

9698: Columbine Elementary School | 3020: Woodland Park Re-2

Grade Levels: E - (1 Year)

#### **Plan Type**

# Official Rating based on 1-Year SPF Report

# Performance Plan: Meets 95% Participation

69.0/100 Points Earned

69.0%

See the final page of this report for a discussion of unique contextual factors that may impact the 2022 transitional performance framework results.

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

Performance	
Improvement	
Priority Imp	
Turnaround	

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

# | Percent of Federal | Federal of Federal of

Performance Plan:

53.0% - 100%

Assurances

*Improvement Plan:* 42.0% - 52.9%

42.070 32.370

Accountability Participation Rate

Meets 95%

Priority Improvement Plan: 34.0% - 41.9%

Test Participation Rates*							
Subject.	Total Records	Valid Stores	ENGINEER STREET, STREE	Parent Parent	Accountability Participation Particip	Rating	
English Language Arts	127	125	98.4%	2	100.0%	Meets 95%	
Math	127	125	93.4%	2	100.0%	Meets 95%	
Science	55	54	98.2%	1	100.0%	Meets 95%	

Turnaround Plan: 0.0% - 33.9%

Insufficient State Data: No reportable achievement and growth data.

# **Summary of Ratings by EMH Level**

EMILLEVEL	Performance indicator	Rement of R Points Farnes	olntstameo/ Highlide	Rating	<b>建设的的存在的发展的</b>	Overall Rating by Trevel
Elementary	Academic Achievement	60.0%	24.0/40	Approaching	CO COL	E-CHOLOGENGUE E-E-E-E-C-C-C-C-C-C-C-C-C-C-C-C-C-C-C-
	Academic Growth	75.0%	45.0/60	Meets	69.0%	Performance

<sup>(·)</sup> No Reportable Data

<sup>(\*)</sup> Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether districts and schools meet this requirement. English Learners in their first year in the United States who were eligible to take the ELP assessment count as participants for ELA and EBRW regardless of testing status.

<sup>(^)</sup> For 2022, districts and schools retain their performance watch status from 2019.



9698: Columbine Elementary School | 3020: Woodland Park Re-2

Elementary School - (1-Year)

Meets

12.00/16

CADEMIC AC	HIEVEMENT						重新的 经收益
aliject	Student Group	Count	Partidipation	A STATE OF THE PROPERTY OF	Percentile Rank	Pts Earned/ Eligible	Re(ting)
MAS - English	All Students	117	98.4%	739.9	50	6.00/8	Meets
anguage Arts	Previously Identified for READ Plan	21	95.7%	698.3	•	0.00/0	•
	English Learners	n < 16	187	(4)	-	0.00/0	•
	Free/Reduced-Price Lunch Eligible	27	93.5%	736.6	44	0.50/1	Approaching
	Minority Students	22	100.0%	734.7	39	0.50/1	Approaching
	Students with Disabilities	n < 16	-			0.00/0	•
MAS - Math	All Students	117	98.4%	731.1	41	4.00/8	Approaching
	English Learners	n < 16				0.00/0	•
	Free/Reduced-Price Lunch Eligible	27	93.5%	723.1	23	0.50/1	Approaching
	Minority Students	22	100.0%	730.3	39	0.50/1	Approaching
	Students with Disabilities	n < 16	•		(*)	0.00/0	
OTAL	TOTAL	*	*	*	*	12.00/20	Approaching
CADEMIC GR	OWTH						
nifica	Surrent Group	(seint	Rattiopatio		en (north antiky (retor	मिटाह्याम्बर्ध संस्थानिक	rempg
MAS - English	All Students	26	75.0%		51.5	6.00/8	Meets
anguage Arts	English Learners	n < 20	•		•	0.00/0	•
	Free/Reduced-Price Lunch Eligible	n < 20				0.00/0	•
	Minority Students	n < 20	:		-	0.00/0	-
	Students with Disabilities	n < 20	•		•	0.00/0	•
CMAS - Math	All Students	42	78.2%		59.5	6.00/8	Meets
	English Learners	n < 20	•		•	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 20				0.00/0	-
	Minority Students	n < 20	l <del>è</del> s		•	0.00/0	-
	Students with Disabilities	n < 20			•	0.00/0	-
	English Language Proficiency	n < 20				0.00/0	-
Proficiency	On Track to EL Proficiency	n < 20	•			0.00/0	•

This page displays the performance indicator data for the elementary school level. Calculations are based on state assessment results from 2021-22.

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

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

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

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

TOTAL

TOTAL

Performance Indicator	Measure/Metric	Rating		Point Value		
	The district or school's mean scale score (or percent On Track) was*:			Each Disaggregated	ELP On Track	
	see tables below for actual values		All Students	Group	Growth	
and and Ashiran	at or above the 85th percentile	Exceeds	8	1.00	2.0	
cademic Achievement &	<ul> <li>at or above the 50th percentile but below the 85th percentile</li> </ul>	Meets	6	0.75	1.5	
The state of the s	<ul> <li>at or above the 15th percentile but below the 50th percentile</li> </ul>	Approaching	4	0.50	1.0	
ELP On Track Growth	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 Expectation)	ns cut-score)		1 bonus point		
	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP	
	at or above 65	Exceeds	8	1.00	2.0	
Academic Growth	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	
	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score wo	15 * *:	All Student	s Each Disagg	egated Group	
	• at or above 554.7	Exceeds	4		.00	
	at or above 501.3 but below 554.7	Meets	3		.75	
	<ul> <li>at or above 458.0 but below 501.3</li> </ul>	Approaching	2	0	.50	
	• below 458.0	Does Not Meet	1	0	.25	
	Mean CO SAT Math scale score was * *:		All Student	s Each Disagg	regated Group	
	• at or above 544.6	Exceeds	4		.00	
	• at or above 488.0 but below 544.6	Meets	3	C	.75	
	at or above 439.9 but below 488.0	Approaching	2	C	.50	
	• below 439.9	Does Not Meet	1	0	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 20)	17):	All Student	s Each Disagg	regated Group	
Postsecondary and	at or below 0.5%	Exceeds	8		2.0	
Workforce Readiness	at or below 2.0% but above 0.5%	Meets	6		1.5	
Workforce Readilless	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-, o	r 7-year):	All Student	s Each Disaga	regated Group	
	• at or above 95.0%	Exceeds	8		2.0	
	<ul> <li>at or above 85.0% but below 95.0%</li> </ul>	Meets	6		1.5	
	• at or above 75.0% but below 85.0%	Approaching	4		1.0	
	• below 75.0%	Does Not Meet	2		0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

	English Language Arts & EBRW for CO PSAT			Mathematics			Science		
Percentile	Elementary	Middle	CO PSAT	Elem	Middle	CO PSAT	Elem	Middle	High
15th percentile	722.3	724.1	423.5	719.1	716.5	413.0	NA	NA	NA
50th percentile	739.5	740.1	461.1	734.3	731.2	448.4	NA	NA	NA
85th percentile	755.9	757.3	505.0	751.9	746.2	491.0	NA	NA NA	NA

	ELP On Track Growth				
Percentile	Elem	Middle	High		
15th percentile	48.2%	11.5%	12.5%		
50th percentile	61.9%	23.4%	23.4%		
85th percentile	75.8%	36.0%	37.5%		

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

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2022)	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%

SOLE OF SELECTION	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
otal Framework	56.0%	53.0%	Accredited (District) or Performance Plan (School)
Points	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
- 1700	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)

<sup>\*</sup> School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2022 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

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



After a two-year pause in developing performance frameworks, the state is transitioning back to calculating and publishing performance frameworks for all schools and districts following the passage of Senate Bill 22-137. The 2022 Transitional Frameworks can provide schools and districts, and the communities they serve, important information regarding the progress of students toward meeting the state academic standards. During this transition process, it is worth noting conditions that are unique to this year's framework calculations and may impact interpretation of results.

