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
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	52.1%	(7.8 out of 15 points)
Academic Growth	Approaching	58.3%	(20.4 out of 35 points)
Academic Growth Gaps	Approaching	51.1%	(7.7 out of 15 points)
Postsecondary and Workforce Readiness	Meets	65.6%	(23.0 out of 35 points)
Test Participation [3]	Meets 95% Participation Rate		
TOTAL		58.9%	(58.9 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	99.7%	99.7%	99.5%	99.7%	Meets	Meets	Meets	Meets	6697	5085	3865	15647	6714	5098	3883	15695
Mathematics	99.8%	99.8%	99.6%	99.8%	Meets	Meets	Meets	Meets	6713	5092	3866	15671	6724	5101	3883	15708
Writing	99.8%	99.8%	99.5%	99.7%	Meets	Meets	Meets	Meets	6709	5090	3864	15663	6721	5098	3884	15703
Science	99.8%	99.8%	99.5%	99.7%	Meets	Meets	Meets	Meets	1953	1910	1927	5790	1956	1914	1936	5806
Colorado ACT	-	-	97.2%	-	-	-	-	Meets	-	-	-	1763	-	-	-	1813

District: WIDEFIELD 3 - 0990   **(3 Year)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	6282	66.68	30
Mathematics	2	4		Approaching	6285	65.82	34
Writing	2	4		Approaching	6281	49.23	32
Science	2	4		Approaching	1841	40.36	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	4000	44	33	Yes
Mathematics	2	4		Approaching	4024	43	51	No
Writing	2	4		Approaching	4011	44	44	Yes
English Language Proficiency (CELApro)	1.5	2		Meets	299	51	44	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	**10**	**20**	**50%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	1998	41	37	Yes
Minority Students	2	4		Approaching	1893	43	36	Yes
Students with Disabilities	1	4		Does Not Meet	495	32	69	No
English Learners	3	4		Meets	171	50	44	Yes
Students needing to catch up	2	4		Approaching	1317	48	60	No
Mathematics	**9**	**20**	**45%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	2014	41	56	No
Minority Students	2	4		Approaching	1907	43	55	No
Students with Disabilities	1	4		Does Not Meet	506	37	79	No
English Learners	2	4		Approaching	173	52	60	No
Students needing to catch up	2	4		Approaching	1250	44	76	No
Writing	**9**	**20**	**45%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	2005	41	49	No
Minority Students	2	4		Approaching	1900	43	47	No
Students with Disabilities	1	4		Does Not Meet	496	35	78	No
English Learners	2	4		Approaching	172	51	56	No
Students needing to catch up	2	4		Approaching	2065	42	64	No
Total	**28**	**60**	**46.7%**	**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 - 0990

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	4750	65.47	36
Mathematics	3	4		Meets	4757	56.82	72
Writing	2	4		Approaching	4755	50.41	30
Science	2	4		Approaching	1789	44.44	43
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	4413	44	32	Yes
Mathematics	3	4		Meets	4424	59	68	No
Writing	2	4		Approaching	4421	43	53	No
English Language Proficiency (CELApro)	2	2		Exceeds	51	68	58	Yes
Total	**9**	**14**	**64.3%**	**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	**10**	**20**	**50%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	1957	44	38	Yes
Minority Students	2	4		Approaching	2057	44	36	Yes
Students with Disabilities	1	4		Does Not Meet	481	38	77	No
English Learners	3	4		Meets	168	49	46	Yes
Students needing to catch up	2	4		Approaching	1373	44	65	No
Mathematics	**14**	**20**	**70%**	**Meets**				
Free/Reduced Lunch Eligible	3	4		Meets	1960	58	73	No
Minority Students	3	4		Meets	2058	60	72	No
Students with Disabilities	2	4		Approaching	484	48	97	No
English Learners	3	4		Meets	168	69	78	No
Students needing to catch up	3	4		Meets	1828	59	91	No
Writing	**10**	**20**	**50%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	1958	42	59	No
Minority Students	2	4		Approaching	2057	43	56	No
Students with Disabilities	2	4		Approaching	483	40	89	No
English Learners	2	4		Approaching	168	47	68	No
Students needing to catch up	2	4		Approaching	1988	43	79	No
Total	**34**	**60**	**56.7%**	**Approaching**				

