Accredited

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
Accred. w/Distinction	at or above 80%
Accredited	at or above 64% - below 80%
Accred. w/Improvement Plan	at or above 52% - below 64%
Accred. w/Priority Impr. Plan	at or above 42% - below 52%
Accred. w/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/Plan	% of Points Earned out of Points Eligible [2]	
Academic Achievement	Approaching	60.4%	(9.1 out of 15 points)
Academic Growth	Approaching	61.8%	(21.6 out of 35 points)
Academic Growth Gaps	Approaching	60.6%	(9.1 out of 15 points)
Postsecondary and Workforce Readiness	Meets	85.7%	(30.0 out of 35 points)
Test Participation [3]	Meets 95% Participation Rate		
TOTAL		69.8%	(69.8 out of 100 points)

[2]Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

[3]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 content area (reading, writing, math, science and COACT), or (2) for districts serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Finance [4]	Meets Requirements
Safety [4]	Meets Requirements

[4]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 (or remain Accredited with Turnaround Plan) until they meet requirements.

Test Participation Rates

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.0%	99.6%	99.6%	99.3%	Meets	Meets	Meets	Meets	390	241	226	857	394	242	227	863
Mathematics	99.2%	100.0%	99.1%	99.4%	Meets	Meets	Meets	Meets	391	242	225	858	394	242	227	863
Writing	99.2%	100.0%	99.6%	99.5%	Meets	Meets	Meets	Meets	391	242	226	859	394	242	227	863
Science	100.0%	98.4%	98.0%	98.8%	Meets	Meets	Meets	Meets	111	121	100	332	111	123	102	336
Colorado ACT	-	-	100.0%	-	-	-	Meets	-	-	-	91	-	-	-	91	-

District: BYERS 32J - 0190   **(3 Year)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	3	4		Meets	372	75	63
Mathematics	3	4		Meets	374	72.46	58
Writing	2	4		Approaching	373	55.23	48
Science	2	4		Approaching	107	44.86	43
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	2	4		Approaching	270	33	27	Yes
Mathematics	2	4		Approaching	272	46	48	No
Writing	2	4		Approaching	271	43	42	Yes
English Language Proficiency (CELApro)	1.5	2		Meets	26	57	31	Yes
Total	**7.5**	**14**	**53.6%**	**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	**6**	**16**	**37.5%**	**Approaching**				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	105	32	38	No
Minority Students	2	4		Approaching	30	36	29	Yes
Students with Disabilities	1	4		Does Not Meet	35	38	47	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	68	41	54	No
Mathematics	**9**	**16**	**56.3%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	105	43	55	No
Minority Students	2	4		Approaching	30	43	55	No
Students with Disabilities	2	4		Approaching	36	40	63	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	71	59	77	No
Writing	**8**	**16**	**50%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	105	42	50	No
Minority Students	2	4		Approaching	30	48	54	No
Students with Disabilities	2	4		Approaching	35	41	64	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	117	42	60	No
Total	**23**	**48**	**47.9%**	**Approaching**				

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

DPF 2012 - 0190

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	231	65.37	35
Mathematics	3	4		Meets	232	53.02	59
Writing	2	4		Approaching	232	53.88	39
Science	2	4		Approaching	116	46.55	49
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	2	4		Approaching	221	35	27	Yes
Mathematics	2	4		Approaching	224	53	69	No
Writing	2	4		Approaching	223	48	53	No
English Language Proficiency (CELApro)	0	0		-	N<20	-	-	-
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	**7**	**16**	**43.8%**	**Approaching**				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	85	28	29	No
Minority Students	2	4		Approaching	23	32	28	Yes
Students with Disabilities	2	4		Approaching	24	44	69	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	64	43	63	No
Mathematics	**9**	**16**	**56.3%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	85	49	68	No
Minority Students	2	4		Approaching	23	52	56	No
Students with Disabilities	2	4		Approaching	25	47	99	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	90	60	92	No
Writing	**10**	**16**	**62.5%**	**Meets**				
Free/Reduced Lunch Eligible	2	4		Approaching	85	52	55	No
Minority Students	4	4		Exceeds	23	63	55	Yes
Students with Disabilities	2	4		Approaching	24	44	90	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	91	42	80	No
Total	26	48	54.2%	Approaching				

