

Accredited with Improvement Plan

This is the accreditation category for the district. Districts are designated an accreditation category based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the accreditation category.

Plan Assignment	Framework Points Earned
Accredited with Distinction	at or above 80%
Accredited	at or above 64% - below 80%
Accredited with Improvement	at or above 52% - below 64%
Accredited with Priority Improvement Plan	at or above 42% - below 52%
Accredited with Turnaround Plan	below 42%

Framework points are calculated using the percentage of points earned out of points eligible. For districts with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators Rating/Plan % of Points Earned out of Points Eligible*

Academic Achievement	Approaching	52.1%	(7.8 out of 15 points)	
Academic Growth	Approaching	55.6%	(19.5 out of 35 points)	
Academic Growth Gaps	Approaching	48.0%	(7.2 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	66.7%	(23.3 out of 35 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		57.8%	(57.8 out of 100 points)	

* Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.
 ** Districts do not receive points for test participation. However, districts that do not meet the 95% participation rate in two or more subject areas are assigned one accreditation category lower than their points indicate.

Finance Meets requirements
Safety Meets requirements

Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement Plan (or remain Accredited with Turnaround Plan) until they meet requirements.

What do the performance indicators measure?

Academic Achievement
 The Achievement Indicator reflects how a district's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth
 The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this district compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this district to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps
 The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Postsecondary and Workforce Readiness
 The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. This Indicator reflects student graduation rates, dropout rates, and average Colorado ACT composite scores.

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	484	65.5%	31
Mathematics	2	4		Approaching	485	64.1%	28
Writing	2	4		Approaching	485	52.4%	44
Science	2	4		Approaching	120	43.3%	37
Total	8	16	50.0%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	349	41	30	Yes
Mathematics	2	4		Approaching	356	43	54	No
Writing	3	4		Meets	354	46	43	Yes
Total	7	12	58.3%	Approaching				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	8	16	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	232	38	35	Yes
Minority Students	2	4		Approaching	174	40	37	Yes
Students w/ Disabilities	0	0		N/A	18	N/A	N/A	
English Language Learners	2	4		Approaching	49	43	54	No
Students needing to catch up	2	4		Approaching	117	40	58	No
Mathematics	9	20	45.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	238	41	59	No
Minority Students	2	4		Approaching	178	41	60	No
Students w/ Disabilities	1	4		Does Not Meet	23	34	81	No
English Language Learners	2	4		Approaching	51	46	72	No
Students needing to catch up	2	4		Approaching	115	54	77	No
Writing	10	20	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	237	45	52	No
Minority Students	2	4		Approaching	177	46	53	No
Students w/ Disabilities	1	4		Does Not Meet	21	18	79	No
English Language Learners	3	4		Meets	51	58	66	No
Students needing to catch up	2	4		Approaching	172	51	65	No
Total	27	56	48.2%	Approaching				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	99.8%	95% Participation Rate Met	503	504
Mathematics	100.0%	95% Participation Rate Met	504	504
Writing	100.0%	95% Participation Rate Met	504	504
Science	100.0%	95% Participation Rate Met	123	123

Performance Indicators

Level: Middle School

District: LAMAR RE-2 - 2660

1 Year

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	220	64.1%	29
Mathematics	2	4		Approaching	221	49.8%	48
Writing	3	4		Meets	220	56.4%	50
Science	2	4		Approaching	115	32.2%	22
Total	9	16	56.3%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	207	38	30	Yes
Mathematics	3	4		Meets	210	58	75	No
Writing	2	4		Approaching	207	43	49	No
Total	7	12	58.3%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	7	16	43.8%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	127	38	38	Yes
Minority Students	1	4		Does Not Meet	105	35	36	No
Students w/ Disabilities	0	0		N/A	12			
English Language Learners	2	4		Approaching	29	43	50	No
Students needing to catch up	2	4		Approaching	69	41	65	No
Mathematics	11	16	68.8%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	130	59	79	No
Minority Students	2	4		Approaching	107	53	78	No
Students w/ Disabilities	0	0		N/A	13			
English Language Learners	3	4		Meets	29	62	85	No
Students needing to catch up	3	4		Meets	95	58	93	No
Writing	5	16	31.3%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	127	38	56	No
Minority Students	1	4		Does Not Meet	105	35	52	No
Students w/ Disabilities	0	0		N/A	12			
English Language Learners	2	4		Approaching	29	45	60	No
Students needing to catch up	1	4		Does Not Meet	78	35	85	No
Total	23	48	47.9%	Approaching				

