

Documentation of 2013 Requests to Reconsider

District Accreditation and School Plan Type Assignments

Pursuant to the Education Accountability Act of 2009

The Education Accountability Act of 2009 requires the Colorado Department of Education (CDE) to evaluate all districts and schools based on their level of attainment on four key performance indicators: academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. State-identified measures and metrics for each of these performance indicators are combined to arrive at an overall evaluation of a district's or a school's performance. For districts, the overall evaluation leads to their accreditation category. For schools, the overall evaluation leads to the type of improvement plan schools will implement. Districts accredit schools, and they may do so using the state's performance framework or using their own more comprehensive or stringent framework, provided it correlates with CDE's plan types. The results of these evaluations are reported annually through customized district performance framework (DPF) reports and school performance framework (SPF) reports for each district and school.

Prior to finalizing the DPF and SPF reports, districts had the opportunity to indicate if they disagreed with any of the Department's initial district accreditation categories or initial school plan type assignments. If the district determined that the performance of the district or a school differed from the rating assigned by the state, they were asked to submit a request to reconsider that included:

- 1) Valid and reliable data demonstrating the progress the district/school has made in improving its performance and in moving closer to meeting the statewide targets on the performance indicators (achievement, growth, growth gaps and postsecondary and workforce readiness);
- 2) Evidence on the extent to which the district/school effectively implemented with fidelity its improvement plan from the prior academic year.

A cross-unit CDE team reviewed each request to reconsider. CDE staff evaluated the extent to which the requests met the conditions and data criteria outlined in the Request to Reconsider guidance, as well as the extent to which they satisfied these key questions. The staff then made a recommendation to the Commissioner as to each district's final accreditation category and/or each school's plan type. Final district accreditation categories were determined by the Commissioner on November 13th¹ and the State Board considered and adopted final plan type assignments for each school on December 11th. Additional details on this process are described in the [Colorado District Accountability Handbook](#).

The tables that follow summarize the formal requests to reconsider received by the Department by October 15, 2013 and their resolution as approved by the Commissioner or the State Board of Education, as applicable. It outlines CDE's initial district accreditation category or initial school plan type assignment based on the DPF and SPF results, the district's alternate requested accreditation category or school plan type assignment, and the district's rationale for the request. It then presents the final accreditation and plan type determination made by CDE, and the rationale for the decision. This final accreditation category and plan type assignment is the one reported on the district or school's performance framework report.

¹ One district request to reconsider decision was changed after this date and communicated at the December 11th board meeting.

Glossary of Terms used in Request to Reconsider Summaries

For additional definitions, please refer to the [Colorado District Accountability Handbook](#), Appendix A: Colorado Educational Accountability System Terminology.

District Performance Framework (DPF)	The framework used by the state to provide information to stakeholders about each district's performance on four key performance indicators: student achievement, student academic growth, growth gaps, and postsecondary readiness. Districts are assigned an accreditation category based on their performance across all of the indicator areas, as well as participation rates and financial and safety assurances. The district's results on the district performance framework are summarized in the district performance framework (DPF) report.
School Performance Framework (SPF)	The framework used by the state to provide information to stakeholders about each school's performance on four key performance indicators: student achievement, student academic growth, growth gaps, and postsecondary readiness. Schools are assigned to a type of improvement plan based on their performance across all of the indicator areas, as well as participation rates. The school's results on the performance framework are summarized in the school performance framework (SPF) report.
Median Growth Percentile (MGP)	Summarizes student growth by district, school, grade-level, or other group of interest. It is calculated by taking the individual Student Growth Percentiles of the students in the group of interest and calculating the median.
Adequate Growth Percentile (AGP)	The growth (student growth percentile) sufficient for the median student in a district, school, or other group of interest to reach or maintain an achievement level of proficient or advanced in a subject area within three years or by 10th grade, whichever comes first. In the case of the performance framework reports, for each student in a school/district, a growth percentile can be calculated to indicate what level of growth was needed to catch up (reach proficiency) or keep up (maintain proficiency). Taking the median of these catch up and keep up percentiles yields the growth level that would, on average, enable all students to be either catching up or keeping up, whichever they need to do.
Transitional Colorado Assessment Program (TCAP)	Transitional Colorado Assessment Program (formerly CSAP). Content areas currently tested include reading (in English and Spanish versions), writing (in English and Spanish versions), mathematics, in grades 3-10, and science in grades 5, 8, and 10.
Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)	The NWEA MAP assessments are computer adaptive tests that some Colorado districts use to measure student achievement and progress in reading, language usage, mathematics and science. They are administered up to four times a year in reading, language usage and mathematics, and up to three times a year in science.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measure for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. The DIBELS measures assess the 5 Big Ideas in early literacy identified by the National Reading Panel: • Phonemic Awareness is measured by Initial Sounds Fluency (ISF) and Phoneme Segmentation Fluency (PSF). • Alphabetic Principle is measured by Nonsense Word Fluency (NWF). • Accuracy & Fluency with connected Text is measured by Oral Reading Fluency (ORF). • Vocabulary is measured by Word Use Fluency (WUF is still under development). • Comprehension is measured by ORF and Retell Fluency (RTF). Source: http://www.dibels.org/dibels.html

