

## 2014 District Accreditation and School Plan Type Assignments

### Request to Reconsideration Summary

#### 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](#). 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 12<sup>th</sup> and the State Board considered and adopted final plan type assignments for each school on December 10<sup>th</sup>. 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, 2014 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.

## 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.
Colorado Measures of Academic Success (CMAS)	New state assessment system created to assess the Colorado Academic Standards. In 2013-14, CMAS was given in science and social studies at the elementary and middle school levels.
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: <ul style="list-style-type: none"> <li>• Phonemic Awareness is measured by Initial Sounds Fluency (ISF) and Phoneme Segmentation Fluency (PSF).</li> <li>• Alphabetic Principle is measured by Nonsense Word Fluency (NWF).</li> <li>• Accuracy &amp; Fluency with connected Text is measured by Oral Reading Fluency (ORF).</li> <li>• Vocabulary is measured by Word Use Fluency (WUF is still under development).</li> </ul>

	<ul style="list-style-type: none"> <li>• Comprehension is measured by ORF and Retell Fluency (RTF).</li> </ul> <p>Source: <a href="http://www.dibels.org/dibels.html">http://www.dibels.org/dibels.html</a></p>
<p>Developmental Reading Assessment 2nd edition (DRA2)</p>	<p>DRA2 enables primary teachers to systematically observe, record, and evaluate changes in student reading performance. DRA2 provides teachers with information that helps teachers determine each student’s independent reading level and identify what the student needs to learn next.</p> <ul style="list-style-type: none"> <li>• The DRA2 does not assess content. It provides a reading level. DRA2 includes a K-3 kit and a 4-8 kit.</li> <li>• The assessment can be used on a semi-annual or annual basis to monitor and document change over time in each student’s reading. It may be used more frequently with struggling readers to ensure continued progress. Testing windows are set at the local level.</li> </ul>
<p>STAR Early Literacy Enterprise™, STAR Reading Enterprise™, and STAR Math Enterprise™</p>	<p>STAR Early Literacy Enterprise is a student-based, computer adaptive assessment for measuring student achievement in early literacy and numeracy skills. STAR Reading Enterprise is a student-based, computer adaptive assessment for measuring student achievement in reading. STAR Math Enterprise is a student-based, computer adaptive assessment for measuring student achievement in math.</p> <ul style="list-style-type: none"> <li>• "Early literacy and numeracy, reading, and math.</li> <li>• STAR Early Literacy: Students in grades pre-K through 3</li> <li>• STAR Reading: Independent readers in grades 1 through 12</li> <li>• STAR Math: Students in grades 1 through 12"</li> <li>• As an interim assessment, STAR was designed for frequent administration. The STAR Enterprise assessments fit virtually any assessment schedule with minimal impact on instructional time and administrative workload. Educators can administer STAR three times per year in fall, winter, and spring. Educators may also administer STAR as a progress monitoring assessment as often as weekly. To see student growth percentiles (SGPs), students must be tested within one of the following testing windows for the 2013–2014 school year: August 2013–November 2013, December 2013–March 2014, or April 2013–July 2014.</li> </ul>

## Summary of District Decisions 2014

<b>DISTRICT LEVEL REQUESTS TO RECONSIDER</b>			
<b>District</b>	<b>CDE Initial Assignment</b>	<b>District Request</b>	<b>CDE Decision</b>
AGATE 300	Insufficient State Data	Accredited	Request Approved: Accredited
CENTENNIAL R-1	Accredited with Improvement Plan	Accredited	Request Approved: Accredited
DOUGLAS COUNTY RE 1	Accredited	Accredited with Distinction	Request Approved: Accredited with Distinction
EAST GRAND 2	Accredited	Accredited with Distinction	Request Denied: Accredited
ENGLEWOOD 1	Accredited w/Priority Improvement Plan	Accredited with Improvement Plan	Request Approved: Accredited with Improvement Plan
IGNACIO 11 JT	Accredited w/Priority Improvement Plan	Accredited with Improvement Plan	Request Denied: Accredited
JOHNSTOWN-MILLIKEN RE-5J	Accredited with Improvement Plan	Accredited	Request Approved: Accredited
KARVAL RE-23	Accredited with Turnaround Plan	Accredited with Distinction	Request Approved: Accredited with Distinction
LA VETA RE-2	Accredited	Accredited with Distinction	Request Approved: Accredited with Distinction
MAPLETON 1	Accredited w/Priority Improvement Plan	Accredited with Improvement Plan	Request Approved: Accredited with Improvement Plan
MESA COUNTY VALLEY 51	Accredited with Improvement Plan	Accredited	Request Approved: Accredited
MONTE VISTA C-8	Accredited w/Priority Improvement Plan	Accredited with Improvement Plan	Request Approved: Accredited with Improvement Plan
MOUNTAIN BOCES	Accredited w/Priority Improvement Plan	Accredited with AEC: Performance Plan	Request Approved: Accredited with AEC: Performance Plan
PLATEAU VALLEY 50	Accredited with Improvement Plan	Accredited	Request Approved: Accredited

PUEBLO COUNTY 70	Accredited with Improvement Plan	Accredited	Request Approved: Accredited
ROARING FORK RE-1	Accredited with Improvement Plan	Accredited	Request Approved: Accredited
SHERIDAN 2	Accredited w/Priority Improvement Plan	Accredited with Improvement Plan	Request Denied: Accredited with Priority Improvement Plan
VILAS RE-5	Accredited w/Priority Improvement Plan	Accredited	Request Approved: Accredited
WEST END RE-2	Accredited w/Priority Improvement Plan	Accredited with Improvement Plan	Request Approved: Accredited with Improvement Plan

### Summary of School Decisions 2014

District	School	Initial Rating	District Request	CDE Recommendation	
ACADEMY 20	Academy Online	Improvement	Performance	Approve	Performance
ADAMS 12 FIVE STAR SCHOOLS	Malley Drive Elementary School	Priority Improvement	Improvement	Approve	Improvement
ADAMS 12 FIVE STAR SCHOOLS	North Star Elementary School	Priority Improvement	Improvement	Deny	Priority Improvement
ADAMS-ARAPAHOE 28J	Aurora Hills Middle School	Priority Improvement	Improvement	Approve	Improvement
ADAMS-ARAPAHOE 28J	East Middle School	Priority Improvement	Improvement	Approve	Improvement
ADAMS-ARAPAHOE 28J	Iowa Elementary School	Improvement	Performance	Approve	Performance
ADAMS-ARAPAHOE 28J	Mrachek Middle School	Priority Improvement	Improvement	Deny	Priority Improvement
AGATE 300	Agate Elementary School	Insufficient State Data	Performance	Approve	Performance
BAYFIELD 10 JT-R	Bayfield Elementary School	Improvement	Performance	Deny	Improvement
BETHUNE R-5	Bethune Elementary School	Priority Improvement	Improvement	Approve	Improvement
BETHUNE R-5	Bethune Junior-Senior High School	Improvement	Improvement	Approve	Improvement
BOULDER VALLEY RE 2	Boulder Universal	Priority Improvement	Improvement	Deny	Priority Improvement
BOULDER VALLEY RE 2	Gold Hill Elementary School	Priority Improvement	Improvement	Approve	Improvement
BRUSH RE-2(J)	Brush Middle School	Improvement	Performance	Approve	Performance
BYERS 32J	Colorado Digital Academy- Elementary	Turnaround	Performance	Approve	Performance
CENTENNIAL R-1	Centennial Elementary School	Improvement	Performance	Approve	Performance
CENTENNIAL R-1	Centennial High School	Performance	Performance	Approve	Performance
CENTENNIAL R-1	Centennial Middle School	Priority Improvement	Performance	Approve	Performance
CHARTER SCHOOL INSTITUTE	High Point Academy	Improvement	Performance	Deny	Improvement
CHARTER SCHOOL INSTITUTE	Stone Creek School	Performance	Improvement	Approve	Improvement

District	School	Initial Rating	District Request	CDE Recommendation	
CHARTER SCHOOL INSTITUTE	The Pinnacle Charter School Elementary	Improvement	Priority Improvement	Approve	Priority Improvement
CHERRY CREEK 5	Independence Elementary School	Improvement	Performance	Approve	Performance
CHERRY CREEK 5	Sunrise Elementary School	Improvement	Performance	Approve	Performance
COLORADO SPRINGS 11	Community Prep Charter School	AEC: Improvement	AEC: Performance	Approve	AEC: Performance
COLORADO SPRINGS 11	Queen Palmer Elementary School	Priority Improvement	Improvement	Approve	Improvement
CREEDE SCHOOL DISTRICT	Creede Middle/High School	Performance	Performance	Approve	Performance
CREEDE SCHOOL DISTRICT	Lamb Elementary School	Priority Improvement	Performance	Approve	Performance
DENVER COUNTY 1	Abraham Lincoln High School	Improvement	Priority Improvement	Approve	Priority Improvement
DENVER COUNTY 1	Amesse Elementary School	Performance	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Barnum Elementary School	Improvement	Performance	Deny	Improvement
DENVER COUNTY 1	Beach Court Elementary School	Improvement	Priority Improvement	Approve	Priority Improvement
DENVER COUNTY 1	Castro Elementary School	Priority Improvement	Improvement	Deny	Priority Improvement
DENVER COUNTY 1	Centennial A School For Expeditionary Learning	Priority Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Cesar Chavez Academy Denver	Performance	Improvement	Approve	Improvement
DENVER COUNTY 1	Charles M. Schenck (CMS) Community School	Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Cheltenham Elementary School	Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Colfax Elementary School	Improvement	Performance	Deny	Improvement
DENVER COUNTY 1	Collegiate Preparatory Academy	Improvement	Priority Improvement	Approve	Priority Improvement
DENVER COUNTY 1	Columbian Elementary School	Improvement	Performance	Deny	Improvement
DENVER COUNTY 1	Columbine Elementary School	Performance	Priority Improvement	Approve	Priority Improvement
DENVER COUNTY 1	Denver Center For International Studies at Ford	Improvement	Priority Improvement	Approve	Priority Improvement

