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 points 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)
Academic Growth	Meets	73.8%	(25.8 out of 35 points)
Academic Growth Gaps	Approaching	55.0%	(8.3 out of 15 points)
Postsecondary and Workforce Readiness	Meets	73.3%	(25.7 out of 35 points)
Test Participation [3]	Meets 95% Participation Rate		
TOTAL		71.1%	(71.1 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%	99.5%	99.1%	99.5%	Meets	Meets	Meets	Meets	3549	3395	1910	8854	3561	3411	1928	8900
Mathematics	99.5%	99.5%	99.1%	99.4%	Meets	Meets	Meets	Meets	3548	3396	1912	8856	3566	3412	1929	8907
Writing	99.6%	99.4%	99.1%	99.4%	Meets	Meets	Meets	Meets	3546	3390	1910	8846	3562	3411	1928	8901
Science	99.6%	99.3%	99.2%	99.4%	Meets	Meets	Meets	Meets	1150	1111	971	3232	1155	1119	979	3253
Colorado ACT	-	-	99.0%	-	-	-	Meets	-	-	-	905	-	-	-	914	-

District: FALCON 49 - 1110 (1 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	3	4		Meets	3398	76.78	66
Mathematics	3	4		Meets	3395	76.14	67
Writing	3	4		Meets	3392	57.84	61
Science	3	4		Meets	1106	54.16	64
Total	**12**	**16**	**75%**	**Meets**			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	2074	47	27	Yes
Mathematics	3	4		Meets	2077	49	45	Yes
Writing	3	4		Meets	2075	46	40	Yes
English Language Proficiency (CELApro)	2	2		Exceeds	199	63	43	Yes
Total	**11**	**14**	**78.6%**	**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	**11**	**20**	**55%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	526	44	33	Yes
Minority Students	3	4		Meets	708	47	32	Yes
Students with Disabilities	1	4		Does Not Meet	199	35	68	No
English Learners	3	4		Meets	103	50	37	Yes
Students needing to catch up	2	4		Approaching	505	47	60	No
Mathematics	**10**	**20**	**50%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	528	50	56	No
Minority Students	2	4		Approaching	711	50	53	No
Students with Disabilities	2	4		Approaching	202	43	76	No
English Learners	2	4		Approaching	103	49	61	No
Students needing to catch up	2	4		Approaching	494	54	77	No
Writing	**12**	**20**	**60%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	527	44	47	No
Minority Students	3	4		Meets	705	46	44	Yes
Students with Disabilities	2	4		Approaching	202	40	75	No
English Learners	3	4		Meets	103	54	49	Yes
Students needing to catch up	2	4		Approaching	796	46	63	No
Total	**33**	**60**	**55%**	**Approaching**				

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

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District: FALCON 49 - 1110 (1 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	3	4		Meets	3237	75.87	69
Mathematics	3	4		Meets	3237	60.7	78
Writing	3	4		Meets	3235	65.78	79
Science	3	4		Meets	1072	50.93	61
Total	12	16	75%	Meets			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	2990	53	26	Yes
Mathematics	2	4		Approaching	2996	51	63	No
Writing	3	4		Meets	2984	52	44	Yes
English Language Proficiency (CELApro)	2	2		Exceeds	49	61	51	Yes
Total	10	14	71.4%	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	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	717	49	33	Yes
Minority Students	3	4		Meets	1053	50	31	Yes
Students with Disabilities	3	4		Meets	254	55	73	No
English Learners	3	4		Meets	117	57	49	Yes
Students needing to catch up	2	4		Approaching	745	54	62	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	716	47	72	No
Minority Students	2	4		Approaching	1054	49	69	No
Students with Disabilities	2	4		Approaching	255	49	96	No
English Learners	3	4		Meets	117	56	78	No
Students needing to catch up	2	4		Approaching	1026	51	90	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	716	47	53	No
Minority Students	3	4		Meets	1051	51	49	Yes
Students with Disabilities	2	4		Approaching	254	50	86	No
English Learners	3	4		Meets	116	55	62	No
Students needing to catch up	2	4		Approaching	971	54	78	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.