**COVID-19 Consideration**: Students across Colorado have had to adapt to a variety of learning models since spring 2020, including in-person, remote and hybrid instruction. Due to reduced in-person instructional time, some districts may have had to adjust the content covered for students during these years. The impact of these learning disruptions was uneven within and across Colorado districts and schools.

Participation Rates: Participation in the state assessments varied significantly across schools, grade levels, and student groups in both 2021 and 2022. These participation rates inform the degree to which results are representative of the student population. Users are encouraged to review the achievement and growth participation rates overall and for each student group included on the Transitional Frameworks when considering the results.

Growth Data: Because growth calculations use two years of assessment data (2021 and 2022), elementary and middle schools have less available data than usual. This is due to the 2021 CMAS/CoAlt assessments only being required in alternating grade levels – English language arts was required in grades 3, 5 and 7; and math was required in grades 4, 6 and 8. Growth calculations continue to be weighed the most. The department's analysis found no substantial difference in overall plan type assignments despite some of the gaps in data. PSAT/SAT and WIDA ACCESS were administered in all relevant grades in 2021, so growth calculations remain consistent with previous frameworks. A growth participation rate has been added to the 2022 Transitional Frameworks to provide more context on the percentage of students included in the calculation.

1-Year Frameworks: Because of the two-year framework pause, including the suspension of state assessments in 2020, there are not enough data to reasonably generate three-year frameworks. Schools and districts that do not have enough reportable data to calculate a one-year framework will receive a rating of "Insufficient State Data."



9692: Gateway Elementary School | 3020: Woodland Park Re-2

Grade Levels: E - (1 Year)

### Plan Type

# Official Rating based on 1-Year SPF Report

# Performance Plan: Meets 95% Participation

72.0/100
Points Earned

72.0%

See the final page of this report for a discussion of unique contextual factors that may impact the 2022 transitional performance framework results.

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

Performance	
Improvement	
Priority Imp	
Turnaround	

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

Indicator Rating Totals			
Reformance Indicator	Recent of Points Extract	Roints (≥rmed/) Figide	Pating
Academic Achievement	48.8%	19.5/40	Approaching
Academic Growth	87.5%	52.5/60	Exceeds

Performance Plan:

Improvement Plan:

53.0% - 100%

#### Assurances

42.0% - 52.9%

nac.

Priority Improvement Plan: 34.0% - 41.9%

Accountability Participation Rate

Meets 95%

Turnaround Plan:

Test Participation	ı Rates*						Turnaround Pl
Solica	Total Periods		Participation	<b>设在设施的。</b>	Accountability  Participation  Pate	Patina	0.0% - 33.9%
English Language Arts	105	100	95.2%	4	99.0%	Meets 95%	Insufficient St
Math	105	100	95.2%	4	99.0%	Meets 95%	<ul> <li>No reportable</li> <li>and growth da</li> </ul>
Science	40	38	95.0%	1	97.4%	Meets 95%	_ und growth da

Insufficient State Data: No reportable achievement and growth data.

Summa	ry of	Ratir	igs by	EMH	Level
THE RESERVE THE PROPERTY AND ADDRESS OF THE	of the second second	-	Car State & Co.		

		Percenter	Edints Gamed/		Points	Overall Rating by
A SAME PARTY OF THE PARTY OF TH	Performance Indicator	Polint Camed	i Ifigible	Pating	divitaçã:	1449
Elementary	Academic Achievement	48.8%	19.5/40	Approaching	72.0%	Performance
	Academic Growth	87.5%	52.5/60	Exceeds	72.070	remorniance

<sup>(-)</sup> No Reportable Data

<sup>(\*)</sup> Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether districts and schools meet this requirement. English Learners in their first year in the United States who were eligible to take the ELP assessment count as participants for ELA and EBRW regardless of testing status.

 $<sup>(^{\</sup>circ})$  For 2022, districts and schools retain their performance v/atch status from 2019.



9692: Gateway Elementary School | 3020: Woodland Park Re-2

Elementary School - (1-Year)

Subject	Student Group	Count	Partidpation Refe	Mean Scale. Score	Percentile Rank	Pis Earnel/ Filgible	Rating
CMAS - English	All Students	91	95.2%	736.4	43	4.00/8	Approaching
Language Arts	Previously Identified for READ Plan	20	95.5%	705.1	•	0.00/0	•
	English Learners	n < 16		<b>8</b> 1 0		0.00/0	-
	Free/Reduced-Price Lunch Eligible	25	89.7%	724.3	18	0.50/1	Approaching
	Minority Students	24	89.3%	724.3	13	0.50/1	Approaching
	Students with Disabilities	n < 16		•		0.00/0	
CMAS - Math	All Students	92	95.2%	729.6	38	4.00/8	Approaching
	English Learners	n < 16	•	•		0.00/0	-
	Free/Reduced-Price Lunch Eligible	25	89.7%	724.4	26	0.50/1	Approaching
	Minority Students	24	89.3%	713.8	14	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	•	•		0.00/0	-
TOTAL	TOTAL	*	×	*	*	9.75/20	Approaching

Subject	Student Group	Count	Participation Rate	- Median Growth Prancatile/Patre	RistEtimed/ Eligible	(Ming
CMAS - English	All Students	25	86.7%	54.0	6.00/8	Meets
Language Arts	English Learners	n < 20	•	•	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	ě	÷	0.00/0	
	Minority Students	n < 20			0.00/0	
	Students with Disabilities	n < 20			0.00/0	
CMAS - Math	All Students	29	76.9%	73.0	8.00/8	Exceeds
	English Learners	n < 20	•		0.00/0	
	Free/Reduced-Price Lunch Eligible	n < 20			0.00/0	-
	Minority Students	n < 20	(*)		0.00/0	•
	Students with Disabilities	n < 20	(*)	ā	0.00/0	•
nglish Language	English Language Proficiency	n < 20	•	•	0.00/0	•
roficiency	On Track to EL Proficiency	n < 20	o <del>*</del> .	ē	0.00/0	
OTAL	TOTAL	*		*	14.00/16	Exceeds

This page displays the performance indicator data for the elementary school level. Calculations are based on state assessment results from 2021-22.

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

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

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

Performance Indicator	Measure/Metric	Rating		Point Value	100 200 100	
	The district or school's mean scale score (or percent On Track) was *:			Each Disaggregated	ELP On Track	
	see tables below for actual values		All Students	Group	Growth	
cademic Achievement	at or above the 85th percentile	Exceeds	8	1.00	2.0	
&	<ul> <li>at or above the 50th percentile but below the 85th percentile</li> </ul>	Meets	6	0.75	1.5	
AND RESIDENCE OF THE PARTY OF THE PARTY.	<ul> <li>at or above the 15th percentile but below the 50th percentile</li> </ul>	Approaching	4	0.50	1.0	
ELP On Track Growth	below the 15th percentile	Does Not Meet	2	0.25	0.5	
	Students Previously Identified for a READ Plan (bonus point)					
	<ul> <li>CMAS ELA Mean scale score at or above 725 (Approaching Expectation)</li> </ul>	ons cut-score)		1 bonus point		
	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP	
2010/01/2012/01/20	at or above 65	Exceeds	8	1.00	2.0	
Academic Growth	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	
La companya da sa	• below 35	Does Not Meet	2	0.25	0.5	
	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score wo		All Student			
	• at or above 554.7	Exceeds	4	33	.00	
	• at or above 501.3 but below 554.7	Meets	3	C	.75	
	<ul> <li>at or above 458.0 but below 501.3</li> </ul>	Approaching	2		.50	
	• below 458.0	Does Not Meet	1		.25	
	Mean CO SAT Math scale score was * *:	All Student	s Each Disagg	reaated Grou		
	at or above 544.6	Exceeds	4		.00	
	<ul> <li>at or above 488.0 but below 544.6</li> </ul>	Meets	3		1.75	
	<ul> <li>at or above 439.9 but below 488.0</li> </ul>	Approaching	2		0.50	
	• below 439.9	Does Not Meet	1	0	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 20.	All Student	s Each Disaga	regated Grou		
Postsecondary and	• at or below 0.5%		8		2.0	
Workforce Readiness	at or below 2.0% but above 0.5%	Meets	6		1.5	
Worklorce Readilless	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%		1			
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, o.	r 7-year):	All Studen	s Each Disaga	regated Grou	
	• at or above 95.0%	Exceeds	8		2.0	
	• at or above 85.0% but below 95.0%	Meets	6		1.5	
	<ul> <li>at or above 75.0% but below 85.0%</li> </ul>	Approaching	4		1.0	
	• below 75.0%	Does Not Meet	2		0.5	

# Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

	English Language Arts & EBRW for CO PSAT			Mathematics			Science		
Percentile	Elementary	Middle	CO PSAT	Elem	Middle	CO PSAT	Elem	Middle	High
15th percentile	722.3	724.1	423.5	719.1	716.5	413.0	NA	NA	NA
50th percentile	739.5	740.1	461.1	734.3	731.2	448.4	NA	NA NA	NA
85th percentile	755.9	757.3	505.0	751.9	746.2	491.0	NA	NA NA	NA

	ELP On Track Growth				
Percentile	Elem	Middle	High		
15th percentile	48.2%	11.5%	12.5%		
50th percentile	61.9%	23.4%	23.4%		
85th percentile	75.8%	36.0%	37.5%		

<b>Cut-Points for</b>	Each Performance Indicator	Water Street				
Achievement:	Cut-Point: The district or school earnedof the points eligible.					
Growth:	• at or above 87.5%	Exceeds				
Postsecondary Readiness	<ul> <li>at or above 62.5% but below 87.5%</li> </ul>	Meets				
	<ul> <li>at or above 37.5% but below 62.5%</li> </ul>	Approaching				
	• below 37.5%	Does Not Meet				

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2022)	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%

	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
otal Framework	56.0%	53.0%	Accredited (District) or Performance Plan (School)
Points	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)
man and a little a	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

<sup>\*</sup> School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2022 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

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



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COVID-19 Consideration: Students across Colorado have had to adapt to a variety of learning models since spring 2020, including in-person, remote and hybrid instruction. Due to reduced in-person instructional time, some districts may have had to adjust the content covered for students during these years. The impact of these learning disruptions was uneven within and across Colorado districts and schools.

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Growth Data: Because growth calculations use two years of assessment data (2021 and 2022), elementary and middle schools have less available data than usual. This is due to the 2021 CMAS/CoAlt assessments only being required in alternating grade levels – English language arts was required in grades 3, 5 and 7; and math was required in grades 4, 6 and 8. Growth calculations continue to be weighed the most. The department's analysis found no substantial difference in overall plan type assignments despite some of the gaps in data. PSAT/SAT and WIDA ACCESS were administered in all relevant grades in 2021, so growth calculations remain consistent with previous frameworks. A growth participation rate has been added to the 2022 Transitional Frameworks to provide more context on the percentage of students included in the calculation.

1-Year Frameworks: Because of the two-year framework pause, including the suspension of state assessments in 2020, there are not enough data to reasonably generate three-year frameworks. Schools and districts that do not have enough reportable data to calculate a one-year framework will receive a rating of "Insufficient State Data."



8379: Summit Elementary School | 3020: Woodland Park Re-2

Grade Levels: E - (1 Year)

## **Plan Type**

# Official Rating based on 1-Year SPF Report

# Performance Plan: Meets 95% Participation

53.5/100 Points Earned

See the final page of this report for a discussion of unique contextual factors that may impact the 2022 transitional performance framework results.

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

Indicator Rating Totals			
Re-formanceIndicator	Forest of Points Farnas	Points(€amed/ HighNe	(ring)
Academic Achievement	58.8%	23.5/40	Approaching
Academic Growth	50.0%	30.0/60	Approaching

points earned.

53.5%

Performance Plan: 53.0% - 100%

Performance

Assurances	42

Improvement Plan: 12.0% - 52.9%

Priority Improvement Plan: 34.0% - 41.9%

Accountability Participation Rate

Meets 95%

Turnaround Plan:

0.0% - 33.9%

Test Participation Rates*						
Smjet			Participation Rate	Parent	Accountability Participation Hate	Rating
English Language Arts	122	117	95.9%	5	100.0%	Meets 95%
Math	122	116	95.1%	5	99.1%	Meets 95%
Science	41	39	95.1%	2	100.0%	Meets 95%

Insufficient State Data: No reportable achievement and growth data.

Summary	of Ratings by EMH Lev	el .				
(4)(H) tevel	Portormance Indicator	"Pleccapted Pointst≆rmed	Points/Earned/	Rating		Overall Rating by Wavel
Elementary	Academic Achievement	58.8%	23.5/40	Approaching	FO FOL	E ROLL WILLIAM MANUFACTURE AND A C. I
	Academic Growth	50.0%	30.0/60	Approaching	53.5%	Performance

<sup>(·)</sup> No Reportable Data

<sup>(\*)</sup> Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether districts and schools meet this requirement. English Learners in their first year in the United States who were eligible to take the ELP assessment count as participants for ELA and EBRW regardless of testing status.

<sup>(^)</sup> For 2022, districts and schools retain their performance watch status from 2019.



8379: Summit Elementary School | 3020: Woodland Park Re-2

Elementary School - (1-Year)

