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	Does Not Meet	33.3%	(5.0 out of 15 points)
Academic Growth	Approaching	44.4%	(15.5 out of 35 points)
Academic Growth Gaps	Does Not Meet	36.1%	(5.4 out of 15 points)
Postsecondary and Workforce Readiness	Meets	65.0%	(22.8 out of 35 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		48.7%	(48.7 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	99.8%	99.5%	98.2%	99.4%	Meets	Meets	Meets	Meets	1250	552	531	2333	1252	555	541	2348
Mathematics	99.6%[6]	99.6%	98.3%	99.4%	Meets	Meets	Meets	Meets	1243	553	532	2331	1248	555	541	2344
Writing	99.6%	99.6%	98.3%	99.3%	Meets	Meets	Meets	Meets	1246	553	532	2331	1251	555	541	2347
Science	99.7%	99.6%	-	99.7%	Meets	Meets	-	Meets	294	280	-	574	295	281	-	576
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	106	87	-	193	106	87	-	193
Colorado ACT	-	-	98.4%	98.4%	-	-	Meets	Meets	-	-	247	247	-	-	251	251

[6] The district has exceeded the 1% cap on the percent of students scoring proficient on the CoAlt assessment. This may indicate that the district is over-identifying students for the alternate content assessment. Scores that exceed the 1% cap do not count as students tested (participants).

COLORADO
Department of Education

[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

Performance Indicators Level: Elementary

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	1191	55.16	7
Mathematics	1	4		Does Not Meet	1190	46.55	3
Writing	1	4		Does Not Meet	1186	27.82	3
Science	0	0		-	-	-	-
Total	3	12	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	817	48	42	Yes
Mathematics	1	4		Does Not Meet	815	33	63	No
Writing	2	4		Approaching	811	40	61	No
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	6	12	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	601	46	47	No
Minority Students	3	4		Meets	550	47	46	Yes
Students with Disabilities	1	4		Does Not Meet	81	28	82	No
English Learners	2	4		Approaching	46	42	57	No
Students needing to catch up	2	4		Approaching	354	47	65	No
Mathematics	5	20	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	599	33	69	No
Minority Students	1	4		Does Not Meet	548	33	67	No
Students with Disabilities	1	4		Does Not Meet	79	22	92	No
English Learners	1	4		Does Not Meet	46	34	73	No
Students needing to catch up	1	4		Does Not Meet	380	36	83	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	595	40	65	No
Minority Students	2	4		Approaching	548	41	64	No
Students with Disabilities	1	4		Does Not Meet	81	32	84	No
English Learners	2	4		Approaching	46	52	69	No
Students needing to catch up	2	4		Approaching	542	42	71	No
Total	24	60	40%	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	522	53.83	12
Mathematics	1	4		Does Not Meet	523	34.8	13
Writing	1	4		Does Not Meet	523	41.3	14
Science	0	0		-	-	-	-
Total	**3**	**12**	**25%**	**Does Not Meet**			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	496	41	37	Yes
Mathematics	1	4		Does Not Meet	498	35	77	No
Writing	1	4		Does Not Meet	497	34	62	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	**7**	**20**	**35%**	**Does Not Meet**				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	345	36	48	No
Minority Students	2	4		Approaching	333	40	47	No
Students with Disabilities	1	4		Does Not Meet	49	33	90	No
English Learners	2	4		Approaching	38	45	61	No
Students needing to catch up	1	4		Does Not Meet	187	34	68	No
Mathematics	**6**	**20**	**30%**	**Does Not Meet**				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	347	32	85	No
Minority Students	1	4		Does Not Meet	335	35	84	No
Students with Disabilities	1	4		Does Not Meet	50	36	99	No
English Learners	2	4		Approaching	38	50	90	No
Students needing to catch up	1	4		Does Not Meet	263	38	95	No
Writing	**5**	**20**	**25%**	**Does Not Meet**				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	346	34	70	No
Minority Students	1	4		Does Not Meet	334	34	68	No
Students with Disabilities	1	4		Does Not Meet	50	29	94	No
English Learners	1	4		Does Not Meet	38	31	76	No
Students needing to catch up	1	4		Does Not Meet	257	36	81	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.

3　　　　　　　　　　　　　　　　　　　　　　　　　　　　　DPF 2014 - 2520, 3-Year

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	499	60.32	19
Mathematics	2	4		Approaching	500	21.6	26
Writing	2	4		Approaching	500	38	22
Science	0	0		-	-	-	-
Total	6	12	50%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	472	45	26	Yes
Mathematics	2	4		Approaching	474	40	96	No
Writing	1	4		Does Not Meet	472	37	65	No
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	6	12	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	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	307	42	34	Yes
Minority Students	3	4		Meets	309	46	35	Yes
Students with Disabilities	2	4		Approaching	42	41	99	No
English Learners	2	4		Approaching	26	43	71	No
Students needing to catch up	2	4		Approaching	192	44	80	No
Mathematics	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	309	38	98	No
Minority Students	2	4		Approaching	310	40	99	No
Students with Disabilities	1	4		Does Not Meet	42	39	99	No
English Learners	1	4		Does Not Meet	26	38	99	No
Students needing to catch up	1	4		Does Not Meet	321	38	99	No
Writing	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	307	36	75	No
Minority Students	1	4		Does Not Meet	308	36	75	No
Students with Disabilities	1	4		Does Not Meet	41	35	99	No
English Learners	2	4		Approaching	26	47	91	No
Students needing to catch up	1	4		Does Not Meet	269	36	92	No
Total	23	60	38.3%	Approaching				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/6yr/*7yr*	3	4		Meets	438/328/219/*112*	80.4/83.5/84/*84.8*%	80%
Disaggregated Graduation Rate	1.75	3	58.3%	Approaching			
Free/Reduced Lunch Eligible	0.75	1		Meets	301/*218*/143/70	77.4/*80.3*/77.6/77.1%	80%
Minority Students	0.75	1		Meets	272/208/140/*65*	76.8/80.8/81.4/*83.1*%	80%
Students with Disabilities	0.25	1		Does Not Meet	54/42/*29*/N<16	57.4/61.9/*62.1*/-%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Dropout Rate	3	4		Meets	1989	2.9%	3.9%
Colorado ACT Composite Score	2	4		Approaching	247	18.3	20.1
Total	9.75	15	65%	Meets			

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

Graduation Rates

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	81.6	83.3	84.8	*84.8*
	2011	79.1	83.2	83.2	
	2012	83.2	84.1		
	2013	77.6			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	81.6	83.3	84.8	84.8
	2011	79.1	83.2	83.2	
	2012	83.2	84.1		
	2013	77.6			
	Aggregated	80.4	83.5	84	*84.8*

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	74.6	77.6	77.1	77.1
	2011	75	78.1	78.1	
	2012	83.3	*84.6*		
	2013	76.2			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	74.6	77.6	77.1	77.1
	2011	75	78.1	78.1	
	2012	83.3	84.6		
	2013	76.2			
	Aggregated	77.4	*80.3*	77.6	77.1

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	77.6	81.8	83.1	*83.1*
	2011	74.4	80	80	
	2012	79.1	80.6		
	2013	76.7			

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	77.6	81.8	83.1	83.1
	2011	74.4	80	80	
	2012	79.1	80.6		
	2013	76.7			
	Aggregated	76.8	80.8	81.4	*83.1*

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	55.6	57.9	*57.9*	
	2012	N<16	N<16		
	2013	N<16			

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	55.6	57.9	57.9	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	57.4	61.9	*62.1*	N<16

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	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: 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