Summary of Decisions 2013

DISTRICT LEVEL REQUESTS TO RECONSIDER			
District	CDE Initial Assignment	District Request	CDE Decision
AGATE 300	Insufficient State Data	Accredited with Performance Plan	Request Approved: Accredited with Performance Plan
ENGLEWOOD 1	Accredited with Priority Improvement	Accredited with Improvement	Request Approved: Accredited with Improvement Plan
MAPLETON 1	Accredited with Priority Improvement	Accredited with Improvement	Request Approved: Accredited with Improvement Plan
MONTE VISTA C-8	Accredited with Priority Improvement	Accredited with Improvement	Request Approved: Accredited with Improvement Plan
MONTROSE COUNTY RE-IJ	Accredited with Improvement	Accredited with Performance Plan	Request Approved: Accredited with Performance Plan
MOUNTAIN BOCES	Accredited with Turnaround Plan	Accredited with AEC: Performance Plan	Request Approved: Accredited with AEC: Performance Plan
PLATEAU VALLEY 50	Accredited with Improvement	Accredited with Performance Plan	Request Approved: Accredited with Performance Plan
SALIDA R-32	Accredited with Performance Plan	Accredited with Distinction	Request Approved: Accredited with Distinction
SHERIDAN 2	Accredited with Priority Improvement	Accredited with Improvement	Request Denied: Accredited with Priority Improvement
WOODLIN R-104	Accredited with Performance Plan	Accredited with Improvement	Request Approved: Accredited with Improvement Plan

SCHOOL LEVEL REQUESTS TO RECONSIDER				
District	School	CDE Initial Assignment	District Request	CDE Recommendation
ADAMS-ARAPAHOE 28J	BOSTON K-8 SCHOOL	Priority Improvement	Improvement	Request Denied: Priority Improvement
BUENA VISTA R-31	BUENA VISTA ONLINE ACADEMY	Turnaround	Closed School	Request Approved: School Closed
CREEDE SCHOOL DISTRICT	LAMB ELEMENTARY SCHOOL	Priority Improvement	Improvement	Request Approved: Improvement Plan
CHARTER SCHOOL INSTITUTE	COLORADO CALVERT ACADEMY	Priority Improvement	Improvement	Request Denied: Priority Improvement
DELTA COUNTY 50(J)	DELTA COUNTY VIRTUAL ACADEMY	Turnaround	Performance	Request Denied: Turnaround Plan
DENVER COUNTY 1	ARCHULETA ELEMENTARY SCHOOL	Improvement	Performance	Request Approved: Performance Plan
DENVER COUNTY 1	ASHLEY ELEMENTARY SCHOOL	Priority Improvement	Improvement	District rescinded request
DENVER COUNTY 1	MARIE L. GREENWOOD ACADEMY	Improvement	Performance	Request Denied: Improvement Plan
DENVER COUNTY 1	WEST LEADERSHIP ACADEMY	Priority Improvement	Performance	Request Partially Approved: Improvement Plan
DENVER COUNTY 1	WHITTIER K-8 SCHOOL	Improvement	Performance	Request Denied: Improvement Plan
HARRISON 2	SIERRA HIGH SCHOOL	Improvement	Performance	Request Denied: Improvement Plan
JEFFERSON COUNTY R-1	BRADY EXPLORATION SCHOOL	AEC: Priority Improvement	AEC: Improvement Plan	Request Approved: AEC: Improvement Plan

SCHOOL LEVEL REQUESTS TO RECONSIDER				
District	School	CDE Initial Assignment	District Request	CDE Recommendation
MOFFAT 2	MOFFAT ELEMENTARY SCHOOL	Turnaround	Improvement	Request Approved: Improvement Plan
	MOFFAT MIDDLE SCHOOL	Performance		
	MOFFAT SENIOR HIGH SCHOOL	Improvement		
MONTROSE COUNTY RE-1J	PEAK VIRTUAL ACADEMY	Priority Improvement	Improvement	Request Approved: Improvement Plan
NORWOOD R-2J	NORWOOD ELEMENTARY SCHOOL	Priority Improvement	Improvement	Request Denied: Priority Improvement Plan
PLAINVIEW RE-2	PLAINVIEW ELEMENTARY SCHOOL	Priority Improvement	Improvement	Request Approved: Improvement Plan
POUDRE R-1	PSD GLOBAL ACADEMY	Priority Improvement	Performance	Request Partially Approved: Improvement Plan
PUEBLO CITY 60	CHAVEZ/HUERTA K-12 PREPARATORY ACADEMY	Improvement	Performance	Request Approved: Performance Plan
PUEBLO COUNTY 70	70 ONLINE	Priority Improvement	AEC SPF	District rescinded request
ROARING FORK RE-1	CRYSTAL RIVER ELEMENTARY SCHOOL	Priority Improvement	Improvement	Request Denied: Priority Improvement Plan
ROCKY FORD R-2	JEFFERSON INTERMEDIATE SCHOOL	Turnaround	Priority Improvement	Request Approved: Priority Improvement Plan