ON ASSESSMENT OF THE PARTY OF T	HIEVEMENT						
(ub)ect	Student Group	Count	Participation (	Mean Scale Score	Percentile Pank	A SECURIO PROGRAMMA A PROPERTO	RAMING
CMAS - English	All Students	105	95.9%	741.2	54	6.00/8	Meets
Language Arts	Previously Identified for READ Plan	23	100.0%	701.2	•	0.00/0	•
	English Learners	n < 16		**	¥	0.00/0	•
	Free/Reduced-Price Lunch Eligible	38	93.0%	726.7	22	0.50/1	Approaching
	Minority Students	28	96.9%	731.7	32	0.50/1	Approaching
	Students with Disabilities	n < 16		16.1		0.00/0	*
CMAS - Math	All Students	107	95.1%	728.8	36	4.00/8	Approaching
	English Learners	n < 16	•	•	•	0.00/0	•
	Free/Reduced-Price Lunch Eligible	38	90.7%	718.3	13	0.25/1	Does Not Meet
	Minority Students	28	96.9%	720.4	18	0.50/1	Approaching
	Students with Disabilities	n < 16	•			0.00/0	-
TOTAL	TOTAL	*	*	*		11.75/20	Approaching
ACADEMIC GR	OWTH		* (Stiffical)	on Iffed	shictorith		Approaching
ACADEMIC GR	776,000,000,000	* (4),11	Faitigrad	on Iffed	an (de) (f) «	Pis Parined/	
ACADEMIC GR Sibject CMAS - English	OWTH Studentaroup	(6)) ii	Participati Patra	on Iffed	endevali integraliza	Polymen/ High/a	(Felfing)
ACADEMIC GR Stiffet CMAS - English Language Arts	Spiden-Group All Students	(7.11.1) 31	Participati Patra	on Iffed	endevali integraliza	FEETING!// (4.00/8	(Felfing)
ACADEMIC GR Sibject CMAS - English	Spitant Group All Students English Learners	(G;;)) 31 n < 20	Participati Patra	on Iffed	endevali integraliza	Fac Familial // (archite) 4.00/8 0.00/0	(Felfing)
ACADEMIC GR Sibject CMAS - English	Spice A (coup)  All Students  English Learners  Free/Reduced-Price Lunch Eligible	(7) 31 n < 20 n < 20	Participati Patra	on Iffed	endevali integraliza	Frefrigit/ (4.00/8 0.00/0 0.00/0	(Felfing)
Sinjert CMAS - English Language Arts	Spider (Group) All Students English Learners Free/Reduced-Price Lunch Eligible Minority Students	31 n < 20 n < 20 n < 20	Participati Patra	on Iffed	endevali integraliza	4.00/8 0.00/0 0.00/0 0.00/0	(Felfing)
Sinjert CMAS - English Language Arts	Students (Group) All Students English Learners Free/Reduced-Price Lunch Eligible Minority Students Students with Disabilities	31 n < 20 n < 20 n < 20 n < 20	78.0% 73.0% 	on Iffed	En (e.e., (i).  antie french  37.0	Figure 4.00/8 0.00/0 0.00/0 0.00/0 0.00/0	Approaching
Sinjert CMAS - English Language Arts	Spider (Group) All Students English Learners Free/Reduced-Price Lunch Eligible Minority Students Students with Disabilities All Students	31 n < 20 n < 20 n < 20 n < 20	78.0% 73.0% 	on Ined	En (e.e., (i).  antie french  37.0	4.00/8 0.00/0 0.00/0 0.00/0 0.00/0 4.00/8	Approaching
Sinjert CMAS - English Language Arts	Spitant Group All Students English Learners Free/Reduced-Price Lunch Eligible Minority Students Students with Disabilities All Students English Learners Free/Reduced-Price Lunch Eligible Minority Students	31 n < 20 n < 20 n < 20 n < 20 n < 20 n < 20 n < 20	78.0% 73.0% 	on Ined	En (e.e., (i).  antie french  37.0	Factorial// Factorial// 4.00/8 0.00/0 0.00/0 0.00/0 0.00/0 4.00/8 0.00/0	Approaching
Subject  CMAS - English  Language Arts  CMAS - Math	Spital (Group) All Students English Learners Free/Reduced-Price Lunch Eligible Minority Students Students with Disabilities All Students English Learners Free/Reduced-Price Lunch Eligible Minority Students Students with Disabilities	31 n < 20 n < 20 n < 20 n < 20 27 n < 20 n < 20 n < 20	78.0% 73.0% 	on Ined	En (e.e., (i).  antie french  37.0	FXCFSTTEI// FXCFSTTEI// 4.00/8 0.00/0 0.00/0 0.00/0 4.00/8 0.00/0 0.00/0 0.00/0 0.00/0	Approaching
Subject  CMAS - English  Language Arts  CMAS - Math	Spitant Group All Students English Learners Free/Reduced-Price Lunch Eligible Minority Students Students with Disabilities All Students English Learners Free/Reduced-Price Lunch Eligible Minority Students	31 n < 20 n < 20 n < 20 n < 20 n < 20 n < 20 n < 20	78.0% 73.0% 	on Ined	En (e.e., (i).  antie french  37.0	Fac Ferri ed// Fac Ferri ed// 4.00/8 0.00/0 0.00/0 0.00/0 4.00/8 0.00/0 0.00/0 0.00/0	Approaching

This page displays the performance indicator data for the elementary school level. Calculations are based on state assessment results from 2021-22.

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

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

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

Performance Indicator	Measure/Metric	Rating		Point Value		
The state of the s	The district or school's mean scale score (or percent On Track) was *:			Each Disaggregated	ELP On Track	
	see tables below for actual values		All Students	Group	Growth	
	at or above the 85th percentile	Exceeds	8	1.00	2.0	
cademic Achievement	<ul> <li>at or above the 50th percentile but below the 85th percentile</li> </ul>	Meets	6	0.75	1.5	
ar are examinated that could be found	<ul> <li>at or above the 15th percentile but below the 50th percentile</li> </ul>	Approaching	4	0.50	1.0	
ELP On Track Growth	below the 15th percentile	Does Not Meet	2	0.25	0.5	
	Students Previously Identified for a READ Plan (bonus point)			<u> </u>		
	CMAS ELA Mean scale score at or above 725 (Approaching Expectation)	ns cut-score)		1 bonus point		
	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP	
	at or above 65	Exceeds	8	1.00	2.0	
Academic Growth	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	
	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score wo	ns * *:			regated Group	
	• at or above 554.7	Exceeds	4		.00	
	at or above 501.3 but below 554.7	Meets	3		0.75	
	<ul> <li>at or above 458.0 but below 501.3</li> </ul>	Approaching	2		.50	
	• below 458.0	Does Not Meet	1		0.25	
	Mean CO SAT Math scale score was * *:		All Student	s Each Disaggi	regated Group	
	at or above 544.6	Exceeds	4		.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	C	.50	
	• below 439.9	Does Not Meet	1	C	.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 20)	17):	All Student	s Each Disagg	regated Grou	
Postsecondary and	at or below 0.5%	Exceeds	8		2.0	
Workforce Readiness	at or below 2.0% but above 0.5%	Meets	6		1.5	
workforce Readiness	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	011111111111111111111111111111111111111	
	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-, o.	r 7-year):	All Student	ts Each Disaga	regated Grou	
	• at or above 95.0%	Exceeds	3		2.0	
	• at or above 85.0% but below 95.0%	Meets	6		1.5	
	• at or above 75.0% but below 85.0%	Approaching	4		1.0	
	• below 75.0%	Does Not Meet	2		0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

	English Langu	age Arts & EBRV	V for CO PSAT	Mathematics		Science			
Percentile	Elementary	Middle	CO PSAT	Elem	Middle	CO PSAT	Elem	Middle	High
15th percentile	722.3	724.1	423.5	719.1	716.5	413.0	NA	NA	NA
50th percentile	739.5	740.1	461.1	734.3	731.2	448.4	NA	NA	NA
85th percentile	755.9	757.3	505.0	751.9	746.2	491.0	NA	NA	NA

	ELP On Track Growth			
Percentile	Elem	Middle	High	
15th percentile	48.2%	11.5%	12.5%	
50th percentile	61.9%	23.4%	23.4%	
85th percentile	75.8%	36.0%	37.5%	

cut-Points for	Each Performance Indicator	
Achlevement:	Cut-Point: The district or school earnedc	of the points eligible
Growth:	• at or above 87.5%	Exceeds
Postsecondary	<ul> <li>at or above 62.5% but below 87.5%</li> </ul>	Meets
	<ul> <li>at or above 37.5% but below 62.5%</li> </ul>	Approaching
Readiness	• below 37.5%	Does Not Meet

Total Possible Points	Elementary/Middle	High/District
24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2022)	40%	30%
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%
52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%
	24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2022) 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) 52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO	24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2022)  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)  52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO not applicable

Cut-Points for Plan/Cat	egory Type Assignm	ent	
	District	School	Accreditation Category/Plan Type
The state of the s	74.0%	not applicable	Accredited w/Distinction (District only)
Total Framework	56.0%	53.0%	Accredited (District) or Performance Plan (School)
Points	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)

<sup>\*</sup> School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2022 for ELP On Track to

Proficiency Growth as planned prior to the COVID-19 pandemic.

