

AGENDA
SPECIAL BOARD OF EDUCATION MEETING
October 23, 2019
Immediately Following the Work Session
Education Service Center – Board Room

- 1.00 Call to Order and Roll Call**
- 2.00 Welcome and Pledge of Allegiance**
- 3.00 Approval of Agenda**

- 4.00 Consent Agenda**
 - 4.01 Action on Minutes of Regular Board of Education Meeting 9/12/2019 – **Garza**
 - 4.02 Action on Matters Relating to Administrative Personnel – **White**
 - 4.03 Action on Matters Relating to Licensed Personnel – **White**
 - 4.04 Action on Matters Relating to Educational Support Personnel – **Evans**
 - 4.05 Action on Matters Relating to Extra Curricular Personnel – **Evans**
 - 4.06 Action on Minutes of Special Board of Education Meeting 9/25/2019 - **Garza**
 - 4.07 District Accountability Advisory Committee (DAAC) Membership – **Hall**

- 5.00 *Open Forum (Topic must be related to agenda item - 3 minute time limit for each speaker)***

- 6.00 Action Items**
 - 6.01 Action on Accreditation of Schools - **Whetstine**
 - 6.02 Action on New and Revised Student Participation Fees - **Gilbert/Sprinz**
 - 6.03 Action on Policy and Procedure Review – **Garza**
 - a. EBCB 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. JICI Weapons in Schools
 - g. JIHB Parking Lot Searches
 - h. JLC Student Health Services and Records
 - i. JLCA Physical Examinations of Students
 - j. JLCB Immunization of Students
 - k. JRCA Sharing of Student Records
 - l. KI Visitors to Schools
 - 6.04 Action on Proposed Job Description for a Director of Data and Performance – **Chief Officer Team**
 - 6.05 Action on New Job Descriptions - **Fletcher**
 - a. Central Registrar-Charter Support
 - b. BASE49 Administrative Assistant
 - 6.06 Action on Revised Job Descriptions - **Fletcher**
 - a. BASE49 Assistant Manager
 - b. BASE49 Manager
 - c. BASE49 Site Aide
 - d. BASE49 Site Assistant
 - e. BASE49 Site Leader

- 6.07 Action on New Job Description: Facilities Project Manager – **Almeida**
- 6.08 Action on Transportation Policy Review - **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
- 6.09 Action on Meal Price Increases - **Deines-Henderson**
- 6.10 Action on New Course Proposals - **Stuart**
 - a. Quantitative Literacy with Math Capstone
 - b. Student Council Leadership (Honors)
- 6.11 Action on Revised Policy BEDH Public Participation at Board Meetings – **Hilts**
- 6.12 Action on Addition of Business Office Staff – Payroll Technician – **Ridgway**
- 6.13 Items Removed from Consent Agenda

- 7.00 Information Items**
- 7.01 Process Improvement Update - **Garza**
 - a. EBCB-R Safety Drills
 - b. JICF-R Secret Societies/Gang Activities
 - c. JLCB-E Immunization of Students
- 7.02 Expulsion Information - **Lemmond**
- 7.03 Student Study Trips – **Seeley**
- 7.04 Current Legal Issues – **Ridgway/Hathaway**
- 7.05 Board Sub-Committee Minutes – **Garza**
- 7.06 Job Descriptions-Administrative Revisions – **Andersen**

- 8.00 Other Business**
- 8.01 Executive Session: Pursuant to C.R.S. 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification for Chief Education Officer evaluation and review

- 9.00 Adjournment**

DATE OF POSTING: October 17, 2019

Donna Garza
Executive Assistant to the Board of Education

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

BOARD MEETING OF: October 23, 2019

PREPARED BY: D. Garza, Executive Assistant to the Board

TITLE OF AGENDA ITEM: Approval of Minutes of Regular Board of Education Meeting
9/12/19

ACTION/INFORMATION/DISCUSSION: Consent Agenda-Action

BACKGROUND OR RATIONALE

Board review and approval is required prior to posting minutes.

RELEVANT DATA AND EXPECTED OUTCOMES:

Once approved by the board, the minutes will be posted on the district website.

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda, including the minutes from the September 12th regular board of education meeting.

APPROVED BY: Dave Cruson, Board Secretary

DATE: October 11, 2019

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

BOARD MEETING OF: October 23, 2019

PREPARED BY: Melanie White, Human Resources Manager

TITLE OF AGENDA ITEM: Approval of Matters Relating to Administrative Personnel

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

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

DATE: October 11, 2019

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

BOARD MEETING OF: October 23, 2019

PREPARED BY: Melanie White, Human Resources Manager

TITLE OF AGENDA ITEM: Approval of Matters Relating to Licensed Personnel

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

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

DATE: October 11, 2019

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

BOARD MEETING OF: October 23, 2019

PREPARED BY: Nicole Evans, Human Resources Manager

TITLE OF AGENDA ITEM: Approval of Matters Relating to Educational Support Personnel

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

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

DATE: October 11, 2019

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

BOARD MEETING OF: October 23, 2019

PREPARED BY: Nicole Evans, Human Resources Manager

TITLE OF AGENDA ITEM: Approval of Matters Relating to Extra-Curricular Personnel

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

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

DATE: October 11, 2019

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

BOARD MEETING OF: October 23, 2019

PREPARED BY: D. Garza, Executive Assistant to the Board

TITLE OF AGENDA ITEM: Approval of Minutes of Special Board of Education Meeting
9/25/19

ACTION/INFORMATION/DISCUSSION: Consent Agenda-Action

BACKGROUND OR RATIONALE

Board review and approval is required prior to posting minutes.

RELEVANT DATA AND EXPECTED OUTCOMES:

Once approved by the board, the minutes will be posted on the district website.

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda, including the minutes from the September 25th special board of education meeting.

APPROVED BY: Dave Cruson, Board Secretary

DATE: October 11, 2019

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

<u>BOARD MEETING OF:</u>	<u>October 23, 2019</u>
<u>PREPARED BY:</u>	<u>Deb Hall, Administrative Assistant to Culture & Services</u>
<u>TITLE OF AGENDA ITEM:</u>	<u>District Accountability Advisory Committee Appointments</u>
<u>ACTION/INFORMATION/DISCUSSION:</u>	<u>Consent Agenda - Action</u>

BACKGROUND OR RATIONALE:

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

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

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

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

The enclosed membership applications include the name of one DAAC member for the 2019- 2021 school years for your approval. At a minimum they are required to review the District Improvement Plan, charter school applications, recommend the prioritization of expenditures of school district funds, review district assessments and report on the educational and safety performance of the district.