District	School	Initial Rating	District Request	CDE Recommendation	
DENVER COUNTY 1	Denver Center For International Studies at Fairmont	Improvement	Performance	Deny	Improvement
DENVER COUNTY 1	Denver Public Montessori Junior/Senior High School	Priority Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Dora Moore Ece-8 School	Performance	Improvement	Approve	Improvement
DENVER COUNTY 1	Eggleton Elementary School	Performance	Improvement	Approve	Improvement
DENVER COUNTY 1	Escuela Tlatelolco School	Priority Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Excel Academy	Turnaround	AEC: Turnaround	Approve	AEC: Turnaround
DENVER COUNTY 1	Fairview Elementary School	Priority Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Farrell B. Howell ECE-8 School	Improvement	Performance	Deny	Improvement
DENVER COUNTY 1	Florida Pitt-Waller ECE-8 School	Performance	Improvement	Approve	Improvement
DENVER COUNTY 1	Goldrick Elementary School	Improvement	Priority Improvement	Approve	Priority Improvement
DENVER COUNTY 1	Greenlee Elementary School	Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Harrington Elementary School	Priority Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Henry World School Grades 6-8	Improvement	Priority Improvement	Approve	Priority Improvement
DENVER COUNTY 1	High Tech Early College	Performance	Improvement	Approve	Improvement
DENVER COUNTY 1	John F Kennedy High School	Performance	Improvement	Approve	Improvement
DENVER COUNTY 1	Johnson Elementary School	Improvement	Performance	Deny	Improvement
DENVER COUNTY 1	Kepner Middle School	Priority Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Lake International School	Priority Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Manual High School	Priority Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Martin Luther King Jr. Early College	Performance	Improvement	Approve	Improvement
DENVER COUNTY 1	Mathematics And Science Leadership Academy	Priority Improvement	Improvement	Deny	Priority Improvement
DENVER COUNTY 1	Morey Middle School	Performance	Priority Improvement	Approve	Priority Improvement
DENVER COUNTY 1	Noel Community Arts School	Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	North High School	Performance	Improvement	Approve	Improvement
DENVER COUNTY 1	Oakland Elementary	Priority Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Palmer Elementary School	Performance	Improvement	Approve	Improvement



District	School	Initial Rating	District Request	CDE Recommendation	
DENVER COUNTY 1	Schmitt Elementary School	Priority Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Sims Fayola International Academy Denver	Priority Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Soar at Green Valley Ranch	Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Southwest Early College	Improvement	Priority Improvement	Approve	Priority Improvement
DENVER COUNTY 1	Stedman Elementary School	Performance	Improvement	Approve	Improvement
DENVER COUNTY 1	Strive Prep - Excel	Improvement	Performance	Deny	Improvement
DENVER COUNTY 1	Strive Prep - Smart Academy	Performance	Improvement	Approve	Improvement
DENVER COUNTY 1	Swansea Elementary School	Improvement	Performance	Deny	Improvement
DENVER COUNTY 1	Trevista Ece-8 at Horace Mann	Performance	Priority Improvement	Approve	Priority Improvement
DENVER COUNTY 1	Valverde Elementary School	Priority Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Venture Prep High School	Performance	Improvement	Approve	Improvement
DENVER COUNTY 1	Venture Prep Middle School	Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	West Generations Academy	Priority Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	West High School	Priority Improvement	Turnaround	Approve	Turnaround
DENVER COUNTY 1	Whittier K-8 School	Performance	Improvement	Approve	Improvement
DENVER COUNTY 1	Wyatt Academy	Priority Improvement	Turnaround	Approve	Turnaround
DOUGLAS COUNTY RE 1	HOPE Online Learning Academy Elementary	Turnaround	Priority Improvement	Deny	Turnaround
DOUGLAS COUNTY RE 1	HOPE Online Learning Academy Middle School	Turnaround	Priority Improvement	Deny	Turnaround
DOUGLAS COUNTY RE 1	South Ridge Elementary An IB World School	Improvement	Performance	Approve	Performance
ELIZABETH C-1	Legacy Academy	Priority Improvement	Improvement	Approve	Improvement
ENGLEWOOD 1	William E. Bishop Elementary School	Improvement	Performance	Approve	Performance
FORT MORGAN RE-3	Pioneer Elementary School	Improvement	Performance	Approve	Performance
FOUNTAIN 8	Welte Education Center	Pending AEC SPF	AEC: Performance	Deny	AEC: Improvement
FOWLER R-4J	Fowler Elementary School	Improvement	Performance	Deny	Improvement
GREELEY 6	Madison Elementary School	Priority Improvement	Improvement	Approve	Improvement

District	School	Initial Rating	District Request	CDE Recommendation	
HANOVER 28	Prairie Heights Elementary School	Turnaround	Performance	Partial Approval	Priority Improvement
HARRISON 2	Pikes Peak Elementary School	Improvement	Performance	Approve	Performance
HI-PLAINS R-23	Hi-Plains Elementary School	Priority Improvement	Improvement	Approve	Improvement
HI-PLAINS R-23	Hi-Plains Undivided High School	Improvement	Improvement	Approve	Improvement
IGNACIO 11 JT	Ignacio Elementary School	Turnaround	Improvement	Deny	Turnaround
IGNACIO 11 JT	Ignacio Middle School	Priority Improvement	Improvement	Deny	Priority Improvement
JEFFERSON COUNTY R-1	Arvada K-8	Improvement	Performance	Deny	Improvement
JEFFERSON COUNTY R-1	Jefferson County Open Secondary	Improvement	Performance	Deny	Improvement
JEFFERSON COUNTY R-1	Ken Caryl Middle School	Improvement	Performance	Deny	Improvement
JEFFERSON COUNTY R-1	O'Connell Middle School	Turnaround	Priority Improvement	Deny	Turnaround
JEFFERSON COUNTY R-1	Peiffer Elementary School	Improvement	Performance	Approve	Performance
JEFFERSON COUNTY R-1	Pennington Elementary School	Priority Improvement	Improvement	Deny	Priority Improvement
JEFFERSON COUNTY R-1	Slater Elementary School	Improvement	Performance	Approve	Performance
JEFFERSON COUNTY R-1	Stevens Elementary School	Priority Improvement	Improvement	Approve	Improvement
JEFFERSON COUNTY R-1	Vivian Elementary School	Priority Improvement	Improvement	Deny	Priority Improvement
JEFFERSON COUNTY R-1	Wheat Ridge 5-8	Turnaround	Priority Improvement	Deny	Turnaround
MESA COUNTY VALLEY 51	Gateway School	Improvement	Performance	Approve	Performance
NORTH CONEJOS RE-1J	North Conejos Alternative Programs	Pending AEC SPF	AEC: Improvement	Approve	AEC: Improvement
PAWNEE RE-12	Pawnee Elementary School	Turnaround	Performance	Approve	Performance
PAWNEE RE-12	Pawnee Junior-Senior High School	Performance	Performance	Approve	Performance
PLAINVIEW RE-2	Plainview Elementary School	Priority Improvement	Performance	Deny	Priority Improvement
POUDRE R-1	PSD Global Academy	Improvement	Performance	Approve	Performance
PUEBLO CITY 60	Centennial High School	Improvement	Performance	Deny	Improvement
PUEBLO COUNTY 70	70 Online	Priority Improvement	AEC: Performance	Approve	AEC: Performance
ROARING FORK RE-1	Bridges	Priority Improvement	Improvement	Deny	Priority Improvement

District	School	Initial Rating	District Request	CDE Recommendation	
ST VRAIN VALLEY RE 1J	Columbine Elementary School	Priority Improvement	Improvement	Approve	Improvement
ST VRAIN VALLEY RE 1J	Longmont Estates Elementary School	Priority Improvement	Improvement	Approve	Improvement
ST VRAIN VALLEY RE 1J	Timberline PK-8	Priority Improvement	Improvement	Deny	Priority Improvement
SUMMIT RE-1	Snowy Peaks High School	Turnaround	Performance	Deny	Turnaround
THOMPSON R2-J	Lincoln Elementary School	Priority Improvement	Improvement	Approve	Improvement
WELD COUNTY S/D RE-8	Fort Lupton Middle School	Improvement	Performance	Deny	Improvement

## 2014 District Requests to Reconsider

### Detailed Summary of Requests and Decisions

Request Type	District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
Single school in district	<b>AGATE 300</b>	Insufficient State Data	Accredited	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.	Approve	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 accredited with a Performance Plan by Agate School District. CDE accredits the district with an Accredited rating.
	<b>MOUNTAIN BOCES</b>	Accredited with Priority Improvement Plan (50.6%)	AEC: Performance	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.	Approve	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.

Request Type	District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
	<b>CENTENNIAL R-1</b>	Accredited with Improvement Plan (63.8%)	Accredited	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. The district requests we use the combined school plan (see school requests) for the district rating.	Approve	The school review committee reviewed the request and determined the schools in the district qualify as a single school. 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. The single school in the district earned a Performance rating. CDE accredits the district with an Accredited rating.
<b>AEC Impact</b>	<b>DOUGLAS COUNTY RE 1</b>	Accredited (77.4%)	Accredited with Distinction	The district requests flexibility per SB 13-217 and 1 CCR 301-1 4.01, where by removing the AEC student results from the DPF, the district moves up one rating and also that the district AEC(s) received an AEC: Performance rating or received an AEC: Improvement rating but the AEC performance indicators demonstrate improvement over time.	Approve	CDE calculated the District Performance Framework for the district with students enrolled in the three Alternative Education Campuses removed. The total percent of points earned on the DPF increased and improved the rating for the district one accreditation category. Additionally, all of the AECs received an AEC: Performance Plan rating for 2014. Thus, the district meets the qualifications set forth under the guidance per SB 13-217 and 1 CCR 301-1 4.01 and CDE accepts the district's request for reconsideration.

Request Type	District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
	<b>ENGLEWOOD 1</b>	Accredited w/Priority Improvement Plan (45.2%)	Accredited with Improvement Plan	The district requests flexibility per SB 13-217 and 1 CCR 301-1 4.01, where by removing the AEC student results from the DPF, the district moves up one rating and also that the district AEC received an AEC: Performance rating or received an AEC: Improvement rating but the AEC performance indicators demonstrate improvement over time.	Approve	CDE calculated the District Performance Framework for the district with students enrolled in the Alternative Education Campus removed. The total percent of points earned on the DPF increased and improved the rating for the district one accreditation category. Additionally, the AEC received an AEC: Performance Plan rating for 2014. Thus, the district meets the qualifications set forth under the guidance per SB 13-217 and 1 CCR 301-1 4.01 and CDE accepts the district's request for reconsideration.
	<b>MAPLETON 1</b>	Accredited w/Priority Improvement Plan (46%)	Accredited with Improvement Plan	The district requests flexibility per SB 13-217 and 1 CCR 301-1 4.01, where by removing the AEC student results from the DPF, the district moves up one rating and also that the district AEC received an AEC: Performance rating or received an AEC: Improvement rating but the AEC performance indicators demonstrate improvement over time.	Approve	CDE calculated the District Performance Framework for the district with students enrolled in the Alternative Education Campus removed. The total percent of points earned on the DPF increased and improved the rating for the district one accreditation category. Additionally, the AEC received an AEC: Performance Plan rating for 2014. Thus, the district meets the qualifications set forth under the guidance per SB 13-217 and 1 CCR 301-1 4.01 and CDE accepts the district's request for reconsideration.

Request Type	District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
	<b>MONTE VISTA C-8</b>	Accredited w/Priority Improvement Plan (48.5%)	Accredited with Improvement Plan	The district requests flexibility per SB 13-217 and 1 CCR 301-1 4.01, where by removing the AEC student results from the DPF moves the district up one rating and also that the district AEC received an AEC: Performance rating or received an AEC: Improvement rating but the AEC performance indicators demonstrate improvement over time.	Approve	CDE calculated the District Performance Framework for the district with students enrolled in the Alternative Education Campus removed. The total percent of points earned on the DPF increased and improved the rating for the district one accreditation category. Additionally, the AEC received an AEC: Performance Plan rating for 2014. Thus, the district meets the qualifications set forth under the guidance per SB 13-217 and 1 CCR 301-1 4.01 and CDE accepts the district's request for reconsideration.