SCHOOL LEVEL REQUESTS TO RECONSIDER				
District	School	CDE Initial Assignment	District Request	CDE Recommendation
ROCKY FORD R-2	ROCKY FORD JUNIOR/SENIOR HIGH SCHOOL	Priority Improvement	Improvement	Request Denied: Priority Improvement Plan
SIERRA GRANDE R-30	SIERRA GRANDE ELEMENTARY SCHOOL	Priority Improvement	Improvement	Request Approved: Improvement Plan
	SIERRA GRANDE MIDDLE SCHOOL	Turnaround		
	SIERRA GRANDE SENIOR HIGH SCHOOL	Performance		
SUMMIT RE-1	SNOWY PEAKS HIGH SCHOOL	Turnaround	Improvement	Request Partially Approved: Priority Improvement

Detail Information - District Recommendations 2013

DISTRICT LEVEL REQUESTS TO RECONSIDER					
District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
AGATE 300	Insufficient State Data	Accredited with Performance Plan	The District requests a reconsideration per State Board Rule 4.02 of the Administration of Statewide Accountability Measures. According to rule 4.02 the state may use the Public School performance evaluation framework described in Section 9.00, for districts with only a single Public School.	Request Approved: Accredited with Performance Plan	Per 4.02, CDE may assign the district the accreditation category aligned with the school performance framework plan type of the single school in the district, Agate Elementary School. Agate Elementary School was assigned a Performance Plan by Agate School District. CDE accredits the district with an Accredited rating.
ENGLEWOOD 1	Accredited with Priority Improvement	Accredited with Improvement	The district requests flexibility per SB 13-217, where by removing the AEC student results from the DPF moves the district rating from Priority Improvement to Improvement and also that the district AEC, Colorado's Finest Alternative High School received an AEC: Performance rating.	Request Approved: Accredited with Improvement Plan	CDE calculated the District Performance Framework for the district with students enrolled in the Alternative Education Campus, Colorado's Finest Alternative School removed. The total percent of points earned on the DPF increased improving the rating for the district from Accredited with Priority Improvement to Accredited with Improvement. Additionally, Colorado's Finest Alternative School received an AEC: Performance Plan rating for 2013. Thus, the district meets the qualifications set forth under the guidance per SB 13-217 and CDE accepts the district's request for reconsideration.

DISTRICT LEVEL REQUESTS TO RECONSIDER					
District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
MAPLETON 1	Accredited with Priority Improvement	Accredited with Improvement	The district requests flexibility per SB 13-217, where by removing the AEC student results from the DPF moves the district rating from Priority Improvement to Improvement. Additionally, the district chose not to re-authorize one of the AECs, The New America School, for the 2013-14 school year. In removing the student results for The New America School, the district is one graduate away from meeting the cut-point for the Improvement rating.	Request Approved: Accredited with Improvement Plan	It was determined that after student results from the alternative education campus (AEC) which Mapleton chose not to authorize in 2013-14 (The New America School) are removed from the district's calculations, a single graduate would make the difference between moving the district to an Improvement rating or keeping it in the Priority Improvement category. As SB13-217 allows the department to take into account the impact of an AEC on the District Performance Framework (DPF), the department decided to approve the request and move the district to an Accredited with Improvement Plan rating.
MONTE VISTA C-8	Accredited with Priority Improvement	Accredited with Improvement	The district requests flexibility per SB 13-217, where by removing the AEC student results from the DPF moves the district rating from Priority Improvement to Improvement and also that the district AEC, Byron Syring Delta Center received an AEC: Performance rating.	Request Approved: Accredited with Improvement Plan	CDE calculated the District Performance Framework for the district with students enrolled in the Alternative Education Campus, Byron Syring Delta Center removed. The total percent of points earned on the DPF increased improving the rating for the district from Accredited with Priority Improvement to Accredited with Improvement. Additionally, Byron Syring Delta Center received an AEC: Performance Plan rating for 2013. Thus, the district meets the qualifications set forth under the guidance per SB 13-217 and CDE accepts the district's request for reconsideration.

DISTRICT LEVEL REQUESTS TO RECONSIDER					
District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
MONTROSE COUNTY RE-IJ	Accredited with Improvement	Accredited with Performance Plan	The district put forth 3 arguments for the request to reconsider of the district rating. First, the district requests flexibility per SB 13-217, where by removing the AEC student results from the DPF moves the district rating from Improvement to Performance and also that the district AECs, received an AEC: Performance and an AEC: Improvement rating. Second, the district shows it was on a positive trend in ELP growth until the CELAPro to ACCESS Transition. The district says it had a lack of clarity, support, and training from CDE. Lastly, the district presented additional DRA2 data to show the success of K-2 students in their district.	Request Approved: Accredited with Performance Plan	CDE calculated the District Performance Framework for Montrose County School District with students enrolled in the Alternative Education Campuses Passage Charter School and Vista Charter School removed, the total percent of points earned on the DPF increased from 63.7 to 68.6, improving the rating for the district from Accredited with Improvement to Accredited. Additionally, Passage Charter School received an AEC: Performance Plan rating and Vista Charter School received an AEC: Improvement Plan rating for 2013. Although the district does not meet the initial qualifications set forth under the request to reconsider guidance regarding SB 13-217, under recommendation from the CDE leadership team and members of the Technical Advisory Panel for Longitudinal Growth (TAP), CDE has chosen to include AEC: Improvement into the considerations for this request to reconsideration process. Therefore, CDE accepts the district's request for reconsideration. CDE notes the other two claims brought forth by the district as well.

