Accredited with Improvement Plan

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	Approaching	41.7%	(6.3 out of 15 points)
Academic Growth	Approaching	53.6%	(18.8 out of 35 points)
Academic Growth Gaps	Approaching	45.6%	(6.8 out of 15 points)
Postsecondary and Workforce Readiness	Approaching	56.3%	(19.7 out of 35 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		51.6%	(51.6 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, social studies 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%	99.4%	98.1%	99.2%	Meets	Meets	Meets	Meets	14580	12742	8258	35580	14641	12816	8416	35873
Mathematics	99.7%	99.6%	98.6%	99.4%	Meets	Meets	Meets	Meets	14597	12767	8296	35660	14635	12814	8416	35865
Writing	99.6%	99.4%	98.5%	99.3%	Meets	Meets	Meets	Meets	14581	12745	8288	35614	14646	12816	8417	35879
Science	99.6%	99.2%	-	99.4%	Meets	Meets	-	Meets	4700	4209	-	8909	4720	4245	-	8965
Social Studies	99.1%	99.0%	-	99.0%	Meets	Meets	-	Meets	1633	1487	-	3120	1648	1502	-	3150
Colorado ACT	-	-	96.7%	96.7%	-	-	Meets	Meets	-	-	3359	3359	-	-	3474	3474

[1]Data in this report is based on results from: 2011-12,2012-13,2013-14

Official accreditation rating based on: 1 Year DPF report

District: GREELEY 6 – 3120   (3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	1	4		Does Not Meet	13931	60.15	13
Mathematics	2	4		Approaching	13921	60.23	22
Writing	2	4		Approaching	13915	41.52	15
Science	0	0		-	-	-	-
Total	5	12	41.7%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	8697	45	37	Yes
Mathematics	2	4		Approaching	8728	47	55	No
Writing	2	4		Approaching	8695	45	50	No
English Language Proficiency (ACCESS)	1	2		Approaching	1899	37	29	Yes
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	5914	42	44	No
Minority Students	2	4		Approaching	5695	43	44	No
Students with Disabilities	1	4		Does Not Meet	802	37	81	No
English Learners	2	4		Approaching	3070	43	50	No
Students needing to catch up	2	4		Approaching	3455	46	67	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	5937	45	61	No
Minority Students	2	4		Approaching	5720	45	62	No
Students with Disabilities	1	4		Does Not Meet	805	35	88	No
English Learners	2	4		Approaching	3087	46	65	No
Students needing to catch up	2	4		Approaching	3224	47	83	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	5914	43	58	No
Minority Students	2	4		Approaching	5689	43	58	No
Students with Disabilities	1	4		Does Not Meet	802	37	85	No
English Learners	2	4		Approaching	3062	44	63	No
Students needing to catch up	2	4		Approaching	5173	45	68	No
Total	27	60	45%	Approaching				

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

DPF 2014 - 3120, 3-Year

District: GREELEY 6 - 3120 (3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	1	4		Does Not Meet	12180	55.26	13
Mathematics	2	4		Approaching	12204	38.27	17
Writing	2	4		Approaching	12187	43.95	18
Science	0	0		-	-	-	-
Total	5	12	41.7%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	11553	45	40	Yes
Mathematics	1	4		Does Not Meet	11607	39	76	No
Writing	2	4		Approaching	11567	45	59	No
English Language Proficiency (ACCESS)	1	2		Approaching	658	47	61	No
Total	7	14	50%	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	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	7508	45	52	No
Minority Students	2	4		Approaching	7501	45	51	No
Students with Disabilities	2	4		Approaching	956	43	87	No
English Learners	2	4		Approaching	4198	46	57	No
Students needing to catch up	2	4		Approaching	4971	46	70	No
Mathematics	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	7548	39	86	No
Minority Students	1	4		Does Not Meet	7537	38	86	No
Students with Disabilities	1	4		Does Not Meet	982	36	99	No
English Learners	1	4		Does Not Meet	4217	39	88	No
Students needing to catch up	2	4		Approaching	6362	41	95	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	7505	45	71	No
Minority Students	2	4		Approaching	7505	46	70	No
Students with Disabilities	1	4		Does Not Meet	961	39	94	No
English Learners	2	4		Approaching	4195	47	74	No
Students needing to catch up	2	4		Approaching	6215	46	82	No
Total	25	60	41.7%	Approaching				

