Accredited with Distinction

This is the district's official accreditation rating, which is based on the 1 Year District Performance Framework.   Districts are designated an accreditation category based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the accreditation category. Additionally, failing to meet finance, safety, test administration and/or test participation assurances will result in a lower accreditation category.

Accreditation Category	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	% of Points Earned out of Points Eligible[2]	
Academic Achievement	Exceeds	87.5%	(13.1 out of 15 points)
Academic Growth	Meets	73.8%	(25.8 out of 35 points)
Academic Growth Gaps	Approaching	62.2%	(9.3 out of 15 points)
Postsecondary and Workforce Readiness	Exceeds	89.1%	(31.2 out of 35 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		79.4%	(79.4 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 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	99.6%	99.2%	97.6%	98.9%	Meets	Meets	Meets	Meets	9524	10011	7696	27231	9567	10091	7886	27544
Mathematics	99.7%	99.2%	97.6%	98.9%	Meets	Meets	Meets	Meets	9541	10006	7697	27244	9571	10091	7883	27545
Writing	99.7%	99.1%	97.7%	98.9%	Meets	Meets	Meets	Meets	9537	10005	7703	27245	9570	10093	7887	27550
Science	99.7%	98.9%	96.7%	98.3%	Meets	Meets	Meets	Meets	3163	3317	3799	10279	3174	3355	3929	10458
Colorado ACT	-	-	98.4%	98.4%	-	-	Meets	Meets	-	-	3840	3840	-	-	3904	3904

[1] Data in this report is based on results from: 2010-11,2011-12,2012-13

Official accreditation rating based on: 1 Year DPF report

District: LITTLETON 6 – 0140   **(3 Year)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	3	4		Meets	9279	84.18	87
Mathematics	3	4		Meets	9286	82.2	88
Writing	3	4		Meets	9281	70.38	89
Science	3	4		Meets	3093	64.08	85
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	5918	53	21	Yes
Mathematics	3	4		Meets	5936	51	35	Yes
Writing	3	4		Meets	5925	55	31	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	1009	49	-	-
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	**13**	**20**	**65%**	**Meets**				
Free/Reduced Lunch Eligible	3	4		Meets	1475	47	34	Yes
Minority Students	3	4		Meets	1541	51	30	Yes
Students with Disabilities	2	4		Approaching	543	43	54	No
English Learners	3	4		Meets	512	49	40	Yes
Students needing to catch up	2	4		Approaching	932	52	59	No
Mathematics	**10**	**20**	**50%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	1484	47	52	No
Minority Students	3	4		Meets	1548	50	46	Yes
Students with Disabilities	1	4		Does Not Meet	553	38	66	No
English Learners	2	4		Approaching	519	50	54	No
Students needing to catch up	2	4		Approaching	925	52	76	No
Writing	**14**	**20**	**70%**	**Meets**				
Free/Reduced Lunch Eligible	3	4		Meets	1477	50	44	Yes
Minority Students	3	4		Meets	1543	55	39	Yes
Students with Disabilities	2	4		Approaching	549	47	64	No
English Learners	3	4		Meets	513	56	49	Yes
Students needing to catch up	3	4		Meets	1910	56	55	Yes
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.

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	4	4		Exceeds	9772	82.18	91
Mathematics	4	4		Exceeds	9765	72.77	97
Writing	4	4		Exceeds	9765	72.65	92
Science	3	4		Meets	3226	64.41	88
Total	15	16	93.8%	Exceeds			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	9393	52	19	Yes
Mathematics	3	4		Meets	9392	53	49	Yes
Writing	3	4		Meets	9386	51	33	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	293	57	-	-
Total	10.5	14	75%	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	2098	49	35	Yes
Minority Students	3	4		Meets	2482	53	28	Yes
Students with Disabilities	2	4		Approaching	893	46	65	No
English Learners	3	4		Meets	787	57	43	Yes
Students needing to catch up	2	4		Approaching	1500	54	66	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	2091	50	71	No
Minority Students	2	4		Approaching	2472	53	64	No
Students with Disabilities	2	4		Approaching	898	47	91	No
English Learners	2	4		Approaching	782	54	73	No
Students needing to catch up	3	4		Meets	2219	55	88	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	2097	44	54	No
Minority Students	3	4		Meets	2478	50	45	Yes
Students with Disabilities	2	4		Approaching	893	42	80	No
English Learners	2	4		Approaching	785	53	59	No
Students needing to catch up	2	4		Approaching	2434	51	74	No
Total	35	60	58.3%	Approaching				

