

2018 District Accreditation and School Plan Type Assignments

Request to Reconsider Summary

Pursuant to the Education Accountability Act of 2009

The Education Accountability Act of 2009 requires the Colorado Department of Education (CDE) to evaluate all districts and schools based on their level of attainment on key performance indicators: academic achievement, academic growth, and postsecondary and workforce readiness. State-identified measures and metrics for each of these performance indicators are combined to arrive at an overall evaluation of a district's or a school's performance. For districts, the overall evaluation leads to their accreditation category. For schools, the overall evaluation leads to the type of improvement plan schools will implement. Districts accredit schools, and they may do so using the state's performance framework or using their own more comprehensive or stringent framework, provided it correlates with CDE's plan types. The results of these evaluations are reported annually through customized district performance framework (DPF) reports and school performance framework (SPF) reports for each district and school.

Prior to finalizing the DPF and SPF reports, districts had the opportunity to indicate if they disagreed with any of the Department's initial district accreditation categories or initial school plan type assignments. If, in reviewing the performance of the district overall, or an individual school, a different accreditation rating or plan type assignment better describes the performance of students in the district or school, then the district should engage in the request to reconsider process. The Department will only consider requests that meet one or more of the conditions for a request to reconsider, as outlined in [policy guidance](#), in assigning a different district accreditation category or school plan type from the initial rating given through the District or School Performance Framework (DPF/SPF) report. Districts must follow the process outlined in [policy guidance](#) on how to submit a request to reconsider, which includes submitting a statement addressed to the Commissioner and data outlined through the request to reconsider template, if applicable.

A cross-unit CDE team reviewed each request to reconsider. CDE staff evaluated the extent to which the requests met the conditions and data criteria outlined in the [Request to Reconsider guidance](#). The staff then made a recommendation to the Commissioner as to each district's final accreditation category and/or each school's plan type. Final district accreditation categories were determined by the Commissioner by November 8, 2018 and the State Board will consider and adopt final plan type assignments for each school by December 12, 2018. Additional details on this process are described in the [Colorado District Accountability Handbook](#).

The tables that follow summarize the formal District requests to reconsider received by the Department by October 15, 2018 and their resolution as approved by the Commissioner or the State Board of Education, as applicable. It outlines CDE's initial district accreditation category or initial school plan type assignment based on the DPF results, the district's alternate requested accreditation category, and the district's rationale for the request. It then presents the final accreditation and plan type determination made by CDE, and the rationale for the decision. This final accreditation category is the one reported on the district's performance framework report.

Glossary of Terms used in Request to Reconsider Summaries

For additional definitions, please refer to the [Colorado District Accountability Handbook](#), Appendix A: Colorado Educational Accountability System Terminology.

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| Acuity | Diagnose student strengths and areas for improvement relative to your state standards Acuity Predictive Assessments are designed to: 1. Forecast student performance on the state exam; 2. Focus instructional strategies on content areas most in need of attention; and 3. Measure student growth and progress within and across grades. More information about Acuity can be found here . |
| aimsweb and aimswebPlus™ | <p>aimsweb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment using brief, accurate measures of reading, math, spelling, and writing. aimsweb is the most comprehensive K-12 assessment system that supports Response to Intervention (RTI) and tiered instruction. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention. Results allow educators to effectively allocate limited resources by efficiently identifying students at risk, monitoring progress, and differentiating instruction.</p> <p>aimswebPlus™ is an online assessment, data management, and reporting system that provides national and local performance and growth norms for the screening and progress monitoring of math and reading skills for all students in Kindergarten through Grade 8 (Users can roster Pre-K and High school (9-12) and test off level as well). aimswebPlus uses two types of measures: curriculum-based measures (CBMs)—brief, timed measures of fluency on essential basic skills—and standards-based assessments (SBAs), which are comprehensive measures aligned to current learning standards. By combining these two types of measures, aimswebPlus provides the data that schools need for program planning and evaluation and for tiered assessment (multi-tiered system of supports [MTSS], also known as response to intervention [RTI]). Furthermore, aimswebPlus data provides teachers with the information needed to differentiate instruction and determine who will benefit from intensive intervention. aimswebPlus also provides a Lexile® equivalency for reading and a Quantile® equivalency for math. Reports can be generated at the individual, classroom, school, and district levels in the aimswebPlus online system. aimswebPlus is used for benchmarking, universal screening, diagnosing strengths and weaknesses in Reading and Math, and for progress monitoring.</p> <p>More information about aimsweb and aimswebPlus can be found here.</p> |
| Colorado Measures of Academic Success (CMAS) - English Language Arts and Mathematics Assessments (PARCC) | In compliance with legislation, Colorado joined the PARCC consortium as a governing member in August 2012. PARCC is a multi-state assessment consortium that is developing shared English language arts/literacy (ELA/L) and mathematics assessments. About 10 states participate in the consortium. As a governing member, Colorado is committed to relying on the PARCC assessment system for grades 3-9. More information about CMAS can be found here . |
| Colorado Measures of Academic Success (CMAS) - Science and Social Studies Assessments | The Colorado Measures of Academic Success (CMAS): Science and Social Studies assessments are administered in elementary, middle, and high schools. Students in grades 5, 8, and 11 will take the science assessments. The social studies assessments will be administered in grades 4 and 7 on a sampling basis to one-third of the schools. More information about CMAS can be found here . |
| District Performance Framework (DPF) | The framework used by the state to provide information to stakeholders about each district's performance on four key performance indicators: student achievement, student academic growth, growth gaps, and postsecondary readiness. Districts are assigned an accreditation category based on their performance across all of the indicator areas, as well as participation rates and financial and safety assurances. The district's results on the district performance framework are summarized in the district performance framework (DPF) report. More information about the performance frameworks can be found here . |

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| Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next | DIBELS Next includes six measures intended to be used as indicators of the essential skills that every child must master to become a proficient reader. An indicator is a brief, efficient index that provides a fair degree of certainty about a larger, more complex system or process. The measures indicate which students are experiencing difficulty acquiring basic early literacy skills so that support can be provided early to prevent later reading difficulties. The measures help teachers identify areas to target with instructional support and can be used to monitor the students while they receive targeted supported. The measures can also be used at the classroom, school, and district level to examine the effectiveness of the system of support. More information about DIBELS can be found here . |
| Formative Assessment System for Teachers (FAST) | FAST is a suite of highly efficient, instructionally relevant screening, progress monitoring, and data reporting tools for reading (English, K-12; Spanish, K-6), math (K-8), behavior (K-12), and early development (K). FAST offers schools both Curriculum-Based Measurement (CBM) tools and Computer Adaptive Tests (CAT) to help identify and support all students' needs. Highly reliable and valid, FAST's CCSS-aligned assessments help identify students at-risk for not meeting state standards and grade-level learning goals. Students of concern may be frequently monitored through FAST to track progress and measure instructional efficacy. All FAST assessments include some computer-based components, including both measures that students complete directly using a computer as well as online forms that teachers use to score and enter student responses in real time. All FAST assessments are recorded in our online data system which provides dynamic reports of student performance at the individual, class, grade, school, and district levels. More information about FAST can be found here . |
| Galileo | Galileo K-12 Online includes an integrated comprehensive assessment system aligned to state standards in a variety of content areas including Common Core State Standards and Colorado Assessment Standards. Galileo assessments and item types (including technology-enhanced item types) are designed to reflect the guidelines released by statewide assessment consortia such as Partnership for Assessment of Readiness for College and Careers (PARCC). Galileo provides the capability to administer (online, offline, and via handheld wireless devices) multiple types of prebuilt and customized district, school, and classroom assessments (e.g., interim benchmark, pretest/posttest, placement, end-of-course) in a wide variety of content areas (e.g., English language arts, math, writing, science, social studies, art, music). This description focuses on Galileo pre-built and customized interim benchmark assessments. Galileo interim benchmark assessments are designed to provide information about student standards mastery, to support the measurement of student growth, and to predict student performance on the statewide test. More information about Galileo can be found here . |
| Indicadores Dinámicos del Éxito en la Lectura (IDEL) | IDEL is a research based formative assessment series designed to measure the basic early literacy skills of children learning to read in Spanish. IDEL measures are intended to be used as indicators of the essential skills that children must master in their development of early Spanish Literacy Skills. An indicator is a brief, efficient index that provides a fair degree of certainty about a larger, more complex system or process. The measures indicate which students are experiencing difficulty acquiring basic early Spanish literacy skills so that support can be provided early to prevent later reading difficulties. The measures help teachers identify areas to target with instructional support and can be used to monitor the students while they receive targeted support. The measures also can be used at the classroom, school, and district level to examine the effectiveness of the system of support. |
| i-Ready® Diagnostic | i-Ready® is a web-based adaptive diagnostic assessment and instruction program. i-Ready assesses students' reading skills to the sub-domain level, prescribing differentiated Common Core instruction so learners of all abilities can achieve success. The diagnostic assessment identifies which students are experiencing difficulties with specific skills, providing real-time, actionable data and reports to guide teachers in effective intervention. In addition, i-Ready provides intuitive resources for targeted instructional support, including downloadable, teacher-directed lesson plans (included with purchase of i-Ready Diagnostic), and highly engaging online lesson modules in i-Ready Instruction (optional). The assessment can also be leveraged at the classroom, school, and district levels to evaluate the effectiveness of the instruction or intervention measures. More information about i-Ready can be found here . |
| ISIP ER and ISIP Español Lectura Temprana | ISIP ER and ISIP Español Lectura Temprana is designed to: 1. Identify children at risk for reading difficulties; 2. Provide automatic continuous progress monitoring of skills that are predictors of later reading success; and 3. Provide immediate and automatic linkage of assessment data to student learning needs, which facilitates differentiated instruction. More information about Istation can be found here . |

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| <p>Median Growth Percentile (MGP)</p> | <p>Summarizes student growth by district, school, grade-level, or other group of interest. It is calculated by taking the individual Student Growth Percentiles of the students in the group of interest and calculating the median. More information about student growth can be found here.</p> |
| <p>Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)</p> | <p>Measures of Academic Progress (MAP®) MAP Assessments for grades K-12 are available aligned to the Colorado Academic Standards (CAS). MAP Mathematics, Reading, and Language Usage tests are appropriate for students in grades 2-12. NWEA also offers MAP in mathematics and reading for students in grades K-2, and MAP for Science for grades 3-9. Note: NWEA also offers MAP for Common Core State Standards (CCSS), among other standards. These assessments share the same stable RIT scales which are consistent from previous versions of the instruments. The tables included in this document reference only the Colorado Academic Standards aligned MAP assessments. More information about NWEA MAP can be found here.</p> |
| <p>Phonological Awareness Literacy Screening (PALS) and Phonological Awareness Literacy Screening in Spanish (PALS español)</p> | <p>The Phonological Awareness Literacy Screening (PALS) is a research-based screening, diagnostic, and progress monitoring tool. Teachers can use PALS to identify students at risk of developing reading difficulties, diagnose students' knowledge of literacy fundamentals, monitor progress, and plan instruction that targets students' needs. PALS measures children's knowledge of several important literacy fundamentals: phonological awareness, alphabet recognition, concept of word, knowledge of letter sounds and spelling. It provides a direct means of matching literacy instruction to specific literacy needs and provides a means for identifying those children who are relatively behind in their acquisition of these fundamental literacy skills. PALS Plus is used with children in grades 1-8 to identify students at risk of reading difficulties. It is designed to measure student knowledge of important literacy fundamentals and can be used as a diagnostic tool to provide teachers with explicit information to help guide their teaching. PALS Plus is a leveled instrument that is used to (a) screen and identify students in need of additional instruction based on their Entry Level task scores, and (b) diagnose specific skill deficits in students whose Entry Level scores do not meet a benchmark that represents minimum grade-level criteria.</p> <p>The Phonological Awareness Literacy Screening in Spanish (PALS español) measures children's developing knowledge of the fundamental components of Spanish literacy in kindergarten through third grade. PALS español tasks are parallel to English PALS tasks, but are NOT translations. The goal of PALS español is to provide Spanish-speaking children in the United States equal access to an effective, research-based literacy assessment and intervention.</p> <p>More information on PALS and PALS español can be found here.</p> |
| <p>PSAT</p> | <p>The PSAT 10 tests the same skills and knowledge as the SAT in a way that makes sense for 10th-graders. It builds on the Partnership for Assessment of Readiness for College and Careers (PARCC) tests in literacy and mathematics and the Colorado Measures of Academic Success (CMAS) tests in science and social studies. The PSAT 10 also aligns with Colorado Academic Standards (CAS) and with the SAT that students will take in 11th grade. The PSAT focuses on the knowledge, skills, and understandings that research has identified as most important for college and career readiness and success. In addition to helping sophomores practice for the SAT, it can identify student's potential for success in advanced course work. It provides more data than ever before about academic strengths and weaknesses as well as access to millions of dollars in scholarships. More information on PSAT can be found here.</p> |
| <p>SAT</p> | <p>The SAT is closely aligned to challenging classroom work of Colorado schools and focuses on the key skills and concepts that evidence shows matter most for college and career readiness, including:</p> <ul style="list-style-type: none"> • Mathematical concepts, skills, and practices important for success in career training programs. • Reading, comprehending, and writing high-quality essays supported by evidence. <p>The SAT also serves as an admission test and is accepted by every college in the United States. At the time of testing, students can send their scores to up to four colleges for free. The SAT essay can also be taken as part of the Colorado school day SAT administration. The SAT essay is optional and voluntary and can be added at no cost to students.</p> <p>Tenth graders attending public schools in Colorado began taking PSAT 10 in the spring 2016 and public school 11th graders began taking the SAT in spring, 2017. The CO PSAT 10 and CO SAT will be given each spring for the following five years. More information on SAT can be found here.</p> |

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| <p>Scantron Performance Series ®</p> | <p>Performance Series is a research-based, criterion-referenced computer-adaptive test that lets K-12 educators quickly pinpoint the instructional level of students across a range of subjects, capture immediate results, and produce standards-based reports including suggested learning objectives, on a scaled score. Performance Series is a fully-integrated computer adaptive diagnostic assessment ideal for predicting performance on the state tests, as well as tracking student growth over time Performance Series enables educators to quickly pinpoint the proficiency levels of students corresponding to state specific standards. This information then allows teachers to more accurately place students, diagnose instructional needs – including instructional adjustments – and measure student gains. More information about Scantron can be found here.</p> |
| <p>School Performance Framework (SPF)</p> | <p>The framework used by the state to provide information to stakeholders about each school’s performance on four key performance indicators: student achievement, student academic growth, growth gaps, and postsecondary readiness. Schools are assigned to a type of improvement plan based on their performance across all of the indicator areas, as well as participation rates. The school’s results on the performance framework are summarized in the school performance framework (SPF) report. More information about the performance frameworks can be found here.</p> |
| <p>STAR Early Learning, STAR Early Literacy Enterprise™, STAR Reading Enterprise™, and STAR Math Enterprise™</p> | <p>STAR Early Learning is comprised of two computer adaptive tests: STAR Early Literacy and STAR Reading. STAR Early Literacy assesses the early literacy skills of young learners in grades pre-kindergarten through 3. STAR Reading assesses reading comprehension of independent readers in grades K-3. Together, these assessments provide accurate data along the continuum of skill development from pre-reading through independent reading. STAR Early Learning assessments can be used for a number of purposes, including screening, standards benchmarking, and progress monitoring. Skills-based reports, accessible immediately after students complete an assessment, help teachers plan instruction. The Core Progress learning progression for reading, shared by both STAR Early Literacy and STAR Reading, connects educators with instructional resources that can be used to differentiate instruction for all students. Like the Colorado state test, STAR Early Literacy and STAR Reading report student growth percentile (SGP), developed in consultation with Dr. Damian Betebenner.</p> <p>STAR Reading is a student-based, computer adaptive assessment for measuring student achievement in reading. STAR fulfills a variety of assessment purposes, including interim assessment, screening, standards benchmarking, skills-based reporting and instructional planning, and progress monitoring. STAR Reading is by far the most widely used reading assessment in K12 schools. Educators get valid, reliable, actionable data in about 15 minutes.</p> <p>STAR Math is a student-based, computer adaptive assessment for measuring student achievement in math. STAR fulfills a variety of assessment purposes, including interim assessment, screening, standards benchmarking, skills-based reporting and instructional planning, and progress monitoring.</p> <p>More information about STAR Early Learning, STAR Early Literacy Enterprise™, STAR Reading Enterprise™, and STAR Math Enterprise™ can be found here.</p> |

