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	% of Points Earned out of Points Eligible*	
Academic Achievement	Approaching	39.6%	(5.9 out of 15 points)
Academic Growth	Approaching	55.6%	(19.5 out of 35 points)
Academic Growth Gaps	Approaching	44.4%	(6.7 out of 15 points)
Postsecondary and Workforce Readiness	Approaching	58.3%	(20.4 out of 35 points)
Test Participation**	95% Participation Rate Met		
TOTAL		52.5%	(52.5 out of 100 points)

* Districts may not be eligible for all possible points on an indicator due to insufficient counts 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 are assigned one accreditation category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one subject (reading, writing, math, science, and COACT), or (2) for districts serving multiple grade levels, meet at least a 95% participation rate in all or all but one subject when individual subject rates are rolled up across grade levels AND the district makes AYP participation (in reading and math) for each grade level overall (not including disaggregated groups).

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) median 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 median 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 careers upon completing high school. This Indicator reflects student graduation rates, dropout rates, and average Colorado ACT composite scores.

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*** Data in this report is based on results from: 2010-11, 2009-10, 2008-09
Final accreditation category based on: 3 Year DPF Report.

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	1	4		Does Not Meet	12878	60.3%	14
Mathematics	2	4		Approaching	12859	60.5%	22
Writing	2	4		Approaching	12869	45.5%	24
Science	1	4		Does Not Meet	4220	32.5%	14
Total	6	16	37.5%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	8075	45	37	Yes
Mathematics	2	4		Approaching	8117	51	53	No
Writing	3	4		Meets	8096	47	45	Yes
Total	8	12	66.7%	Meets				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	5038	43	45	No
Minority Students	2	4		Approaching	4893	44	45	No
Students w/ Disabilities	1	4		Does Not Meet	729	39	77	No
English Language Learners	2	4		Approaching	2799	46	49	No
Students needing to catch up	2	4		Approaching	3146	47	64	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	5080	49	62	No
Minority Students	2	4		Approaching	4939	50	62	No
Students w/ Disabilities	1	4		Does Not Meet	734	37	84	No
English Language Learners	2	4		Approaching	2835	51	64	No
Students needing to catch up	2	4		Approaching	3152	50	78	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	5057	44	54	No
Minority Students	2	4		Approaching	4913	45	53	No
Students w/ Disabilities	1	4		Does Not Meet	731	37	82	No
English Language Learners	2	4		Approaching	2809	46	59	No
Students needing to catch up	2	4		Approaching	4580	47	64	No
Total	27	60	45%	Approaching				

Test Participation	% of Students Tested			Rating	Students Tested	Total Students
Reading	99.6%			95% Participation Rate Met	13474	13530
Mathematics	99.7%			95% Participation Rate Met	13473	13516
Writing	99.6%			95% Participation Rate Met	13478	13531
Science	99.5%			95% Participation Rate Met	4392	4413

Counts and ratings are not reported for metrics when the district/school does not meet the minimum student counts required for reportable data.

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile	
Reading	1	4		Does Not Meet	11471	55.7%	14	
Mathematics	1	4		Does Not Meet	11479	33.3%	11	
Writing	2	4		Approaching	11472	46.5%	21	
Science	2	4		Approaching	3619	30.3%	15	
Total	6	16	37.5%	Approaching				

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	10881	43	37	Yes
Mathematics	1	4		Does Not Meet	10903	35	77	No
Writing	2	4		Approaching	10888	45	56	No
Total	5	12	41.7%	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	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	6501	41	52	No
Minority Students	2	4		Approaching	6495	42	50	No
Students w/ Disabilities	1	4		Does Not Meet	1157	39	84	No
English Language Learners	2	4		Approaching	3766	43	59	No
Students needing to catch up	2	4		Approaching	4428	42	69	No
Mathematics	5	20	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	6508	34	87	No
Minority Students	1	4		Does Not Meet	6497	34	87	No
Students w/ Disabilities	1	4		Does Not Meet	1162	37	99	No
English Language Learners	1	4		Does Not Meet	3768	34	90	No
Students needing to catch up	1	4		Does Not Meet	6414	38	94	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	6507	44	71	No
Minority Students	2	4		Approaching	6496	45	70	No
Students w/ Disabilities	1	4		Does Not Meet	1158	38	92	No
English Language Learners	2	4		Approaching	3766	46	75	No
Students needing to catch up	2	4		Approaching	5490	45	82	No
Total	23	60	38.3%	Approaching				

