

## 2017 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 key performance indicators: academic achievement, academic growth, 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, in reviewing the performance of the district overall, or an individual school, a different accreditation rating or plan type assignment better describes the performance of students in the district or school, then the district should engage in the request to reconsider process. The Department will only consider requests that meet one or more of the conditions for a request to reconsider, as outlined in [policy guidance](#), in assigning a different district accreditation category or school plan type from the initial rating given through the District or School Performance Framework (DPF/SPF) report. Districts must follow the process outlined in [policy guidance](#) on how to submit a request to reconsider, which includes submitting a statement addressed to the Commissioner and data outlined through the request to reconsider template, if applicable.

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 by November 8, 2017 and the State Board will consider and adopt final plan type assignments for each school by December 13, 2017. Additional details on this process are described in the [Colorado District Accountability Handbook](#).

The tables that follow summarize the requests to reconsider received by the Department by October 16, 2017 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 preliminary results, the district's alternate requested accreditation category, 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 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.
Colorado Measures of Academic Success (CMAS) - English Language Arts and Mathematics Assessments (PARCC)	In compliance with legislation, Colorado joined the PARCC consortium as a governing member in August 2012. PARCC is a multi-state assessment consortium that is developing shared English language arts/literacy (ELA/L) and mathematics assessments. About 10 states participate in the consortium. As a governing member, Colorado is committed to relying on the PARCC assessment system for grades 3-9.
Colorado Measures of Academic Success (CMAS) - Science and Social Studies Assessments	The Colorado Measures of Academic Success (CMAS): Science and Social Studies assessments are administered in elementary, middle, and high schools. Students in grades 5, 8, and 11 will take the science assessments. The social studies assessments will be administered in grades 4 and 7 on a sampling basis to one-third of the schools.
Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)	Measures of Academic Progress (MAP®) MAP Assessments for grades K-12 are available aligned to the Colorado Academic Standards (CAS). MAP Mathematics, Reading, and Language Usage tests are appropriate for students in grades 2-12. NWEA also offers MAP in mathematics and reading for students in grades K-2, and MAP for Science for grades 3-9. Note: NWEA also offers MAP for Common Core State Standards (CCSS), among other standards. These assessments share the same stable RIT scales which are consistent from previous versions of the instruments. The tables included in this document reference only the Colorado Academic Standards aligned MAP assessments. More information about NWEA MAP can be found <a href="#">here</a> .
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next	DIBELS Next includes six measures intended to be used as indicators of the essential skills that every child must master to become a proficient reader. An indicator is a brief, efficient index that provides a fair degree of certainty about a larger, more complex system or process. The measures indicate which students are experiencing difficulty acquiring basic early literacy skills so that support can be provided early to prevent later reading difficulties. The measures help teachers identify areas to target with instructional support and can be used to monitor the students while they receive targeted supported. The measures can also be used at the classroom, school, and district level to examine the effectiveness of the system of support. More information about DIBELS can be found <a href="#">here</a> .
Developmental Reading Assessment 2nd edition (DRA2)	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. The DRA Word Analysis is a diagnostic assessment that provides classroom and reading teachers with a systematic means to observe how struggling and emerging readers attend to and work with the various components of spoken and written words. It is intended to support teachers to: 1. Determine students' level of control of various word analysis tasks. 2. Document students' progress over time. 3. Group students according to their instructional needs. 4. Plan more effectively for instruction. More information about DRA2 can be found <a href="#">here</a> .

