain Valley RE-1J

Resolution #23

Resolution: School Finance Act

The Colorado Association of School Boards supports the General Assembly's creation of a new School Finance Act framework that allows it to assess and rebalance the formula variables, factors, and categoricals in a manner that ensures equity, stability, and consistency in public school funding.

Rationale Statement:

The General Assembly created the current School Finance Act in 1994. Since then, there have been significant social, industrial, and demographic shifts in the state. In order to ensure an equitable distribution of state funds supporting public education, the legislature must revisit the current funding formula, along with factors and categoricals, to rebalance funding distributions across Colorado. Much like a prudent investor rebalances her investment portfolio periodically, it is time for the legislature to rebalance its distribution formulae and mechanisms, ensuring students are treated fairly across all regions of our state.

Submitted by – St. Vrain Valley RE-1J

Resolution #24

Resolution: Special Education High-Cost Trust Fund

The Colorado Association of School Boards supports the state's identifying an on-going funding source for the Special Education High-Cost Trust Fund.

Rationale Statement:

During the 2019 legislative session, the General Assembly passed SB19-066, creating the Special Education High-Cost Trust Fund. The fund operates like "reinsurance" for special education cases. Reinsurance is a form of insurance purchased by insurance companies in order to mitigate risk against catastrophic cases that may entirely deplete the insurance company's reserves. By paying for high-cost events from a separate funding source, insurance companies can lower rates to their customers. Similarly, by paying for high-cost special education cases from a different source, the annual appropriation the legislature makes to cover special education expenses can go further and address the needs of more students. The legislature initially capitalized the trust fund with \$2 million. With an optimistic 5% yield on the corpus of the trust, the state will have only \$100 thousand to spend on high-cost cases. The trust fund will only become a significant tool in the future if the legislature continues to invest in it each year through a dedicated funding source.

Submitted by – St. Vrain Valley RE-1J

Resolution #25

Resolution: P-TECH Funding

The Colorado Association of School Boards supports the state providing start-up-cost funding for Pathways in Technology Early College High School (P-TECH) programs.

Rationale Statement:

HB15-1270 authorized Pathways in Technology Early College High School (P-TECH) programs. The legislation facilitates collaborations between K-12, higher education, and industry partners to deliver an associate degree to students when they graduate high school. A vital element of a P-TECH program is that it is free to the student. In most traditional advanced placement and concurrent enrollment courses, students may pay for their textbooks, lab fees, and, in some cases, tuition. P-TECH focuses on creating opportunities for first generation college students and tries to eliminate all barriers to success. As a result, P-TECH programs absorb these traditional costs. Funding for P-TECH programs comes from two existing sources: Colorado Opportunity Fund (COF) and Per Pupil Operating Revenue (PPOR). P-TECH students are eligible for COF starting in the 9th grade, and P-TECH programs receive PPOR in the 13th and 14th grades. Schools reduce the costs of P-TECH further through the use of concurrent enrollment. However, even with the reduced-tuition costs with COF and concurrent enrollment, tuition, books, and fees continue to generate high uncompensated costs for P-TECH programs. This is especially evident during grades 9-12 when there is no supplemental funding provided to P-TECH schools. While districts receive additional funds in the 13th and 14th grades, school districts shoulder the first four years of operating a P-TECH program. This additional financial burden has discouraged the growth of the P-TECH model in Colorado. The state can help remove this financial burden by adopting a funding model that will support PTECH programs during the 9th-12th grades.

Submitted by – Canon City Schools and Summit School District

Resolution #26

Resolution: Rural School Funding

The Colorado Association of School Boards advocates that the legislature make permanent a \$40 million annual investment in rural school sustainability, to be distributed to rural and small rural school districts as defined by the Colorado Department of Education, on a dollars-per-pupil basis as has been done at the end of the last three legislative sessions. This would build on rural school funding previously appropriated in SB17-267, “Sustainability of Rural Colorado” and also subsequently approved in SB18-215, “Additional Funding for Small Rural Schools,” and SB19-246, “Colorado School Finance Act.”

Rationale Statement:

As a result of small populations, location, distance from services, traditionally low property wealth, and circumstances where federal and state-protected lands take property off the tax rolls, Colorado’s rural school districts historically have less capacity to invest above and beyond base program funding than urban and suburban school districts. The result has been deep inequities in opportunities rural school districts are able to provide to students in contrast to the opportunities offered to all others.

With the 2017 reclassification of Hospital Provider Fee and commensurate lift of oppressive TABOR caps, the one-time funding for rural schools should be continued in coming years. Rural schools often do not have the enrollment to take advantage of economies of scale with respect to staffing and programs. The one-time funding made available through the 2017, 2018, and 2019 legislation should continue in the coming years to fund rural school needs until our 25+-year-old school finance formula (1994 School Finance Act) is updated for current and forecasted public education needs across the state.

Submitted by – Canon City Schools RE-1

Resolution #27

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution: Sustainability of the BEST program

The Colorado Association of School Boards advocates that the legislature guarantee the capability of the Building Excellent Schools Today program to provide long term sustainability of multi-year financing of large-scale capital facilities improvement projects for schools and districts in dire need, thereby allowing the BEST program to continue awarding grants financed through an annual Certificate of Participation (COP) process.

Rationale Statement:

Based on recent BEST application and grant award history, the need to fund large-scale capital improvement projects will continue long into the future. If nothing is done to continue the ability of the BEST program to leverage dollars through COP sales, hundreds of millions of dollars in capital improvement needs will go unmet.

The BEST program was created on the indisputable fact that many school districts in Colorado do not have a sufficient property tax base to renovate or build new schools. Despite the creation of the program and the outstanding facilities progress made, this fact has not changed. Children continue to occupy deteriorating and unsafe buildings. Without long term COP support from BEST, they will continue to attend classes in buildings that are unsafe and, in many cases, actually hazardous to student and staff health.

Additionally, the Colorado Department of Education's recently updated facility study has revealed a 67% increase in need since its original study was conducted in 2008-09, which became foundational to the creation of the Building Excellent Schools Today program. Thus, if no long-term finance solution is created, BEST will lose the ability to fund desperately-needed projects long into the future.

Student Academic Growth and Achievement

Submitted by – Poudre School District and Summit School District

Resolution #28

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution: Colorado Academic Standards

The Colorado Association of School Boards supports adoption of policies and legislation adjusting current timelines for Academic Standard Review. Currently, all 10 content areas are updated in one year, followed by a two-year implementation period, for a total of six years for the entire cycle.

Rationale Statement:

Many school districts do not have the resources to review all 10 content areas in a single year. A staggered timeline which strategically matches to periodic content updates would help all districts handle the workload. A staggered timeline for review of all 10 content areas would also help teachers transition to any new requirements and allow for appropriate professional development which would reduce the stress of implementing these changes.

Submitted by – Poudre School District

Resolution #29

Resolution: Testing Requirements

The Colorado Association of School Boards supports reducing the number of testing requirements imposed by the State of Colorado while maintaining instruments that allow teachers to track the achievement and growth goals for students and reward great teaching methods.

Rationale Statement:

Standardized tests can provide important information about the academic progress of a student. However, these tests do not reflect the complete picture of a student's progress. More testing does not lead to better understanding of the needs of Colorado's students.

Submitted by – Boulder Valley School District

Resolution #30

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution: Expansion of Career and Technical Education

The Colorado Association of School Boards supports the expansion of career and technical education for all students as an equally well-regarded element of education that prepares students for today's modern workforce.

Rationale Statement:

Preparing all students for success beyond K-12 education in an ever-changing world requires schools to create multiple pathways. These pathways should not simply be a return to tracking systems. Career and technical education should be encouraged for all students as an element of a comprehensive K-12 education system, not simply as an option for students who are not planning to attend college.

Additional Resolutions

Submitted by – Montezuma-Cortez RE-1

Resolution #31

Resolution: CASB Bipartisanship

The Colorado Association of School Boards sponsored discussions and actions remain relevant to Colorado education topics both in action and messaging.

Rationale Statement:

At the Spring/February assembly CASB sponsored a guest speaker that spoke on political issues, which was not the purpose of the assembly. CASB should be bipartisan.

Submitted by – Adams 12 School District, Boulder Valley School District and Jeffco Public Schools

Resolution #32

Resolution: Charter School Appeal Standard of Review

The Colorado Association of School Boards supports legislation that honors local control of the charter school approval and renewal process. CASB supports legislation to change the State Board of Education's standard of review for charter school appeals to a determination of whether the local school board's decision was arbitrary and capricious.

Rationale Statement:

Pursuant to the Charter Schools Act, the State Board of Education, upon receipt of an appeal by a charter school or upon its own motion, may review decisions of a local school board concerning the denial of a charter school application, the non-renewal or revocation of a charter school's charter, or the unilateral imposition of conditions on a charter applicant or charter school. C.R.S. 22-30.5-108.

The standard of review used by the State Board to consider the appeal or review is whether the local school board's decision was "contrary to the best interests of the pupils, school district, or community." C.R.S. 22-30.5-108(3)(a), (c). Thus, the State Board is authorized to substitute its own judgment for that of a local school board. *Bd. of Educ., Dist. No. 1 v. Booth*, 984 P.2d 639 (Colo. 1999).

Instead, the local school board's decision should be given deference by the State Board and only overturned if the State Board determines that the local school board's decision was "arbitrary and capricious"—a clear error in judgment, made on unreasonable grounds, or without proper consideration of or in disregard of the facts and circumstances.

The current standard of review is too broad and subjective, and it has led to uncertainty as to the authority of local school boards to select and renew charter schools. It allows the State Board to substitute its own judgment for that of the local school board, which violates local control. Moreover, locally elected school boards are the closest to their constituents, are accountable to their communities, understand their own budgets and the financial implications of charter school applications and renewals, and are more connected to their own communities. Therefore, local school boards are in the best position to consider all relevant factors and make a reasoned decision that is in the best interest of the students, staff, and community.

Use of an arbitrary and capricious standard by the State Board of Education for the review of the decisions by local school boards in charter school appeals is consistent with the standard of review for other administrative appeal processes (including review by the State Board of decisions by the Charter School Institute; see C.R.S. 22-30.5-510(5)). Most other judicial reviews of agency decisions use the arbitrary and capricious standard.

Submitted by – Poudre School District

Resolution #33

Resolution: Charter Schools

The Colorado Association of School Boards supports adoption of policies and legislation amending the Colorado Charter Schools Act to strengthen the criteria a charter school applicant must meet to obtain a District Charter or a Charter from the Colorado Charter Schools Institute.

Submitted by – Poudre School District

Resolution #34

Resolution: Charter Schools

The Colorado Association of School Boards supports adoption of policies and legislation amending the Colorado Charter Schools Act regarding the process of obtaining non-standard waivers from Colorado law. This would include requiring the requesting charter school to provide a written rationale for seeking each such waiver.

Submitted by – School District 27J

Resolution #35

Resolution: Charter Schools

The Colorado Association of School Boards recognizes that a financial structure change is needed as it pertains to schools that choose to be chartered under CSI (Charter Schools Institute). Schools under this designation should be given the state base per child funding with no mill levy increases based on the district of the students' residency. CSI schools can go for mill levy increases as stated through TABOR as a statewide initiative where amendment 71 applies (2% of registered voters in all 35 senate districts).

Rationale Statement:

Schools under this designation have chosen to emancipate themselves from the financial oversight, public involvement, and control of the school district in which they establish their school. CSI is considered a state-level organization and should collect taxes as such, not from the district taxpayers from whom they chose to be emancipated.

Submitted by – Boulder Valley School District and Poudre School District

Resolution #36

Resolution: Review of Education Programs

The Colorado Association of School Boards supports an administrative audit at the State level to consider whether there are state requirements that impose unnecessary burdens and paperwork that take educators away from teaching and drive talented people away from the profession. This Systematic Review of Education Programs, as proposed by the introduced but not passed [HB18-1222](#), would establish process for the systematic review of programs enacted by the General Assembly. Those programs found to be ineffective or inefficient should be changed, eliminated, or sunsetted.

Rationale Statement:

Each year, school districts are impacted by dozens and dozens of new or revised state laws and legal requirements. Typically, there is little appetite for or action taken to delete or reduce inefficient and unnecessary laws. Colorado currently has no system to review and evaluate education programs. Since the state spends approximately one-third of its budget on K-12 education, a system of review of education programs would bring some much-needed accountability to the allocation of tax payer dollars.

The constant change and layering on of new requirements and burdens is cited as a reason by educators leaving the profession. Managing these requirements takes educators away from supporting teachers, students, and learning. It is time to review the burdens imposed on school districts by the State.

Submitted by – District 49

Resolution #37

Resolution: Drug Free School and Communities Act

The Colorado Association of School Boards urges the United States Congress to amend the Drug Free Schools and Communities Act to include an exception for the administration of non-psychoactive cannabinoid oils to students on school grounds under medical supervision when prescribed by a treating physician.

Rationale Statement:

Students with significant medical needs are migrating to Colorado to pursue treatment with non-psychoactive cannabinoid oil for intractable medical conditions such as Dravet's syndrome. [HB16-1373](#) allows a student to use medical marijuana on school grounds, on a school bus, or at a school activity if the student's primary caregiver possesses and administers medical marijuana in a non-smokable form to the student. The primary caregiver shall not administer the medical marijuana in a manner that is disruptive to the educational environment or causes exposure to other students. After the primary caregiver administers the medical marijuana, the primary caregiver shall remove any remaining medical marijuana from the grounds of the preschool or primary or secondary school, the school bus, or school-sponsored event. The act allows a school district to adopt policies regarding who may be a primary caregiver and the permissible circumstances regarding the administration of the medical marijuana. Providing an exception would allow the schools to apply the same constraints used for the administration of all other medications during the school day, which would increase overall student safety.

Submitted by – District 49

Resolution #38

Resolution: School Bus Safety

The Colorado Association of School Boards supports a proposal to use bus video to capture and penalize traffic violators of “Stop” arms on buses.

Rationale Statement:

The Colorado Association of School Boards urges the Colorado General Assembly, the Colorado Department of Education, and the Colorado State Board of Education to support legislation which removes any barriers to the use of school bus video systems to identify and as evidence to penalize violators of existing traffic laws, which require drivers to stop when a school bus is loading/unloading students at school bus stops. Increased communication and enforcement of existing traffic laws will enhance student safety across Colorado.

Submitted by – St. Vrain Valley RE-1J

Resolution #39

Resolution: Safe 2 Tell

The Colorado Association of School Boards encourages the state to adopt limited exceptions to anonymity under Safe2Tell necessary to prevent serious bodily injury and fraudulent reporting.

Rationale Statement:

Safe2Tell is a notification system developed in Colorado, allowing students to call and report information about possible incidents that may transpire in schools. Everything from bullying, to potential suicides, to possible school-shootings are reported through this system. By law, the identity of the reporting party in a Safe2Tell call is kept anonymous. In extreme cases, to protect lives and to prevent the malicious use of the system, law enforcement officers may need to access information about the reporting party. A limited exception in these extreme situations, emphasizing that information is held confidentially instead of anonymously, would help law enforcement protect schools and children and would aid the integrity of the overall Safe2Tell system.

Submitted by – Ridgway R-2

Resolution #40

Resolution: Remote Participation at Board of Education Meetings

The Colorado Association of School Boards believes that given the current state of technology and the mobile nature of many jobs, allowing board members to attend meetings digitally should not be considered less valid than in-person meetings. Current state statute prevents remote access attendance from being counted toward quorum. We believe that this should be changed so that board members making the extra effort to attend despite work or other challenges that require their physical presence elsewhere should be counted toward quorum. By removing this limitation, local boards can adopt appropriate policies detailing how modern virtual attendance is to be handled within their own meetings. They can decide what limits to place on board members utilization of technological means to attend remotely.

Rationale Statement:

Virtual attendance technologies should allow for robust participation in the board process without state level limitations.

Submitted by – Summit School District

Resolution #41

Resolution: Talent Found

The Colorado Association of School Boards urges the Colorado General Assembly to continue to support and advertise efforts of talentFOUND as established in C.R.S. 24-46.3-103 and amended by SB14-205, Talent Pipeline Working Group. This program is led by the Colorado Workforce Development Council (CWDC) and is a product of collaboration which includes the Colorado Department of Higher Education (CDHE), the Colorado Department of Labor and Employment (CDLE), the Colorado Office of Economic Development and International Trade (OEDIT), and the Colorado Department of Education (CDE) to improve the state-wide network of secondary student level in-person/virtual opportunities by encouraging business/industry partnerships and participation. Additional consideration should be given to include the Colorado Department of Public Health and Environment (CDPHE) in this collaboration to address and help overcome social-emotional/economical and cross-generational/gender/race/culture/etc. barriers in this cross-functional work.

Rationale Statement:

The 2018 Talent Pipeline Report Recommendation include:

1. Further develop infrastructure that supports all pathways to a meaningful career
2. Eliminate attainment gaps along the education and career pipeline
3. Strengthen collaboration and alignment at the state and local implementation levels to improve efficiency.

Many pieces of legislation have been developed in support of these efforts to include (asterisked legislation was called out in the Talent Pipeline Report and/or website):

Enacted Education and Workforce Development Legislation Directly Relevant to the Opportunity Youth Population in Colorado 2009 to 2017 -2009

- HB09-1243, Measures to Raise the Graduation Rate in Public High Schools 2009 *
- HB09-1319, Concurrent Enrollment Public School Students 2010
- SB10-154, High Risk Students in Alternative Education Campuses 2011
- SB11-111, Educational Success Task Force 2011
- SB11-133, Discipline in Public Schools 2012
- HB12-1146, Funding for Dropout Recovery Programs 2013
- HB13-1005, Basic Education and Career Technical Education Pilot Program 2013 *
- HB13-1165, Creation of a Manufacturing Career Pathway 2013
- SB13-033, In-State Classification of Colorado High School Graduates (also known as the ASSET legislation 2014 *
- HB14-1384, Higher Education Tuition Assistance 2014 *
- SB14-205, Talent Pipeline Working Group 2014 *
- HB15-1170, Increasing Postsecondary and Workforce Readiness 2015 *

- HB15-1230, Innovative Industry Workforce Development Programs 2015
- HB15-1270, Pathways in Technology Early College High Schools 2015
- HB15-1271, Mobile Learning Labs Workforce Development 2015 *
- HB15-1274, Creation of Career Pathways for Student 2015
- HB15-1275, Career and Tech Ed in Concurrent Enrollment 2015
- HB15-1276, Skilled Worker Outreach, Recruitment and Training 2015
- SB15-082, County Workforce Development Property Tax Incentives 2015
- SB15-138, ASCENT Program Funding 2016
- HB16-1287, CDLE Apprenticeship Study 2016
- HB 16-1288 / CRS 24-46.3-103, Industry Infrastructure Grant Report 2016 *
- HB16-1289, Incentives to Complete Career Development Courses 2016
- HB16-1302, Align with Workforce Innovation and Opportunity Act 2016
- HB16-1429, Alternative Education Campuses – Criteria for Designation 2016
- SB16-077, Employment First for Persons with Disabilities 2017
- HB17-1194, Technical Changes for PTECH Schools 2017
- HB17-1301, No Withholding Student Transcripts for Library Fines 2017
- HB17-1340, Legislative Interim Committee on School Finance 2017

Local school boards and community employers should be made more aware of these efforts to better support/advertise these opportunities with local/statewide constituents and legislators to promote better and more in-person/virtual connections within and across district boundaries.

Submitted by – Summit School District

Resolution #42

Resolution: School Zone Safety

The Colorado Association of School Boards urges the Colorado General Assembly to develop legislation that prohibits use of cell phones (both voice and text) in school zones unless in a legally parked vehicle or while on foot in safe pedestrian areas.

Rationale Statement:

Precedent for this type of cell phone use has been accomplished locally in Colorado (e.g., Steamboat Springs Schools) and in other states (e.g., Tennessee and Texas). “The inattentiveness caused by cell phones while driving is staggering. Studies show that the use of cell phones while driving is as dangerous as driving after consuming four alcoholic beverages. In addition, cell phone use while driving is four times more likely to cause an accident than drivers not using their cell phones. The second highest cause of accidents in 2009 was inattentive driving, following speeding. 4,691 accidents in 2008 were attributed to inattentive driving; this category includes talking on cell phones.” (<https://aliveat25.us/content/view/35/>) Currently, the only Colorado statute addressing school zone vehicle use is C.R.S. § 42-4-615, which speaks to moving traffic violations. “With respect to cell phone usage, House Bill 09-1094 (effective December 1, 2009) imposed new statutory restrictions regarding the use of a cellular phone device while operating a motor vehicle. For drivers 18 years of age and older, wireless telephones may not be used for text messaging or other similar forms of manual data entry or transmission. Drivers under 18 years of age may not use wireless telephones for any purpose.” Also, “during certain emergencies, Colorado law allows the use of cell phones while operating a vehicle. You may use a wireless telephone on the road in the following situations: -You have reason to fear for your life or safety. -You witness a criminal act or believe one may occur. -To report a fire, traffic accident, road hazards, and medical or hazardous materials. -To report a person driving in a reckless, careless or unsafe manner.” Or any other situation requiring first responder support. Enforcement may be a challenge (dependent on town/municipal law enforcement partnerships with districts), but good signage and an awareness campaign with the parents/community focused on safety would be helpful.

Submitted by – Adams 12 Five Star Schools and Boulder Valley School District

Resolution #43

Resolution: Vaping

The Colorado Association of School Boards supports legislation to address the epidemic of vaping by our youth. CASB supports legislation that employs proven means to reduce youth usage including: increasing the price of vaping products through a tax similar to the one on traditional tobacco products, raising the age of use, possession and purchase to 21, and through limitations of flavored products that would appeal to youth. Increased resources should be invested in public health programs that educate youth about the dangers of vaping and provide alternative to suspension opportunities for students caught using vaping products.

Rationale Statement:

Recent studies show that Colorado has the highest prevalence of teen vaping in the country with one of every three seniors admitting to using vaping products. Colorado kids are vaping at epidemic levels, with 27 percent reporting use, more than double the national rate (13 percent) and nearly four times the rate of traditional cigarettes, according to recently released Healthy Kids Colorado Survey (HKCS) data. Nicotine is highly addictive and can harm brain development, which continues until about age 25. Vaping by students is harmful to their health, to the school environment, and takes important time away from instruction. Currently at least 100 people in more than 12 states, including CO, have fallen seriously ill with lung complications linked to vaping.

Submitted by – Adams 12 Five Star Schools

Resolution #44

Forwarded with recommendation by the Legislation Resolutions Committee

Resolution: Charter Schools

The Colorado Association of School Boards supports legislation that requires charter school applicants to submit accurate data on intentions to enroll from new families. The number of letters of intent should meet the standard for a minimally viable number of students established by each local school board with at least 55% of the interested students residing within the district at the time of application. The local school district may only use data from letters of intent for the purposes of verifying numbers of interested students.

A letter of intent must be submitted for each family and include the following requirements:

- Student name(s) and date(s) of birth
- Parent or legal guardian name
- Proof of address/residency
- Grade(s), school(s), and district(s) where student(s) currently enrolled
- Intended grade level(s) at enrollment with charter
- Acknowledgement of plans to withdraw student(s) from current school(s)
- Any additional information required by policy

Rationale Statement:

It is difficult for local school boards to assess whether a charter school will have sufficient enrollment to open a viable school. There is no current requirement for charter schools to document actual student intent to enroll, only interest in the school. Additionally, given recent changes to law, local mill levy dollars are required to be shared with new charter schools. Local tax payers who voted on additional mill levy override should not have the responsibility for paying for a school if a majority of interested students reside outside of district boundaries.

Submitted by –Boulder Valley School District

Resolution #45

Resolution: Charter Schools

The Colorado Association of School Boards supports legislation that would require equal access for all students to attend charter schools. Charter schools must demonstrate that their lotteries and other admission processes are open and non-discriminatory. Charter schools may not at any time require or ask families to submit student performance or Individual Education Program (IEP) data before admissions decisions are made. Preferential admissions should not be allowed based on legacy. Charter schools must also show the capacity of the district supports the opening of the charter school.

Rationale Statement:

The overall statistics for the percent of students on IEPs or 504s in charter schools indicate that charter schools are not serving these students. Some charter schools also have admission policies that give preference to legacy.

Submitted by – Adams 12 Five Star Schools

Resolution #46

Resolution: Charter Schools

The Colorado Association of School Boards supports legislation that gives the local school board sufficient authority to set appropriate policies and direct charter schools to take corrective or remedial action when the school district may have legal liability for actions of the charter school. The standard of review by the State Board of Education shall be whether the local board's recommended corrective actions were arbitrary and capricious. In cases where the local board's authority to direct the charter school does not exist, the charter school shall be required to indemnify the school district, including but not limited to financial losses caused by the charter school, its policies, or acts of its agents.

Rationale Statement:

Local school districts as the authorizing body for charter schools often share legal liability for the actions of their charter schools. Office of Civil rights violations, including Title IX violations, service of special populations, and school security policies, are examples where the local school district may be held liable. As a charter authorizer, school districts have limited authority to mandate corrective action, especially in the area of personnel, leaving the district potentially open to legal liability for the charter schools' actions without any recourse. Currently there is also the possibility for a local board's decisions to be appealed to the State Board of Education.

Submitted by – Adams 12 Five Star Schools

Resolution #47

Resolution: Student Vaccinations

The Colorado Association of School Boards supports legislation that results in initiatives to increase the numbers of vaccinated children.