<i>Test Participation</i>	<i>% of Students Tested</i>	<i>Rating</i>	<i>Students Tested</i>	<i>Total Students</i>
Reading	99.6%	95% Participation Rate Met	224	225
Mathematics	100.0%	95% Participation Rate Met	226	226
Writing	99.6%	95% Participation Rate Met	224	225
Science	100.0%	95% Participation Rate Met	116	116

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	221	57.5%	16
Mathematics	2	4		Approaching	221	26.7%	35
Writing	2	4		Approaching	220	38.6%	24
Science	2	4		Approaching	105	37.1%	25
Total	8	16	50.0%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	215	43	36	Yes
Mathematics	2	4		Approaching	214	50	97	No
Writing	2	4		Approaching	214	48	74	No
Total	6	12	50.0%	Approaching				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	7	16	43.8%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	124	41	46	No
Minority Students	2	4		Approaching	118	43	41	Yes
Students w/ Disabilities	0	0		N/A	13			
English Language Learners	2	4		Approaching	47	48	59	No
Students needing to catch up	1	4		Does Not Meet	95	37	83	No
Mathematics	8	16	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	123	49	99	No
Minority Students	2	4		Approaching	118	45	99	No
Students w/ Disabilities	0	0		N/A	12			
English Language Learners	2	4		Approaching	47	45	99	No
Students needing to catch up	2	4		Approaching	135	45	99	No
Writing	8	16	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	123	49	88	No
Minority Students	2	4		Approaching	118	49	85	No
Students w/ Disabilities	0	0		N/A	13			
English Language Learners	2	4		Approaching	47	49	96	No
Students needing to catch up	2	4		Approaching	116	49	97	No
Total	23	48	47.9%	Approaching				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation
Graduation Rate	3	4		Meets	106	84.0%	80%
Dropout Rate	3	4		Meets	799	3.1%	At/below state average
Colorado ACT Composite	2	4		Approaching	90	18.0	Above state average
Total	8	12	66.7%	Meets			

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	98.3%	95% Participation Rate Met	234	238
Mathematics	98.3%	95% Participation Rate Met	234	238
Writing	97.9%	95% Participation Rate Met	233	238
Science	97.4%	95% Participation Rate Met	112	115
Colorado ACT	98.9%	95% Participation Rate Met	90	91