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



After a two-year pause in developing performance frameworks, the state is transitioning back to calculating and publishing performance frameworks for all schools and districts following the passage of Senate Bill 22-137. The 2022 Transitional Frameworks can provide schools and districts, and the communities they serve, important information regarding the progress of students toward meeting the state academic standards. During this transition process, it is worth noting conditions that are unique to this year's framework calculations and may impact interpretation of results.

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8257: Merit Academy | 3020: Woodland Park Re-2

Grade Levels: EM - (1 Year)

**Plan Type** 

Official Rating based on 1-Year SPF Report

#### Insufficient State Data

#### Points Earned

See the final page of this report for a discussion of unique contextual factors that may impact the 2022 transitional performance framework results.

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

(*************************************	esus <b>v</b> oi
Improvem	ent
Priority Im	p
Turnaroun	d
School pla	an types are based

Performance

on the total percentage of points earned.

Performance Plan: 53.0% - 100%

[8] "我们是这种的,我们就是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们就会	I III
Assurances	42

*Improvement Plan:* 42.0% - 52.9%

Accountability Participation Rate

Meets 95%

Priority Improvement Plan: 34.0% - 41.9%

Test Participation	Rates*						200000
					Accomability		1
Subject	Total Records	CONTRACTOR DE LA CONTRA			Partidoation Rate	Rating	
English Language Arts	116	111	95.7%	5	100.0%	Meets 95%	1
Math	116	111	95.7%	4	99.1%	Meets 95%	
Science	41	38	92.7%	2	97.4%	Meets 95%	

Turnaround Plan: 0.0% - 33.9%

Insufficient State Data: No reportable achievement and growth data.

Summary	of Ratings by EMH Level						
EMHTCHEL	(Performance Indicator)	Perented Political	Remisterned. Jeighter	tikting.	A PROPERTY OF A PARTY OF	Overall traine by	
Elementary	Academic Achievement	50.0%	20.0/40	Approaching		HILBERT	
	Academic Growth		0.0/0		50.0%	Improvement	
Middle	Academic Achievement	75.0%	30.0/40	Meets	75.001		
	Academic Growth		0.0/0	•	75.0%	Performance	

<sup>(·)</sup> No Reportable Data

<sup>(\*)</sup> Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether districts and schools meet this requirement. English Learners in their first year in the United States who were eligible to take the ELP assessment count as participants for ELA and EBRW regardless of testing status.

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8257: Merit Academy | 3020: Woodland Park Re-2

Elementary School - (1-Year)

0.00/0

		r ark Ke-	_			Liemenc	ary 301001 - (1-16
ACADEMIC AC	HIEVEMENT						
Subject						PtsBinjet/	
CMAS - English	Student Group  All Students	(igni) 56	96.6%	€00 € 737.0	G6513 44	테이네요 4.00/8	Approaching
Language Arts	Previously Identified for READ Plan	n < 16				0.00/0	-
	English Learners	n < 16				0.00/0	
	Free/Reduced-Price Lunch Eligible	n < 16	1.0			0.00/0	
	Minority Students	n < 16				0.00/0	_
	Students with Disabilities	n < 16	140			0.00/0	_
CMAS - Math	All Students	58	100.0%	726.4	30	4.00/8	Approaching
	English Learners	n < 16				0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	•	i.		0.00/0	_
	Minority Students	n < 16		120	2	0.00/0	
	Students with Disabilities	n < 16				0.00/0	
TOTAL	TOTAL	*	*	*	*	8.00/16	Approaching
						3.00/10	Approaching
ACADEMIC GR						ana real results are now to the	
Subject	States (Group	(Guite	Partiupa Fate		n (n ey (tha. May (se(ce	Bis Remed/ Highle	Rating
CMAS - English	All Students	n < 20	Alae Marakan da Aberbera •	PhilipphAle Arbushan	falmining. Abbana da mebilik •	0.00/0	-
Language Arts	English Learners	n < 20			•	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	,			0.00/0	-
	Minority Students	n < 20				0.00/0	-
	Students with Disabilities	n < 20				0.00/0	-
CMAS - Math	All Students	n < 20			•	0.00/0	•
	English Learners	n < 20				0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 20				0.00/0	
	Minority Students	n < 20				0.00/0	
	Students with Disabilities	n < 20				0.00/0	
English Language	English Language Proficiency	n < 20			•	0.00/0	-
Proficiency	On Track to EL Proficiency	n < 20	15			0.00/0	-

This page displays the performance indicator data for the elementary school level. Calculations are based on state assessment results from 2021-22.

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

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandamic.

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

TOTAL

TOTAL



8257: Merit Academy | 3020: Woodland Park Re-2

Middle School - (1-Year)

0.00/0

ACADEMIC ACI	HIEVEMENT						
			eriklipation	Mehnsede	Petrentile	Pks(rain(ed/a	
	Stilden Group	Counts	12(0)	\$666	Mart.	ा विद्यापित	Cetting
CMAS - English anguage Arts	All Students	55	94.8%	740.9	51	6.00/8	Meets
anguage Arts	English Learners	n < 16	•	•	1.0	0.00/0	•
	Free/Reduced-Price Lunch Eligible	n < 16	•	ŝ	8 <del>5</del> )	0.00/0	9 <del>-</del> 9
	Minority Students	n < 16	٠	8	e. <del>*</del> .	0.00/0	1. S.
	Students with Disabilities	n < 16		g.		0.00/0	
IMAS - Math	All Students	53	91.4%	734.7	60	6.00/8	Meets
	English Learners	n < 16		•		0.00/0	•
	Free/Reduced-Price Lunch Eligible	n < 16		4	•	0.00/0	•
	Minority Students	n < 16		2	÷	0.00/0	74
	Students with Disabilities	n < 16		¥	2	0.00/0	12
TOTAL	TOTAL	*	*	.*	*	12.00/16	Meets
ACADEMIC GR	OWTH						
			Cartons	tion (f.edi	i Get Ur	hadand) .	
	Suffait Group	(GJT)	11816	tag	mi Alati	140000	(Allig)
CMAS - English	All Students	n < 20				0.00/0	-
Language Arts	English Learners	n < 20	*		•	0.00/0	93 <b>-</b>
	Free/Reduced-Price Lunch Eligible	n < 20	*			0.00/0	-
	Minority Students	n < 20				0.00/0	
	Students with Disabilities	n < 20	*		-	0.00/0	-
CMAS - Math	All Students	n < 20				0.00/0	-
	English Learners	n < 20			•	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 20				0.00/0	
	Minority Students	n < 20				0.00/0	_
	Students with Disabilities	n < 20			2	0.00/0	1 1
English Language	English Language Proficiency	n < 20			•	0.00/0	
Proficiency	On Track to EL Proficiency	n < 20				0.00/0	

This page displays the performance indicator data for the middle school level. Calculations are based on state assessment results from 2021-22.