RELEVANT DATA AND EXPECTED OUTCOMES:

Recommended DAAC members: Rick Dahlman-BLR, Melanie Holts-FES, Beverly Oliver-RMCA, Janna Colburn-RES, Katie Newbill-FHS, Shawn Healy-MRES, Gina Bodenhausen-SES, Gabriel Cardenas-GPA, Tabatha Higgins-SSAE, Jennifer Penny- RES, Kathleen Tavernier-DAAC Admin. Rep-Charter, Dr. Christopher Linksi- DAAC Admin. Rep-Elementary, Lauren Stuart- DAAC Admin. Rep-High School, DAAC members have already committed to the responsibilities of their charge through state statue and will report out their accomplishments until they are unable to do so or a new member is appointed.

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	<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 #5— Customize our educational systems to <u>launch each student toward success</u></p>	<p>The DAAC is the primary system of formal accountability to our community.</p> <p>Community participation on the DAAC gives senior leaders input from all stakeholders.</p>
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RECOMMENDED COURSE OF ACTION/MOTION REQUESTED I move to approve the appointments of the members of the District Accountability Advisory Committee listed as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 11, 2019

BOARD OF EDUCATION ITEM 6.01
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: October 23, 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 Special Meeting October 23, 2019
Item 6.01 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: October 17, 2019



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

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.

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

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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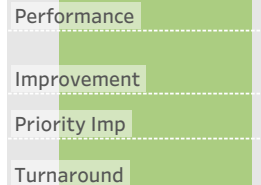
Levels: EMH - (1-Year)

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.

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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).

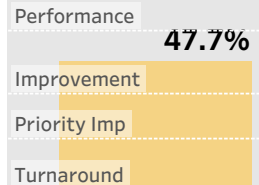
† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

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).

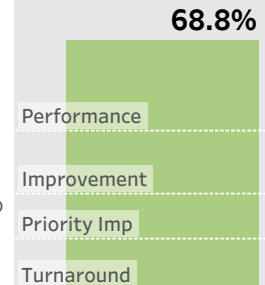
† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

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

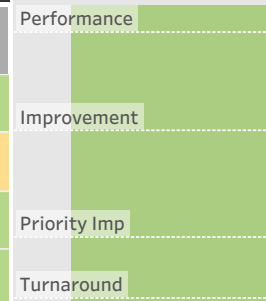
AEC: Performance

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.

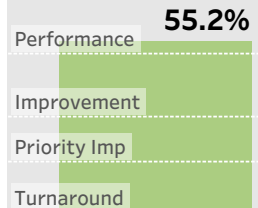
(*) Not Applicable; (-) No Reportable Data

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%

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	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).

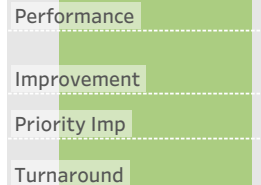
† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

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).

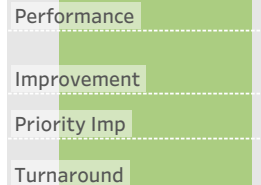
† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

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.

60.3%

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.

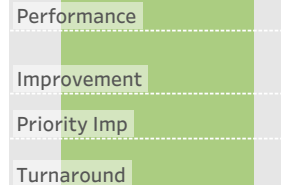
(*) Not Applicable; (-) No Reportable Data

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.

 Performance **53.7%**

Improvement

Priority Imp

Turnaround

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.

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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.

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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).

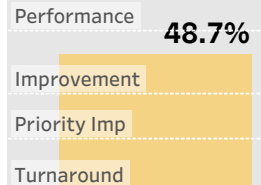
† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

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).

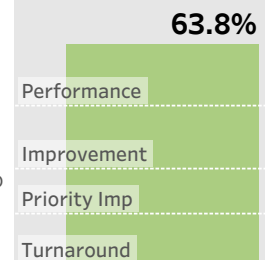
† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

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.

Plan Type
Official Rating based on 1-Year SPF Report

Improvement Plan: Decreased due to Participation

68.9/100

68.9%

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	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

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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.

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Levels: EMH - (Multi-Year)

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.

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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

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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

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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 6.02
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: October 23, 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 Regular Meeting October 23, 2019
Item 6.02 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: October 11, 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

23-315-14-0700-1740000-0000-000000000 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.)		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>
23-315-14-0700-0390000-0000-000000000	State HOSA Dues			\$10.00	\$250.00
23-315-14-0700-0390000-0000-000000000	National HOSA Dues			\$10.00	\$250.00
23-315-14-0700-0690000-0000-000000000	T-Shirts			\$8.00	\$200.00
23-315-14-0700-0690000-0000-000000000	Meeting Expense, Online Testing Fee			\$7.00	\$175.00
23-315-14-0700-0580000-0000-000000000	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	\$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
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	<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
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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.)		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
Budgeted Program Expenses					
Account Number	Expense			Per Pupil	Program Cost
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
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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

23-141-14-0011-1740000-0000-000000000 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>
23-141-14-0011-0851000-0000-000000000	Field Trip			\$7.50	\$405.00
23-141-14-0011-0690000-0000-000000000	Friday Folder			\$1.00	\$54.00
23-141-14-0011-0690000-0000-000000000	Classroom Consumables			\$5.00	\$270.00
23-141-14-0011-0690000-0000-000000000	Classroom Art Supplies			\$2.50	\$135.00
23-141-14-0011-0690000-0000-000000000	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: 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

23-141-14-0012-1740000-0000-000000000 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.)		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
Budgeted Program Expenses					
Account Number	Expense			Per Pupil	Program Cost
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

23-141-14-0013-1740000-0000-00000000 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.)		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

23-141-14-0015-1740000-0000-00000000 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
<u>Budgeted Program Expenses</u>					
<u>Account Number</u>	<u>Expense</u>			<u>Per Pupil</u>	<u>Program Cost</u>
23-141-14-0015-0851000-0000-00000000	Field Trip			\$10.00	\$540.00
23-141-14-0015-0690000-0000-00000000	Friday Folder			\$1.00	\$54.00
23-141-14-0015-0690000-0000-00000000	Classroom Consumables			\$5.00	\$270.00
23-141-14-0015-0690000-0000-00000000	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
 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
<u>Budgeted Program Expenses</u>					
<u>Account Number</u>	<u>Expense</u>			<u>Per Pupil</u>	<u>Program Cost</u>
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
<u>Budgeted Program Expenses</u>					
<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		<u>Free</u>	<u>Reduced</u>	<u>Pay In Full</u>	<u>Total</u>
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
<u>Budgeted Program Expenses</u>					
<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 6.03
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: October 23, 2019