2018 District Requests to Reconsider

Summary of Requests and Decisions

| Congress- ional District | District Code | District | Accreditation Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | Request Type | District Rationale | CDE Decision | CDE Final Rating (2018) | CDE Rationale |
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| 4 | 0960 | AGATE 300 | Accredited: Meets 95% Participation | Insufficient State Data: Small Tested Population | Accredited: Small Tested Population | Districts with a single school | The district requests a reconsideration per State Board Rule 4.02 of the Administration of Statewide Accountability Measures. According to rule 4.02 the state may use the Public School performance evaluation framework described in Section 9.00, for districts with only a Single Public School. | Approve | Accredited: Small Tested Population | Per 4.02, CDE may assign the district the accreditation category aligned with the school performance framework plan type of the single school in the district, Agate Elementary School. Agate Elementary School was accredited with a Performance Plan by Agate School District. Thus, CDE accredits the district with an Accredited rating. |
| 4 | 3040 | ARICKAREE R- 2 | Accredited: Low Participation | Accredited with Improvement Plan: Decreased due to Participation | Accredited: Low Participation | Accountability Participation Rate | The district was contacted by CDE as one of the districts or schools where the district or school would have met 95% participation but the exclusion of SAT participation from the 2018 frameworks resulted in the district or school being lowered one level. | Approve | Accredited: Low Participation | SAT participation rates are not included in High School and District participation calculations for 2018 school and district frameworks. CDE contacted districts where the district would have met 95% participation but the exclusion of SAT participation from the 2018 frameworks resulted in the district being lowered one level. CDE approves this request. |

| Congress- ional District | District Code | District | Accreditation Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | Request Type | District Rationale | CDE Decision | CDE Final Rating (2018) | CDE Rationale |
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| 4 | 3145 | AULT- HIGHLAND RE- 9 | Accredited: Low Participation | Accredited with Improvement Plan: Low Participation | Accredited: Low Participation | Body of Evidence | The district submitted K-2 achievement and K-3 growth data for the NWEA MAPs assessment to show achievement and growth for students in the district not included in the district performance framework. | Deny | Accredited with Improvement Plan: Low Participation | CDE reviewed the local NWEA data submitted and the achievement and growth results for the reading and math assessments. CDE determined the NWEA achievement data for both reading and math is reflective of the ratings earned on the DPF for all students and all disaggregated groups. Growth in reading on the NWEA assessment is meeting expectations which is reflective of the "meets" rating earned on the DPF. For NWEA math growth for all students and disaggregated groups and for the disaggregated groups in reading which all earned an "approaching" rating on the DPF, the local data shows the district is more reflective of earning a "meets" rating. However, given the distance the district is from the cut-point for "Accredited", this alone would not be enough to change the rating for the district. Therefore, CDE does not approve this request. |
| 4 | 1860 | BUFFALO RE- 4J | Accredited: Low Participation | Accredited with Improvement Plan: Low Participation | Accredited: Low Participation | Body of Evidence | The district submitted supplemental K-2 achievement and growth data for the aimsweb plus assessment in reading and math and the NWEA MAP assessment in reading, language usage, and math to show achievement and growth for students in the district not included in the district performance framework. | Approve | Accredited: Low Participation | CDE reviewed the local aimsweb plus and NWEA MAP data submitted and the achievement and growth results for the all students group are more reflective of a "meets" rating rather than the preliminary "approaching" rating on the framework. With those ratings adjusted, the district would earn an accreditation rating of Accredited: Low Participation. Therefore, CDE does approve the district's request for reconsideration. |

| Congressional District | District Code | District | Accreditation Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | Request Type | District Rationale | CDE Decision | CDE Final Rating (2018) | CDE Rationale |
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| 4 | 1500 | BURLINGTON RE-6J | Accredited with Improvement Plan: Low Participation | Accredited with Priority Improvement Plan: Low Participation | Accredited with Improvement Plan: Low Participation or Insufficient State Data: Low Participation | Body of Evidence, Insufficient State Data | <p>The district submitted a request for reconsideration of the preliminary district performance framework based on two criteria:</p> <ol style="list-style-type: none"> 1. The district submitted K-2 achievement and K-3 growth data for the DIBELS and NWEA MAPs assessments to show achievement and growth for students in the district not included in the district performance framework to request an overall rating of Improvement; or 2. The district requests a rating of insufficient state data due to the fact that less than 85% of students participated in the state assessments and the demographics of the students who participated in the state assessments are significantly different from the student population that did not test. | Approve | Accredited with Improvement Plan: Low Participation | <p>CDE reviewed the local DIBELS reading and NWEA reading, language usage, and math data submitted, the achievement and growth results for the all students and disaggregated groups are more reflective of an "approaching" rating rather than the preliminary "does not meet" rating on the framework. With those ratings adjusted, the district would earn an accreditation rating of Accredited with Improvement Plan: Low Participation.</p> <p>Due to some districts and schools experiencing low levels of participation on state assessments, CDE allows districts to request "insufficient state data" as an overall accreditation rating if the state assessment participation rate is at or below 85%. Data must be provided to show how the participating students are not representative of the total school/district population. After careful review, CDE could not determine that the student population taking the state assessment is not representative of the overall district student population.</p> <p>Therefore, CDE has decided to accredit the district with Improvement Plan: Low Participation.</p> |

| Congress- ional District | District Code | District | Accreditation Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | Request Type | District Rationale | CDE Decision | CDE Final Rating (2018) | CDE Rationale |
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| 4, 7 | 0190 | BYERS 32J | Accredited with Improvement Plan: Low Participation | Accredited with Improvement Plan: Low Participation | Insufficient State Data: Low Participation | Insufficient State Data | The district requests a rating of insufficient state data due to the fact that less than 85% of students participated in the state assessments and the local assessment results of the students who participated in the state assessments are significantly different from the student population that did not test. | Approve | Insufficient State Data: Low Participation | Due to some districts and schools experiencing low levels of participation on state assessments, CDE allows districts to request “insufficient state data” as an overall accreditation rating if the state assessment participation rate is at or below 85%. Data was provided to show how the participating students are not representative of the total district population. After careful review, CDE determined that the student population taking the state assessment may not be representative of the overall district student population. |
| 4 | 9035 | CENTENNIAL BOCES | Insufficient State Data: Low Participation | Accredited with Turnaround Plan: Meets 95% Participation | Accredited with AEC Improvement: Meets 95% Participation | Districts with a single school type | The district requests a reconsideration per State Board Rule 4.02 of the Administration of Statewide Accountability Measures. According to rule 4.02 the state may use the Public School performance evaluation framework described in Section 9.00, for districts with only a Single Public School. Colorado Department of Education has determined rule 4.02 can be applied to a district that authorizes only two schools, both of which are alternative education campuses. | Approve | Accredited with AEC Improvement: Meets 95% Participation | Per 4.02, CDE assigns Centennial BOCES the accreditation category aligned with the school performance framework plan types of the two alternative education campuses (AECs) in the district. CDE applied the combined AEC school performance framework that has been applied to both iConnect Alternative High School and Centennial BOCES Alternative High School in assigning an accreditation rating for CBOCES. Thus, CDE is accrediting Centennial BOCES, the authorizer for the schools, with an Accredited with AEC Improvement: Meets 95% Participation rating. |

| Congress- ional District | District Code | District | Accreditation Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | Request Type | District Rationale | CDE Decision | CDE Final Rating (2018) | CDE Rationale |
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| 3 | 9175 | COLORADO RIVER BOCES | Accredited with AEC Performance: Low Participation | Insufficient State Data: Meets 95% Participation | Accredited with AEC Performance: Meets 95% Participation | Districts with a single school | The district requests a reconsideration per State Board Rule 4.02 of the Administration of Statewide Accountability Measures. According to rule 4.02 the state may use the Public School performance evaluation framework described in Section 9.00, for districts with only a Single Public School. | Approve | Accredited with AEC Performance: Meets 95% Participation | Per 4.02, CDE assigns Colorado River BOCES the accreditation category aligned with the school performance framework plan type of the single school, Yampah Mountain School. As an alternative education campus, Yampah Mountain School was assigned an AEC: Performance Plan. Thus, CDE is accrediting Colorado River BOCES, the authorizer for the school, with an AEC: Performance rating. |
| 5 | 1010 | COLORADO SPRINGS 11 | Accredited with Improvement Plan: Low Participation | Accredited with Improvement Plan: Meets 95% Participation | Accredited: Meets 95% Participation | Impact of AEC SPF on DPF | The district requests special consideration pursuant to 1 CCR 301-1, section 4.01(D), based on the facts that: (1) removing data for the AEC students from the DPF would otherwise cause the district to receive a higher rating and (2) the district's AEC(s) either received a rating of "AEC: Performance" or received a rating of "AEC: Improvement" with AEC performance indicators demonstrating improvement over time. | Approve | Accredited: Meets 95% Participation | CDE calculated the District Performance Framework for the district with students enrolled in the five Alternative Education Campuses removed. The total percent of points earned on the DPF increased and improved the rating for the district one accreditation category. Additionally, the five AECs in the district received an AEC: Performance Plan rating or AEC: Improvement Plan while demonstrating improvement from 2017 to 2018. Thus, the district meets the qualifications set forth under the guidance per C.R.S. 22-11-207(2)(g) and 1 CCR 301-1 4.01 and CDE accepts the district's request for reconsideration. |

| Congress- ional District | District Code | District | Accreditation Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | Request Type | District Rationale | CDE Decision | CDE Final Rating (2018) | CDE Rationale |
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| 5, 7 | 1110 | DISTRICT 49 | Accredited with Improvement Plan: Low Participation | Accredited with Improvement Plan: Meets 95% Participation | Accredited: Meets 95% Participation | Impact of AEC SPF on DPF | As per 1 CCR 301-1 4.01 (D), the Colorado Department of Education may reevaluate the accreditation category assigned to districts through the District Performance Framework for districts that serve a significant number of students in Alternative Education Campuses (AECs). District 49 served nearly 4,000 students enrolled in AECs during the 2017-18 school year at the district authorized online charter school, GOAL Academy and at the district operated alternative high school program, Patriot High School combined. AEC students comprise just over 18% of the district's total population and just over 45% of the high school population. | Deny | Accredited with Improvement Plan: Meets 95% Participation | CDE reviewed the request and although the district meets the criteria of 4.01 (D)(1), "removing the data for students enrolled in the AECs from the calculation of the District's Performance Framework would otherwise cause the district to receive a higher accreditation rating", at present, it does not meet the second criteria of 4.01(D)(2), "The AECs have been assigned by the State Board to implement a School Improvement Plan and the AECs have demonstrated improved performance over time, as demonstrated by attainment on the Performance Indicators and AEC evaluation framework." GOAL Academy earned an Improvement rating in 2017 and an Improvement preliminary rating in 2018, which currently does not show demonstrated improvement over time. The district has submitted a request to reconsideration on behalf of the plan type assignment for GOAL Academy and those decisions were approved by the State Board of Education in December. Therefore, this request is not approved. |

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| 5 | 1120 | EDISON 54 JT | Accredited with Distinction: Low Participation | Accredited: Decreased due to Participation | Accredited with Distinction: Low Participation | Accountability Participation Rate | The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration. The district also requested CDE to consider the small size of the district and that one student not participating can have a greater impact on the accountability participation rate than a larger district. | Deny | Accredited: Decreased due to Participation | The supplemental information regarding the miscoding experienced during PSAT/SAT state assessment administration as provided regarding accountability participation rate on its own is not permissible under current policy. CDE did review the district's participation data using two additional methods that are allowable under current policy as outlined below:CDE understands the data in smaller systems are more sensitive than larger systems and reviewed the request to see if one additional student coded correctly for the assessment would allow the district to meet the 95% accountability participation rate threshold. After careful analysis, it was determined the district would need more than one additional students coded correctly on the state assessment to meet the 95% accountability participation rate requirement. Additionally, CDE considered whether the district has attained 95% accountability participation rates, historically, as CDE may make an exception for the most recent year. After careful analysis, it was determined the district would not meet the 95% accountability multi-year participation rate. Therefore, CDE does not approve this request. |

| Congressional District | District Code | District | Accreditation Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | Request Type | District Rationale | CDE Decision | CDE Final Rating (2018) | CDE Rationale |
|------------------------|---------------|--------------------|--|-------------------------------------|--|------------------|--|--------------|--|--|
| 2 | 1330 | GILPIN COUNTY RE-1 | Accredited with Distinction: Meets 95% Participation | Accredited: Meets 95% Participation | Accredited with Distinction: Meets 95% Participation | Body of Evidence | The district submitted supplemental K-2 achievement and K-3 growth data for early literacy, reading and math on the STAR assessment and K-2 achievement for reading on the NWEA MAP assessment as well as matriculation data to the department for review. | Approve | Accredited with Distinction: Meets 95% Participation | CDE reviewed the supplemental local assessment growth data for ELA and math. The supplemental elementary growth data for early literacy and reading was meeting expectations for three out of four grade levels. On the district performance framework, the elementary school received an "approaching" rating, whereas the supplemental data submitted is more reflective of a "meets" rating. The supplemental elementary math growth data submitted was meeting expectations of two out of three grade levels, which is reflective of the "approaching" rating earned on the DPF and therefore the supplemental math data has no impact on the decision. The additional matriculation provided was considered, however, even with the inclusion of additional students enrolled in postsecondary institutions, this would be insufficient to raise the matriculation sub indicator rating to the "exceeds" level from its current status as "meets". With the additional elementary ELA growth data taken into consideration, the district would earn an "Accredited with Distinction: Meets 95% Participation" rating. |

| Congressional District | District Code | District | Accreditation Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | Request Type | District Rationale | CDE Decision | CDE Final Rating (2018) | CDE Rationale |
|------------------------|---------------|----------------|---|---|---|--|--|--------------|---|--|
| 4 | 2862 | JULESBURG RE-1 | Accredited with Improvement Plan: Low Participation | Accredited with Turnaround Plan: Decreased due to Participation | Accredited with Improvement Plan: Low Participation | Closed school, Accountability Participation Rate | The district submitted additional information to the department to correct miscoding of student assessments experienced during the CMAS and PSAT/SAT state assessment administrations. | Approve | Accredited with Improvement Plan: Low Participation | The district's performance framework was recalculated with the exclusion of student-level results from grades 6 through 8 at Destinations Career Academy due to the school's grade configuration adjustment at the conclusion of the 2016-2017 school year. This recalculation resulted in the district earning an accreditation rating of Accredited with Priority Improvement: Decreased due to Participation. The district participated in the Student Biographical Data (SBD) process regarding the coding of student participation on state assessments, but was unable to finalize the submitted data. With this error adjusted, the district would earn an accreditation rating of Accredited with Improvement Plan: Low Participation. |

| Congressional District | District Code | District | Accreditation Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | Request Type | District Rationale | CDE Decision | CDE Final Rating (2018) | CDE Rationale |
|------------------------|---------------|--------------|-------------------------------|--|--------------------------------|-----------------------------------|--|--------------|-------------------------------|--|
| 3 | 1400 | LA VETA RE-2 | Accredited: Low Participation | Accredited with Improvement Plan: Decreased due to Participation | Accredited: Low Participation | Accountability Participation Rate | The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration that were not corrected during the Student Biographical Data (SBD) collection window. The district requested that the district rating is not lowered one level due to not meeting the accountability participation rate. | Approve | Accredited: Low Participation | The supplemental information regarding the miscoding experienced during PSAT/SAT state assessment administration as provided regarding accountability participation rate on its own is not permissible under current policy. If a district has attained 95% accountability participation rates, historically, CDE may make an exception for the most recent year. A district can request to use the multi-year accountability participation rate on the district performance framework for a request to reconsider if the one year accountability participation rate was not met. In this case, the district may request that the district rating is not lowered one level due to not meeting the one year accountability participation rate when the multi-year accountability participation rate was met. CDE has determined this district has met the 95% multi-year accountability participation rate and therefore the criteria has been met and the request is approved. |

| Congress- ional District | District Code | District | Accreditation Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | Request Type | District Rationale | CDE Decision | CDE Final Rating (2018) | CDE Rationale |
|--------------------------------|------------------|--------------------------|--|--|---|-----------------------------|---|-----------------|--|---|
| 4 | 0290 | LAS ANIMAS RE-1 | Accredited with Improvement Plan: Decreased due to Participation | Accredited with Priority Improvement Plan: Low Participation | Accredited with Improvement Plan: Low Participation | Impact of AEC SPF on DPF | The district requests special consideration pursuant to 1 CCR 301-1, section 4.01(D), based on the facts that: (1) removing data for the AEC students from the DPF would otherwise cause the district to receive a higher rating and (2) the district's AEC(s) either received a rating of "AEC: Performance" or received a rating of "AEC: Improvement" with AEC performance indicators demonstrating improvement over time. | Approve | Accredited with Improvement Plan: Low Participation | CDE calculated the District Performance Framework for the district with students enrolled in the Alternative Education Campus removed. The total percent of points earned on the DPF increased and improved the rating for the district one accreditation category. Additionally, the AEC in the district received an AEC: Performance Plan rating for 2018. Thus, the district meets the qualifications set forth under the guidance per C.R.S. 22-11-207(2)(g) and 1 CCR 301-1 4.01 and CDE accepts the district's request for reconsideration. |
| 3 | 2180 | MONTROSE COUNTY RE-1J | Accredited with Improvement Plan: Meets 95% Participation | Accredited with Improvement Plan: Meets 95% Participation | Accredited: Meets 95% Participation | Body of Evidence | The district requests the department to consider four criteria when reviewing the request for reconsideration of the district performance framework rating: 1. The district's three year trend data to show improvement; 2. District supplemental iReady data for K-3 to show evidence of strong growth gains in math; 3. District supplemental iReady data for K-1 to show evidence of strong growth gains in reading; and 4. The district has provided aligned programming and curriculum supports across all schools and grade levels. | Deny | Accredited with Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental local data submitted for elementary student growth in reading and math. Although the district showed positive growth in reading for grades K-1, the remaining grades did not show the same level of growth which is consistent with the "approaching" rating earned on the DPF. CDE did consider the K-3 growth data for math, and although the district was meeting expectations for iReady, it would not warrant enough additional points to move the district to the "Accredited" category. CDE did consider local trend data for ELA growth as well and although there were improvements from 2016-17 to 2017-18 the district did not improve from where it was in 2015-16 in three out of four grade levels. |