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

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

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

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

TOTAL

TOTAL

Performance Indicator	Measure/Metric	Rating		Point Value		
	The district or school's mean scale score (or percent On Track) was *:		A 15 THE ST	Each Disaggregated	ELP On Track	
	see tables below for actual values		All Students	Group	Growth	
Academic Achievement	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	
ELP On Track Growth	below the 15th percentile	Does Not Meet	2	0.25	0.5	
	Students Previously Identified for a READ Plan (bonus point)	V Table 1				
	CMAS ELA Mean scale score at or above 725 (Approaching Expectation)		1 bonus point			
	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP	
	• at or above 65	Exceeds	8	1.00	2.0	
Academic Growth	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	
	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score wa	15**:	All Student	s Each Disaggi	regated Grou	
	at or above 554.7	Exceeds	4		.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 * *:	E CONTROL CONTROL OF STATE	All Student	s Each Disaggi	regated Grou	
	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 201	All Student	s Each Disaggi	Each Disaggregated Grou		
Postsecondary and	at or below 0.5%	Exceeds	8		2.0	
Workforce Readiness	at or below 2.0% but above 0.5%	Meets	6		1.5	
workforce Readiness	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 Student	s Each Disagg	regated Grad	
	• 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.\*

Cal magnification of the re-	English Langu	English Language Arts & EBRW for CO PSAT			Mathematics			Science	
Percentile	Elementary	Middle	CO PSAT	Elem	Middle	CO PSAT	Elem	Middle	High
15th percentile	722.3	724.1	423.5	719.1	716.5	413.0	NA	NA	NA
50th percentile	739.5	740.1	461.1	734.3	731.2	448.4	NA	NA	NA
85th percentile	755.9	757.3	505.0	751.9	746.2	491.0	NA	NA	NA

cent of Students On Track for ELP Growth Target ELP On Track Growth						
Percentile	Elem	Middle	High			
15th percentile	48.2%	11.5%	12.5%			
50th percentile	61.9%	23.4%	23.4%			
85th percentile	75.8%	36.0%	37.5%			

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

Indicator	Total Possible Points	Elementary/Middle	High/District	
Achievement	24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2022)	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%	

Section of the second section of the second section of the second section sect	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
Total Framework	56.0%	53.0%	Accredited (District) or Performance Plan (School)
Points	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
1,000	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)

<sup>\*</sup> School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2022 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

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



After a two-year pause in developing performance frameworks, the state is transitioning back to calculating and publishing performance frameworks for all schools and districts following the passage of Senate Bill 22-137. The 2022 Transitional Frameworks can provide schools and districts, and the communities they serve, important information regarding the progress of students toward meeting the state academic standards. During this transition process, it is worth noting conditions that are unique to this year's framework calculations and may impact interpretation of results.

**COVID-19 Consideration**: Students across Colorado have had to adapt to a variety of learning models since spring 2020, including in-person, remote and hybrid instruction. Due to reduced in-person instructional time, some districts may have had to adjust the content covered for students during these years. The impact of these learning disruptions was uneven within and across Colorado districts and schools.

Participation Rates: Participation in the state assessments varied significantly across schools, grade levels, and student groups in both 2021 and 2022. These participation rates inform the degree to which results are representative of the student population. Users are encouraged to review the achievement and growth participation rates overall and for each student group included on the Transitional Frameworks when considering the results.

Growth Data: Because growth calculations use two years of assessment data (2021 and 2022), elementary and middle schools have less available data than usual. This is due to the 2021 CMAS/CoAlt assessments only being required in alternating grade levels – English language arts was required in grades 3, 5 and 7; and math was required in grades 4, 6 and 8. Growth calculations continue to be weighed the most. The department's analysis found no substantial difference in overall plan type assignments despite some of the gaps in data. PSAT/SAT and WIDA ACCESS were administered in all relevant grades in 2021, so growth calculations remain consistent with previous frameworks. A growth participation rate has been added to the 2022 Transitional Frameworks to provide more context on the percentage of students included in the calculation.

1-Year Frameworks: Because of the two-year framework pause, including the suspension of state assessments in 2020, there are not enough data to reasonably generate three-year frameworks. Schools and districts that do not have enough reportable data to calculate a one-year framework will receive a rating of "Insufficient State Data."



9694: Woodland Park Middle School | 3020: Woodland Park Re-2

Grade Levels: M - (1 Year)

#### **Plan Type**

## Official Rating based on 1-Year SPF Report

60.6%

Meets

Performance

# **Performance Plan: Low Participation**

60.6/100 Points Earned

60.6% See the final page of this report for a discussion of unique contextual factors that may impact the 2022 transitional performance framework results. Performance The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, Improvement and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The Priority Imp cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to Turnaround meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined. School plan types are based on the total percentage of **Indicator Rating Totals** points earned. ntellarne Tilgible ils Fam Performance Plan: Academic Achievement 53.0% - 100% 56.8% 22.7/40 Approaching Academic Growth 63.2% 37.9/60 Meets Improvement Plan: **Assurances** 42.0% - 52.9% Priority Improvement Plan: 34.0% - 41.9% Accountability Participation Rate Meets 95% Test Participation Rates\* Turnaround Plan: 0.0% - 33.9% Participation, Parent Idel Participation SOC (con Insufficient State Data: English Language Arts 370 396 93.4% 21 99.7% Meets 95% No reportable achievement Math 397 351 88.4% 22 93.6% **Does Not Meet 95%** and growth data. Science 131 119 90.8% 12 100.0% Meets 95% Summary of Ratings by EMH Level is Certical Taxait of EMH Level Reformance indicate शासिकामा Middle Academic Achievement 56.8% 22.7/40 Approaching

Academic Growth

37.9/60

63.2%

<sup>(-)</sup> No Reportable Data

<sup>(\*)</sup> Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether districts and schools meet this requirement. English Learners in their first year in the United States who were eligible to take the ELP assessment count as participants for ELA and EBRW regardless of testing status.

<sup>(^)</sup> For 2022, districts and schools retain their performance watch status from 2019.



9694: Woodland Park Middle School | 3020: Woodland Park Re-2

Middle School - (1-Year)

ACADEMIC A	CHIEVEMENT						
Subject	Student Group	Count	Participation Rate	(Mean Scale Score	Percentile Pank	PtsPamed/ Isigible	Rating
CMAS - English	All Students	341	93.4%	744.6	61	6.00/8	Meets
Language Arts	English Learners	n < 16	•		•	0.00/0	•
	Free/Reduced-Price Lunch Eligible	80	89.4%	737.9	44	0.50/1	Approaching
	Minority Students	66	86.3%	736.3	40	0.50/1	Approaching
	Students with Disabilities	43	83.0%	714.4	3	0.25/1	Does Not Meet
CMAS - Math	All Students	322	88.4%	731.1	49	4.00/8	Approaching
	English Learners	n < 16	•	•		0.00/0	•
	Free/Reduced-Price Lunch Eligible	75	84.0%	726.7	38	0.50/1	Approaching
	Minority Students	61	80.0%	720.6	23	0.50/1	Approaching
	Students with Disabilities	23	58.0%	709.1	5	0.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*		12.50/22	Approaching

ACADEMIC GR	OWTH					
Subjets	Station Group	(Kritisti)	Parthopathon Pate	Median Grewith Percentik/Pate	Helanel/ algale	patting
CMAS - English Language Arts	All Students	198	77.3%	53.5	6.00/8	Meets
	English Learners	n < 20	•	•	0.00/0	•
	Free/Reduced-Price Lunch Eligible	46	73.4%	54.0	0.75/1	Meets
	Minority Students	34	72.9%	54.0	0.75/1	Meets
	Students with Disabilities	26	86.7%	46.5	0.50/1	Approaching
CMAS - Math	All Students	77	67.8%	48.0	4.00/8	Approaching
	English Learners	n < 20	•	•	0.00/0	•
	Free/Reduced-Price Lunch Eligible	n < 20	SS.		0.00/0	
	Minority Students	n < 20	(I*)		0.00/0	-
	Students with Disabilities	n < 20	× •		0.00/0	-
English Language	English Language Proficiency	n < 20			0.00/0	-
Proficiency	On Track to EL Proficiency	n < 20			0.00/0	-
TOTAL	TOTAL	*		*	12.00/19	Meets

This page displays the performance indicator data for the middle school level. Calculations are based on state assessment results from 2021-22.