Rationale Statement:

Colorado has one of the lowest vaccination rates in the nation, putting students and staff at risk for exposure to vaccine preventable illnesses in public schools if an outbreak occurs. Medically vulnerable students and staff in particular need protection from exposure to these types of illnesses. To protect the health and safety of children who attend public schools, increasing the vaccination rate is a key priority.

Submitted by – St. Vrain Valley RE-1J

Resolution #48

Resolution: Grow Your Own Teacher Programs

The Colorado Association of School Boards encourages the state to inventory and assess the various teacher recruitment and incentive programs passed in the previous five years and determine the relative success of each program. Further those programs demonstrating little or no impact on teacher recruitment or retention should be eliminated and funding associated with such programs be applied to those demonstrating success. Additionally, the state should work with K-12 and higher education to develop a teaching-degree pathway starting in the 9th grade that utilizes concurrent enrollment to offer college-level teacher preparation courses to high school students considering careers in teaching. CASB also encourages the state to review mandated articulation agreements among and across 2-year and 4-year colleges and universities and ensure that all credits earned by high school students in concurrent enrollment teacher preparation programs be guaranteed to transfer toward a 4-year bachelor teaching degree.

Rationale Statement:

In recent years, a plethora of teacher recruitment and retention bills were passed by the legislature. Many of the bills were passed as pilot programs, receiving relatively small amounts of funding (i.e., \$300 thousand - \$1 million). It is time for the state to survey the effectiveness of the various programs to see if there is a specific model that works better than the others and to ensure they spend future resources on teacher recruitment and retention most efficiently.

Additionally, with the growth of concurrent enrollment and dual credit offerings in high schools, there is an opportunity to expand “grow-your-own teacher” programs by aligning curricular standards at the higher education level. This will empower local school districts to create teacher recruiting and retention pipelines and make 4-year teaching degrees less expensive and more attainable.

Submitted by – Primero School District

Resolution #49

Resolution: Educator Loan Forgiveness

The Colorado Association of School Boards supports the establishment of a program similar to that of the “Colorado Health Service Corps,” with the stipulation that it be created for educators in our state who choose to join our career field despite the many barriers that have conspired to forge a negative perception of teaching in general.

Rationale Statement:

The State of Colorado administers a college student loan forgiveness program entitled “Colorado Health Service Corps.” This program exists to aid dedicated individuals who have joined, or are planning to join, the health care field in support of a critically shortened employee base. The “Colorado Health Service Corps” program provides up to \$90,000 in loan forgiveness for qualified candidates. The requirements of the program include:

Eligibility Requirements: Applicants may be eligible to participate in this program and receive repayment of qualified student loans, if they are practitioners in a health field classified as a Health Professional Shortage Area. Additionally, candidates must deliver primary health care services in a public or nonprofit clinic. Furthermore, the practice must accept public insurance and offer discounted services to low-income, uninsured patients on a sliding fee scale.

Terms of Agreement: Candidates agree to work for a term of 3 years at an approved site, working either full-time or part-time. They must also meet hourly requirements for direct clinical contact. And whereas the State of Colorado sponsors two other loan forgiveness programs for in-state college graduates—targeting those attending specific universities and performing job functions in the field of law—there does not currently exist a state loan forgiveness program for teachers in the public education system.

Multiple federal loan forgiveness programs can be found by those seeking a career in public education. The most well-known and utilized is the Public Service Loan Forgiveness (PSLF) Program. It forges a pathway for employees working a minimum of 10 years in a multiple of career fields—including teaching—to seek loan forgiveness.

Additional federal programs also exist that create pathways for financial easement. The Teacher Loan Forgiveness Program, which predates PSLF, addresses students in qualifying schools and forgives up to \$17,500 of specific loan types. The Perkins Teacher Loan Forgiveness Plan allows absolution of up to 100% of loan balances if candidates teach full time at a low-income school or instruct certain subjects considered “critical” in need. Those with Perkins Loans can have their entire loan balance purged over a five-year period. A positive aspect about this program is that it grants forgiveness in increments, so even if people don't make it the complete five years, they will at least see some of their loan balance disappear.

Numerous state and federal grants are available to most people seeking a college experience. Some loan repayment assistance programs also exist that are of tremendous assistance to college students; however, there are limitations to each of these avenues and none of them can provide what the Colorado Health Service Corps does for its recipients.

Health care is vitally important to any society. Our state has recognized the essential need for promoting involvement in this profession by establishing means by which its members are fiscally assisted. Do we not value public education to the same degree? While health care providers, on average, no doubt incur a greater monetary burden in pursuit of their education, they universally receive far more compensation following the advent of their chosen career paths. Most public school employees will never command salaries that allow them to pay off their student loans with ease, despite the fact that their outstanding loan balances may be significantly less than their health care brethren.

Submitted by – Colorado Springs District 11

Resolution #50

Resolution: Climate Change Action

The Colorado Association of School Boards supports school boards placing a high priority on reducing carbon consumption in making decisions regarding capital improvement, energy use, and transportation; and supporting climate change and environmental education. CASB also urges the Colorado General Assembly and federal government to take swift and effective action on climate change to protect current and future students.

Rationale Statement:

Colorado boards of education are committed to the safety, well-being, and future success of all children; research demonstrates that climate change adversely affects students' physical and mental health and negatively impacts student achievement. Climate change is not a partisan nor political issue, and local, state, and national policies should be guided by the best available science. If left unaddressed, the consequences of climate change will harm all Americans, most especially children and those living in poverty, and saddle future generations with the costly burden of a dangerously damaged planet. The financial impacts of climate change on our communities are projected to grow, potentially utilizing school resources better used for the education of students today and in the future. The global impact, urgency, and magnitude of the challenge of addressing climate change calls for leadership in all sectors of society, all institutions and all elected leaders. Climate change is of critical importance to our students and demands school leaders to be responsive both in the use of school resources and in the education and career preparedness of their students.

CASB Board of Directors

EXECUTIVE COMMITTEE

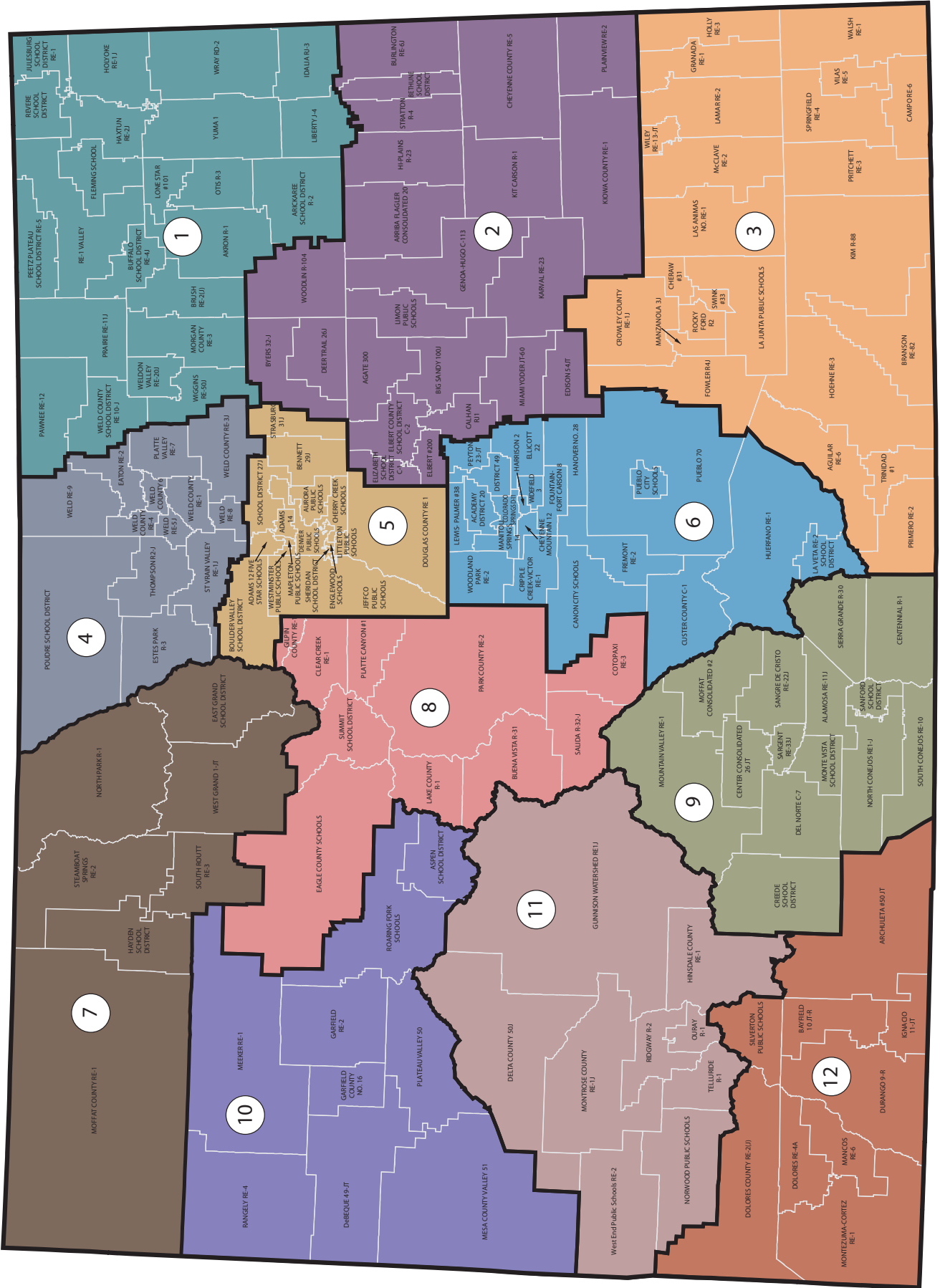
Region 5	Kathleen “Kathy” Gebhardt PRESIDENT ELECT Boulder Valley School District	LD *	Richard “Dick” Martyr, Ph.D. St. Vrain Valley RE-1J
Region 6	Monica Peloso PRESIDENT ELECT Cheyenne Mountain 12	LD *	Kathy Plomer Adams 12 Five Star Schools
Region 11	Paul Reich IMMEDIATE PAST PRESIDENT Telluride R-1	Region 4	Nancy Sarchet Weld County RE-1
		Region 3	John Wittler Vilas RE-5

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Region 6	Tracey Johnson Academy District 20	LD *	Amanda Stevens Jeffco Public Schools
Region 6	Jaye Sudar Huerfano Re-1		

LD* =Large District

DISTRICTS BY CASB REGION



CASB Districts by Region

1

REGION 1

Akron R-1
Arickaree School District R-2
Brush RE-2(J)
Buffalo School District RE-4J
Fleming School
Haxtun RE-2J
Holyoke Re-1J
Idalia RJ-3
Julesburg School District RE-1
Liberty J-4
Lone Star #101
Morgan County Re-3
Otis R-3
Pawnee Re-12
Peetz Plateau School District RE-5
Prairie RE-11J
RE-1 Valley
Revere School District
Weldon Valley RE-20J
Weld County School District RE 10-J
Wiggins RE-50J
Wray RD-2
Yuma 1

2

REGION 2

Agate 300
Arriba-Flagler Consolidated 20
Bethune School District
Big Sandy 100J
Burlington RE-6J
Byers 32-J
Calhan RJ1
Cheyenne County Re-5
Deer Trail 26J
Edison 54JT
Elbert County School District C-2
Elbert #200
Elizabeth School District C-1
Genoa-Hugo C-113
Hi-Plains R-23
Karval RE-23
Kiowa County RE-1
Kit Carson R-1
Limon Public Schools
Miami Yoder JT-60
Plainview RE-2
Stratton R-4
Woodlin R-104

3

REGION 3

Aguilar Re-6
Branson RE-82
Campo RE-6
Cheraw #31
Crowley County RE-1J
Fowler R4J
Granada RE-1
Hoehne RE-3
Holly RE-3
Kim R-88
La Junta Public Schools
Lamar RE-2
Las Animas No. Re-1
Manzanola 3J
McClave RE-2
Primero RE-2
Pritchett RE-3
Rocky Ford R2
Springfield RE-4
Swink #33
Trinidad #1
Vilas RE-5
Walsh RE-1
Wiley RE-13-Jt

4

REGION 4

Eaton RE-2
Estes Park R-3
Platte Valley RE-7
Poudre School District
St. Vrain Valley RE-1J
Thompson R2-J
Weld County 6
Weld County RE-1
Weld County RE-3J
Weld RE-4
Weld RE-5J
Weld Re-8
Weld RE-9

5

REGION 5

Adams 14
Bennett 29J
Boulder Valley School District
Englewood Schools
Littleton Public Schools
Mapleton Public Schools
School District 27J
Sheridan School District
Strasburg 31J
Westminster Public Schools

6

REGION 6

Academy District 20
Canon City Schools
Cheyenne Mountain 12
Colorado School for the Deaf and the Blind
Colorado Springs D-11
Cripple Creek-Victor RE-1
Custer County C-1
District No. 49
Ellicott 22
Fountain-Fort Carson 8
Fremont RE-2
Hanover No. 28
Harrison 2
Huerfano Re-1
La Veta RE-2 School District
Lewis-Palmer #38
Manitou Springs 14
Peyton 23-Jt
Pueblo 70
Pueblo City Schools
Widefield 3
Woodland Park Re-2

7

REGION 7

East Grand School District
Hayden School District
Moffat County RE-1
North Park R-1
South Routt RE-3
Steamboat Springs RE-2
West Grand 1-JT

8

REGION 8

Buena Vista R-31
Clear Creek RE-1
Cotopaxi RE-3
Eagle County Schools
Gilpin County RE-1
Lake County R-1
Park County RE-2
Platte Canyon #1
Salida R-32-J
Summit School District

LARGE DISTRICTS

Adams 12 Five Star Schools
Aurora Public Schools
Cherry Creek Schools
Denver Public Schools
Douglas County RE-1
Jeffco Public Schools

9

REGION 9

Alamosa Re-11J
Centennial R-1
Center Consolidated 26JT
Creede School District
Del Norte C-7
Moffat Consolidated #2
Monte Vista School District
Mountain Valley RE-1
North Conejos RE1-J
Sanford School District
Sangre de Cristo RE-22J
Sargent RE-33J
Sierra Grande R-30
South Conejos RE-10

10

REGION 10

Aspen School District
DeBeque 49-JT
Garfield County No. 16
Garfield Re-2
Meeker RE-1
Mesa County Valley 51
Plateau Valley 50
Rangely RE-4
Roaring Fork Schools

11

REGION 11

Delta County 50J
Gunnison Watershed RE1J
Hinsdale County RE-1
Montrose County RE-1J
Norwood Public Schools
Ouray R-1
Ridgway R-2
Telluride R-1
West End Public Schools RE-2

12

REGION 12

Archuleta #50 JT
Bayfield 10 Jt-R
Dolores County RE-2(J)
Dolores RE-4A
Durango 9-R
Ignacio 11-JT
Mancos Re-6
Montezuma-Cortez RE-1
Silverton Public Schools

Mission Statement

*Advancing excellence in public education through effective leadership
by locally elected boards of education.*

Vision Statement

*The Colorado Association of School Boards through leadership,
service, training and advocacy prepares local boards of education to
advance a system of public schools where all students are challenged
to meet their full potential.*



Colorado Association of School Boards

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BOARD OF EDUCATION ITEM 18
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Peter Hilts, Chief Education Officer

TITLE OF AGENDA ITEM: Job Description for a Director of Data and Performance

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Since beginning to emphasize performance excellence in 2014, District 49 has learned from high-performing organizations about the importance of measuring and reporting performance data. During the same timeframe, the quantity and diversity of performance data generated by our schools and programs has increased exponentially. Across many functions of accreditation, performance reporting, and data management, our data resides in multiple discrete systems both internal and external to the district. In our current configuration, six different directors or coordinators share responsibility to generate and manage organizational data.

RATIONALE:

A Director of Data and Performance will provide leadership to integrate and improve the district's ability to generate and manage organizational performance data.

RELEVANT DATA AND EXPECTED OUTCOMES:

If the board approves the position of Director of Data and Performance, then a newly composed team of data system specialists, managers and analysts will develop common protocols and quality standards for district performance.

INNOVATION AND INTELLIGENT RISK:

Employing a director of data and performance is not particularly innovative for high-performing organizations; however, the position and practice of performance leadership is not as common in public school districts. The risk of creating this position and developing a new team out of existing positions is that current workflows and practices may be disrupted as we navigate the implementation dip before future performance improvements.

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

Culture	Inner Ring —How we treat each other	The proposed position will support existing staff by clarifying expectations and reporting responsibilities.
	Outer Ring —How we treat our work	The proposed organization will elevate the importance of “data work” in District 49.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	All of our strategic priorities can be measured, reported and improved. A Director of Data and Performance will enhance our strategic planning and implementation efforts, resulting in improved performance across the board.
	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>	

BOE Work Session September 25, 2019
Item 17 continued

BUDGET IMPACT: As a director-level position, the new position will require the same range of compensation and benefits as the previous position (Director of CTE) that was recently consolidated into the Director of Applied and Advanced Learning. The long-term budget impact will be neutral, as resources previously dedicated to the CTE department are redeployed to support data and performance.

AMOUNT BUDGETED: Total compensation per the administrator salary schedule

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: We recommend the board discuss and then approve the job description and reorganization as proposed. The chief officers will then develop a timeline to hire a director, consolidate the department and transition existing data team members to the new organization over the 2019-2020 school year.

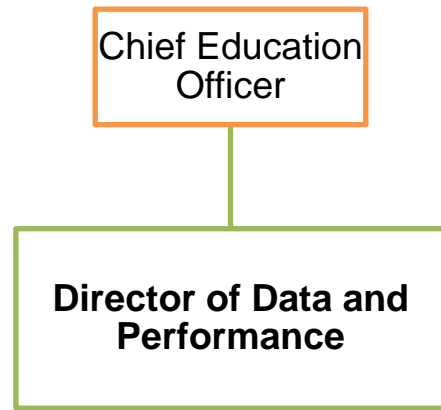
APPROVED BY: Pedro Almeida, Peter Hilts, and Brett Ridgway

DATE: September 25, 2019

DIRECTOR OF DATA AND PERFORMANCE

Job Title:	Director of Data and Performance
Initial:	October 10, 2019
Revised:	
Work Year:	Full Year
Office:	Education
Department:	Data and Performance
Reports To:	Chief Education Officer
FLSA Status:	Exempt
Pay Range:	Administrative Pay Schedule

Related Organization Chart



POSITION SUMMARY: The Director of Data and Performance is responsible to lead and integrate data services, performance excellence initiatives, leadership recruitment/succession, and customer service quality. The director will serve as the identified leader of the data services team, the primary leaders of our performance excellence initiative, the promoter of a new edition of the Peak Partners Leadership Academy (*Leadership D49*) and the facilitator of an initiative to raise customer service quality to role model levels.

Note: In its initial form, the Director of Data and Performance position does not directly supervise other staff. However, the Director of Data and Performance and the chief officers will work directly with individuals and groups currently responsible for data services and systems to optimize the composition and reporting structure for a data and performance team by July 1, 2020. It is expected that a revised position description will be developed by June 2020.

ESSENTIAL DUTIES AND 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.

- Enhance the district's ability to manage and enhance data services, including the collection, integration, analysis, securing, and reporting of all types of student and organizational performance data.
- Lead the district's overall performance excellence efforts, including being the primary leader aligning our performance to the Baldrige quality criteria and being the primary liaison from the central office to performance excellence systems (Empower[®], POWER Plan, Sand Creek Pillars, iConnect Rigor and Relevance) in zones and departments.
- Coordinate with senior leaders, building leaders, and HR team members to facilitate leadership recruitment and succession for employee leaders as well as community leaders on school and district committees and

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.

teams, including the Board of Education. The Director will be responsible to lead a second round of community leadership development (reviving the Peak Partners Leadership Academy).

- Lead a service initiative in collaboration with the directors of communication, HR, culture & services as well as the chief officers and SLT to implement best practices for internal and external customer service.
- Supervise the data services team as it is clarified and composed.
- Facilitate the performance excellence team—especially the process of generating the annual performance report to the community, BOE, and any external evaluators the district may select.

Budget Responsibility: The director is responsible for developing, administering, monitoring and coordinating all assigned budgets and initiating requisitions.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position.

Education & Training:

- Master's degree preferred, with experience in business systems leadership, leadership development, customer service training and performance excellence initiatives.

Experience:

- A minimum of five (5) years of experience as an organizational executive.
- General working knowledge of data management and personnel systems.
- Familiarity with leadership development and succession planning.

Knowledge Skills & Abilities:

- Excellent written and verbal communication skills.
- Ability to work well with others in a diverse educational community.
- Significant experience in organizational development.
- Demonstrated knowledge of computer application skills (i.e. Microsoft Word, Excel, PowerPoint).
- Operating knowledge of and experience with personal computers and software, basic office equipment.

CERTIFICATES, LICENSES, & REGISTRATIONS:

- The candidate should hold or be willing to pursue certification as a performance excellence examiner (through Rocky Mountain Performance Excellence or the Baldrige Foundation).

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that employee must meet to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is frequently required to communicate. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

Work Environment: The noise level in the work environment is usually moderate.

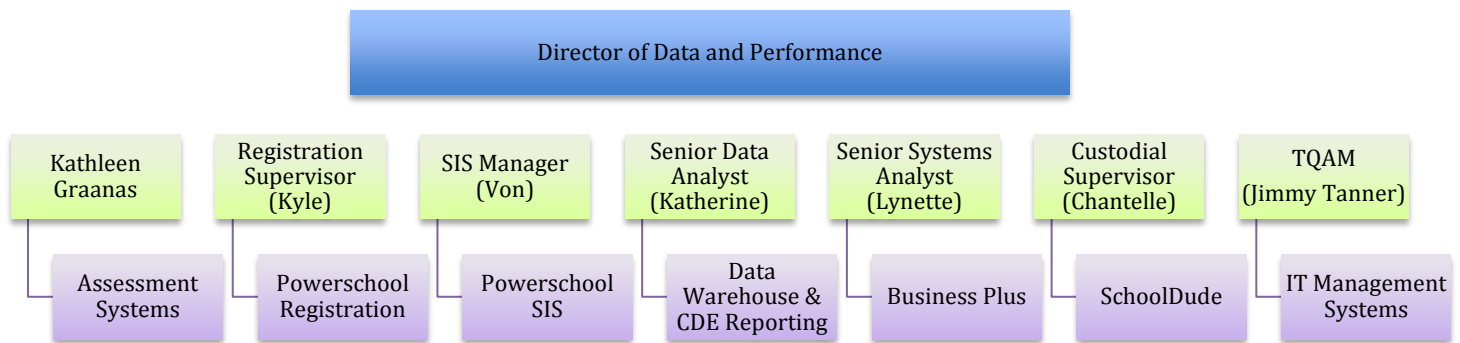
Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, coordinate, instruct, evaluate, use interpersonal skills, and compile. Frequently required to synthesize and analyze. Occasionally required to compare and copy.

DIRECTOR OF DATA AND PERFORMANCE (TRANSITIONAL)

Job Title:	Director of Data and Performance
Initial:	October 10, 2019
Revised:	N/A
Work Year:	Full Year
Office:	Education
Department:	Data and Performance
Reports To:	Chief Education Officer
FLSA Status:	Exempt
Pay Range:	Administrative Pay Schedule

Related Organization Chart

This chart does not show any initial reporting lines. The chief officers intend to work with the new director and the individuals and groups identified below to optimize the composition and reporting structure for a data and performance team by July 1, 2020. That is why this description is labeled “transitional” and why the BOE should expect a revised position description by June, 2020.



POSITION SUMMARY: The Director of Data and Performance is responsible to lead and integrate data services, performance excellence initiatives, leadership recruitment/succession, and customer service quality. The director will serve as the identified leader of the data services team, the primary leaders of our performance excellence initiative, the promoter of a new edition of the Peak Partners Leadership Academy (*Leadership D49*) and the facilitator of an initiative to raise customer service quality to role model levels.

ESSENTIAL DUTIES AND 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.

- Enhance the district's ability to manage and enhance data services, including the collection, integration, analysis, securing, and reporting of all types of student and organizational performance data.
- Lead the district's overall performance excellence efforts, including being the primary leader aligning our performance to the Baldrige quality criteria and being the primary liaison from the central office to performance excellence systems (Empower[®], POWER Plan, Sand Creek Pillars, iConnect Rigor and Relevance) in zones and departments.

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.

- Coordinate with senior leaders, building leaders, and HR team members to facilitate leadership recruitment and succession for employee leaders as well as community leaders on school and district committees and teams, including the Board of Education. The Director will be responsible to lead a second round of community leadership development (reviving the Peak Partners Leadership Academy).
- Lead a service initiative in collaboration with the directors of communication, HR, culture & services as well as the chief officers and SLT to implement best practices for internal and external customer service.
- Supervise the data services team as it is clarified and composed.
- Facilitate the performance excellence team—especially the process of generating the annual performance report to the community, BOE, and any external evaluators the district may select.

Budget Responsibility: The director is responsible for developing, administering, monitoring and coordinating all assigned budgets and initiating requisitions.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position.

Education & Training:

- Master's degree preferred, with experience in business systems leadership, leadership development, customer service training and performance excellence initiatives.