Request Type	District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
	<b>PLATEAU VALLEY 50</b>	Accredited with Improvement Plan (52.5%)	Accredited	The district requests flexibility per SB 13-217 and 1 CCR 301-1 4.01, where by removing the AEC student results from the DPF moves the district up one rating and also that the district AEC received an AEC: Performance rating or received an AEC: Improvement rating but the AEC performance indicators demonstrate improvement over time.	Approve	CDE calculated the District Performance Framework for the district with students enrolled in the Alternative Education Campus removed. The total percent of points earned on the DPF increased and improved the rating for the district one accreditation category. Additionally, the AEC received an AEC: Performance Plan rating for 2014. Thus, the district meets the qualifications set forth under the guidance per SB 13-217 and 1 CCR 301-1 4.01 and CDE accepts the district's request for reconsideration.
	<b>SHERIDAN 2</b>	Priority Improvement (48.8%)	Improvement	The district is requesting through SB 13-217 and 1 CCR 301-1 that we consider removing the AEC students from the DPF rating since the AEC, SOAR Academy, received an AEC: Improvement rating. The district submitted supplemental evidence to show change in indicators from 2013 to 2014.	Deny	CDE determined that the district does not meet the criteria set forth in 1 CCR 301-1 4.01 (that the school shows improvements in the AEC Performance Indicators). The data submitted by the district does not show a clear story of improvement. Some indicators show increased performance, and some show decreased performance. Thus, CDE cannot approve the request.



Request Type	District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
CMAS Science/Social Studies Impact	JOHNSTOWN-MILLIKEN RE-5J	Accredited with Improvement Plan (63.7%)	Accredited	Addition of the CMAS elementary and middle science and social studies achievement data changes the district's rating from Improvement to Accredited.	Approve	CDE calculated this impact and supports the inclusion of the additional data.
	MESA COUNTY VALLEY 51	Accredited with Improvement Plan (63.9%)	Accredited	Addition of the CMAS elementary and middle science and social studies achievement data changes the district's rating from Improvement to Accredited.	Approve	CDE calculated this impact and supports the inclusion of the additional data.
	ROARING FORK RE-1	Accredited with Improvement Plan (63.9%)	Accredited	Addition of the CMAS elementary and middle science and social studies achievement data changes the district's rating from Improvement to Accredited.	Approve	CDE calculated this impact and supports the inclusion of the additional data.
	WEST END RE-2	Accredited with Priority Improvement Plan (51.5%)	Accredited with Improvement Plan	Addition of the CMAS elementary and middle science and social studies achievement data changes the district's rating from Priority Improvement to Improvement.	Approve	CDE calculated this impact and supports the inclusion of the additional data.
Impact of Closed Schools	KARVAL RE-23	Accredited with Turnaround Plan (40.1%)-Year 6	Accredited with Distinction	By removing the results of the closed online school, the district would receive an Accredited with Distinction rating on the 3 year framework. The district has worked to transition students from the online school into other educational settings.	Approve	CDE has calculated this impact and confirms the change in rating. Based on the district closing the low-performing on-line school at the end of 2013-14 school year, and ensuring students transferred into other educational settings, CDE approves this request to remove the results of the closed school's students from the District Performance Framework.

Request Type	District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
	VILAS RE-5	Accredited with Priority Improvement Plan (48%)-Year 6	Accredited	By removing the lagging graduation and dropout rates of the closed online school, the district would receive an Accredited rating. The district has worked to transition students from the online school into other educational settings.	Approve	CDE has calculated this impact and confirms the change in rating. Based on the district closing the low-performing on-line school at the end of 2012-13 school year, and ensuring students transferred into other educational settings, CDE approves this request to remove the results of the closed school's students from the District Performance Framework.
Test Mis-administration	LA VETA RE-2	Accredited (82.9%)	Accredited with Distinction	Due to two instances of test misadministration, the district's rating was lowered one level. The district has a small number of students tested and these few non-participants caused the district to fall below 95% participation.	Approve	CDE reviewed the request and recognized that this is an anomaly for the district. In the past 3 years, the district has consistently made their participation rates on the DPF. CDE recognizes that due to the small number of students in the district, a misadministration adversely affects this district more than larger districts. CDE will use the 3 year participation rating from the DPF as the official participation rating and accredit the district with Distinction.

Request Type	District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
Body of Evidence	PUEBLO COUNTY 70	Accredited with Improvement Plan (63.3%)	Accredited	The district provided three data points for increasing the accreditation rating for the district: 1. The district made gains from the 2013 DPF to the 2014 DPF; 2. The district requested retroactive AEC status for a newly approved AEC in the 2014-15 school year, 70 Online, and would like these data excluded from the DPF, if applicable; and 3. NWEA and DIBELS data for the K-3 students support academic achievement and growth gains and should be included in the district total.	Approve	To address point #1: CDE recognizes the upwards trend for the district, improving 3.8% from 2013 to 2014 on the DPF. Although this is significant, alone, this is not enough to improve the district to Accredited. For point #2: CDE ran the new district AEC, 70 Online, with an AEC SPF and the school received an AEC: Performance rating. However, removing these students from the DPF would not change the district rating overall, but would raise the total points earned, but not enough to move the district to Accredited. For point #3: the district submitted NWEA and DIBELS data which showed strong student performance. After weighing the impact of the interim assessment data for the K-3 grades, particularly the NWEA Math results, the district would move to the Accredited category.

Request Type	District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
	EAST GRAND 2	Accredited (78.6%)	Accredited with Distinction	The district showed that they are on an upwards trend towards achieving a distinction rating, improving 5.1% of total points on the DPF since 2011. The district also submitted DIBELS data to show achievement and growth for the K-3 students in the district.	Deny	CDE recognizes the upwards student performance trend in the district. DIBELS data was submitted, but the mixed performance on this additional data was not enough to move the district to Distinction.

Request Type	District	CDE Initial Assignment	District Request	District Rationale	CDE Decision	CDE Rationale
	IGNACIO 11 JT	Priority Improvement (43.2%)	Improvement	<p>The district provided three considerations in its request for reconsideration of its DPF rating:</p> <ol style="list-style-type: none"> <li>1. The district decision to close a school and reconfigure grade levels;</li> <li>2. Progress on implementation benchmarks and action steps on the UIP; and</li> <li>3. Trends in academic achievement and growth through TCAP and local data (DIBELS and STAR).</li> </ol>	Deny	<p>CDE recognizes the efforts the district is making to improve the district as a whole. Namely, the reconfiguration of the district schools and grade levels and the success on completing several implementation benchmarks and action steps. However, these changes and improvements have not translated to student performance as total points earned at the district level has declined from 2013 (46.3) to 2014 (43.2). Upon review of the DIBELS and STAR data, the results were mixed. Based on some of the data, CDE could award additional points in the elementary section of the DPF for achievement and growth in reading and growth in math. The district earned 43.2% of framework points this year, just above the cut-point for Turnaround (42%) and the cut-point for Improvement is 52%. While supplemental data shows some higher performance, and implementation benchmarks are being met, it is not enough to raise the district to an Improvement Plan rating.</p>

## 2014 School Requests to Reconsider

### Detailed Summary of Requests and Decisions

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
ACADEMY 20	Academy Online	Improvement	Performance	The district made its request on the grounds that Academy Online enrolls a large number of part-time students in English Language Arts and Mathematics courses and if the TCAP results for these students were attributed to Academy Online High School, the result would be a Performance rating.	Approve	Performance	CDE reviewed the data submitted by the district and determined that the additional academic achievement and academic growth data provided by the district would result in a higher rating. Due to small N-sizes, the 3-year SPF for Academy Online includes only data for Postsecondary and Workforce Readiness and test participation. Attributing the 2014 reading, writing, and math TCAP data for both primary enrolled students and also secondary enrolled students receiving their math and/or language arts instruction through Academy Online High School would enable the academic achievement and academic growth indicators to be populated. This would result in a Performance rating.
ADAMS 12 FIVE STAR SCHOOLS	Malley Drive Elementary School	Priority Improvement	Improvement	Addition of the CMAS elementary science and social studies achievement data changes the school's rating from Priority Improvement to Improvement.	Approve	Improvement	CDE calculated this impact and supports the inclusion of the additional CMAS data.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
ADAMS 12 FIVE STAR SCHOOLS	North Star Elementary School	Priority Improvement	Improvement	<p>The district stated that CDE should reconsider the performance ratings assigned to North Star Elementary School on the academic growth indicator. The district's request focused specifically on the reading and math growth sub-indicators, noting that an increase of one percentile point for the school's median growth percentile (MGP) in reading, or an increase of six percentile points for the MGP in math would result in the school earning enough points on the framework to achieve an overall rating of Improvement. The district stated that CDE should approve the request for a higher rating because of the school's proximity to the cut-points for higher ratings on these growth sub-indicators. To support the argument for assigning the school higher ratings for student growth in reading and math, the district submitted the school's results from the three most recent years of NWEA MAP assessments.</p>	Deny	Priority Improvement	<p>While the school did demonstrate increases in student growth for third through fifth graders, CDE policy dictates that supplemental data for these grade levels will not be considered in place of the TCAP data included in the performance frameworks. At the kindergarten through second grade levels, the supplemental data reflected inconsistent increases in the school's performance on growth measures. For instance, at the kindergarten and second grade levels, the mean RIT scores in reading for spring 2014 were lower than RIT scores for spring 2013. Likewise, at the kindergarten and first grade levels, the mean RIT scores in math for spring 2014 were lower than RIT scores for spring 2013. The disaggregated data submitted by the district also reflected inconsistent performance across student subgroups. For all disaggregated subgroups at the kindergarten and first grade levels, the data showed declining performance in reading.</p>

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
ADAMS-ARAPAHO E 28J	Aurora Hills Middle School	Priority Improvement	Improvement	<p>The district proposes that CDE take two data points into consideration: the CMAS science and social studies data and additional performance data for the writing sub-indicator on the 2014 performance framework. Specifically, the district asks CDE to incorporate the 2014 TCAP writing results for a single student whose scores were excluded from the calculations used to establish the preliminary 2014 plan types. This student was continuously enrolled in the school from October 1, 2013 through the end of the 2014 TCAP administration, and met all other inclusion criteria established by CDE.</p>	Approve	Improvement	<p>The CDE review committee accepted the district's proposal to incorporate CMAS science and social studies results into Aurora Hill's 2014 performance framework as well as the proposal to incorporate the writing results that the district identified as having been excluded from the calculations used to establish the preliminary 2014 plan types. The review committee reviewed End of Year records submitted by the district to CDE and confirmed that the student was continuously enrolled in the school from October 1, 2013 through the end of the 2014 TCAP administration, and found another additional student to be included as well. The committee also confirmed that these students met all other inclusion criteria that CDE has established for generating performance framework calculations. Including these two students raised the writing achievement indicator rating, which in turn moved the school from Priority Improvement to Improvement. Including the 2 students did not impact any other indicators.</p>