| Congress- ional District | District Code | District | Accreditation Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | Request Type | District Rationale | CDE Decision | CDE Final Rating (2018) | CDE Rationale |
|--------------------------------|------------------|----------------------------|--|---|--|-----------------------------|---|-----------------|--|---|
| 3 | 0550 | NORTH CONEJOS RE- 1J | Accredited with Distinction: Meets 95% Participation | Accredited: Meets 95% Participation | Accredited with Distinction: Meets 95% Participation | Impact of AEC SPF on DPF | The district requests special consideration pursuant to 1 CCR 301-1, section 4.01(D), based on the facts that: (1) removing data for the AEC students from the DPF would otherwise cause the district to receive a higher rating and (2) the district's AEC(s) either received a rating of "AEC: Performance" or received a rating of "AEC: Improvement" with AEC performance indicators demonstrating improvement over time. | Approve | Accredited with Distinction: Meets 95% Participation | CDE calculated the District Performance Framework for the district with students enrolled in the Alternative Education Campus removed. The total percent of points earned on the DPF increased and improved the rating for the district one accreditation category. Additionally, the AEC in the district received an AEC: Performance Plan rating for 2018. Thus, the district meets the qualifications set forth under the guidance per C.R.S. 22-11-207(2)(g) and 1 CCR 301-1 4.01 and CDE accepts the district's request for reconsideration. |
| 3 | 1990 | PLATEAU VALLEY 50 | Accredited with Improvement Plan: Low Participation | Accredited with Priority Improvement Plan: Decreased due to Participation | Accredited: Low Participation | Impact of AEC SPF on DPF | The district requests special consideration pursuant to 1 CCR 301-1, section 4.01(D), based on the facts that: (1) removing data for the AEC students from the DPF would otherwise cause the district to receive a higher rating and (2) the district's AEC(s) either received a rating of "AEC: Performance" or received a rating of "AEC: Improvement" with AEC performance indicators demonstrating improvement over time. | Approve | Accredited: Low Participation | CDE calculated the District Performance Framework for the district with students enrolled in the Alternative Education Campus removed. The total percent of points earned on the DPF increased and improved the rating for the district one accreditation category. Additionally, the AEC in the district received an AEC: Performance Plan rating for 2018. Thus, the district meets the qualifications set forth under the guidance per C.R.S. 22-11-207(2)(g) and 1 CCR 301-1 4.01. With the students enrolled in the AEC removed from the DPF, the district is no longer "decreased due to participation". Therefore, CDE accepts the district's request for reconsideration. |

| Congressional District | District Code | District | Accreditation Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | Request Type | District Rationale | CDE Decision | CDE Final Rating (2018) | CDE Rationale |
|------------------------|---------------|----------------|--|---|--|--------------------------------|--|--------------|--|---|
| 5 | 9050 | SAN JUAN BOCES | Insufficient State Data: Meets 95% Participation | Insufficient State Data: Low Participation Year 1 | Insufficient State Data: Low Participation | Districts with a single school | Southwest Colorado E-School is the only school operating in San Juan BOCES. For each of the past three years (2016, 2017, and 2018), both the BOCES and the school have received preliminary reports with an “Insufficient State Data” rating. In 2016, clock status was initially carried over from the 2014 framework for both the BOCES and the school. The Southwest Colorado E-School submitted a request for reconsideration in 2016 for a rating of “Improvement” and the request was approved. The BOCES did not submit a request in 2016, and therefore the BOCES has remained as “Insufficient State Data” and “Entering Year 1” since 2016. The San Juan BOCES requested the district performance rating be aligned to the rating of the Southwest Colorado E-School, the only school in the BOCES. | Approve | Insufficient State Data: Low Participation | Per 4.02, CDE assigns the San Juan BOCES the accreditation category aligned with the school performance framework plan type of the single school, Southwest Colorado E-School, which was assigned a rating of Insufficient State Data: Low Participation. Thus, CDE is accrediting the San Juan BOCES, the authorizer for the school, with an Insufficient State Data: Low Participation rating aligned with the school which is not in Year 1 of Priority Improvement or Turnaround. |

| Congressional District | District Code | District | Accreditation Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | Request Type | District Rationale | CDE Decision | CDE Final Rating (2018) | CDE Rationale |
|------------------------|---------------|------------|---|--|---|------------------|--|--------------|--|--|
| 1 | 0123 | SHERIDAN 2 | Accredited with Improvement Plan: Meets 95% Participation | Accredited with Priority Improvement Plan: Meets 95% Participation | Accredited with Improvement Plan: Meets 95% Participation | Body of Evidence | The district submitted supplemental iReady reading and math assessment K-2 achievement and K-3 growth data to show achievement and growth for students in the district not included in the district performance framework. | Deny | Accredited with Priority Improvement Plan: Meets 95% Participation | The iReady reading and math achievement data for all disaggregated groups and the reading growth data for all students and FRL disaggregated subgroups as presented is reflective of the elementary grade level data seen on the DPF. The supplemental data for the performance of students in the district for elementary math growth for all disaggregated groups and elementary reading growth for ELL and minority disaggregated groups was more reflective of a "meets" rating rather than the "approaching" rating earned on the preliminary DPF. However, with those subindicator ratings adjusted, the district would not warrant enough additional points to move to the higher accreditation category. |

| Congressional District | District Code | District | Accreditation Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | Request Type | District Rationale | CDE Decision | CDE Final Rating (2018) | CDE Rationale |
|------------------------|---------------|-------------|--|---|--------------------------------|----------------|---|--------------|-------------------------------|---|
| 3 | 2820 | SILVERTON 1 | Insufficient State Data: Low Participation | Accredited with Improvement Plan: Low Participation | Accredited: Low Participation | Small District | The district is a small rural district of less than 70 students and requests CDE consider the impact of one student on the district's dropout rate due to the small N size of the district. Due to the small size of the district, the only indicator reported on both the 1 and 3 year district performance framework is dropout rate. | Approve | Accredited: Low Participation | CDE reviewed the request under the condition regarding small systems. For smaller schools and districts, data submitted through the body of evidence may be weighed more heavily, as state data may not be fully representative or may not be able to be reviewed due to small N size. The difference of one student in the district's dropout rate would be the difference between earning an "approaching" and a "meets" rating on the postsecondary and workforce readiness indicator. Since dropout rate is the only indicator able to be reported in postsecondary and workforce readiness, the indicator carries greater weight than it normally would have for a larger district and thus, with the impact of only one student taken into consideration, the district would move to Accredited: Low Participation. Therefore, CDE does approve the district's request for reconsideration. |

| Congressional District | District Code | District | Accreditation Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | Request Type | District Rationale | CDE Decision | CDE Final Rating (2018) | CDE Rationale |
|------------------------|---------------|-----------------|---|--|--------------------------------|-----------------------------------|--|--------------|-------------------------------|---|
| 2 | 1340 | WEST GRAND 1-JT | Accredited with Improvement Plan: Meets 95% Participation | Accredited with Improvement Plan: Decreased due to Participation | Accredited: Low Participation | Accountability Participation Rate | The district requested to use the multi-year accountability participation rate on the district performance framework because district has attained 95% accountability participation rates, historically and the one year accountability participation rate was not met. The district requested that the district rating is not lowered one level due to not meeting the accountability participation rate. | Approve | Accredited: Low Participation | If a district has attained 95% accountability participation rates, historically, CDE may make an exception for the most recent year. A district can request to use the multi-year accountability participation rate on the district performance framework for a request to reconsider if the one year accountability participation rate was not met. In this case, the district may request that the district rating is not lowered one level due to not meeting the one year accountability participation rate when the multi-year accountability participation rate was met. CDE has determined this district has met the 95% multi-year accountability participation rate and therefore the criteria has been met and the request is approved. |

2018 School Requests to Reconsider

Summary of Requests and Decisions

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|------------------------|------------------------|---|--|---|--|--------------------|--|--|
| 0030 | ADAMS COUNTY 14 | 0024 | ADAMS CITY HIGH SCHOOL | 7 | Turnaround Plan: Decreased due to Participation | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district requests a higher rating for the school based on the following measures: remediation rates, concurrent enrollment, matriculation, and the Seal of Biliteracy. | Deny | Priority Improvement Plan: Meets 95% Participation | <p>CDE reviewed the district's request regarding the four criteria put forward:</p> <p>For the four criteria under consideration, CDE can only consider data from the 2016-17 school year as that is what is reflected in the school performance framework for postsecondary and workforce readiness. The remediation rates put forward by the district for the school were far lower than the state average. The concurrent enrollment calculations are different from how the state collects these data, however, after review, the participation rates for the school are far lower than the state average. The district attempted to receive verbal confirmation of students' postsecondary status to update the school's matriculation rate, however, verbal confirmation is not a reliable collection method for additional inclusion of this measure on the school performance framework. Finally, CDE recognizes the school's Seal of Biliteracy, however, this is not a measure for inclusion on school performance frameworks.</p> |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|--------------------|-------------|----------------------------|------------------------|--|--|---|--|--------------------|--|--|
| 0180 | ADAMS-ARAPAHOE 28J | 0464 | AURORA HILLS MIDDLE SCHOOL | 6 | Priority Improvement Plan: Meets 95% Participation | Priority Improvement Plan: Low Participation | Improvement Plan: Low Participation | The district acknowledges a misadministration of CMAS-Math assessment data for students with disabilities. The original CMAS-Math median growth percentile file included five students who did not receive the appropriate accommodations based on their documented needs and that they may not have been able to demonstrate their learning to their fullest ability and therefore would like these students excluded from the students with disabilities disaggregated group calculations in the school performance framework. | Deny | Priority Improvement Plan: Low Participation | Per CDE policy guidance, if the 95% accountability participation rate requirement has not been met due to reasons other than parent refusals, such as test misadministrations, the district and school has a clear and justified reason why students did not count as participants, and a plan to ensure participation improves in the future, CDE may consider a request to reconsider. Although the exclusion of five students who were affected by test misadministration would raise the school's CMAS-Math median growth percentile, the supplemental information regarding the misadministration experienced during the CMAS state assessment is not permissible under current policy as this information must be corrected during the assessment window or the Student Biographical Data (SBD) collection window. Therefore, CDE does not recommend approval of this request. |
| 0180 | ADAMS-ARAPAHOE 28J | 0914 | BOSTON K-8 SCHOOL | 6 | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | The district submitted K-2 achievement and K-3 growth literacy and math data for the iReady assessment to show achievement and growth for students in the school not included in the school performance framework. | Approve | Performance Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and although the local achievement data was reflective of the results on the school performance framework, the local growth data was more reflective of a "meets" rating rather than the "approaching" rating earned on the preliminary school performance framework. With those ratings adjusted, the school would earn a plan type rating of Performance. Therefore, CDE recommends approval of this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|--------------------|-------------|--------------------------------|------------------------|---|--|---|---|--------------------|--|---|
| 0180 | ADAMS-ARAPAHOE 28J | 4973 | LAREDO ELEMENTARY SCHOOL | 6 | Performance Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district submitted PALS literacy assessment for Kindergarten students and iReady diagnostic literacy assessments for 1st and 2nd-grade students to show achievement and growth for students in the school not included in the school performance framework. | Deny | Priority Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and although the local achievement and growth data for free and reduced-price lunch and minority students in literacy and growth data for English learners in math was more reflective of a higher rating than on the preliminary performance framework, these subindicators alone would not warrant enough additional points to move the school to an Improvement plan type rating. Therefore, CDE does not recommend approval of this request. |
| 0180 | ADAMS-ARAPAHOE 28J | 7932 | SIXTH AVENUE ELEMENTARY SCHOOL | 6 | Performance Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district submitted K-2 achievement and growth literacy and math data for the iReady assessment to show achievement and growth for students in the school not included in the school performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and although the local achievement data was reflective of the results on the school performance framework, the local growth data was more reflective of a "meets" rating rather than the "approaching" rating earned on the preliminary school performance framework for English learners and free and reduced-price lunch students in literacy and all disaggregated groups for math. With those ratings adjusted, the school would earn a plan type rating of Improvement. Therefore, CDE recommends approval of this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|------------------------|-------------|-----------------------------|------------------------|---|---|-------------------------------------|---|--------------------|-------------------------------------|---|
| 0220 | ARCHULETA COUNTY 50 JT | 6658 | PAGOSA SPRINGS HIGH SCHOOL | 3 | Performance Plan: Meets 95% Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district requested to use the multi-year accountability participation rate on the school performance framework because school has attained 95% accountability participation rates, historically, and the one year accountability participation rate was not met. The district requested that the school rating is not lowered one level due to not meeting the accountability participation rate. | Approve | Performance Plan: Low Participation | If a school has attained 95% accountability participation rates, historically, CDE may make an exception for the most recent year. A district can request to use the multi-year accountability participation rate on the school performance framework for a request to reconsider if the one year accountability participation rate was not met. In this case, the district may request that the school rating is not lowered one level due to not meeting the one year accountability participation rate when the multi-year accountability participation rate was met. CDE has determined this school has met the 95% multi-year accountability participation rate and therefore the criteria has been met and the request is recommended for approval. |
| 3040 | ARICKAREE R-2 | 0304 | ARICKAREE ELEMENTARY SCHOOL | 4 | Performance Plan: Low Participation | Priority Improvement Plan: Decreased due to Participation | Improvement Plan: Low Participation | The district requested to use the multi-year accountability participation rate on the school performance framework because school has attained 95% accountability participation rates, historically, and the one year accountability participation rate was not met. The district requested that the school rating is not lowered one level due to not meeting the accountability participation rate. | Approve | Improvement Plan: Low Participation | If a school has attained 95% accountability participation rates, historically, CDE may make an exception for the most recent year. A district can request to use the multi-year accountability participation rate on the school performance framework for a request to reconsider if the one year accountability participation rate was not met. In this case, the district may request that the school rating is not lowered one level due to not meeting the one year accountability participation rate when the multi-year accountability participation rate was met. CDE has determined this school has met the 95% multi-year accountability participation rate and therefore the criteria has been met and the request is recommended for approval. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|--------------------|-------------|------------------------------|------------------------|--|--|--|--|--------------------|--|--|
| 3145 | AULT-HIGHLAND RE-9 | 3958 | HIGHLAND ELEMENTARY SCHOOL | 4 | Performance Plan: Low Participation | Improvement Plan: Low Participation | Performance Plan: Low Participation | The district submitted K-2 achievement and K-3 growth literacy and math data for the NWEA MAP assessment to show achievement and growth for students in the school not included in the school performance framework. | Approve | Performance Plan: Low Participation | CDE reviewed the supplemental data put forward and although the local achievement data was reflective of the results on the school performance framework with the exception of minority students in literacy, the local growth data was more reflective of a "meets" rating rather than the "approaching" rating earned on the preliminary school performance framework for minority students in literacy and all disaggregated groups for math. With those ratings adjusted, the school would earn a plan type rating of Performance. Therefore, CDE recommends approval of this request. |
| 3145 | AULT-HIGHLAND RE-9 | 3961 | HIGHLAND MIDDLE SCHOOL | 4 | Performance Plan: Low Participation | Turnaround Plan: Low Participation | Insufficient State Data: Low Participation | The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. | Approve | Insufficient State Data: Low Participation | CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation. |
| 3146 | BRIGGSDALE RE-10 | 1008 | BRIGGSDALE ELEMENTARY SCHOOL | 4 | Insufficient State Data: Low Participation | Priority Improvement Plan: Low Participation | Insufficient State Data: Low Participation | The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. | Approve | Insufficient State Data: Low Participation | CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|---------------|-------------|--------------------------|------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|--------------------|-------------------------------------|---|
| 1860 | BUFFALO RE-4J | 5802 | MERINO ELEMENTARY SCHOOL | 4 | Performance Plan: Low Participation | Improvement Plan: Low Participation | Performance Plan: Low Participation | The district submitted K-2 achievement and growth data for literacy and math for the aimsweb and NWEA MAP assessments to show achievement and growth for students in the school not included in the school performance framework. | Approve | Performance Plan: Low Participation | CDE reviewed the supplemental data put forward and the local achievement data for literacy and math for all students was more reflective of a "meets" rating than an "approaching" rating earned on the school performance framework. Additionally, the local growth data was more reflective of a "meets" rating rather than the "approaching" rating earned on the preliminary school performance framework for all students in literacy. With those ratings adjusted, the school would earn a plan type rating of Performance. Therefore, CDE recommends approval of this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|------------------|-------------|------------------------------|------------------------|-------------------------------------|------------------------------------|-------------------------------------|--|--------------------|--|---|
| 1500 | BURLINGTON RE-6J | 1144 | BURLINGTON ELEMENTARY SCHOOL | 4 | Performance Plan: Low Participation | Turnaround Plan: Low Participation | Improvement Plan: Low Participation | The district submitted K-2 achievement and K-3 growth literacy and math data for the NWEA MAP assessment and literacy data for the DIBELS assessment to show achievement and growth for students in the school not included in the school performance framework. | Partial Approval | Priority Improvement Plan: Low Participation | CDE reviewed the supplemental data put forward. The local achievement data for literacy for the all students disaggregated group meets expectations and is indicative of a higher rating than the "does not meet" rating earned on the school performance framework. Similarly, the local achievement data for math for the free and reduced-price lunch eligible students was more representative of an "approaching" rating than the "does not meet" rating on the school performance framework. All additional disaggregated groups were representative of the subindicator ratings earning on the school performance framework. For growth, the local literacy data was reflective of the "does not meet" ratings earned on the preliminary school performance framework for all disaggregated groups, however, for math the local data was more representative of an "approaching" rating rather than the "does not meet" rating earned on the preliminary school performance framework. With those ratings adjusted, the school would earn a plan type rating of Priority Improvement, but would not earn enough supplemental points to earn an Improvement rating. Therefore, CDE partially recommends this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|------------------|-------------|---------------------------------------|------------------------|--|--|--|---|--------------------|--|---|
| 1500 | BURLINGTON RE-6J | 1150 | BURLINGTON MIDDLE SCHOOL | 4 | Priority Improvement Plan: Low Participation | Turnaround Plan: Low Participation | Insufficient State Data: Low Participation | The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. | Approve | Insufficient State Data: Low Participation | CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation. |
| 0190 | BYERS 32J | 6241 | COLORADO DIGITAL ACADEMY - ELEMENTARY | 4 | Insufficient State Data: Low Participation | Improvement Plan: Low Participation | Insufficient State Data: Low Participation | The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. | Approve | Insufficient State Data: Low Participation | CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation. |
| 0190 | BYERS 32J | 1752 | COLORADO VIRTUAL ACADEMY (COVA) | 4 | Performance Plan: Low Participation | Improvement Plan: Decreased due to Participation | Insufficient State Data: Low Participation | The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. | Approve | Insufficient State Data: Low Participation | CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|---------------|-------------|-----------------------------------|------------------------|--------------------------------|---------------------------|--|--|--------------------|--|---|
| 0190 | BYERS 32J | 2801 | ELEVATE ACADEMY ELEMENTARY SCHOOL | 4 | New School | New School | Insufficient State Data: Low Participation | The district submitted the request on the grounds that students that participated in state assessments were not representative of the total population of students in the school. The district requested that the school receive no rating in its first year of operation or receive an Insufficient State Data: Low Participation rating. | Deny | Turnaround Plan: Meets 95% Participation | <p>All schools must receive a rating in their first year of operation based on the data available. The state assessment data available for this school based on the 2017-18 school year shows a plan type of Turnaround Plan: Meets 95% Participation. School code policy guidance states that if one school splits into two or more schools: "the high school grade levels will retain the old school code, in order to ensure continuity of graduation rates. New codes may be issued for the K-5 and 6-8 schools, however, accountability attributions may follow all three codes".</p> <p>This request is outside of current policy guidance for an Insufficient State Data rating request given that more than 85% of students participated in the state assessment.</p> <p>Therefore, CDE does not recommend approval of this request and this school will enter Year 3 of Performance Watch.</p> |