Experience:

- A minimum of five (5) years of experience as an organizational executive.
- General working knowledge of data management and personnel systems.
- Familiarity with leadership development and succession planning.

Knowledge Skills & Abilities:

- Excellent written and verbal communication skills.
- Ability to work well with others in a diverse educational community.
- Significant experience in organizational development.
- Demonstrated knowledge of computer application skills (i.e. Microsoft Word, Excel, PowerPoint)
- Operating knowledge of and experience with personal computers and software, basic office equipment.

CERTIFICATES, LICENSES, & REGISTRATIONS:

- The candidate should hold or be willing to pursue certification as a performance excellence examiner (through Rocky Mountain Performance Excellence or the Baldrige Foundation).

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that employee must meet to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is frequently required to communicate. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

Work Environment: The noise level in the work environment is usually moderate.

BOARD OF EDUCATION ITEM 19
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Pedro Almeida, Chief Operations Officer

TITLE OF AGENDA ITEM: Facilities Project Manager – New Position

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: District 49 created the temporary position of Mill Levy Override (MLO) 3B Director in 2016, with the intent that the position would sunset after approximately 3 years. The MLO 3B Director position will be removed around the end of 2019. The creation of this Facilities Project Manager position will both address the long term need of continued MLO project planning and management, as well as the need for supervision of other major construction or capital projects

RATIONALE: District 49 experienced about 4% student population growth in School Year 2018/2019 over the previous school year, and is projected to maintain a high rate of student growth for many years as a result of significant housing development in the District's geographic footprint. This student population growth will result in a steady stream of new construction projects (either new schools or school additions, or both). Additionally, the district will periodically receive Mill Levy Override funds to use for refurbishing and refreshing our existing schools. Both of these efforts, as well as annual capital projects, require the staff capacity to direct and manage them to ensure that the District efficiently and effectively manages the projects within approved budget and time constraints.

RELEVANT DATA AND EXPECTED OUTCOMES: The creation of this position will improve long term effectiveness in facilities project and construction project management, thereby improving the District's ability to complete projects on time and within approved budget constraints.

INNOVATION AND INTELLIGENT RISK: The position will reduce overall District risk by emplacing experienced, direct supervision over the management of the execution of high dollar projects.

IMPACTS ON THE DISTRICT'S CULTURAL & STRATEGIC PRIORITIES—THE RINGS:

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	

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

Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	<i>Build community trust by (1) ensuring that the investment into high dollar projects is well managed for maximum financial benefit to the district, as well as (2) ensuring project schedules are met in order to serve students, staff, and the community on a forecasted schedule which allows for planning and preparation.</i>
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	

BOE Work Session September 25, 2019
Item 19 continued

Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	<i>This position will be key for continued expansion of the District's portfolio of schools to accompany student growth projections.</i>
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: As a Prof-Tech Range 3, this position will require funding between \$54,900 to \$73,692 per year – depending on experience for a successful external candidate. A successful internal candidate may bring additional steps that could push that cost higher.

AMOUNT BUDGETED: To this point, we resource this role from the Mill Levy Override program and that would likely continue for the full 2019/20 fiscal year. For 2020/21, we intend to bring the role into the general fund.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Recommend that the BOE review and discuss this topic at the BOE Work Session Sept 25, 2019, with a follow on action to approve the position at the Oct 10, 2019 regular BOE meeting.

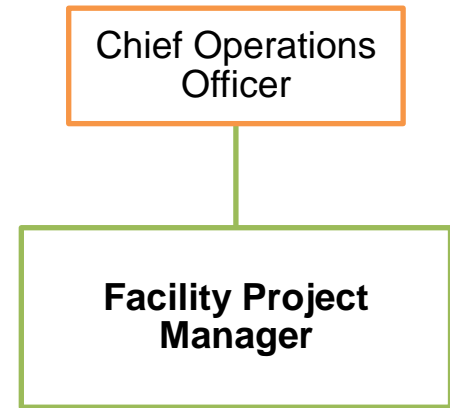
APPROVED BY: Pedro Almeida, Chief Operations Officer
Brett Ridgway, Chief Business Officer

DATE: Sept 16, 2019

FACILITY PROJECT MANAGER

Job Title:	Facility Project Manager
Initial:	October 10, 2019
Revised:	
Work Year:	Full Year
Office:	Operations
Department:	Facilities
Reports To:	Chief Operations Officer
FLSA Status:	Exempt
Pay Range:	Professional-Technical Range 3

Related Organization Chart



POSITION SUMMARY: The Facility Project Manager plans, directs, and oversees all aspects of the capital construction program to ensure the delivery of quality projects within approved budgets. Supervises the coordination and execution of Mill Levy Override projects, to include coordination with site leaders, district staff, and external vendors. The Facility Project Manager is responsible for meeting scope, quality, budgets, schedules and communication objectives.

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.

Primary Responsibilities

- Ensures execution of capital projects and MLO projects, to include the supervision of all construction processes and serving as primary liaison with owner's representative.
- Exercises proactive management of scope quality, schedule and budget issues. Develops alternatives to resolve project budget shortfalls. Monitors project control activities including construction schedule, project costs, construction document interpretations, project submittals, and shop drawings.
- Ensures that technological, mechanical/technical specifications, and code requirements are documented and up to date at all times. Reviews and interprets district educational specifications.
- Reviews projects' scopes, budgets, schedules, and projected outcomes prepared by project management firms. Reviews plans, specifications, and other contract documents to ensure compliance with the district's educational and technical specifications.
- Participates in planning meetings with design professionals, district stakeholders, community representatives and governing agencies.

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 in the identification of capital project needs. Coordinates and collaborates with long range planning and design teams associated with construction of new schools, additions to existing facilities, and remodeling of existing facilities.
 - Coordinates check-out and operations of new equipment and systems; attends building systems start-up and maintenance training; receives as-built documents and Certificate of Occupancy; issues Letter of Acceptance; establishes and enforces warranty procedures and contacts; advertises and approves contractor final payment; and directs warranty period activities. Oversees contract close-out activities.
 - Performs regular site inspections and serves as a quality assurance evaluator to ensure appropriate construction standards; completes projects in accordance with applicable building codes, regulations, guidelines, etc.
 - Participates in the selection of architects, general contractors, sub-contractors, and other vendors as appropriate.
 - Prepares and provides presentations and reports to and with the chief officers, the senior leadership team, the facilities management department, and the Board of Education as required.
 - Arranges and coordinates construction observation and materials testing with independent testing agencies.
 - Assists in the development of Request for Proposals (RFP), Request for Qualifications (RFQ), and Request for Information (RFI) as a technical expert.
 - Assists in the planning, coordinating, and packaging of goods and services to maximize volume pricing whenever possible.
 - Assists the district with the development of sustainability goals, objectives and initiatives. Maintains familiarity of ADA, LEED and USGBC standards.
 - Assists with project environmental conditions, such as hazardous materials, asbestos, lead, storm water, dust, noise, and erosion control.
 - Represents the district at preliminary and final inspections and re-inspections with architects, consultants and contractors.
 - Conducts pre-construction conferences and participates in weekly construction project meetings with architects and contractors, as needed.
 - Coordinates construction activities and schedules work as needed, with affected departments/sites. Reviews the construction sequencing schedules to coincide with educational activities.
 - Coordinates the move out and relocating of school occupants and resources.
 - Coordinates owner furnished equipment installations with district staff and contractors' construction activities; including but not limited to IT and AV equipment.
 - Coordinates the resolution of warranty issues and initiates the required 11-month and 22-month inspection with architects, consultants and contractors.
 - Manages multiple projects simultaneously, as assigned.
 - Monitors the performance of architects, consultants, general contractors, subcontractors and suppliers and evaluates at the conclusion of the project.
 - Oversees and maintains up-to-date facilities blueprints, electronic files, drawings, photographs and manuals.
 - Visits job sites and ensures compliance with the standards.
 - Performs other associated duties as assigned.

Supporting Responsibilities

- Supports key district planning efforts related to facilities and construction including planning for growth; coordinating communication with City Planning Department and County Planning Department; and participating in the project design process.
- Supports management and administration of construction contracts to include review and approval of contractor and consultant payment applications, change orders and requests for substitution, adherence to

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.

background checks, etc. Supports compliance with district contracting policies and procedures for all assigned projects as well as enforcement of contractual provisions.

- Supports and establishes procedures, techniques, and reports for monitoring budget cost controls.
- Supports development of project scope, determination of appropriate method for accomplishment, and preparation of project request packages for approval.
- Supports the establishment of cost estimating relationships with contracted consultants, historical costs, estimating manuals, and contractor bids and proposals.
- Supports collaboration with city planners, developers and design firms regarding school planning issues.
- Supports the updating of education specifications and master planning specifications.
- Supports representation of the district at local councils, commissions, planning committees and boards.
- Supports collaboration with the capital construction team consisting of long range planning, owners representative, general contractors and purchasing.
- Supports the coordination of architect, engineer, construction and other consultants in coordination with project management firms.
- Supports coordinated review of project designs and specifications and resolution of stakeholder and professional staff differing viewpoints.
- Supports development, implementation and operation of the district's school planning systems and GIS databases used for planning purposes. Provides data to support the strategic mission of the district.
- Supports and supervises assigned staff as needed in accordance with district policies and acceptable laws. Responsibilities include planning, assigning and directing work, addressing complaints received and resolving problems; training employees; appraising performance; and assisting with hiring and disciplining.
- Supports district committees and working groups including but not limited to any district long-range planning committee, bond or MLO oversight committees, Emergency Response Team, boundary change committees and educational specification committees.
- Supports coordination with the city works department, risk assessment and school sites to analyze traffic patterns around schools as needed. Supports safety and security planning as needed.

Supervision & Technical Responsibilities:

- This position does not supervise other employees.

Budget Responsibility:

- Responsible for developing, administering, monitoring and coordinating the assigned department budget.

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 required, preferably in construction management, engineering, or architecture; or equivalent experience in facilities management and/or construction management.

Experience:

- Ten years of experience in facilities management, building automation and/or construction management.
- Five years of experience with design, planning, and management of school construction projects.
- Experience with commercial construction and project management to include reading blueprints and field experience.
- Experience working in a public sector entity experience preferred.

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.

Knowledge Skills & Abilities:

- Excellent interpersonal and relational skills, and ability to work in a team setting.
- Excellent oral and written communication.
- Working knowledge of Regional/State/City/County entities and codes including building departments and department of regulatory affairs.
- Knowledge of building maintenance, materials, hardware and equipment.
- Demonstrated strong project management skills.
- Knowledge of and experience with CAD/CADD and general office equipment.
- English language skills required.
- Critical thinking and problem solving skills
- Ability to read and understand construction drawings and specifications
- Ability to communicate effectively with various stakeholders
- Ability to perform responsibilities without the necessity of close supervision
- Ability to manage multiple priorities and tasks with frequent interruptions
- Advanced skill and operating knowledge of personal computers and spreadsheet, database and word processing applications.

Certificates, Licenses, & Registrations:

- 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. However, at times the employee is occasionally exposed to moving mechanical parts; fumes or airborne particles; toxic or caustic chemicals; and outdoor weather conditions.

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.

BOARD OF EDUCATION ITEM 20
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Brett Ridgway, Chief Business Officer

TITLE OF AGENDA ITEM: Business Office Staffing Update

ACTION/INFORMATION/DISCUSSION: Work Session Discussion

BACKGROUND OR RATIONALE We have known for some time of the excellent effectiveness and efficiency of the D49 Payroll Department – achieving extremely high results for each. We have also known that the level of efficiency and effectiveness was sustainable only as the exact pairing of staff members dedicated to that role remains constant. Unfortunately for D49 (fortunately for her), Paula Townsend, our Payroll Technician has announced plans to retire effective 12/31/2019. While she intends to request the ability to return and work some time in 2020 under a PERA-110 day arrangement, this necessitates that we plan and react sooner rather than later. A retirement arrangement, such as this requires a one-month moratorium before the retiree can enter in to a PERA-110 arrangement. This means that Ms. Townsend would not be available to participate in payroll processing during January 2020.

RELEVANT DATA AND EXPECTED OUTCOMES:

We request to add an additional payroll technician to the Business Office staff with sufficient overlap to learn from Ms. Townsend so that the new technician can contribute well to the January 2020 process. Since Ms. Townsend's eventual departure from D49 regular employ is now basically scheduled, we also need to maintain the additional role going forward, moving the total staff dedicated to payroll processing from two to three.

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	<i>Intentionality and Purpose – making this change now serves to protect our most vital process to our most important resource.</i>
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>	<i>Payroll processing is one of the Firm Foundations of Business Office processes. Acting appropriately to protect and preserve the functionality of this process reaffirms our recognition and commitment to that strategic priority.</i>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Determine need for formal action. If formal action is required/preferred, consider moving this to action calendar of the October 10, 2019 Regular Meeting.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: September 17, 2019

BOARD OF EDUCATION ITEM 21
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: September 25, 2019

PREPARED BY: Chief Officers

TITLE OF AGENDA ITEM: Monthly Chief Officer Reports

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

The chief officers will provide an update to the board on district activity in their respective areas.

RELEVANT DATA AND EXPECTED OUTCOMES:

To provide timely information to the board.

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

DATE: September 17, 2019

Chief Education Officer

*EmpowerFZ is in full swing with recently conducted new coach training, the first instructional rounds under our belts, and teachers working on a huge professional learning goal of becoming fluent in the areas of learner-centered culture, modern physical learning environment and digital learning environment.

P.3

*New faces have joined the iConnect Zone team both in the coordinated and charter schools, the focus on educational excellence however, remains constant. The most recent addition to the community is Dr. Albert Wiggins, Interim Principal at Banning Lewis Preparatory Academy.

P.4

*POWER Zone is continuing to work on maturing their three zone priorities of school climate & safety, academic performance, and personalized learning. Each school is working more strategically than ever at implementing local support frameworks for our Capturing Kids Hearts initiative. State assessment performance frameworks were recently released and all schools are either maintaining high levels of growth or have increased overall academic growth from the prior year.

P.5-6

*The schools of the Sand Creek Zone are in full swing and students are engaged with new curriculum and opportunities that benefit the community. Our staff members continue their commitment to our zone pillars: Student Success, People, Service, and Innovation/Growth.

P.7-8

*The Learning Services team is leading a significant amount of professional development for teachers, para-educators and leaders this semester. Several nationally-recognized presenters and authors are working with our staff to develop expertise in literacy and writing instruction, mathematics and mentoring. Additionally, the Comprehensive Training Opportunities for Paraprofessionals (CO-TOP) initiative launched in late August, with 31 D49 educators now equipped to lead professional development for para-educators district-wide.

P.9-12

*Preparation, logistics, and execution were the themes for August. All departments have identified their department or program goals with some tweaking still occurring. The Executive Director of Individualized Education is completing first quarter ride-alongs for evaluative purposes and to offer support and guidance on department or program related needs. An initial review of special education processes and the application of the RACI matrix was completed by the Executive Director and the Power Zone Leader. Clarity will guide greater collaboration for improvement.

P.13-18

*The Communications Department in coordination with D49 Human Resources Department developed and deployed the 2019 VoW Annual Survey, and received a positive early response on the way to a goal of 90% participation. The annual All-Staff Event, Peakview 2019, celebrated the start of school year 2019-2020 and included the first ever Support Star and Service Star recognition at District 49. The first day of school for SY 19-

REPORT OF THE EDUCATION OFFICE

20 created a beneficial opportunity to engage positively with our media partners on matters of district priorities for the year as well as overall back-to-school excitement.

P.19-20

*AAL leaders spent August meeting with building leaders, counselors, teachers, parents and students to inform them about and promote AAL options for all students, including CTE, Work-based Learning, and free college options through Concurrent Enrollment. Particular attention has been directed to Legacy Campus for the Culinary and Construction Programs.

P.21-22

*The 2019 DODEA Grantee Professional Learning Meeting will be held from October 29th through 31st at the: Hyatt Regency Houston/Galleria; BOE Director Graham will accompany the team to experience the training first-hand and network with DODEA leadership. The "Sunrise Salute", a recognition breakfast for the military personnel and first responders is on track for 7am to 9am October 11th in Peak View Hall at Creekside. The application for low income family subsidies (Colorado Child Assistance Program) is approved for the 2019-20 school year and we will be signing families up soon.

P.23

Falcon Zone

Empower_{FZ} (Firm Foundations, Every Student, Learning and Working)

We have launched into our Empower_{FZ} work for the year with gusto. Keeping our students central to all that we do and empowering them—giving them voice and choice in their learning through personalized and blended learning—is our goal. This is transforming teaching and learning, and it takes great and consistent effort. Here are recent and upcoming actions that will help get us to our goal:

- Expanded our steering committee to include all instructional coaches in the zone
- The steering committee began conducting instructional rounds in the zone. Instructional rounds consist of developing a problem of practice (ours is “Students will own their own learning”), observing and noting granular evidence without judgement, debriefing, and focusing on the next level of work. We are excited to expand our instructional rounds to all of our schools.
- We recently trained our new Empower_{FZ} coaches. We have 2-5 new coaches in each school.
- Teachers have launched into their professional learning on the Modern Teacher platform. Our professional learning goal is for all teachers to gain fluency in the following areas:
 - Architect a Learner-Centered Culture
 - Architect a Modern Physical Learning Environment
 - Architect a Digital Learning Environment

Our coaches work with teachers by supporting them, observing them and challenging them with next steps.

Professional Learning

Besides professional learning to support Empower_{FZ}, we have many teachers involved with the following rich professional learning opportunities supported by the district as well as the zone this year:

- Leslie Laud Literacy Training (K-5 Teachers)
- DNA Math (Middle School Teachers)
- zSpace Training (K-12 Teachers)

Zone Leader Goals

This year I have goals including conducting walk-through observations in each classroom in all of our schools each semester and rounding with the majority of staff at each school each semester. These goals are definitely stretch goals! I am enjoying being more connected to the staff and students.

iConnect Zone

Current and Ongoing Activity

GOAL Academy held a site visit at their Citadel Mall location on Friday, September 6th that was attended by Power, Sand Creek and Falcon Zone representatives. The tour provided an opportunity for discussion on drop-out prevention options.

Grand Peak Academy is happy to announce that the new building is on track and will be ready for opening after fall break. Teachers and staff are looking forward to getting settled. The new location is 7036 Cowpoke Road.

On Friday, September 6th, Banning Lewis Ranch Academy hosted a successful Fall Festival. Families enjoyed food trucks, a petting zoo, bounce houses, games and raffle prizes.

As part of their Colorado History expedition, PPSEL 3rd and 4th graders participated in field work at Bent's Old Fort. Guest speakers and tours gave the students a first hand view of how the fort brought cultures together and helped in developing the state.

Upcoming Activity

GOAL Academy will be receiving Microsoft products for their student use as a reward from Microsoft for being selected a Showcase School. GOAL was picked for its "teaching methods and use of technology to prepare students for jobs after high school." Less than 300 schools in the US have been selected as showcase schools.

Power Technical Early College is hosting a Parent Information Meeting on Saturday, September 21st, 8:30am at 2525 Canada Drive.

The Family Engagement Council at Springs Studio for Academic Excellence will be meeting at 5pm on Monday, September 9th.

Liberty Tree Academy is holding a Community Celebration on September 21st from 4-7pm at Freedom Hall. Food trucks open at 4pm and a concert will begin at 6:30pm. Funds raised will help to construct a seat wall in front of the new building.

All students at Pikes Peak Early College are invited to participate in a team building/leadership day at La Foret in Black Forest on September 18. The bus will depart PPEC at 8:45am and arrive back at 2pm. La Foret is a safe haven dedicated to inspiring health, confidence and team communication.

POWER Zone

Current and Ongoing Activity

Academic Performance:

2018 & 2019 School Performance Framework (SPF) Scores & SPF Performance Levels



School	2018 SPF Framework Score	Preliminary 2019 SPF Framework Score	2018 Performance Band	Preliminary 2019 Performance Band
VRHS	59.5%	62.1%	Performance	Performance
SMS	72.5%	71.4%	Performance	Performance
OES	50.5%	60.3%	Improvement	Performance
RVES	74.4%	79.8%	Performance	Performance
SES	46.9%	64%	Improvement	Performance
ALLIES	40%	52%	Improvement	Improvement

SPF Framework Score = % of points possible on school SPF. SPF Performance Bands = Level of school performance when compared across the state - 53-100% = Performance Level, 42-52.9% = Improvement Level, 34-41.9% = Priority Improvement Level, 0-33.9% = Accredited with Turnaround Plan Level

Personalized Learning: The Personalized Learning action cohort is busy at work refining a process to ensure the right amount of structure is present to elicit the outcomes we are looking for. They are also working to ensure there is a common understanding around what personalized learning looks like in various contexts. Again, the goal by the end of the 2019-20 school year is that the zone will have at least three measures for personalized learning defined and a draft digital dashboard created for review.





School Climate:

IVES - The Acting Right, Building a Cooperative, Collaborative, Creative Classroom Community Through Drama is a perfect complement to the Capturing Kids Hearts framework inside of an arts focused school. It focuses on being able to manage the mind and body in a way that is productive in maximizing student learning and creativity.

RVES - Flipen's Capturing Kids Hearts (CKH) team evaluated RVES as a National Showcase School 2 years in a row! This piece of Local Innovation Validated Externally (LIVE) data is a promising indicator of the CKH framework being successfully utilized to drive positive student outcomes.

OES - Covey's Leader In Me based off his 7 habits of highly effective people framework has been integrated into OES's culture over the past 2 years. This framework provides an avenue to bring these habits to our students in a student friendly and engaging format. OES is looking to eventually be evaluated by the national Leader In Me team who will give them feedback on how well the philosophy is truly integrated throughout their system.

SES - SES is utilizing a strong PBS framework that aligns to the Capturing Kids Hearts philosophy. They are working to further build and integrate these practices throughout the school community to ensure they are meeting the social and emotional needs of their students.

ALLIES - Dweck's Growth Mindset frameworks is being used extensively at ALLIES with teachers, students, and families alike. This learning is critical for all students and educators alike, but especially when working with particularly struggling groups of students who may not have experienced many successes in their educational experiences prior to finding ALLIES.

SMS - Pathway to Empathy is programming that SMS utilizes to support students in becoming more understanding of other students and provides a framework for students and educators to work together to build a more understanding and inclusive environment.

VRHS - The Rachel's Challenge programming began at VRHS the week of September 9th. This now annual event at VRHS is a powerful few days at where students and adults learn together about the importance of acceptance and truly understanding empathy for others.

Sand Creek Zone

Current and Ongoing Activity

Instructionally, the Sand Creek Zone will continue to focus our efforts on Visible Learning while respecting significant core curriculum adoptions at Springs Ranch and Evans. Our zone plan remains similar to past years, emphasizing strategic actions aligned with the four pillars: Student Success, People, Service, and Innovation/Growth. In addition to each building having their own scorecard to work from, the zone has its own goals and action steps as well.

Springs Ranch is busy implementing their new CKLA Reading program. The students are enjoying the rich knowledge that goes along with this program and we are excited about how it will make our students stronger readers.

SRES also had their first playground Dance Jam where students and teachers went outside to get some physical activity and raise funds for finding a cure for ALS. Several staff members did the ice bucket challenge. On Friday, September 13 they held their Super Day of Cool Science. Students rotated through six stations of different science activities throughout the day.

Evans International is also excited about the school wide implementation of CKLA as their new literacy curriculum. They have been implementing the curriculum with consistency and feedback from teachers and students about CKLA has been very positive. Ms. Pati Montgomery, CDE consultant, visited Evans on August 28th and 29th. The visit was very productive and there are a few action steps that staff will work on between now and the next consultant visit on September 23rd and 24th.

EIES held their first SAC meeting of the 2019-2020 school year on August 22nd. They had a good turnout of parents and are moving forward with a SAC president and members at large. The parents who attended are interested in forming a PTO at Evans and the Assistant Principal and Community Engagement Liaison have invited these parents to the first PTO meeting on September 18th.

The zone continues to be innovative and currently Sand Creek High School is the only school in District 49 that has been approved by CDE to give students the opportunity to earn an endorsed diploma for biliteracy. The diploma encourages students to pursue biliteracy skills that are attractive to future employers and college admissions

A group of 5th graders at Remington Elementary recently had a great lunch meeting with Mr. Hilts. The feedback from our 5th graders was that they felt valued, respected and heard!

Teachers at RES have shared much excitement about the writing training with Leslie Laud. Specifically, they have taken their writing instruction and implemented in the classroom the next day! Speaking of implementation, Remington's after school math and reading tutoring has begun and is going strong! Additionally, they have Lexia and ST Math after school clubs.

William Yerger from Horizon Middle School was named one of seven finalists for Colorado Teacher of the Year. William teaches forensics and health science.

<https://www.thedenverchannel.com/about/community-affairs/seven-finalists-named-for-colorado-teacher-of-the-year>

Bike club is just one amazing club open to Horizon students. Mr. Sweeney and Mr. Jung run this after school club and have partnered with Kids on Bikes. This year, four students who did not have bikes have been given bikes and will be able to earn them as their own by the end of the year.

Horizon has partnered again with the Colorado Springs Astronomical Society to offer Astronomy nights open to students and families. This is a free event, telescopes are provided and volunteers are on hand to answer questions. The first astronomy night was September 13th from 7:30-9:00pm

A new after school club will be starting up this week for all students who are interested. b.Real is a club to help students develop healthy life practices when it comes to relationships , emotions, anxiety and life struggles.