District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
ADAMS-ARAPAHO E 28J	East Middle School	Priority Improvement	Improvement	Addition of the CMAS science and social studies achievement data changes the school's rating from Priority Improvement to Improvement.	Approve	Improvement	CDE calculated this impact and supports the inclusion of the additional CMAS data.
ADAMS-ARAPAHO E 28J	Iowa Elementary School	Improvement	Performance	Addition of the CMAS science and social studies achievement data changes the school's rating from Improvement to Performance	Approve	Performance	CDE calculated this impact and supports the inclusion of the additional CMAS data.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
ADAMS-ARAPAHO E 28J	Mrachek Middle School	Priority Improvement	Improvement	The district proposes that CDE reconsider the rating associated with the writing sub-indicator on the 2014 three-year performance framework. The district requests that CDE incorporate additional TCAP writing results into the framework calculations. Specifically, the district asks CDE to incorporate the 2014 TCAP writing results for two students whose scores were excluded from the calculations used to establish the preliminary 2014 plan types.	Deny	Priority Improvement	The review committee determined that the district's argument concerning the validity of Mrachek's preliminary 2014 plan type was flawed. In suggesting that there was no real decline in student performance between 2013 and 2014, the request consistently compares calculations from the 2013 one-year report with calculations from the 2014 three-year report. Making the comparison in this way misrepresents the change reflected in the framework reports. The committee did not accept the district's proposal to incorporate writing results for students who enrolled in the school after October 1, 2013. The committee determined that making an exception to the enrollment date that has been established within the inclusion criteria for the performance frameworks had the potential to undermine the department's responsibility for providing a consistent framework for evaluating school performance across the state.
AGATE 300	Agate Elementary School	Insufficient State Data	Performance	Due to insufficient state data the state was unable to provide Agate Elementary School with a school plan type.	Approve	Performance	Agate Elementary School was assigned a Performance Plan by Agate School District. CDE accepts this rating.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
BAYFIELD 10 JT-R	Bayfield Elementary School	Improvement	Performance	The district made its request on the grounds that Bayfield Elementary School has strong local data for the lower level elementary grades and is mindful of the implications of the two-year rating during the assessment transition year. The district submitted NWEA MAP, STAR, and DIBELS assessment data to demonstrate academic achievement and growth for grade levels not represented in the school performance frameworks.	Deny	Improvement	After review of the data CDE made the following determinations. For academic achievement in reading, the school already earned a Meets rating on the 3-year SPF, so there are no extra points to be earned unless reading achievement for K-2 grades on the supplemental data was at the Exceeds level, and it is not. CDE reviewers noted mixed results for the supplemental data for academic growth in reading, which mirrors the Approaching rating earned on the 3-year SPF, so no extra points were awarded. As for math, the school met all state expectations on the NWEA MAP and STAR assessments for academic achievement for the last three years. Since the school earned an Approaching rating on the 3-year SPF, the school could earn one extra point moving the indicator to Meets. After review of the math academic growth data, the data were not strong enough to move the school to a Meets rating. Although this one extra point would move the school up from 55.8 points to 57.9 points, not enough to meet the Performance cut point of 59 points.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
BETHUNE R-5	Bethune Elementary School	Priority Improvement	Improvement	These two schools operate as a single school. The district applied for a single school code and requested a single school rating.	Approve	Improvement	The district has been approved for a single school code. As a result, a single school plan type assignment is approved.
BETHUNE R-5	Bethune Junior-Senior High School	Improvement	Improvement		Approve	Improvement	

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
BOULDER VALLEY RE 2	Boulder Universal	Priority Improvement	Improvement	<p>In its request to change the plan type for Boulder Universal, the district cites CDE guidance stating that the department may consider requests for rating changes in cases where the participation rate requirements have not been met due to parent refusals and districts and schools have made documented efforts to inform families of the importance of test participation. The district then describes efforts that administrators at Boulder Universal made during the 2013-14 school year to communicate the importance of test participation to parents and students, and provides documentation verifying these efforts. Finally, the district states that these efforts have been successful over time, citing that fact that the school had 100% participation rates on the Colorado ACT and on the CMAS Science and Social Studies assessments.</p>	Deny	Priority Improvement	<p>The CDE review committee determined that there was not sufficient evidence to conclude that the school's efforts to encourage greater rates of test participation have been successful. The timeline provided by the district shows that school administrators began communicating with parents and teachers about the need for test participation in the fall of 2013, several months prior to the 2014 TCAP administration. However, participation rates for the 2014 TCAP administration were below 50% in all three content areas, which is consistent with the rates from 2012 and 2013. Based on the timeline associated with outreach efforts and on the low rates of participation on the 2014 TCAP assessments, CDE does not believe that it is reasonable to interpret the participation rates on the 2014 ACT and CMAS assessments as evidence that Boulder Universal has resolved its participation issues. This was especially problematic given that only half as many students were registered to take the ACT and CMAS tests as were registered for the TCAP assessments.</p>

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
BOULDER VALLEY RE 2	Gold Hill Elementary School	Priority Improvement	Improvement	The request to change the plan type for Gold Hill is based on CDE guidance stating that the department may consider requests for rating changes in cases where the participation rate requirements have not been met due to parent refusals and districts and schools have made documented efforts to inform families of the importance of test participation. In the request, the district provides documentation of efforts that have been undertaken to encourage higher rates of test participation at Gold Hill. As evidence of the success of these efforts, the request cites the fact that in 2014 Gold Hill had 100% participation rates on all three TCAP assessments and on both of the new CMAS assessments.	Approve	Improvement	The CDE review committee determined that there was sufficient evidence to conclude that the school's efforts to resolve test participation issues have been successful. This evidence included the documented outreach efforts that were cited in the request and the 100% participation rates that the school achieved for the 2014 TCAP administration. On the basis of this evidence, the review committee decided to approve the request.
BRUSH RE-2(J)	Brush Middle School	Improvement	Performance	Addition of the CMAS science and social studies achievement data changes the school's rating from Priority Improvement to Improvement.	Approve	Performance	CDE calculated this impact and supports the inclusion of the additional CMAS data.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
BYERS 32J	Colorado Digital Academy-Elementary	Turnaround	Performance	The district requested a review of the preliminary school plan type assigned, based on the performance of the prior school, Colorado Online Virtual Academy (COVA). While formed from the closure of COVA, Colorado Digital Academy- Elementary is a new school, with less than 50% of the student population of the original COVA elementary school and new leadership and governance. As such, the district requested to assign the school a rating based on being a new school.	Approve	Performance	CDE acknowledges that less than 50% of the 2013-14 COVA student population enrolled at Colorado Digital Academy- Elementary. Specifically, of the 1,728 COVA students, 708 (31%) enrolled in Colorado Digital Academy- Elementary. As a result of a previous tool (school boundary calculator) posted on CDE's website, it was indicated that this would be sufficient to indicate a new school. While CDE has concerns that 75.6% of Colorado Digital Academy- Elementary students were COVA students previously, the department will honor the school boundary calculator previously posted. The school boundary calculator has been removed from CDE's website and will be updated to clarify CDE's policy around school codes and accountability. The recommendation for Colorado Digital Academy- Elementary is not a precedent for future decisions for similar situations of schools moving districts and gaining new school codes.
CENTENNI AL R-1	Centennial Elementary School	Improvement	Performance	These three schools operate as a single school. The district applied for a single school code and	Approve	Performance	The district has been approved for a single school code. As a result, a single school plan type assignment is

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
CENTENNIAL R-1	Centennial High School	Performance		requested a single school rating.	Approve		approved.
CENTENNIAL R-1	Centennial Middle School	Priority Improvement			Approve		
CHARTER SCHOOL INSTITUTE	High Point Academy	Improvement	Performance	CSI made its request on the grounds that High Point Academy has shown positive trends over the past three years. CSI also identified, though did not provide supportive data, that High Point Academy is outperforming traditional public schools in the three nearby districts. The school earned a Performance rating on the CSI Framework, whereas on CDE's framework it earned an Improvement rating.	Deny	Improvement	CDE determined that, as the school currently sits in the middle of the Improvement category, the trajectory of the trend data represented was not sufficient to alone merit an increase in the overall performance rating for High Point Academy. As the School Performance Framework (SPF) process and request to reconsider guidance does not allow for any consideration of comparison to local schools, only comparison on a state-wide basis, CDE determined that this also did not merit an increase in the overall performance rating for High Point Academy. Thus, the request was denied.
CHARTER SCHOOL INSTITUTE	Stone Creek School	Performance	Improvement	CSI requested a lower rating for the school, based on CSI's specific performance frameworks.	Approve	Improvement	CDE defers to CSI's decision to lower a school rating, based on standardized criteria.
CHARTER SCHOOL INSTITUTE	The Pinnacle Charter School Elementary	Improvement	Priority Improvement	CSI requested a lower rating for the school, based on CSI's specific performance frameworks.	Approve	Priority Improvement	CDE defers to CSI's decision to lower a school rating, based on standardized criteria.