DISTRICT LEVEL REQUESTS TO RECONSIDER					
District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
MOUNTAIN BOCES	Accredited with Turnaround Plan	Accredited with AEC: Performance Plan	The District requests a reconsideration per State Board Rule 4.02 of the Administration of Statewide Accountability Measures. According to rule 4.02 the state may use the Public School performance evaluation framework described in Section 9.00, for districts with only a single Public School.	Request Approved: Accredited with AEC: Performance Plan	Per 4.02, CDE assigns Mountain BOCES the accreditation category aligned with the school performance framework plan type of the single school, Yampah Mountain High School. As an alternative education campus, Yampah Mountain High School was assigned an AEC: Performance Plan. Thus, CDE is accrediting Mountain BOCES with an AEC: Performance rating.
PLATEAU VALLEY 50	Accredited with Improvement	Accredited with Performance Plan	The district requests flexibility per SB 13-217, where by removing the AEC student results from the DPF moves the district rating from Priority Improvement to Improvement and also that the district AEC, Grand Mesa High School received an AEC: Performance rating.	Request Approved: Accredited with Performance Plan	CDE calculated the District Performance Framework for the district with students enrolled in the Alternative Education Campus, Grand Mesa High School removed. The total percent of points earned on the DPF increased improving the rating for the district from Accredited with Improvement to Accredited. Additionally, Grand Mesa High School received an AEC: Performance Plan rating for 2013. Thus, the district meets the qualifications set forth under the guidance per SB 13-217 and CDE accepts the district's request for reconsideration.

DISTRICT LEVEL REQUESTS TO RECONSIDER					
District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
SALIDA R-32	Accredited with Performance Plan	Accredited with Distinction	The district requests flexibility per SB 13-217, where by removing the AEC student results from the DPF moves the district rating from Priority Improvement to Improvement and also that the district AEC, Horizons Exploratory Academy received an AEC: Performance rating.	Request Approved: Accredited with Distinction	CDE calculated the District Performance Framework for the district with students enrolled in the Alternative Education Campus, Horizons Exploratory Academy removed. The total percent of points earned on the DPF increased improving the rating for the district from Accredited to Accredited with Distinction. Additionally, Horizons Exploratory Academy received an AEC: Performance Plan rating for 2013. Thus, the district meets the qualifications set forth under the guidance per SB 13-217 and CDE accepts the district's request for reconsideration.

DISTRICT LEVEL REQUESTS TO RECONSIDER					
District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
SHERIDAN 2	Accredited with Priority Improvement	Accredited with Improvement	The district put forth four arguments to support its request to reconsider of the district rating. First, the district claims the ELP growth sub-indicators at the elementary and middle levels should be removed as the district struggled with test administration issues (gave all students Tier C of the new ACCESS assessment). Second, the district requests CDE use the 2013 graduation and dropout rate data for the PWR indicator. Third, the district requests CDE include students for whom diplomas were issued, but have chosen to stay enrolled for additional education (and not marked as graduates). Lastly, the district requests flexibility per SB 13-217, removing the AEC student results from SOAR Academy, which received an AEC: Performance rating.	Request Denied: Accredited with Priority Improvement	CDE examined the elementary and middle level ACCESS data, and it is incorrect that all students at those levels were given Tier C. Only 8% of elementary and middle students took Tier C. The district followed up with information that it was Tier B. About 71% of elementary and middle students were assessed with Tier B, and very few “topped out” so it is likely that this identification did not limit the English language proficiency growth results. The 2013 graduation and dropout data is not yet final and may still change significantly as CDE cross-checks for students across the state. Until this data is final (December), CDE cannot consider it for accountability. Even then, the data would not be consistent with other districts. Students who continue with their education for more than 4 years within a district are included in the district’s 5, 6 or 7 year graduation rate, once they do graduate. CDE values ensuring that students graduate ready, and thus looks at the best of the 4, 5, 6 or 7 year rates for accountability. The students that Sheridan would like to include will be included when they do formally graduate. The district is eligible to remove the results of the AEC students from the DPF, based on the AEC performance. When AEC student results are removed from the preliminary DPF, the district remains at the Priority Improvement level.

DISTRICT LEVEL REQUESTS TO RECONSIDER					
District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
WOODLIN R-104	Accredited with Performance Plan	Accredited with Improvement	Several students who missed the initial CO ACT test administration, attended another student's funeral the day of the CO ACT make-up date, and thus were not included in CDE's results for CO ACT composite scores. The district submitted the regular ACT administration scores of those students to CDE to include in the DPF and the high school SPF. Including those results lowered the DPF rating to Improvement.	Request Approved: Accredited with Improvement Plan	The most accurate description of the district's performance, Accredited with Improvement, includes the results of the additional ACT score.