Horizon choir will be singing the National Anthem at the Switchback's soccer game Saturday September 20th.

In the classroom - Spanish 3 classes made bilingual inspirational signs to hang up around the school. 8th grade science classes are going to be applying what they have learned about energy to design a device that harnesses human energy. The device will be presented "shark tank" style to staff members who will invest or not invest in their product.

Learning Services

Current and Ongoing Activity

Academic Performance: During September, Kathleen Granaas, Coordinator of Academic Performance, facilitated a report card task force, a team comprised of a leader from each zone and representatives from the student information system (SIS) team. The task force reviewed the content of the current elementary report card and identified areas to improve communication and to support parents including the report card template structure and its alignment to the revised 2020 Colorado Academic Standards.

Aha! Network: Dr. Kathy Pickering, Coordinator of Professional Learning, launched the first lead mentor meeting of the year August 15. Induction program guidelines, new induction forms, and expectations were reviewed at this meeting. Lead mentors and inductees attended mentor/mentee workshops held on September 11th and 12. The PL team is continuing to focus on mentor development this year.

Comprehensive Training Opportunities for Paraprofessionals (CO-TOP) train the trainer workshop took place on August 22 -23. 31 teachers are now equipped with all of the materials, resources, and content to conduct training for para-educators within their buildings. There are 22 different academies allowing buildings to select the content that is most relevant for their paraprofessionals.

Capturing Kids' Hearts training was held August 26- 27 in partnership with District 20. 30 D49 teachers were trained on specific strategies to engage learners and transform their classroom environments.

Assessment: In August, Coordinator of Academic Performance, Kathleen Granaas attended multiple trainings provided by the Colorado Department of Education (CDE) in preparation for spring state assessments. As District Assessment Coordinator (DAC), Kathleen will meet with School Assessment Coordinators (SACs) in September to begin training on the Colorado Measures of Academic Success (CMAS) and the PSAT/SAT College Board assessments, including allowed student accommodations. Accommodations must be established 90 days before state assessments which is mid-October. Kathleen will provide training for school special education site facilitators in October to support collaboration between site facilitators and SACs to serve our students with accommodation needs.

The state collection for Kindergarten School Readiness closes at the end of September. Our Kindergarten School Readiness platform TS Gold supports teachers in inventorying the percentage of students who started school with mastery in one or more of the 6 readiness domains.

Daniel De Jesus, Education Technology Specialist is supporting Natalie Brown, Coordinator of Gifted Education and the Learning Services assessment team with the launch of gifted education testing with (CogAT) online this year for all district 3rd and 6th grade students.

Math Foundations: Our DNA math kick-off workshop was held on August 28. Juli Dixon, author of Making Sense of Mathematics for Teaching, provided training to 96 elementary math leadership team members, middle school math teachers, coaches, and D49 administrators. The following day, a middle school math content institute was held for all district middle school math teachers, coaches, and administrators. Four additional days of training will be held throughout the year geared toward supporting and developing middle school math teachers.

Kathleen Granaas, continued to provide leadership for the D49 Mathematics Certificate Program Cohort this semester in partnership with the University of Colorado, Colorado Springs (UCCS). Sand Creek Zone math coach Carolyn Merritt is providing instruction for Rational Numbers and Proportional Reasoning. The partnership provides 16 D49 teachers the opportunity to obtain six graduate credits and a mathematics endorsement.

At the beginning of September, the assessment window closed for elementary schools using Acadience Math (previously DIBELS math).

Grants and Research: Katherine Hochevar, Senior Data Analyst is preparing documents for the Research Committee to review at their fall meeting, scheduled for Sept. 24. She has been working to support the Operations Office with exploration of Key Performance Indicators (KPIs) and a Hanover research request. She also worked in early Sept. supporting Dr. Kathy Pickering, Coordinator of Professional Learning with data for a Colorado Department of Education (CDE) grant focused on improving teacher retention.

Education Technology: Melissa Riggs, Education Technology Specialist, met with D49 Schoology Ambassadors on August 27. The 22 Ambassadors represent each school and are responsible for on-site Schoology support for staff and students including basic Schoology training. Melissa also met with the #D49Edventurers group in August. These 15 team members from schools across the district are innovative educators who go through an application process to become a member. This year the group is supporting the work on Digital Citizenship.

Daniel De Jesus, Education technology Specialist is supporting the operations team with the request for proposal (RFP) process to review potential information technology (IT) vendors to support D49 IT.

Leadership Development: Beginning in September, Amber Whetstine, Executive Director of Learning Services, and Sue Holmes, Falcon Zone Leader will teach Instructional Leadership LEAD 5230 for a new cohort of D49 students pursuing their principal licensure in collaboration with the University of Colorado, Colorado Springs.

Literacy: Leslie Laud, author of *Releasing Writers: Evidence-Based Writing*, returned to District 49 for a total of six days from August 20-22 and September 3-5, 2019. Cohorts of approximately 40 elementary teachers attended professional learning sessions over the course of three days each week in the Sand Creek High School library. Leslie will return for three days in January to lead teachers in scoring authentic writing samples of evidence-based writing.

Evans International Elementary School K-3 staff participated in **Language Essentials for Teachers of Reading and Spelling Training (LETRS)** on September 13. This highly-regarded, rigorous professional development in research-based instructional practices addresses best practices for reading instruction and intervention. A total of four days of LETRS training is being offered during the 2019-20 school year in conjunction with Evans' Early Literacy Grant. In addition to 28 K-3 staff members from Evans, an additional 18 staff members from across District 49 attended, including special education staff and instructional coaches.

Stacey Franklin, Coordinator of Literacy Performance, and Heather Mavel, iConnect Zone Instructional Coach, provided training on Acadience Diagnostic (formerly DIBELS Deep) to District 49 teachers on September 10. Teachers learned how to administer and score the Acadience Reading Diagnostic, interpret results and make instructional decisions using diagnostic data.

The Amplify Data Review Session, addressing beginning of year (BOY) Acadience assessments, took place on September 11. Karen Cushman, District 49's Amplify representative, along with Stacey Franklin, Coordinator of Literacy Performance, modeled how to access and analyze Acadience data for elementary principals and instructional leaders. Other topics included goal-setting for the 2019-20 school-year and preparation for the Primary Literacy meetings that will occur in elementary schools from late September through mid-November.

School Improvement and Performance Excellence: On September 9, Amber Whetstine, Executive Director of Learning Services, and Katherine Hochevar, Senior Data Analyst for Learning and Improvement attended the Pikes Peak Region Student Achievement Council (PPRSAC) meeting to collaborate with other Pikes Peak Region leaders. Topics of discussion included the launch of the Pikes Peak Business and Education Alliance, School Accountability and the Request to Reconsider process. Amber has been working with school leaders to review recently released School Performance Frameworks which will be presented to the Board at the September work session. Amber also hosted a Unified Improvement Planning training for principals on September 19.

Title Programs: The Learning Services Team welcomed Miriam Mondragon as the new Coordinator of Title Programs on September 3. Miriam held a Meet & Greet with the Family Liaisons, building principals and Community Engagement Advocates on September 9. Lorretta Grimaldo, Title Programs Manager and Miriam attended the Fall 2019 Elementary and Secondary Education Director's Meeting on Sep. 10 – 11 in Limon, CO. The Title Programs also met with building principals to discuss Title I budgets, Unified Improvement Plans, the roles and responsibilities of school-based family engagement liaisons, as well as Title I school professional learning needs on September 12.

Wellness: Rachel Duerr, Health and Wellness Specialist, will attend the following professional development opportunities this month; CDE Fall Wellness Conference in Lakewood, CO September 24-25 and the National Wellness Institute in Orlando, FL October 1-3.

Upcoming Activity

Assessment and Data: Katherine along with other members of the data and assessment team are reviewing options for a new data warehouse solution to replace our current Alpine Achievement Systems platform which will become obsolete in its current version this coming summer. Several team members will attend the Alpine and National Council of Measurement in Education conferences this fall to gain insights on future solutions for management of district assessment data.

Education Technology: Education Technology Specialists, Daniel De Jesus, and Melissa Riggs are collaborating with the Professional Learning Team to plan the 2nd Annual Schoology NOW! Mini conference coming November 19. This year's conference will incorporate an emphasis on parent use of Schoology.

Melissa is also working with the #D49Edventurers to host EXPLORIcon events for educators in November and March, similar to an Expo at a conference, a wide variety of technology opportunities and devices will be shared with teachers to explore for student use in the classroom.

Title Programs: Miriam Mondragon will meet weekly at school sites with each Title I school's family liaison to provide support for increasing parent engagement. October is Family School Community Partnership Kick-Off Month. Mariam will also attend the 2019 Equity & Excellence Conference, October 24-25, in Denver, CO.

Wellness: District 49 staff will challenge Academy School District 20 and Harrison School District 2 in the Walktober Physical Activity Challenge October 1-31 as part of our staff wellness benefits. Draft School Health Improvements Plans (SHIPs) are due October 4.

Individualized Education

Current and Ongoing Activity

Department: Community Care

- Goal #1 Provide 8 Counselor Meetings/Trainings throughout the school year partnering with AAL.
 - Objective 1- Four meetings will be held by January 1
 - Objective 2- All meetings completed by end of May

Status:

- 7/29/19 - Review of several topics to start the year to include 504, MTSS, Truancy and Attendance, Abuse/Neglect Reporting, Suicide and Threat Assessments, Concurrent Enrollment, Workplace Learning
- 8/21/19 - 32 staff attended to hear from 8 community resources who provided a quick update on their services.
- Goal #2 Community Engagement Advocates will run monthly at-risk reports and schedule a meeting with each campus administrative team and the Zone Security Specialist to discuss the most at-risk students and organize supports for identified students
 - Objective 1- CEAs will hold the first meetings in Sept.
 - Objective 2- CEA's will schedule out the year's meetings by end of Sept. with campus administrators
 - Objective 3- At least 6 meetings will occur per district campus by the end of May

Status:

- Meetings with Zone Security Specialists and administrators have been held on how to fine tune the process of running the at-risk reports and to organize support.
- Data is currently being gathered and meetings have been scheduled for September to review the data and offer services and supports to campuses based on the campus' needs
- Goal #3 BCBA's will collect data on the number of referrals made and the scope of those referrals by providing a report at the end of each semester.
 - Objective 1- BCBA's will update data in the spreadsheet at least 3 days \prior to each CEO report due date
 - Objective 2- BCBA's will support at least 25 students each by end of first semester
 - Objective 3- BCBA's will support at least 50 students each by end of second semester.

Status:

- 61 students referred during the month of August
- Goal #4 The Director of Community Care will provide 2 district wide community events this school year.
 - Objective 1- One Community Event will be held by end of first semester
 - Objective 2- Second Community Event will be held by the end of year.

Status:

- Jason Foundation community event scheduled for October 1 at Rocky Mountain Classical Academy. Fliers and e-mails sent out the first week of September as well as being posted on the district calendar and Facebook page.

Department: Culturally and Linguistically Diverse Education

- Goal #1: Increase relevant and meaningful communication between parents, students, community, CLDE staff, and D49 staff concerning rights, student achievement, department initiatives, and enrichment opportunities.

Status:

- Translated Gifted Education documents in Madarin and Vietnamese.

- Goal #2: Increase student language development as measured by WIDA ACCESS by 10% from comparable data from 2019 ACCESS using best practices.

Status:

- Purchased translation devices for all district-operated elementary schools.

- Goal #3: In order to provide high-quality training to at least 25% of district-operated staff members by the end of the 2019-2020 SY, we will increase professional development opportunities to general education teachers and administrators through on-site training, online training, conferences, and work-study.

Status:

- All Tier II Intervention programs are rolled out to schools.

- Goal #4: Increase CLDE teacher and paraeducator leadership at the building and district level.

Status:

- TELL assessment is 90% complete. Springs Ranch Elementary School only remaining.

Department: Gifted Education

- Goal #1: By April 2020, District 49 will increase the percentage of gifted identification students in all gifted areas and increase the percentage of identification of students from underrepresented populations to mirror district demographics.

Status:

- On August 19th and August 26th, with the collaboration of the Special Education Department, the Coordinator of Gifted Education presented to both SLPs and School Psychologists to promote referrals and provide awareness of gifted criteria
- On August 30th, a training was held for the Gifted Education facilitators to expand body of evidence to include multiple points of data. This was sent to district administration via the C3 to share this information with staff and/or invite the Coordinator of Gifted Education to come and present to their staff.

- The Gifted Education Department purchased, created new testing matrix, and informed Gifted Education Facilitators to employ a variety of assessment tools to better evaluate students ability, achievement and behavioral characteristics. There will be monthly PLCs to continue building capacity of Gifted Education Facilitators knowledge in giving additional assessments.
- Goal #2: By April 2020, District 49 will improve our Advanced Learning Plan (ALP) to be best practice and compliant with all state key requirements.

Status:

- Enrich is now in production and working, the Gifted Education team has transitioned to the new Enrich platform fully.
- Additional training for Enrich/ALPs will be offered was offered on August 30th, as well as, one on one follow ups.

Department: Special Education

- Goal #1 Increase opportunities for Special Education staff to attend training and professional development for all areas of education and behavior for the 2019-20 school year. This will be measured in collaboration with classes in Aha! and opportunities state and nationally for all of our staff provided through the Special Education department or Learning Services.

Status:

- The Special Education department is in collaboration with Learning Services for READ, DIBLES Deep, Reading strategies, and LETRE's trainings.
- 18 Special Education teachers are attending the DIBELS Deep training (now called Acadience Diagnostic) alongside the General Education Teachers on September 10, 2019
- 9 Special Education teachers attended the first LETRE's training and will continue with each module throughout the school year. This training is in conjunction with the grant obtained by Evens Elementary School.
- The Special Education department is funding one Elementary and one Secondary teacher to attend Reading in the Rockies in October. These teachers will come back and do a break out training for the rest of the Special Education staff in January.
- Goal #2 In 2019-20 Develop and maintain cohorts and subject matter experts in areas to increase student progress as measured by monitoring of goals on IEP's and school benchmarking data. These cohorts will be in the area of CSN/SSN, SoCo, and AN, along with subject matter experts in utilizing evaluation data to develop goals and an Autism team as a resource for staff.

Status:

- Cohorts are being established and will meet 5 times per year to exchange ideas, resources, and bring in speakers for increased program consistency and achievement for students.
- The cohorts that are currently being established are:
 - 1. Affective Needs Teachers led by Tami Matthews
 - 2. SoCo Teachers led by Sheryl Montoya
 - 3. SSN and CSN Teacher led by Emily Tucker

- 4. Generalist Teachers led by Dave Hurley

- Goal #3 Provide comprehensive trainings, guidance, and resources in Schoology with continual updates throughout the 2019-20 school year

Status:

- The Special Education Administration team has uploaded the following into the resources in Schoology through August 2019:
 - All trainings, guidance documents, and additional folder for transition, Indicator 13 guidance, Standard Record Review forms for CDE audits, BCBA folder, and Autism Team folder.

Department: Early Childhood Education

- Goal #1 - In order to increase communication, productivity and collaboration within the Early Childhood office the team will complete weekly meetings include the Dean, Administrative Assistants, Child Find Coordinator and ECSE/Child Find Specialist, 80% of the time during the 2019-2020 school year.

Status:

- The Early Childhood office team has completed 7 meetings as of September 5, 2019
 - Notes from these meetings have been uploaded into the shared drive for reference as needed
 - Collaborated with the Special Education Department to move ABA/RBT approvals to the Dean of the Early Childhood Department
 - Updated intake forms for parents who call about concerns about their child's development
 - Set-up a meeting with Lea Holland to discuss Restorative Practices training for the Early Childhood Education staff
 - Setting up a training with Beth Cruz, school psychologist, to provide a teacher training on the DAYC-2 assessment.
- Goal #2 - In order to develop a cohesive and strong early childhood PLC, the Dean and ECE/ECSE Teachers will complete bi-weekly meetings, 80% of the time during the 2019-2020 school year.

Status:

- The Dean of the Early Childhood Department and teachers have completed the necessary trainings for DHS requirements (CPR/First Aid, Mandatory Reporting, FEMA, Standard Precautions).
 - There was a teacher meeting on August 16th held at Bennett Ranch Elementary School but no meeting held on August 30th due to the all-district event.
 - September 13th meeting to be held at Ridgeview Elementary to complete RANDA orientation
 - September 30th meeting to be held at Meridian Ranch Elementary School for possible DAYC-2 training
- Goal #3 - Develop a user-friendly website to inform families about the preschool program

Status:

- An outline has been created for the new webpage
- Began writing the narrative for:
 - Overview
 - About Us
 - How Do I Get My Child into Preschool?

Department: School Nursing Services

- Ongoing yearly: Goal #1 Increase awareness of student medical needs and contribute to student safety through all School Staff training on Big 4 Health Emergencies (Diabetes/Seizures/Severe Allergies/Asthma) conducted at one all staff meeting for each school by the school nurse with deadline of September 30th of each school year. This information is valuable for teachers and other school staff to know how to sustain a medical emergency until health room staff responds to student emergencies.

Status:

- Awareness of student medical needs (Big 4) training should be completed by September 30th of every year. Patsy Prettyman, School Nurse Team Lead, has developed a tracking spreadsheet for data completion and tracking.
- Ongoing yearly: Goal #2 Training of all Special Needs Paraprofessionals about high medical needs students. All SSN paraprofessionals will receive 1 full day of training by school nurses, district dietician on dietary needs for special needs students & other key individuals in our district. This goal is to ensure not only safety for our special needs student population but also to ensure all SSN paraprofessionals are ready to care for students on the first day of school and not be taken away from student contact time in order to complete the required training and delegation from the school nurse.

Status:

- Training of SSN and Preschool Paraeducators was completed on July 29, 2019.
- Goal #3 Improve training for all school health assistants in the area of Diabetes/Stop The Bleed topics & crisis response led by school nurses throughout the school year.

Status:

- Training for Health Assistants was completed at the beginning of the school year. Additional trainings will be held as needed for Diabetes care.

Department: PEAK Programs

- Goal #1 PEAK students will explore learning opportunities beyond the classroom by going on at least one field trip per quarter for each class.

Status:

- The Summit and Pinnacle classes will take a field trip to Joann's Fabric on 09/26/2019
- The Belay I class is taking a field trip to the Air Force Academy Planetarium on 10/03/2019
- The Belay II class will be taking a field trip to the Space Foundation Discovery Center

- Goal #2 PEAK students will increase their life and daily living skills by participating in a Life Skills/Daily Living Skills activity once per month.

Status:

- All PEAK programs worked on their life and daily skills by learning to cook pigs in a blanket on 08/29 and on 09/19 they learned to make waffles.
- Goal #3 PEAK staff will de-brief/discuss strategies and interventions for individual students once per month in a team meeting.

Status:

- Team meetings for PEAK staff have been placed on the calendar. These meetings will take place the week prior to para rotations within the building.
- The PEAK team has made notebooks for successful interventions for each student. New interventions are listed in the notebook prior to para rotations in the building.
- A PEAK shared drive has been created in Google and all team meeting minutes are being house in this drive so these can be easily accessed by all team members when needed.

Communications

49 Voices

VoW Annual Launch: District 49 opened a new chapter of listening and learning with the release of the VoW Annual survey at the end of August. Internal Communications Manager Amy Matisek worked closely with Human Resources Director Paul Andersen in the production of this year's survey, which also involves the collaboration of Beyond Feedback the vendor selected to administer the VoW Annual. In a small change to surveys from previous years, this year's survey gathers feedback by allowing D49 staff to individually customize the focus of their group of questions. The overall goal is to reach 90% participation district-wide, and within a week of opening the survey participation leaders included the campuses of FMS (88%), BRES (97%) and PHS (100%). We look forward to the feedback we receive, which will help make meaningful changes within D49.



Report, Reinforce, Recognize

Peakview 2019: August 30, marked the fourth annual D49 All-Staff event. Peakview 2019 filled the SCHS gym with excitement and more than 1,700 district employees as we celebrated the start of a new school year at D49. The program included a state of the district report from Chief Officers Almeida, Hilts and Ridgway along with an address from Board of Education President Marie La Vere-Wright, who is concluding her service on the BOE this year. For the first time ever, and as a result of feedback from the 2018 VoW Annual, the event included special recognition for D49 ESP staff and Service Providers who consistently demonstrate excellence in their work. Selected by department and building leaders, the group of Support and Service Stars were called to the stage to receive a personalized vest bearing a logo designed exclusively for this category of recognition. Combined with the overall tone and program content, Peakview 2019 reinforced how we treat our work and each other at D49.

Telling the D49 Story

First Day of School - 2019: The communications department worked together to report about the successful start to the 19-20 school year. Fanning out to multiple campuses each, all members of the team shared to D49.org, Facebook, Twitter and Instagram the nerves and excitement that go into back-to-school beginnings. Director Nancarrow along with CEO Hilts and IVEs principal Kristy Rigdon appeared with three of the region's four television stations to share D49's message, while FOX21 meteorologist Matt Meister set up shop at RES for multiple segments with a back-to-school focus on the first day of school. The coordination and collaboration resulted in very big wins for earned media on a topic of great interest to our community.

Promoting D49

Voice of the Accountability Committee: In coordination with the D49 DAAC, Digital Communications Manager Sam Dosen-Himelrick and Director Nancarrow conducted a focus-group feedback exercise aimed at getting input on the design of the forthcoming refresh of the d49.org website. Dosen and Nancarrow asked the DAAC to share their thoughts regarding navigation of the website from a visitor's perspective, asking them to prioritize subjects and relevant categories. This effort was designed to assist creating a more intuitive and overall useful experience for visitors to the website. Dosen gathered the input (shared by individual slips of paper) and crunched more than 1,700 individual pieces of data to aggregate into what will be the final navigation layout for the refreshed site.



We value this feedback as we prepare to launch the highly anticipated new look to d49.org

Applied & Advanced Learning (AAL)

Trust

- **CTE Compliance** - CTA, VE-135, and Career Success reports submitted on time to CDE & CCCS

Community

- **VRHS CTE Business Teacher, Jeremi Calip** invited a guest speaker to talk with his students about the importance of financial literacy and investing

Portfolio of Schools

- **VRHS CTE Teacher, Shannon Dreessen**, now full-time, makes D49 the largest non-foods based Family and Consumer Sciences Department in Colorado Springs!
- **FHS Academy of Health Science Expansion** - Leading meetings w/ FHS and PPCC to expand healthcare options at FHS AOHS
- **PHS Construction Program** – Working with PHS leadership, teacher Jim Baumen, and HBA to promote new construction program in new building; ribbon cutting date TBD
- **PHS Culinary Arts Program** – Working with PHS leadership, teacher Eric Lustig, and Paragon Culinary School Master Chef Victor Matthews to promote culinary program in D49; drafted new MOU

Firm Foundation

- **New FMS Programming and CyberSecurity class** being offered; students excited about the curriculum and enjoying what they are doing.
- **CyberPatriot** - SMS is running 3 CyberPatriot teams this year.

Every Student

- **PPBEA Marketplace website** under construction; scheduled to launch end of Sept.
- **Back-to-School Nights** – Supported schools/parents with AAL Information tables at SMS, FMS, SCHS, VRHS, and FHS
- **SCHS College & Career Night** – lead AAL session for Jr/Sr parents and students
- **PPBEA Pikes Peak Business & Ed Alliance** – Established HS point of contacts and participated in beta-testing of new Marketplace website
- **NepriS** – Negotiated contract to provide NepriS virtual and live online job shadows for all D49 CTE teachers and students (MS and HS)
- **CyberPatriot** – Informed all MS and HSs about free CyberPatriot support/training from the Nat Cybersecurity Center (Thomas Russell)

How We Treat Our Work

- **Perkins V and CTE Regional Needs Assessment** discussions begin in September with other school districts, Industry and IHE partners, agencies, parents, and students.
- Work with PowerSchool leadership to complete 2018-19 end of year reporting (CE and ASCENT)
- **CDE Audit** - Supported Lynette Fandrei with CDE Audit compliance and reporting
- **Live Remote Learning** – researching options for hard-to-fill CE on-campus courses to increase access.

How We Treat Each Other

- **CTE Teacher Luncheon** – Hosted a luncheon for all (70) CTE teachers and provided an update about AAL, economic landscape, and the new CTE Strategic Plan, including Work-based Learning.
- **Teacher of the Year Finalists** - HMS CTE Teacher, William Yerger and SCHS CTE Teacher, Erika Siemieniec are finalists! Congratulations!
- VRHS CTE Teacher, Mary Mullikin nominated/finalist for the MoneyWi\$er Innovative Financial Educator Award by the Colorado Department of Education. D49 leaders will accompany Mary to the Awards Ceremony in Denver on 9/13
- VRHS's Family and Consumer Sciences program nominated for the MoneyWi\$er Innovative Financial Program Award by the Colorado Department of Education
- Training SCHS AAL point person for CTE and CE College Advising.
- Providing CE College Advising support for Falcon Homeschool Program while they back-fill open position
- Providing CE College Advising support for Falcon HS while they back-fill open position

Best Choice to Learn, Work, and Lead

Colorado CE Conference, Nov 8 @ PPCC – participating on planning co

Culture and Services

Current and Ongoing Activity

Cultural Framework

The 2019 DODEA Grantee Professional Learning Meeting will be held from October 29th through 31st at the: Hyatt Regency Houston/Galleria; BOE Director Graham will accompany the team to experience the training first-hand and network with DODEA leadership. The Rocky Mountain Restorative Practices Conference (RMRPC) is open for regular registration.