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

District: LITTLETON 6 – 0140 (3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	3	4		Meets	7556	83.28	88
Mathematics	4	4		Exceeds	7559	55.99	96
Writing	4	4		Exceeds	7562	69.19	91
Science	4	4		Exceeds	3728	72.69	95
Total	15	16	93.8%	Exceeds			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	6924	53	6	Yes
Mathematics	3	4		Meets	6925	58	50	Yes
Writing	3	4		Meets	6929	53	24	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	213	55	-	-
Total	10.5	14	75%	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	1061	51	29	Yes
Minority Students	3	4		Meets	1457	54	16	Yes
Students with Disabilities	2	4		Approaching	577	49	82	No
English Learners	3	4		Meets	371	56	46	Yes
Students needing to catch up	2	4		Approaching	1157	53	74	No
Mathematics	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	1063	55	95	No
Minority Students	3	4		Meets	1457	57	82	No
Students with Disabilities	3	4		Meets	587	55	99	No
English Learners	3	4		Meets	372	57	96	No
Students needing to catch up	3	4		Meets	2425	61	99	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1064	50	69	No
Minority Students	3	4		Meets	1457	54	48	Yes
Students with Disabilities	2	4		Approaching	581	50	97	No
English Learners	3	4		Meets	371	57	79	No
Students needing to catch up	2	4		Approaching	1952	53	87	No
Total	40	60	66.7%	Meets				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/*6yr*/7yr	4	4		Exceeds	5448/4111/*2729*/1349	88.1/90.2/*90.4*/90.4%	80%
Disaggregated Graduation Rate	2.25	4	56.3%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	768/533/*353*/179	68.8/73.5/*73.7*/73.7%	80%
Minority Students	0.75	1		Meets	895/633/*376*/189	78.2/81.2/*82.7*/81.5%	80%
Students with Disabilities	0.5	1		Approaching	502/384/264/*139*	62.5/69.5/71.6/*75.5*%	80%
English Learners	0.5	1		Approaching	178/*124*/82/40	59/*68.5*/67.1/62.5%	80%
Dropout Rate	4	4		Exceeds	24994	0.8%	3.9%
Colorado ACT Composite Score	4	4		Exceeds	3840	22.3	20.1
Total	14.25	16	89.1%	Exceeds			

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

DPF 2013 - 0140, 3-Year

Graduation and Disaggregated Graduation Rates

The District Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the district and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

This District's Graduation Rate and Disaggregated Graduation Rate

Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2009	85.8	89	90	90.4
Anticipated Year of Graduation	2010	87.2	90.2	90.8	
	2011	89.2	*91.5*		
	2012	90.2			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2009	85.8	89	90	90.4
Anticipated Year of Graduation	2010	87.2	90.2	90.8	
	2011	89.2	91.5		
	2012	90.2			
	Aggregated	88.1	90.2	*90.4*	90.4

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2009	64.1	71.3	72.9	73.7
Anticipated Year of Graduation	2010	64	74.1	74.3	
	2011	71.5	*75*		
	2012	73.3			

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

		4-year	5-year	6-year	7-year
	2009	64.1	71.3	72.9	73.7
Anticipated Year of Graduation	2010	64	74.1	74.3	
	2011	71.5	75		
	2012	73.3			
	Aggregated	68.8	73.5	*73.7*	73.7

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2009	71.4	78.1	80.9	81.5
Anticipated Year of Graduation	2010	77.8	83.1	*84.6*	
	2011	79	82.1		
	2012	82.8			

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2009	71.4	78.1	80.9	81.5
Anticipated Year of Graduation	2010	77.8	83.1	84.6	
	2011	79	82.1		
	2012	82.8			
	Aggregated	78.2	81.2	*82.7*	81.5

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2009	56.7	65.2	69.9	*75.5*
Anticipated Year of Graduation	2010	65.6	71.7	73.3	
	2011	62.9	72.1		
	2012	65.5			

