Accredited w/Priority Improvement Plan
Will enter Year 1* of Priority Improvement or Turnaround

This is the district's official accreditation rating, which is based on the 3 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.

* on July 1, 2014

Performance Indicators	Rating	% of Points Earned out of Points Eligible[2]
Academic Achievement	Approaching	39.6% (5.9 out of 15 points)
Academic Growth	Approaching	44.7% (15.6 out of 35 points)
Academic Growth Gaps	Does Not Meet	35.1% (5.3 out of 15 points)
Postsecondary and Workforce Readiness	Meets	66.7% (23.3 out of 35 points)
Test Participation[3]	Meets 95% Participation Rate	
TOTAL	50.1%	(50.1 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 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	99.9%	99.6%	97.1%	99.2%	Meets	Meets	Meets	Meets	1179	547	541	2267	1180	549	557	2286
Mathematics	99.8%	99.8%	97.3%	99.2%	Meets	Meets	Meets	Meets	1174	548	542	2264	1176	549	557	2282
Writing	99.7%	99.8%	96.9%	99.0%	Meets	Meets	Meets	Meets	1174	548	540	2262	1178	549	557	2284
Science	99.6%	99.6%	96.2%	98.5%	Meets	Meets	Meets	Meets	281	274	276	831	282	275	287	844
Colorado ACT	-	-	98.0%	98.0%	-	-	Meets	Meets	-	-	245	245	-	-	250	250

COLORADO DEPARTMENT *of* EDUCATION

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

Official accreditation rating based on: 3 Year DPF report

District: EAST OTERO R-1 – 2520 (3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	1	4		Does Not Meet	1131	56.85	8
Mathematics	1	4		Does Not Meet	1129	53.5	9
Writing	1	4		Does Not Meet	1126	34.19	7
Science	1	4		Does Not Meet	272	27.21	9
Total	**4**	**16**	**25%**	**Does Not Meet**			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	783	46	41	Yes
Mathematics	2	4		Approaching	781	41	59	No
Writing	2	4		Approaching	780	41	56	No
English Language Proficiency (ACCESS)	1	2		Approaching	35	36	-	-
Total	**8**	**14**	**57.1%**	**Approaching**				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	575	44	46	No
Minority Students	3	4		Meets	530	46	46	Yes
Students with Disabilities	1	4		Does Not Meet	76	28	78	No
English Learners	1	4		Does Not Meet	51	35	56	No
Students needing to catch up	2	4		Approaching	325	48	64	No
Mathematics	8	20	40%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	573	40	64	No
Minority Students	2	4		Approaching	528	40	65	No
Students with Disabilities	1	4		Does Not Meet	75	19	86	No
English Learners	1	4		Does Not Meet	51	37	68	No
Students needing to catch up	2	4		Approaching	319	42	80	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	572	41	61	No
Minority Students	2	4		Approaching	529	41	60	No
Students with Disabilities	2	4		Approaching	76	40	83	No
English Learners	1	4		Does Not Meet	51	39	69	No
Students needing to catch up	2	4		Approaching	477	41	69	No
Total	**26**	**60**	**43.3%**	**Approaching**				

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

District: EAST OTERO R-1 – 2520   (3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	1	4		Does Not Meet	520	55.77	14
Mathematics	2	4		Approaching	521	37.62	17
Writing	2	4		Approaching	521	45.11	18
Science	2	4		Approaching	258	43.41	40
Total	7	16	43.8%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	490	39	37	Yes
Mathematics	1	4		Does Not Meet	492	33	72	No
Writing	1	4		Does Not Meet	490	30	55	No
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	4	12	33.3%	Does Not Meet				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	5	20	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	341	35	46	No
Minority Students	1	4		Does Not Meet	320	36	46	No
Students with Disabilities	1	4		Does Not Meet	53	25	88	No
English Learners	1	4		Does Not Meet	37	38	62	No
Students needing to catch up	1	4		Does Not Meet	168	31	68	No
Mathematics	5	20	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	343	31	79	No
Minority Students	1	4		Does Not Meet	322	33	77	No
Students with Disabilities	1	4		Does Not Meet	54	36	99	No
English Learners	1	4		Does Not Meet	37	39	83	No
Students needing to catch up	1	4		Does Not Meet	241	35	92	No
Writing	5	20	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	341	29	62	No
Minority Students	1	4		Does Not Meet	321	29	63	No
Students with Disabilities	1	4		Does Not Meet	53	26	92	No
English Learners	1	4		Does Not Meet	37	31	73	No
Students needing to catch up	1	4		Does Not Meet	219	29	80	No
Total	15	60	25%	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.