PREPARED BY: D. Garza, Executive Assistant to the BOE

TITLE OF AGENDA ITEM: Policy and Procedure Review

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

No.	Designation	Title	Reviewed by	Recommendations
6.03a	EBCB	Safety Drills	D Watson	Minor revisions
6.03b	GBEC	Alcohol and Drug-Free Workplace	D Watson P Andersen	Reviewed; no revisions
6.03c	JHB	Truancy	L Fletcher	Minor revisions
6.03d	JHCA	Open/Closed Campus	D Watson	Reviewed; no revisions
6.03e	JICB	Care of School Property by Students	D Watson	Minor revisions
6.03f	JICI	Weapons in Schools	D Watson	Minor revisions
6.03g	JHIB	Parking Lot Searches	D Watson	Reviewed; no revisions
6.03h	JLC	Student Health Services and Records	N Lemmond	Updated to reflect current practice
6.03i	JLCA	Physical Examination of Students	N Lemmond	Reviewed: no revisions
6.03j	JLCB	Immunization of Students	N Lemmond	Reviewed; no revisions Recommend repeal of exhibit-CDE form
6.03k	JRCA	Sharing of Student Records	D Watson	Minor revisions
6.03l	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 Special Meeting October 23, 2019
Item 6.03 continued

<div data-bbox="121 394 147 514" data-label="Text"> <p>Strategy</p> </div> <div data-bbox="155 262 802 655" data-label="Text"> <p>Rock #1—Establish enduring <u>trust</u> throughout our community Rock #2—Research, design and implement programs for intentional <u>community</u> participation Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #7— Customize our educational systems to <u>launch each student toward success</u></p> </div>	<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: October 11, 2019

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	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	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

~~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 6.04
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: October 23, 2019

PREPARED BY: Peter Hilts, Chief Education Officer

TITLE OF AGENDA ITEM: Job Description for a Director of Data and Performance

ACTION/INFORMATION/DISCUSSION: Action

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 Special Meeting October 23, 2019
Item 6.04 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.

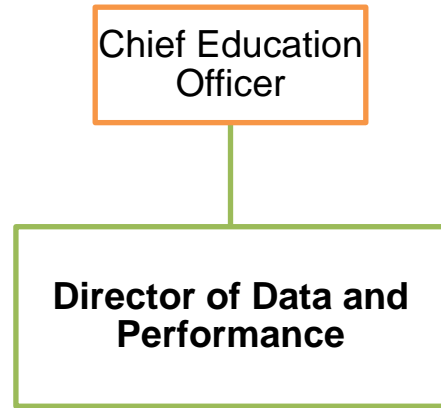
APPROVED BY: Pedro Almeida, Peter Hilts, and Brett Ridgway

DATE: October 11, 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^{FZ}, 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.

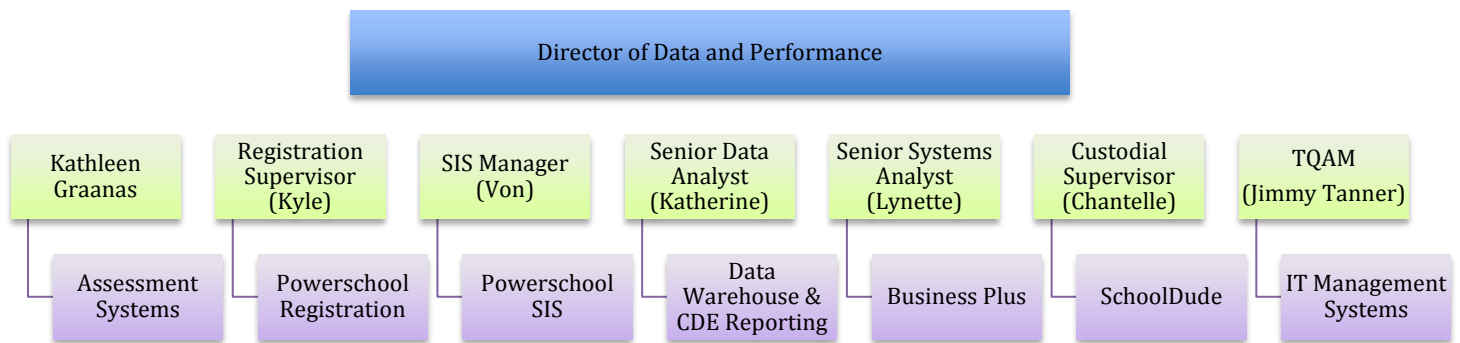
Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, coordinate, instruct, evaluate, use interpersonal skills, and compile. Frequently required to synthesize and analyze. Occasionally required to compare and copy.

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 6.05A
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: October 23, 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 Special Meeting October 23, 2019
Item 6.05a 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.

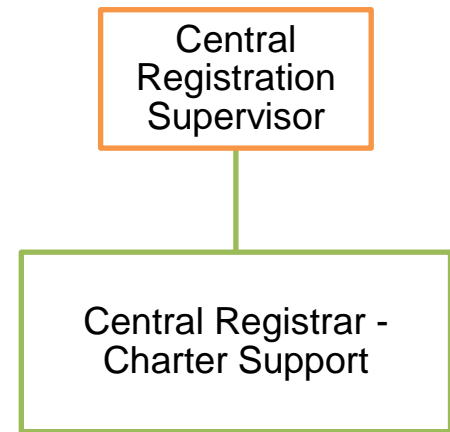
APPROVED BY: Brett Ridgway, Chief Business Officer and Peter Hilts, Chief Education Officer

DATE: October 11, 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.

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 6.05B
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: October 23, 2019

PREPARED BY: Louis Fletcher, Director of Culture & Services

TITLE OF AGENDA ITEM: BASE49 Administrative Assistant

ACTION/INFORMATION/DISCUSSION: Action

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 Special Meeting October 23, 2019
Item 6.05b 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.