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|---------------|---------------|-------------|-----------------------------|------------------------|--|--|--|--|--------------------|--|--|
| 0190 | BYERS 32J | 2356 | ELEVATE ACADEMY HIGH SCHOOL | 4 | Priority Improvement Plan: Low Participation | Priority Improvement Plan: Low Participation | Insufficient State Data: Low Participation | The district submitted the request on the grounds that students that participated in state assessments were not representative of the total population of students in the school. The district requested that the school receive no rating in its first year of operation or receive an Insufficient State Data: Low Participation rating. Additionally if this request is denied, the district requests the school begin at Year 1 of Performance Watch rather than move into Year 3. | Deny | Priority Improvement Plan: Low Participation | <p>All schools must receive a rating in their first year of operation based on local data available. The local data available for this school based on the 2017-18 school year shows a plan type of Priority Improvement Plan: Low Participation. School code policy guidance states that if one school splits into two or more schools: "the high school grade levels will retain the old school code, in order to ensure continuity of graduation rates. New codes may be issued for the K-5 and 6-8 schools, however, accountability attributions may follow all three codes".</p> <p>This request is outside of current policy guidance for an Insufficient State Data rating request given that more than 85% of students participated in the state assessment.</p> <p>Therefore, CDE does not recommend approval of this request and this school will enter Year 3 of Performance Watch.</p> |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|---------------|-------------|-------------------------------|------------------------|--------------------------------|---------------------------|--|--|--------------------|-------------------------------------|--|
| 0190 | BYERS 32J | 2793 | ELEVATE ACADEMY MIDDLE SCHOOL | 4 | New School | New School | Insufficient State Data: Low Participation | The district submitted the request on the grounds that students that participated in state assessments were not representative of the total population of students in the school. The district requested that the school receive no rating in its first year of operation or receive an Insufficient State Data: Low Participation rating. | Deny | Improvement Plan: Low Participation | <p>The district submitted the request on the grounds that students that participated in state assessments were not representative of the total population of students in the school. The district requested that the school receive no rating in its first year of operation or receive an Insufficient State Data: Low Participation rating.</p> <p>All schools must receive a rating in their first year of operation based on local data available. The local data available for this school based on the 2017-18 school year shows a plan type of Improvement Plan: Low Participation. School code policy guidance states that if one school splits into two or more schools: "the high school grade levels will retain the old school code, in order to ensure continuity of graduation rates. New codes may be issued for the K-5 and 6-8 schools, however, accountability attributions may follow all three codes".</p> <p>This request is outside of current policy guidance for an Insufficient State Data rating request given that more than 85% of students participated in the state assessment.</p> <p>Therefore, CDE does not recommend approval of this request.</p> |

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|---------------|---------------|-------------|-----------------------------------|------------------------|--|---|--|---|--------------------|--|---|
| 0190 | BYERS 32J | 8994 | VALIANT ACADEMY ELEMENTARY SCHOOL | 4 | New School | New School | Insufficient State Data: Small Tested Population | The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. | Approve | Insufficient State Data: Small Tested Population | CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Small Tested Population. |
| 0190 | BYERS 32J | 3362 | VALIANT ACADEMY HIGH SCHOOL | 4 | Insufficient State Data: Low Participation | Priority Improvement Plan: Decreased due to Participation | Insufficient State Data: Low Participation | The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. | Approve | Insufficient State Data: Low Participation | CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation. |
| 0190 | BYERS 32J | 9033 | VALIANT ACADEMY MIDDLE SCHOOL | 4 | New School | New School | Insufficient State Data: Low Participation | The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. | Approve | Insufficient State Data: Low Participation | CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|--------------------------|-------------|----------------------------------|------------------------|--|--|-------------------------------------|---|--------------------|-------------------------------------|---|
| 8001 | CHARTER SCHOOL INSTITUTE | 2196 | COLORADO EARLY COLLEGES - PARKER | 4 | Performance Plan: Low Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district requested to use the multi-year accountability participation rate on the school performance framework because school has attained 95% accountability participation rates, historically, and the one year accountability participation rate was not met. The district requested that the school rating is not lowered one level due to not meeting the accountability participation rate. | Approve | Performance Plan: Low Participation | If a school has attained 95% accountability participation rates, historically, CDE may make an exception for the most recent year. A district can request to use the multi-year accountability participation rate on the school performance framework for a request to reconsider if the one year accountability participation rate was not met. In this case, the district may request that the school rating is not lowered one level due to not meeting the one year accountability participation rate when the multi-year accountability participation rate was met. CDE has determined this school has met the 95% multi-year accountability participation rate and therefore the criteria has been met and the request is recommended for approval. |
| 8001 | CHARTER SCHOOL INSTITUTE | 5147 | LAUNCH HIGH SCHOOL | 5 | Insufficient State Data: Low Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district requested to use the multi-year accountability participation rate on the school performance framework because school has attained 95% accountability participation rates, historically, and the one year accountability participation rate was not met. The district requested that the school rating is not lowered one level due to not meeting the accountability participation rate. | Approve | Performance Plan: Low Participation | If a school has attained 95% accountability participation rates, historically, CDE may make an exception for the most recent year. A district can request to use the multi-year accountability participation rate on the school performance framework for a request to reconsider if the one year accountability participation rate was not met. In this case, the district may request that the school rating is not lowered one level due to not meeting the one year accountability participation rate when the multi-year accountability participation rate was met. CDE has determined this school has met the 95% multi-year accountability participation rate and therefore the criteria has been met and the request is recommended for approval. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|--------------------------|-------------|----------------------------------|------------------------|---|---|---|---|--------------------|---|---|
| 8001 | CHARTER SCHOOL INSTITUTE | 8061 | SALIDA MONTESSORI CHARTER SCHOOL | 5 | Performance Plan: Low Participation | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | The district submitted 2nd grade achievement data and 2nd and 3rd grade growth data for the STAR reading assessment to show achievement and growth for students in the school not included in the school performance framework. | Approve | Performance Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and although the local achievement data was reflective of the results on the school performance framework, however the local growth data was more reflective of a "meets" rating rather than the "approaching" rating earned on the preliminary school performance framework for the all students disaggregated group. With that rating adjusted, the school would earn a plan type rating of Performance. Therefore, CDE recommends approval of this request. |
| 0130 | CHERRY CREEK 5 | 0442 | ASPEN CROSSING ELEMENTARY SCHOOL | 6 | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | The district submitted K-3 growth data for the iReady reading assessment to show growth for students in the school not included in the school performance framework. | Deny | Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and although the local achievement data was reflective of the results on the school performance framework, the local growth data was meeting expectations and the data is more reflective of an "approaching" rating rather than the "does not meet" rating earned on the preliminary school performance framework for all disaggregated groups. Even with those ratings adjusted, the school would still be too far from the cut-point of Performance to warrant a higher rating. Therefore, CDE does not recommend approval of this request. |

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|---------------|----------------|-------------|------------------------------|------------------------|---|--|---|--|--------------------|---|---|
| 0130 | CHERRY CREEK 5 | 0016 | FOX HOLLOW ELEMENTARY SCHOOL | 6 | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | The district submitted K-3 growth data for the iReady reading assessment to show growth for students in the school not included in the school performance framework. | Approve | Performance Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and although the local achievement data was reflective of the results on the school performance framework, the local growth data was more reflective of a "meets" rating rather than the "approaching" or "does not meet" rating earned on the preliminary school performance framework for all disaggregated groups. With those ratings adjusted, the school would earn a Performance rating. Therefore, CDE recommends approval of this request. |
| 0130 | CHERRY CREEK 5 | 3589 | GRANDVIEW HIGH SCHOOL | 6 | Performance Plan: Low Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district was contacted by CDE due to the fact that the school would have met 95% participation but the exclusion of SAT participation from the 2018 frameworks resulted in the school being lowered one level. | Approve | Performance Plan: Low Participation | SAT participation rates are not included in High School and District participation calculations for 2018 school and district frameworks. CDE contacted districts where one of the schools in the district would have met 95% participation but the exclusion of SAT participation from the 2018 frameworks resulted in the school being lowered one level. CDE recommends approval of this request. |
| 0130 | CHERRY CREEK 5 | 7514 | INFINITY MIDDLE SCHOOL | 6 | Performance Plan | Improvement Plan: Low Participation | Performance Plan: Low Participation | The district submitted 6th grade achievement data for the ACT Aspire Science assessment to show achievement of students in the school not included in the school performance framework. | Deny | Improvement Plan: Low Participation | CDE reviewed the supplemental data put forward and although the local achievement data would earn a "meets" rating on the school performance framework, even with those ratings adjusted, the school would still be too far from the cut-point of Performance to warrant a higher rating. Therefore, CDE does not recommend approval of this request. |

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|---------------|------------------|-------------|-------------------------|------------------------|---|--|-------------------------------------|--|--------------------|--|---|
| 0540 | CLEAR CREEK RE-1 | 4216 | CLEAR CREEK HIGH SCHOOL | 2 | Performance Plan: Meets 95% Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration that were not corrected during the Student Biographical Data (SBD) collection window. The district also requested CDE to consider the small size of the school and that one student not participating can have a greater impact on the accountability participation rate than a larger school. | Deny | Improvement Plan: Decreased due to Participation | <p>The supplemental information regarding the miscoding experienced during PSAT/SAT state assessment administration as provided regarding accountability participation rate on its own is not permissible under current policy. CDE did review the school's participation data using two additional methods that are allowable under current policy as outlined below:</p> <ol style="list-style-type: none"> 1. CDE understands the data in smaller systems are more sensitive than larger systems and reviewed the request to see if one additional student coded correctly for the assessment would allow the school to meet the 95% accountability participation rate threshold. After careful analysis, it was determined the school would need more than one additional student coded correctly on the state assessment to meet the 95% accountability participation rate requirement. 2. Additionally, CDE considered whether the district has attained 95% accountability participation rates, historically, as CDE may make an exception for the most recent year. After careful analysis, it was determined the school would not meet the 95% accountability multi-year participation rate. |

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|---------------|--------------------|-------------|------------------------|------------------------|---|--|-------------------------------------|---|--------------------|-------------------------------------|--|
| 0870 | DELTA COUNTY 50(J) | 1372 | CEDAREEDGE HIGH SCHOOL | 3 | Performance Plan: Meets 95% Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration based on a data submission error on the part of the district. | Approve | Performance Plan: Low Participation | The supplemental information regarding the miscoding experienced during PSAT/SAT state assessment administration as provided regarding accountability participation rate on its own is not permissible under current policy. CDE considered whether the school has attained 95% accountability participation rates, historically, as CDE may make an exception for the most recent year. After careful analysis, it was determined the school would meet the 95% accountability multi-year participation rate and the request is recommended for approval. |
| 0870 | DELTA COUNTY 50(J) | 4128 | HOTCHKISS HIGH SCHOOL | 3 | Performance Plan: Low Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration based on a data submission error on the part of the district. | Approve | Performance Plan: Low Participation | The supplemental information regarding the miscoding experienced during PSAT/SAT state assessment administration as provided regarding accountability participation rate on its own is not permissible under current policy. CDE considered whether the school has attained 95% accountability participation rates, historically, as CDE may make an exception for the most recent year. After careful analysis, it was determined the school would meet the 95% accountability multi-year participation rate and the request is recommended for approval. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|--------------------|-------------|----------------------------------|------------------------|---|---|-------------------------------------|---|--------------------|-------------------------------------|--|
| 0870 | DELTA COUNTY 50(J) | 1952 | NORTH FORK MONTESSORI @ CRAWFORD | 3 | Performance Plan: Meets 95% Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration based on a data submission error on the part of the district. | Approve | Performance Plan: Low Participation | The supplemental information regarding the miscoding experienced during PSAT/SAT state assessment administration as provided regarding accountability participation rate on its own is not permissible under current policy. CDE considered whether the school has attained 95% accountability participation rates, historically, as CDE may make an exception for the most recent year. After careful analysis, it was determined the school would meet the 95% accountability multi-year participation rate and the request is recommended for approval. |
| 0870 | DELTA COUNTY 50(J) | 2166 | VISION CHARTER ACADEMY | 3 | Improvement Plan: Low Participation | Priority Improvement Plan: Decreased due to Participation | Improvement Plan: Low Participation | The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration based on a data submission error on the part of the district. | Approve | Improvement Plan: Low Participation | The supplemental information regarding the miscoding experienced during PSAT/SAT state assessment administration as provided regarding accountability participation rate on its own is not permissible under current policy. CDE considered whether the school has attained 95% accountability participation rates, historically, as CDE may make an exception for the most recent year. After careful analysis, it was determined the school would meet the 95% accountability multi-year participation rate and the request is recommended for approval. |

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|---------------|-----------------|-------------|-----------------------------|------------------------|--|---|---|--|--------------------|---|--|
| 0880 | DENVER COUNTY 1 | 6397 | ACADEMIA ANA MARIE SANDOVAL | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 0388 | ASBURY ELEMENTARY SCHOOL | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 0418 | ASHLEY ELEMENTARY SCHOOL | 1 | Priority Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

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|---------------|-----------------|-------------|----------------------------------|------------------------|---|---|---|--|--------------------|---|--|
| 0880 | DENVER COUNTY 1 | 1077 | BEAR VALLEY INTERNATIONAL SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 1076 | BROWN INTERNATIONAL ACADEMY | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Low Participation | Improvement Plan: Low Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Low Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 1324 | CARSON ELEMENTARY SCHOOL | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

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|---------------|-----------------|-------------|--|------------------------|--|---|--|--|--------------------|--|--|
| 0880 | DENVER COUNTY 1 | 1400 | CENTENNIAL A SCHOOL FOR EXPEDITIONARY LEARNING | 1 | Priority Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 3655 | CENTER FOR TALENT DEVELOPMENT AT GREENLEE | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 1785 | COLE ARTS AND SCIENCE ACADEMY | 1 | Turnaround Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Priority Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

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|---------------|-----------------|-------------|------------------------------------|------------------------|---|--|---|--|--------------------|---|---|
| 0880 | DENVER COUNTY 1 | 1788 | COLLEGE VIEW ELEMENTARY SCHOOL | 1 | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the ISIP ER and ISIP Español assessment for review of those grade levels not included in the school performance framework. | Deny | Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data was more reflective of a "meets" rating rather than an "approaching" rating earned on the school performance framework in all disaggregated groups and the local growth data was more reflective of a "meets" rating for the all students and free and reduced price-lunch students disaggregated groups. Even with those ratings adjusted, the school would still be too far from the cut-point of Performance to warrant a higher rating. Therefore, CDE does not recommend approval of this request. |
| 0880 | DENVER COUNTY 1 | 1295 | COLLEGIATE PREPARATOR Y ACADEMY | 1 | Improvement Plan: Low Participation | Priority Improvement Plan: Low Participation | Turnaround Plan: Low Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Turnaround Plan: Low Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 1561 | COLORADO HIGH SCHOOL CHARTER - GES | 1 | Performance Plan | Pending AEC Framework | AEC: Turnaround Plan | Districts who have applied for a first-time AEC designation for one or more of their schools for the 2018-19 school year may request retroactive AEC designation for the 2017-18 school year based on the 2018-19 AEC application submitted in April 2018. | Approve | AEC: Turnaround Plan | This school was approved as an AEC by the state board of education at the August 2018 state board meeting for the 2018-19 school year (based on 2017-18 student enrollment data). The district submitted a request on behalf of the school to receive AEC status for the 2017-18 school year and thus to receive a final AEC school performance framework for 2018. CDE recommends approval of this request. |