District: EAST OTERO R-1 – 2520   (3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	508	61.42	21
Mathematics	2	4		Approaching	509	21.22	25
Writing	2	4		Approaching	507	37.87	21
Science	2	4		Approaching	261	38.7	24
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	2	4		Approaching	482	40	25	Yes
Mathematics	2	4		Approaching	484	43	96	No
Writing	1	4		Does Not Meet	480	36	57	No
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	5	12	41.7%	Approaching				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	6	16	37.5%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	309	38	32	Yes
Minority Students	2	4		Approaching	309	44	35	Yes
Students with Disabilities	1	4		Does Not Meet	43	36	99	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	180	38	79	No
Mathematics	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	311	43	97	No
Minority Students	2	4		Approaching	310	44	99	No
Students with Disabilities	2	4		Approaching	43	48	99	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	323	44	99	No
Writing	4	16	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	307	36	69	No
Minority Students	1	4		Does Not Meet	306	36	68	No
Students with Disabilities	1	4		Does Not Meet	40	36	99	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	265	36	90	No
Total	18	48	37.5%	Approaching				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/6yr/*7yr*	3	4		Meets	456/348/239/*126*	82/83.6/84.9/*85.7*%	80%
Disaggregated Graduation Rate	2	3	66.7%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	277/201/131/*63*	78.7/79.1/80.2/*82.5*%	80%
Minority Students	0.75	1		Meets	270/201/125/*59*	78.1/81.6/83.2/*84.7*%	80%
Students with Disabilities	0.5	1		Approaching	54/41/*22*/N<16	59.3/65.9/*72.7*/-%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Dropout Rate	3	4		Meets	2065	2.3%	3.9%
Colorado ACT Composite Score	2	4		Approaching	245	18.2	20.1
Total	10	15	66.7%	Meets			

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

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
Anticipated Year of Graduation	2009	84	84.3	85	*85.7*
	2010	81.6	83.3	84.8	
	2011	79.1	83.2		
	2012	83.2			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	84	84.3	85	85.7
	2010	81.6	83.3	84.8	
	2011	79.1	83.2		
	2012	83.2			
	Aggregated	82	83.6	84.9	*85.7*

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	81.7	82	83.6	82.5
	2010	74.6	77.6	77.1	
	2011	75	78.1		
	2012	*83.3*			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	81.7	82	83.6	82.5
	2010	74.6	77.6	77.1	
	2011	75	78.1		
	2012	83.3			
	Aggregated	78.7	79.1	80.2	*82.5*

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	82.8	83.3	83.3	*84.7*
	2010	77.6	81.8	83.1	
	2011	74.4	80		
	2012	79.1			

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	82.8	83.3	83.3	84.7
	2010	77.6	81.8	83.1	
	2011	74.4	80		
	2012	79.1			
	Aggregated	78.1	81.6	83.2	*84.7*

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	N<16	N<16	N<16	N<16
	2010	N<16	N<16	N<16	
	2011	55.6	*57.9*		
	2012	N<16			

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	N<16	N<16	N<16	N<16
	2010	N<16	N<16	N<16	
	2011	55.6	57.9		
	2012	N<16			
	Aggregated	59.3	65.9	*72.7*	N<16

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	N<16	N<16	N<16	N<16
	2010	N<16	N<16	N<16	
	2011	N<16	N<16		
	2012	N<16			

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	N<16	N<16	N<16	N<16
	2010	N<16	N<16	N<16	
	2011	N<16	N<16		
	2012	N<16			
	Aggregated	N<16	N<16	N<16	N<16

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.

	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

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.

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