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

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

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

Performance Indicator	Measure/Metric	Rating	The state of the s	Point Value		
	The district or school's mean scale score (or percent On Track) was *:			Each Disaggregated	ELP On Track	
	see tables below for actual values		All Students	Group	Growth	
cademic Achievement	at or above the 85th percentile	Exceeds	8	1.00	2.0	
&	<ul> <li>at or above the 50th percentile but below the 85th percentile</li> </ul>	Meets	6	0.75	1.5	
ELP On Track Growth	at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0	
ELP OII Track Growth	below the 15th percentile	Does Not Meet	2	0.25	0.5	
	Students Previously Identified for a READ Plan (bonus point)					
	<ul> <li>CMAS ELA Mean scale score at or above 725 (Approaching Expectation)</li> </ul>	ns cut-score)		1 bonus point	77 (3 <b>11</b> )	
	Median Growth Percentile was:		All Students	Each Disaggregated		
Academic Growth	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	
	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score we	75**:	All Student	s Each Disaggi	regated Grou	
	• at or above 554.7	Exceeds	4		.00	
	<ul> <li>at or above 501.3 but below 554.7</li> </ul>	Meets	3	0	.75	
	<ul> <li>at or above 458.0 but below 501.3</li> </ul>	Approaching	2	0	.50	
	• below 458.0	Does Not Meet	1	0	.25	
	Mean CO SAT Math scale score was **:	All Student	s Each Disagg	regated Grou		
	at or above 544.6	Exceeds	4		.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		.50	
	• below 439.9	Does Not Meet	1		0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 20.	All Student	s Each Disagg	Each Disaggregated Grou		
Postsecondary and	at or below 0.5%	Exceeds	8		2.0	
Workforce Readiness	at or below 2.0% but above 0.5%	Meets	6		1.5	
Workloice Readiness	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		
	<ul> <li>at or above 61.1% but below 75.8%</li> </ul>	Meets		3		
	<ul> <li>at or above 46.8% but below 61.1%</li> </ul>	Approaching		2	-	
	• below 46.8%		1			
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, o	r 7-year):	All Student	s Each Disaga	regated Grou	
	• at or above 95.0%	Exceeds	8		2.0	
	<ul> <li>at or above 85.0% but below 95.0%</li> </ul>	Meets	6		1.5	
	• at or above 75.0% but below 85.0%	Approaching	4		1.0	
	• below 75.0%	Does Not Meet	2		0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points
The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.\*

	English Language Arts & EBRW for CO PSAT Mathematics			Mathematics				Science	
Percentile	Elementary	Middle	CO PSAT	Elem	Middle	CO PSAT	Elem	Middle	High
15th percentile	722.3	724.1	423.5	719.1	716.5	413.0	NA	NA	NA
50th percentile	739.5	740.1	461.1	734.3	731.2	448.4	NA	NA	NA
85th percentile	755.9	757.3	505.0	751.9	746.2	491.0	NA	NA	NA

	ELP On Track Growth					
Percentile	Elem	Middle	High			
15th percentile	48.2%	11.5%	12.5%			
50th percentile	61.9%	23.4%	23.4%			
85th percentile	75.8%	36.0%	37.5%			

Achievement;	Cut-Point: The district or school earnedof the points eligible.						
Growth:	• at or above 87.5%	Exceeds					
Postsecondary	<ul> <li>at or above 62.5% but below 87.5%</li> </ul>	Meets					
The second of th	<ul> <li>at or above 37.5% but below 62.5%</li> </ul>	Approaching					
Readiness	• below 37.5%	Does Not Meet					

Indicator	Total Possible Points	Elementary/Middle	High/District	
Achievement	24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2022)	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%	

A STATE OF THE STA	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
Total Framework	56.0%	53.0%	Accredited (District) or Performance Plan (School)
Points	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)
Litteratur State	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

<sup>\*</sup> School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2022 for ELP On Track to

Proficiency Growth as planned prior to the COVID-19 pandemic.

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



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Participation Rates: Participation in the state assessments varied significantly across schools, grade levels. and student groups in both 2021 and 2022. These participation rates inform the degree to which results are representative of the student population. Users are encouraged to review the achievement and growth participation rates overall and for each student group included on the Transitional Frameworks when considering the results.

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1-Year Frameworks: Because of the two-year framework pause, including the suspension of state assessments in 2020, there are not enough data to reasonably generate three-year frameworks. Schools and districts that do not have enough reportable data to calculate a one-year framework will receive a rating of "Insufficient State Data."



9696: Woodland Park High School | 3020: Woodland Park Re-2

Grade Levels: H - (1 Year)

### **Plan Type**

## Official Rating based on 1-Year SPF Report

# **Performance Plan: Low Participation**

65.6/100 Points Earned

65.6%

See the final page of this report for a discussion of unique contextual factors that may impact the 2022 transitional performance framework results.

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

Leaner

65.9%

60.7%

Performance	<del>Jakan ja</del>
Improvement	
Priority Imp	
Turnaround	

School plan types are based

on the total percentage of points earned. HICH. Political structs Leting Performance Plan: 19.8/30 Meets

24.3/40

53.0% - 100%

Postsecondary & Workforce Readiness 71.6% 21.5/30 **Assurances** 

Improvement Plan:

42.0% - 52.9%

Accountability Participation Rate

**Indicator Rating Totals** 

Academic Achievement

Academic Growth

Does Not Meet 95%

Rating

Approaching

Meets

Priority Improvement Plan: 34.0% - 41.9%

Test Participation	Rates*					
Siljes	Total Records	Valid Store		ीतालाह जिल्लाहोड	Accomtability Partideation Talia	(Peting
English Language Arts	431	398	92.3%	9	94.3%	Does Not Meet 95%
Math	431	398	92.3%	9	94.3%	Does Not Meet 95%
Science	127	97	76.4%	24	94.2%	Does Not Meet 95%

Turnaround Plan: 0.0% - 33.9%

Insufficient State Data: No reportable achievement and growth data.

## Summary of Ratings by EMH Level

A PROPERTY OF						ALLESS VI	
		Percentro	Rolmistanned/		Politica	Overall Retinols	
HAMILTON	eli Performancelnoloxor	Points Barneri	(aligible	Rettho	fortend.	1 evel	
High	Academic Achievement	65.9%	19.8/30	Meets	65.60		
	Academic Growth	60.7%	24.3/40	Approaching	65.6%	Performance	
	Postsecondary & Workforce Readiness	71.6%	21.5/30	Meets			

<sup>(-)</sup> No Reportable Data

<sup>(\*)</sup> Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whather districts and schools meet this requirement. English Learners in their first year in the United States who were eligible to take the ELP assessment count as participants for ELA and EBRW regardless of testing status.

<sup>(^)</sup> For 2022, districts and schools retain their performance watch status from 2019.



9696: Woodland Park High School | 3020: Woodland Park Re-2

High School - (1-Year)

anglest.	Student Group	Count	Participation Refe	Mean Scale Score	Perchille Pent	विद्यक्ताल/ विविधिक	Rating.
Colorado PSAT -	All Students	263	91.4%	478.4	64	6.00/8	Meets
Evidence Base Reading & Writing	English Learners	n < 16	•	•	•	0.00/0	-
	Free/Reduced-Price Lunch Eligible	49	82.8%	435.3	23	0.50/1	Approaching
	Minority Students	52	91.7%	459.2	47	0.50/1	Approaching
	Students with Disabilities	26	87.1%	400.7	5	0.25/1	Does Not Meet
Colorado PSAT -	All Students	263	91.4%	451.5	52	6.00/8	Meets
Math	English Learners	n < 16		•	•	0.00/0	•
	Free/Reduced-Price Lunch Eligible	49	82.8%	416.9	18	0.50/1	Approaching
	Minority Students	52	91.7%	444.6	47	0.50/1	Approaching
	Students with Disabilities	26	87.1%	382.6	1	0.25/1	Does Not Meet
TOTAL	TOTAL	×	*	: <b>k</b>	*	14.50/22	Meets