District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
CHERRY CREEK 5	Independence Elementary School	Improvement	Performance	The district made its request on the grounds that 2 <sup>nd</sup> to 5 <sup>th</sup> grade MAP Math RIT growth results reflect that the school is meeting state expectations. Additionally, it was noted that Independence Elementary School if assigned a "Meets" rating on to academic growth rating for math would increase the points earned on the school performance framework to the level of the Performance accreditation category.	Approve	Performance	CDE reviewed the MAP data submitted by the district and determined that the supplemental data provide for 2 <sup>nd</sup> and 3 <sup>rd</sup> grade math growth provides support for the assignment of a "Meets" rating when taken into consideration with the 4 <sup>th</sup> and 5 <sup>th</sup> grade TCAP growth data.
CHERRY CREEK 5	Sunrise Elementary School	Improvement	Performance	Addition of the CMAS science and social studies achievement data changes the school's rating from Improvement to Performance.	Approve	Performance	CDE calculated this impact and supports the inclusion of the additional CMAS data.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
COLORADO SPRINGS 11	Community Prep Charter School	AEC: Improvement	AEC: Performance	The district made its request based on the following three criteria: 1. There was a more representative sample submitted for the alternative measure Accuplacer than on the initial selection of accountability measures form required for Alternative Education Campuses which was submitted in July; 2. A more representative sample overall for the number of students tested on both TCAP and Accuplacer; and 3. Requesting retroactive approval for the method of assessing the Accuplacer assessment the school used over the past four years.	Approve	AEC: Performance	Although CDE does not allow for the metrics used by Community Prep Charter School for the Accuplacer Placement assessment as this is not supported by the vendor, The College Board, or the Colorado Community College System, CDE will grandfather the school in for this year only. The school staff has recognized that they were using the assessment results incorrectly, based on guidance they submitted to CDE in 2012. However, due to the fact that awareness of this issue did not occur until after 2013-14 student assessment, the school will be approved to include the information for one last year. Next year and future years, CDE expects Community Prep Charter School and Colorado Springs School District 11 to follow guidance put forth by CDE which echoes best practices presented by The College Board and the Colorado Community College System. CDE reviewed the additional Accuplacer data submitted through the request, however, those data were not considered as part of the decision. Additionally, to use Accuplacer data for achievement and growth indicators in the future, the school must assess all students with Accuplacer Diagnostic. Data from such a limited sample of students will not be considered.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
COLORADO SPRINGS 11	Queen Palmer Elementary School	Priority Improvement	Improvement	The district requested that the school's academic growth rating for reading move from "Does Not Meet" to "Approaching" and academic growth rating for mathematics move from "Approaching" to "Meets" based on MAP growth data. The district submitted MAP growth data for kindergarten through 5th grade, but only results for kindergarten through third grade are applicable for this review.	Approve	Improvement	CDE's cross-department team reviewed the MAP growth data and noted improvements for nearly all grades for reading and mathematics; however, the team noted that first graders missed growth benchmark for mathematics. CDE's team reviewed historical growth results for reading and mathematics; the school's growth result for reading increased slightly for 2013, but declined significantly for math in the same year. Based on the MAP and historical growth data, the team agreed to move Queen Palmer's growth rating for reading from "Does Not Meet" to "Approaching"; however, the team denied the request to move the math growth rating from "Approaching" to "Meets". Including just the adjustment for reading, resulted in enough points to move the school's plan type from Priority Improvement to Improvement.
CREEDE SCHOOL DISTRICT	Creede Middle/High School	Performance	Performance	These two schools operate as a single school. The district applied for a single school code and requested a single school rating.	Approve	Performance	The district has been approved for a single school code. As a result, a single school plan type assignment is approved.
CREEDE SCHOOL DISTRICT	Lamb Elementary School	Priority Improvement	Performance		Approve	Performance	

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
DENVER COUNTY 1	Abraham Lincoln High School	Improvement	Priority Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Amesse Elementary School	Performance	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Barnum Elementary School	Improvement	Performance	The district made its request on the grounds that Barnum Elementary has shown year over year improvement on the Writing TCAP Academic Achievement indicator, has improved achievement for disaggregated groups, and ELL subgroups' academic growth and English Language Acquisition have also seen high growths. The district also submitted DRA2 data to show that for 60% of their population (K-3), they are further demonstrating positive achievement and growth that is not otherwise accounted for.	Deny	Improvement	CDE reviewed the DRA2 data submitted by the district and determined that the achievement data was consistent with the results on the school performance framework and would not be enough to earn any extra points on the framework. Thus, the request was not approved.
DENVER COUNTY 1	Beach Court Elementary School	Improvement	Priority Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
DENVER COUNTY 1	Castro Elementary School	Priority Improvement	Improvement	The district made its request on the grounds that Castro Elementary has shown year over year improvement on the Writing TCAP Academic Achievement, has improved achievement for disaggregated groups, and ELL subgroups' academic growth and English Language Acquisition have also seen high growths. The district also submitted DRA2 data to show that for 60% of their population (K-3), they are further demonstrating positive achievement and growth that is not otherwise accounted for.	Deny	Priority Improvement	CDE reviewed the DRA2 data submitted by the district and determined that the achievement data was consistent with the results on the school performance framework and would not be enough to earn any extra points on the framework. Thus, the request was not approved.
DENVER COUNTY 1	Centennial A School For Expeditionary Learning	Priority Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Cesar Chavez Academy Denver	Performance	Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Charles M. Schenck (CMS) Community School	Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
DENVER COUNTY 1	Cheltenham Elementary School	Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Colfax Elementary School	Improvement	Performance	The district highlighted the discrepancy between Colfax Elementary School's performance on the DPS Scorecard and the school's performance on CDE's School Performance Framework. The school earned a Performance rating on the DPS Scorecard, whereas on CDE's framework it earned an Improvement rating. The district also submitted DRA2 assessment results as a measure of performance for students in kindergarten through 2 <sup>nd</sup> grade. Colfax Elementary missed the Performance plan type by 5.9%.	Deny	Improvement	CDE's cross-department team reviewed the DRA2 data and noted above average achievement for kindergarteners, 1st graders, and 2nd graders. The preliminary SPF showed a "Does not meet" rating for reading achievement. On the DPS Scorecard, DRA2 growth data was rated as "Approaching." Last year's data indicated that the school reading growth exceeded state expectations and dropped to approaching this year. Based on this information, the team agreed to move Colfax Elementary School's reading Achievement from "Does Not Meet" to "Approaching" but declined to adjust its rating for reading Growth. The team adjusted the school's points for reading Achievement on CDE's framework. However, the increase in points earned was not sufficient to move the school's plan type from Improvement to Performance.
DENVER COUNTY 1	Collegiate Preparatory Academy	Improvement	Priority Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
DENVER COUNTY 1	Columbian Elementary School	Improvement	Performance	The district made its request on the grounds that Columbian Elementary has made steady progress on the DPS SPF, increasing its rating and percent of points earned since 2011, and was only 4.7% points away from earning a Performance rating on the preliminary 2014 School Performance Framework. The district also submitted DRA2 assessment data to demonstrate academic achievement and growth for grade levels not represented in the school performance frameworks. The school earned a Performance rating on the DPS Scorecard, whereas on CDE's framework it earned an Improvement rating.	Deny	Improvement	CDE reviewed the DRA2 data submitted by the district and determined that while the achievement data was notable, and would warrant moving the school from "Does Not Meet" to "Approaching" for academic achievement in reading, this alone would not move the school up one category. Thus, the request was not approved.
DENVER COUNTY 1	Columbine Elementary School	Performance	Priority Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Denver Center For International Studies at Ford	Improvement	Priority Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
DENVER COUNTY 1	Denver Center For International Studies at Fairmont	Improvement	Performance	The district made its request on the grounds that DCIS received a "Meets" rating on the DPS SPF, and was only 3.6% points away from earning a Performance rating on the preliminary 2014 School Performance Framework. The district also submitted DRA2 assessment data to demonstrate academic achievement and growth for grade levels not represented in the school performance frameworks. The school earned a Performance rating on the DPS Scorecard, whereas on CDE's framework it earned an Improvement rating.	Deny	Improvement	CDE reviewed the DRA2 data submitted by the district and determined that the achievement data was mixed and the school would not earn any extra points on the framework. Thus, the request was not approved.
DENVER COUNTY 1	Denver Public Montessori Junior/Senior High School	Priority Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Dora Moore Ece-8 School	Performance	Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Egleton Elementary School	Performance	Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.



District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
DENVER COUNTY 1	Escuela Tlatelolco School	Priority Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Excel Academy	Turnaround	AEC: Turnaround	The district submitted a letter stating the school received confirmation of Alternative Education Campus status for the 2014-15 school year based upon data submitted representing the student population for the 2013-14 school year. The school was approved by the State Board of Education in August 2014 as an AEC for the 2014-15 school year. Due to this status change for the school type, the District has requested the accountability office run the school as an AEC for accountability purposes for the 2013-14 school year.	Approve	AEC: Turnaround	A CDE cross-department team carefully reviewed the request regarding retroactive Alternative Education Campus (AEC) status for the school and approved the request as the status is based on students enrolled in 2013-14. The CDE Accountability and Data Analysis unit ran the data for the school from the 2013-14 school year under the guidelines of the AEC performance framework and the school earned a rating of AEC: Turnaround.
DENVER COUNTY 1	Fairview Elementary School	Priority Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
DENVER COUNTY 1	Farrell B. Howell ECE-8 School	Improvement	Performance	The district highlighted the discrepancy between Farrell B. Howell's performance on the DPS Scorecard and the school's performance on CDE's School Performance Framework. The school earned a Performance rating on the DPS Scorecard, whereas on CDE's framework it earned an Improvement rating. The district also submitted DRA2 assessment results as a measure of performance for students in kindergarten through 2nd grade. It noted that Farrell B. Howell missed the Performance plan type by 1.4%.	Deny	Improvement	CDE's cross-department team reviewed the DRA2 data and noted above average achievement for kindergarteners, 1st graders, and 2nd graders. On the DPS Scorecard, DRA2 growth data was rated as Approaching. Last year's data indicated that the school reading growth exceeded state expectations. Based on this information, the team agreed to move Farrell B. Howell's reading achievement from "Approaching" to "Meets" but declined to adjust its rating for reading Growth. The team adjusted the school's points on CDE's framework. However, the increase in points earned was not sufficient to move the school's plan type from Improvement to Performance. The review committee determined that it could not accept the district's argument concerning the school's proximity to the cut-point for a higher rating. To disregard the cut-point would undermine the department's responsibility for providing a consistent framework for evaluating school performance across the state.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
DENVER COUNTY 1	Florida Pitt-Waller ECE-8 School	Performance	Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Goldrick Elementary School	Improvement	Priority Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Greenlee Elementary School	Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Harrington Elementary School	Priority Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Henry World School Grades 6-8	Improvement	Priority Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	High Tech Early College	Performance	Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	John F Kennedy High School	Performance	Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
DENVER COUNTY 1	Johnson Elementary School	Improvement	Performance	The district noted a rating discrepancy between CDE's and DPS' data for reading academic achievement. CDE rated the school's reading academic achievement as "Does Not Meet" while the school earned an "Approaching" rating on the DPS' framework. The school earned a Performance rating on the DPS Scorecard, whereas on CDE's framework it earned an Improvement rating. DPS submitted status and growth data from DRA2/EDL2 for students in kindergarten through 2nd grade as supporting evidence.	Deny	Improvement	CDE's cross-department team reviewed the DRA2 data and noted the strong performance for kindergarten, but the school missed target set for second graders. In addition to the DRA2 data, CDE reviewed historical achievement data for reading and saw gains between 2011 and 2013; however, 2014 reading results declined.
DENVER COUNTY 1	Kepner Middle School	Priority Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Lake International School	Priority Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Manual High School	Priority Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Martin Luther King Jr. Early College	Performance	Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
DENVER COUNTY 1	Mathematics And Science Leadership Academy	Priority Improvement	Improvement	The district highlighted the discrepancy between MSLA's performance on the DPS Scorecard and the school's performance on CDE's School Performance Framework. The school earned an Improvement rating on the DPS Scorecard, whereas on CDE's framework it earned a Priority Improvement rating. The district also submitted DRA2 assessment results as a measure of performance for students in kindergarten through 2nd grade.	Deny	Priority Improvement	CDE's cross-department team reviewed the DRA2 data and noted above average achievement for kindergarteners, and average achievement for 1 <sup>st</sup> and 2 <sup>nd</sup> graders. On the DPS Scorecard, DRA2 growth data was rated as Approaching. In reviewing that data along with this year and last year's performance frameworks, MSLA's achievement and academic growth gaps declined across all areas and all subgroups. After review of the supplementary data and taking these declines into consideration, CDE cannot approve the request.
DENVER COUNTY 1	Morey Middle School	Performance	Priority Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Noel Community Arts School	Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	North High School	Performance	Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Oakland Elementary	Priority Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
DENVER COUNTY 1	Palmer Elementary School	Performance	Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Schmitt Elementary School	Priority Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Sims Fayola International Academy Denver	Priority Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Soar at Green Valley Ranch	Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Southwest Early College	Improvement	Priority Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Stedman Elementary School	Performance	Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
DENVER COUNTY 1	Strive Prep - Excel	Improvement	Performance	The district made its request on the grounds that STRIVE Prep EXCEL has achieved a higher rating on the district's local performance framework due to additional measures used like Student Satisfaction and Engagement, Parent Satisfaction and Engagement, and Attendance. The district has also presented a case for why STRIVE Prep EXCEL's positive performance on Achievement Gap measures should receive stronger weight in determining the school's performance rating.	Deny	Improvement	The team reviewed the data provided concerning student and parent satisfaction and engagement, as well as attendance data. While the review team recognizes that these measures and comparisons have value and use at the district and school level, the School Performance Framework does not allow for consideration of local comparisons or data unrelated to academic or postsecondary performance. The district also presented data on achievement levels of gap groups. While growth in reading for these groups is strong, growth in the areas of mathematics and writing still remain significantly below state expectations. CDE thus has determined that the additional comparison information concerning achievement and growth, as well as the additional non-academic data, were not sufficient to merit a change in the plan type for STRIVE Prep EXCEL.
DENVER COUNTY 1	Strive Prep - Smart Academy	Performance	Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
DENVER COUNTY 1	Swansea Elementary School	Improvement	Performance	The district highlighted the discrepancy between Swansea Elementary School's performance on the DPS Scorecard and the school's performance on CDE's School Performance Framework. The school earned a Performance rating on the DPS Scorecard, whereas on CDE's framework it earned an Improvement rating. The district also submitted DRA2 assessment results as a measure of performance for students in kindergarten through 2 <sup>nd</sup> grade. It noted that Swansea Elementary missed the Performance plan type by 1.2%.	Deny	Improvement	The CDE staff reviewed the DRA2 data and noted above average achievement for kindergarteners and 1st graders, but below average achievement for 2nd graders. On the DPS Scorecard, DRA2 growth data was rated as Approaching. The mixed achievement results and the Approaching DRA2 growth data would not be enough to allow any extra points on the framework for Swansea Elementary. The review committee determined that it could not accept the district's argument concerning the school's proximity to the cut-point for a higher rating. To disregard the cut-point would undermine the department's responsibility for providing a consistent framework for evaluating school performance across the state.
DENVER COUNTY 1	Trevista Ece-8 at Horace Mann	Performance	Priority Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Valverde Elementary School	Priority Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Venture Prep High School	Performance	Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.