Community Outreach

The “Sunrise Salute”, a recognition breakfast for the military personnel and first responders is on track for 7am to 9am October 11th in Peak View Hall at Creekside.

Upcoming Activity

1) 2019 RMRPC Prep 2) IGNITE School Bus Debut 3) Sunrise Salute

Central Registration (CR) and Student Information (SI)

Central Registration is the entry point of the district; therefore, processes are being reviewed daily to add efficiency and customer focus. The SIS is vital tool in the process of fostering integration in the district.

Current and Ongoing Activity

Registration Metrics

Charter school support requirements were addressed with the addition of a new registrar.

Upcoming Activity

SIS System Implementation

The SIS team is supporting an incident report update for SPED. The Level 1 service need is critical and the lack of personnel is delaying back-end priorities. Lynn Bartle’s contract should be considered for extension to EOY, since she has been the relief valve for back-end shortfalls.

BASE49

BASE49 is District 49’s wholly owned and operated before and aftercare provider, which supports the early arrival and/or late departure requirements of families with elementary school students.

Current and Ongoing Activity

Childcare Operations

The BASE49 team is Planning for October break camps.

Upcoming Activity

Childcare Management

The application for low income family subsidies (Colorado Child Assistance Program) is approved for the 2019-20 school year and we will be signing families up soon.



CHIEF OPERATIONS OFFICER REPORT

OPERATIONS DEPARTMENTS PERFORMANCE REPORT – WS 09/18/19

COO SUMMARY

It has been a busy start to the year for the Operations Office overall, but the team continues to excel at delivering quality support to our students and schools across D49.

The three chief officers, with the support of the Director of Communications, prepared and delivered a series of Community Briefings regarding recent district accomplishments, the long term challenge of rapid student growth, and the ways District 49 is preparing for that growth. The briefings were well received by attendees, and we will continue to disseminate the key points of that briefing to our community.

The first Enhanced Security Community Advisory Team (ESCAT) session of the school year will take place on Thursday, Sep 26th. Once again, we will engage with representatives of community stakeholders regarding a number of potential security initiatives for D49.

The Request for Proposals (RFP) for the next D49 Information Technology support contract went out to vendors in late August, with robust interest from the vendor community. In the next two weeks, we anticipate reviewing the proposals and narrowing down the candidates, with a goal of providing a recommendation to the BOE on vendor selection.

The Construction Trades Building at Patriot High School is complete and we received the Certificate of Occupancy on September 13th. We are now in the process of moving equipment into the building and will schedule a ribbon cutting ceremony shortly to recognize the donation and the added capability to our district. The expansion at the SSAE campus is expected to break ground in October, and we are finalizing plans for a groundbreaking ceremony in that month.

Regards

Pedro Almeida
Chief Operations Officer



CHIEF OPERATIONS OFFICER REPORT

OPERATIONS DEPARTMENTS PERFORMANCE REPORT – WS 09/18/19

DEPARTMENT SUMMARIES

NUTRITION SERVICES

- Revenue: \$439,537.89
- Expense: \$537,985.50
- Encumbered: \$1,443,831.08
- Warehouse Reorganization Taskforce has been formed and had first meeting
- Working with Finance on Unclaimed Funds policy

MAINTENANCE & GROUNDS

- Construction Trades Building is complete and we have received Certificate of Occupancy
- SSAE Expansion is scheduling groundbreaking for the end of Oct - beginning of Nov.
- Preparing equipment for the upcoming winter has started.

INFORMATION TECHNOLOGY

- Wireless Access Point upgrade is moving forward - we have applied a fix for a firmware issue from Meraki and are seeing major improvements.
- The IT RFP has been published as of Aug 15th. The Kickoff meeting was Aug 29th and had a very good turn out. We are hoping to get 4 - 6 bids . We are currently in the process of answering questions that the vendors are sending in and after we receive the solutions from the vendors, we will be setting up interviews.
- We are reviewing some penetration testing options to show our vulnerabilities and how to correct them.
- Reviewing the sign-on process for our radius servers to determine the optimum solution for separation of student and staff environments.
- Windows 7 will no longer be supported by Microsoft starting in January 2020. The impact that this will have on the District is that there will no longer be any security updates or assistance with issues. All machines that are unable to upgrade to Windows 10 will need to be replaced. All software, applications, etc. that cannot run on Windows 10 will need to be upgraded as well.

SECURITY & SAFETY

- Continuous work on ESCAT initiatives and projects
- Blue Point project is almost complete. All 8 planned schools now have all hardware installed, and 5 of them are active with Blue Point. The other 3 schools are completing training requirements to activate the system.
- Policy reviews and revisions are ongoing
- Safety and security has taken over the threat assessment process. As a department, we are collaborating with the Care and Support team to improve the process, as well as deliver training to school staff
- Evaluation of the unannounced drill process is ongoing, considering a change in procedure
- Creekside security planning is in progress
- Continuous support to school teams with threat assessments and other significant challenges
- Preparing presentations and materials for next round of ESCAT meetings
- Assisted Human Resources with the creation of a standard mandatory training platform
- Conducted two separate incident command trainings for school admin



CHIEF OPERATIONS OFFICER REPORT

OPERATIONS DEPARTMENTS PERFORMANCE REPORT – WS 09/18/19

- Security Operations conducted at the District Peakview event

TRANSPORTATION

- Current Positions open; 17 open - 5 in hiring and training process
 - 9 route drivers
 - 4 A/P and Relief Drivers
 - 2 Paras
 - 1 Gened Router
 - 1 Non- Certified Technician
- On-Time Arrival Average Percentages per zone:
 - Falcon Zone - 99.9%
 - Sand Creek Zone - 95.2%
 - Power Zone - 92.3%
 - iConnect Zone - 68.8%
- Attendance Statistics:

ATTENDANCE STATISTICS YTD 2019-2020

Month	Employees	# School Days	% of Leave	Sick	Sick Bereavement	Sick FMLA	Personal	Dock	Dock FMLA	LWOP	LWP	Jury Duty	Total/Mth
July	92	1	1.1%	1	0	0	0	0	0	0	0	0	1
August	101	21	3.2%	23	2	14.5	9.5	7	9	0	0	2	67
September		20											0
October		12											0
November		16											0
December		15											0
January		18											0
February		18											0
March		11											0
April		22											0
May		15											0
	AVG												
Totals YTD	97	169	4.2%	24	2	14.5	9.5	7	9	0	0	2	68

KEY STATISTICS





10850 East Woodmen Road • Peyton, CO 80831
Tel: 719-495-1100 • Fax: 719-494-8922 • www.d49.org

September 2019

This month's Business Office Report is a little thin on documentation from BOLT members due to seasonal peak in activity related to hiring cycle, first complete payroll of the new fiscal year, and the impending audit fieldwork to review our financial results.

Of note on the summer projects for the Business Office was the installation of a new student fee payment system called 'Rycor'. You may recall that in conjunction with last year's conversion of the business system from Widenhammer-Alio to Powerschool-Business Plus, we also introduced PaySchools as a complete solution for paying student fees ranging from Nutrition Services to Transportation to School-based fees. That system, which has existed for many years as a Nutrition Services solution simply did not provide the performance we needed and by early spring of 2019, we determined that it was useful only as a Nutrition Services solution and no more. Therefore, we acted quickly to identify another solution for the Transportation and school-based fees and landed on Rycor. This new system is not an 'add-on' to a larger platform, giving them clarity and focus on this niche of education. Early results have been very positive and so we are encouraged by the improvements we have seen in performance and functionality.

This month's report includes a couple of small reports, a snippet of work I have been regularly developing and presenting to the Interim Legislative Committee on School Finance, and recent issues of *The Kiplinger Letter* that has long been one of my preferred sources of clear, concise perspectives on political & economic issues - both nationally and globally.

Sincerely,

Brett Ridgway, Chief Business Officer – Assistant Treasurer
bridgway@d49.org 719.495.1130

Purchasing and Contract Management



In Progress

Student Data Privacy compliance process

IT RFP (Due 9/23/19). 14 companies attended Pre-bid conference.

FMS and HMS HVAC Upgrades—New heat exchangers, boiler

Contracts Database external user setup (230 current contracts).

District pushbar lock conversion to thumb-turn (for lockdowns). All interior pushbar door will receive the thumb-turn latch).

RMPEX Examiner Support August-October

Greenhouse for FHS (Spring Completion)

Owner Insite (Project Management Software) setup

In Planning

RFQ for Architects and Engineers

Armored Car Service for CO

New Middle School GC RFP

SSAE Phase II

Sewer project for FLC Modular

Fall Break projects



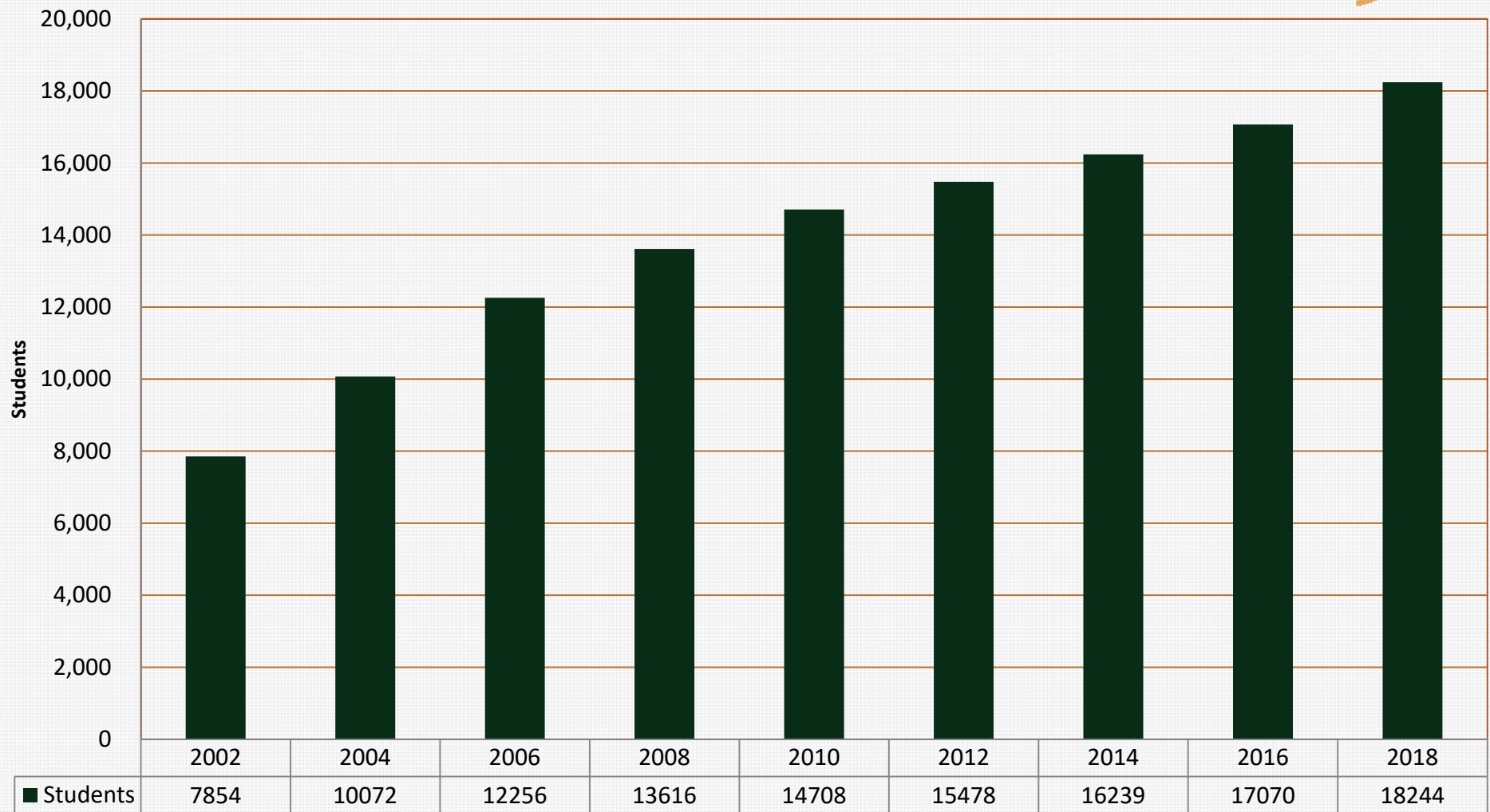
Community and Facility Planning

Board Update 9/15/2019

THE BEST CHOICE TO LEARN, WORK & LEAD

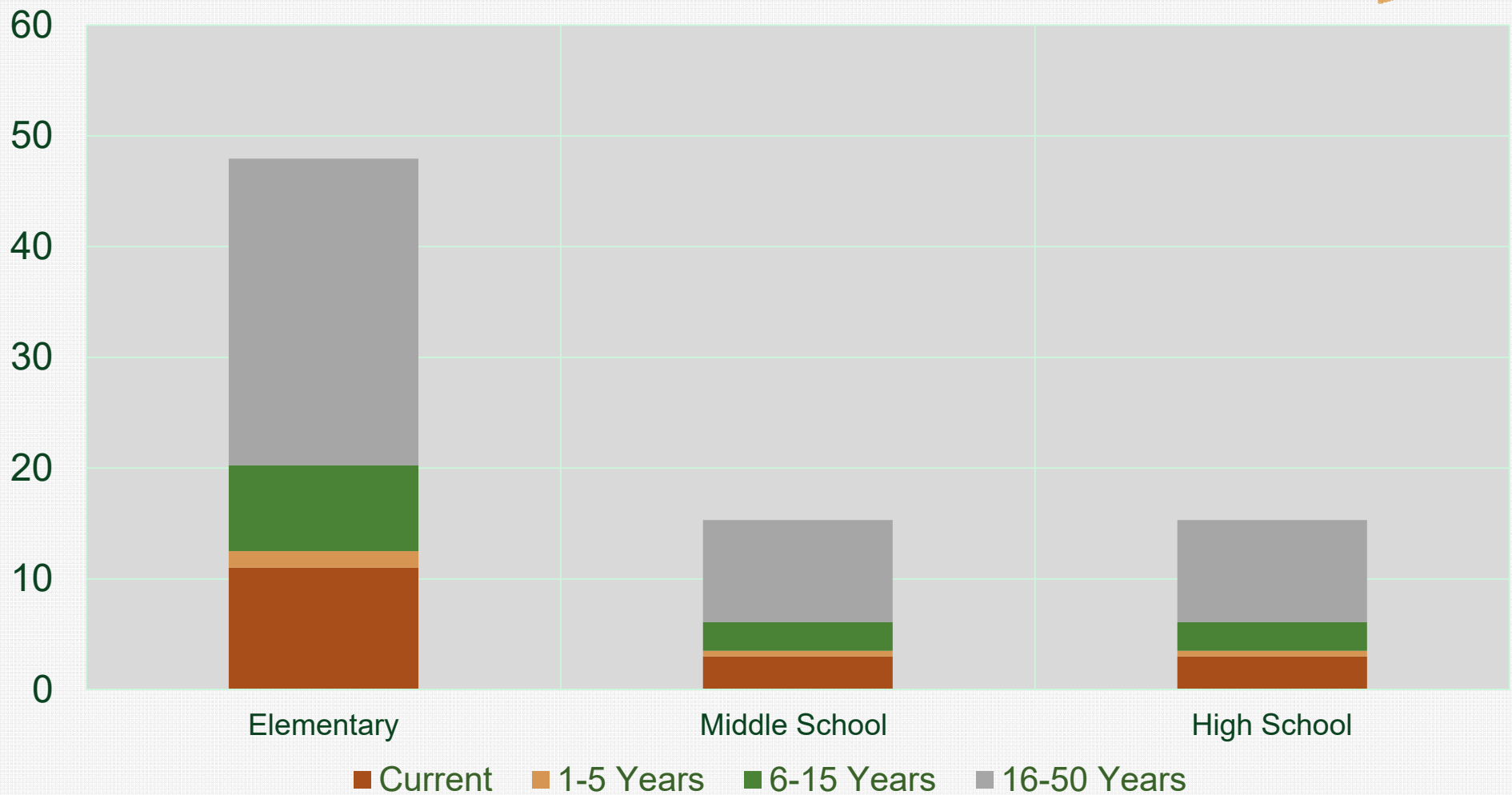


School District 49 Enrollment History



THE BEST CHOICE TO LEARN, WORK & LEAD

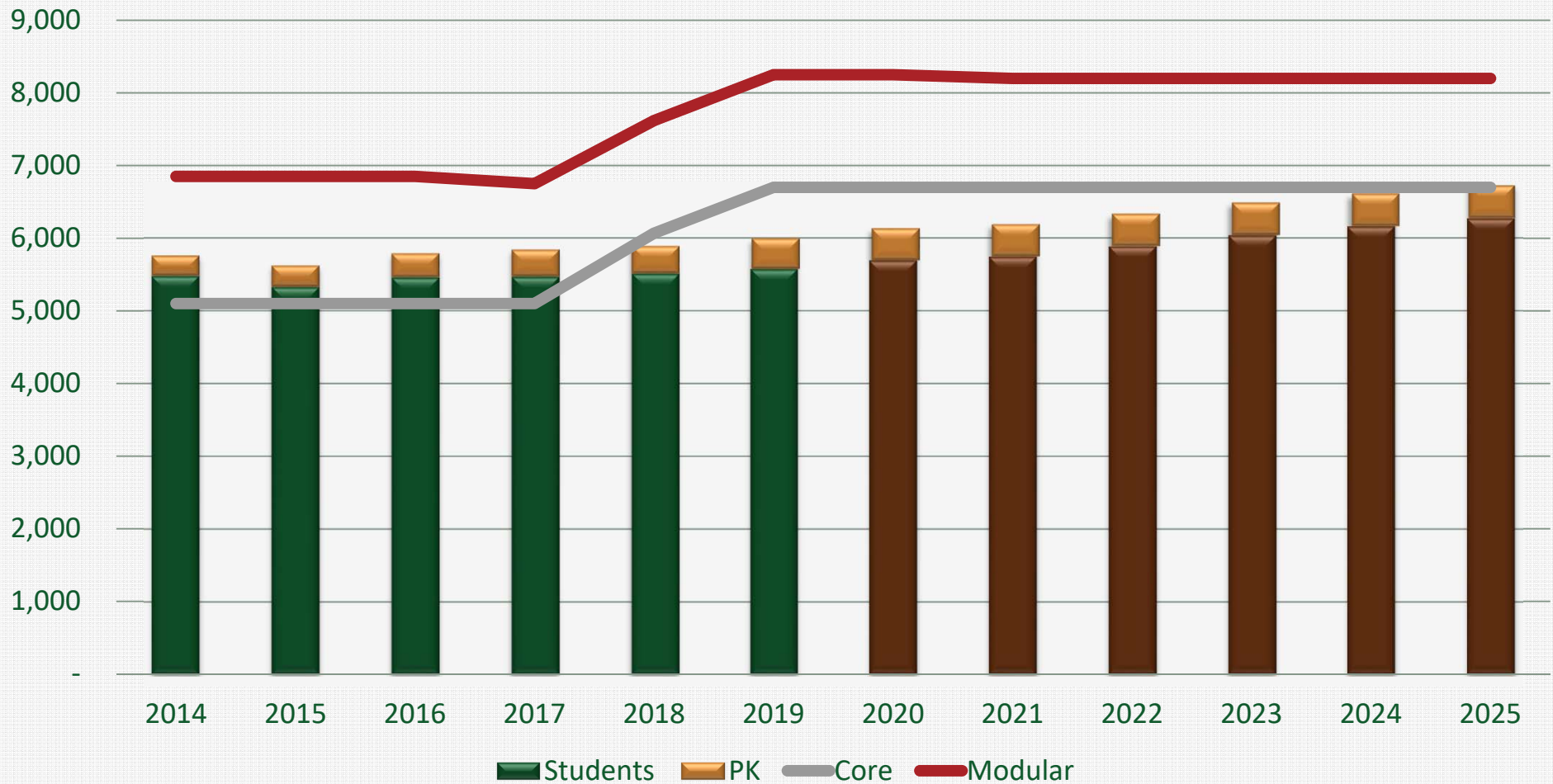
School Requirements Current through Buildout



THE BEST CHOICE TO LEARN, WORK & LEAD



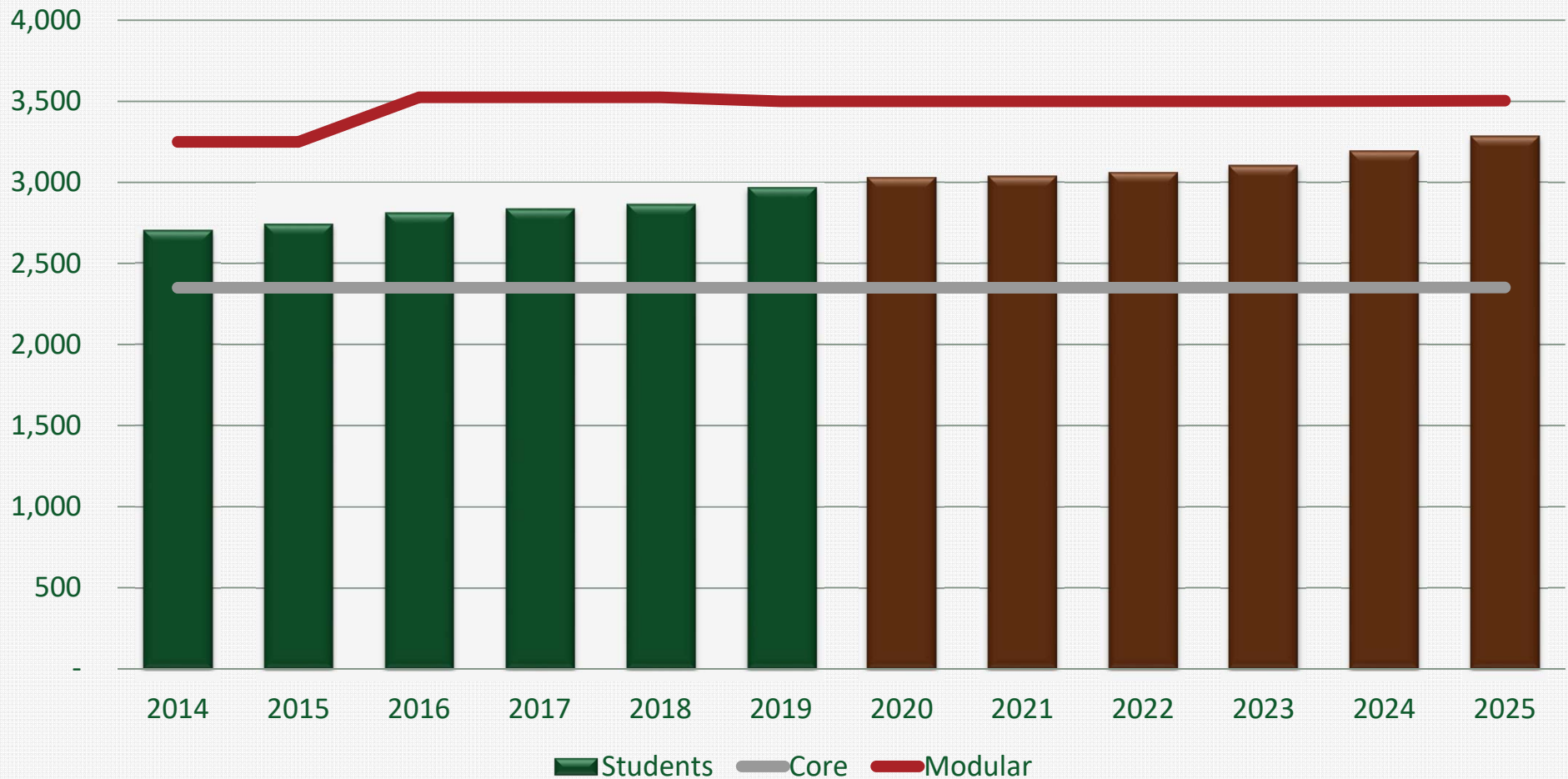
2018/19 All Operated Portfolio Elementary Schools Enrollment and Projection Trends vs. Core and Temporary Space



THE BEST CHOICE TO LEARN, WORK & LEAD



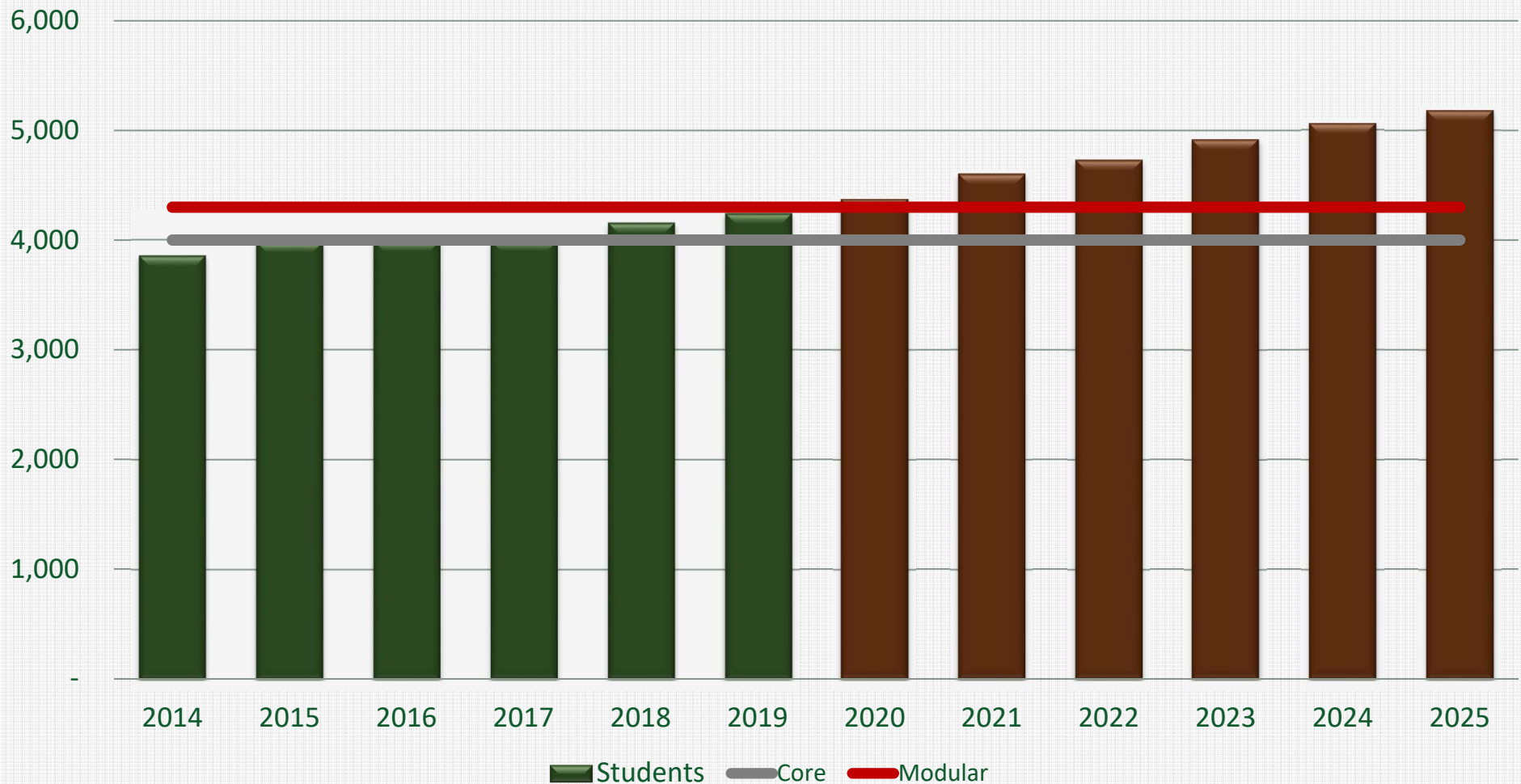
2018/19 All Operated Portfolio Middle Schools Enrollment and Projection Trends vs. Core and Temporary Space



THE BEST CHOICE TO LEARN, WORK & LEAD



2018/19 All Operated Portfolio High School
Enrollment and Projection Trends vs. Core and Temporary Space



THE BEST CHOICE TO LEARN, WORK & LEAD

The Kiplinger Letter

FORECASTS FOR EXECUTIVES AND INVESTORS

1100 13th Street NW, Washington, DC 20005 • kiplinger.com • Vol. 96, No. 37

Dear Client:

Washington, Sept. 13, 2019

Tough times for the U.S. nuclear industry...
Power plants closing. Companies filing for bankruptcy. Foreign competition escalating.
A single project is a years-long struggle to complete, and that's if everything goes right.
But new technology offers some hope that the sector will be revitalized in the coming years.