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District: FALCON 49 - 1110   **(1 Year)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	3	4		Meets	1819	74	58
Mathematics	3	4		Meets	1819	34.69	57
Writing	3	4		Meets	1819	51.4	55
Science	3	4		Meets	928	49.25	51
Total	**12**	**16**	**75%**	**Meets**			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	1686	49	15	Yes
Mathematics	2	4		Approaching	1687	44	84	No
Writing	3	4		Meets	1686	45	45	Yes
English Language Proficiency (CELApro)	2	2		Exceeds	52	84	67	Yes
Total	**10**	**14**	**71.4%**	**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	**11**	**20**	**55%**	**Approaching**				
Free/Reduced Lunch Eligible	3	4		Meets	390	49	26	Yes
Minority Students	3	4		Meets	631	47	21	Yes
Students with Disabilities	1	4		Does Not Meet	114	39	87	No
English Learners	2	4		Approaching	65	54	59	No
Students needing to catch up	2	4		Approaching	471	50	68	No
Mathematics	**9**	**20**	**45%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	388	40	95	No
Minority Students	2	4		Approaching	633	43	94	No
Students with Disabilities	2	4		Approaching	116	42	99	No
English Learners	1	4		Does Not Meet	65	38	98	No
Students needing to catch up	2	4		Approaching	875	45	99	No
Writing	**9**	**20**	**45%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	389	44	63	No
Minority Students	2	4		Approaching	631	44	55	No
Students with Disabilities	1	4		Does Not Meet	114	38	99	No
English Learners	2	4		Approaching	65	49	85	No
Students needing to catch up	2	4		Approaching	663	47	89	No
Total	**29**	**60**	**48.3%**	**Approaching**				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4yr/**5yr**/6yr/7yr	3	4		Meets	857/**800**/833/745	87/**88.9**/84.5/82%	80%
Disaggregated Graduation Rate	2	3	66.7%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	173/**162**/146/125	79.8/**84**/75.3/73.6%	80%
Minority Students	0.75	1		Meets	283/**268**/269/229	83/**87.7**/81.4/83%	80%
Students with Disabilities	0.5	1		Approaching	65/**88**/69/53	70.8/**78.4**/56.5/69.8%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Dropout Rate	4	4		Exceeds	7333	0.9%	3.6%
Colorado ACT Composite Score	2	4		Approaching	905	19.1	20.0
Total	**11**	**15**	**73.3%**	**Meets**			

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

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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**

Achievement; Growth; Gaps	Cut Point: The district earned … of the points eligible on this Indicator.		Total Framework Points	Cut Point: The district earned … of the total Framework points eligible.	
	• at or above 87.5%	Exceeds		• 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.

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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	75.9	78.6	81	82
	2009	79	82.7	84.5	
	2010	83.4	*88.9*		
	2011	87			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	56.6	62.8	68.8	73.6
	2009	70.2	73	75.3	
	2010	74.5	*84*		
	2011	79.8			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	74.8	76.8	81.2	83
	2009	77	81	81.4	
	2010	82.1	*87.7*		
	2011	83			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	50	60	63	69.8
	2009	54	47.9	56.5	
	2010	67	*78.4*		
	2011	70.8			

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			

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	75.9	78.6	81	82
	2009	79	82.7	84.5	
	2010	83.4	88.9		
	2011	87			
	Aggregated	81.5	*83.5*	82.9	82

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	56.6	62.8	68.8	73.6
	2009	70.2	73	75.3	
	2010	74.5	84		
	2011	79.8			
	Aggregated	71.2	*74.2*	72.3	73.6

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	74.8	76.8	81.2	83
	2009	77	81	81.4	
	2010	82.1	87.7		
	2011	83			
	Aggregated	79.5	82.1	81.3	*83*

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	50	60	63	69.8
	2009	54	47.9	56.5	
	2010	67	78.4		
	2011	70.8			
	Aggregated	61.4	63.6	59.3	*69.8*

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	67.9	74.4	*80*	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.