

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	56.3%	(8.4 out of 15 points)	
Academic Growth	Meets	63.9%	(22.4 out of 35 points)	
Academic Growth Gaps	Approaching	55.0%	(8.3 out of 15 points)	
Postsecondary and Workforce Readiness	Approaching	50.0%	(17.5 out of 35 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		56.6%	(56.6 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.

*** 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	2	4		Approaching	27175	65.8%	27
Mathematics	2	4		Approaching	26964	69.8%	48
Writing	2	4		Approaching	26942	50.1%	35
Science	2	4		Approaching	9075	44.2%	42
Total	8	16	50%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	16721	50	34	Yes
Mathematics	3	4		Meets	16631	53	46	Yes
Writing	3	4		Meets	16593	50	42	Yes
Total	9	12	75%	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	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	6382	45	48	No
Minority Students	3	4		Meets	6804	48	44	Yes
Students w/ Disabilities	1	4		Does Not Meet	1441	38	75	No
English Language Learners	3	4		Meets	3223	52	50	Yes
Students needing to catch up	2	4		Approaching	5713	50	65	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	6399	49	59	No
Minority Students	2	4		Approaching	6818	51	55	No
Students w/ Disabilities	1	4		Does Not Meet	1436	39	77	No
English Language Learners	2	4		Approaching	3250	53	57	No
Students needing to catch up	2	4		Approaching	4740	51	75	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	6365	46	56	No
Minority Students	2	4		Approaching	6787	48	51	No
Students w/ Disabilities	2	4		Approaching	1440	41	77	No
English Language Learners	2	4		Approaching	3225	50	56	No
Students needing to catch up	2	4		Approaching	8776	51	62	No
Total	30	60	50%	Approaching				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	97.8%	95% Participation Rate Met	28234	28865
Mathematics	97.1%	95% Participation Rate Met	28041	28869
Writing	97.1%	95% Participation Rate Met	28023	28863
Science	99.4%	95% Participation Rate Met	9412	9471

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	25861	65.4%	35
Mathematics	3	4		Meets	25905	54.8%	66
Writing	2	4		Approaching	25613	53.1%	38
Science	3	4		Meets	8908	49.3%	57
Total	10	16	62.5%	Meets			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	23841	49	30	Yes
Mathematics	2	4		Approaching	23914	51	63	No
Writing	2	4		Approaching	23382	47	50	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	8808	45	49	No
Minority Students	3	4		Meets	9634	48	43	Yes
Students w/ Disabilities	1	4		Does Not Meet	1934	38	80	No
English Language Learners	2	4		Approaching	4609	51	53	No
Students needing to catch up	2	4		Approaching	7665	46	67	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	8853	50	78	No
Minority Students	2	4		Approaching	9674	52	73	No
Students w/ Disabilities	2	4		Approaching	1956	41	98	No
English Language Learners	3	4		Meets	4640	56	76	No
Students needing to catch up	2	4		Approaching	9529	49	91	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	8654	45	71	No
Minority Students	2	4		Approaching	9454	47	63	No
Students w/ Disabilities	1	4		Does Not Meet	1945	37	91	No
English Language Learners	2	4		Approaching	4532	50	71	No
Students needing to catch up	2	4		Approaching	10372	46	79	No
Total	30	60	50%	Approaching				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	95.9%	95% Participation Rate Met	26884	28026
Mathematics	96.1%	95% Participation Rate Met	26919	28019
Writing	95.0%	95% Participation Rate Met	26629	28031
Science	98.6%	95% Participation Rate Met	9291	9421

District: ADAMS 12 FIVE STAR SCHOOLS - 0020

3 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	15814	66.2%	33	
Mathematics	3	4		Meets	15858	31.7%	54	
Writing	2	4		Approaching	15848	45.2%	39	
Science	2	4		Approaching	7774	44.0%	36	
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	3	4		Meets	14299	52	21	Yes
Mathematics	2	4		Approaching	14366	54	92	No
Writing	2	4		Approaching	14351	52	59	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	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	3633	53	47	Yes
Minority Students	3	4		Meets	5876	53	37	Yes
Students w/ Disabilities	2	4		Approaching	997	46	97	No
English Language Learners	3	4		Meets	2761	59	50	Yes
Students needing to catch up	3	4		Meets	4853	55	81	No
Mathematics	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	3650	55	99	No
Minority Students	3	4		Meets	5910	55	99	No
Students w/ Disabilities	2	4		Approaching	1009	50	99	No
English Language Learners	3	4		Meets	2780	58	99	No
Students needing to catch up	3	4		Meets	8299	57	99	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3652	50	84	No
Minority Students	2	4		Approaching	5903	51	78	No
Students w/ Disabilities	2	4		Approaching	1014	44	99	No
English Language Learners	3	4		Meets	2778	56	84	No
Students needing to catch up	2	4		Approaching	7525	52	91	No
Total	39	60	65%	Meets				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Minimum State Expectation</i>	
Graduation Rate: 4yr/5yr/6yr/7yr	2	4		Approaching	11,653/8,508/ 5,481/2,702	66.0/69.9/74.0/74.2%	80%	
Dropout Rate	2	4		Approaching	63722	5.7%	At/below state average	
Colorado ACT Composite	2	4		Approaching	7170	19.3	Above state average	
Total	6	12	50.0%	Approaching				

<i>Test Participation</i>	<i>% of Students Tested</i>	<i>Rating</i>	<i>Students Tested</i>	<i>Total Students</i>
Reading	94.7%	95% Participation Rate Met	16564	17488
Mathematics	95.0%	95% Participation Rate Met	16610	17489
Writing	94.9%	95% Participation Rate Met	16594	17493
Science	97.0%	95% Participation Rate Met	8132	8380
Colorado ACT	98.6%	95% Participation Rate Met	7170	7275

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

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 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	<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% 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			
	<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 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 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 - 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)

Anticipated Year of Graduation	2007	4-year	5-year	6-year	7-year
		71.3	73.6	74.1	<i>74.2</i>
2008	72.3	74.2	74.0		
2009	60.5	63.0			
2010	61.7				

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

Anticipated Year of Graduation	2007	4-year	5-year	6-year	7-year
		71.3	73.6	74.1	74.2
2008	72.3	74.2	74.0		
2009	60.5	63.0			
2010	61.7				
Aggregated	66.0	69.9	74.0	<i>74.2</i>	

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.

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).

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.