District or school of reference.

The accreditation category or plan type the state has as signed to the district or school based on the data presented in the official report.

The data set and level on which this report is based. *For 2022, multi-year frameworks aren't available.*



2022 Preliminary Transitional Performance Framework

0000: Colorado School District

Grade Levels EMH - (1 Year)

Accreditation Rating

Accredited with Priority Improvement Plan: Low Participation

Official Rating based on 1-Year D

39.8/100 Points Earned

Distinction

Accredited

Improvement

Priority Imp

Turnaround

Accreditation of

based on the total percentage of points earned

Total points earned out of total points eligible on the framework report.

This bar chart

points earned.

scoring rubric.

accountability

rate is used for

determinations.

Districts that do

not meet the

participation

rate for more

subject area

excusals) are

reduced one

accreditation

category.

(while removing

95% test

than one

parent

participation

accountability

displays the percent of

and the

The

associated

Year 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 three key performance indicators for which districts are held accountable including points, percent of points earned and ratings.

The year on the accountability clock (if applicable) will be located here. Guidance on performance watch labels and progression is available at:

http://www.cde.state.co.us/accountability/performancewatchlabelsandprogression.

cicipation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the near the end of this report for more details on how ratings are determined.

Rating Totals

Points Earned/ Percent of Accredited with Points Earne Eligible Rating 74.0% - 100% 27.8% Does Not Meet ievement 8.3/30 Academic Growth 47.0% 18.8/40 Approaching Accredited: & Workforce Readiness 42.3% 12.7/30 Approaching 56.0% - 73.9%

The participation rate reflects the percent of students represented in the achievement results on all relevant assessments, including alternate assessments (e.g., total participation). This rate is not

assessments, including alternate assessments (e.g., total participation). This rate is not factored into accountability determinations but is important for interpretation and is used to determine eligibility for the 2022 request to reconsider process. To be eligible, districts must have 90% or greater total participation in

both ELA and

Math.

Participation Rate

Rating Improvement P
44.0% - 55.9%

Meets Requirements
Meets Requirements
Meets Requirements

Meets Requirement

Accredited with
Improvement P
24.0% 43.9%

Accredited with
Improvement P
24.0% 43.9%

Accountability Accountability Plan:
Total Valid Participation Parent Participation 0.0% - 33.9%
Records Scores Rate Excusals Rate Rating Insufficient Sta

For more information about the role of participation in state accountability please visit: http://www.cde.state.co.us/accountability/participationandaccountabilityguide-0

able achievement th data.

of Ratings by EMH Level

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Academic Ach evement	25.0%	10.0/40	Does Not Meet	43.8%	Priority
Academic Gro vth	56.3%	33.8/60	Approaching	43.079	Improvement
Academic Ach evement	33.3%	13.3/40	Does Not Meet	20.00/	Priority
Academic Gro vth	39.3%	23.6/50	Approaching	36.9%	Improvement
Academic Ach evement	25.0%	7.5/: 0	Does Not Meet	20.40/	Priority
Academic Gro vth	45.5%	18.2/10	Approaching	38.4%	Improvement
ostsecondary & Workforce Readiness	42.3%	12.7/10	Approaching	4	

le Data

accountability policy, 95% of students must participate in state assessment. Students who are excused from testing by a parent or guardian do Accountability Participation Rate that is used to determine whether districts and schools meet this requirement. English Learners in their first year

in the United (^) For 2022,

Ratings by EMH level are presented in this section.

The earned points and overall ratings by EMH level are presented here. These ratings are <u>informational only</u> and may not coincide with overall district/school ratings due to different inclusion rules. The official rating is displayed at the top of the report.