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2009	56.7	65.2	69.9	75.5
Anticipated Year of Graduation	2010	65.6	71.7	73.3	
	2011	62.9	72.1		
	2012	65.5			
	Aggregated	62.5	69.5	71.6	*75.5*

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2009	35	54.8	58.5	62.5
Anticipated Year of Graduation	2010	63.4	76.3	*75.6*	
	2011	73.2	75		
	2012	62.5			

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2009	35	54.8	58.5	62.5
Anticipated Year of Graduation	2010	63.4	76.3	75.6	
	2011	73.2	75		
	2012	62.5			
	Aggregated	59	*68.5*	67.1	62.5

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: 2012 4- year graduation rate, 2011 5-year graduation rate, 2010 6-year graduation rate and 2009 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 2009, 2010, 2011 and 2012 4-year graduation rate, aggregated 2009, 2010 and 2011 5-year graduation rate, aggregated 2009 and 2010 6-year graduation rate, or 2009 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 here and on the Performance Indicators detail page.

Scoring Guide for Performance Indicators on the District Performance Framework Report

Performance Indicator	Scoring Guide			Rating	Point Value		Total Possible Points per EMH Level	Framework Points
Academic Achievement	The district's percentage of students scoring proficient or advanced was:				TCAP		16 (4 for each content area)	15
	• at or above the 90th percentile of all districts (using 2009-10 baseline).			Exceeds	4			
	• below the 90th percentile but at or above the 50th percentile of all districts (using 2009-10 baseline).			Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all districts (using 2009-10 baseline).			Approaching	2			
	• below the 15th percentile of all districts (using 2009-10 baseline).			Does Not Meet	1			
Academic Growth	*Made AGP*	*Did Not Make AGP*	*No AGP*		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	• at or above 65.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	• below 65 but at or above 50.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	• below 50 but at or above 35.	Approaching	2	1		
	• below 30.	• below 40.	• below 35.	Does Not Meet	1	0.5		
Academic Growth Gaps	*Made AGP*	*Did Not Make AGP*			TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• at or above 60.	• at or above 70.		Exceeds	4			
	• below 60 but at or above 45.	• below 70 but at or above 55.		Meets	3			
	• below 45 but at or above 30.	• below 55 but at or above 40.		Approaching	2			
	• below 30.	• 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 Point: The district earned … of the points eligible on this Indicator.	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% – below 87.5%	Meets
	• at or above 37.5% – below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Accreditation Category Assignment

	Cut Point: The district earned … of the total Framework points eligible.	
Total Framework Points	• at or above 80%	Distinction
	• at or above 64% – below 80%	Accredited
	• at or above 52% – below 64%	Improvement
	• at or above 42% – below 52%	Priority Improvement
	• below 42%	Turnaround

District Plan Type Assignments

	Plan description	
Accred. w/Distinction	The district is required to adopt and implement a Performance Plan.	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 school 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.
Accredited	The district is required to adopt and implement a Performance Plan.	
Accred. w/Improvement Plan	The district is required to adopt and implement an Improvement Plan.	
Accred. w/Priority Impr. Plan	The district is required to adopt and implement a Priority Improvement Plan.	
Accred. w/Turnaround Plan	The district is required to adopt and implement a Turnaround Plan.	

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 greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. 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.

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

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 Districts	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 Districts	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	56.80	49.70	47.50	46.81	49.18
90th percentile	85.16	81.53	83.80	83.42	65.33	48.02	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 (ACCESS) 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. The median growth percentile required to earn each rating depends on whether or not the district met adequate growth (AGP). For 2012-13, Adequate Growth cannot be calculated for English language proficiency therefore English language proficiency growth is determined only by the median growth percentile.

The Academic Growth Gaps Indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners) and students needing to catch up.

	Made AGP	Did Not Make AGP	No AGP
Exceeds	60-99	70-99	65-99
Meets	45-59	55-69	50-64
Approaching	30-44	40-54	35-49
Does Not Meet	1-29	1-39	1-34

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, dropout rates, and mean Colorado ACT (COACT) composite scores.

State Mean Dropout Rate (2009-10 baseline)

	N of Students	Mean Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1