Counts and ratings are not reported for metrics when the district 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	3643	64.59	28
Mathematics	2	4		Approaching	3644	29.31	45
Writing	2	4		Approaching	3642	43.16	34
Science	2	4		Approaching	1821	43.05	34
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	3396	44	22	Yes
Mathematics	2	4		Approaching	3397	41	87	No
Writing	2	4		Approaching	3392	44	57	No
English Language Proficiency (CELApro)	2	2		Exceeds	22	73	67	Yes
Total	**8**	**14**	**57.1%**	**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	**12**	**20**	**60%**	**Approaching**				
Free/Reduced Lunch Eligible	3	4		Meets	1273	45	34	Yes
Minority Students	3	4		Meets	1465	45	27	Yes
Students with Disabilities	1	4		Does Not Meet	311	35	92	No
English Learners	3	4		Meets	103	56	59	No
Students needing to catch up	2	4		Approaching	1134	45	75	No
Mathematics	**9**	**20**	**45%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	1275	41	95	No
Minority Students	2	4		Approaching	1466	42	91	No
Students with Disabilities	1	4		Does Not Meet	313	37	99	No
English Learners	2	4		Approaching	103	52	98	No
Students needing to catch up	2	4		Approaching	1842	42	99	No
Writing	**9**	**20**	**45%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	1272	40	72	No
Minority Students	2	4		Approaching	1460	43	64	No
Students with Disabilities	1	4		Does Not Meet	309	35	99	No
English Learners	2	4		Approaching	103	48	80	No
Students needing to catch up	2	4		Approaching	1660	43	91	No
Total	**30**	**60**	**50%**	**Approaching**				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/6yr/**7yr**	3	4		Meets	2532/1857/1227/**598**	78.2/82.8/83.6/**85.3**%	80%
Disaggregated Graduation Rate	2.5	4	62.5%	Meets			
Free/Reduced Lunch Eligible	0.5	1		Approaching	451/**261**/150/17	75.2/**79.3/79.3**/58.8%	80%
Minority Students	0.75	1		Meets	1025/732/**460**/227	77.7/82.4/**82.8/82.8**%	80%
Students with Disabilities	0.75	1		Meets	258/185/123/**57**	56.2/64.3/73.2/**80.7**%	80%
English Learners	0.5	1		Approaching	38/27/**19**/N<16	65.8/70.4/**78.9**/-%	80%
Dropout Rate	3	4		Meets	13885	2%	3.9%
Colorado ACT Composite Score	2	4		Approaching	1763	18.7	20.1
Total	**10.5**	**16**	**65.6%**	**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 - 0990

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.

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)

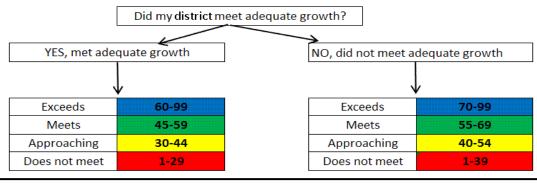|	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	175	165	167	176	165	167	175	165	167	133	135	138
15th percentile	59.26	58.87	57.14	57.99	34.46	18.30	38.48	42.37	32.85	29.46	28.57	30.27
50th percentile	71.51	70.50	71.53	70.51	50.00	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
	2008	76.3	82.4	84	*85.3*
Anticipated Year	2009	76.5	81.1	83.2	
of Graduation	2010	77.1	84.8		
	2011	82.5			

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

		4-year	5-year	6-year	7-year
	2008	76.3	82.4	84	85.3
Anticipated Year	2009	76.5	81.1	83.2	
of Graduation	2010	77.1	84.8		
	2011	82.5			
Aggregated		78.2	82.8	83.6	*85.3*

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	N<16	N<16	58.8	58.8
Anticipated Year	2009	72.5	77.4	82	
of Graduation	2010	74.8	*83.5*		
	2011	76.7			

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

		4-year	5-year	6-year	7-year
	2008	N<16	N<16	58.8	58.8
Anticipated Year	2009	72.5	77.4	82	
of Graduation	2010	74.8	83.5		
	2011	76.7			
Aggregated		75.2	*79.3*	79.3	58.8

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	73.9	79.4	80.8	82.8
Anticipated Year	2009	77	82.3	84.8	
of Graduation	2010	76.5	*85*		
	2011	82.4			

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008	73.9	79.4	80.8	82.8
Anticipated Year	2009	77	82.3	84.8	
of Graduation	2010	76.5	85		
	2011	82.4			
Aggregated		77.7	82.4	*82.8*	82.8

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	51.7	63.2	73.7	*80.7*
Anticipated Year	2009	50.7	62.1	72.7	
of Graduation	2010	54.7	67.7		
	2011	66.7			

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008	51.7	63.2	73.7	80.7
Anticipated Year	2009	50.7	62.1	72.7	
of Graduation	2010	54.7	67.7		
	2011	66.7			
Aggregated		56.2	64.3	73.2	*80.7*

English Learners Graduation Rate (1-year)

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

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008	N<16	N<16	N<16	N<16
Anticipated Year	2009	N<16	N<16	N<16	
of Graduation	2010	N<16	N<16		
	2011	N<16			
Aggregated		65.8	70.4	*78.9*	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.