Test Participation	% of Students Tested			Rating	Students Tested	Total Students	
Reading	99.2%			95% Participation Rate Met	12014	12108	
Mathematics	99.3%			95% Participation Rate Met	12021	12101	
Writing	99.3%			95% Participation Rate Met	12019	12108	
Science	97.6%			95% Participation Rate Met	3805	3899	

Counts and ratings are not reported for metrics when the district/school does not meet the minimum student counts required for reportable data.

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	1	4		Does Not Meet	7195	56.8%	13
Mathematics	2	4		Approaching	7181	19.7%	20
Writing	2	4		Approaching	7200	39.8%	29
Science	2	4		Approaching	3564	32.8%	16
Total	**7**	**16**	**43.8%**	**Approaching**			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	6739	48	29	Yes
Mathematics	2	4		Approaching	6735	50	99	No
Writing	2	4		Approaching	6757	46	69	No
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	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3385	46	61	No
Minority Students	2	4		Approaching	3769	47	57	No
Students w/ Disabilities	2	4		Approaching	655	44	98	No
English Language Learners	2	4		Approaching	1921	47	75	No
Students needing to catch up	2	4		Approaching	2811	47	86	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3380	47	99	No
Minority Students	2	4		Approaching	3764	47	99	No
Students w/ Disabilities	2	4		Approaching	651	41	99	No
English Language Learners	2	4		Approaching	1922	48	99	No
Students needing to catch up	2	4		Approaching	4942	50	99	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3397	44	90	No
Minority Students	2	4		Approaching	3781	44	87	No
Students w/ Disabilities	2	4		Approaching	654	41	99	No
English Language Learners	2	4		Approaching	1929	46	94	No
Students needing to catch up	2	4		Approaching	3773	47	95	No
Total	**30**	**60**	**50%**	**Approaching**				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation
Graduation Rate: 4yr/5yr/6yr/**7yr**	2	4		Approaching	5,259/3,953/2,599/**1,322**	64.3/67.2/68.4/**70.3**%	80%
Dropout Rate	3	4		Meets	27117	3.4%	At/below state average
Colorado ACT Composite	2	4		Approaching	3250	18.0	Above state average
Total	**7**	**12**	**58.3%**	**Approaching**			

Test Participation	% of Students Tested		Rating	Students Tested	Total Students
Reading	97.9%		95% Participation Rate Met	7600	7765
Mathematics	97.7%		95% Participation Rate Met	7570	7749
Writing	97.9%		95% Participation Rate Met	7604	7766
Science	96.6%		95% Participation Rate Met	3763	3895
Colorado ACT	98.3%		95% Participation Rate Met	3250	3305

Counts and ratings are not reported for metrics when the district/school does not meet the minimum student counts required for reportable data.