ACADEMIC GR	OWTH					
Subjekt	Suder(Group)	(¢mi	fratticipation paid	Mellan Gerich Regentle/hate	POSTRING!/ Biglida	Pating.
PSAT/SAT - Evidence Base Reading & Writing	All Students	208	73.1%	56.0	6.00/8	Meets
	English Learners	n < 20		•	0.00/0	•
	Free/Reduced-Price Lunch Eligible	32	68.8%	45.5	0.50/1	Approaching
	Minority Students	36	72.5%	57.0	0.75/1	Meets
	Students with Disabilities	n < 20	*		0.00/0	
Colorado	All Students	311	73.9%	46.0	4.00/8	Approaching
PSAT/SAT - Math	English Learners	n < 20		•	0.00/0	•
	Free/Reduced-Price Lunch Eligible	52	66.3%	36.0	0.50/1	Approaching
	Minority Students	57	69.4%	36.0	0.50/1	Approaching
	Students with Disabilities	24	68.6%	37.5	0.50/1	Approaching
English Language	English Language Proficiency	n < 20		•	0.00/0	•
Proficiency	On Track to EL Proficiency	n < 20			0.00/0	-
TOTAL	TOTAL	*		*	12.75/21	Approaching

This page displays the performance indicator data for the high school level. Calculations are based on state assessment results from 2021-22.

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

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

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



9696: Woodland Park High School | 3020: Woodland Park Re-2

High School - (1-Year)

Section 1	<b>最高的表现</b> 的一种。		0.5	Mean Stord	Faithdration	Pi& Carned/	
	Student Group	(Yount)	$H(\mathcal{E}(\mathcal{C}))$	Rale	Title	Halojide	(Ratting)
olorado SAT -	All Students	117	*	514.2	94.6%	3.00/4	Meets
vidence Base	English Learners	n < 16	*		•	0.00/0	•
eading &	Free/Reduced-Price Lunch Eligible	n < 16	*	•		0.00/0	
Vriting	Minority Students	22	*	507.7	92.3%	0.75/1	Meets
	Students with Disabilities	n < 16	*			0.00/0	The state of the s
olorado SAT -	All Students	117	.*	481.2	94.6%	2.00/4	Approaching
lath	English Learners	n < 16	*		•	0.00/0	•
	Free/Reduced-Price Lunch Eligible	n < 16	*		ē.	0.00/0	
	Minority Students	22	*	498.6	92.3%	0.75/1	Meets
	Students with Disabilities	n < 16	*	@		0.00/0	-
ropout Rate	All Students	790	*	1.0%	<	6.00/8	Meets
	English Learners	18	*	0.0%	4	2.00/2	Exceeds
	Free/Reduced-Price Lunch Eligible	172	*	0.6%	*	1.50/2	Meets
	Minority Students	152	*	2.0%	*	1.50/2	Meets
	Students with Disabilities	79	*	1.3%	*	1.50/2	Meets
latriculation	All Students	177	*	47.5%	×	2.00/4	Approaching
late	2-Year Higher Education Institution	*	*	10.7%	*	0.00/0	
	4-Year Higher Education Institution	*	<	27.1%	*	0.00/0	
	Career & Technical Education	*	×	12.4%	×	0.00/0	
	MILITARY	*	*	1.7%	*	0.00/0	-
iraduation Rate	All Students	197	7yr	91.4%	*	6.00/8	Meets
	English Learners	n < 16			i<	0.00/0	
	Free/Reduced-Price Lunch Eligible	75	741	84.0%		1.00/2	Approaching
	Minority Students	29	7yr	86.2%	*	1.50/2	Meets
	Students with Disabilities	20	7yr	95.0%	*	2.00/2	Exceeds
OTAL	TOTAL	*	*	*	*	31.50/44	Meets

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	77.8%	85.7%	88.1%	91.4%	7yr
English Learners					
Free/Reduced-Price Lunch Eligible	70.2%	76.3%	83.8%	84.0%	7yr
Minority Students	31.0%	81.5%	81.8%	86.2%	7yr
Students with Disabilities	68.8%	73.7%	85.0%	95.0%	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 are based on the 2021 End of Year (EOY) data submission.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations are based on the 2021 graduation cohort.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations are based on data for students with AYGs between 2018 and 2021.

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

Performance Indicator	Measure/Metric	Rating		Point Value	CHEE SHAN	
	The district or school's mean scale score (or percent On Track) was*:		Margan and Market	Each Disaggregated	ELP On Track	
	see tables below for actual values		All Students	Group	Growth	
	at or above the 85th percentile	Exceeds	8	1.00	2.0	
Academic Achievement	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	
ELP On Track Growth	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 Expectation)	ons cut-score)		1 bonus point		
The second second	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP	
	at or above 65	Exceeds	8	1.00	2.0	
Academic Growth	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	
	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score we	75 * *:	All Student	s Each Disagg	regated Group	
	• at or above 554.7	Exceeds	4 1		.00	
	at or above 501.3 but below 554.7	Meets	3	C	0.75	
	at or above 458.0 but below 501.3	Approaching	2	2 0.50		
	• below 458.0	Does Not Meet	1		).25	
	Mean CO SAT Math scale score was**:	All Student	s Each Disagg	regated Group		
	at or above 544.6	Exceeds	4		1.00	
	at or above 488.0 but below 544.6	Meets	3		).75	
	at or above 439.9 but below 488.0	Approaching	2		).50	
	• below 439.9	Does Not Meet	1		).25	
	Dropout Rate: The district or school dropout rate was (of all schools in 20.	17):	All Student	s Each Disagg	regated Group	
D	at or below 0.5%	Exceeds	8		2.0	
Postsecondary and	at or below 2.0% but above 0.5%	Meets	6		1.5	
Workforce Readiness	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):	The second secon				
	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%	1				
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, o.	All Students Each Disaggrega		regated Group		
	• at or above 95.0%	Exceeds	8		2.0	
	at or above 85.0% but below 95.0%	Meets	6		1.5	
	• at or above 75.0% but below 85.0%	Approaching	4		1.0	
	• below 75.0%	Does Not Meet	2		0.5	

## Academic Achievement: Mean Scale Score by Percentile Cut-Points

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

	English Langua	anguage Arts & EBRW for CO PSAT		Mathematics					
Percentile	Elementary	Middle	CO PSAT	Elem	Middle	CO PSAT	Elem	Middle	High
15th percentile	722.3	724.1	423.5	719.1	716.5	413.0	NA	NA	NA
50th percentile	739.5	740.1	461.1	734.3	731.2	448.4	NA	NA	NA
85th percentile	755.9	757.3	505.0	751.9	746.2	491.0	NA	NA	NA

	ELP On Track Growth			
Percentile	Elem	Middle	High	
15th percentile	48.2%	11.5%	12.5%	
50th percentile	61.9%	23.4%	23.4%	
85th percentile	75.8%	36.0%	37.5%	

Achievement:	Cut-Point: The district or school earnedof the points eligible				
Growth:	• at or above 87.5%	Exceeds			
Postsecondary	<ul> <li>at or above 62.5% but below 87.5%</li> </ul>	Meets			
	<ul> <li>at or above 37.5% but below 62.5%</li> </ul>	Approaching			
Readiness	• below 37.5%	Does Not Meet			

Indicator	Total Possible Points	Elementary/Middle	High/District	
Achievement	24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2022)	40%	30%	
Growth 28 total points (8 per subject for all students, 4 per subject by disaggregated group, 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%	

	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
Total Framework	56.0%	53.0%	Accredited (District) or Performance Plan (School)
Points	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
5,000,000	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
a romostálomski	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

<sup>\*</sup> School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2022 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

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