

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	54.8% (19.2 out of 35 points)	
Academic Growth Gaps	Approaching	47.2% (7.1 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	67.2% (23.5 out of 35 points)	
Test Participation ³	Meets 95% Participation Rate		
TOTAL		57.6% (57.6 out of 100 points)	

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	99.8%	99.6%	99.6%	99.6%	Meets	Meets	Meets	Meets	417	458	252	1127	418	460	253	1131
Mathematics	99.8%	99.6%	99.6%	99.6%	Meets	Meets	Meets	Meets	416	457	252	1125	417	459	253	1129
Writing	99.8%	99.3%	99.2%	99.5%	Meets	Meets	Meets	Meets	416	457	252	1125	417	460	254	1131
Science	100.0%	99.3%	99.1%	99.5%	Meets	Meets	Meets	Meets	165	148	115	428	165	149	116	430
Colorado ACT	-	-	99.0%	-	-	-	Meets	-	-	-	103	-	-	-	104	-

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

Final accreditation rating based on: 1 Year DPF report.

Performance Indicators

Level: Elementary School

District: WELD COUNTY RE-1 - 3080

(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	2	4		Approaching	405	65.43	30
Mathematics	2	4		Approaching	402	59.95	19
Writing	2	4		Approaching	403	50.87	39
Science	2	4		Approaching	157	37.58	28
Total	8	16	50%	Approaching			

<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	2	4		Approaching	274	44	33	Yes
Mathematics	2	4		Approaching	276	41	55	No
Writing	1	4		Does Not Meet	275	36	47	No
English Language Proficiency (CELApro)	1.5	2		Meets	142	55	44	Yes
Total	6.5	14	46.4%	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	8	20	40%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	168	40	42	No
Minority Students	2	4		Approaching	146	41	38	Yes
Students with Disabilities	1	4		Does Not Meet	30	39	76	No
English Learners	1	4		Does Not Meet	76	39	44	No
Students needing to catch up	2	4		Approaching	93	44	64	No
Mathematics	5	20	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	169	35	63	No
Minority Students	1	4		Does Not Meet	148	37	58	No
Students with Disabilities	1	4		Does Not Meet	31	32	86	No
English Learners	1	4		Does Not Meet	76	30	59	No
Students needing to catch up	1	4		Does Not Meet	107	37	81	No
Writing	5	20	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	169	34	53	No
Minority Students	1	4		Does Not Meet	147	34	50	No
Students with Disabilities	1	4		Does Not Meet	30	32	80	No
English Learners	1	4		Does Not Meet	76	32	52	No
Students needing to catch up	1	4		Does Not Meet	143	39	65	No
Total	18	60	30%	Does Not Meet				

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: WELD COUNTY RE-1 - 3080

(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	2	4		Approaching	430	63.02	27
Mathematics	2	4		Approaching	429	37.3	20
Writing	2	4		Approaching	429	48.95	27
Science	3	4		Meets	135	51.85	61
Total	9	16	56.3%	Approaching			

<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	405	51	37	Yes
Mathematics	2	4		Approaching	404	45	76	No
Writing	2	4		Approaching	404	53	55	No
English Language Proficiency (CELApro)	1	2		Approaching	48	46	52	No
Total	8	14	57.1%	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	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	214	52	44	Yes
Minority Students	3	4		Meets	220	51	43	Yes
Students with Disabilities	3	4		Meets	35	56	87	No
English Learners	2	4		Approaching	102	49	52	No
Students needing to catch up	2	4		Approaching	152	52	70	No
Mathematics	8	20	40%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	215	39	78	No
Minority Students	1	4		Does Not Meet	219	39	77	No
Students with Disabilities	2	4		Approaching	37	46	99	No
English Learners	2	4		Approaching	102	44	88	No
Students needing to catch up	2	4		Approaching	217	49	93	No
Writing	13	20	65%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	213	53	67	No
Minority Students	3	4		Meets	219	55	62	No
Students with Disabilities	2	4		Approaching	35	54	92	No
English Learners	3	4		Meets	101	56	71	No
Students needing to catch up	3	4		Meets	186	56	83	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.

Performance Indicators

Level: High School

District: WELD COUNTY RE-1 - 3080

(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	2	4		Approaching	247	59.92	20
Mathematics	2	4		Approaching	246	20.73	22
Writing	2	4		Approaching	248	37.5	20
Science	2	4		Approaching	112	36.61	24
Total	8	16	50%	Approaching			

<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	226	54	30	Yes
Mathematics	2	4		Approaching	226	43	97	No
Writing	2	4		Approaching	226	54	75	No
English Language Proficiency (CELApro)	1.5	2		Meets	31	57	64	No
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	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	113	52	47	Yes
Minority Students	3	4		Meets	122	50	40	Yes
Students with Disabilities	2	4		Approaching	29	40	96	No
English Learners	2	4		Approaching	55	54	66	No
Students needing to catch up	3	4		Meets	98	55	83	No
Mathematics	8	20	40%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	113	45	99	No
Minority Students	2	4		Approaching	122	40	99	No
Students with Disabilities	1	4		Does Not Meet	30	32	99	No
English Learners	1	4		Does Not Meet	56	39	99	No
Students needing to catch up	2	4		Approaching	152	43	99	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	113	54	85	No
Minority Students	2	4		Approaching	122	54	85	No
Students with Disabilities	2	4		Approaching	29	54	99	No
English Learners	3	4		Meets	55	56	96	No
Students needing to catch up	3	4		Meets	136	55	96	No
Total	33	60	55%	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	146/129/137/126	84.2/83.7/78.1/78.6%	80%
Disaggregated Graduation Rate	2.75	4	68.8%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	62/68/70/46	79/85.3/78.6/82.6%	80%
Minority Students	0.75	1		Meets	67/60/63/61	85.1/78.3/69.8/75.4%	80%
Students with Disabilities	0.75	1		Meets	16/22/21/N<16	56.3/81.8/66.7/-%	80%
English Learners	0.5	1		Approaching	17/N<16/21/N<16	76.5/-/66.7/-%	80%
Dropout Rate	3	4		Meets	975	1.5%	3.6%
Colorado ACT Composite Score	2	4		Approaching	103	17.7	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	78.7	77.3	77.3	78.6
	2009	76.1	76.8	78.1	
	2010	79.1	83.7		
	2011	84.2			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	75	80.9	80.9	82.6
	2009	74.6	76.1	78.6	
	2010	77.9	85.3		
	2011	79			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	73	74.2	74.2	75.4
	2009	66.1	68.3	69.8	
	2010	73.3	78.3		
	2011	85.1			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	57.1	61.9	66.7	
	2010	77.3	81.8		
	2011	56.3			

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	63.2	66.7	66.7	
	2010	N<16	N<16		
	2011	76.5			

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	78.7	77.3	77.3	78.6
	2009	76.1	76.8	78.1	
	2010	79.1	83.7		
	2011	84.2			
	Aggregated	79.7	79.2	77.7	78.6

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	75	80.9	80.9	82.6
	2009	74.6	76.1	78.6	
	2010	77.9	85.3		
	2011	79			
	Aggregated	76.7	80.6	79.5	82.6

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	73	74.2	74.2	75.4
	2009	66.1	68.3	69.8	
	2010	73.3	78.3		
	2011	85.1			
	Aggregated	74.7	73.5	72	75.4

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	57.1	61.9	66.7	
	2010	77.3	81.8		
	2011	56.3			
	Aggregated	59.7	64.3	55.9	N<16

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	63.2	66.7	66.7	
	2010	N<16	N<16		
	2011	76.5			
	Aggregated	66.2	70	69.4	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.