Scoring Guide for Performance Indicators on the District Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points	
Academic Achievement	<i>The district's percentage of students scoring proficient or advanced was:</i>					
	• at or above the 90th percentile of all districts.	Exceeds	4	16 (4 for each content area)	15	
	• below the 90th percentile but at or above the 50th percentile of all districts.	Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all districts.	Approaching	2			
• below the 15th percentile of all districts.	Does Not Meet	1				
Academic Growth	<i>If the district meets the median adequate student growth percentile and its median student growth percentile was:</i>			12 (4 for each content area)	35	
	• at or above 60.	Exceeds	4			
	• below 60 but at or above 45.	Meets	3			
	• below 45 but at or above 30.	Approaching	2			
	• below 30.	Does Not Meet	1			
	<i>If the district does not meet the median adequate student growth percentile and its median student growth percentile was:</i>					
	• at or above 70.	Exceeds	4			
	• below 70 but at or above 55.	Meets	3			
Academic Growth Gaps	<i>If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:</i>			60 (5 for each subgroup group in 3 content areas)	15	
	• at or above 60.	Exceeds	4			
	• below 60 but at or above 45.	Meets	3			
	• below 45 but at or above 30.	Approaching	2			
	• below 30.	Does Not Meet	1			
	<i>If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:</i>					
	• at or above 70.	Exceeds	4			
	• below 70 but at or above 55.	Meets	3			
Postsecondary and Workforce Readiness	<i>Graduation Rate: The district's graduation rate was:</i>			12 (4 for each sub-indicator)	35	
	• at or above 90%.	Exceeds	4			
	• above 80% but below 90%.	Meets	3			
	• at or above 65% but below 80%	Approaching	2			
	• below 65%.	Does Not Meet	1			
	<i>Dropout Rate: The district's dropout rate was:</i>					
	• at or below 1%.	Exceeds	4			
	• at or below the state average but above 1%.	Meets	3			
	• at or below 10% but above the state average.	Approaching	2			
	• at or above 10%.	Does Not Meet	1			
	<i>Average Colorado ACT Composite: The district's average Colorado ACT composite score was:</i>					
	• at or above 22.	Exceeds	4			
• at or above the state average but below 22.	Meets	3				
• at or above 17 but below the state average.	Approaching	2				
• at or below 17.	Does Not Meet	1				

Cut-Points for each performance indicator

	Cut Point: The district earned ... of the points eligible on this indicator.	
Achievement;	• at or above 87.5%	Exceeds
Growth; Gaps;	• at or above 62.5% - below 87.5%	Meets
Postsecondary	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for accreditation category

	Cut Point: The district earned ... of the total framework points eligible.	
Total Framework Points	• at or above 80%	Distinction
	• at or above 64% - below 80%	Accredited
	• at or above 52% - below 64%	Improvement
	• at or above 42% - below 52%	Priority Improvement
	• below 42%	Turnaround

Cut-points for district accreditation categories

	Plan description	
Accred. w/ Distinction	The district is Accredited with Distinction.	A district may not be accredited with a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education is required to restructure or close the district. The five consecutive years commence on July 1 during the summer immediately following the fall in which the district is notified that it is Accredited with a Priority Improvement or Turnaround Plan.
Accredited	The district is Accredited.	
Accred. w/ Impr. Plan	The district is Accredited with an Improvement Plan.	
Accred. w/ Priority Impr. Plan	The district is Accredited with a Priority Improvement Plan.	
Accred. w/ Turnaround Plan	The district is Accredited with a Turnaround Plan.	

Reference

Comparison Data

Academic Achievement

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2010)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	175	165	167	176	165	167	175	165	167	133	135	138
15th percentile	59.3	58.9	57.1	58.0	34.5	18.3	38.5	42.4	32.9	29.5	28.6	30.3
50th percentile	71.5	70.5	71.5	70.5	50.0	32.2	54.7	56.4	48.6	48.0	45.6	48.9
90th percentile	84.4	83.6	84.8	84.6	68.8	52.1	69.7	72.3	67.6	69.7	69.1	70.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	181	182	183	181	182	182	181	182	183	172	175	179
15th percentile	60.4	56.6	57.6	56.8	36.4	17.8	41.4	41.8	33.8	32.9	30.0	31.4
50th percentile	72.2	69.2	71.3	70.4	49.1	30.5	55.8	56.8	49.7	47.5	46.8	49.2
90th percentile	85.2	81.5	83.8	83.4	65.3	48.0	71.0	70.9	67.7	66.5	65.9	67.3

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

	N of Students	Mean Dropout Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

State Average (Mean) Colorado ACT Composite Score

	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

1-year vs. 3-year report

Districts receive a 1-year and a 3-year aggregated District Performance Framework report. CDE produces a report on the basis of three years of data to enable more districts to be considered within the same performance framework. Some small districts may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count.

Only one of the two sets of results (1-year or 3-year) is the one that will be the official accreditation category for the district: the one under which the district has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. This is indicated on page 1.