NUCLEAR ENERGY

Nuclear remains a crucial source of power for many Americans, generating around 20% of U.S. electricity...more than wind and hydro combined.

But nuclear power plants are struggling to compete in a world awash in cheap natural gas. Seven nuclear power plants have closed since 2013.

New projects face numerous obstacles, from regulation to cost. Only one new power plant has been completed in the last 20 years. Two others have received the go-ahead from federal regulators, only to endure construction delays and bleed red ink.

And global competition is fierce. Rosatom, Russia's state-owned nuclear company, leads the way, immune from the financial woes facing U.S. firms such as Westinghouse, which went bankrupt in 2017.

China is also on the rise and aims to sell a third of global nuclear exports by 2030.

On the plus side: Smaller reactors that make nuclear power affordable and improve safety. NuScale is working on 60-megawatt reactors that can be combined into a utility-scale power facility. The company is working with the Dept. of Energy and a Utah electric utility to construct such a facility by the mid-2020s. By comparison, most conventional nuclear reactors in operation in the U.S. today are over 1,000 MW.

More federal and state support, which bodes well for the industry. Congress has passed legislation supporting nuclear development and streamlining regulation. At least five states...Conn., Ill., N.J., N.Y., Ohio...are offering financial support to nuclear plants that would otherwise be slated for retirement and dismantling. Advocates also hope more states follow the lead of N.M. and Wash. by giving credit to nuclear as a source of clean energy and making it eligible for tax incentives.

Nuclear's slowly improving public image, tarnished by a series of accidents in recent decades, most recently Fukushima in 2011. Americans are roughly split on nuclear power today, an improvement from 2016, when a majority opposed it.

And a potential solution for a perennial problem: Nuclear waste storage. Federal regulators are currently considering a proposal for two storage facilities in the Permian Basin of N.M. and Texas. Power plants have been handling the waste on their own in recent years after plans for permanent storage in Nev. stalled.

Only time will tell whether a nuclear renaissance is in the cards. A lot of time. It takes years to develop and deploy new nuclear technology, and see its true potential.

Economic Forecasts

GDP growth

2.3% in '19 and 1.8% in '20, down from 2.9% in '18

Interest rates

10-year T-notes staying below 2% until trade war ends

Inflation

2.3% at end of '19 as new tariffs affect consumer goods, up from 1.7% now

Unemployment

Ending '19 at 3.8%, from 3.7% currently

Crude oil

Trading from \$50 to \$55 per barrel in October

Retail sales

Store sales up 2% in '19, e-commerce sales up 17%

Complete economic outlook at kiplinger.com/outlooks

**U.S.
ECONOMY**

Negative interest rates are cropping up around the world, with \$16 trillion in sovereign debt now sporting yields below 0%. The club of negative yields includes debt issued by Germany, France, Japan, Switzerland and Belgium.

The U.S. is unlikely to join the trend. Still, rates here are heading lower, with the Federal Reserve likely to cut its benchmark rate again at its Sept. meeting. Fed officials generally view 0% as the floor for their policy rate if a recession strikes and the economy needs help, whereas other central banks have already gone negative.

U.S. monetary policy is still rather tight relative to other large economies.

That means continued strength for the dollar, a drag on American exports.

Keep an eye on defaults on high-yield bonds, which are starting to creep up.

They indicate heightened risk for financially vulnerable firms. Default rates for junk bonds have hit 2.5%, versus 2% a year ago. By mid-2020, they'll be at 4%. The spread between yields on junk and Treasuries of comparable maturity is up, too.

But signals coming from the bond market fall short of a recession warning.

The rise in yields over safer debt is still fairly modest. Odds are it'll stay that way... akin to what happened in 2015-16, when oil prices fell and energy firms' debt sank while the broader bond market mostly held up. Investors, be cautious but don't panic.

**GLOBAL
ECONOMY**

The trade war is crimping small businesses' confidence and spending plans, now that almost all Chinese imports are subject to tariffs or are in line to be.

A key index of small business sentiment hit a five-month low in Aug., an indication that smalls are concerned about the hit consumers will take from costlier imports. Retailers are especially concerned about the impact on the holiday shopping season, although Washington did defer some of the duties on consumer goods until Dec. 15.

Business investment, already soft, figures to suffer further later this year.

India's economy used to be the envy of the world. Now it's cooling off.

A series of problems...decelerating industrial output, dry weather hurting crops, tensions with neighbor Pakistan...have combined to slow India's GDP growth rate from more than 7% in recent years to less than 6% now. The Indian central bank will do what it can to help by further cutting interest rates, but that won't do much.

Any greater escalation of the dispute with Pakistan would be a major blow to India's economic prospects. The two nations have long vied for control of Kashmir, but the standoff is tenser than usual...a worrisome situation that bears watching.

FINANCE

Revolving credit in the U.S. will grow by a solid 4% this year. Revolving credit, which is made up primarily of credit card loans, rose by \$10 billion in July, the largest gain since 2017. Average debt per borrower is up to \$5,645. Confidence in the economy remains high, and American households have the capacity to take on more debt because of low unemployment and solid wage increases.

Banks are becoming more selective as late payments continue to rise, though. Credit card accounts that are at least 90 days late are rising at a faster clip than delinquencies on other types of consumer credit. Payments on about 5.2% of credit card balances were at least 90 days overdue in the second quarter of 2019, up from 5% in the first quarter. The figure has been on the rise since late 2016.

Regulators are loosening a rule imposed on banks after the financial crisis.

But that doesn't mean a return to risky trading. Easing the Volcker rule, which forbids banks from trading for their own gain rather than that of their clients, revives memories of the practices that contributed to Wall Street's near meltdown. However, large banks are unlikely to return to that sort of proprietary trading, in part because they still face stricter capital requirements. Instead, those banks say that nixing parts of the Volcker rule will help them hedge against financial risks and increase the liquidity of markets for certain securities, making them less volatile.



COURTS

What is shaping up to be President Trump's defining achievement?

Judges. Lots and lots of judges. Trump entered the White House with the most federal judicial vacancies since Bill Clinton. So far in his tenure, he's appointed a whopping 152 judges...in the modern era, second only to Clinton at this point in his presidency. The result? A much more conservative judiciary.

Want a sense of the transformation? Look at the courts he has "flipped" or will flip soon. He's turned a liberal majority on the 3rd U.S. Circuit Court of Appeals...which hears cases originated in Del., N.J., Pa. and the Virgin Islands...into a conservative one. And he'll soon do the same with the 2nd Circuit...Conn., N.Y., Vt...and the 11th Circuit...Ala., Fla., Ga. More opportunities may arise.

Already, Trump judges are deciding important cases on workers' rights, executive authority, immigration law and more. The impact will be felt for decades.

CONGRESS

Trump's latest move to fund a border wall is putting Republicans in a bind.

They have to defend postponed or canceled military projects in their states after Trump diverted \$3.6 billion slated for construction projects on military bases to the border wall. Many GOPers are staying mum, especially those up for reelection in 2020. Others defend the move, blaming Democrats' lack of action on the border.

Democrats are in a political tight spot, too. They condemn the move, but feel pressure from Republicans and the Pentagon to restore the military money.

The issue will heat up in coming weeks and complicate spending talks.

A wave of House Republican retirements points to a lack of confidence that the party can win back control of the chamber next year. So far, 16 Republicans have announced they are retiring, resigning or running for other offices in 2020. Most seats are safely conservative; most retirees just don't like being in the minority.

ENERGY

Good news for energy users: Stockpiles of most heating fuels are abundant

as autumn draws near. And they'll keep growing until cold weather sets in across large swaths of the country and demand kicks up...not for a couple of months.

Natural gas is plentiful. Stocks are 15% higher now than one year ago.

Ditto, propane. In fact, propane supplies could set a record this fall.

Stocks of heating oil aren't especially high, but they should be adequate.

Prices of all three fuels are running lower now than they were a year ago.

Reports from several states across the country show residential propane prices about a dime per gallon less than at this time in 2018. Heating oil...off similarly. Natural gas prices can vary a lot by end user, but with the price of gas futures down substantially now from a year ago, most customers should see some savings.

The number of rigs drilling for oil in the U.S. continues to decline... down 150 in the past year, six in the last week alone. A big reason for the steep drop is that shale oil producers in the Permian Basin and elsewhere have cut spending because of financial pressure. This year, there have been 26 oil patch bankruptcies.

Time is running out to reauthorize the nation's pipeline safety regulator, the Pipeline and Hazardous Materials Safety Admin., or PHMSA. Like the fiscal year of Uncle Sam, the agency's regulatory authority expires at the end of Sept. The House and Senate are mulling two vastly different versions of reauthorization legislation.

The path forward is unclear, but expect the Senate to hold the upper hand. The GOP-led chamber favors modest adjustments to rules for pipeline operations.

Don't be surprised by a short-term extension to buy lawmakers more time. The PHMSA oversees America's massive 2.6-million-mile network of energy pipelines.



AG

The White House is putting the finishing touches on its new biofuels plan, intended to shore up President Trump's support in farm country. The plan aims to soothe farmers exercised about the Environmental Protection Agency's decision to exempt certain small oil refiners from the federal Renewable Fuel Standard, which requires refiners to use a set amount of biofuels, such as ethanol, each year.

The gist of the plan: Boost the federal mandate for biofuels that refiners are required to blend next year by 1 billion gallons, 500 million of them for ethanol. This year, the EPA mandated the use of nearly 20 billion gallons of renewable fuel.

It's unlikely to appease farmers or the ethanol industry, both of which want Trump to curtail the number of exemptions granted to small refiners.

TECH

America's largest companies are urgently pushing for federal privacy regs. But a divided Congress won't deliver a national privacy law anytime soon. The CEOs of Bank of America, Amazon, Comcast and many other major corporations sent a collective letter to Congress this week calling for bipartisan action, and fast.

The cause for alarm? Calif.'s sweeping privacy rules go into effect next year, and businesses are desperate for Washington to step in and preempt the state's law, which gives consumers far more control over their data and affects firms nationwide.

A comprehensive data privacy law won't happen this year. Time is too short. It will be a very difficult task in 2020, too, as campaign politics rev up.

The two-year-plus electronics components shortage may be coming to an end.

The cause is most likely a drop in demand sparked by growing uncertainty over global growth and trade tensions. Second-quarter sales of components plunged by 30% versus the same period last year. Third-quarter sales will be flat or down, and fourth-quarter sales will decline. Lead times for semiconductors and passives, such as capacitors, peaked in 2018's second half and have shrunk a bit since then, though they are still higher than levels seen in 2015 and 2016, before shortages began.

The market is not tanking, though: Cancellations of orders are still declining.

A start-up has a new idea to bring drone delivery to local businesses:

Put a large launchpad in the parking lot of the restaurant, dry cleaner, convenience store or other retail outlet that could benefit by flying lightweight goods to nearby homes in less than 10 minutes. The firm Flirtey unveiled a logistical hub that fits in a parking space. Drones take off from the roof of the van-size structure. Flirtey and others want shipping to cost customers as little as traditional methods.

It will take a while for drone delivery to be cost-effective across the board. One major study shows the market, as a whole, won't hit profitability until 2030.

Tech giants will gladly weather losses for years to reach profitability. The payoff? Potentially billions of dollars in profits. But it will cost billions to get there.

When it comes to drone delivery, expect to hear more noise about, well, noise, as delivery test flights ramp up in 2020. The propeller sound can "drive people nuts," say industry insiders. Researchers are working on quieter designs, but the buzzing won't go away. Drone firms say nearby drones sound like a dishwasher or passing car.

The nuisance of drone noise will roil more than a few communities.

Yours very truly,

Knight/Kiplinger
THE KIPLINGER WASHINGTON EDITORS

Sept. 13, 2019

P.S. Need retirement advice? Kiplinger's 7 Steps to a Richer Retirement can help. Visit kiplinger.com/go/7richretire for more information and a money-saving offer.



2019 Legislative Interim Committee on School Finance

Reset – Level Set – Finding a Way Forward

Brett Ridgway, Chief Business Officer

School District 49

August 2019

SFA 2020 - prelude

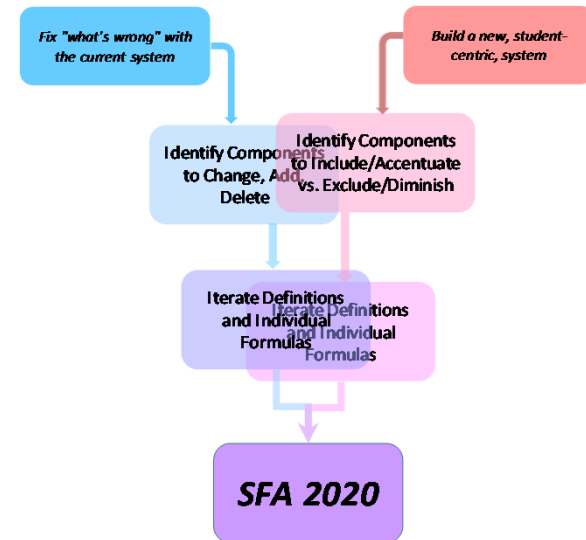
- The need to change the 1994 formula comes from:
 - an overall lack of clarity, transparency, and accountability for the components of the 1994 funding formula.
 - the inability to respond, and require response, to current industry trends (agility).
 - A skew in fund sourcing away from local share to state share which impacts the overall state budget and suppresses overall education funding.
 - Mill Levy Overrides have gone from an immaterial supplement for education funding, to a material component of the overall funding. However, great disparities in assessed value by district exacerbate rather than mitigate inequities of the funding formula.

SFA 2020 - prelude

- We should move toward an improved funding formula to correct issues and limitations that have sprouted & evolved over time in SFA 1994.
- Change results should come from multiple players:
 - Legislative Interim Committee
 - Joint Budget Committee
 - General Assembly 72-2
- School District Finance Leaders should collaborate with each player, building SFA 2020 piece by piece, to something that is clear, transparent, agile, efficient and effective; with attention to the sequence of elements and accountability for funds in a new funding formula.

SFA 2020

- What does SFA 2020 need:
 - Focus - Students
 - Design
 - Propriety of sequence
 - Clarity & transparency in presentation
 - Accountability for specific funds
 - Agility to meet changing needs & conditions
 - Intention
 - Correct the imbalance of local share and state share
 - Full Perspective
 - Recognize that additional, material, funding rests outside of the formula, (i.e. overrides) and creates inequity that needs balancing



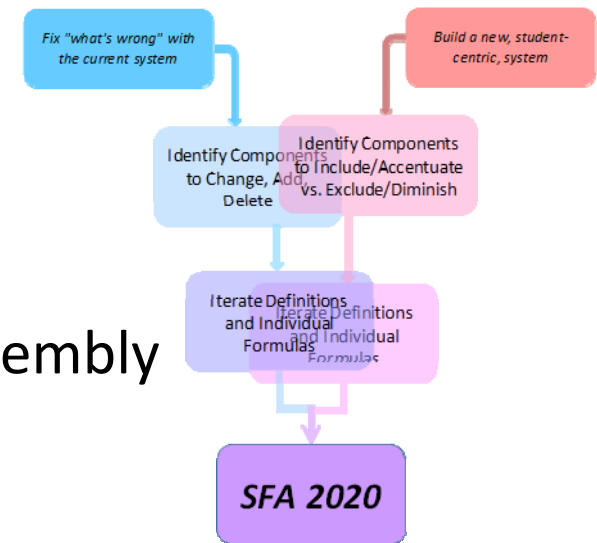
With that, voters will be better able to determine how much more money can go to P12 education funding and respond.

SFA 2020

- How can/should/will it happen:

Sharing the task & coordinating multiple players:

- Legislative Interim Committee
 - Working on the needed purple solutions
- Joint Budget Committee
 - Focusing on the hard financial realities
- Regular Session #2 of 72nd General Assembly
 - Reviewing & filling in the gaps



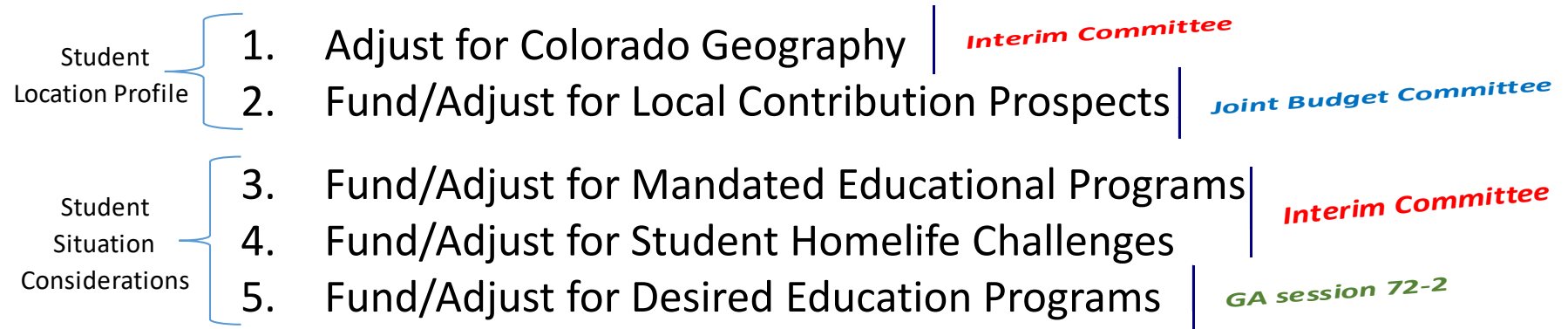
SFA 2020

- Key Formula Components (address uniform & thorough)
(address equity & adequacy)

- Base Funding (establish uniform/adequacy)

- Design of funded student count | *Interim Committee*

- Properly Sequenced Adjustments (support thorough/equitable)



- Facilitate Agility with timely measurements & corrections that impact designed formula inputs.

SFA 2020

Properly Sequenced Adjustments:

Student Location Considerations

1. Adjustments for Colorado Geography

Well-informed, self-balancing, formulas for Each Issue.

Issues listed in order of Appropriate Impact Value: (aggregate ≈ 5% of base)

- a) Rural / Urban / Suburban Location of Students
 - i. Rural Remoteness Adjustment (50)
 - ii. Student Sparsity Adjustment (50)
- b) Size of the District Conduit (delivers funds to students) (150)
- c) Cost of Living Factor (provide resources for students)
 - i. Tailored/measured for specific impact in each district (60)

SFA 2020

Properly Sequenced Adjustments:

Student Location Considerations

2. Adjust for the Local Contribution Prospects

Well-informed, additive, formulas for each issue:

a) Standardized General Program Levy (Total Program)

- Manage ability of local contribution up to predetermined limit (27?)

b) Mill Levy Override - Equalization & Incentivization

- Assessed Value / Student
 - Gallagher Amendment → effect on Residential Assessment rate → effect on District Assessed Value base ≈ ability to generate funds
 - Economic volatility from values of Oil & Gas
 - Economic development patterns
- Equalize local overrides already approved and incentivize additional investments

SFA 2020

Properly Sequenced Adjustments:

Student Situation Considerations

3. Fund the Fulfillment of Mandated Programs

Well-informed, additive, formulas for each issue:

- a) Special Needs Students - IEP & 504
 - Fully Fund all tiers of validated students
 - Program and access (transportation)
- b) McKinney-Vento
- c) Breakfast after the bell
- d) Others

SFA 2020

Properly Sequenced Adjustments:

Student Situation Considerations

4. Fund/Adjust for Student Homelife Challenges

Well-informed, additive, formulas for each issue:

RFP/Cost out 'appropriate menu' of service options to determine avg funding resources to local districts who choose how to program with reporting of impact.

Additional resources to support students impacted by:

- Poverty
- CLDE
- Deployed Military
- Corrections Connection
- Others

SFA 2020

Properly Sequenced Adjustments:

Student Situation Considerations

5. Fund/Adjust for Desired Education Programs

Well-informed, additive, formulas for each issue:

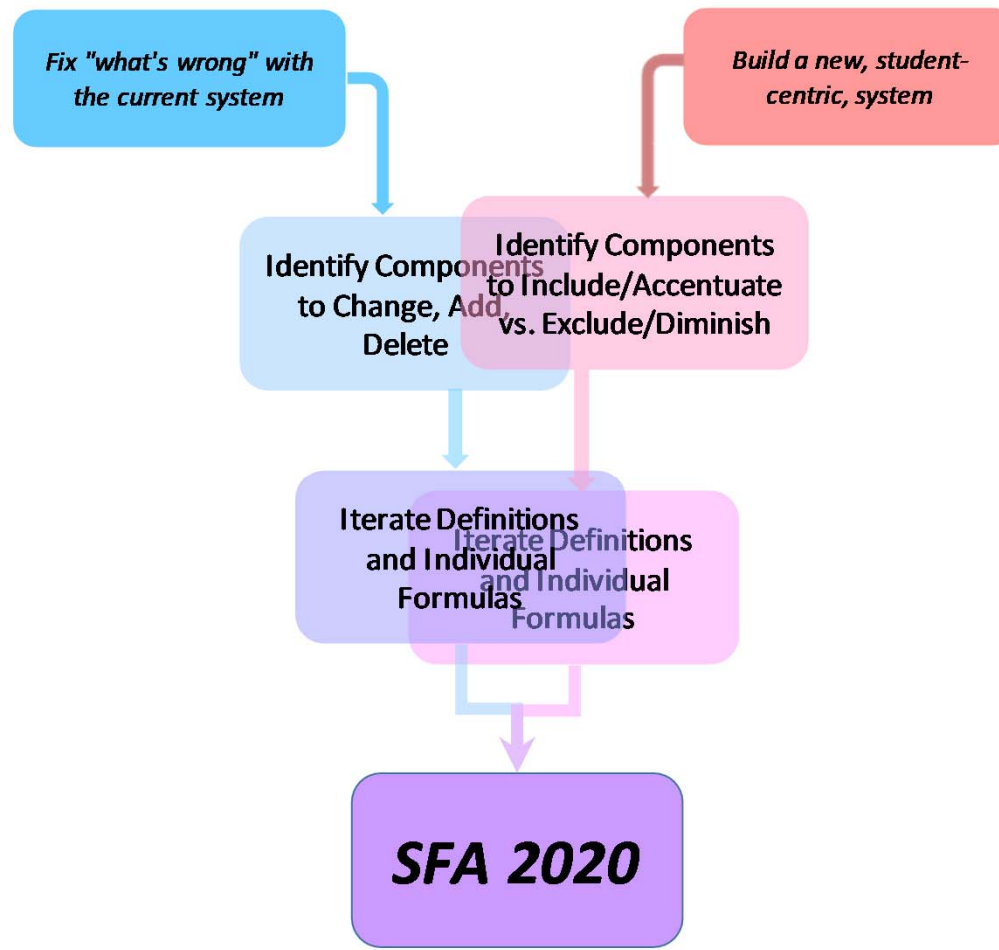
RFP/Cost out 'appropriate menu' of service options to determine avg funding resources to local districts who choose how to program with reporting of impact.