Detail Information - School Recommendations 2013

SCHOOL LEVEL REQUESTS TO RECONSIDER- DETAIL INFORMATION						
District	School	CDE Initial Assignment	District Request	District/ School Rationale	CDE Recommendation	CDE Considerations/ Rationale
ADAMS-ARAPAHO E 28J	BOSTON K-8 SCHOOL	Priority Improvement	Improvement	The school has been on an upwards trend of improvement over the past 3 years and is only 0.3% points away from meeting the Improvement cut-point. The district submitted additional DRA2 data over 3 years and Acuity data to show the academic achievement and growth of the school in non-TCAP and TCAP grades.	Request Denied: Priority Improvement	A review the DRA2 data noted the below average achievement for grades 1 and 2 (kindergarten was satisfactory). Also, the growth for kindergarten to 1st grade and 1st to second grade was unsatisfactory in 3 out of 4 instances. As a K-8 school, these data represent a smaller percentage of students in the school and would not increase the overall performance of the school. The Acuity data shared overlaps with TCAP results and does not provide supplemental information. CDE recognizes the major improvement strategies ongoing at the school and believes if the school is successful in rolling those strategies out it will increase in performance next year.
BUENA VISTA R-31	BUENA VISTA ONLINE ACADEMY	Turnaround	Closed School	Due to low student enrollment, the district decided to close the school for the 2013-14 school year. All of the students who were enrolled in the school were part-time students elsewhere in the district.	Request Approved: School Closed	The Data Services unit verified that the district completed the necessary paperwork for school closure. A final SPF for the school will not be prepared or published.

District	School	CDE Initial Assignment	District Request	District/ School Rationale	CDE Recommendation	CDE Considerations/ Rationale
CREEDE SCHOOL DISTRICT	LAMB ELEMENTARY SCHOOL	Priority Improvement	Improvement	Lamb Elementary is a small K-5 school with only 35 students measured over 3 years for growth; the N is too small to show 1 year data for growth. NWEA achievement and growth data better represents the performance of the students in all grades of the school.	Request Approved: Improvement Plan	Due to the low number of state tested students at the school compared to the overall population of the school, along with the strength of three years of NWEA growth data at grades K-3, an improvement rating better describes the overall performance of the school.
CHARTER SCHOOL INSTITUTE	COLORADO CALVERT ACADEMY	Priority Improvement	Improvement	The school has been on an upwards trend of improvement over the past 3 years and is only 0.4% points away from meeting Improvement on the 3 year SPF. Due to the small number of students in the school, the 3 year SPF is required as academic growth gaps are missing from the 1 year report. On the 1-year report, the school earned 56.4%, which would be an Improvement rating. The district submitted additional Scantron data to show the academic achievement and growth of the school in non-TCAP and TCAP grades.	Request Denied: Priority Improvement	The additional Scantron data was presented to CDE for grades 2-8, allowing the reviewers to evaluate additional grade 2 data for both achievement and growth and grade 3 data for growth. The data showed high achievement for grade 2 and low growth for both grades 2 and 3. As a K-8 school, these data represent a smaller percentage of students in the school and would not increase the overall performance of the school. No additional growth gaps data was submitted. CDE recognizes the major improvement strategies ongoing at the school and believes if the school is successful in rolling those strategies out it will increase in performance next year.

District	School	CDE Initial Assignment	District Request	District/ School Rationale	CDE Recommendation	CDE Considerations/ Rationale
DELTA COUNTY 50(J)	DELTA COUNTY VIRTUAL ACADEMY	Turnaround	Performance	Delta Virtual Academy is a very small school with only 18 students reported on the SPF over 3 years. Due to the small numbers of students in the school, only the dropout rate is able to be reported. The district was not able to submit additional data to CDE because it is not giving any interim assessments. However, the district reported on the major improvement strategies taking part in the school.	Request Denied: Turnaround Plan	CDE reviewed the request from the district and understands due to the small size of the school it is difficult for the SPF to capture a true picture of the school. Since no additional data was presented to CDE, and the school was initially identified as Turnaround, the department is unable to recommend a different plan type assignment for the school per State Board of Education Accountability Rule 10.03(B)(3), which requires performance data as part of the request.

District	School	CDE Initial Assignment	District Request	District/ School Rationale	CDE Recommendation	CDE Considerations/ Rationale
DENVER COUNTY 1	ARCHULETA ELEMENTARY SCHOOL	Improvement	Performance	DPS uses its own constructed school performance framework to measure student performance and achievement in place of the CDE SPF. This school earned a Performance rating on the DPS Scorecard whereas on the CDE SPF the school earned an Improvement rating. In addition, the district noted the issues the school had with Tier placement on the newly administered ACCESS exam and particular concerns with the 5th grade test administration. The district outlined how the school followed guidance from both CDE and WIDA trainers and still was not able to properly assign the correct Tier to each of its students, most of them in 5th grade. The district notes there were a sufficient number of test certifiers at the school who received the training. However students who were assigned an incorrect tier were not able to show all their knowledge on the assessment, which impacted the individual SGPs. The district also submitted DRA2 data.	Request Approved: Performance Plan	For the 2013-14 school year only, CDE will consider test administration concerns for the transition of CELA to ACCESS. The CDE Assessment unit cross-checked the information around ACCESS administration. The district notes 65% of the students in the school "hit the ceiling" on the Listening Composite. For the Reading Composite score, 49% of students reached the maximum score; the majority of these students were in the 5 th grade. This means these students scored the highest possible score on these assessments based on the tier they were given, and there is likelihood that they could have scored higher than this, had they been given the tier more accurately reflective of their abilities. With these 5 th grade students removed from the ELP Growth calculation, the school would improve to Performance. In addition, the DRA2 data for the school was above average for K-2 grades for achievement and received an "approaching" rating on the DPS Scorecard for growth.

