

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	Meets	75.0% (11.3 out of 15 points)	<div style="width: 75%;"></div>
Academic Growth	Meets	67.5% (23.6 out of 35 points)	<div style="width: 67.5%;"></div>
Academic Growth Gaps	Approaching	51.1% (7.7 out of 15 points)	<div style="width: 51.1%;"></div>
Postsecondary and Workforce Readiness	Meets	67.2% (23.5 out of 35 points)	<div style="width: 67.2%;"></div>
Test Participation ³	Meets 95% Participation Rate		
TOTAL		66.1% (66.1 out of 100 points)	<div style="width: 66.1%;"></div>

²Districts 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.

³Districts 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).

Finance⁴ Meets Requirements

Safety⁴ Meets Requirements

⁴Districts 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	99.5%	99.2%	96.7%	98.7%	Meets	Meets	Meets	Meets	3421	3411	2197	9029	3437	3440	2271	9148
Mathematics	99.5%	99.4%	97.1%	98.9%	Meets	Meets	Meets	Meets	3421	3419	2206	9046	3438	3439	2271	9148
Writing	99.5%	93.9%	97.0%	96.8%	Meets	Does Not Meet	Meets	Meets	3422	3230	2204	8856	3440	3440	2271	9151
Science	99.8%	98.7%	96.0%	98.3%	Meets	Meets	Meets	Meets	1147	1048	1067	3265	1149	1062	1111	3322
Colorado ACT	-	-	97.2%	-	-	-	Meets	-	-	-	1055	-	-	-	1085	-

¹ Data in this report is based on results from: 2011-12

Final accreditation rating based on: 3 Year DPF report.

Performance Indicators

Level: Elementary School

District: THOMPSON R2-J - 1560

(1 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	3	4		Meets	3310	76.44	64
Mathematics	3	4		Meets	3304	73.34	58
Writing	3	4		Meets	3308	59.67	67
Science	3	4		Meets	1102	52.63	60
Total	12	16	75%	Meets			

<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	3	4		Meets	2054	52	25	Yes
Mathematics	3	4		Meets	2054	45	45	Yes
Writing	3	4		Meets	2060	46	39	Yes
English Language Proficiency (CELApro)	1.5	2		Meets	200	55	38	Yes
Total	10.5	14	75%	Meets				

<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>
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	780	48	35	Yes
Minority Students	3	4		Meets	492	47	36	Yes
Students with Disabilities	2	4		Approaching	247	50	71	No
English Learners	2	4		Approaching	109	44	61	No
Students needing to catch up	2	4		Approaching	473	51	66	No
Mathematics	8	20	40%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	779	39	55	No
Minority Students	2	4		Approaching	493	45	59	No
Students with Disabilities	1	4		Does Not Meet	245	35	75	No
English Learners	2	4		Approaching	108	42	73	No
Students needing to catch up	2	4		Approaching	481	44	78	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	785	42	49	No
Minority Students	2	4		Approaching	494	45	49	No
Students with Disabilities	2	4		Approaching	249	43	76	No
English Learners	2	4		Approaching	110	44	70	No
Students needing to catch up	2	4		Approaching	819	45	62	No
Total	30	60	50%	Approaching				

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

Performance Indicators

Level: Middle School

District: THOMPSON R2-J - 1560

(1 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	3	4		Meets	3307	75.75	68
Mathematics	3	4		Meets	3317	59.39	75
Writing	3	4		Meets	3133	59.85	62
Science	3	4		Meets	1017	55.36	67
Total	12	16	75%	Meets			

<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	3	4		Meets	3095	49	25	Yes
Mathematics	2	4		Approaching	3103	54	65	No
Writing	2	4		Approaching	2926	46	47	No
English Language Proficiency (CELApro)	1.5	2		Meets	37	48	44	Yes
Total	8.5	14	60.7%	Approaching				

<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>
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	1042	46	38	Yes
Minority Students	3	4		Meets	727	47	36	Yes
Students with Disabilities	2	4		Approaching	307	44	76	No
English Learners	2	4		Approaching	163	48	54	No
Students needing to catch up	2	4		Approaching	725	50	64	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1046	53	77	No
Minority Students	2	4		Approaching	731	51	76	No
Students with Disabilities	2	4		Approaching	311	47	96	No
English Learners	3	4		Meets	166	57	90	No
Students needing to catch up	2	4		Approaching	1149	53	92	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	967	43	61	No
Minority Students	2	4		Approaching	679	46	57	No
Students with Disabilities	1	4		Does Not Meet	302	39	87	No
English Learners	2	4		Approaching	157	49	74	No
Students needing to catch up	2	4		Approaching	1017	45	77	No
Total	32	60	53.3%	Approaching				

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Performance Indicators

Level: High School

District: THOMPSON R2-J - 1560

(1 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	3	4		Meets	2132	73.12	55
Mathematics	3	4		Meets	2141	42.04	76
Writing	3	4		Meets	2139	53.39	58
Science	3	4		Meets	1034	53.87	60
Total	12	16	75%	Meets			

<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	3	4		Meets	1979	50	13	Yes
Mathematics	2	4		Approaching	1983	52	77	No
Writing	3	4		Meets	1985	48	46	Yes
English Language Proficiency (CELApro)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	Meets				