Additional resources to support students for / in pursuit of:

- GT
- Career / Technical Education
- Concurrent Enrollment
- Blended, Online, Homeschool (discount to funding, not addition)
- Others...

Improving Colorado P12 Education Funding

Separate Paths to a Common Solution – The Purple Solution



SFA 2020

Mill Levy Override Equalization

- Override Equalization & Incentivization Program

- Answer the basic question:** How much more/less should it cost one community to provide \$X per student of override support than another community? [This becomes the Community Multiplier]
1x? 2x? 3x? More? Some Fraction in between?
- Define the anchor point:
 - The anchor point # of mills to achieve TargetMax MLO\$ (e.g. 20% PFF). Where does that fit in the rankings of school districts?
 - Likely somewhere beyond the clear anomalies (>\$500k AV/sFTE)
 - Perhaps even beyond that (best of the twenty largest districts?)
- What is the incentive pattern?
 - Suggest something beyond simple linear, but still simple enough.
 - Determine a sweet spot that is somewhere after the local basic commitment, but short of the full opportunity.

Colorado P-12 Education - SFA 2020 Model

Override Equalization Proposal - driven by key variable in with Program Standard Mill, Remoteness & Sparsity Sca

Include Prog Std Mill? (Y/N)	Y
Include Remote & Sparsity? (Y/N)	Y
2.5000	Community Multiplier
13.5000	Anchor Point # mills
27.5%	MLO % Prog Cap
27.0000	Prog Mill Std Rate
Likely Result Local Retrn Fl	Prog Materl%
3	to 1
local \$ gets \$1 match from state	

Variable Inputs

Fund this with a portion of proceeds from Program Standard Mill Revenue

			Total	Local			State			
			Override \$			Override \$	O/R rate	share vs. state	O/E State \$	share vs. local
Current Status & Mix			\$ 1,292,775,354	-		\$ 1,292,775,354		100% -	\$ -	0% -
Maximum Add'l Opportunity & Mix			\$ 646,474,973	-		\$ 500,323,832		77% 3.42	\$ 146,151,141	23% 1.00
Maximum Opportunity Totals			\$ 1,939,250,327			\$ 1,793,099,186		92% 12.27	\$ 146,151,141	8% 1.00
Sweet Spot Opportunity & Mix			\$ 429,601,181	-		\$ 310,707,228		72% 2.61	\$ 118,893,953	28% 1.00
Sweet Spot Opportunity Totals			\$ 1,722,376,535			\$ 1,603,482,582		93% 13.49	\$ 118,893,953	7% 1.00
Highest Likely Result Opp & Mix			\$ 426,574,373	-		\$ 310,707,228		73% 2.68	\$ 115,867,145	27% 1.00
Likely Result Opportunity Totals			\$ 1,719,349,727			\$ 1,603,482,582		93% 13.84	\$ 115,867,145	7% 1.00

The 'Likely Result' assumes that districts with incentive will go there, & districts without incentive will rise to compete.

SFA 2020

Potential Numbers

Total \$mm

6,205.74

(A) Uniform/Adequate Base Funding

(B) Sequenced Thorough/Equity Adjustments

(1) Adjust for Colorado Geography <i>self-balancing pool = 5% base</i>	-	5.00% of base
(2) Adjust for Local Contribution Prospects <i>net</i>	(135.0)	
(3) Fund/Adjust for Mandated Educational Programs	780.0	12.50% of base
(4) Fund/Adjust for Student Homelife Challenges	500.0	8.00% of base
(5) Fund/Adjust for Desired Education Programs	250.0	4.00% of base

1,395.0

7,580.74

2018/19 Full Year		
Category	Total Value	Per Pupil Value
Base Funding	6,025,310,228.26	\$6,735.43
Declining sFTE Average	65,189,969.79	72.87
Cost of Living Factor	1,192,637,627.00	1,333.20
Size Factor	342,291,776.31	382.63
Formula At-risk Funding	351,271,733.60	392.67
On-Line Formula Funding	167,019,732.00	186.70
Gross up to Minimum For	12,129,986.89	13.56
Other	(250,040.48)	(0.28)
TOTAL PROGRAM FUNI	8,155,601,013.34	9,116.79
BUDGET STABILIZATIO	(572,396,894.00)	(639.86)
TOTAL PROGRAM	7,583,204,119.34	\$8,476.93

SFA 2020

Potential Numbers

(A) Uniform/Adequate Base Funding

Total \$mm
6,205.74

(B) Sequenced Thorough/Equity Adjustments

Base Funding / sFTE
6,951.53 current
6,955.79 new
4.26 diff

		push around			
2.a.1	Rural Remoteness	50.0			
2.a.2	Student Sparsity	10.0			
2.a.3	Size of District Conduit	175.0			
2.a.4	COLA	75.0			
(1)	Adjust for Colorado Geography	self-balancing pool = 5% base	-	5.00%	of base
	Std Total Program Mill Levy	(300.0)			
	MLO E-I Program	165.0			
(2)	Adjust for Local Contribution Prospects	net	(135.0)		
2.c.1	Special Education	700.0			
2.c.2	McKinney-Vento	-			
2.c.3	Breakfast after the bell	-			
2.c.4	Other	780.00	80.0		
(3)	Fund/Adjust for Mandated Educational Programs		780.0	12.50%	of base
2.d.1	Poverty	350.0			
2.d.2	CLDE	100.0			
2.d.3	Deployed Military	-			
2.d.4	DoC connected	-			
2.d.5	Other	500.00	50.0		
(4)	Fund/Adjust for Student Homelife Challenges		500.0	8.00%	of base
2.e.1	Gifted & Talented	50.0			
2.e.2	Career/Technical	75.0			
2.e.3	Concurrent Enrollment	100.0			
2.e.4	Online	(10.0)			
2.e.5	Other	250.00	35.0		
(5)	Fund/Adjust for Desired Education Programs		250.0	4.00%	of base

1,395.0

7,580.74

2018/19 Full Year		
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BOARD OF EDUCATION ITEM 22
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: September 25, 2019

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.

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 participation</u>	
	Rock #3 — Grow a robust <u>portfolio of distinct and exceptional 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

BOE Work Session September 25, 2019
Item 22 continued

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 regular board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 17, 2019

360° REVIEW RESULTS SUMMARY FOR THE CHIEF EDUCATION OFFICER
PRESENTED TO THE DISTRICT 49 BOARD OF EDUCATION BY PETER HILTS

For the purpose of this summary analysis, I am referencing the 2019 360° survey administered by the Employers Council (EC). This is the first year of a new format with some repeated questions and a new group of items grouped into the seven categories that align with the Baldrige criteria.

Major Themes

Strengths

- Overall, my self-ratings track closely with the ratings of my evaluator groups, and my self ratings are below all evaluator groups on most measures.
- My domain ratings range from a low average of 4.09/5.0 to 4.54/5.0. This range is compressed compared to 2018, when my low-high range was 3.33/5.0 to 4.81/5.0.
- Four of my 10 highest-rated behaviors refer to leadership with the other top ten items distributed across multiple categories. This distribution across domains is consistent with most previous years.
- My highest rated scores vary by category and reviewer group. This year we included charter school leaders as a new respondent group. Generally, the charter leader group gave me higher ratings which tends to skew my overall rating higher, but that group is only five respondents, so the overall averages are still reliable. Zone leaders gave me consistently lower scores, so that is a shift from past years when my rating from principals was lower. The zone leader rating is within my historic range for that group, but since my principal scores improved, the zone leaders are now my lower scoring group.

Opportunities for Improvement

- My 10 lowest-rated behaviors include items related to strategy, management, and workforce. The most evident pattern is lower scores related to being deliberative or considerate of the organizational impacts of projects and decisions. Although the pattern is spread over three categories, the theme of improving planning and execution is supported by the comments.
- For a sixth year, my lowest-rated single item is “being careful not to over-initiative the organization.” However, my score on that item has improved for three years in a row as I am intentional about being more purposeful and never impulsive.

Representative Comment Themes

Helpful Contributions

Empowering, Visionary Leadership	<ul style="list-style-type: none"> • Several comments observe that I am positive and energetic about excellence in District 49. • Some comments observe that I have systematically sought stakeholder feedback, especially workforce feedback. • Several respondents are complimentary about my communication in public settings with specific references to being visionary and articulating the strategic plan.
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Opportunities for Improvement

Thoughtful Communication

- Respondents emphasized the importance of linking initiatives to student performance outcomes.
- Several respondents reported feeling intimidated or disrespected by communications in smaller settings—feeling singled out or inappropriately identified with criticism.
- Multiple comments cited the importance of limiting new initiatives and sustaining commitment to major projects and improvement work.

Strategies for Improvement

- I will await board feedback before compiling this section.

1

360 Feedback Report

Peter Hilts

August 20, 2019



Employment Law • HR • Training • Surveys

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	46
Self	1
Zone Leaders	4
Education Office Leadership	5
Senior Leadership	14
Principals	17
Charter School Leaders	5

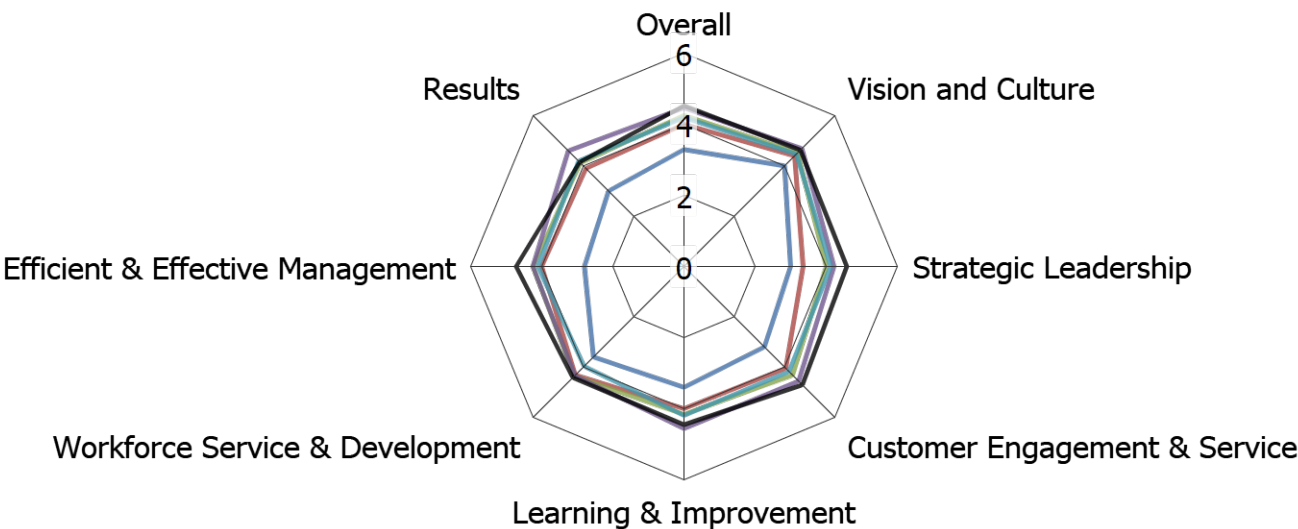
Rating Scale

This assessment used the following rating scale when raters provided their feedback.

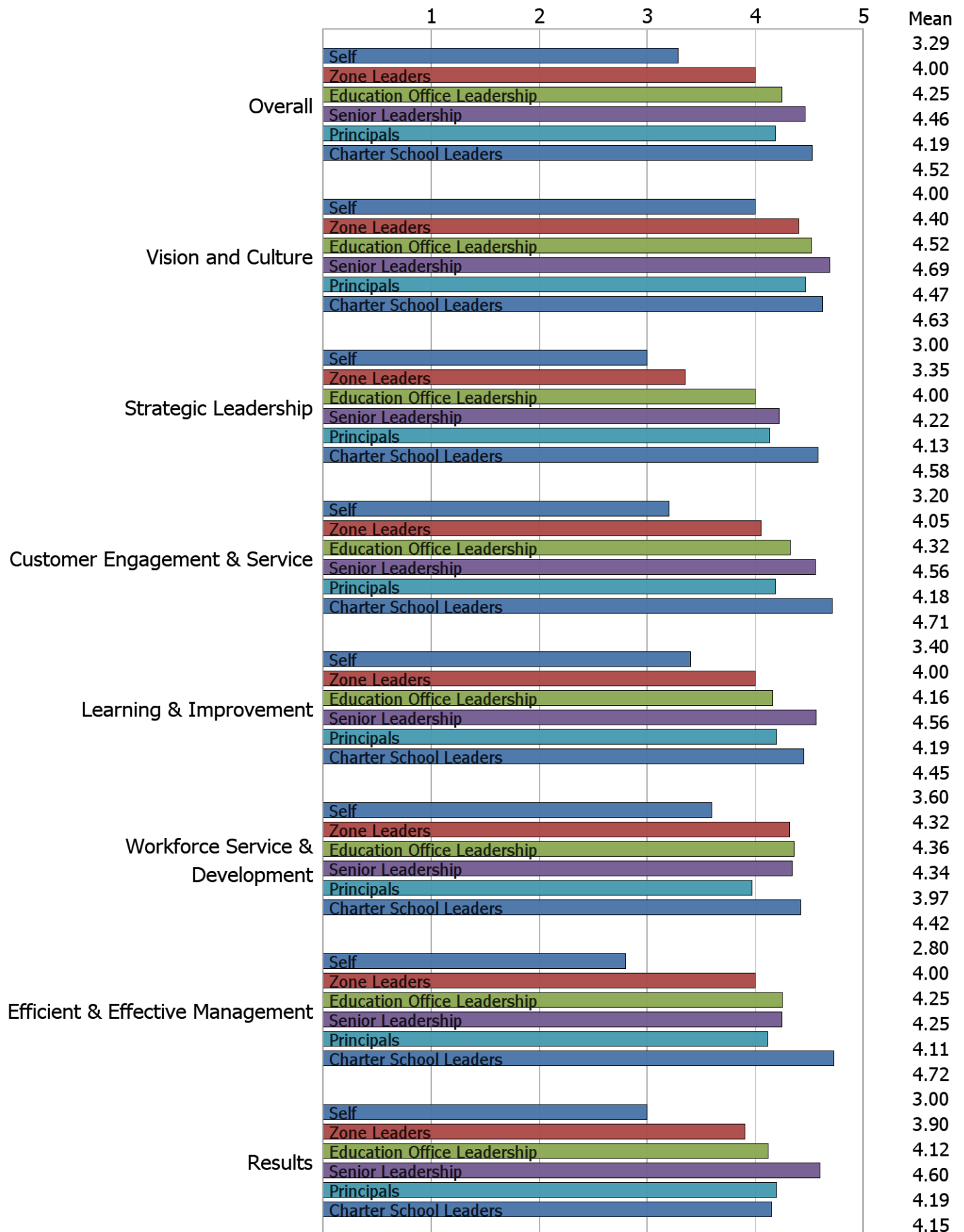
Never demonstrates this attribute	1
Seldom demonstrates this attribute	2
Sometimes demonstrates this attribute	3
Usually demonstrates this attribute	4
Always demonstrates this attribute	5
Not Enough Information to Rate	

Scoring Radar

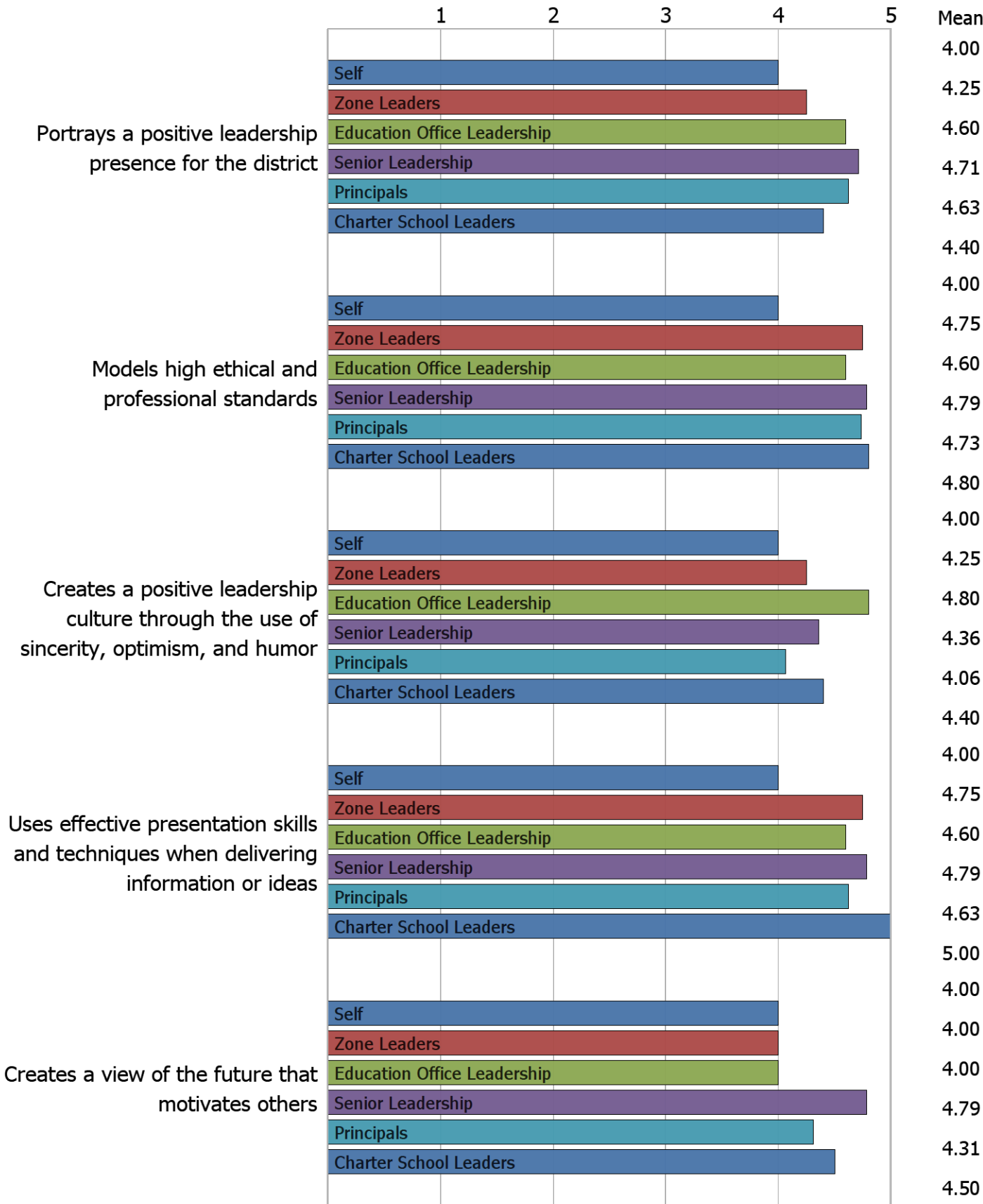
■ Self ■ Zone Leaders ■ Education Office Leadership ■ Senior Leadership ■ Principals
■ Charter School Leaders