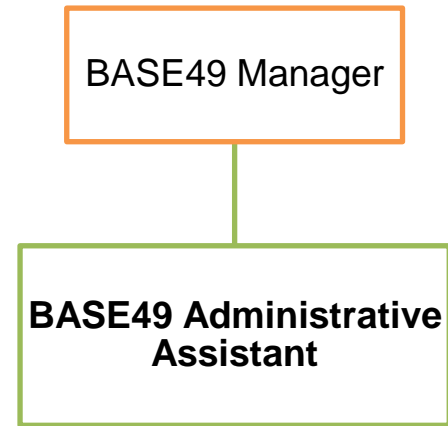
APPROVED BY: Peter Hiltz, Chief Education Officer and Brett Ridgway, Chief Business Officer

DATE: October 11, 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.

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- 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 6.06
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: October 23, 2019

PREPARED BY: Louis Fletcher, Director of Culture & Services

TITLE OF AGENDA ITEM: Revised Job Descriptions

ACTION/INFORMATION/DISCUSSION: Action

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 October 23, 2019
Item 6.06 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 7.06 forward for action at the next regular board meeting.

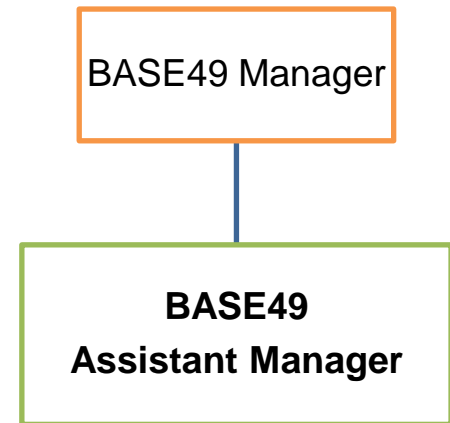
APPROVED BY: Peter Hilts, Chief Education Officer and Brett Ridgway, Chief Business Officer

DATE: October 11, 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.

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- 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.

-
- 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:

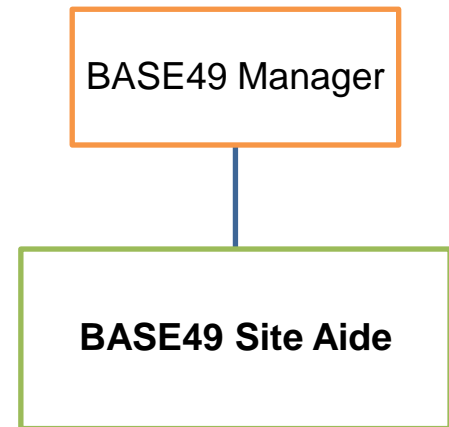
While performing the duties of this job, the employee will work primarily in a usual office or school environment. Must be willing and able to travel to each location. ~~in personal vehicle.~~

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.

-
- 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:	Kids' Corner 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:	Kids' Corner BASE49 Program
Reports To:	Kids' Corner BASE49 Manager
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 4

Related Organization Chart



SUMMARY: The ~~Kids' Corner~~BASE49 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.

-
- 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 6.07
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: October 23, 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	

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Item 6.07 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: October 11, 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 6.08
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: October 23, 2019

PREPARED BY: Jack Pietraallo, Director of Transportation

TITLE OF AGENDA ITEM: Transportation Policy Review

ACTION/INFORMATION/DISCUSSION: Action 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 to approve the five updated policies in item 7.05 as recommended by the administration.

APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: October 11, 2019

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 7.09
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: October 105, 2019

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

TITLE OF AGENDA ITEM: Meal Price Increase

ACTION/INFORMATION/DISCUSSION: Acion

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

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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 26, 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

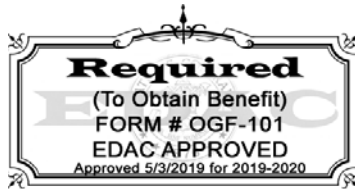
Applying for an Exemption, SFA must submit the Nonprofit Food Service Account Balance Sheet as of 12/31/18 to GFPLE@cde.state.co.us.

(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 6.10A
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: October 23, 2019

PREPARED BY: Lauren Stuart, Math Teacher

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

ACTION/INFORMATION/DISCUSSION: Action

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.

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Item 6.10a 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: With board consensus, move to approve Quantitative Literacy with Math Capstone course at Sand Creek High School.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 11, 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 6.10B
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: October 23, 2019

PREPARED BY: Lauren Stuart, Student Council Advisor

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

ACTION/INFORMATION/DISCUSSION: Action

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

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Item 6.10b 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 to approve the Student Council Leadership Course (Honors) at Sand Creek High School as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 11, 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](#)

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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 ITEM 6.11
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: October 23, 2019

PREPARED BY: Peter Hilts

TITLE OF AGENDA ITEM: Policy BEDH Public Participation

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

The board has a long tradition of inviting public input during an open forum agenda item at regular meetings. That tradition includes reasonable limitations on time and content to balance the efficiency of the meeting agenda with preserving the privilege of public input while balancing protections for individuals who might be a subject of public comment. This revision makes the protection of individuals more explicit.

RELEVANT DATA AND EXPECTED OUTCOMES:

The expected outcome is that the board chair will have greater clarity about framing public comments and intervening if the forum becomes a venue for personal attacks against individual staff members.

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

The revision attempts to set a more optimal balance between our values of trust, respect, care and learning.

Culture	<p>Inner Ring—How we treat each other</p> <p>Outer Ring—How we treat our work</p>	<p>The proposed revision increases the practice of care without undermining the value of trust.</p> <p>The proposed revision increases the efficiency and clarity of our work.</p>
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 #5— Customize our educational systems to <u>launch each student toward success</u></p>	<p>The proposed revision maintains our strategic priority of community engagement.</p>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: We recommend that the board approve revisions to policy BEDH.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 11, 2019

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Public Participation at Board Meetings
Designation	BEDH
Office/Custodian	Board of Education/Executive Assistant to the BOE

Title Public Participation at Board Meetings
 Designation BEDH
 Office/Custodian Board of Education/Executive Assistant to the BOE

All regular and special meetings of the Board shall be open to the public. The Board welcomes and appreciates comments on school operations and programs in District 49. Open forum time shall be scheduled during board meetings, except at work sessions, for brief comments and questions from the public. A sign-up sheet will be available for individuals at the beginning of the school board meeting. The Board shall limit the total length of public participation to thirty minutes and ~~a time limit~~ the length of ~~for~~ individual comments ~~speakers of~~ to three minutes.

Members of the public wishing to make formal presentations before the Board must notify the Executive Assistant to the Board of Education fourteen days prior to the Board meeting date and receive approval from the Board president.