T A and ERRM son

Count represents number of students for which the district is Percentile rank reflects the performance of the identified group relative to the performance of all accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score. students across schools statewide. anordonari errormance i ramewolk COCK I Tenningary Department of Education Indicates 0000: Colorado School District Elementary School grade level of report and IC ACHIEVEMENT the data set Includes on which relevant this report is Student Group alternate based (1assessment lish All Students 1,354 81.9% 720.0 9 2.00/8 Does Not year or and CSLA rts multi-year). 359 86.7% 692.0 0.00/0 Previously Identified for READ Plan results. For 2022, 0.25/1 Does Not multi-year English Learners 607 92.6% 714.5 4 frameworks **English** Fr.e/Reduced-Price Lunch Eligible 691 0.25/191.8% 716.2 6 Does Not aren't Learners: available. Minority Students 0.25/1Does Not include NEP, A dash ('-') in any cell indicates no data is available for the LEP, and presented metric. Does Not Students with Dis 0.25/1One **FEP** additional students. All Students 1,361 82.0% 715.6 9 2.00/8 Do s Not bonus point English Learners 616 93.8% 711.9 6 0.25/1Does Not may be Non-English assigned for Learners: Free/Reduced-Price Lunch Eligible 691 6 Does No. 91.2% 712.7 0.25/1students include Minority Students 1,152 87.7% 714.4 8 0.25/1Does Not previously primary identified for home Students with Disabilities 185 82 5% 696.9 0.25/1Does Not 1 a READ language * TOTAL * 6.00/24 Does Not plan when other than their mean **English** IC GROWTH score meets Students or exceeds (PHLOTE) Participation Pts Earned/ Median Growth the who are not Percentile/Rate , ite Student Group Ratin approaching designated 59.0% ish All Students 354 42.0 00/8 Approacl expectations as ELLs. rts cut-score. Starting in Growth participation rates are included for the first time. The denominator reflects Approacl 2018, this all students at all grade levels for which growth metrics were produced in 2022. Approach group also Mean scale includes Minority Students 306 63.2% 43.0 0.50/1Approact score **FELL** 58.5% represents 37 22.0 0.25/1Dires Not Students with Disabilities students. the average All growth data included in the performance framework reports is based on the 00/8 Maets of valid cohort-referenced growth methodology. scores Eng 50/1 Approaci across Free/Reduced-Price Lunch Eligible 163 65.4% 48.0 0.50/1Approact Student with grades for Disabilities: Minority Students 248 59.1% 52.0 0.75/1Meets the includes identified Students with Disabilities 46 62.7% 33.0 0.25/1students with Does Not group. IEP only juage English Language Proficiency 634 1.00/2 Approach 44.5

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

600

Total growth performance by elementary level including points earned and points eligible along with final indicator rating.

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.

60 5%

ELP On-

here.

arent

track points

are awarded

Approac

Approac

1.00/2

15.75/28

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

On Track to EL Proficiency

ELP on-track growth targets reflect planned changes for the 2022 reports.

(not 504s).

TOTAL

Count represents number of students for which the district is accountable (continuously enrolled students). The **participation rate** reflects the actual percentage of students that received a valid score.

Department of Education

Percentile rank reflects the performance of the identified group relative to the performance of all students across schools statewide.

zoza Premininary Transitional Performance Framework

Indicates 0000: Colorado School District grade level Middle School of report and the C ACHIEVEMENT Includes data set on relevant Mean Scale Pts Earned/ Participation which this alternate Student Group Score Ratin report is assessment based (1ish All Students 1,435 74.2% 724.8 16 4.00/8 Approach results. ts year or Englist Learners 608 89.8% 716.9 5 0.25/1Does Not I multi-year). For 2022, **English** ree/Reduced-Price Lunch Eligible 657 89 7% 720.8 9 0.25/1 Does Not I multi-year Learners: framework Minority Students 1,229 81.2% 0.25/1722.6 12 Does Not I include NEP. s aren't LEP, and available. Students with Disabilities 185 76.2% 702.3 1 0.25/1Does Not I **FEP** students. 75.0% 9 All Students 1,442 713.8 2.00/8 Does Not M Mean Non-English English Learners 619 92.4% 708.2 4 0.25/1 Does Not I scale Learners: score Free/Reduced-Price Lunch Eligible Does Not I 657 89.8% 710.2 5 0.25/1include represents primary the Minority Students 1.240 82.3% 711.8 0.25/1Does Not I home average of language A dash ('-') in any cell indicates no data is available for the presented metric. 0.25/1valid Stude Does Not I other than scores English TOTAL 8.00/24 Does Not I across Students grades for C GROWTH (PHLOTE) the who are not identified Median Growth Participation Pts Earned/ designated group. Ratin Student Group Percentile/ Rate as ELLs. 47,4% Starting in sh All Students 612 42 0 4.00/8 Approaching 2018, this ts Growth participation rates are included for the first time. The denominator reflects Approaching group also all students at all grade levels for which growth metrics were produced in 2022. Approaching includes FELL Minority Students 532 53.3% 42.0 0.50/1Approaching students. Approaching Students with Disabilities 78 50.9% 35.0 0.50/1All Students 316 48.8% 30.5 2.00/8 Does Not Meet CMAD - Maul ELP On-English Learners 158 61.0% 28.0 0.25/1track points Student with Free/Reduced All growth data included in the performance framework reports is 0.25/1are awarded Disabilities: based on the cohort-referenced growth methodology. here. Minority Stud 0.25/1Does ! includes students with Students with Disabilities 0.25/1 Dues Not Meet 39 54.1% 31.0 IEP only Approaching uage English Language Proficiency 232 37.0 1.00/2 (not 504s). On Track to EL Proficiency 1.00/2 Approaching 201 20.4% 11.00/28 TOTAL Approaching ELP on-track growth targets reflect planned changes for the 2022 reports.

