

**Accredited with Priority 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	41.7%	( 6.3 out of 15 points )
Academic Growth	Approaching	55.6%	( 19.5 out of 35 points )
Academic Growth Gaps	Approaching	52.2%	( 7.8 out of 15 points )
Postsecondary and Workforce Readiness	Approaching	41.7%	( 14.6 out of 35 points )
Test Participation**	95% Participation Rate Met		
<b>TOTAL</b>		<b>48.2%</b>	<b>( 48.2 out of 100 points )</b>

\* 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.

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	1	4		Does Not Meet	1947	53.9%	6
Mathematics	1	4		Does Not Meet	1948	56.4%	13
Writing	1	4		Does Not Meet	1943	29.4%	4
Science	1	4		Does Not Meet	648	26.4%	7
<b>Total</b>	<b>4</b>	<b>16</b>	<b>25%</b>	<b>Does Not Meet</b>			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	1189	44	43	Yes
Mathematics	2	4		Approaching	1198	44	56	No
Writing	2	4		Approaching	1195	41	56	No
<b>Total</b>	<b>6</b>	<b>12</b>	<b>50%</b>	<b>Approaching</b>				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
<b>Reading</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	725	40	49	No
Minority Students	2	4		Approaching	503	40	51	No
Students w/ Disabilities	2	4		Approaching	121	48	73	No
English Language Learners	2	4		Approaching	147	40	53	No
Students needing to catch up	2	4		Approaching	554	46	64	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	734	43	61	No
Minority Students	2	4		Approaching	506	41	67	No
Students w/ Disabilities	2	4		Approaching	120	40	76	No
English Language Learners	2	4		Approaching	146	46	67	No
Students needing to catch up	2	4		Approaching	500	44	79	No
<b>Writing</b>	<b>6</b>	<b>20</b>	<b>30%</b>	<b>Does Not Meet</b>				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	730	38	65	No
Minority Students	1	4		Does Not Meet	504	36	68	No
Students w/ Disabilities	1	4		Does Not Meet	122	35	79	No
English Language Learners	1	4		Does Not Meet	147	37	69	No
Students needing to catch up	2	4		Approaching	872	41	67	No
<b>Total</b>	<b>26</b>	<b>60</b>	<b>43.3%</b>	<b>Approaching</b>				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	99.6%	95% Participation Rate Met	2046	2054
Mathematics	99.8%	95% Participation Rate Met	2048	2052
Writing	99.8%	95% Participation Rate Met	2044	2049
Science	99.8%	95% Participation Rate Met	679	680

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	1717	57.9%	19
Mathematics	2	4		Approaching	1718	41.1%	25
Writing	2	4		Approaching	1717	44.8%	18
Science	2	4		Approaching	538	36.4%	24
<b>Total</b>	<b>8</b>	<b>16</b>	<b>50%</b>	<b>Approaching</b>			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	1562	54	40	Yes
Mathematics	2	4		Approaching	1564	54	76	No
Writing	3	4		Meets	1564	61	66	No
<b>Total</b>	<b>8</b>	<b>12</b>	<b>66.7%</b>	<b>Meets</b>				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
<b>Reading</b>	<b>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	891	51	54	No
Minority Students	2	4		Approaching	746	50	55	No
Students w/ Disabilities	2	4		Approaching	166	48	77	No
English Language Learners	3	4		Meets	396	52	46	Yes
Students needing to catch up	3	4		Meets	646	58	70	No
<b>Mathematics</b>	<b>14</b>	<b>20</b>	<b>70%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	892	50	84	No
Minority Students	3	4		Meets	746	55	87	No
Students w/ Disabilities	3	4		Meets	165	55	98	No
English Language Learners	3	4		Meets	397	59	80	No
Students needing to catch up	3	4		Meets	852	56	94	No
<b>Writing</b>	<b>15</b>	<b>20</b>	<b>75%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	893	59	76	No
Minority Students	3	4		Meets	746	59	77	No
Students w/ Disabilities	3	4		Meets	167	55	91	No
English Language Learners	3	4		Meets	397	61	69	No
Students needing to catch up	3	4		Meets	911	59	83	No
<b>Total</b>	<b>41</b>	<b>60</b>	<b>68.3%</b>	<b>Meets</b>				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	99.1%	95% Participation Rate Met	1809	1825
Mathematics	99.2%	95% Participation Rate Met	1813	1827
Writing	99.1%	95% Participation Rate Met	1808	1825
Science	98.6%	95% Participation Rate Met	566	574

District: MONTEZUMA-CORTEZ RE-1 - 2035

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	1094	58.5%	16
Mathematics	2	4		Approaching	1102	18.7%	17
Writing	2	4		Approaching	1095	36.1%	18
Science	2	4		Approaching	574	36.9%	22
<b>Total</b>	<b>8</b>	<b>16</b>	<b>50%</b>	<b>Approaching</b>			

  

<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	965	43	23	Yes
Mathematics	2	4		Approaching	980	45	98	No
Writing	2	4		Approaching	971	43	62	No
<b>Total</b>	<b>6</b>	<b>12</b>	<b>50%</b>	<b>Approaching</b>				

  

<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>
<b>Reading</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	450	43	34	Yes
Minority Students	2	4		Approaching	365	44	53	No
Students w/ Disabilities	1	4		Does Not Meet	87	36	92	No
English Language Learners	2	4		Approaching	255	46	51	No
Students needing to catch up	2	4		Approaching	342	42	81	No
<b>Mathematics</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	459	42	99	No
Minority Students	2	4		Approaching	370	44	99	No
Students w/ Disabilities	1	4		Does Not Meet	93	35	99	No
English Language Learners	2	4		Approaching	254	40	99	No
Students needing to catch up	2	4		Approaching	684	47	99	No
<b>Writing</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	454	43	81	No
Minority Students	2	4		Approaching	366	44	88	No
Students w/ Disabilities	1	4		Does Not Meet	91	37	99	No
English Language Learners	2	4		Approaching	254	48	88	No
Students needing to catch up	2	4		Approaching	517	42	93	No
<b>Total</b>	<b>27</b>	<b>60</b>	<b>45%</b>	<b>Approaching</b>				

  

<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	1	4		Does Not Meet	1,045/799/ 532/280	57.4/61.0/60.9/61.4%	80%
Dropout Rate	2	4		Approaching	4947	8.0%	At/below state average
Colorado ACT Composite	2	4		Approaching	535	17.6	Above state average
<b>Total</b>	<b>5</b>	<b>12</b>	<b>41.7%</b>	<b>Approaching</b>			

  

<i>Test Participation</i>	<i>% of Students Tested</i>	<i>Rating</i>	<i>Students Tested</i>	<i>Total Students</i>
Reading	95.3%	95% Participation Rate Met	1160	1217
Mathematics	96.0%	95% Participation Rate Met	1167	1216
Writing	95.5%	95% Participation Rate Met	1161	1216
Science	96.3%	95% Participation Rate Met	606	629
Colorado ACT	96.2%	95% Participation Rate Met	535	556

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		4-year	5-year	6-year	7-year
		2007	56.8	60.5	59.8
2008	58.4	60.2	<b>62.2</b>		
2009	58.9	62.1			
2010	55.5				

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

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
		2007	56.8	60.5	59.8
2008	58.4	60.2	62.2		
2009	58.9	62.1			
2010	55.5				
Aggregated	57.4	61.0	60.9	<b>61.4</b>	

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.

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).