District	School	CDE Initial Assignment	District Request	District/ School Rationale	CDE Recommendation	CDE Considerations/ Rationale
DENVER COUNTY 1	ASHLEY ELEMENTARY SCHOOL	Priority Improvement	Improvement	DPS uses its own constructed school performance framework to measure student performance and achievement in place of the CDE SPF. This school earned an Improvement rating on the DPS Scorecard whereas on the CDE SPF the school earned a Priority Improvement rating. The district submitted additional DRA2 data to CDE for review as well as the DPS Scorecards.	District rescinded request	The district decided to rescind the request for raising the school's rating to Improvement after the deadline of October 15 and after CDE's initial review.
DENVER COUNTY 1	MARIE L. GREENWOOD ACADEMY	Improvement	Performance	DPS uses its own constructed school performance framework to measure student performance and achievement in place of the CDE SPF. This school earned a Performance rating on the DPS Scorecard whereas on the CDE SPF the school earned an Improvement rating. The district submitted additional DRA2 data to CDE for review as well as the DPS Scorecards.	Request Denied: Improvement Plan	A review of the DRA2 data noted the below average achievement for grade 1 and above average achievement for grade 2 (no kindergarten data was submitted). The growth data for DRA2 as presented on the DPS Scorecard was "Does Not Meet" earning 0 out of 4 points. As a K-8 school, these data represent a smaller percentage of students in the school and would not increase the overall performance of the school. Also, over 200 fewer students were tested in DRA2 than what was reported on October count numbers. CDE does not consider these additional data presented representative of the student population.

District	School	CDE Initial Assignment	District Request	District/ School Rationale	CDE Recommendation	CDE Considerations/ Rationale
DENVER COUNTY 1	WEST LEADERSHIP ACADEMY	Priority Improvement	Performance	DPS uses its own constructed school performance framework to measure student performance and achievement in place of the CDE SPF. This school earned a Meets Expectations/Performance rating on the DPS Scorecard whereas on the CDE SPF the school earned a Priority Improvement rating. The district also noted that although it appears on the SPF that the school is a middle school, the school is growing into a 6-12 school, with only 6th grade and 9th graders enrolled in 2013. DPS would like CDE to consider these grades as two different levels, rather than as one middle school.	Request Partially Approved: Improvement Plan	CDE understands due to the unique circumstance of the school as having only a 6th grade and a 9th grade in the 2012-13 school year the current CDE SPF compares the achievement to the middle school cut-points. CDE reviewed the request and ran the SPF as a combined middle (6 th grade) and a high school (9 th grade), which improved the school as a whole to Improvement.

District	School	CDE Initial Assignment	District Request	District/ School Rationale	CDE Recommendation	CDE Considerations/ Rationale
DENVER COUNTY 1	WHITTIER K-8 SCHOOL	Improvement	Performance	DPS uses its own constructed school performance framework to measure student performance and achievement in place of the CDE SPF. This school earned a Performance rating on the DPS Scorecard whereas on the CDE SPF the school earned an Improvement rating. The district submitted additional DRA2 data to CDE for review as well as the DPS Scorecards.	Request Denied: Improvement Plan	A review of the DRA2 data noted above average achievement for kindergarten, below average achievement for grade 1 and average achievement for grade. The growth data for DRA2 as presented on the DPS Scorecard was "Approaching" earning 2 out of 4 points. Also, only two thirds of the students reported in October count were tested in DRA2. As a K-8 school, these data represent a smaller percentage of students in the school and would not increase the overall performance of the school on either the 1 year or 3 year framework. Finally, the school has declined this past year, requiring CDE to use the 3 year SPF rather than the 1 year SPF which earned 52.9 percent of points.
HARRISON 2	SIERRA HIGH SCHOOL	Improvement	Performance	Harrison School District is working closely with the educator effectiveness unit at CDE to design its own assessment to measure student achievement. The district provided these additional data to CDE from this assessment to show performance for 11th and 12th grade students in the school. Also, the district notes the school is only 0.3% points away from Performance and hopes these additional data can raise the school into Performance.	Request Denied: Improvement Plan	The performance of the school declined drastically in 2013. The school is only 0.3% points away from the Performance cut-point on the 3 year SPF. On the 1 year SPF, the school is 8.7% from the Performance cut point and dropped over 6 points from 2012 framework. The additional data presented for the 11th and 12th grade students is strong, but does not outweigh the downward trend.