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.

Calculations are based on state assessment results from 2021-22.

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 ad Total growth performance by middle level including points earned and points eligible along with final indicator rating.

Count represents number of students for which the district is Percentile rank reflects the performance of the accountable (continuously enrolled students). The participation rate identified student group relative to the performance reflects the actual percentage of students that received a valid score. of all students across schools statewide. ransicionali cirormanee i amework LULE I I CHIMINI Y Department of Education CO PSAT Indicates olorado School District High School grade level calculations of report and include IC ACHIEVEMENT the data set relevant on which alternate this report is assessment Student Group results. based (1-SAT-410.4 9 2.00/8 All Students 1,017 72.8% Does Not year or multi-year). Vriting English Learners 313 85.9% 361.5 1 0.25/1 Does Not **English** For 2022, Learners: multi-year Free/Reduced-Price Lunch Eligible 390.3 2 Does Not 383 84.8% 0.25/1include NEP, frameworks LEP, and aren't Minority Students 821 79.9% 398.6 4 0.25/1 Does Not **FEP** available. students. Students with Disabilities 96 73.1% 348.3 1 0.25/1Does Not All Students 1,025 72.8% 392.5 4 2.00/8 Does Not Non-English Student Learners: with English Learners 321 85.9% 359.4 1 0.25/1Does Not include Disabilities: primary Free/Reduced-Price Lunch Eligible 384 84.8% 378.0 1 0.25/1Does No. includes home students language Minority Students 829 79.9% 383.5 1 0.25/1Does Not with IEP other than only Students with Disabilities 1 96 73.1% 333.8 0.25/1Does Not English (not 504s). Students * TOTAL # * 5 00/24 Does Not Meet (PHLOTE) **Mean** who are not A dash ('-') in any cell indicates no data is available for the presented metric. IC GI scale designated score as ELLs. represents Starting with Student Group the 2018, this 606 40.0 All Students 4.00/8 Approach average of group also Growth participation rates are included for the first time. The denominator reflects valid 1 Does Not includes 150 all students at all grade levels for which growth metrics were produced in 2022. scores **FELL** Vrit Approach across students. grades for Minority Students 486 53.3% 41.0 0.50/1 Approact the Does Not I Students with Disabilities 45 47.4% 20.0 0.25/1identified Approach group. All growth data included in the performance framework reports is based on the High school cohort-referenced growth methodology. Does Not Meet **EBRW** growth Free/Reduced-Price Lunch Eligible 340 54.2% 33.0 0.25/1Does Not Meet includes Minority Students 35.0 0.50/1 760 51.6% Approa **ELP On-**PSAT9 to track points PSAT10, Students with Disabilities 0.25/1 Pues No 78 48.5% 24.0 are awarded and guage English Language Proficiency 191 40.0 1.00/2 Approa here. PSAT10 to SAT. 16.4% 1.00/2 Approaching On Track to EL Proficiency 128 TOTAL 12.75/28 Approaching ELP on-track growth targets reflect planned changes for the 2022 reports. High school lays the performance indicator data for the high school level. Calculations are based on state assessment result from 2021-22. growth for math ievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent includes on-participants. CMAS Gr 8 to PSAT9, Total growth performance by high school level including points earned and eligible along with final indicator rating. PSAT9 to PSAT10, and al information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this PSAT10 to SAT. () Not Applicable; (-) No Reportable Data

eliminary Transiti

The data set on which this report is based (see scoring guide). For 2022, multi-year frameworks aren't available.