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|---------------|-----------------|-------------|-------------------------|------------------------|--------------------------------|---------------------------|--------------------------------|---|--------------------|--------------------------------|--|
| 0880 | DENVER COUNTY 1 | 1489 | COMPASSION ROAD ACADEMY | 1 | AEC: Performance Plan | Pending AEC Framework | AEC: Improvement Plan | The district requests a higher rating than the preliminary CDE plan type by requesting the submission of optional measures for inclusion in the AEC school performance framework. | Deny | AEC: Priority Improvement Plan | The district chose not to participate in the Actual Measures and Data submission process which is the process available through Data Pipeline for districts to submit optional measures data for Alternative Education Campuses (AECs) served by that district. It is only at that time when AECs can submit additional measures for consideration. The Actual Measures and Data submission process is put in place to collect those measures at that time to ensure CDE has the appropriate time to vet local measures for appropriate inclusion in the AEC school performance framework. AECs are not permitted to submit new measures during the request to reconsider process because, unlike traditional schools, AECs have the opportunity to submit local data measures for direct inclusion in their accountability frameworks prior to the release of the preliminary frameworks. There are no conditions for the Request to Reconsider process whereby new data can be incorporated into the School Performance Framework (SPF) for an AEC if that district has chosen to forgo the above mentioned data submission period. Therefore, this request is not recommended for approval. |