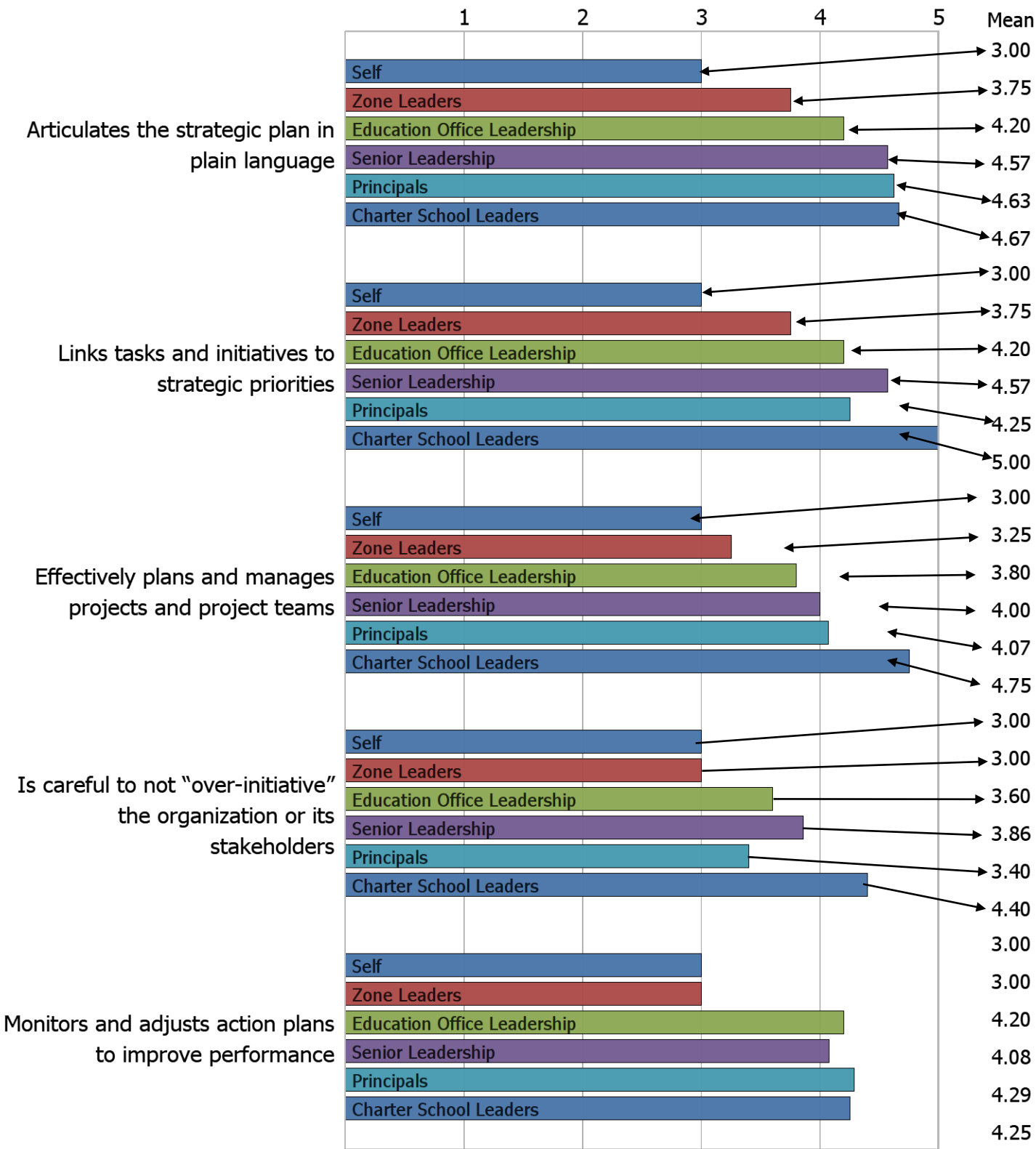
Scoring Overview



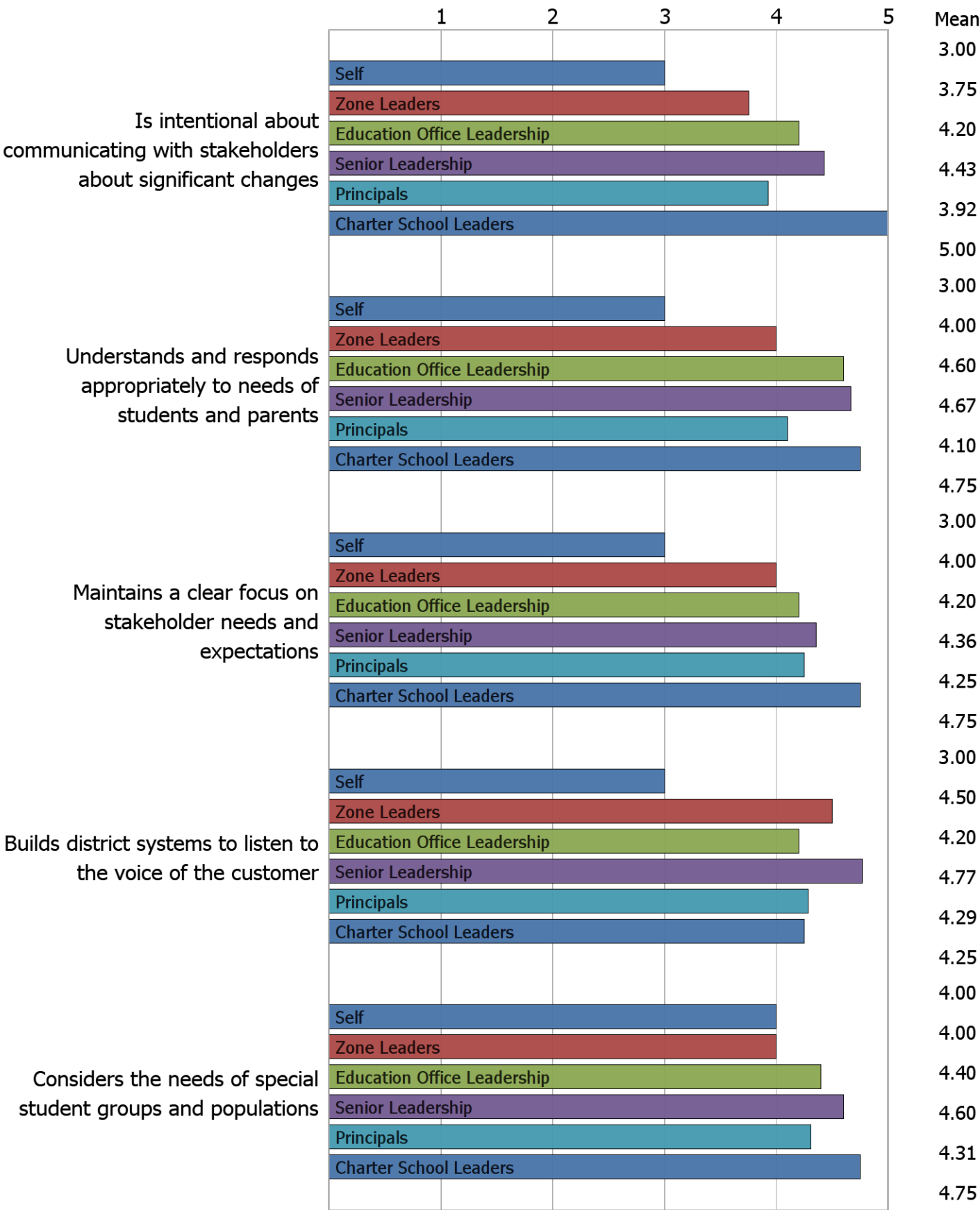
Vision and Culture Leadership



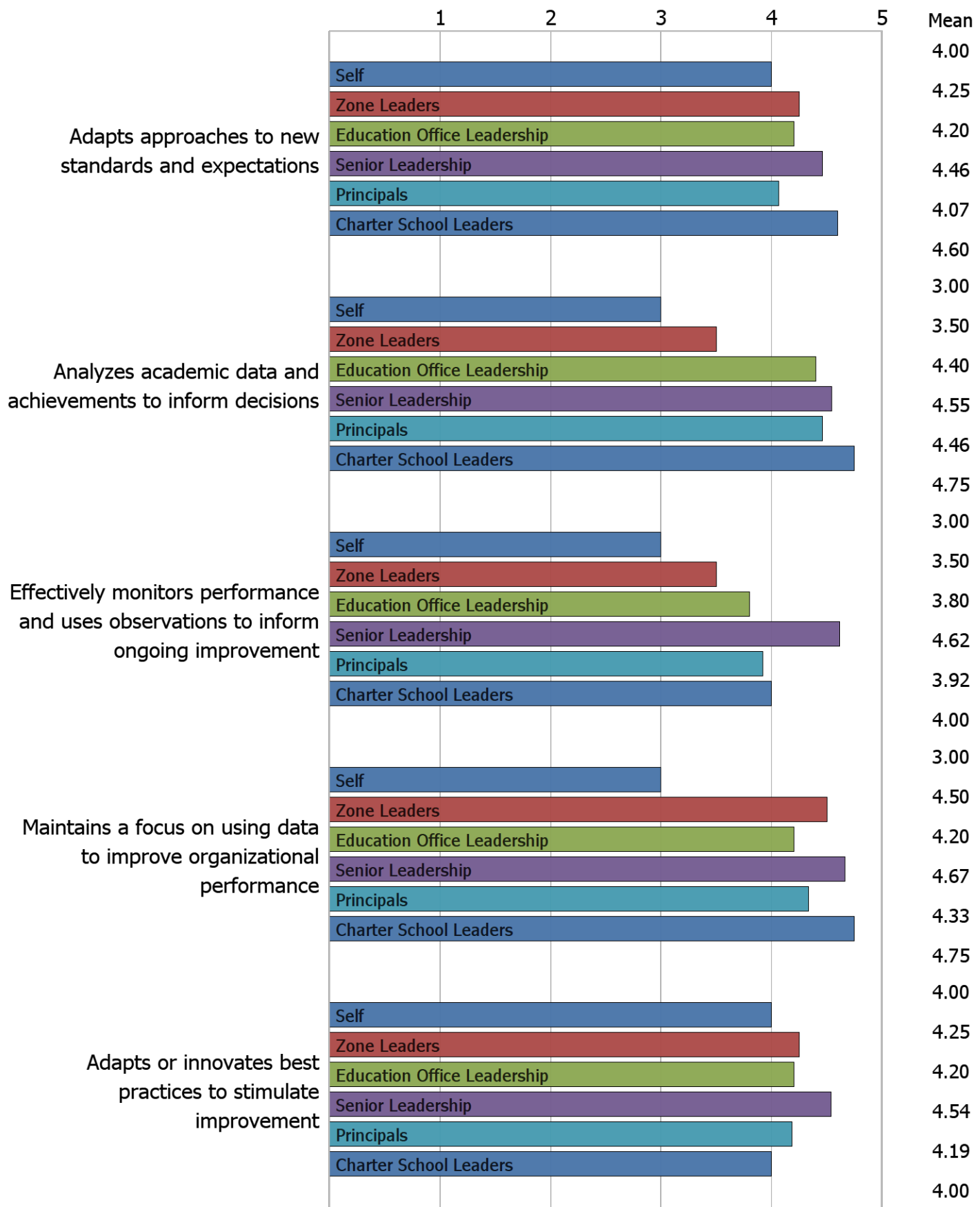
Strategic Leadership



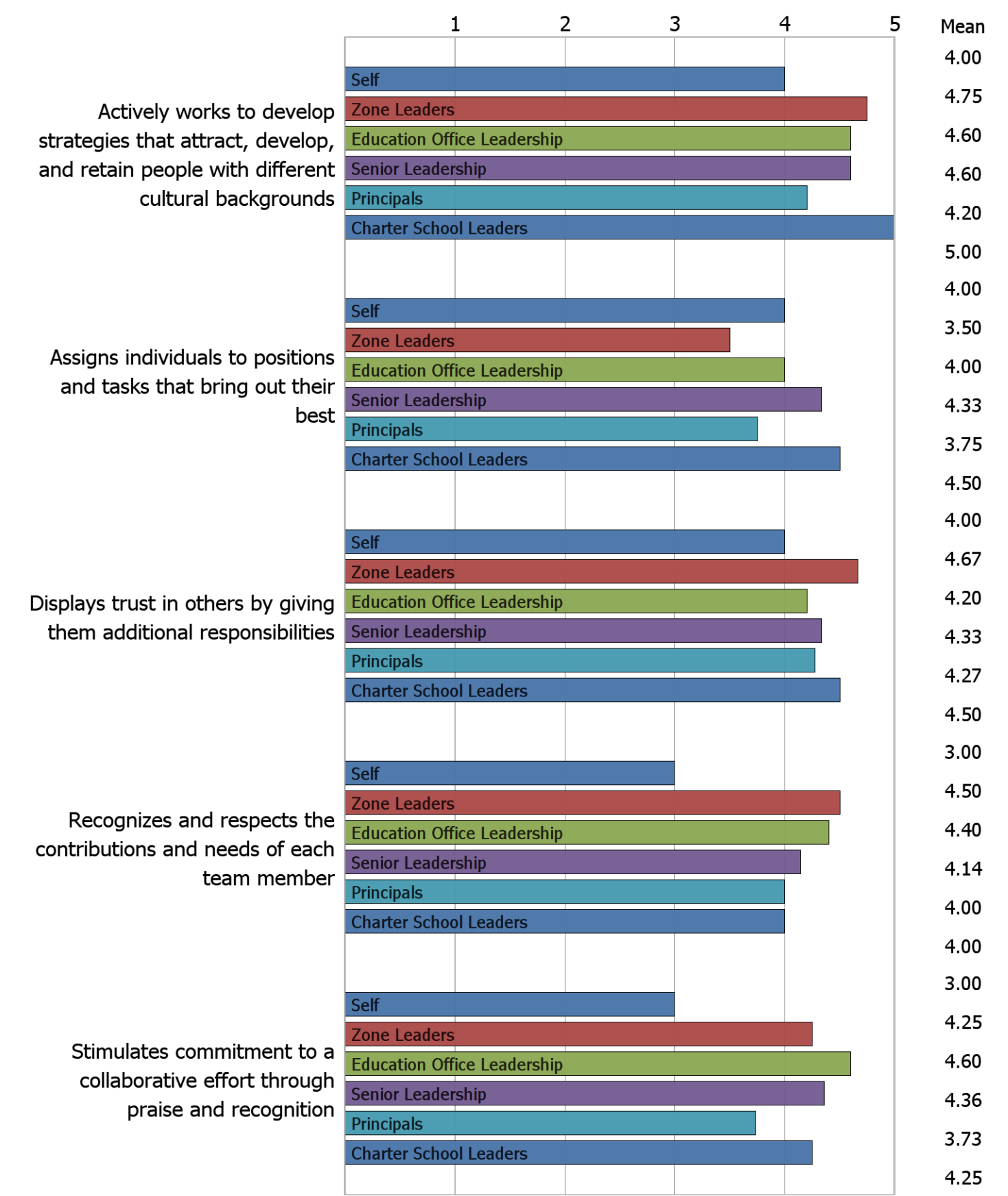
Customer Engagement & Service



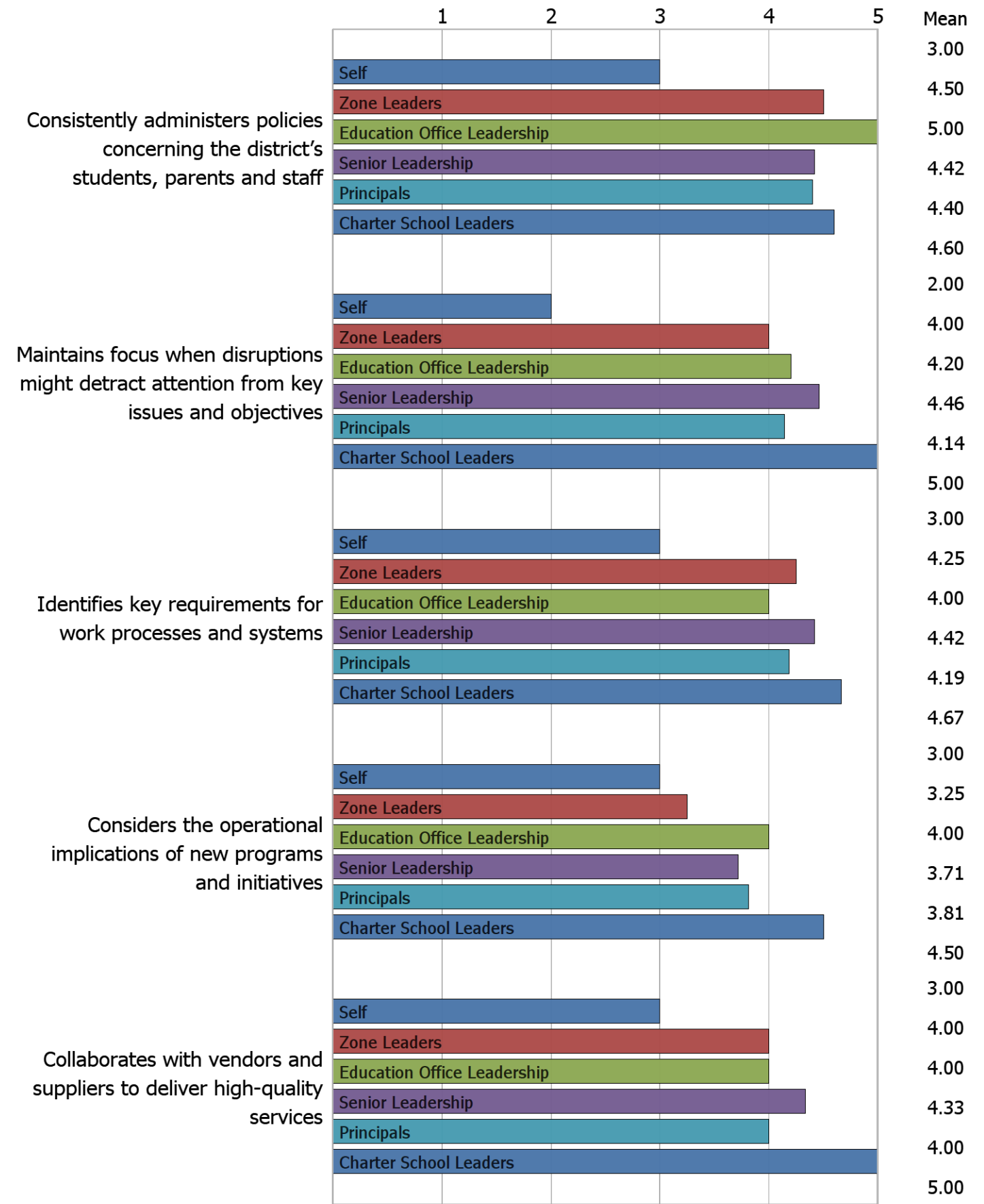
Learning and Improvement



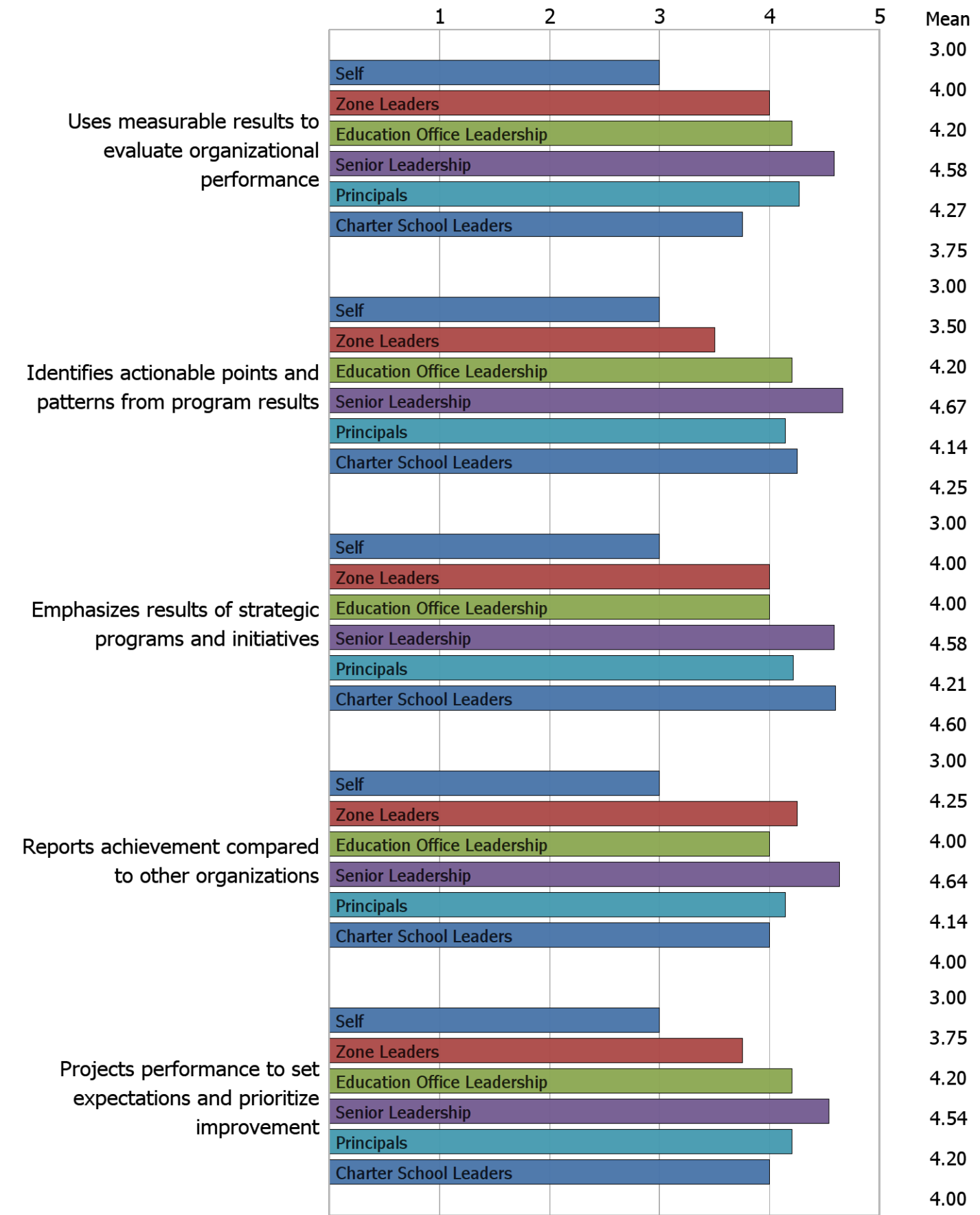
Workforce Service & Development





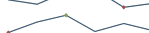






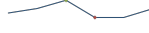






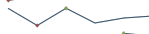

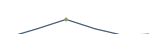







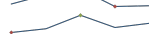
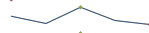




Efficient & Effective Management












Results



Peter Hills CEO 360° Review Trends

Previous Category	Question Text	Q#	2014	2015	2016	2017	2018	2019	6-YR AVG	1-Y Δ	2-Y Δ	3-Y Δ	
	EL/PL Portrays a positive leadership presence for the district	1	4.46	4.62	4.82	4.69	4.59	4.58	4.63	-0.01	-0.11	-0.25	
	EL/PL Models high ethical and professional standards	2	4.54	4.66	4.71	4.71	4.38	4.73	4.62	0.35	0.02	0.02	
	CL Creates a positive leadership culture through the use of sincerity, optimism, and humor	3	4.35	4.27	4.48	4.53	4.22	4.29	4.36	0.07	-0.24	-0.20	
	LC Uses effective presentation skills and techniques when delivering information or ideas	4	4.70	4.76	4.79	4.71	4.75	4.71	4.74	-0.04	0.01	-0.08	
	LPM Creates a view of the future that motivates others	5	4.46	4.53	4.74	4.32	4.10	4.40	4.42	0.30	0.08	-0.34	
	SL Articulates the strategic plan in plain language	6	4.43	4.42	4.56	4.37	4.21	4.44	4.41	0.23	0.07	-0.12	
	SL Links tasks and initiatives to strategic priorities	7	4.41	4.65	4.56	4.43	4.19	4.33	4.43	0.14	-0.10	-0.23	
	SL Effectively plans and manages projects and project teams	8	4.27	4.30	4.34	4.19	3.73	3.97	4.14	0.24	-0.22	-0.37	
	SL Is careful to not “over-initiative” the organization or its stakeholders	9	3.69	3.59	3.65	3.13	3.44	3.64	3.52	0.20	0.51	-0.01	
	SL Monitors and adjusts action plans to improve performance	10						4.04					
	CES Is intentional about communicating with stakeholders about significant changes	11	4.12	4.21	4.38	4.03	4.03	4.21	4.16	0.18	0.18	-0.17	
	CES Understands and responds appropriately to needs of students and parents	12						4.39					
	CES Maintains a clear focus on stakeholder needs and expectations	13	4.31	4.33	4.52	4.09	4.16	4.27	4.28	0.12	0.19	-0.24	
	CES Builds district systems to listen to the voice of the customer	14						4.41					
	CES Considers the needs of special student groups and populations	15						4.41					
	L&I Adapts approaches to new standards and expectations	16	4.44	4.48	4.73	4.59	4.37	4.28	4.48	-0.09	-0.31	-0.45	
	L&I Analyzes academic data and achievements to inform decisions	17	4.16	4.47	4.52	4.44	4.17	4.37	4.35	0.20	-0.07	-0.15	
	L&I Effectively monitors performance and uses observations to inform ongoing improvement	18	4.04	3.97	4.38	4.11	3.80	4.08	4.06	0.28	-0.03	-0.30	
	L&I Maintains a focus on using data to improve organizational performance	19						4.44					
	L&I Adapts or innovates best practices to stimulate improvement	20						4.28					
	WSD Actively works to develop strategies that attract, develop, and retain people with different cultural backgrounds	21	4.57	4.56	4.59	4.36	4.08	4.52	4.45	0.43	0.15	-0.07	
	WSD Assigns individuals to positions and tasks that bring out their best	22	4.19	4.03	4.28	4.10	3.83	4.02	4.08	0.19	-0.08	-0.26	
	WSD Displays trust in others by giving them additional responsibilities	23	4.18	4.24	4.44	4.39	4.37	4.33	4.33	-0.03	-0.06	-0.11	
	WSD Recognizes and respects the contributions and needs of each team member	24	4.21	4.00	4.21	4.03	4.09	4.12	4.11	0.02	0.09	-0.10	
	WSD Stimulates commitment to a collaborative effort through praise and recognition	25	3.92	3.88	3.97	3.91	4.16	4.12	3.99	-0.04	0.20	0.15	
	EEM Consistently administers policies concerning the district's students, parents and staff	26	4.42	4.56	4.72	4.56	4.45	4.48	4.53	0.02	-0.09	-0.24	
	EEM Maintains focus when disruptions might detract attention from key issues and objectives	27	4.06	4.35	4.29	4.32	4.28	4.27	4.26	-0.01	-0.05	-0.02	
	EEM Identifies key requirements for work processes and systems	28						4.24					
	EEM Considers the operational implications of new programs and initiatives	29						3.78					
	EEM Collaborates with vendors and suppliers to deliver high-quality services	30						4.11					
	R Uses measurable results to evaluate organizational performance	31						4.24					
	R Identifies actionable points and patterns from program results	32						4.23					
	R Emphasizes results of strategic programs and initiatives	33						4.29					
	R Reports achievement compared to other organizations	34						4.24					
	R Projects performance to set expectations and prioritize improvement	35						4.21					
Overall AVG			4.23	4.25	4.41	4.21	4.11	4.27	4.24	-0.10	-0.30	-0.14	
Top 10 AVG			4.49	4.60	4.69	4.56	4.44	4.51					
Low 10 AVG			3.95	3.89	4.10	3.85	3.77	4.01					
	EL/PL Values educators as professional leaders	5	4.43	4.52	4.48	4.53	4.47	.	4.49	-0.06	-0.02	-0.05	
	EL/PL Understands and responds appropriately to needs of students	1	4.44	4.68	4.66	4.30	4.43	.	4.50	0.14	-0.22	-0.25	
	CL Values individuals with different ideas and backgrounds	25	4.29	4.29	4.56	4.42	4.35	.	4.38	-0.07	-0.20	0.06	
	SL Accepts setbacks constructively and proceeds with renewed determination	13	4.25	4.45	4.57	4.19	4.21	.	4.33	0.02	-0.35	-0.24	
	CL Is genuinely interested in employee opinions and ideas	23	4.03	4.10	4.33	4.12	4.19	.	4.15	0.08	-0.14	0.10	
	CL Consistently demonstrates respect for others and their ideas	22	4.34	4.21	4.50	4.26	4.19	.	4.30	-0.07	-0.31	-0.02	
	LC Expresses disagreement in a professional and appropriate way	32	4.31	4.26	4.41	4.15	4.13	.	4.25	-0.02	-0.28	-0.13	
	EL/PL Demonstrates instructional and assessment expertise	3	4.19	4.21	4.57	4.20	4.06	.	4.25	-0.14	-0.50	-0.14	

LD Inspires and motivates people and teams to greater levels of performance and commitment	19	4.24	4.39	4.53	4.26	4.06	.	4.30	-0.19	-0.47	-0.33	
LD Creates a safe culture to take responsible risk and learn from mistakes	18	4.12	4.03	4.39	4.29	4.03	.	4.17	-0.25	-0.36	0.00	
LC Seeks out and genuinely listens to other people's perspectives and opinions	29	3.86	4.00	4.18	3.88	4.00	.	3.98	0.12	-0.18	0.00	
LPM Communicates clear performance expectations	34	4.06	4.13	4.35	4.21	3.97	.	4.14	-0.24	-0.39	-0.16	
CL Models and supports balancing work pressures with the need for a healthy family/social life	26	4.25	4.22	4.25	4.10	3.96	.	4.16	-0.14	-0.29	-0.26	
LPM Coaches subordinates to engage in reflective self-evaluation	39	4.14	4.00	4.11	4.00	3.92	.	4.03	-0.08	-0.18	-0.08	
LC Provides others with timely information on issues and decisions that affect their day-to-day work	33	3.97	3.83	4.21	3.90	3.87	.	3.96	-0.03	-0.35	0.03	
LC Is easy to approach with concerns and is open to constructive criticism	31	3.84	3.76	3.97	3.81	3.83	.	3.84	0.02	-0.14	0.07	
LD Provides support and guidance to employees to ensure their ongoing development and success	20	4.16	4.00	4.24	3.89	3.81	.	4.02	-0.07	-0.43	-0.19	
LPM Shares performance feedback that is timely and direct	37	4.00	3.88	4.17	3.88	3.44	.	3.87	-0.44	-0.73	-0.44	