

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 <sup>2</sup>		
Academic Achievement	Meets	62.5%	( 9.4 out of 15 points )	<div></div>
Academic Growth	Meets	65.5%	( 22.9 out of 35 points )	<div></div>
Academic Growth Gaps	Approaching	57.8%	( 8.7 out of 15 points )	<div></div>
Postsecondary and Workforce Readiness	Approaching	53.1%	( 18.6 out of 35 points )	<div></div>
Test Participation <sup>3</sup>	Meets 95% Participation Rate			
TOTAL		59.6%	( 59.6 out of 100 points )	<div></div>

<sup>2</sup>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.

<sup>3</sup>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 <sup>4</sup>	Meets Requirements
----------------------	--------------------

Safety <sup>4</sup>	Meets Requirements
---------------------	--------------------

<sup>4</sup>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	99.8%	99.6%	97.8%	99.3%	Meets	Meets	Meets	Meets	14679	15720	8124	38523	14711	15780	8308	38799
Mathematics	99.9%	99.8%	98.9%	99.6%	Meets	Meets	Meets	Meets	14686	15759	8224	38669	14701	15796	8314	38811
Writing	99.9%	99.6%	97.7%	99.3%	Meets	Meets	Meets	Meets	14688	15715	8121	38524	14710	15784	8314	38808
Science	99.9%	99.5%	98.7%	99.4%	Meets	Meets	Meets	Meets	4899	4743	4707	14349	4905	4765	4771	14441
Colorado ACT	-	-	97.3%	-	-	-	Meets	-	-	-	4292	-	-	-	4411	-

District: MESA COUNTY VALLEY 51 - 2000

(3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile	
Reading	2	4		Approaching	14222	67.66	32	
Mathematics	2	4		Approaching	14194	63.05	26	
Writing	2	4		Approaching	14213	45.88	24	
Science	2	4		Approaching	4725	41.97	35	
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	3	4		Meets	8855	49	33	Yes
Mathematics	2	4		Approaching	8951	46	53	No
Writing	3	4		Meets	8882	50	47	Yes
English Language Proficiency (CELApro)	1.5	2		Meets	1529	55	40	Yes
Total	9.5	14	67.9%	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	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	4394	49	41	Yes
Minority Students	3	4		Meets	2382	49	43	Yes
Students with Disabilities	2	4		Approaching	1006	43	65	No
English Learners	2	4		Approaching	554	53	61	No
Students needing to catch up	3	4		Meets	2888	55	62	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	4474	46	61	No
Minority Students	2	4		Approaching	2450	46	62	No
Students with Disabilities	2	4		Approaching	1015	41	76	No
English Learners	2	4		Approaching	624	49	71	No
Students needing to catch up	2	4		Approaching	3114	51	77	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	4410	47	56	No
Minority Students	2	4		Approaching	2390	49	56	No
Students with Disabilities	2	4		Approaching	1011	41	76	No
English Learners	2	4		Approaching	559	51	70	No
Students needing to catch up	2	4		Approaching	5006	52	64	No
Total	33	60	55%	Approaching				

Performance Indicators

Level: Middle School

District: MESA COUNTY VALLEY 51 - 2000

(3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	3	4		Meets	15230	70.3	53
Mathematics	3	4		Meets	15262	49.71	51
Writing	2	4		Approaching	15225	53.75	39
Science	3	4		Meets	4589	48.68	55
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	14374	52	29	Yes
Mathematics	3	4		Meets	14410	57	71	No
Writing	2	4		Approaching	14374	53	54	No
English Language Proficiency (CELAPro)	1	2		Approaching	459	51	54	No
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	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	6311	50	40	Yes
Minority Students	3	4		Meets	3554	51	41	Yes
Students with Disabilities	2	4		Approaching	1557	44	73	No
English Learners	2	4		Approaching	835	53	64	No
Students needing to catch up	2	4		Approaching	4305	52	66	No
Mathematics	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	6337	55	80	No
Minority Students	3	4		Meets	3572	57	81	No
Students with Disabilities	2	4		Approaching	1558	47	97	No
English Learners	3	4		Meets	842	59	92	No
Students needing to catch up	3	4		Meets	6579	57	93	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	6307	51	68	No
Minority Students	2	4		Approaching	3555	52	66	No
Students with Disabilities	2	4		Approaching	1557	42	90	No
English Learners	3	4		Meets	836	55	81	No
Students needing to catch up	2	4		Approaching	6482	52	81	No
Total	37	60	61.7%	Approaching				