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|---------------|-----------------|-------------|-------------------------------|------------------------|--------------------------------|---------------------------|--------------------------------|---|--------------------|---------------------------|--|
| 0880 | DENVER COUNTY 1 | 5844 | CONTEMPORARY LEARNING ACADEMY | 1 | AEC: Improvement Plan | Pending AEC Framework | AEC: Improvement Plan | The district requests a higher rating than the preliminary CDE plan type by requesting the submission of optional measures for inclusion in the AEC school performance framework. | Deny | AEC: Turnaround Plan | The district chose not to participate in the Actual Measures and Data submission process which is the process available through Data Pipeline for districts to submit optional measures data for Alternative Education Campuses (AECs) served by that district. It is only at that time when AECs can submit additional measures for consideration. The Actual Measures and Data submission process is put in place to collect those measures at that time to ensure CDE has the appropriate time to vet local measures for appropriate inclusion in the AEC school performance framework. AECs are not permitted to submit new measures during the request to reconsider process because, unlike traditional schools, AECs have the opportunity to submit local data measures for direct inclusion in their accountability frameworks prior to the release of the preliminary frameworks. There are no conditions for the Request to Reconsider process whereby new data can be incorporated into the School Performance Framework (SPF) for an AEC if that district has chosen to forgo the above mentioned data submission period. Therefore, this request is not recommended for approval. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|--------------------------|------------------------|---|---|--|--|--------------------|--|--|
| 0880 | DENVER COUNTY 1 | 1928 | COWELL ELEMENTARY SCHOOL | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 2209 | DCIS AT MONTBELLO | 1 | Turnaround Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Priority Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|-------------------|------------------------|--------------------------------|---------------------------|--------------------------------|--|--------------------|--------------------------------|--|
| 0880 | DENVER COUNTY 1 | 3699 | DELTA HIGH SCHOOL | 1 | Performance Plan | Pending AEC Framework | AEC: Improvement Plan | <p>Districts who have applied for a first-time AEC designation for one or more of their schools for the 2018-19 school year may request retroactive AEC designation for the 2017-18 school year based on the 2018-19 AEC application submitted in April 2018.</p> <p>Additionally, the district requests a higher rating than the preliminary CDE plan type by requesting the submission of optional measures for inclusion in the AEC school performance framework.</p> | Partial Approval | AEC: Priority Improvement Plan | <p>This school was approved as an AEC by the state board of education at the August 2018 state board meeting for the 2018-19 school year (based on 2017-18 student enrollment data). The district submitted a request on behalf of the school to receive AEC status for the 2017-18 school year and thus to receive a final AEC school performance framework for 2018. CDE recommends approval of this part of the request.</p> <p>The district chose not to participate in the Actual Measures and Data submission process which is the process available through Data Pipeline for districts to submit optional measures data for Alternative Education Campuses (AECs) served by that district. . It is only at that time when AECs can submit additional measures for consideration. The Actual Measures and Data submission process is put in place to collect those measures at that time to ensure CDE has the appropriate time to vet local measures for appropriate inclusion in the AEC school performance framework. AECs are not permitted to submit new measures during the request to reconsider process because, unlike traditional schools, AECs have the opportunity to submit local data measures for direct inclusion in their accountability frameworks prior to the release of the preliminary frameworks. There are no conditions for the Request to Reconsider process whereby new data can be incorporated into the School Performance Framework (SPF) for an AEC if that district has chosen to forgo the above mentioned data submission period. Therefore, this part of the request is not recommended for approval.</p> <p>In summary, the department recommends partial approval of this request.</p> |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|---|------------------------|---|---|--|--|--------------------|--|--|
| 0880 | DENVER COUNTY 1 | 2183 | DENVER CENTER FOR INTERNATIONAL STUDIES | 1 | Improvement Plan: Low Participation | Performance Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Priority Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 2129 | DENVER CENTER FOR INTERNATIONAL STUDIES AT FAIRMONT | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 2227 | DENVER DISCOVERY SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Low Participation | Priority Improvement Plan: Low Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Priority Improvement Plan: Low Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|----------------------------|------------------------|--------------------------------|---------------------------|--------------------------------|---|--------------------|--------------------------------|--|
| 0880 | DENVER COUNTY 1 | 4494 | DENVER JUSTICE HIGH SCHOOL | 1 | AEC: Improvement Plan | Pending AEC Framework | AEC: Improvement Plan | The district requests a higher rating than the preliminary CDE plan type by requesting the submission of optional measures for inclusion in the AEC school performance framework. | Deny | AEC: Priority Improvement Plan | The district chose not to participate in the Actual Measures and Data submission process which is the process available through Data Pipeline for districts to submit optional measures data for Alternative Education Campuses (AECs) served by that district. It is only at that time when AECs can submit additional measures for consideration. The Actual Measures and Data submission process is put in place to collect those measures at that time to ensure CDE has the appropriate time to vet local measures for appropriate inclusion in the AEC school performance framework. AECs are not permitted to submit new measures during the request to reconsider process because, unlike traditional schools, AECs have the opportunity to submit local data measures for direct inclusion in their accountability frameworks prior to the release of the preliminary frameworks. There are no conditions for the Request to Reconsider process whereby new data can be incorporated into the School Performance Framework (SPF) for an AEC if that district has chosen to forgo the above mentioned data submission period. Therefore, this request is not recommended for approval. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|---|------------------------|---|---|--|--|--------------------|--|--|
| 0880 | DENVER COUNTY 1 | 2167 | DENVER MONTESSORI JUNIOR/SENIOR HIGH SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Priority Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|---------------------------|------------------------|--|---|-------------------------------------|--|--------------------|---|---|
| 0880 | DENVER COUNTY 1 | 6509 | DENVER ONLINE HIGH SCHOOL | 1 | Improvement Plan: Decreased due to Participation | Priority Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district requests reconsideration of the preliminary rating for Denver Online High School stating the school faces challenges achieving 95% participation on state assessments due to their specialized programming and does not agree the school should be lowered due to participation. The district states that many of the strategies, incentives, and outreach opportunities available to more traditional schools aren't feasible for Denver Online. | Deny | Priority Improvement Plan: Decreased due to Participation | <p>Although CDE appreciates the protocols in place to address their student participation, this request on its own is not permissible under current policy. CDE did review the school's participation data using two additional methods that are allowable under current policy as outlined below:</p> <p>CDE understands the data in smaller systems are more sensitive than larger systems and reviewed the request to see if one additional student participating in the assessment would allow the school to meet the 95% accountability participation rate threshold. After careful analysis, it was determined the school would need more than one additional students participating in the state assessment to meet the 95% accountability participation rate requirement.</p> <p>Additionally, CDE considered whether the school has attained 95% accountability participation rates, historically, as CDE may make an exception for the most recent year. After careful analysis, it was determined the school would not meet the 95% accountability multi-year participation rate.</p> <p>CDE does not recommend approval for this school to move to Improvement.</p> |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|--|------------------------|--|---|---|--|--------------------|---|--|
| 0880 | DENVER COUNTY 1 | 2241 | DENVER SCHOOL OF INNOVATION AND SUSTAINABLE DESIGN | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 2258 | DOULL ELEMENTARY SCHOOL | 1 | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the ISIP ER and ISIP Español assessment for review of those grade levels not included in the school performance framework. | Deny | Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data was more reflective of a "meets" rating rather than an "approaching" rating earned on the school performance framework in all disaggregated groups. K-3 growth could not be considered because the participation rate was below 95%. Even with those ratings adjusted, the school would still be too far from the cut-point of Performance to warrant a higher rating. Therefore, CDE does not recommend approval of this request. |
| 0880 | DENVER COUNTY 1 | 2207 | DOWNTOWN DENVER EXPEDITIONARY SCHOOL | 1 | Priority Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|--|------------------------|---|---|--|---|--------------------|--|--|
| 0880 | DENVER COUNTY 1 | 5605 | DR. MARTIN LUTHER KING JR. EARLY COLLEGE | 1 | Performance Plan: Meets 95% Participation | Priority Improvement Plan: Decreased due to Participation | Improvement Plan: Low Participation | The district submitted a request for reconsideration of the school plan type rating after the district identified the school had fifteen students who were there on the day of testing, attempted the exam, but were labeled as misadministrations. Since this event, the school has established protocols in place to address their student participation challenge. Additionally, the school has laid groundwork for new improvement efforts surrounding student participation rates and will receive the district's support and partnership moving toward this year's state assessments. | Approve | Improvement Plan: Low Participation | Per CDE policy guidance, if the 95% accountability participation rate requirement has not been met due to reasons other than parent refusals, such as test misadministrations, the district and school has a clear and justified reason why students did not count as participants, and a plan to ensure participation improves in the future, CDE may consider a request to reconsider. CDE reviewed the district's request and recommends approval of reconsideration of the school's participation rate due to the misadministration experienced. |
| 0880 | DENVER COUNTY 1 | 2223 | DSST: COLE MIDDLE SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | Turnaround Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Turnaround Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|----------------------------------|------------------------|---|--|---|--|--------------------|--|--|
| 0880 | DENVER COUNTY 1 | 4381 | DSST: COLLEGE VIEW MIDDLE SCHOOL | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 2364 | EAGLETON ELEMENTARY SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the ISIP ER and ISIP Español assessment for review of those grade levels not included in the school performance framework. | Deny | Priority Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data was meeting expectations and therefore more reflective of an "approaching" rating rather than the "does not meet" rating earned on the school performance framework in all disaggregated groups and the local growth data was more reflective of an "approaching" rating rather than the "does not meet" rating earned on the school performance framework for the all students disaggregated group. Even with those ratings adjusted, the school would still be too far from the cut-point of Improvement to warrant a higher rating. Therefore, CDE does not recommend approval of this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|-------------------------|------------------------|---|---|---|---|--------------------|---|---|
| 0880 | DENVER COUNTY 1 | 8132 | EARLY COLLEGE OF DENVER | 1 | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | The district is requesting reconsideration of the Improvement preliminary rating given due to the small size of the school, and the resulting impact that a single score might have on the school's overall performance on a given measure, therefore making any single score, particularly an outlier score, overly impactful on the final aggregated score which stands in as representative of the school. | Deny | Improvement Plan: Meets 95% Participation | CDE reviewed the request and, compared to the rest of the state, the school is not especially small as evidenced by the 1 year framework as the official report. The school had a large enough N size to have measures in all three indicators on the 1 year framework in the most recent year of data, unlike much smaller systems which can only be measured through the use of the multi-year framework as the official report. Additionally, CDE has conducted analyses on the appropriate N sizes which allow for meaningful data aggregation, but which still protect data privacy of schools and districts. These N sizes are 16 students for Academic Achievement and Postsecondary Workforce Readiness measures and 20 students for Academic Growth measures. Early College of Denver meets these N size requirements for most measures on the 1 Year School Performance Framework. Therefore this request falls outside the consideration for small systems and CDE does not recommend this request for approval. |
| 0880 | DENVER COUNTY 1 | 2398 | EAST HIGH SCHOOL | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|--------------------------|------------------------|---|--|---|--|--------------------|--|---|
| 0880 | DENVER COUNTY 1 | 2506 | EDISON ELEMENTARY SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 2652 | ELLIS ELEMENTARY SCHOOL | 1 | Performance Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the ISIP ER and ISIP Español assessment for review of those grade levels not included in the school performance framework. | Deny | Priority Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward but the achievement and growth data on the local assessments is reflective of the results on the school performance framework. ISIP Español data could not be considered because the participation rates were not included for review. Therefore, CDE does not recommend approval of this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|----------------------------|------------------------|--------------------------------|---------------------------|--------------------------------|---|--------------------|--------------------------------|--|
| 0880 | DENVER COUNTY 1 | 2726 | EMILY GRIFFITH HIGH SCHOOL | 1 | AEC: Performance Plan | Pending AEC Framework | AEC: Improvement Plan | The district requests a higher rating than the preliminary CDE plan type by requesting the submission of optional measures for inclusion in the AEC school performance framework. | Deny | AEC: Priority Improvement Plan | The district chose not to participate in the Actual Measures and Data submission process which is the process available through Data Pipeline for districts to submit optional measures data for Alternative Education Campuses (AECs) served by that district. It is only at that time when AECs can submit additional measures for consideration. The Actual Measures and Data submission process is put in place to collect those measures at that time to ensure CDE has the appropriate time to vet local measures for appropriate inclusion in the AEC school performance framework. AECs are not permitted to submit new measures during the request to reconsider process because, unlike traditional schools, AECs have the opportunity to submit local data measures for direct inclusion in their accountability frameworks prior to the release of the preliminary frameworks. There are no conditions for the Request to Reconsider process whereby new data can be incorporated into the School Performance Framework (SPF) for an AEC if that district has chosen to forgo the above mentioned data submission period. Therefore, this request is not recommended for approval. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|---------------------------------|------------------------|--------------------------------|---------------------------|--------------------------------|---|--------------------|---------------------------|--|
| 0880 | DENVER COUNTY 1 | 3000 | FLORENCE CRITTENTON HIGH SCHOOL | 1 | AEC: Performance Plan | Pending AEC Framework | AEC: Priority Improvement Plan | The district requests a higher rating than the preliminary CDE plan type by requesting the submission of optional measures for inclusion in the AEC school performance framework. | Deny | AEC: Turnaround Plan | The district chose not to participate in the Actual Measures and Data submission process which is the process available through Data Pipeline for districts to submit optional measures data for Alternative Education Campuses (AECs) served by that district. It is only at that time when AECs can submit additional measures for consideration. The Actual Measures and Data submission process is put in place to collect those measures at that time to ensure CDE has the appropriate time to vet local measures for appropriate inclusion in the AEC school performance framework. AECs are not permitted to submit new measures during the request to reconsider process because, unlike traditional schools, AECs have the opportunity to submit local data measures for direct inclusion in their accountability frameworks prior to the release of the preliminary frameworks. There are no conditions for the Request to Reconsider process whereby new data can be incorporated into the School Performance Framework (SPF) for an AEC if that district has chosen to forgo the above mentioned data submission period. Therefore, this request is not recommended for approval. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|---------------------------------------|------------------------|---|---|---|--|--------------------|---|---|
| 0880 | DENVER COUNTY 1 | 3032 | FORCE ELEMENTARY SCHOOL | 1 | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the ISIP ER and ISIP Español assessment for review of those grade levels not included in the school performance framework. | Approve | Performance Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data is more reflective of a "meets" rating rather than the "approaching" rating earned on the school performance framework for all disaggregated groups and the local growth data was reflective of the results on the preliminary school performance framework, so no additional points could be awarded for growth. With those ratings adjusted for achievement, the school would earn a plan type rating of Performance. Therefore, CDE recommends approval of this request. |
| 0880 | DENVER COUNTY 1 | 3378 | GEORGE WASHINGTON HIGH SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 3540 | GIRLS ATHLETIC LEADERSHIP HIGH SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Turnaround Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Turnaround Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|--|------------------------|---|--|---|--|--------------------|---|--|
| 0880 | DENVER COUNTY 1 | 3639 | GIRLS ATHLETIC LEADERSHIP SCHOOL MIDDLE SCHOOL | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 3478 | GODSMAN ELEMENTARY SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the ISIP ER and ISIP Español assessment for review of those grade levels not included in the school performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data is more reflective of a "meets" rating rather than the "approaching" rating earned on the school performance framework for all disaggregated groups and the local growth data was meeting expectations and therefore more reflective of an "approaching" rating rather than the "does not meet" rating earned on the preliminary school performance framework. With those ratings adjusted, the school would earn a plan type rating of Improvement. Therefore, CDE recommends approval of this request. |
| 0880 | DENVER COUNTY 1 | 3605 | GRANT RANCH ECE-8 SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|------------------------|------------------------|---|---|---|--|--------------------|---|---|
| 0880 | DENVER COUNTY 1 | 3704 | GUST ELEMENTARY SCHOOL | 1 | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the ISIP ER and ISIP Español assessment for review of those grade levels not included in the school performance framework. | Approve | Performance Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data is more reflective of a "meets" rating rather than the "approaching" rating earned on the school performance framework for all disaggregated groups and the local growth data was reflective of the results on the preliminary school performance framework, so no additional points could be awarded for growth. With those ratings adjusted for achievement, the school would earn a plan type rating of Performance. Therefore, CDE recommends approval of this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|----------------------------|------------------------|--|---|--|--|--------------------|--|---|
| 0880 | DENVER COUNTY 1 | 4782 | HALLETT ACADEMY | 1 | Turnaround Plan: Meets 95% Participation | Turnaround Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the ISIP ER assessment for review of those grade levels not included in the school performance framework. | Deny | Turnaround Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data is more reflective of an "approaching" rating rather than the "does not meet" rating earned on the school performance framework for all disaggregated groups and the local growth data was reflective of the results on the preliminary school performance framework, so no additional points could be awarded for growth. Even with those ratings adjusted for achievement, the school would still be too far from the cut point to earn a plan type rating of Priority Improvement. Therefore, CDE does not recommend approval of this request. |
| 0880 | DENVER COUNTY 1 | 3746 | HAMILTON MIDDLE SCHOOL | 1 | Priority Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 4049 | HIGHLINE ACADEMY NORTHEAST | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Priority Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|---------------------------|------------------------|---|--|---|--|--------------------|---|--|
| 0880 | DENVER COUNTY 1 | 4253 | INSPIRE ELEMENTARY | 1 | Performance Plan | Insufficient State Data: Small Tested Population | Turnaround Plan: Small Tested Population | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Turnaround Plan: Small Tested Population | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 0220 | JOHN H. AMESSE ELEMENTARY | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 4450 | JOHNSON ELEMENTARY SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the ISIP ER and ISIP Español assessment for review of those grade levels not included in the school performance framework. | Deny | Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data is more reflective of a "meets" rating rather than the "approaching" rating earned on the school performance framework for all disaggregated groups and the local growth data was reflective of the results on the preliminary school performance framework with the exception of English learners, which is more reflective of a "meets" rating. Even with those ratings adjusted for achievement and growth, the school would still be too far from the cut point to earn a plan type rating of Performance. Therefore, CDE does not recommend approval of this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|------------------------------------|------------------------|---|--|---|--|--------------------|--|---|
| 0880 | DENVER COUNTY 1 | 4498 | KAISER ELEMENTARY SCHOOL | 1 | Performance Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the ISIP ER assessment for review of those grade levels not included in the school performance framework. | Deny | Priority Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data is more reflective of a "meets" rating rather than the "approaching" rating earned on the school performance framework for the all students disaggregated groups and an "approaching" rating rather than a "does not meet" rating for the remaining disaggregated groups. The local growth data is more reflective of an "approaching" rating rather than the "does not meet" rating earned on the preliminary school performance framework. Even with those ratings adjusted for achievement and growth, the school would still be too far from the cut point to earn a plan type rating of Improvement. Therefore, CDE does not recommend approval of this request. |
| 0880 | DENVER COUNTY 1 | 4730 | KIPP DENVER COLLEGIATE HIGH SCHOOL | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|-------------------------------------|------------------------|---|---|---|--|--------------------|---|--|
| 0880 | DENVER COUNTY 1 | 4507 | KIPP NORTHEAST DENVER MIDDLE SCHOOL | 1 | Turnaround Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 4500 | KIPP NORTHEAST ELEMENTARY | 1 | Performance Plan | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 4795 | KUNSMILLER CREATIVE ARTS ACADEMY | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|--------------------|------------------------|--|--|--|--|--------------------|--|--|
| 0880 | DENVER COUNTY 1 | 5255 | LAKE MIDDLE SCHOOL | 1 | Turnaround Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | Turnaround Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Turnaround Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|----------------------------|------------------------|--------------------------------|---------------------------|--------------------------------|---|--------------------|--------------------------------|--|
| 0880 | DENVER COUNTY 1 | 5044 | LEGACY OPTIONS HIGH SCHOOL | 1 | AEC: Improvement Plan | Pending AEC Framework | AEC: Improvement Plan | The district requests a higher rating than the preliminary CDE plan type by requesting the submission of optional measures for inclusion in the AEC school performance framework. | Deny | AEC: Priority Improvement Plan | The district chose not to participate in the Actual Measures and Data submission process which is the process available through Data Pipeline for districts to submit optional measures data for Alternative Education Campuses (AECs) served by that district. It is only at that time when AECs can submit additional measures for consideration. The Actual Measures and Data submission process is put in place to collect those measures at that time to ensure CDE has the appropriate time to vet local measures for appropriate inclusion in the AEC school performance framework. AECs are not permitted to submit new measures during the request to reconsider process because, unlike traditional schools, AECs have the opportunity to submit local data measures for direct inclusion in their accountability frameworks prior to the release of the preliminary frameworks. There are no conditions for the Request to Reconsider process whereby new data can be incorporated into the School Performance Framework (SPF) for an AEC if that district has chosen to forgo the above mentioned data submission period. Therefore, this request is not recommended for approval. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|---------------------------|------------------------|---|---|---|--|--------------------|---|--|
| 0880 | DENVER COUNTY 1 | 5158 | LINCOLN ELEMENTARY SCHOOL | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 5342 | LOWRY ELEMENTARY SCHOOL | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|--------------------|------------------------|--|--|---|--|--------------------|--|--|
| 0880 | DENVER COUNTY 1 | 5448 | MANUAL HIGH SCHOOL | 1 | Priority Improvement Plan: Low Participation | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district submits a request for Manual High School on the grounds that the school is less than 2 percentage points from the Improvement Plan rating. The district shared additional information regarding the school's participation in 2016 and is additionally requesting a reconsideration of the school's year on performance watch, based on additional information presented regarding their participation penalty for that year. | Deny | Priority Improvement Plan: Meets 95% Participation | CDE reviewed the district's request, however, proximity to the next cut-point on the school performance framework is not solely a consideration for submission of a request to reconsider as outlined in policy guidance. Additionally, request to reconsider decisions for 2016 were voted by the State Board of Education in January of 2017 and decisions for that year are final and cannot be altered. Similarly, the district requested to lower the rating of the school in 2017 to Priority Improvement from Improvement, thus maintaining the school's status on performance watch, and that request was approved by the State Board of Education in December of 2017. Therefore, as there is no basis for a request to reconsider as outlined in policy guidance, CDE does not recommend approval for this school to earn an Improvement rating. |
| 0880 | DENVER COUNTY 1 | 5685 | MCGLONE ACADEMY | 1 | Improvement Plan: Low Participation | Improvement Plan: Meets 95% Participation | Turnaround Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Turnaround Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|-------------------------------------|------------------------|---|---|---|--|--------------------|---|--|
| 0880 | DENVER COUNTY 1 | 5702 | MCKINLEY-THATCHER ELEMENTARY SCHOOL | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 5716 | MCMEEN ELEMENTARY SCHOOL | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 5826 | MERRILL MIDDLE SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|--|------------------------|---|---|--|--|--------------------|--|--|
| 0880 | DENVER COUNTY 1 | 5621 | MONARCH MONTESSORI | 1 | Improvement Plan: Low Participation | Improvement Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Priority Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 7188 | MONTBELLO CAREER AND TECHNICAL HIGH SCHOOL | 1 | AEC: Priority Improvement Plan | Pending AEC Framework | AEC: Turnaround Plan | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | AEC: Turnaround Plan | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 6188 | MUNROE ELEMENTARY SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|-------------------|------------------------|---|---|--|--|--------------------|--|--|
| 0880 | DENVER COUNTY 1 | 6314 | NORTH HIGH SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Priority Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|-------------------------------------|------------------------|--------------------------------|---------------------------|--------------------------------|---|--------------------|--------------------------------|--|
| 0880 | DENVER COUNTY 1 | 6308 | NORTH HIGH SCHOOL ENGAGEMENT CENTER | 1 | AEC: Performance Plan | Pending AEC Framework | AEC: Performance Plan | The district requests a higher rating than the preliminary CDE plan type by requesting the submission of optional measures for inclusion in the AEC school performance framework. | Deny | AEC: Priority Improvement Plan | The district chose not to participate in the Actual Measures and Data submission process which is the process available through Data Pipeline for districts to submit optional measures data for Alternative Education Campuses (AECs) served by that district. It is only at that time when AECs can submit additional measures for consideration. The Actual Measures and Data submission process is put in place to collect those measures at that time to ensure CDE has the appropriate time to vet local measures for appropriate inclusion in the AEC school performance framework. AECs are not permitted to submit new measures during the request to reconsider process because, unlike traditional schools, AECs have the opportunity to submit local data measures for direct inclusion in their accountability frameworks prior to the release of the preliminary frameworks. There are no conditions for the Request to Reconsider process whereby new data can be incorporated into the School Performance Framework (SPF) for an AEC if that district has chosen to forgo the above mentioned data submission period. Therefore, this request is not recommended for approval. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|-----------------------------|------------------------|---|---|---|--|--------------------|---|--|
| 0880 | DENVER COUNTY 1 | 6368 | NORTHFIELD HIGH SCHOOL | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 6508 | OMAR D BLAIR CHARTER SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 6676 | PALMER ELEMENTARY SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|----------------------|------------------------|---|--|---|--|--------------------|--|--|
| 0880 | DENVER COUNTY 1 | 7045 | PLACE BRIDGE ACADEMY | 1 | Performance Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the ISIP ER and ISIP Español assessment for review of those grade levels not included in the school performance framework. | Deny | Priority Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data is more reflective of an "approaching" rating rather than the "does not meet" rating earned on the school performance framework for all disaggregated groups and the local growth data was reflective of the results on the preliminary school performance framework, so no additional points could be awarded for growth. Even with those ratings adjusted for achievement, the school would still be too far from the cut point to earn a plan type rating of Improvement. Therefore, CDE does not recommend approval of this request. |
| 0880 | DENVER COUNTY 1 | 7163 | PREP ACADEMY | 1 | AEC: Improvement Plan | Pending AEC Framework | AEC: Turnaround Plan | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | AEC: Turnaround Plan | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|----------------------|------------------------|--------------------------------|--|---|--|--------------------|--|--|
| 0880 | DENVER COUNTY 1 | 7243 | REACH CHARTER SCHOOL | 1 | Priority Improvement Plan | Turnaround Plan: Small Tested Population | Improvement Plan: Small Tested Population | REACH Charter school had a test population of less than 16 students which represents less than 12% of their student population as it is a school whose student body is heavily concentrated in grades not included on the school performance framework. On the 3 year SPF, the Academic Achievement measure has an N count of 22 students for the "All Students" measures and does not have enough students to earn any points for a disaggregated group measure or academic growth data on their SPF. | Deny | Turnaround Plan: Small Tested Population | Although CDE recognizes the small size and limited grade levels included in the school performance framework for this school, the district did not submit local data from a nationally normed assessment for the grade levels not represented on the school performance framework for the request to reconsider. As the district did not submit any additional data, CDE does not have any additional information to review to warrant a higher rating. Additionally, CDE considered the impact of one student on the school performance framework to determine whether this would raise the rating of the school, but as the achievement results are in the first percentile, the impact of just one student's performance would not raise the achievement subindicator rating and improve the school's overall rating. Therefore, CDE does not recommend approval of this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|---------------------------|------------------------|---|---|---|--|--------------------|---|---|
| 0880 | DENVER COUNTY 1 | 7496 | ROOTS ELEMENTARY | 1 | Improvement Plan | Turnaround Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district explains Roots Elementary is a build-out which will eventually serve grades K-5, but as of school year 2017-18 only had grades K-3. As a result of this student population, the school was not eligible for any growth measures. In a school of 181 students, the data on the SPF encompasses less than 25% of their student body and limits insight into the school's performance. | Deny | Turnaround Plan: Meets 95% Participation | Although CDE recognizes the limited grade levels included in the school performance framework for this school, the district had an opportunity to submit local data from a nationally normed assessment for the grade levels not represented on the school performance framework for the request to reconsider. As the district did not submit these data, CDE does not have any additional information to review and does not recommend approval of this request. |
| 0880 | DENVER COUNTY 1 | 7698 | SCHMITT ELEMENTARY SCHOOL | 1 | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the ISIP ER and ISIP Español assessment for review of those grade levels not included in the school performance framework. | Deny | Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data is more reflective of a "meets" rating rather than the "approaching" rating earned on the school performance framework for all disaggregated groups, however, the local growth data did not enhance the results on the preliminary school performance framework, so no additional points could be awarded for growth. Even with those ratings adjusted for achievement, the school would still be too far from the cut point to earn a plan type rating of Performance. Therefore, CDE does not recommend approval of this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|-----------------------------|------------------------|---|---|--|--|--------------------|--|--|
| 0880 | DENVER COUNTY 1 | 7942 | SKINNER MIDDLE SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 8086 | SOUTH HIGH SCHOOL | 1 | Improvement Plan: Meets 95% Participation | Performance Plan: Low Participation | Priority Improvement Plan: Low Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Priority Improvement Plan: Low Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 8138 | SOUTHMOOR ELEMENTARY SCHOOL | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|---------------------------|------------------------|--|---|--|--|--------------------|--|--|
| 0880 | DENVER COUNTY 1 | 8232 | STEDMAN ELEMENTARY SCHOOL | 1 | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Turnaround Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Turnaround Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 9730 | STRIVE PREP - GVR | 1 | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Priority Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|-----------------------------|------------------------|--|---|--|--|--------------------|--|--|
| 0880 | DENVER COUNTY 1 | 9390 | STRIVE PREP - LAKE | 1 | Improvement Plan: Meets 95% Participation | Turnaround Plan: Decreased due to Participation | Priority Improvement Plan: Low Participation | The district submitted a request for reconsideration of the school plan type rating after the district identified a misadministration unique to one classroom of the school's sixth grade ELA testing. A total of 18 sixth graders sat for the exam, completed testing, and were later flagged as misadministrations. If these students were added back into STRIVE Prep Lake's ELA participation rate, the school would exceed the 95% benchmark. The school has set protocols in place to better address student participation and misadministrations in the future. | Approve | Priority Improvement Plan: Low Participation | Per CDE policy guidance, if the 95% accountability participation rate requirement has not been met due to reasons other than parent refusals, such as test misadministrations, the district and school has a clear and justified reason why students did not count as participants, and a plan to ensure participation improves in the future, CDE may consider a request to reconsider. CDE reviewed the district's request and recommends approval of reconsideration of the school's participation rate due to the misadministration experienced. |
| 0880 | DENVER COUNTY 1 | 9639 | STRIVE PREP - SMART ACADEMY | 1 | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Priority Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|----------------|------------------------|--------------------------------|---------------------------|--------------------------------|---|--------------------|---------------------------|--|
| 0880 | DENVER COUNTY 1 | 8145 | SUMMIT ACADEMY | 1 | AEC: Performance Plan | Pending AEC Framework | AEC: Performance Plan | The district requests a higher rating than the preliminary CDE plan type by requesting the submission of optional measures for inclusion in the AEC school performance framework. | Deny | AEC: Improvement Plan | The district chose not to participate in the Actual Measures and Data submission process which is the process available through Data Pipeline for districts to submit optional measures data for Alternative Education Campuses (AECs) served by that district. It is only at that time when AECs can submit additional measures for consideration. The Actual Measures and Data submission process is put in place to collect those measures at that time to ensure CDE has the appropriate time to vet local measures for appropriate inclusion in the AEC school performance framework. AECs are not permitted to submit new measures during the request to reconsider process because, unlike traditional schools, AECs have the opportunity to submit local data measures for direct inclusion in their accountability frameworks prior to the release of the preliminary frameworks. There are no conditions for the Request to Reconsider process whereby new data can be incorporated into the School Performance Framework (SPF) for an AEC if that district has chosen to forgo the above mentioned data submission period. Therefore, this request is not recommended for approval. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|------------------------------|------------------------|---|---|---|--|--------------------|---|--|
| 0880 | DENVER COUNTY 1 | 8787 | THE BOYS SCHOOL OF DENVER | 1 | Performance Plan | Performance Plan: Meets 95% Participation | Turnaround Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Turnaround Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 8822 | THOMAS JEFFERSON HIGH SCHOOL | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 8888 | TRAYLOR ACADEMY | 1 | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the ISIP ER and ISIP Español assessment for review of those grade levels not included in the school performance framework. | Approve | Performance Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data is more reflective of a "meets" rating rather than the "approaching" rating earned on the school performance framework for the free and reduced-price lunch disaggregated group. The local growth data was reflective of the results on the preliminary school performance framework, so no additional points could be awarded for growth. With that rating adjusted for achievement, the school would earn a plan type rating of Performance. Therefore, CDE recommends approval of this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|-----------------|-------------|--------------------------------|------------------------|--|---|---|--|--------------------|---|--|
| 0880 | DENVER COUNTY 1 | 8945 | UNIVERSITY PREP - ARAPAHOE ST. | 1 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 9702 | WEST LEADERSHIP ACADEMY | 1 | Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Turnaround Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Turnaround Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |
| 0880 | DENVER COUNTY 1 | 9739 | WYATT ACADEMY | 1 | Priority Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|---------------|-------------|--------------------|------------------------|---|---|--|---|--------------------|---|---|
| 1110 | DISTRICT 49 | 2908 | FALCON HIGH SCHOOL | 5 | Performance Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | Insufficient State Data: Meets 95% Participation | The district noted a significant error occurred during the Student Biographical Data (SBD) submission process for the PSAT/SAT assessments resulting in a notable number of high school students to be inaccurately coded as "not continuously enrolled in school". This resulted in PSAT/SAT achievement and growth calculations to exclude a large number of student records which should have been considered for accountability purposes. The district requests "Insufficient State Data: Meets 95% Participation" for this school as well as two other high schools in the district due to the large number of student scores excluded from the performance framework. | Deny | Performance Plan: Meets 95% Participation | Although the department recognizes the intent of the district for each of its schools to have accurate data included in the performance framework, this request is outside of current policy guidance for an Insufficient State Data Request because this school has a total participation rate of 85% or higher. The district did not show additional data as to how the data is not representative of a Performance Plan type rating, and therefore, CDE does not recommend approval of this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|---------------|-------------|--------------|------------------------|--------------------------------|---------------------------|--------------------------------|---|--------------------|---------------------------|---|
| 1110 | DISTRICT 49 | 3475 | GOAL ACADEMY | 7 | AEC: Improvement Plan | Pending AEC Framework | AEC: Performance Plan | The district is requesting a higher rating than the Alternative Education Campus (AEC) was assigned by CDE on the basis of what would have been optional measures in addition to the measures the district submitted through the Actual Measures and Data submission process. | Deny | AEC: Improvement Plan | The district participated in the Actual Measures and Data submission process, however, they did not enter, or attempt to enter, STAR as optional measures for Growth indicators for the 2018 AEC SPF. It is only at that time when AECs can submit additional measures for consideration. The Actual Measures and Data submission process is put in place to collect those measures at that time to ensure CDE has the appropriate time to vet local measures for appropriate inclusion in the AEC school performance framework. AECs are not permitted to submit new measures during the request to reconsider process because, unlike traditional schools, AECs have the opportunity to submit local data measures for direct inclusion in their accountability frameworks prior to the release of the preliminary frameworks. There are no conditions for the Request to Reconsider process whereby new data can be incorporated into the School Performance Framework (SPF) for an AEC once that data submission period for a given accountability cycle has closed. Therefore, this request is not recommended for approval. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|---------------|-------------|------------------------|------------------------|-------------------------------------|---|--|---|--------------------|---|---|
| 1110 | DISTRICT 49 | 7613 | SAND CREEK HIGH SCHOOL | 5 | Performance Plan: Low Participation | Performance Plan: Meets 95% Participation | Insufficient State Data: Meets 95% Participation | The district noted a significant error occurred during the Student Biographical Data (SBD) submission process for the PSAT/SAT assessments resulting in a notable number of high school students to be inaccurately coded as "not continuously enrolled in school". This resulted in PSAT/SAT achievement and growth calculations to exclude a large number of student records which should have been considered for accountability purposes. The district requests "Insufficient State Data: Meets 95% Participation" for this school as well as two other high schools in the district due to the large number of student scores excluded from the performance framework. | Deny | Performance Plan: Meets 95% Participation | Although the department recognizes the intent of the district for each of its schools to have accurate data included in the performance framework, this request is outside of current policy guidance for an Insufficient State Data Request because this school has a total participation rate of 85% or higher. The district did not show additional data as to how the data is not representative of a Performance Plan type rating, and therefore, CDE does not recommend approval of this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|---------------|-------------|-------------------------|------------------------|-------------------------------------|---|--|---|--------------------|---|---|
| 1110 | DISTRICT 49 | 8791 | VISTA RIDGE HIGH SCHOOL | 5 | Performance Plan: Low Participation | Performance Plan: Meets 95% Participation | Insufficient State Data: Meets 95% Participation | The district noted a significant error occurred during the Student Biographical Data (SBD) submission process for the PSAT/SAT assessments resulting in a notable number of high school students to be inaccurately coded as "not continuously enrolled in school". This resulted in PSAT/SAT achievement and growth calculations to exclude a large number of student records which should have been considered for accountability purposes. The district requests "Insufficient State Data: Meets 95% Participation" for this school as well as two other high schools in the district due to the large number of student scores excluded from the performance framework. | Deny | Performance Plan: Meets 95% Participation | Although the department recognizes the intent of the district for each of its schools to have accurate data included in the performance framework, this request is outside of current policy guidance for an Insufficient State Data Request because this school has a total participation rate of 85% or higher. The district did not show additional data as to how the data is not representative of a Performance Plan type rating, and therefore, CDE does not recommend approval of this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|---------------------|-------------|----------------------------|------------------------|-------------------------------------|--|-------------------------------------|---|--------------------|--|--|
| 0900 | DOUGLAS COUNTY RE 1 | 2230 | DOUGLAS COUNTY HIGH SCHOOL | 4 | Performance Plan: Low Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district requested to use the multi-year accountability participation rate on the school performance framework because school has attained 95% accountability participation rates, historically, and the one year accountability participation rate was not met. The district requested that the school rating is not lowered one level due to not meeting the accountability participation rate. | Deny | Improvement Plan: Decreased due to Participation | If a school has attained 95% accountability participation rates, historically, CDE may make an exception for the most recent year. A district can request to use the multi-year accountability participation rate on the school performance framework for a request to reconsider if the one year accountability participation rate was not met. In this case, the district may request that the school rating is not lowered one level due to not meeting the one year accountability participation rate when the multi-year accountability participation rate was met. CDE has determined this school has not met the 95% multi-year accountability participation rate and therefore the criteria for this request has not been met and the request is not recommended for approval. |
| 0900 | DOUGLAS COUNTY RE 1 | 6165 | MOUNTAIN VISTA HIGH SCHOOL | 6 | Performance Plan: Low Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district was contacted by CDE due to the fact that the school would have met 95% participation but the exclusion of SAT participation from the 2018 frameworks resulted in the school being lowered one level. | Approve | Performance Plan: Low Participation | SAT participation rates are not included in High School and District participation calculations for 2018 school and district frameworks. CDE contacted districts where one of the schools in the district would have met 95% participation but the exclusion of SAT participation from the 2018 frameworks resulted in the school being lowered one level. CDE recommends approval of this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|---------------|-------------|--------------------------------|------------------------|---|--|---|--|--------------------|---|---|
| 1520 | DURANGO 9-R | 3012 | FLORIDA MESA ELEMENTARY SCHOOL | 3 | Improvement Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the DIBELS assessment for review of those grade levels not included in the school performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data is more reflective of a "meets" rating rather than the "approaching" rating earned on the school performance framework for the all students and minority students disaggregated groups. The local growth data was reflective of the ratings earned on the preliminary school performance framework, so no additional points could be awarded. With those ratings adjusted, the school would earn a plan type rating of Improvement. Therefore, CDE recommends approval of this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|---------------|-------------|------------------|------------------------|-------------------------------------|--|-------------------------------------|--|--------------------|-------------------------------------|--|
| 1430 | EADS RE-1 | 2336 | EADS HIGH SCHOOL | 4 | Performance Plan: Low Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district requested to use the multi-year accountability participation rate on the school performance framework because school has attained 95% accountability participation rates, historically, and the one year accountability participation rate was not met. The district also requested CDE to consider the small size of the school and that one student not participating can have a greater impact on the accountability participation rate than a larger school. The district requested that the school rating is not lowered one level due to not meeting the accountability participation rate. | Approve | Performance Plan: Low Participation | If a school has attained 95% accountability participation rates, historically, CDE may make an exception for the most recent year. A district can request to use the multi-year accountability participation rate on the school performance framework for a request to reconsider if the one year accountability participation rate was not met. In this case, the district may request that the school rating is not lowered one level due to not meeting the one year accountability participation rate when the multi-year accountability participation rate was met. CDE has determined this school has not met the 95% multi-year accountability participation rate, however, CDE did review the school's participation data using special consideration for small systems which is allowable under current policy. CDE understands the data in smaller systems are more sensitive than larger systems and reviewed the request to see if one additional student coded correctly for the assessment would allow the school to meet the 95% accountability participation rate threshold. After careful analysis, it was determined the school would need only one additional student coded correctly on the state assessment to meet the 95% accountability participation rate requirement. Therefore, CDE recommends approval for this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|---------------|-------------|----------------------------------|------------------------|-------------------------------------|--|-------------------------------------|---|--------------------|-------------------------------------|--|
| 1120 | EDISON 54 JT | 2526 | EDISON JUNIOR-SENIOR HIGH SCHOOL | 5 | Performance Plan: Low Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration. The district also requested CDE to consider the small size of the school and that one student not participating can have a greater impact on the accountability participation rate than a larger school. | Approve | Performance Plan: Low Participation | The supplemental information regarding the miscoding experienced during PSAT/SAT state assessment administration as provided regarding accountability participation rate on its own is not permissible under current policy. CDE did review the school's participation data using special consideration for small systems which is allowable under current policy. CDE understands the data in smaller systems are more sensitive than larger systems and reviewed the request to see if one additional student coded correctly for the assessment would allow the school to meet the 95% accountability participation rate threshold. After careful analysis, it was determined the school would need only one additional student coded correctly on the state assessment to meet the 95% accountability participation rate requirement. Therefore, CDE recommends approval for this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|---------------|-------------|-------------|------------------------|--|---------------------------|--------------------------------|--|--------------------|---------------------------|--|
| 1120 | EDISON 54 JT | 2523 | EDISON PREP | 5 | Insufficient State Data: Low Participation | Insufficient State Data | Performance Plan | The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration. The district also requested CDE to consider the small size of the school and that one student not participating can have a greater impact on participation in the state assessments than a larger school. | Deny | Insufficient State Data | <p>The supplemental information regarding the miscoding experienced during PSAT/SAT state assessment administration as provided on its own is not permissible under current policy. CDE reviewed the request under the condition regarding small systems which is allowable under current policy. For smaller schools and districts, data submitted through the body of evidence may be weighed more heavily, as state data may not be fully representative or may not be able to be reviewed due to small N size.</p> <p>CDE understands the data in smaller systems are more sensitive than larger systems and reviewed the request to see if one additional student coded correctly for the assessment would allow the school to meet the N count threshold for inclusion of state assessment data on the school performance framework. After careful analysis, it was determined the school would need more than one additional students coded correctly on the state assessment to meet N count requirement. Therefore, CDE does not recommend approval for this request.</p> |