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	*The district's percentage of students scoring proficient or advanced was:*				
	• at or above the 90th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Exceeds	4	16 (4 for each content area)	15
	• below the 90th percentile but at or above the 50th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Approaching	2		
	• below the 15th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Does Not Meet	1		
Academic Growth	*If the district meets the median adequate student growth percentile and its median student growth percentile was:*				
	• at or above 60.	Exceeds	4	12 (4 for each content area)	35
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the district does not meet the median adequate student growth percentile and its median student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Academic Growth Gaps	*If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:*				
	• at or above 60.	Exceeds	4	60 (5 for each subgroup group in 3 content areas)	15
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Postsecondary and Workforce Readiness	*Graduation Rate: The district's graduation rate was:*				
	• at or above 90%.	Exceeds	4	12 (4 for each sub-indicator)	35
	• above 80% but below 90%.	Meets	3		
	• at or above 65% but below 80%.	Approaching	2		
	• below 65%.	Does Not Meet	1		
	Dropout Rate: The district's dropout rate was:				
	• at or below 1%.	Exceeds	4		
	• at or below the state average but above 1% using 2009 (1-year DPF) or 2007-09 baseline (3-year DPF).	Meets	3		
	• at or below 10% but above the state average using 2009 (1-year DPF) or 2007-09 baseline (3-year DPF).	Approaching	2		
	• at or above 10%.	Does Not Meet	1		
	Average Colorado ACT Composite: The district's average Colorado ACT composite score was:				
	• at or above 22.	Exceeds	4		
	• at or above the state average but below 22 using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Meets	3		
	• at or above 17 but below the state average using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Approaching	2		
	• at or below 17.	Does Not Meet	1		

Cut-Points for each performance indicator: The district earned … of the points eligible on this indicator.

Achievement; Growth; Gaps; Postsecondary	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for accreditation category: 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

District accreditation categories

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
Accredited	The district is Accredited.	than a combined total of five consecutive years before the State Board of Education is required
Accred. w/ Impr. Plan	The district is Accredited with an Improvement Plan.	to restructure or close the district. The five consecutive years commence on July 1 during the
Accred. w/ Priority Impr. Plan	The district is Accredited with a Priority Improvement Plan.	summer immediately following the fall in which the district is notified that it is Accredited with
Accred. w/ Turnaround Plan	The district is Accredited with a Turnaround Plan.	a Priority Improvement or Turnaround Plan.

Reference

Comparison Data

Academic Achievement

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

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
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 - 2008-10 baseline (3-year DPF)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
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

All achievement data is compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

Academic Growth and Academic Growth Gaps

For Academic Growth and Academic Growth Gaps, the median growth percentile required to earn each rating depends on whether or not the school met adequate growth. Schools that met adequate growth use the rubric on the left; schools that did not meet adequate growth use the rubric on the right.

Postsecondary and Workforce Readiness

This District's Graduation Rate (1-year DPF)

		4-year	5-year	6-year	7-year
	2007	65.8	67.0	70.2	*70.4*
Anticipated Year	2008	61.6	66.4	66.6	
of Graduation	2009	65.3	68.2		
	2010	64.2			

This District's Graduation Rate (aggregated for 3-year DPF)

		4-year	5-year	6-year	7-year
	2007	65.8	67.0	70.2	70.4
Anticipated	2008	61.6	66.4	66.6	
Year of	2009	65.3	68.2		
Graduation	2010	64.2			
	Aggregated	64.3	67.2	68.4	*70.3*

State Average Dropout Rate-2009 (1-year DPF) or 2007-09 baseline (3-year DPF)

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

State Average Colorado ACT Composite Score 2010 (1-year DPF) or 2008-10 baseline (3-year DPF)

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

All averages are compared to baselines from the first year the performance framework reports were released (2010 for 1-year reports and 2008-10 for 3-year reports).

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade, and the graduating class is assigned by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student entering ninth grade in fall 2006 will graduate with the Class of 2010.

For the 1-year DPF, districts earn points based on the highest value among the following: 2010 4-year graduation rate, 2009 5-year rate, 2008 6-year rate, and 2007 7-year rate (the shaded cells in the first table above). For the 3-year DPF, districts earn points based on the highest value among the following: aggregated 2007, 2008, 2009 and 2010 4-year graduation rate, aggregated 2007, 2008 and 2009 5-year rate, aggregated 2007 and 2008 6-year rate, or 2007 7-year rate (the shaded cells in the second table above). For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year DPFs, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.

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.