District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
DENVER COUNTY 1	Venture Prep Middle School	Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	West Generation s Academy	Priority Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	West High School	Priority Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Whittier K-8 School	Performance	Improvement	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	Wyatt Academy	Priority Improvement	Turnaround	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
DOUGLAS COUNTY RE 1	HOPE Online Learning Academy Elementary	Turnaround	Priority Improvement	The district made its request based on a body of evidence that included changes in status achievement across years and changes in cohort achievement (both by total population and subpopulation), changes in school demographics, external review findings summary, and the implementation of UIP strategies.	Deny	Turnaround	CDE reviewed the DIBELS, Acuity, and TCAP data submitted by the district and determined that, while slight gains were made for the years that the data was presented, the overall increase in achievement is somewhat flat and thus not significant enough to warrant a change in plan type, when the school is so far away from the Priority Improvement cut-point. The changes in school demographics that were presented in the request to reconsider are not unique to this school and are a challenge that many schools are encountering and addressing. Demographics are not included in the considerations described in CDE's request to reconsider guidance. Thus, the request cannot be approved.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
DOUGLAS COUNTY RE 1	HOPE Online Learning Academy Middle School	Turnaround	Priority Improvement	The district made its request based on a body of evidence that included a three year rating, changes in status achievement across years and changes in cohort achievement (both by total population and subpopulation), changes in school demographics, and the implementation of UIP strategies.	Deny	Turnaround	CDE calculated the 3-year combined SFP for HOPE Online Learning Academy Middle School, which results in a Turnaround rating. The district requested CDE review trends in TCAP data as part of the request; the school made gains in writing from 2012-14, showed a decline in math from 2012-14 and had flat growth in reading. The additional supplemental data presented by the district did not warrant higher sub-indicator ratings. The changes in school demographics that were presented in the request to reconsider are not unique to this school and are a challenge that many schools are encountering and addressing. Demographics are not included in the considerations described in CDE's request to reconsider guidance. Thus the request to reconsider is not approved.
DOUGLAS COUNTY RE 1	South Ridge Elementary An IB World School	Improvement	Performance	Addition of the CMAS science and social studies achievement data changes the school's rating from Improvement to Performance.	Approve	Performance	CDE calculated this impact and supports the inclusion of the additional CMAS data.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
ELIZABETH C-1	Legacy Academy	Priority Improvement	Improvement	Addition of the CMAS science and social studies achievement data changes the school's rating from Priority Improvement to Improvement.	Approve	Improvement	CDE calculated this impact and supports the inclusion of the additional CMAS data.
ENGLEWOOD 1	William E. Bishop Elementary School	Improvement	Performance	Addition of the CMAS science and social studies achievement data changes the school's rating from Improvement to Performance.	Approve	Performance	CDE calculated this impact and supports the inclusion of the additional CMAS data.
FORT MORGAN RE-3	Pioneer Elementary School	Improvement	Performance	Addition of the CMAS science and social studies achievement data changes the school's rating from Improvement to Performance.	Approve	Performance	CDE calculated this impact and supports the inclusion of the additional CMAS data.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
FOUNTAIN 8	Welte Education Center	AEC: Improvement	AEC: Performance	The district made its request on the grounds that Welte Education Center did not submit additional Student Engagement data for the AEC SPF, and if the district calculation for Returning Student Rate was factored in, the school would have received an AEC: Performance rating.	Deny	AEC: Improvement	The district reported Returning Student Rate was 60 students returning out of a total 88 students eligible to return = 68.2% (a "Meets" rating). CDE calculated an official Returning Student Rate for each AEC, which tracked the students enrolled in the school during the 2012-13 End-of-Year Collection to see who re-enrolled during the 2013-14 October count. The state calculated Returning Student Rates were used for all AEC's opting into this measure. In the case of Welte Education Center, the CDE calculated returning student rate for 2013-14 was $58/110=52.7\%$ ("Approaching" rating) and the 3-year aggregated rate was $186/368=50.5\%$ ("Approaching" rating). Adding either of these "Approaching" ratings to Welte Education Center's AEC SPF, the total percent of points earned would be 59.0%, which still yields a rating of AEC: Improvement.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
FOWLER R-4J	Fowler Elementary School	Improvement	Performance	The district made its request on the grounds that Fowler Elementary has high achievement for certain grades levels on TCAP, NWEA MAPs, and DIBELS.	Deny	Improvement	CDE reviewed the data submitted by the district and determined that, while achievement is generally high, the growth data for Fowler Elementary School is not sufficient to warrant a higher rating. A cross-unit team reviewed MAPS growth data submitted and although the growth in reading of first and second grade students was above average, the growth for both mathematics and reading for kindergarten and mathematics for first grade was below the 50 <sup>th</sup> percentile gain. CDE determined that the growth data represented in the submission were not sufficient to increase the overall performance rating for Fowler Elementary.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
GREELEY 6	Madison Elementary School	Priority Improvement	Improvement	Madison failed to meet the 95% participation requirement for two TCAP assessments due to a reported test misadministration.	Approve	Improvement	CDE reviewed the request and noted that Madison had met three- year participation rates on all TCAP assessments and on both of the new CMAS assessments. Also, it was noted that Madison consistently had met participation requirements since 2011. Due to the small size of the student population at Madison, the misadministration of just 15 students lowers the school's participation rate for reading and writing to 94% for the 1-year participation calculations. The district also submitted Galileo and DIBELS data for students with misadministered assessments, showing consistent performance with fourth grade achievement and growth.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
HANOVER 28	Prairie Heights Elementary School	Turnaround	Performance	<p>The district made its request based on the current major improvement strategies at the school level and additional data submitted. The additional data submitted requested the school be reconsidered on academic growth in reading based on DIBELS and NWEA data, academic growth in math based on NWEA data, academic growth in writing based on NWEA language usage, academic growth gaps for free and reduced price lunch and minority students for reading, math, and writing. The district made the request on submitting one year of additional data. The district stated that due to a grade change configuration within the district, the 3-year SPF included the fifth grade students in the 2012 and 2013 years and requested the students be removed.</p>	Partial Approval	Priority Improvement	<p>CDE reviewed the additional data presented for DIBELS and NWEA MAP Reading and Math. Since only one year of data presented, and the one year SPF was missing academic growth gaps data, any additional points given to the school would have less weight on the three-year SPF than the other data provided. Although additional data was presented for academic growth gaps, CDE cannot review these data as the N counts are too small. The achievement and growth data for all three assessments shows mixed results. Based on these results, the school would not earn any extra points for achievement. On the three-year SPF, the school earned three "Approaching" ratings for elementary reading, writing, and math academic achievement. Since academic achievement on the supplementary assessments was mixed with "Approaching" and "Meets" ratings, and the data on the three-year SPF is not close to the "Meets" cut-point, the school would not earn any extra points for academic achievement and keep the rating of "Approaching." Academic Growth on the three-year SPF was "Does Not Meet" for Reading and "Does Not Meet" for Math. With the exception of kindergarten growth in reading, the growth for the DIBELS and NWEA MAP assessment for reading met state expectations. The school would move up to an "Approaching" rating for this indicator. Similarly, for NWEA MAP, the school's data met state expectations for all four grade levels. The school would move up to an "Approaching" rating on the SPF. With these extra points, the school would move to 40.53 points, pulling the school up to Priority Improvement.</p>



District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
HARRISON 2	Pikes Peak Elementary School	Improvement	Performance	The district made its request on the grounds that K-2 DIBELS assessment data and the district's Curriculum Based Measure (CBM) reflect significant improvement over the past year. Additionally, it was noted that Pikes Peak Elementary School was only .5 percentage points away from the Performance category.	Approve	Performance	CDE reviewed the DIBELS and CBM data submitted by the district and determined that while the CBM data shows an increase in the percentage of students scoring proficient and advanced, this is not an acceptable growth measure. Growth must be demonstrated with cohorts of students. However, a review of the DIBELS data demonstrates acceptable levels of achievement and growth, to a degree acceptable enough to increase the overall performance rating for Pikes Peak Elementary School from Improvement to Performance.
HI-PLAINS R-23	Hi-Plains Elementary School	Priority Improvement	Improvement	These two schools operate as a single school. The district applied for a single school code and requested a single school rating.	Approve	Improvement	The district has been approved for a single school code. As a result, a single school plan type assignment is approved.
HI-PLAINS R-23	Hi-Plains Undivided High School	Improvement			Approve		