During open forum, comments and questions at a regular meeting may deal with any topic related to the Board's conduct of the schools. Comments at special meetings are limited to topics on the agenda. Speakers are asked to make comments in a respectful and orderly manner. To fulfil our values of trust and respect, we decline to create a forum for attacks or criticism against specific staff members, students, or other stakeholders. Therefore, with the exception of members of the board or the chief officers, Ppersonal complaints against any individuals connected with the school system are prohibited in this forum. Therefore, as soon as an individual employee's name is mentioned with any negative, derogatory, or accusatory perspective, that speaker's comment time shall end immediately. Multiple violations may result in a suspension of any speaker's ability to participate in open forum. The speaker may seek regain the privilege to speak at open forum through the grievance process.

The Board president shall be responsible for recognizing all speakers, maintaining proper order and adherence to time limits. Follow-up action items may be assigned to the appropriate Chief Officer depending on the nature of the comments. Members of the public will not be recognized by the president during Board meetings except as noted in this policy.

In addition to public participation time during Board meetings, the Board is committed to engaging members of the community on an ongoing basis regarding community values about education. The public may contact the Board of Education members by phone, letter or via email through the District website, d49.org at any time.

- Adopted: September 3, 1998
- Revised: February 11, 2010
- Revised: April 9, 2015
- Reviewed: July 12, 2018
- Revised: October 10, 2019

LEGAL REFS:

- C.R.S. 24-6-401 et seq. (*open meetings law*)

CROSS REF:

KE, Public Concerns and Complaints
BEDB, Agenda

BOARD OF EDUCATION ITEM 6.12
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: October 10, 2019

PREPARED BY: Brett Ridgway, Chief Business Officer

TITLE OF AGENDA ITEM: Addition to Business Office Staff – Payroll Technician

ACTION/INFORMATION/DISCUSSION: Special Meeting Action

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: Move to approve the addition of staff to the Business Office of one Payroll Technician.

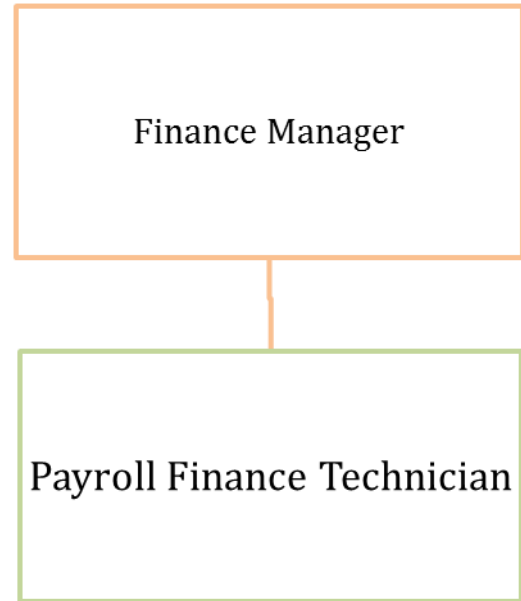
APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: October 17, 2019

PAYROLL FINANCE TECHNICIAN

Job Title:	Payroll Finance Technician
Initial:	November 1, 2006
Revised:	February 2014
Work Year:	261 Days
Office:	Business
Department:	Finance
Reports To:	Finance Manager
FSLA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 10

Related Organization Chart



SUMMARY:

Responsible for general accounting and assist with monthly payroll duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The following statements of essential functions, responsibilities, frequencies, and percentages are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties, responsibilities, frequencies, and percentages may vary depending upon building assignments and other factors. To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Input and verify payroll information such as timesheets, new employee information, insurance, etc. and file payroll bills.
- Verify and review money for deposits. Review, approve, and process all check requests for high school activity accounts.
- Approve account numbers and purchase information on all purchase requisitions. Process bi-monthly account payables checks for all district funds. Keep up to date on CDE accounting changes and make required adjustments in the system. Back up purchase order process when necessary.
- Answer questions from employees on all accounting and payroll issues.
- Verify employee information requested from outside finance institution.
- Sort mail daily and keep track of bulk mail.
- Review all NSF checks, send to Global Payments for payment and track all payments received.
- Reconcile activity cash accounts for all schools and ensure proper policies and procedures are in place.

and followed.

- Run complete payroll in payroll manager's absence, including processing payroll checks, bills, taxes, incoming mail, questions, input, sorting, etc.
- Develop journal entries, including assisting schools and departments to research transactions for the end of the month.
- Run reports for High School activity accounts for Sponsors.
- Train new building and school secretaries on finance policies and procedures and act as liaison between schools, secretaries, departments and Central Office.
- Gather information for auditor as needed from schools and departments in the District.
- Perform other duties as assigned.

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

EDUCATION AND TRAINING:

- High school diploma or equivalent, plus specialized courses in accounting or business.

EXPERIENCE:

- One year and up to and including two years of experience in book keeping and/or payroll.

SKILLS and KNOWLEDGE:

- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Basic math and accounting skills.
- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to diffuse and manage volatile and stressful situations.

CERTIFICATES, LICENSES, & REGISTRATIONS:

- Criminal background check required at time of hire.
- Valid Colorado driver's license.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with general office equipment, including telephones, copier, fax machine, calculator etc.
- Operating knowledge of accounting software preferred at hire.

SUPERVISION AND TECHNICAL RESPONSIBILITIES:

- This position reports the Finance Manager.
- This position has no supervisory responsibilities.

The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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. The employee frequently is required to talk and hear. The employee is occasionally required to stand; walk; climb or balance; stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, color vision, and ability to adjust focus.

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 compare, analyze, communicate, copy, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, compile and negotiate.

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

BOARD MEETING OF: October 23, 2019

PREPARED BY: D. Garza, Executive Assistant to the BOE

TITLE OF AGENDA ITEM: Process Improvement Update

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

We seek to continuously improve our processes in the district.

RELEVANT DATA AND EXPECTED OUTCOMES:

Administrative regulation development, revision and systematic review of district policies are designed to increase the probability of an effective and efficient school system.