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

District: BYERS 32J - 0190 — (3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	3	4		Meets	220	82.27	87
Mathematics	2	4		Approaching	219	30.14	48
Writing	3	4		Meets	220	61.36	82
Science	2	4		Approaching	99	47.47	42
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	4	4		Exceeds	210	74	19	Yes
Mathematics	2	4		Approaching	209	53	92	No
Writing	4	4		Exceeds	210	71	49	Yes
English Language Proficiency (CELApro)	0	0		-	N<20	-	-	-
Total	**10**	**12**	**83.3%**	**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	12	12	100%	**Exceeds**				
Free/Reduced Lunch Eligible	4	4		Exceeds	80	74	19	Yes
Minority Students	4	4		Exceeds	29	75	26	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	55	74	69	Yes
Mathematics	7	12	58.3%	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	79	44	91	No
Minority Students	2	4		Approaching	29	47	97	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	131	57	99	No
Writing	12	12	100%	**Exceeds**				
Free/Reduced Lunch Eligible	4	4		Exceeds	80	75	47	Yes
Minority Students	4	4		Exceeds	29	71	58	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	94	70	89	No
Total	**31**	**36**	**86.1%**	**Meets**				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/*6yr*/7yr	4	4		Exceeds	143/112/**77**/47	92.3/95.5/***96.1***/95.7%	80%
Disaggregated Graduation Rate	2	2	100%	Exceeds			
Free/Reduced Lunch Eligible	1	1		Exceeds	58/42/**28**/16	91.4/97.6/***100***/***100***%	80%
Minority Students	1	1		Exceeds	21/**18**/N<16/N<16	85.7/***94.4***/-/-%	80%
Students with Disabilities	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Dropout Rate	4	4		**Exceeds**	791	0.5%	3.9%
Colorado ACT Composite Score	2	4		Approaching	91	19.5	20.1
Total	**12**	**14**	**85.7%**	**Meets**			

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

DPF 2012 - 0190

Scoring Guide					Level: EMH

Scoring Guide for Performance Indicators on the District Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value		Total Possible per EMH Level	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 schools (using 2009-10 baseline).	Exceeds	4			
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).	Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).	Approaching	2			
	• below the 15th percentile of all schools (using 2009-10 baseline).	Does Not Meet	1			
Academic Growth	*If the district meets the median adequate student growth percentile and its median student growth percentile was:*		TCAP	CELA	14 (4 for each content area and 2 for English language proficiency)	35
	• at or above 60.	Exceeds	4	2		
	• below 60 but at or above 45.	Meets	3	1.5		
	• below 45 but at or above 30.	Approaching	2	1		
	• below 30.	Does Not Meet	1	0.5		
	If the district does not meet the median adequate student growth percentile and its median student growth percentile was:		TCAP	CELA		
	• at or above 70.	Exceeds	4	2		
	• below 70 but at or above 55.	Meets	3	1.5		
	• below 55 but at or above 40.	Approaching	2	1		
	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	*If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was:*				60 (4 for each of 5 subgroups in 3 subject 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 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			
Postsecondary and Workforce Readiness	*Graduation Rate and Disaggregated Graduation Rate: The district's graduation rate/disaggregated graduation rate was:*		Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.	Exceeds	4	1		
	• at or above 80% but below 90%.	Meets	3	0.75		
	• at or above 65% but below 80%.	Approaching	2	0.5		
	• below 65%.	Does Not Meet	1	0.25		
	Dropout Rate: The district's dropout rate was:					
	• at or below 1%.	Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).	Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).	Approaching	2			
	• above 10%.	Does Not Meet	1			
	Colorado ACT Composite Score: 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 2009-10 baseline).	Meets	3			
	• at or above 17 but below the state average (using 2009-10 baseline).	Approaching	2			
	• below 17.	Does Not Meet	1			

Cut-Points for each performance indicator

Achievement; Growth; Gaps	Cut Point: The district earned … of the points eligible on this Indicator.	
	• 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 assignment

Total Framework Points	Cut Point: The district earned … of the total Framework points eligible.	
	• 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

Districts on Turnaround or Priority Improvement

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 commences 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.

