

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	60.4%	(9.1 out of 15 points)
Academic Growth	Meets	69.4%	(24.3 out of 35 points)
Academic Growth Gaps	Approaching	57.1%	(8.6 out of 15 points)
Postsecondary and Workforce Readiness	Approaching	58.3%	(20.4 out of 35 points)
Test Participation**	95% Participation Rate Met		
TOTAL		62.4%	(62.4 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.

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	474	67.1%	36
Mathematics	2	4		Approaching	474	63.1%	26
Writing	3	4		Meets	474	54.8%	50
Science	2	4		Approaching	123	47.2%	46
Total	9	16	56.3%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	339	45	37	Yes
Mathematics	3	4		Meets	340	53	52	Yes
Writing	2	4		Approaching	340	43	37	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	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	243	44	43	Yes
Minority Students	2	4		Approaching	189	43	44	No
Students w/ Disabilities	2	4		Approaching	21	42	81	No
English Language Learners	2	4		Approaching	57	48	64	No
Students needing to catch up	2	4		Approaching	116	51	64	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	244	51	58	No
Minority Students	3	4		Meets	190	55	59	No
Students w/ Disabilities	2	4		Approaching	21	42	79	No
English Language Learners	2	4		Approaching	57	50	64	No
Students needing to catch up	2	4		Approaching	111	53	73	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	244	40	42	No
Minority Students	2	4		Approaching	190	42	41	Yes
Students w/ Disabilities	1	4		Does Not Meet	21	32	75	No
English Language Learners	2	4		Approaching	57	40	57	No
Students needing to catch up	2	4		Approaching	162	45	59	No
Total	30	60	50%	Approaching				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	100.0%	95% Participation Rate Met	493	493
Mathematics	100.0%	95% Participation Rate Met	493	493
Writing	100.0%	95% Participation Rate Met	493	493
Science	100.0%	95% Participation Rate Met	127	127

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	217	67.7%	39
Mathematics	3	4		Meets	217	56.2%	69
Writing	3	4		Meets	217	56.7%	50
Science	3	4		Meets	105	46.7%	52
Total	11	16	68.8%	Meets			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	201	46	36	Yes
Mathematics	2	4		Approaching	202	50	68	No
Writing	3	4		Meets	201	50	46	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	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	135	47	39	Yes
Minority Students	3	4		Meets	104	50	40	Yes
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	2	4		Approaching	32	41	45	No
Students needing to catch up	2	4		Approaching	57	44	74	No
Mathematics	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	136	51	74	No
Minority Students	2	4		Approaching	105	51	76	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	2	4		Approaching	32	50	80	No
Students needing to catch up	2	4		Approaching	90	49	93	No
Writing	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	135	47	50	No
Minority Students	2	4		Approaching	104	48	52	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	2	4		Approaching	32	49	53	No
Students needing to catch up	2	4		Approaching	82	49	83	No
Total	26	48	54.2%	Approaching				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	99.6%	95% Participation Rate Met	222	223
Mathematics	99.6%	95% Participation Rate Met	223	224
Writing	99.6%	95% Participation Rate Met	222	223
Science	98.2%	95% Participation Rate Met	111	113

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	206	65.0%	29
Mathematics	3	4		Meets	205	33.2%	54
Writing	2	4		Approaching	206	48.5%	49
Science	2	4		Approaching	102	44.1%	37
Total	9	16	56.3%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	4	4		Exceeds	195	64	29	Yes
Mathematics	2	4		Approaching	195	53	90	No
Writing	3	4		Meets	194	58	58	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	15	16	93.8%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	118	64	43	Yes
Minority Students	4	4		Exceeds	107	68	44	Yes
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	4	4		Exceeds	30	66	65	Yes
Students needing to catch up	3	4		Meets	72	57	83	No
Mathematics	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	118	46	95	No
Minority Students	2	4		Approaching	107	44	95	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	2	4		Approaching	30	45	98	No
Students needing to catch up	2	4		Approaching	108	47	99	No
Writing	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	117	55	69	No
Minority Students	3	4		Meets	107	56	68	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	2	4		Approaching	30	54	80	No
Students needing to catch up	2	4		Approaching	96	52	89	No
Total	33	48	68.8%	Meets				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	3	4		Meets	119/111/112/127	66.4/80.2/74.1/65.4%	80%
Dropout Rate	2	4		Approaching	808	3.8%	At/below state average
Colorado ACT Composite	2	4		Approaching	93	17.8	Above state average
Total	7	12	58.3%	Approaching			

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	100.0%	95% Participation Rate Met	217	217
Mathematics	99.5%	95% Participation Rate Met	216	217
Writing	100.0%	95% Participation Rate Met	217	217
Science	100.0%	95% Participation Rate Met	109	109
Colorado ACT	100.0%	95% Participation Rate Met	93	93

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)

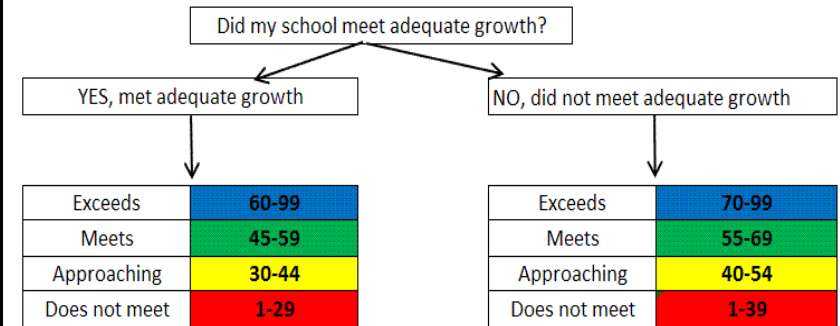
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	59.3	58.9	57.1	58.0	34.5	18.3	38.5	42.4	32.9	29.5	28.6	30.3
50th percentile	71.5	70.5	71.5	70.5	50.0	32.2	54.7	56.4	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
		2008	60.0	62.4	65.4
2009	58.4	73.2	74.1		
2010	68.5	80.2			
Aggregated	66.4				

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

Anticipated Year of Graduation	2007	4-year	5-year	6-year	7-year
		2008	60.0	62.4	65.4
2009	58.4	73.2	74.1		
2010	68.5	80.2			
Aggregated	66.4	63.2	71.3	69.5	65.4

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).