ork

0000: Colorado School District

High School - (1-Year)

Subject	Student Group	Count	Best Rate	Mean Score/ Rate	Participation Rate	Pts Earned/ Eligible	Ra	30
Colorado SAT	A SECOND CONTRACTOR OF THE SECOND CONTRACTOR O	392	*	455.9	64.5%	1.00/4	Does 1	SAT
Evidence Base	English Learners	81	*	398.4	69.0%	0.25/1	Does f	participation
Reading &	Free/Reduced-Price Lunch Eligible	122		439.3	72.0%	0.25/1	Does 1	rates reflects the actual
Writing	Minority Students	307	*	446.9	73.1%	0.25/1	Doe-1	percentage o
	Students with Disabilities	32	*	379.4	73.3%	0.25/1	Does !	all eligible
Colorado SAT	- All Students	395	*	420.2	64.5%	1.00/4	Does 1	students that
filitary	English Learners	84	*	380.0	69.0%	0.25/1	Does f	received a
nlistment	Free/Reduced-Price Lunch Eligible	123	*	403.7	72.0%	0.25/1	Does !	valid score.
ates are	Minority Students	310	*	414.0	73.1%	0.25/1	Does N	ot Meet
ncluded for	Students with Disabilities	32	*	363.8	73.3%	0.25/1	Does N	ot Meet
he first time	All Students	5,408	*	2.3%		4.00/8	Appro	aching
1 2022 as a	English Learners	1,023	*	2.1%	*	1.00/2	Appro	aching
natriculation	ree/Reduced-Price Lunch Eligible	1,612		2.0%	*	1.50/2	Me	ets
athway.	Minority Students	3,627	*	2.5%		1.00/2	Appro	aching
S.	Students with Disabilities	531	*	2.3%		1.00/2	Appr	Points are
Matriculation Rate	All Students	651	*	37.3%	*	1.00/4	Doce	assigned at
	2-Year Higher Education Institution	*	*	9.4%	*	0.00/0		the 'all
	4-Year Higher Education Institution		*	22.6%	*	0.00/0		students' leve
	Career Technical Education	*	*	6.0%		0.00/0		only for matriculation
	MILITARY	*	*	0.0%		0.00/0		Individual
Graduation R	ate All Students	790	5yr	82.5%	*	4.00/8	Appr	pathways are
SCENT	English Learners	237	5yr	86.5%	*	1.50/2	M	presented for
tudents are	Free/Reduced-Price Lunch Eligible	470	5yr	81.5%	*	1.00/2	Appr	information
cluded within	Minority Students	514	5yr	83.7%		1.00/2	Appr	only.
ne on-time (4-	Students with Disabilities	83	5yr	77.1%		1.00/2	Appro	aching
ear) grad rate.	TOTAL	*	*	*	*	22.00/52	Appro	aching
REFERENC	E TABLE: DISAGGREGATED G	RADUATIO	N RATE	S				
Student Group		4-Year Rate	te 5-Year Rate		6-Year Rate	7-Year Rate	Be	st Rate
All Students		75.6%	6% 82.5%		78.9%	72.6%	5yr	
English Learn	ers	74.4%	8	6.5%	84.7%	77.0%	1	5vr
Free/Reduced	-Price Lunch Eligible	72.8%	8	1.5%	79.2%	72.5%	7	The 'best of'
Minority Stud	lents	75.9%	8	3.7%	82.4%	76.9%	graduation ra	
PWR sub	Disabilities	63.2%	7	7.1%	75.3%	62.7%	is used for poi determinations	

propout wates: 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- o 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 Calculati

Total performance on PWR indicator including points earned and points eligible along with the final indicator rating.

