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	52.1%	(7.8 out of 15 points)
Academic Growth	Approaching	47.2%	(16.5 out of 35 points)
Academic Growth Gaps	Approaching	45.6%	(6.8 out of 15 points)
Postsecondary and Workforce Readiness	Approaching	58.3%	(20.4 out of 35 points)
Test Participation**	95% Participation Rate Met		
TOTAL		51.5%	(51.5 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.

District: WELD COUNTY RE-1 - 3080 3 Year

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	1261	64.2%	24
Mathematics	2	4		Approaching	1256	62.0%	25
Writing	2	4		Approaching	1258	49.0%	30
Science	2	4		Approaching	399	40.4%	31
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	2	4		Approaching	826	44	36	Yes
Mathematics	2	4		Approaching	824	40	51	No
Writing	2	4		Approaching	825	41	41	Yes
Total	**6**	**12**	**50%**	**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	469	42	42	Yes
Minority Students	2	4		Approaching	421	42	42	Yes
Students w/ Disabilities	1	4		Does Not Meet	78	38	80	No
English Language Learners	2	4		Approaching	221	47	48	No
Students needing to catch up	2	4		Approaching	299	46	61	No
Mathematics	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	470	38	56	No
Minority Students	1	4		Does Not Meet	420	37	54	No
Students w/ Disabilities	1	4		Does Not Meet	79	35	78	No
English Language Learners	1	4		Does Not Meet	220	38	58	No
Students needing to catch up	2	4		Approaching	287	46	73	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	468	41	46	No
Minority Students	2	4		Approaching	420	44	46	No
Students w/ Disabilities	2	4		Approaching	78	42	77	No
English Language Learners	2	4		Approaching	220	45	51	No
Students needing to catch up	2	4		Approaching	451	44	58	No
Total	**25**	**60**	**41.7%**	**Approaching**				

Test Participation	% of Students Tested			Rating	Students Tested	Total Students
Reading	99.8%			95% Participation Rate Met	1303	1305
Mathematics	99.9%			95% Participation Rate Met	1299	1300
Writing	99.9%			95% Participation Rate Met	1299	1300
Science	100.0%			95% Participation Rate Met	416	416

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	2	4		Approaching	1222	61.1%	26
Mathematics	2	4		Approaching	1224	40.3%	23
Writing	2	4		Approaching	1223	50.3%	29
Science	3	4		Meets	403	50.6%	59
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	1172	56	38	Yes
Mathematics	2	4		Approaching	1173	48	76	No
Writing	2	4		Approaching	1172	54	57	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	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	620	51	48	Yes
Minority Students	3	4		Meets	610	55	47	Yes
Students w/ Disabilities	2	4		Approaching	143	47	85	No
English Language Learners	2	4		Approaching	269	51	60	No
Students needing to catch up	3	4		Meets	460	55	71	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	621	45	82	No
Minority Students	2	4		Approaching	613	47	82	No
Students w/ Disabilities	2	4		Approaching	143	43	98	No
English Language Learners	2	4		Approaching	270	43	88	No
Students needing to catch up	2	4		Approaching	634	50	93	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	621	52	70	No
Minority Students	3	4		Meets	611	57	67	No
Students w/ Disabilities	2	4		Approaching	144	41	92	No
English Language Learners	3	4		Meets	270	59	74	No
Students needing to catch up	2	4		Approaching	577	53	82	No
Total	35	60	58.3%	Approaching				

Test Participation	% of Students Tested			Rating	Students Tested	Total Students
Reading	99.3%			95% Participation Rate Met	1271	1280
Mathematics	99.4%			95% Participation Rate Met	1275	1282
Writing	99.4%			95% Participation Rate Met	1273	1280
Science	99.0%			95% Participation Rate Met	414	418

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

District: WELD COUNTY RE-1 - 3080 | **3 Year**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	758	61.5%	22
Mathematics	2	4		Approaching	759	20.6%	24
Writing	2	4		Approaching	759	40.4%	30
Science	2	4		Approaching	384	37.0%	22
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	2	4		Approaching	725	43	22	Yes
Mathematics	1	4		Does Not Meet	728	33	95	No
Writing	1	4		Does Not Meet	728	38	57	No
Total	**4**	**12**	**33.3%**	**Does Not Meet**				

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	301	44	49	No
Minority Students	3	4		Meets	368	45	35	Yes
Students w/ Disabilities	1	4		Does Not Meet	76	39	98	No
English Language Learners	2	4		Approaching	171	45	67	No
Students needing to catch up	2	4		Approaching	253	44	87	No
Mathematics	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	305	35	99	No
Minority Students	1	4		Does Not Meet	372	36	99	No
Students w/ Disabilities	2	4		Approaching	78	40	99	No
English Language Learners	1	4		Does Not Meet	173	37	99	No
Students needing to catch up	1	4		Does Not Meet	462	35	99	No
Writing	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	304	34	80	No
Minority Students	2	4		Approaching	372	40	72	No
Students w/ Disabilities	1	4		Does Not Meet	79	25	99	No
English Language Learners	1	4		Does Not Meet	172	38	88	No
Students needing to catch up	1	4		Does Not Meet	365	35	93	No
Total	**22**	**60**	**36.7%**	**Does Not Meet**				

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	532/408/269/**140**	77.3/77.7/78.4/**79.3**%	80%
Dropout Rate	3	4		Meets	2901	1.4%	At/below state average
Colorado ACT Composite	2	4		Approaching	368	17.4	Above state average
Total	**7**	**12**	**58.3%**	**Approaching**			

Test Participation	% of Students Tested			Rating	Students Tested	Total Students
Reading	96.8%			95% Participation Rate Met	784	810
Mathematics	96.7%			95% Participation Rate Met	783	810
Writing	98.3%			95% Participation Rate Met	801	815
Science	96.1%			95% Participation Rate Met	394	410
Colorado ACT	99.5%			95% Participation Rate Met	368	370

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 2011					**Level: All Levels**
Scoring Guide for Performance Indicators on the District Performance Framework Report					
Performance Indicator	**Scoring Guide**	**Rating**	**Point Value**	**Total Possible**	**Framework Points**
Academic Achievement	*The district's percentage of students scoring proficient or advanced was:*			16 (4 for each content area)	15
	• at or above the 90th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Exceeds	4		
	• 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:*			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		
	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:*			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		
	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:*			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		
	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.
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.

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.

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

Did my school meet adequate growth?

YES, met adequate growth			NO, did not meet adequate growth	
Exceeds	60-99		Exceeds	70-99
Meets	45-59		Meets	55-69
Approaching	30-44		Approaching	40-54
Does not meet	1-29		Does not meet	1-39

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	75.4	78.9	79.4	*79.3*
Anticipated Year of Graduation	2008	78.7	77.3	77.3	
	2009	76.1	76.8		
	2010	79.1			

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

		4-year	5-year	6-year	7-year
	2007	75.4	78.9	79.4	79.3
Anticipated Year of Graduation	2008	78.7	77.3	77.3	
	2009	76.1	76.8		
	2010	79.1			
	Aggregated	77.3	77.7	78.4	*79.3*

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.