District	School	CDE Initial Assignment	District Request	District/ School Rationale	CDE Recommendation	CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	BRADY EXPLORATION SCHOOL	AEC: Priority Improvement	AEC: Improvement Plan	The district requested that CDE use the one-year student engagement measures for the school rather than the three-year measures, in order to capture the improvements occurring. Including just the three year results would result in an AEC: Improvement rating.	Request Approved: AEC: Improvement Plan	By including just the one-year student engagement measures (attendance and truancy), the school would move to an AEC: Improvement plan on their AEC School Performance Framework report. CDE recognizes the improvements occurring in the data for Brady Exploration School.
MOFFAT 2	MOFFAT ELEMENTARY SCHOOL	Turnaround	Improvement	All 3 schools within the district operate in one building with one principal and have a total student population of about 110. The district considers these 3 schools as one entity and the previous three school code assignments did not appropriately reflect the school.	Request Approved: Improvement Plan	The Data Services Unit at CDE verified that the district completed the necessary paperwork to close the elementary and middle school and re-name their high school to encompass all 3 grade spans. The combined rating will be assigned to each of the three schools. For 2014, there will just be a single school and single SPF produced.
	MOFFAT MIDDLE SCHOOL	Performance				
	MOFFAT SENIOR HIGH SCHOOL	Improvement				
MONTROSE COUNTY RE-1J	PEAK VIRTUAL ACADEMY	Priority Improvement	Improvement	The school only has 42 students and the impact of 2 students missing the TCAP exam this year for medical reasons impacted their overall participation rate. This resulted in less than 95% of students participating in more than one content area of TCAP, which automatically lowered the plan type one level to Priority Improvement.	Request Approved: Improvement Plan	Accounting for the two students missing TCAP for medical reasons, as allowed in CDE's request to reconsider guidance, would move the school's overall participation rate to over 95%. Peak Virtual Academy would not be subject to the participation penalty and would earn an Improvement rating.

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NORWOOD R-2J	NORWOOD ELEMENTARY SCHOOL	Priority Improvement	Improvement	The district submitted additional AIMSWeb and STAR data to CDE for review for the K-3 students not included on the SPF.	Request Denied: Priority Improvement Plan	The department reviewed the data and found insufficient evidence to raise the school's performance rating. On the spring 2013 AIMSWeb assessments, 1st graders met or exceeded expectations for achievement and growth for both reading and math, while achievement and growth scores for 2nd graders were below expected levels in both subjects. The spring 2013 AIMSWeb math scores for 2nd graders were consistent with math scores from 2011 and 2012, which were also below expected levels. On the reading assessment, 2nd graders did meet or exceed expectations for achievement and growth in spring 2012, but had lower than expected achievement in spring 2011. On the 2011 and 2012 STAR assessments, reading scale scores and growth scores for 2nd graders did meet or exceeded expectations. Math scores were not available for 2nd graders for the STAR assessments. While CDE commends Norwood Elementary School's success with the 1st grade students and implementation of improvement strategies, the below average achievement and growth for 2nd grade students, and the lack of data presented for kindergarten students would not move the overall school plan type to Improvement.

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PLAINVIEW RE-2	PLAINVIEW ELEMENTARY SCHOOL	Priority Improvement	Improvement	Plainview Elementary is a very small K-5 school testing approximately only 20 students per year on state assessments, out of approximately 40 total students. The school often has difficulty meeting the minimum requirement for the number of students tested to report on the SPF, particularly for growth. As a K-5 school, only half of the school's performance is represented on the SPF, and less for growth indicators. The school gives a variety of interim assessments to the students and was able to submit data to CDE for NWEA, DIBELS, and STAR.	Request Approved: Improvement Plan	The district was able to provide CDE with additional data to support its request for advancing the school to Improvement. NWEA data was provided for fall achievement over 3 years. The fall achievement was strong at the K-2 level in both reading and mathematics, showing the school is higher than the 50th percentile RIT as recommended by NWEA. The additional data for STAR and DIBELS presented to CDE was only one year's worth of data and the number of students was too small to statistically consider these data significant. However, the NWEA was strong enough to raise the achievement rating for the school from "Does Not Meet" to "Approaching" advancing the school overall to Improvement.

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POUDRE R-1	PSD GLOBAL ACADEMY	Priority Improvement	Performance	PSD Global Academy is a small online school which has made strides to improving the participation rate over the past year. The school requests CDE use the 1 year participation rate rather than the 3 year rate, which would raise the school to improvement. The school has also shown improvement in NWEA and DRA2 assessments which should raise the school into Performance.	Request Partially Approved: Improvement Plan	CDE recognizes the school has made significant strides to ensure students participate in the TCAP assessment by requiring parents to sign a contract to ensure their student(s) participate. The participation rate was met for the 1 year SPF report. CDE will approve using this rate in place of the 3 year report, removing the participation penalty, which dropped the school to Priority Improvement from Improvement. The supplemental data presented were limited, represented a small percentage of the school's population and showed results consistent with the data in the School Performance Framework. CDE recommends the school moves to Improvement, but not Performance.

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PUEBLO CITY 60	CHAVEZ/ HUERTA K-12 PREPARATORY ACADEMY	Improvement	Performance	Due a school code change, the 2013 SPFs for Chavez/Huerta do not include graduation and dropout data. Graduation and dropout data is available for both the 1-year and 3-year frameworks under the old school code of '2217'. Including graduation and dropout rate calculations in the frameworks would change the rating on the 1-year SPF from Improvement to Performance. Including the calculations on the 3-year framework would not change the overall rating. The district requests that CDE use the rating from the 1-year framework with graduation and dropout data for school code '2217' included, which will result in a final plan type of Performance.	Request Approved: Performance Plan	When CDE included the graduation rate data for the high school level of the school (under the old school code), the school would earn a Performance plan on the 1-year School Performance Framework report.
PUEBLO COUNTY 70	70 ONLINE	Priority Improvement	AEC SPF	The district submitted a retroactive AEC application for the school to be considered an AEC in the 2012-13 school year. The school also applied for an AEC designation for 2013-14 school year.	District rescinded request	The district determined the school did not meet 95% high risk for both the 2012-13 and the 2013-14 school years and decided to withdraw both the appeal for the AEC designation and the AEC application for both school years.