For additional information about ratings, refer to the scoring guide on the last page of this report. For more information about PWR metrics:

Related performance frameworks resources, including an annual changes document (that reflects additional (*) Not A changes) are available at: http://www.cde.state.co.us/accountability/performanceframeworksresources

2022 Transitional Framework Report - Scoring Guide

Performance Indicator	Measure/Metric	Rating	Point Value			
	The district or school's mean scale score (or percent On Track) was*;			Each Disaggregated	ELP On Trac	
	see tables below for actual values		All Students	Group	Growth	
	at or above the 85th percentile	Exceeds	8	1.00	2.0	
cademic 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)	ns cut-score)	1 bonus point			
	Median Growth Percentile was:			Each Disaggregated	ELP	
	median Growth Percentile was:		All Students	Group	ELP	
Academic Growth	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 Students Each Disaggrega		regated Grou	
	at or above 554.7	Exceeds	4	1	1.00	
	 at or above 501.3 but below 554.7 	Meets	3	0	0.75	
	 at or above 458.0 but below 501.3 	Approaching	2	2 0		
	- below 458.0	Does Not Meet	1	0	0.25	
	Mean CO SAT Math scale score was**:	All Student	Each Disaggi	regated Grou		
	at or above 544.6	Exceeds	4	1	.00	
	at or above 488.0 but below 544.6	Meets	3	3 0		
	 at or above 439.9 but below 488.0 	Approaching	2		.50	
• below 439.9		Does Not Meet	1	0	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 201	17):	All Student	Each Disaggi	regated Grou	
	at or below 0.5%	Exceeds	8	- 2	2.0	
Postsecondary and Workforce Readiness	at or below 2.0% but above 0.5%	Meets	6	100	1.5	
WOLKLOICE MEAGINESS	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 second		All Students	(6)	
	at or above the 75.8%	Exceeds		4		
	 at or above 61.1% but below 75.8% 	Meets	<u>. </u>	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-, or	All Student	Each Disaggi	regated Grou		
	• 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	3 3	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	Mildle	High
15th percentile	722.3	724.1	423.5	719.1	716.5	413.0	NA.	IA	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.
	On Track toe El D				100	451.0	Scien	ice is	L

ent of Students		On Track Gro		Total
Percentile	Elem	Middle	High	
15th percentile	48.2%	11.5%	12.5%	The ELP on-
Oth percentile	61.9%	23.4%	23.4%	track growth
5th percentile	75.8%	36.0%	37.5%	targets were

10	otal Possible	e Points by Performance Indicato	omitted from	eron of	
Indicator		Total Possible Points		igh/District	
The ELP on- track growth		24 points (8 per subject for all studer 4 per subject by disaggregated group, Science data for 2022)	the 2022 Achievement Indicator.	30%	
targets were changed sind the 2019		28 total points (8 per subject for a students, 4 per subject by disaggregate group, 2 for ELP growth, 2 for ELP On Track Growth)	d 60%	40%	
framework release.		52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)		30%	

Cut-Points for	Each Performance Indicator	
Achievement	Cut-Point: The district or school earned	of the poi
Growth; Postsecondary Readiness	 at or above 87.5% 	Ex
	 at or above 62.5% but below 87.5% 	N
	 at or above 37.5% but below 62.5% 	Appr
	 below 37.5% 	Does N

Cut-Points for Plan/Cat	egory Type Assignm	ent	
	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)

All cut points except ELP on-track growth have been maintained since the 2019 performance framework report calculations.

nt Plan (District) or Priority Improvement (School)
Plan (District) or Turnaround Plan (School)

10). 2022 for ELP On Track to

August 8, 2022

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

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

Annotated Transitional Performance Framework Report – Supporting Information

This page of the transitional report includes a range of information to help inform users of special conditions that are associated with the release of the transitional accountability framework reports. It is highly recommended that this information be considered when interpreting results from this report.

ework

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."

Performance Watch: One of the provisions of the 2022 Transitional Accountability legislation is a pause on automatically advancing years on or off the accountability clock (i.e., Priority Improvement, Turnaround, On Watch). Districts may submit a request to reconsider to exit the accountability clock or move to On Watch if the district or school earned an Improvement or Performance plan type in 2022 and meets other requirements adopted by the Colorado State Board of Education.

For additional information about the Colorado state accountability system, please see the 2022 accountability handbook at: http://www.cde.state.co.us/accountability/accountability/handbook-0.