No.	Designation	Title	Reviewed by	Recommendations
8.01a	EBCB-R	Safety Drills	D Watson	Minor revisions
8.01b	JICF-R	Secret Societies/Gang Activities	D Watson	Minor revisions
8.01c	JLCB	Immunization of Students	N Lemmond	Reviewed; no revisions Recommend repeal of exhibit-CDE form

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	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.
	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: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

DATE: October 17, 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	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

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 OF EDUCATION ITEM 7.02
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: October 23, 2019

PREPARED BY: N. Lemmond, Executive Director of Individualized Education

TITLE OF AGENDA ITEM: Expulsion Information

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

See attached confidential sheet for list of expulsions in September 2019 per board policy.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Ensures compliance with all Colorado Revised Statutes. Provide alternative pathways to students that align with 49 Pathways Initiative.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 17, 2019

BOARD OF EDUCATION ITEM 7.03

BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: October 23, 2019

PREPARED BY: Barbara Austin-Seeley, Executive Assistant to CEO

TITLE OF AGENDA ITEM: Student Study Trips

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

FHS

CU Madrigal Festival

Depart-11/5/19 Return-11/5/19

37 Students will attend this trip.

Cost of the trip is 0 and will include transportation.

FHS Chamber Choir students will experience preparing music that will be sung with approx. 20 other high school choirs. The festival has the feel of an auditioned honor choir but includes the entire FHS Chamber Choir class.

Students will also perform one song of their own for the other choirs.

Fundraising will not be part of this trip.

FMS

Madrid, Paris & Rome trip

Depart-3/15/21 Return-3/26/21

20 Students will attend this trip.

Cost of this trip will be \$3,900 per student and includes transportation, meals, lodging, insurance and tours.

This trip is designed to:

Explore international destinations to gain awareness of global perspectives and connections.

Promote international understanding, respect for different cultures, language learning and global citizenship.

Align school curricula to bring subjects, people and events to life.

Provide global settings to sharpen key 21st century skills - critical thinking, problem solving, communication, collaboration and global competence.

Develop interpersonal and leadership skills necessary to navigate new experiences with confidence and adaptability.

Fundraising will not be part of this trip.

WHES

Washington DC trip

Depart 10/13/20 Return-10/16/20

20 Students will attend this trip.

Cost of the trip will be \$1,889 per student and includes transportation, meals, lodging, insurance and tours.

Students will experience US History with interactive hands on activities at actual historical sites, museums, and memorials.

I will have periodic parent meetings to prepare for the trip.

All tours will be educational and students will complete journals.

Fundraising will not be part of this trip.

VRHS

Old West Show Choir Competition in Scottsbluff, NE

Depart-11/1/19 Return-11/3/19

50 Students will attend this trip.

Cost of this trip will be \$75 and includes transportation, meals and lodging.

Students will work together competitively to perform the show we produced, choreographed, and learned all the music for. It's challenging physically because they dance for 30 minutes straight while singing. They also compete against 25 other schools so they have the opportunity to watch other work and self-evaluate and critique themselves in hopes to continue to improve their performance. It teaches grit because they can't give up regardless of judge comments. Having a judge critique teaches kids that we always have something to improve on and in some cases, teaches how to embrace rejection if they don't place. The can then ask themselves how to improve which is a life skill we hope kids leave high school with

Fundraising will be part of this trip.

SRES

Camp Elim Trip to Woodland Park, CO

Depart-4/29/20 Return-5/1/20

100 Students will attend this trip.

Cost of the trip will be \$135 per student and includes transportation, meals, lodging and insurance.

Students will participate in many activities where they will be taught skills such as teamwork, perseverance, and creative thinking skills. These activities include STEM activities taught by the teachers as well as outdoor activities (climbing wall, high ropes course, etc.) taught by the camp staff.

Fundraising will not be part of this trip.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Travel study is an important component of an appealing education, and participation in student leadership is central to our commitment to be the best district for leaders.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information Only.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 11, 2019

BOARD OF EDUCATION ITEM 7.04
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: October 23, 2019

PREPARED BY: Shannon Hathaway, Risk & Benefits Manager

TITLE OF AGENDA ITEM: Current Legal Issues

ACTION/INFORMATION/DISCUSSION: Information - Confidential

BACKGROUND OR RATIONALE

With an organization the size of District 49, serving 20,000+ plus students, with 2,000 + employees and a constituency of over 85,000, with 80 busses on the road every day, serving the public good in public education, there will always be legal situations in at hand. This report will be a regular, confidential, information item so that the Board can be aware of what current issues, what that issue is about, and who is involved.

RELEVANT DATA AND EXPECTED OUTCOMES:

District 49 .Business Office Staff, along with legal counsel will always work to protect the institution and ideals of public education, pursuing the best possible outcome on each legal situation. Sometimes, the best outcome does involve a settlement or other action that is recommended by either legal counsel or insurance representatives.

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

C u l t u r e	Inner Ring —How we treat each other Outer Ring —How we treat our work	<i>Handling legal issues with intentionality for the appropriate outcome, to protect the District, its vision and mission, supports cultural priorities.</i>
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 Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	<i>Risk Management is not about simply avoiding risk, but measuring the cost and feasibility of various levels of risk avoidance against potential lost opportunity. Risk is not simply monetary, but perceptual and strategic as well. Our Risk Management strives to balance these priorities in support of the district vision, mission, culture and strategic goals.</i>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No action necessary – information only. All information presented in this item should be kept strictly confidential. ****No changes from last month.****

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: October 11, 2019

BOARD OF EDUCATION ITEM 7.05
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: October 23, 2019

PREPARED BY: D. Garza, Executive Assistant to the Board

TITLE OF AGENDA ITEM: Board Sub-Committee Minutes

ACTION/INFORMATION/DISCUSSION: Information Item

BACKGROUND OR RATIONALE

At the 2018 Annual Peak Planning meeting the Board requested the inclusion of board sub-committee minutes as an information item in the board packet.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Dave Cruson, Board Secretary

DATE: October 11, 2019

District Accountability Advisory Committee (DAAC) Minutes

August 27, 2019

Call Meeting to Order: 6:06

Introductions: PPEC, FMS, FHS, Ridgeview, ALLIES, Remington, Grand Peak Academy, Vista Ridge, Middle school rep for district, parent in district, Springs Ranch, Falcon ES, Patriot HS, RMCA, Community Rep (Carrie), Rick visiting D49 BOE candidate for running director Dist 2 board position, WHES, MRES, Skyview, Deb Hall, Josh Fry Board of Education, Banning Lewis, Horizon, Sand Creek HS, Communication department.

Approval of Agenda: Approved

Approval of Minutes: Approved

Administration Update: Louis Fletcher - Everything is beautiful!

Board Update: Joshua Fry There are a few board seats opening up. Board meeting August 28, 2019 @ 6:00 PM.

Presentations: Samantha Dosen-Himelrick, Communication

D49.org Refresh - presentation on how the website is going through an upgrade. DAAC was used as a focus group as they were given labels and files that are currently on the webpage. DAAC members were asked to categorize the files into main files.