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

District: GREELEY 6 - 3120 (3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	1	4		Does Not Meet	7837	55.94	12
Mathematics	2	4		Approaching	7868	20.63	24
Writing	2	4		Approaching	7867	38.43	22
Science	0	0		-	-	-	-
Total	5	12	41.7%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	7334	48	32	Yes
Mathematics	2	4		Approaching	7369	52	99	No
Writing	2	4		Approaching	7369	46	72	No
English Language Proficiency (ACCESS)	0.5	2		Does Not Meet	542	34	43	No
Total	7.5	14	53.6%	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	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	4279	46	58	No
Minority Students	2	4		Approaching	4540	47	57	No
Students with Disabilities	2	4		Approaching	615	48	99	No
English Learners	2	4		Approaching	2534	46	69	No
Students needing to catch up	2	4		Approaching	3312	48	85	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	4311	49	99	No
Minority Students	2	4		Approaching	4575	50	99	No
Students with Disabilities	2	4		Approaching	623	48	99	No
English Learners	2	4		Approaching	2564	50	99	No
Students needing to catch up	2	4		Approaching	5344	51	99	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	4310	43	88	No
Minority Students	2	4		Approaching	4572	44	87	No
Students with Disabilities	2	4		Approaching	622	41	99	No
English Learners	2	4		Approaching	2562	44	92	No
Students needing to catch up	2	4		Approaching	4255	46	95	No
Total	30	60	50%	Approaching				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4yr/*5yr*/6yr/7yr	2	4		Approaching	5399/*4086*/2763/1352	73.5/*78.7*/77.3/76%	80%
Disaggregated Graduation Rate	2	4	50%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	3207/*2405*/1642/809	66.7/*73.4*/71.8/71.8%	80%
Minority Students	0.5	1		Approaching	3110/*2295*/1550/693	67.4/*74.2*/71.6/70.7%	80%
Students with Disabilities	0.5	1		Approaching	574/*425*/291/146	55.9/*66.4*/65.6/64.4%	80%
English Learners	0.5	1		Approaching	858/*604*/421/183	64/*72.2*/67.9/67.8%	80%
Dropout Rate	3	4		Meets	28084	2.5%	3.9%
Colorado ACT Composite Score	2	4		Approaching	3358	17.7	20.1
Total	9	16	56.3%	Approaching			

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	2010	64.2	72.2	75	76
	2011	71.8	78.7	79.5	
	2012	78.8	*85.6*		
	2013	79.9			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	57.2	67.9	70.1	71.8
	2011	62.8	72.1	73.5	
	2012	71.9	*80.2*		
	2013	74.2			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	54	65.2	68.9	70.7
	2011	63.7	73	73.8	
	2012	74.8	*84.3*		
	2013	76.2			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	43.6	58.1	61.9	64.4
	2011	54.7	66	69.4	
	2012	62.8	*74.6*		
	2013	62.5			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	47.9	64.5	64.7	67.8
	2011	57.8	69.6	70.5	
	2012	74.1	*81.5*		
	2013	71			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	64.2	72.2	75	76
	2011	71.8	78.7	79.5	
	2012	78.8	85.6		
	2013	79.9			
	Aggregated	73.5	*78.7*	77.3	76

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	57.2	67.9	70.1	71.8
	2011	62.8	72.1	73.5	
	2012	71.9	80.2		
	2013	74.2			
	Aggregated	66.7	*73.4*	71.8	71.8

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	54	65.2	68.9	70.7
	2011	63.7	73	73.8	
	2012	74.8	84.3		
	2013	76.2			
	Aggregated	67.4	*74.2*	71.6	70.7

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	43.6	58.1	61.9	64.4
	2011	54.7	66	69.4	
	2012	62.8	74.6		
	2013	62.5			
	Aggregated	55.9	*66.4*	65.6	64.4

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	47.9	64.5	64.7	67.8
	2011	57.8	69.6	70.5	
	2012	74.1	81.5		
	2013	71			
	Aggregated	64	*72.2*	67.9	67.8

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: 2013 4- year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 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 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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*		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	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.
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.

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 remove the district's or Institute's accreditation and direct the district's local school board or the Institute as to which actions it must take to have accreditation reinstated. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the district is notified that it is Accredited with a Priority Improvement or 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 TCAP and 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	56.79	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 (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 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 certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn rating depends on whether or not the district met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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