| District Code | District Name | School Code | School Name | Congress- ional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommend- ation | CDE Recommend- ed Plan Type | CDE Rationale |
|---------------|------------------------------------|-------------|---|--------------------------------|--|--|--|--|----------------------------|--|---|
| 9170 | EDUCATION REENVISIONED BOCES | 6971 | PIKES PEAK ONLINE SCHOOL | 7 | Priority Improvement Plan: Low Participation | Pending AEC Framework | AEC: Performance Plan | Districts who have applied for a first-time AEC designation for one or more of their schools for the 2018-19 school year may request retroactive AEC designation for the 2017-18 school year based on the 2018-19 AEC application submitted in April 2018. | Approve | AEC: Performance Plan | This school was approved as an AEC by the state board of education at the August 2018 state board meeting for the 2018-19 school year (based on 2017-18 student enrollment data). The district submitted a request on behalf of the school to receive AEC status for the 2017-18 school year and thus to receive a final AEC school performance framework for 2018. CDE recommends approval of this request. |
| 2405 | FORT MORGAN RE-3 | 1009 | BAKER ELEMENTARY SCHOOL | 4 | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the DIBELS assessment for review of those grade levels not included in the school performance framework. | Deny | Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data and the local growth data do not enhance the results on the preliminary school performance framework, so no additional points could be awarded. Therefore, CDE does not recommend approval of this request. |
| 1000 | FOUNTAIN 8 | 3110 | FOUNTAIN- FORT CARSON HIGH SCHOOL | 5 | Performance Plan: Meets 95% Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district requested to use the multi-year accountability participation rate on the school performance framework because the school has attained 95% accountability participation rates, historically and the one year accountability participation rate was not met. The district requested that the school rating is not lowered one level due to not meeting the accountability participation rate. | Approve | Performance Plan: Low Participation | If a school has attained 95% accountability participation rates, historically, CDE may make an exception for the most recent year. A district can request to use the multi-year accountability participation rate on the school performance framework for a request to reconsider if the one year accountability participation rate was not met. In this case, the district may request that the school rating is not lowered one level due to not meeting the one year accountability participation rate when the multi-year accountability participation rate was met. CDE has determined this school has met the 95% multi-year accountability participation rate and therefore the criteria has been met and the request is recommended for approval. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|---------------|-------------|------------------------|------------------------|--------------------------------|---------------------------|--------------------------------|---|--------------------|--------------------------------|---|
| 1000 | FOUNTAIN 8 | 0203 | WELTE EDUCATION CENTER | 5 | AEC: Improvement Plan | Pending AEC Framework | AEC: Improvement Plan | The district is requesting a higher rating than the Alternative Education Campus (AEC) was assigned by CDE on the basis of what would have been optional measures in addition to the measures the district submitted through the Actual Measures and Data submission process. | Deny | AEC: Priority Improvement Plan | The district participated in the Actual Measures and Data submission process, however, they did not enter, or attempt to enter, Scantron as optional measures for Growth indicators for the 2018 AEC SPF. It is only at that time when AECs can submit additional measures for consideration. The Actual Measures and Data submission process is put in place to collect those measures at that time to ensure CDE has the appropriate time to vet local measures for appropriate inclusion in the AEC school performance framework. AECs are not permitted to submit new measures during the request to reconsider process because, unlike traditional schools, AECs have the opportunity to submit local data measures for direct inclusion in their accountability frameworks prior to the release of the preliminary frameworks. There are no conditions for the Request to Reconsider process whereby new data can be incorporated into the School Performance Framework (SPF) for an AEC once that data submission period for a given accountability cycle has closed. Therefore, this request is not recommended for approval. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|---------------|-------------|-----------------------------------|------------------------|---|--|---|--|--------------------|--|---|
| 1195 | GARFIELD RE-2 | 2573 | ELK CREEK ELEMENTARY | 3 | Performance Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the DIBELS assessment and 2nd grade achievement and 2nd and 3rd grade growth data from the iReady assessment for review of those grade levels not included in the school performance framework. | Deny | Priority Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward from the DIBELS assessment only as the iReady assessment data did not meet 95% participation requirements. The local achievement data for literacy did not enhance the results on the school performance framework. The local growth data for literacy was more reflective of an "approaching" rating rather than the "does not meet" rating earned on the preliminary school performance framework. Even with those ratings adjusted for growth, the school was too far from the cut-point of Improvement to warrant a higher rating. Therefore, CDE does not recommend approval of this request. |
| 1070 | HANOVER 28 | 6701 | PRAIRIE HEIGHTS ELEMENTARY SCHOOL | 5 | Improvement Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district is requesting reconsideration of the decline in the school performance framework rating for 2018 and to hold the ratings at the prior year's (2017) framework rating. The rationale is in response to two wildfires that occurred during March and April of 2018 and partly occurring during the CMAS testing window. | Deny | Priority Improvement Plan: Meets 95% Participation | The department reviewed the additional supplemental data presented for students not included in the state assessment data and the additional data did not present a higher rating for the school. The department did consider an additional consideration in alignment with federal regulations that allow for flexibility when poor performance may be attributed to exceptional or uncontrollable circumstances, such as natural disaster, the department deferred to the multi-year performance framework report. However, doing so resulted in a Priority Improvement plan type assignment. Therefore, CDE does not recommend approval of this request. |

| District Code | District Name | School Code | School Name | Congressional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommendation | CDE Recommended Plan Type | CDE Rationale |
|---------------|---------------|-------------|----------------------------|------------------------|--|---|---|--|--------------------|--|---|
| 0980 | HARRISON 2 | 6018 | MONTEREY ELEMENTARY SCHOOL | 5 | Turnaround Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the DIBELS assessment for review of those grade levels not included in the school performance framework. | Deny | Priority Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data and the local growth data do not enhance the results on the preliminary school performance framework, so no additional points could be awarded. Therefore, CDE does not recommend approval of this request. |
| 0980 | HARRISON 2 | 7882 | SIERRA HIGH SCHOOL | 5 | Improvement Plan: Low Participation | Priority Improvement Plan: Decreased due to Participation | Improvement Plan: Low Participation | The district was contacted by CDE due to the fact that the school would have met 95% participation but the exclusion of SAT participation from the 2018 frameworks resulted in the school being lowered one level. | Approve | Improvement Plan: Low Participation | SAT participation rates are not included in High School and District participation calculations for 2018 school and district frameworks. CDE contacted districts where one of the schools in the district would have met 95% participation but the exclusion of SAT participation from the 2018 frameworks resulted in the school being lowered one level. CDE recommends approval of this request. |
| 1540 | IGNACIO 11 JT | 4258 | IGNACIO HIGH SCHOOL | 3 | Priority Improvement Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district requested that four students be removed from the denominator for matriculation as the district claims they were not enrolled in the district in 2016-17 and that four additional students be counted towards the numerator as having matriculated as the district has collected records regarding those students' post-graduation placements. | Approve | Improvement Plan: Meets 95% Participation | CDE reviewed the district's request and found no grounds for removing four students from the denominator as these students were included in October Count and in End of Year data files for 2016-17. The additional matriculation information from the district does support including four additional students in the numerator. This would result in a revised matriculation rate of 44.0% (22/50), which would earn an Approaching rating and raise the total points earned on the school performance framework. Therefore, CDE recommends approval of the request for the school to earn an Improvement rating. |

| District Code | District Name | School Code | School Name | Congress- ional District | School Plan Type Rating (2017) | CDE Initial Rating (2018) | District Rating Request (2018) | District Rationale | CDE Recommend- ation | CDE Recommend- ed Plan Type | CDE Rationale |
|---------------|-------------------------|-------------|---|--------------------------------|---|--|---|---|----------------------------|---|--|
| 1420 | JEFFERSON COUNTY R-1 | 4408 | JEFFCO VIRTUAL ACADEMY | 7 | Insufficient State Data: Low Participation | Pending AEC Framework | AEC: Performance Plan | Districts who have applied for a first-time AEC designation for one or more of their schools for the 2018-19 school year may request retroactive AEC designation for the 2017-18 school year based on the 2018-19 AEC application submitted in April 2018. | Approve | AEC: Performance Plan | This school was approved as an AEC by the state board of education at the August 2018 state board meeting for the 2018-19 school year (based on 2017-18 student enrollment data). The district submitted a request on behalf of the school to receive AEC status for the 2017-18 school year and thus to receive a final AEC school performance framework for 2018. CDE recommends approval of this request. |
| 2862 | JULESBURG RE-1 | 4492 | JULESBURG HIGH SCHOOL | 4 | Performance Plan: Low Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administrations. | Approve | Performance Plan: Low Participation | The district participated in the Student Biographical Data (SBD) process regarding the coding of student participation on state assessments, but was unable to finalize the submitted data. With this error adjusted, the school would improve a plan type rating, therefore, CDE recommends approval of this request. |
| 1400 | LA VETA RE-2 | 4864 | LA VETA JUNIOR- SENIOR HIGH SCHOOL | 3 | Performance Plan: Low Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration that were not corrected during the Student Biographical Data (SBD) collection window. | Approve | Performance Plan: Low Participation | The supplemental information regarding the miscoding experienced during PSAT/SAT state assessment administration as provided regarding accountability participation rate on its own is not permissible under current policy. CDE considered whether the school has attained 95% accountability participation rates, historically, as CDE may make an exception for the most recent year. After careful analysis, it was determined the school would meet the 95% accountability multi-year participation rate and the request is recommended for approval. |