Subcommittee updates:

Budget/MLO (meets 4:30 before DAAC):

- The committee overviews the budgets that are submitted. Most of the committees activity is with the mil levy overrides 3A & 3B.. 3A is looked at all meetings.
- They did meet over the summer to work on getting the 3B items completed. FHS had priority 3 money remaining and refresh & refurbish funds. The SAC wanted to merge the money together to be used for a greenhouse. That was approved.
- 3A mil levy has teacher retention, security, technology.
- Feedback from SAC's on 3A mil levy funds for consumables.

Bylaws (4:15 after agenda setting meeting):

- No meeting this month.

Charter: May - early June, 2 charter school applications were conditionally approved and were asked to continue to follow conditions in order to be ready to open. One charter application was denied. Committee usually does not have first meeting until Spring.

Parent Engagement (meet at 5:15 prior to DAAC) - Met August 27, 2019, reviewed what they discussed last year. Also talked about what they can do for this school year.

Restorative Practices (meets quarterly, November 13, February 12, May 13 4:00 @ Creekside room 122)

- They are planning the second annual conference.

Next meeting: September 24, 2019 at the Education Service Center in the Board Room

- Volunteers are needed, to help contact Lea Holland lholland@d49.org
- Conference November 6-8, 2019, at Great Wolf Lodge
- Next Ramp meeting is November 13 at Creekside, room 122, at 4:00pm.
- Ramp meetings remainder of the year: February 12th, May 13th, Creekside, room 122, 4:00
- Leaders presented in Belgium earlier this year.

Unified Improvement Plan:

- Motion made by Patty and seconded by Sharon to change name from Unified Improvement Plan to Continuous Improvement Planning Committee. Voted and approved by DAAC.
- Upcoming meeting to be announced.

Unfinished Business: None

New Business:

- SAC/DAAC CDE Training, September 19, 2019, 5:30-7:30, register via Links on attached flyer Vista Ridge HS Multi-purpose room
 - This will be sent to all staff and parents in the district.
 - Food will be provided.
 - Daycare for K - 5 is available upon reservation
 - Register by September 10
- Talk about moving the approval of the DAAC minutes to the end of each meeting to assist in getting the minutes included in the board packets in a timely manner.
 - Motion was made by John and seconded by Patty to move the approval of the minutes to the end of DAAC meeting instead of at the beginning of the next board meeting. Motion was approved.
- SAC chairs and DAAC members need to complete an application and turn into DAAC for review and approval.
- SAC's need to meet at least quarterly. Agenda has to be posted to school website.
- SAC dates should be emailed to d49daac@d49.org

SAC Reports:

- FMS - there was no meeting.
- FHS - met over summer to discuss greenhouse. Have not met since school started.
- PPEC - September 9 next meeting.
- RVES - August 8 last meeting did get sunshades for playground
- ALLIES - CMAS scores moved them to priority improvement. 1 point from performance
- RMES - nothing at this time
- Grand Peak Academy - September 17 keys will be given to new building, trunk & treat will be at the new school. Cutting ribbon ceremony TBD.
- VRHS - meeting will be September 4. Will promote September 19 training.
- SES - no update at this time
- SRES - no update at this time
- FES - September 26 next meeting
- PHS - purchased a social emotional curriculum. Every student uses the curriculum daily. Updates to building.
- RMCA - at back to school night had SAC info available.

Next meeting: September 24, 2019 at the Education Service Center in the Board Room

- WHES - no update at this time
- MRES - no update at this time
- SMS - Have had several people interested in SAC.
- BL- September 17 next meeting
- HMS - no update at this time.
- BRES - no update at this time
- Springs Studio - September 9 meeting with food
- SCHS - September 17 next meeting

Minutes were approved by unanimous consent.

Adjournment:

NOTE: DAAC meeting dates: September 24th, October 29th, (No November Mtg), December 3rd, January 21st, February 25th, March 10th, April 21st, May 12th with agenda setting meeting: September 10th, October 8th, November 12th(for Dec), January 7th, February 11th, February 25th(for March), April 7th, April 28th(for May)

Next meeting: September 24, 2019 at the Education Service Center in the Board Room



Regular Meeting of EDUCATION reENVISIONED BOCES

Held in Excellence Lab of Creekside Success Center

3850 Pony Tracks Drive, Colorado Springs, CO 80922

Tuesday Evening, August 27, 2019 at 4:07pm

Board President Don Griffin in the Chair, and Annette Ridgway acting as Secretary

Guests/Staff in Attendance: Ken Witt, Annette Ridgway, Brad Miller, Nicole Tiley, Renae Roth, William Johnston, Jackie Burhans

Guest/Staff on Conference Call: Kindra Whitmyre, Amy Attwood

Board of Directors Roll Call:

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	Snowberger
Here		X	X	X	X	X arrived at 4:09pm and left before adjournment
NOT Here	X					

Approval for the Agenda:

Motion: LaVere-Wright, to approve agenda.

Second: Richard

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	Snowberger
Voted AYE		X	X	X	X	
Voted NAY						
Not at mtg.	X					X
Abstain						

Approval for Consent Agenda:

Motion: LaVere-Wright, to approve minutes from June 18, 2019

Second: Harris

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	Snowberger
Voted AYE		X	X	X	X	X
Voted NAY						
Not at mtg.	X					
Abstain						



Approval for Agenda Action Items:

A. Colorado Literacy & Learning Center (CLLC) School Approval

Motion: LaVere-Wright, to authorize staff to enter into contract negotiations with CLLC to operate a school as proposed in response to the Education reEnvisioned RFP.

Second: Harris

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	Snowberger
Voted AYE		X	X	X	X	X
Voted NAY						
Not at mtg.	X					
Abstain						

B. Adoption of Strategic Plan

Motion: LaVere-Wright, to adopt the strategic plan as presented and discussed at the June 2019 regular board meeting of the Education reEnvisioned BOCES

Second: Snowberger

Motion Passed:

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	Snowberger
Voted AYE		X	X	X	X	X
Voted NAY						
Not at mtg.	X					
Abstain						

Approval to Adjourn at 4:55pm:

Motion: LaVere-Wright, approval to adjourn

Second: Harris

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	Snowberger
Voted AYE		X	X	X	X	
Voted NAY						
Not at mtg.	X					X
Abstain						

Minutes Respectfully Submitted by: Annette Ridgway, Acting Secretary

BOARD OF EDUCATION ITEM 7.06

BOARD MEETING OF:	October 23, 2019
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Job Description Administrative Revisions
ACTION/INFORMATION/DISCUSSION:	Information Item

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Per policy GBJD, all positions in the district shall be established initially by the Board of Education. The Board delegates to the chief officers or designee(s) the task of writing job descriptions, which will include a statement of purpose, the essential functions of the position, requisite knowledge, skills and abilities, along with the physical demands and work environment factors required. The Board shall approve all job descriptions for new positions recommended by the chief officers.