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
IGNACIO 11 JT	Ignacio Elementary School	Turnaround	Improvement	The district made its request on three criteria: merging the elementary school and the intermediate school into one building and school code, the implementation benchmarks met the Unified Improvement Plan, and DIBELS and STAR data for the K-3 students in Ignacio Elementary School. The district states that two weeks before the 2013-14 school year TCAP testing, the K-3 Elementary and the 4 <sup>th</sup> and 5 <sup>th</sup> grade schools were moved into the newly built Ignacio Elementary School and this presented challenges for students and staff adjusting to the new structure. The district also submitted DIBELS and STAR assessment data from the 2013-14 school year to demonstrate academic achievement and growth for grade levels not represented on the school performance frameworks.	Deny	Turnaround	CDE understands the difficulties associated with changing schools and grade configurations; however, this is not something that can be considered through the request to reconsider process. While supplemental data shows some higher performance, and implementation benchmarks are being met, it is not enough to assign the school an Improvement Plan Type rating, when there is a declining trajectory and the school is so far from the cut-point for Priority Improvement.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
IGNACIO 11 JT	Ignacio Middle School	Priority Improvement	Improvement	The district made its request on three criteria: 1) local data from STAR Math and STAR Reading as well as CMAS results, 2) A school closure in the district, and 3) Implementation of the UIP. The district submitted STAR assessment data for the 2013-2014 school year for both reading and math for grades 6, 7, and 8 to demonstrate increased growth. The district describes the benefit of establishing the Ignacio Middle School by increasing opportunities for student engagement and collaboration among teachers. Finally, the school articulates the successes in implementing Major Improvement Strategies, including developing common strategies to promote literacy, participating in the LDC/MDC trainings, and strengthening the Data Driven Instructional planning process.	Deny	Priority Improvement	CDE understands the difficulties associated with changing schools and grade configurations; however, this is not something that can be considered through the request to reconsider process. CDE also recognizes the school for completing the benchmarks for major improvement strategies identified in their Unified Improvement Plan. The documents that reflect the implementation of improvement strategies are important, but alone are not enough to yield a higher performance framework rating. CDE reviewed the STAR data submitted by the district and determined that, while academic achievement and growth for sixth and eighth grade students in math and reading were above the 50 <sup>th</sup> percentile, the data presented did not provide enough evidence that would lead to additional points on the SPF, and local assessment data cannot supplant TCAP data, only supplement.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	Arvada K-8	Improvement	Performance	The district made its request on the grounds that Arvada K-8 was only 1.6 points away from earning an Improvement rating on the preliminary 2014 School Performance Framework and that Arvada K-8's Acuity and DIBELS data provide sufficient evidence to recommend a Performance rating. Additionally, the district submitted that there are systemic practices in place for continual improvement.	Deny	Improvement	CDE reviewed the DIBELS data submitted by the district and determined that, while achievement and growth for kindergarten, and achievement for first and second grade students was above state norms, growth for first through third grade students was below average. The review team found a similar trend with third grade growth on the English Language Arts assessment for Acuity. The review team was able to allow for one additional point on the framework for elementary reading, however, since only one year of local assessment data was provided, this extra point was added to the one year framework which received 55.4 points. This extra point would not be enough to move the school to Performance on the one year framework. Although third grade achievement and growth were above state norms for the Acuity Math assessment, there was not enough additional data provided to allow for additional points on the framework.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	Jefferson County Open Secondary	Improvement	Performance	The district made its request on the grounds that Jefferson County Open Secondary School has shown significant improvement over the year and was only 0.1 point away from earning a Performance rating on the preliminary 2014 School Performance Framework. The district also submitted Acuity assessment data to demonstrate academic achievement and growth.	Deny	Improvement	Since the Acuity data submitted presented student academic achievement and growth results for grade levels already covered by TCAP, the Acuity scores could not replace the TCAP data. Acuity scores can only supplement TCAP scores, not supplant, as the data submitted are only covering the same tested grades as in TCAP. The supplemental data did not warrant a higher rating.
JEFFERSON COUNTY R-1	Ken Caryl Middle School	Improvement	Performance	The district made its request on the grounds that Ken Caryl Middle School was only 1.4% points away from earning a Performance rating on the preliminary 2014 School Performance Framework. The district also submitted Acuity data to demonstrate academic achievement in addition to the CMAS Social Studies data.	Deny	Improvement	CDE reviewed the Acuity data submitted by the district and determined that while the achievement data was notable, the data could not be considered for purposes of raising the rating to Performance since CDE already has TCAP data to demonstrate achievement in those grade levels, despite being close to the cut-point. As noted in the request to reconsider guidance, when state data is available, supplemental data is considered only slightly in the review. The additional CMAS performance data for social students was not strong enough to make an impact on the school's plan type rating.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	O'Connell Middle School	Turnaround	Priority Improvement	The district made its request on the grounds that O'Connell Middle School was only 6.9% points away from earning a Priority Improvement rating on the preliminary 2014 School Performance Framework. The district also submitted Acuity data to demonstrate academic achievement and growth.	Deny	Turnaround	CDE reviewed the Acuity data submitted by the district and determined that while the achievement data was notable, the data could not be considered for purposes of raising the rating to Priority Improvement since CDE already has TCAP data to demonstrate achievement in those grade levels. As noted in the request to reconsider guidance, when state data is available, supplemental data is considered only slightly in the review.
JEFFERSON COUNTY R-1	Peiffer Elementary School	Improvement	Performance	Addition of the CMAS science and social studies achievement data changes the school's rating from Improvement to Performance.	Approve	Performance	CDE calculated this impact and supports the inclusion of the additional CMAS data.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	Pennington Elementary School	Priority Improvement	Improvement	The district made its request on the grounds that Acuity, DIBELS, and the Jeffco Early Mathematics assessment data reflect significant improvement over the past year. Additionally, it was noted that Pennington Elementary School was only 2.4 percentage points away from the Improvement category.	Deny	Priority Improvement	CDE reviewed the Acuity, DIBELS, and Jeffco Early Mathematics data submitted by the district and determined that while Acuity data reflects growth for some grades and content areas, Acuity data will not be considered as a replacement for TCAP data. The review of the Jeffco Early Mathematics data submitted by the district demonstrates that less than a quarter of the students in each grade (K-2) are performing at proficient and advanced levels. A review of the DIBELS K-3 achievement and growth data revealed a mixed pattern of results that provides an insufficient rationale for any increase to the reading achievement indicator.
JEFFERSON COUNTY R-1	Slater Elementary School	Improvement	Performance	Addition of the CMAS science and social studies achievement data changes the school's rating from Improvement to Performance.	Approve	Performance	CDE calculated this impact and supports the inclusion of the additional CMAS data.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	Stevens Elementary School	Priority Improvement	Improvement	The district made its request on the grounds that the P-4 grade configuration at Stevens Elementary School fails to provide achievement and growth information for most students (i.e. with only one grade out of five being reflected on the School Performance Framework for growth, and two for achievement). Thus, the SPF misses a large portion of student performance. It was claimed that K-2 Acuity assessment data, DIBELS data, and Jeffco Early Mathematics Assessment data reflect significant improvement over the past year. Additionally, a number of implementation strategies were detailed that were described as high impact in nature.	Approve	Improvement	CDE reviewed the supplemental data submitted by the district and determined that sufficient evidence was provided to support the awarding of an additional point for both reading achievement and math growth. For reading achievement, the school earned an "Approaching" rating on the 1-year SPF report. With the addition of the Acuity and DIBELS data, the school would move to "Meets," earning one extra point for achievement. For academic growth in math, the school would move from "Does Not Meet" to "Approaching" with the addition of the Acuity math growth data. The application of these points serves to increase the overall performance rating for Stevens Elementary School from Priority Improvement to Improvement with 48.2 points total.



District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	Vivian Elementary School	Priority Improvement	Improvement	The district based its request on supplementary assessment data as evidence that the school was performing at a level sufficient to earn an Improvement plan type rather than Priority Improvement. In the request, the district detailed continuous improvement initiatives to support the higher plan type, and noted that on the preliminary framework the school was only 2.7 percentage points away from the cut-point for an Improvement rating. Specifically, the district stated that results from Acuity, DIBELS, and the Jeffco Early Mathematics assessments reflected significant improvement over the past year.	Deny	Priority Improvement	CDE reviewed the supplementary data and determined that it did not provide sufficient evidence to approve the request. While the Acuity data provided by the district did reflect academic growth in both English Language Arts and Mathematics, the review committee could not consider this data within its decision. CDE policy guidelines dictate that supplementary data cannot be substituted for state data in cases where it is intended to provide a measure of student performance in content areas and grade levels already assessed on the state's annual summative assessments. The committee did consider the DIBELS data and the Jeffco Early Mathematics data provided by the district in its decision. The DIBELS data showed that more than 50% of students in grades K-2 were at benchmark, but that students in grades K-3 were demonstrating low growth. Additionally, very few K-2 students who began the year below benchmark on the DIBELS assessment reached benchmark by the end of the year. On the Jeffco Early Mathematics assessment, fewer than half of the students in each grade (K-2) were performing at proficient and advanced levels. The supplemental data did not support a description of performance at the Improvement level; Priority Improvement is the most appropriate description for this school.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	Wheat Ridge 5-8	Turnaround	Priority Improvement	The district made its request on the grounds that Wheat Ridge 5-8 School has shown significant improvement over the year and was only 2.6 points away from earning a Priority Improvement rating on the preliminary 2014 School Performance Framework. The district also submitted Acuity assessment data to demonstrate academic achievement and growth.	Deny	Turnaround	The review committee determined that it could not consider the supplementary achievement data provided by the district. Policy guidelines dictate that supplementary data cannot be substituted for state data in cases where the supplementary data is intended to provide a measure of student performance in content areas and grade levels already assessed on the state's annual summative assessments. In this case, the Acuity results provided by the district cover content areas and grade levels already covered by the TCAP.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
MESA COUNTY VALLEY 51	Gateway School	Improvement	Performance	Mesa County Valley 51 is requesting to exclude the Postsecondary and Workforce Readiness (PWR) portion of Gateway's School Performance Framework due to the school's small population, and to calculate the overall SPF for Gateway based on the remaining categories. Due to its small population, the remaining categories would only include Academic Achievement and Academic Growth.	Approve	Performance	The department will not exclude the PWR section from the school's performance framework, as there was enough data for at least one indicator to be included in the school's data analysis. The department did, however, analyze the additional PWR data presented in the request to reconsider submission. The district provided twelve years' worth of ACT scores which allows the department to include the composite ACT score as an indicator within the PWR section, when aggregated over X years. As the state had enough data to calculate a dropout rate for Gateway, that indicator will remain as presented in the preliminary SPF in order to be consistent with other Colorado schools' dropout rates. Although graduation data was presented, the overall graduation rate was not calculated using the same formula that CDE uses to calculate graduation rates. Therefore, it was not possible to use the graduation rate presented by the district for the school's performance framework. However, with the addition of Gateway's ACT data alone, the school will earn enough points for a Performance rating.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
NORTH CONEJOS RE-1J	North Conejos Alternative Programs	Pending AEC SPF	AEC: Improvement	The district made its request on the grounds that North Conejos Alternative Programs is genuinely a new school and should not be held accountable for the performance of the previous entity, La Jara Second Chance, despite the continued use of the old school code.	Approve	AEC: Improvement	The district provided evidence that La Jara Second Chance was given a radical overhaul and was substantively different enough in operation and student population, when opened as North Conejos Alternative Programs in 2013-14, to warrant a new school code. A new facility was acquired at which new administration and new faculty are teaching with a new curriculum that aligns to district graduation requirements. The student population has also shifted: of the 94 students enrolled at the end of 2012-13, only 41 (43.6%) were re-enrolled in the new program for 2013-14. This meets CDE's requirement that no more than 50% of a new school's student enrollment can come from a single previously existing school.
PAWNEE RE-12	Pawnee Elementary School	Turnaround	Performance	These two schools operate as a single school. The district applied for a single school code and requested a single school rating.	Approve	Performance	The district has been approved for a single school code. As a result, a single school plan type assignment is approved.
PAWNEE RE-12	Pawnee Junior-Senior High School	Performance	Performance		Approve	Performance	