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|---------------|-----------------|-------------|-------------------------------|------------------------|---|---|--|--|--------------------|---|--|
| 1080 | LEWIS-PALMER 38 | 5093 | MONUMENT CHARTER ACADEMY | 5 | Performance Plan: Low Participation | Improvement Plan: Low Participation | Insufficient State Data: Low Participation | The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. | Approve | Insufficient State Data: Low Participation | CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation. |
| 0010 | MAPLETON 1 | 1796 | COLORADO CONNECTION S ACADEMY | 6 | Priority Improvement Plan: Decreased due to Participation | Priority Improvement Plan: Decreased due to Participation | Improvement Plan: Low Participation | The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration based on a data submission error on the part of the district during the Student Biographical Data (SBD) submission process. This error resulted 109 records for the PSAT Math and 109 records for the PSAT Evidence Based Reading and Writing assessment for withdrawn students being recorded as students who did not test and therefore were counted against the participation rate calculation. | Deny | Priority Improvement Plan: Decreased due to Participation | The supplemental information regarding the miscoding experienced during PSAT/SAT state assessment administration as provided regarding accountability participation rate on its own is not permissible under current policy. CDE considered whether the school has attained 95% accountability participation rates, historically, as CDE may make an exception for the most recent year. After careful analysis, it was determined the school would not meet the 95% accountability multi-year participation rate and the request is not recommended for approval. |

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|---------------|-----------------------|-------------|-----------------------------|------------------------|---|--|-------------------------------------|--|--------------------|-------------------------------------|---|
| 2000 | MESA COUNTY VALLEY 51 | 6070 | FRUITA MONUMENT HIGH SCHOOL | 3 | Performance Plan: Low Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district was contacted by CDE due to the fact that the school would have met 95% participation but the exclusion of SAT participation from the 2018 frameworks resulted in the school being lowered one level. | Approve | Performance Plan: Low Participation | SAT participation rates are not included in High School and District participation calculations for 2018 school and district frameworks. CDE contacted districts where one of the schools in the district would have met 95% participation but the exclusion of SAT participation from the 2018 frameworks resulted in the school being lowered one level. CDE recommends approval of this request. |
| 2000 | MESA COUNTY VALLEY 51 | 6666 | PALISADE HIGH SCHOOL | 3 | Performance Plan: Meets 95% Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district was contacted by CDE due to the fact that the school would have met 95% participation but the exclusion of SAT participation from the 2018 frameworks resulted in the school being lowered one level. | Approve | Performance Plan: Low Participation | SAT participation rates are not included in High School and District participation calculations for 2018 school and district frameworks. CDE contacted districts where one of the schools in the district would have met 95% participation but the exclusion of SAT participation from the 2018 frameworks resulted in the school being lowered one level. CDE recommends approval of this request. |

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|---------------|--------------------------|-------------|-----------------------------------|--------------------------------|--|--|--|---|----------------------------|--|---|
| 2000 | MESA COUNTY VALLEY 51 | 0363 | PEAR PARK ELEMENTARY SCHOOL | 3 | Priority Improvement Plan: Meets 95% Participation | Turnaround Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | The district submitted data for K-2 achievement and growth for literacy from the DIBELS assessment for review of those grade levels not included in the school performance framework. | Approve | Priority Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data for literacy for the minority students disaggregated group was more reflective of a "meets" rating than the "approaching" rating earned on the preliminary school performance framework. The local growth data for literacy was more reflective of an "approaching" rating than the "does not meet" rating earned on the preliminary school performance framework for the minority students and English learners disaggregated group. Even with those ratings adjusted for science achievement and math growth, the school was too far from the cut-point for Improvement to warrant a higher rating. Therefore, CDE does recommend approval of this request. |
| 2740 | MONTE VISTA C-8 | 6036 | BILL METZ ELEMENTARY SCHOOL | 3 | Turnaround Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth from the Istation assessment for reading and math and the Galileo assessment for ELA, math, and science for review of those grade levels not included in the school performance framework. | Deny | Priority Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data put forward and the local achievement data for literacy did not enhance the results on the preliminary school performance framework. For math achievement, the local data was meeting expectations for the all students disaggregated group. For science achievement, the local data was meeting expectations for the all students and minority disaggregated groups. For growth, the local literacy and math data did not enhance the results on the school performance framework. Even with those ratings adjusted for math and science achievement, the school was too far from the cut-point for Improvement to warrant a higher rating. Therefore, CDE does not recommend approval of this request. |

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|---------------|-----------------------|-------------|------------------------------|------------------------|--|---|--|---|--------------------|--|--|
| 2740 | MONTE VISTA C-8 | 6520 | MONTE VISTA ON-LINE ACADEMY | 3 | Insufficient State Data: Low Participation | Turnaround Plan: Decreased due to Participation | Insufficient State Data: Low Participation | The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. | Approve | Insufficient State Data: Low Participation | CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation. |
| 2035 | MONTEZUMA-CORTEZ RE-1 | 6026 | MONTEZUMA-CORTEZ HIGH SCHOOL | 3 | Improvement Plan: Low Participation | Improvement Plan: Meets 95% Participation | Performance Plan: Meets 95% Participation | The district requested that that five additional students be counted towards the numerator as having matriculated as the district has collected records regarding those students' post-graduation placements. | Approve | Performance Plan: Meets 95% Participation | CDE reviewed the district's request and the additional matriculation information from the district does support including five additional students in the numerator. This would result in a revised matriculation rate of 44.5% (61/137), which would earn an Approaching rating and raise the total points earned on the school performance framework. Therefore, CDE recommends approval of the request for the school to earn a Performance rating. |

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|---------------|---------------|-------------|---------------------------------|------------------------|-------------------------------------|--|-------------------------------------|---|--------------------|-------------------------------------|--|
| 1870 | PLATEAU RE-5 | 6838 | PEETZ JUNIOR-SENIOR HIGH SCHOOL | 4 | Performance Plan: Low Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration. The district also requested CDE to consider the small size of the school and that one student not participating can have a greater impact on the accountability participation rate than a larger school. | Approve | Performance Plan: Low Participation | The supplemental information regarding the miscoding experienced during PSAT/SAT state assessment administration as provided regarding accountability participation rate on its own is not permissible under current policy. CDE did review the school's participation data using special consideration for small systems which is allowable under current policy. CDE understands the data in smaller systems are more sensitive than larger systems and reviewed the request to see if one additional student coded correctly for the assessment would allow the school to meet the 95% accountability participation rate threshold. After careful analysis, it was determined the school would need only one additional student coded correctly on the state assessment to meet the 95% accountability participation rate requirement. Therefore, CDE recommends approval for this request. |

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| 1550 | POUDRE R-1 | 8318 | STOVE PRAIRIE ELEMENTARY SCHOOL | 2 | Improvement Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | Improvement Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth for literacy from the DIBELS assessment and 2nd grade achievement and 2nd and 3rd grade growth from the NWEA MAP assessment for literacy and math for review of those grade levels not included in the school performance framework. | Approve | Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental data the district put forward and the local assessment achievement data for literacy for free and reduced price students was meeting expectations and an "approaching" rating is more representative than the "does not meet" rating earned on the preliminary school performance framework. Similarly the local assessment data for the all students disaggregated group in math was more representative of a "meets" rating rather than the "approaching" rating earned on the preliminary school performance framework. For growth, the local assessment data for literacy for the all students disaggregated group was representative of the results on the school performance framework so no additional points could be awarded, however, the local assessment data for math for the all students disaggregated group is more representative of an "approaching" rating rather than the "does not meet" earned on the preliminary school performance framework. With those ratings adjusted, the school would earn an "Improvement" rating. Therefore, CDE recommends approval of this request. |

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| 2690 | PUEBLO CITY 60 | 5916 | MINNEQUA ELEMENTARY SCHOOL | 3 | Turnaround Plan: Meets 95% Participation | Turnaround Plan: Meets 95% Participation | Priority Improvement Plan: Meets 95% Participation | The district submitted data for K-2 achievement and K-3 growth for literacy from the iReady assessment for review of those grade levels not included in the school performance framework. | Approve | Priority Improvement Plan: Meets 95% Participation | CDE reviewed the supplemental local assessment data for literacy achievement results were reflective of the results on the preliminary school performance framework for all disaggregated groups. The local assessment growth data for literacy were meeting expectations and therefore a rating of "approaching" was more appropriate than the "does not meet" rating earned on the preliminary school performance framework for all disaggregated groups. With those ratings adjusted, the school would earn a Priority Improvement rating. Therefore, CDE recommends approval of this request. |
| 2690 | PUEBLO CITY 60 | 6677 | PARAGON LEARNING CENTER | 3 | Improvement Plan | Pending AEC Framework | AEC: Performance Plan | Districts who have applied for a first-time AEC designation for one or more of their schools for the 2018-19 school year may request retroactive AEC designation for the 2017-18 school year based on the 2018-19 AEC application submitted in April 2018. | Approve | AEC: Performance Plan | This school was approved as an AEC by the state board of education at the August 2018 state board meeting for the 2018-19 school year (based on 2017-18 student enrollment data). The district submitted a request on behalf of the school to receive AEC status for the 2017-18 school year and thus to receive a final AEC school performance framework for 2018. CDE recommends approval of this request. |

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| 2820 | SILVERTON 1 | 7904 | SILVERTON HIGH SCHOOL | 3 | Performance Plan | Improvement Plan: Small Tested Population | Performance Plan: Small Tested Population | The school is a small rural school of less than 16 students and requests CDE consider the impact of one student on the school's dropout rate due to the small N size of the school. Due to the small size of the school, the only indicator reported on both the 1 and 3 year school performance framework is dropout rate. | Approve | Performance Plan: Small Tested Population | CDE reviewed the request under the condition regarding small systems. For smaller schools and districts, data submitted through the body of evidence may be weighed more heavily, as state data may not be fully representative or may not be able to be reviewed due to small N size. The difference of one student in the school's dropout rate would be the difference between earning an "approaching" and a "meets" rating on the postsecondary and workforce readiness indicator. Since dropout rate is the only indicator able to be reported in postsecondary and workforce readiness, the indicator carries greater weight than it normally would have for a larger school and thus, with the impact of only one student taken into consideration, the school would move to Performance Plan: Small Tested Population. Therefore, CDE does recommend approval of the district's request for reconsideration for this school. |
| 2820 | SILVERTON 1 | 7902 | SILVERTON MIDDLE SCHOOL | 3 | Performance Plan: Low Participation | Improvement Plan: Small Tested Population | Insufficient State Data: Small Tested Population | The district submitted the request on the grounds that due to the small size of the school, participation on the state assessments was not representative of the population of students in the school. | Deny | Improvement Plan: Small Tested Population | CDE reviewed the district's request, but given that more than 85% of students participated in the state assessment, the department does not recommend approval of the request to change the school's rating to Insufficient State Data: Small Tested Participation as there is not sufficient evidence that the data included in the school's performance framework is not representative of the total school population. |

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| 0470 | ST VRAIN VALLEY RE 1J | 7565 | ST. VRAIN COMMUNITY MONTESSORI SCHOOL | 4 | Performance Plan: Low Participation | Improvement Plan: Low Participation | Insufficient State Data: Low Participation | The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. | Approve | Insufficient State Data: Low Participation | CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation. |
| 0060 | STRASBURG 31J | 8334 | STRASBURG HIGH SCHOOL | 4 | Performance Plan: Meets 95% Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district requested to use the multi-year accountability participation rate on the school performance framework because school has attained 95% accountability participation rates, historically, and the one year accountability participation rate was not met. The district requested that the school rating is not lowered one level due to not meeting the accountability participation rate. | Approve | Performance Plan: Low Participation | If a school has attained 95% accountability participation rates, historically, CDE may make an exception for the most recent year. A district can request to use the multi-year accountability participation rate on the school performance framework for a request to reconsider if the one year accountability participation rate was not met. In this case, the district may request that the school rating is not lowered one level due to not meeting the one year accountability participation rate when the multi-year accountability participation rate was met. CDE has determined this school has met the 95% multi-year accountability participation rate and therefore the criteria has been met and the request is recommended for approval. |

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| 1340 | WEST GRAND 1-JT | 9422 | WEST GRAND ELEMENTARY AND MIDDLE SCHOOL | 2 | Improvement Plan: Meets 95% Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district requested to use the multi-year accountability participation rate on the school performance framework because school has attained 95% accountability participation rates, historically, and the one year accountability participation rate was not met. The district requested that the school rating is not lowered one level due to not meeting the accountability participation rate. | Approve | Performance Plan: Low Participation | If a school has attained 95% accountability participation rates, historically, CDE may make an exception for the most recent year. A district can request to use the multi-year accountability participation rate on the school performance framework for a request to reconsider if the one year accountability participation rate was not met. In this case, the district may request that the school rating is not lowered one level due to not meeting the one year accountability participation rate when the multi-year accountability participation rate was met. CDE has determined this school has met the 95% multi-year accountability participation rate and therefore the criteria has been met and the request is recommended for approval. |
| 1340 | WEST GRAND 1-JT | 9420 | WEST GRAND HIGH SCHOOL | 2 | Performance Plan: Low Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district requested to use the multi-year accountability participation rate on the school performance framework because school has attained 95% accountability participation rates, historically, and the one year accountability participation rate was not met. The district requested that the school rating is not lowered one level due to not meeting the accountability participation rate. | Approve | Performance Plan: Low Participation | If a school has attained 95% accountability participation rates, historically, CDE may make an exception for the most recent year. A district can request to use the multi-year accountability participation rate on the school performance framework for a request to reconsider if the one year accountability participation rate was not met. In this case, the district may request that the school rating is not lowered one level due to not meeting the one year accountability participation rate when the multi-year accountability participation rate was met. CDE has determined this school has met the 95% multi-year accountability participation rate and therefore the criteria has been met and the request is recommended for approval. |

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|---------------|---------------|-------------|-----------------------|------------------------|-------------------------------------|--|-------------------------------------|---|--------------------|-------------------------------------|---|
| 0990 | WIDEFIELD 3 | 9566 | WIDEFIELD HIGH SCHOOL | 5 | Performance Plan: Low Participation | Improvement Plan: Decreased due to Participation | Performance Plan: Low Participation | The district requested to use the multi-year accountability participation rate on the school performance framework because school has attained 95% accountability participation rates, historically, and the one year accountability participation rate was not met. The district requested that the school rating is not lowered one level due to not meeting the accountability participation rate. | Approve | Performance Plan: Low Participation | If a school has attained 95% accountability participation rates, historically, CDE may make an exception for the most recent year. A district can request to use the multi-year accountability participation rate on the school performance framework for a request to reconsider if the one year accountability participation rate was not met. In this case, the district may request that the school rating is not lowered one level due to not meeting the one year accountability participation rate when the multi-year accountability participation rate was met. CDE has determined this school has met the 95% multi-year accountability participation rate and therefore the criteria has been met and the request is recommended for approval. |