DPF 2012 - 0190

Reference

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) 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 and accreditation rating. Note that some 3-year reports may be based on only two years of data if that is the only data available.

Reference Data for Key Performance Indicators

Academic Achievement

The Academic Achievement Indicator reflects a district's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

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).

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

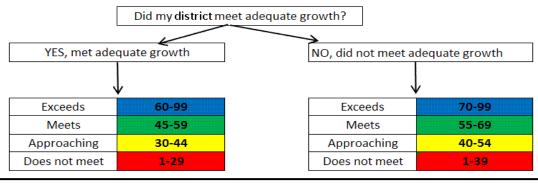|	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	175	165	167	176	165	167	175	165	167	133	135	138
15th percentile	59.26	58.87	57.14	57.99	34.46	18.30	38.48	42.37	32.85	29.46	28.57	30.27
50th percentile	71.51	70.50	71.53	70.51	50.00	32.16	54.72	56.36	48.61	48.00	45.60	48.93
90th percentile	84.37	83.57	84.78	84.60	68.84	52.06	69.66	72.27	67.56	69.72	69.09	70.39

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	181	182	183	181	182	182	181	182	183	172	175	179
15th percentile	60.45	56.61	57.63	56.84	36.37	17.78	41.44	41.85	33.82	32.93	30.02	31.43
50th percentile	72.19	69.22	71.31	70.37	49.11	30.51	55.78	56.79	49.70	47.50	46.81	49.18
90th percentile	85.16	81.53	83.80	83.42	65.33	48.01	71.02	70.87	67.71	66.52	65.86	67.31

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative (median) growth: how the academic progress of the students in this district compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (CELApro) score history, and 2) criterion-referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the district to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach the next level of language proficiency on CELApro in either 1 or 2 years, depending upon the proficiency target.

Did my district meet adequate growth?

YES, met adequate growth

Exceeds	60-99
Meets	45-59
Approaching	30-44
Does not meet	1-29

NO, did not meet adequate growth

Exceeds	70-99
Meets	55-69
Approaching	40-54
Does not meet	1-39

The Academic Growth Gaps Indicator measures the academic progress of historically disadvantaged student groups and students needing to catch up. It disaggregates the Growth Indicator into student groups, and reflects their normative and adequate growth. The student groups include students eligible for free/reduced lunch, minority students, students with disabilities, English learners, and students needing to catch up.

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

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, disaggregated graduation rates for student groups (students eligible for free/reduced lunch, minority students, students with disabilities, and English learners), dropout rates, and average Colorado ACT (COACT) composite scores.

State Average (Mean) Dropout Rate (baseline)

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

State Average (Mean) COACT Composite Score (2009-10 baseline)

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

This District's Graduation Rate and Disaggregated Graduation Rate
Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	93.8	93.8	93.8	95.7
	2009	93.5	100	*100*	
	2010	91.7	94.3		
	2011	89.3			

This District's Graduation Rate and Disaggregated Graduation Rate
Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	93.8	93.8	93.8	95.7
	2009	93.5	100	100	
	2010	91.7	94.3		
	2011	89.3			
	Aggregated	92.3	95.5	*96.1*	95.7

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	100	100	100	*100*
	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			

Free/Reduced Lunch Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	100	100	100	100
	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			
	Aggregated	91.4	97.6	*100*	100

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			
	Aggregated	85.7	*94.4*	N<16	N<16

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			
	Aggregated	N<16	N<16	N<16	N<16

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			
	Aggregated	N<16	N<16	N<16	N<16

All averages are 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).

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 by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

For the 1-year DPF, districts earn points based on the highest value among the following: 2011 4-year graduation rate, 2010 5-year graduation rate, 2009 6-year graduation rate and 2008 7-year graduation rate (the shaded cells in the tables on the left). For the 3-year DPF, districts earn points based on the highest value among the following: aggregated 2008, 2009, 2010 and 2011 4-year graduation rate, aggregated 2008, 2009 and 2010 5-year graduation rate, aggregated 2008 and 2009 6-year graduation rate, or 2008 7-year graduation rate. 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.