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ROARING FORK RE-1	CRYSTAL RIVER ELEMENTARY SCHOOL	Priority Improvement	Improvement	The district asserts that as a K-4 school, grades 1-3 ACCESS growth results are not represented on the SPF and presented additional ACCESS data at the grade level for the school.	Request Denied: Priority Improvement Plan	CDE reviewed the full request but notes that ACCESS results are included in the SPF for all grade levels taking ACCESS, and thus, their grade 1-3 ACCESS growth data is included in the SPF. Also, the district presented 3 years of ELP growth data for the school, showing an increase in 2012, but a decline in 2013.
ROCKY FORD R-2	JEFFERSON INTERMEDIATE SCHOOL	Turnaround	Priority Improvement	23 of 24 students were included in the students with disabilities subgroup. One student was excluded from CDE's calculations due to expulsion just prior to the TCAP. The student took advantage of the expelled students program and the district would like the student's TCAP growth scores included in the school's SPF data. Since the school was responsible for the child's education the majority of the year, it would be appropriate to include the student's results.	Request Approved: Priority Improvement Plan	CDE agrees that since the school was responsible for the student's performance for the majority of the year that it would be appropriate to include this student's results through the request to reconsider process. Including the expelled student's TCAP scores into the SPF would improve the school's rating one category, from Turnaround to Priority Improvement.

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ROCKY FORD R-2	ROCKY FORD JUNIOR/SENIOR HIGH SCHOOL	Priority Improvement	Improvement	The district presented additional data on remediation rates for the past 3 cohorts to show the success of the students in college after leaving the junior high/high school. The district also noted the school is only 0.4% points away from the Improvement cut off.	Request Denied: Priority Improvement Plan	CDE reviewed the additional data presented by the district and found that although only 25.9% of the Class of 2011 needed remediation upon entry into college compared to the state average of 39.4%, only 27 students of the graduating class of 55 students are represented in this total. Also, the remediation rates for Rocky Ford in 2010 and 2009 were higher than the state average in those years. In addition, Rocky Ford JH/HS declined in performance from 2012 to 2013, which led to the 3 year SPF assigned as the official rating rather than the 1 year SPF. This decline dropped the school into Priority Improvement from Improvement. Although the remediation rates for the Class of 2011 are strong, it would not outweigh other measures on the SPF to indicate that the school should not be assigned Priority Improvement.

District	School	CDE Initial Assignment	District Request	District/ School Rationale	CDE Recommendation	CDE Considerations/ Rationale
SIERRA GRANDE R-30	SIERRA GRANDE ELEMENTARY SCHOOL	Priority Improvement	Improvement	All 3 schools within the district operate in one building with one principal and have a total student population of about 250. The district considers these 3 schools as one entity and the previous three school code assignments did not appropriately reflect the school.	Request Approved: Improvement Plan	The Data Services Unit verified that the district completed the necessary paperwork to close the elementary and middle school and re-name their high school to encompass all 3 grade spans. The combined rating will be assigned to each of the three schools. For 2014, there will just be a single school and single SPF produced.
	SIERRA GRANDE MIDDLE SCHOOL	Turnaround				
	SIERRA GRANDE SENIOR HIGH SCHOOL	Performance				

District	School	CDE Initial Assignment	District Request	District/ School Rationale	CDE Recommendation	CDE Considerations/ Rationale
SUMMIT RE-1	SNOWY PEAKS HIGH SCHOOL	Turnaround	Improvement	Snowy Peaks High School is a small school which just opened its doors in 2011-12 after closing the Summit Alternative School in 2011. The federal school code and the Colorado school code were not aligned at the correct time. As a result the new school code of 7615 was rejected and the old school code of 8375 was maintained, still including some students from the closed alternative school. Although most of these students would not show up in student achievement data, the students would be reflected in the Postsecondary and Workforce Readiness section of the SPF. The district would like CDE to take this into consideration. Also, the district submitted additional NWEA data for all high school students to show academic achievement and growth data, since no achievement or growth data was available in the SPF based on the small N size.	Request Partially Approved: Priority Improvement	CDE recognizes due to the carry-over of the old school code, some students from Summit Alternative School have remained on Snowy Peak's High School's postsecondary and workforce readiness data for several years. This has inaccurately lowered the graduation and dropout rates and overall points on the school's SPF. Also, due to the small school size, achievement and growth data are not available. The 1 year SPF report includes Snowy Peak's HS post-secondary and workforce data. Thus, Snowy Peaks will maintain the "Does Not Meet" rating for Postsecondary and Workforce Readiness. CDE reviewed the additional NWEA data from the school and determined the reading achievement data would earn an "Approaching" rating and math achievement would earn a "Does Not Meet" rating. The growth data would earn a "Meets" for reading and "Approaching" for math. The additional data provided did not allow calculations for academic growth gaps. With the additional achievement and growth data provided, the school would increase to Priority Improvement, but not to Improvement.