RATIONALE: From time to time, the administration will identify the need to modify an existing job description. The Board delegates to the chief officers or designee(s) the authority to approve certain modifications to job descriptions. Other modifications require approval of the Board. Approval requirements for job description changes are as follows:

Changes Requiring Board Approval

- Change in job title
- Change in FLSA status (exempt vs non-exempt)
- Move from one pay range to another pay range
- Move from one salary schedule to another
- Change in reporting relationships
- Change in budgeted calendar days
- Major modifications to essential duties and responsibilities, qualifications or other work factors



Changes Within Administrative Discretion

- Formatting and template modifications
- Minor modifications to essential duties and responsibilities, qualifications, or other work factors
- Revisions to reflect shifts in the district’s lexicon

All administrative revisions must be approved by the Director of Human Resources. The administrative revision date will be noted in the board-approved job description and will be notated as an “Administrative Revision”.

RELEVANT DATA AND EXPECTED OUTCOMES: The presentation of administratively modified job descriptions serves to keep the board informed of changes and demonstrates transparency to stakeholders.

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

Culture	Inner Ring —How we treat each other	Accurate and up-to-date job descriptions promote respect and responsibility by providing clarity to the employee. This clarity positively impacts purpose, learning and teamwork.	
	Outer Ring —How we treat our work		
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Our thoughtful, transparent job description development and approval process promotes trust with 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>		



BOE Special Meeting October 23, 2019
Item 7.06 continued

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>	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only; no action requested.

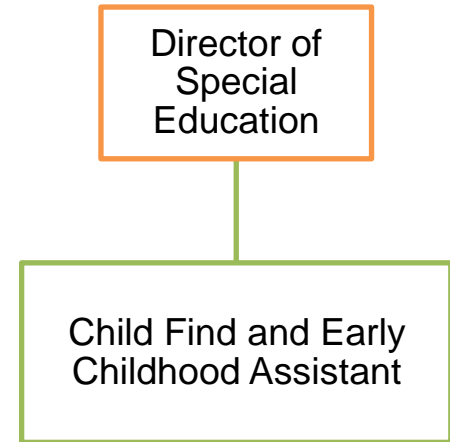
APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: October 11, 2019

CHILD FIND AND EARLY CHILDHOOD ASSISTANT

Job Title:	Child Find and Early Childhood Assistant
Initial:	December 13, 2018
Revised:	September 16 <u>October 10, 2019</u>
Work Year:	192 Days — School Year Calendar + 8 <u>Summer Child Find Days</u>
Office:	Education
Department:	Individualized Education/Special Education
Reports To:	Director of Special Education
FLSA Status:	Exempt
Pay Range:	Teacher Compensation Schedule plus <u>additional days Licensed Pay Schedule</u>

Related Organization Chart



POSITION SUMMARY: The Child Find and Early Childhood Assistant (CF-ECA) provides support to the leadership in the implementation of the child find process required under IDEA. The CF-ECA supports the eligibility determination and initial evaluation for 3 to 5-year-olds. The CF-ECA ~~collaborates~~ with team members on assessments and placement with consideration of programming. The CF-ECA ~~develops~~ and promotes good relationships among school community, especially the Early Childhood Education programs. The CF-ECA ~~consults~~ and collaborates with the multi-disciplinary team to develop an Individualized Education Program (IEP). The CF-ECA assists the Early Childhood Education programs during times of increased enrollment, transitions, resignations, and other unique situations where an additional ECSE would benefit the learning of preschoolers.

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 with the facilitation, scheduling, assessment, and completion of initial IEP evaluations for 3 to 5-year-olds as required by Child Find.
- Creates and completes Child Find IEPs as assigned by the Child Find Coordinator in collaboration with evaluating team members.
- Schedules vision and hearing screenings and identified referrals as part of the assigned evaluation.
- Observes referred child in preschool, when possible, as part of the evaluation.
- Coordinates and completes summer evaluations as assigned by the Child Find Coordinator.
- Interacts with community requests for information regarding Child Find services in the district.
- Collaborates with Colorado Community Partnership for Child Development (CPCD ~~or~~ Head Start) on referral review and continuation of the Child Find process as assigned by the Child Find Coordinator.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Coordinates with The Resource Exchange (TRE) Part C Partners by attending TRE transition meetings and quarterly TRE meetings as assigned by the Child Find Coordinator.
- Collaborates and assists TRE with Part C to Part B transfers as assigned by the Child Find Coordinator.
- Attends Early Childhood Education Professional Learning Community meetings.
- Assists with Colorado Preschool Program (CPP) applications and placements.
- Provides data and other information regarding Child Find when requested.
- Collaborates with the Dean of Early Childhood on support of early childhood programs.
- ~~Add:~~ Works collaboratively with community-based agency (CPCD Head Start) to case manage IEP's.
- Supports Early Childhood Special Educators with services, evaluations, etc. as requested by the Dean of Early Childhood.
- Supports early childhood programs for a teacher's absence when possible and not in conflict with ~~Child Find~~ other activities.
- 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:

- Master's degree in Early Childhood Special Education.

Experience:

- Two years of experience working with Early Childhood Special Education preferred.
- Knowledge and understanding of Child Find requirements and processes.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Basic math and accounting skills.
- 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, Outlook, and Power Point.

Certificates, Licenses, & Registrations:

- Valid Colorado license endorsed in the area of Early Childhood Special Education.

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.

-
- Criminal background check (CBI/FBI/TRAILS) 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.

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 8.01
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: October 23, 2019

PREPARED BY: Donna Garza, Executive Assistant to the BOE

TITLE OF AGENDA ITEM: Executive Session: Pursuant to C.R.S. § 24-6-402(4)(f)(I) for discussion of a specific staff member with prior written notification for Chief Education Officer evaluation and review

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to enter into executive session pursuant to C.R.S. § 24-6-402(4)(f)(I) for discussion of a specific staff member with prior written notification for Chief Education Officer evaluation and review.

APPROVED BY: Marie La Vere-Wright, Board President

DATE: October 16, 2019