<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>
Reading	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	549	44	30	Yes
Minority Students	3	4		Meets	421	49	29	Yes
Students with Disabilities	1	4		Does Not Meet	151	38	86	No
English Learners	2	4		Approaching	79	50	72	No
Students needing to catch up	2	4		Approaching	483	42	76	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	551	43	98	No
Minority Students	2	4		Approaching	421	51	98	No
Students with Disabilities	1	4		Does Not Meet	153	38	99	No
English Learners	3	4		Meets	79	58	99	No
Students needing to catch up	2	4		Approaching	949	47	99	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	554	42	77	No
Minority Students	2	4		Approaching	422	50	74	No
Students with Disabilities	2	4		Approaching	156	41	99	No
English Learners	2	4		Approaching	81	52	97	No
Students needing to catch up	2	4		Approaching	793	48	90	No
Total	30	60	50%	Approaching				

<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>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	3	4		Meets	1225/1318/1284/1274	81.1/84.1/85.2/83%	80%
Disaggregated Graduation Rate	1.75	4	43.8%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	394/350/327/317	69.8/72/76.1/70.3%	80%
Minority Students	0.5	1		Approaching	213/195/182/196	69/67.2/68.1/65.3%	80%
Students with Disabilities	0.5	1		Approaching	120/115/115/112	65/66.1/77.4/77.7%	80%
English Learners	0.25	1		Does Not Meet	25/27/22/34	48/44.4/63.6/47.1%	80%
Dropout Rate	3	4		Meets	7702	2.1%	3.6%
Colorado ACT Composite Score	3	4		Meets	1055	20.9	20.0
Total	10.75	16	67.2%	Meets			

Counts and ratings are not reported for metrics when the district 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 per EMH Level	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 schools (using 2009-10 baseline).	Exceeds	4	16 (4 for each content area)	15	
	• 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	<i>If the district meets the median adequate student growth percentile and its median student growth percentile was:</i>		TCAP	CELA		
	• at or above 60.	Exceeds	4	2	14 (4 for each content area and 2 for English language proficiency)	
	• 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		
	<i>If the district does not meet the median adequate student growth percentile and its median student growth percentile was:</i>		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	<i>If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was:</i>					
	• at or above 60.	Exceeds	4	60 (4 for each of 5 subgroups in 3 subject areas)	15	
	• 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 median student growth percentile was:</i>					
	• 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	<i>Graduation Rate and Disaggregated Graduation Rate: The district's graduation rate/disaggregated graduation rate was:</i>		Overall			Disaggr.
	• at or above 90%.	Exceeds	4	1	16 (4 for each sub-indicator)	
	• 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		
	<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 2009-10 baseline).	Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).	Approaching	2			
	• above 10%.	Does Not Meet	1			
	<i>Colorado ACT Composite Score: 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 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			Cut-Points for accreditation category assignment		
Achievement; Growth; Gaps	Cut Point: The district earned ... of the points eligible on this Indicator.	Rating	Total Framework Points	Cut Point: The district earned ... of the total Framework points eligible.	Accreditation Category
	• at or above 87.5%	Exceeds	Total Framework Points	• at or above 80%	Distinction
	• at or above 62.5% - below 87.5%	Meets		• at or above 64% - below 80%	Accredited
	• at or above 37.5% - below 62.5%	Approaching		• at or above 52% - below 64%	Improvement
	• below 37.5%	Does Not Meet		• 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 (CELEPro) 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 CELEPro in either 1 or 2 years, depending upon the proficiency target.



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

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	77.5	81.8	82.2	83
	2009	78.8	82.5	85.2	
	2010	80	84.1		
	2011	81.1			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	61.7	68.9	69.2	70.3
	2009	64.1	72.3	76.1	
	2010	63.8	72		
	2011	69.8			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	56.8	65.3	65.1	65.3
	2009	61.2	66.1	68.1	
	2010	60.9	67.2		
	2011	69			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	64.9	71.7	74.1	77.7
	2009	60.5	65	77.4	
	2010	59.3	66.1		
	2011	65			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	33.3	48.5	48.5	47.1
	2009	47.8	60.9	63.6	
	2010	40.7	44.4		
	2011	48			

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 (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	77.5	81.8	82.2	83
	2009	78.8	82.5	85.2	
	2010	80	84.1		
	2011	81.1			
	Aggregated	79.3	82.8	83.7	83

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	61.7	68.9	69.2	70.3
	2009	64.1	72.3	76.1	
	2010	63.8	72		
	2011	69.8			
	Aggregated	65.1	71.1	72.7	70.3

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	56.8	65.3	65.1	65.3
	2009	61.2	66.1	68.1	
	2010	60.9	67.2		
	2011	69			
	Aggregated	62.2	66.2	66.6	65.3

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	64.9	71.7	74.1	77.7
	2009	60.5	65	77.4	
	2010	59.3	66.1		
	2011	65			
	Aggregated	62.4	67.5	75.8	77.7

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	33.3	48.5	48.5	47.1
	2009	47.8	60.9	63.6	
	2010	40.7	44.4		
	2011	48			
	Aggregated	41.7	50.6	54.5	47.1

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.