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
PLAINVIE W RE-2	Plainview Elementary School	Priority Improvement	Performance	The district made its request on the grounds that NWEA MAP, STAR, and DIBELS assessment data reflect significant improvement over the past year. Additionally, it was presented that individual student performance has a dramatic impact on the overall ratings that are assigned within the school performance framework so should be considered within the request to reconsider review process.	Deny	Priority Improvement	CDE reviewed the data submitted by the district. Based on this local data considered in conjunction with TCAP data it was noted that consistent declines have been experienced by the school between-years. Negative trends exist for both achievement and growth with the exception of writing achievement. Supplemental data for grades not included within the performance frameworks fail to provide a compelling case for changing the school performance rating. It should be noted that local data is not permitted as a substitute for state summative data when available. Thus, supplemental K-2 data was only utilized in consideration of our decision to this request.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
POUDRE R-1	PSD Global Academy	Improvement	Performance	The district made the request that Poudre Global Academy's one-year participation rates should be used in place of its three-year rates to determine whether the school has met participation requirements. The school did meet requirements on the one-year SPF, so doing this would result in a final plan type of Performance.	Approve	Performance	The CDE review committee determined that there was sufficient evidence to conclude that the school's test participation issues have been effectively resolved. The school met the test participation requirements in 2014 and in 2013, and the district cited portions of the school's Unified Improvement Plan showing that the school has focused on test participation as a major improvement strategy. The district made the same request in 2013, and the request was approved by CDE.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
PUEBLO CITY 60	Centennial High School	Improvement	Performance	<p>In its request, the district proposed that CDE consider the results of supplemental assessment results from annual Advanced Placement (AP) exams as evidence that Centennial High School should be assigned a higher performance rating. The district argued that the school's improved performance on the AP exams from 2010 through 2014 reflected reform efforts that have been aimed at implementing a more tightly aligned academic framework. The district suggested that this supplemental data should carry enough weight to warrant a higher rating on the Post-Secondary and Workforce Readiness (PWR) indicator, which would in turn result in a higher overall percentage of points, and would thus justify a Performance plan type. The district noted that the school was only 1.7 percentage points from the cut-off for a Performance plan type on the 2014 School Performance Framework.</p>	Deny	Improvement	<p>CDE determined that although the performance of students taking the AP exam has improved since 2010, the percentage of Centennial students scoring three or higher on an AP exam remained 18 percentage points below the state average of 62.2%. For this reason, the review committee determined that the AP results did not provide sufficient evidence of improved student performance to approve the request to move the school to Performance.</p>

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
PUEBLO COUNTY 70	70 Online	Priority Improvement	AEC: Performance	Pueblo 70 County School District submitted a letter stating the school received confirmation of Alternative Education Campus status for the 2014-15 school year based upon data submitted representing the student population for the 2013-14 school year. The school was approved by the State Board of Education in August 2014 as an AEC for the 2014-15 school year. Due to this status change for the school type, the District has requested the accountability office run the school as an AEC for accountability purposes for the 2013-14 school year.	Approve	AEC: Performance	A CDE cross-department team carefully reviewed the request regarding retroactive Alternative Education Campus (AEC) status for the school and approved the request as AEC status was based on students during the 2013-14 school year. The CDE Accountability and Data Analysis unit ran the data for the school from the 2013-14 school year under the guidelines of the AEC performance framework and the school earned a rating of AEC: Performance.



District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
ROARING FORK RE-1	Bridges	Priority Improvement	Improvement	<p>The district requested the department reconsider the one year data for Bridges using additional TCAP results as logged through the school's Alpine Achievement software for academic growth, including ACCESS proficiency scores, and for postsecondary and workforce readiness, ACT scores. In addition, the district notes the school serves 87.5% high-risk students. Although this is below the threshold of 95% for Alternative Education Campus (AEC) classification, the district would still like to note the number of high-risk students served by this school.</p>	Deny	Priority Improvement	<p>CDE uses the 3-year framework as the official report for Bridges as the 1-year report provides only limited data. The 3-year report earned 45.1 points, close to the cut-point of 47 points for Improvement, but the 1-year report earned just 40 points and was comprised of only academic achievement and postsecondary and workforce readiness results. CDE understands that schools often have shifts in the student population from the fall enrollment count as compared to the spring TCAP and ACT windows due to high mobility, however, requests to reconsider cannot use exclusion rules different from those used in the State's performance frameworks and must be aligned to CDE's guidance for measuring achievement and growth. Also, CDE understands that a large majority of the students in the school are identified as high-risk, however, statute for Alternative Education Campuses specifies that a minimum of 95% of the students in the school must be identified as high-risk to designate the school as an AEC.</p>

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
ST VRAIN VALLEY RE 1J	Columbine Elementary School	Priority Improvement	Improvement	The district made its request on the grounds that Columbine Elementary School suffered major disruptions throughout the 2013-14 school year, due to the flood disaster last September.	Approve	Improvement	In alignment with federal regulations that allow for flexibility when poor performance may be attributed to exceptional or uncontrollable circumstances, such as a natural disaster, the department excluded the school's 2014 assessment data from the school's 3-year performance report. Doing this resulted in a plan type assignment of Improvement.
ST VRAIN VALLEY RE 1J	Longmont Estates Elementary School	Priority Improvement	Improvement	The district made its request on the grounds that Longmont Estates Elementary School suffered major disruptions throughout the 2013-14 school year, due to the flood disaster last September.	Approve	Improvement	In alignment with federal regulations that allow for flexibility when poor performance may be attributed to exceptional or uncontrollable circumstances, such as a natural disaster, the department excluded the school's 2014 assessment data from the school's 3-year performance report. Doing this resulted in a plan type assignment of Improvement.
ST VRAIN VALLEY RE 1J	Timberline PK-8	Priority Improvement	Improvement	The district made its request on the grounds that Timberline K-8 suffered major disruptions throughout the 2013-14 school year, due the flood disaster last September.	Deny	Priority Improvement	In alignment with federal regulations that allow for flexibility when poor performance may be attributed to exceptional or uncontrollable circumstances, such as a natural disaster, the department excluded the school's 2014 assessment data from the school's 3-year performance report. Doing this, however, resulted in a plan type assignment of Priority Improvement.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
					Deny	Turnaround	
SUMMIT RE-1	Snowy Peaks High School	Turnaround	Performance	The district made its request on the grounds that Snowy Peaks High School was a new entity in 2011-12 and therefore should not include 3 years of graduation data, leaving the 1-year dropout rate and a supplementary post-completion success rate to comprise the Postsecondary and Workforce Readiness indicator. Additionally, Snowy Peaks requested a “Meets” rating for Academic Growth based on “district growth tracking, NWEA supporting evidence, and Ascend Math data.” If all of these points were accepted, the school would receive an SPF rating of Performance.	Deny	Turnaround	CDE recognizes that Summit RE-1 reconstituted Snowy Peaks as a school in 2011-12, even if a new school code was not requested at that time. However, graduation data do exist for students graduating from the new Snowy Peaks in 2011-12 and 2012-13. All high schools are held accountable for students graduating from their programs regardless of what requirements existed at the time of initial 9 <sup>th</sup> grade enrollment. For this reason CDE cannot disregard all graduation data for Snowy Peaks, instead the 4 and 5-year results from the 2011-12 and 2012-13 cohorts will be considered. The additional information provided about local student growth, including NWEA and Ascend Math data was unfortunately not usable. Growth must be calculated at the individual student level, so with only 10 students taking both the fall and spring NWEA assessments in math and 9 taking both fall and spring in reading, the data submitted by the district do not meet the minimum N-count. CDE cannot accept fall and spring aggregations based upon different students being assessed as a growth measure. Thus, the department was not able to approve the request to reconsider.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
THOMPSON R2-J	Lincoln Elementary School	Priority Improvement	Improvement	Addition of the CMAS science and social studies achievement data changes the school's rating from Priority Improvement to Improvement.	Approve	Improvement	CDE calculated this impact and supports the inclusion of the additional CMAS data.

District	School	Initial Rating	District Request	District Rationale	CDE Recommendation		CDE Considerations/ Rationale
WELD COUNTY S/D RE-8	Fort Lupton Middle School	Improvement	Performance	<p>In the request, the district points out that Fort Lupton Middle School earned 58.9% of the total possible points on its preliminary 2014 SPF, which is 0.1 points away from the cut-point for a Performance plan type. The district attributes its Improvement plan type to the fact that the school had an “Approaching” rating on the achievement indicator. The district frames its request by noting that the school was ranked at the 14th percentile on this sub-indicator, and was within twenty-two hundredths of a percentage point of reaching the 15th percentile. Had the school been at the 15th percentile, the school would have received an “Approaching” rating on the reading achievement sub-indicator, which would have resulted in preliminary plan type of Performance. Specifically, the district asks CDE to include the 2014 TCAP and Galileo reading scores for five students whose scores were excluded from the calculations due to the students having enrolled after October 1, 2013.</p>	Deny	Improvement	<p>After careful deliberation, the CDE review committee rejected the district’s proposal to incorporate reading results for students who enrolled in the school after October 1, 2013. The committee determined that making an exception to the enrollment date that has been established within the inclusion criteria for the performance frameworks has the potential to undermine the department’s responsibility for providing a consistent framework for evaluating school performance across the state. Moreover, as the district stated in the request, only three of the five students in question scored at the proficient or advanced level on the 2014 TCAP reading assessment. In order for the school to have reached the 15th percentile, at least four of the five students would have needed to be proficient. While the district submitted supplementary data intended to show that in fact four of the five students were proficient, CDE guidance dictates that local assessment data cannot supplant TCAP results. Based on these determinations, the review committee denied the request to change the plan type for Fort Lupton Middle School from Improvement to Performance.</p>