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

District: MESA COUNTY VALLEY 51 - 2000

(3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	7897	71.08	49
Mathematics	3	4		Meets	7989	32.22	57
Writing	3	4		Meets	7895	50.08	52
Science	3	4		Meets	4574	56.41	68
<b>Total</b>	<b>11</b>	<b>16</b>	<b>68.8%</b>	<b>Meets</b>			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	7343	53	17	Yes
Mathematics	3	4		Meets	7449	56	93	No
Writing	2	4		Approaching	7343	53	55	No
English Language Proficiency (CELAPro)	1	2		Approaching	325	52	67	No
<b>Total</b>	<b>9</b>	<b>14</b>	<b>64.3%</b>	<b>Meets</b>				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
<b>Reading</b>	<b>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	3	4		Meets	2887	51	35	Yes
Minority Students	3	4		Meets	1871	52	33	Yes
Students with Disabilities	2	4		Approaching	675	47	90	No
English Learners	2	4		Approaching	478	54	69	No
Students needing to catch up	2	4		Approaching	2109	54	79	No
<b>Mathematics</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2945	54	99	No
Minority Students	2	4		Approaching	1897	53	99	No
Students with Disabilities	2	4		Approaching	682	52	99	No
English Learners	2	4		Approaching	487	52	99	No
Students needing to catch up	3	4		Meets	4359	57	99	No
<b>Writing</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2886	50	79	No
Minority Students	2	4		Approaching	1872	52	76	No
Students with Disabilities	2	4		Approaching	673	47	99	No
English Learners	2	4		Approaching	478	51	93	No
Students needing to catch up	3	4		Meets	3398	56	92	No
<b>Total</b>	<b>34</b>	<b>60</b>	<b>56.7%</b>	<b>Approaching</b>				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	2	4		Approaching	7053/5244/3513/1761	73/75.8/75.5/74.4%	80%
Disaggregated Graduation Rate	1.5	4	37.5%	Approaching			
Free/Reduced Lunch Eligible	0.25	1		Does Not Meet	2631/1945/1394/712	58.8/62.5/61.9/61.5%	80%
Minority Students	0.5	1		Approaching	1512/1086/718/343	62.2/66.9/66.4/64.1%	80%
Students with Disabilities	0.5	1		Approaching	735/567/383/199	53.5/63.7/64/67.3%	80%
English Learners	0.25	1		Does Not Meet	370/270/168/66	53.2/63/61.9/48.5%	80%
Dropout Rate	3	4		Meets	33930	3.4%	3.9%
Colorado ACT Composite Score	2	4		Approaching	4292	19.4	20.1
<b>Total</b>	<b>8.5</b>	<b>16</b>	<b>53.1%</b>	<b>Approaching</b>			

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			Cut-Points for accreditation category assignment		
	Cut Point: The district earned ... of the points eligible on this Indicator.			Cut Point: The district earned ... of the total Framework points eligible.	
Achievement; Growth; Gaps	• 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)

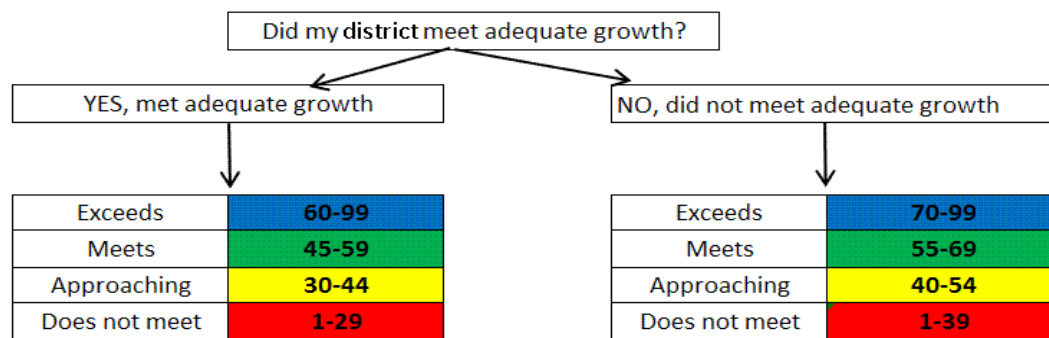
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
<b>N of Schools</b>	<b>175</b>	<b>165</b>	<b>167</b>	<b>176</b>	<b>165</b>	<b>167</b>	<b>175</b>	<b>165</b>	<b>167</b>	<b>133</b>	<b>135</b>	<b>138</b>
15th percentile	59.26	58.87	57.14	57.99	34.46	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
<b>N of Schools</b>	<b>181</b>	<b>182</b>	<b>183</b>	<b>181</b>	<b>182</b>	<b>182</b>	<b>181</b>	<b>182</b>	<b>183</b>	<b>172</b>	<b>175</b>	<b>179</b>
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.



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	70.6	73.2	73.9	74.4
	2009	71.8	75.8	77	
	2010	74	78.3		
	2011	75.5			

**Free/Reduced Lunch Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	55.5	59.6	60.4	61.5
	2009	56.3	62	63.5	
	2010	60.7	66.8		
	2011	63.1			

**Minority Student Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	56.9	61.6	62.6	64.1
	2009	61.2	68.9	70	
	2010	63.4	69.9		
	2011	66.3			

**Students with Disabilities Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	59.2	65.2	66.5	67.3
	2009	49.2	58.5	61.2	
	2010	55.7	67.2		
	2011	48.8			

**English Learners Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	36.8	46.9	47	48.5
	2009	58.8	70.6	71.6	
	2010	57.7	65.4		
	2011	52.3			

**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	70.6	73.2	73.9	74.4
	2009	71.8	75.8	77	
	2010	74	78.3		
	2011	75.5			
	Aggregated	73	75.8	75.5	74.4

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	55.5	59.6	60.4	61.5
	2009	56.3	62	63.5	
	2010	60.7	66.8		
	2011	63.1			
	Aggregated	58.8	62.5	61.9	61.5

**Minority Student Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	56.9	61.6	62.6	64.1
	2009	61.2	68.9	70	
	2010	63.4	69.9		
	2011	66.3			
	Aggregated	62.2	66.9	66.4	64.1

**Students with Disabilities Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	59.2	65.2	66.5	67.3
	2009	49.2	58.5	61.2	
	2010	55.7	67.2		
	2011	48.8			
	Aggregated	53.5	63.7	64	67.3

**English Learners Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	36.8	46.9	47	48.5
	2009	58.8	70.6	71.6	
	2010	57.7	65.4		
	2011	52.3			
	Aggregated	53.2	63	61.9	48.5

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.