STAR Early Learning, STAR Early Literacy Enterprise™, STAR Reading Enterprise™, and STAR Math Enterprise™	<p>STAR Early Learning is comprised of two computer adaptive tests: STAR Early Literacy and STAR Reading. STAR Early Literacy assesses the early literacy skills of young learners in grades pre-kindergarten through 3. STAR Reading assesses reading comprehension of independent readers in grades K-3. Together, these assessments provide accurate data along the continuum of skill development from pre-reading through independent reading. STAR Early Learning assessments can be used for a number of purposes, including screening, standards benchmarking, and progress monitoring. Skills-based reports, accessible immediately after students complete an assessment, help teachers plan instruction. The Core Progress learning progression for reading, shared by both STAR Early Literacy and STAR Reading, connects educators with instructional resources that can be used to differentiate instruction for all students. Like the Colorado state test, STAR Early Literacy and STAR Reading report student growth percentile (SGP), developed in consultation with Dr. Damian Betebenner. More information about STAR Early Learning can be found <a href="#">here</a>.</p> <p>STAR Reading is a student-based, computer adaptive assessment for measuring student achievement in reading. STAR fulfills a variety of assessment purposes, including interim assessment, screening, standards benchmarking, skills-based reporting and instructional planning, and progress monitoring. STAR Reading is by far the most widely used reading assessment in K12 schools. Educators get valid, reliable, actionable data in about 15 minutes. More information about STAR Reading can be found <a href="#">here</a>.</p> <p>STAR Math is a student-based, computer adaptive assessment for measuring student achievement in math. STAR fulfills a variety of assessment purposes, including interim assessment, screening, standards benchmarking, skills-based reporting and instructional planning, and progress monitoring. More information about STAR Math can be found <a href="#">here</a>.</p>
Acuity	<p>Diagnose student strengths and areas for improvement relative to your state standards Acuity Predictive Assessments are designed to: 1. Forecast student performance on the state exam; 2. Focus instructional strategies on content areas most in need of attention; and 3. Measure student growth and progress within and across grades. More information about Acuity can be found <a href="#">here</a>.</p>
Aimsweb	<p>Aimsweb is the leading assessment and RTI solution in school today—a complete web-based solution for universal screening, progress monitoring, and data management for Grades K-12. Aimsweb provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment. More information about Aimsweb can be found <a href="#">here</a>.</p>
Formative Assessment System for Teachers (FAST)	<p>FAST is a suite of highly efficient, instructionally relevant screening, progress monitoring, and data reporting tools for reading (English, K-12; Spanish, K-6), math (K-6), Behavior (K-12), and Developmental Milestones (K). FAST offers schools both Curriculum-Based Measurement (CBM) tools and Computer Adaptive Tests (CAT) to help identify and support all students' needs. Highly reliable and valid, FAST's CCSS-aligned assessments help identify students at-risk for success in reading and math. Students of concern may be frequently monitored through FAST to track progress and measure instructional efficacy. More information about FAST can be found <a href="#">here</a>.</p>
i-Ready® Diagnostic	<p>i-Ready® is a web-based adaptive diagnostic assessment and instruction program. i-Ready assesses students' reading skills to the sub-domain level, prescribing differentiated Common Core instruction so learners of all abilities can achieve success. The diagnostic assessment identifies which students are experiencing difficulties with specific skills, providing real-time, actionable data and reports to guide teachers in effective intervention. In addition, i-Ready provides intuitive resources for targeted instructional support, including downloadable, teacher-directed lesson plans (included with purchase of i-Ready Diagnostic), and highly engaging online lesson modules in i-Ready Instruction (optional). The assessment can also be leveraged at the classroom, school, and district levels to evaluate the effectiveness of the instruction or intervention measures. More information about i-Ready can be found <a href="#">here</a>.</p>
iStation	<p>Istation is designed to: 1. Identify children at risk for reading difficulties, 2. Provide automatic continuous progress monitoring of skills that are predictors of later reading success, and 3. Provide immediate and automatic linkage of assessment data to student learning needs, which facilitates differentiated instruction. More information about Istation can be found <a href="#">here</a>.</p>

Galileo	Galileo K-12 Online includes an integrated comprehensive assessment system aligned to state standards in a variety of content areas including Common Core State Standards and Colorado Assessment Standards. Galileo assessments and item types (including technology-enhanced item types) are designed to reflect the guidelines released by statewide assessment consortia such as Partnership for Assessment of Readiness for College and Careers (PARCC). Galileo provides the capability to administer (online, offline, and via handheld wireless devices) multiple types of prebuilt and customized district, school, and classroom assessments (e.g., interim benchmark, pretest/posttest, placement, end-of-course) in a wide variety of content areas (e.g., English language arts, math, writing, science, social studies, art, music). This description focuses on Galileo pre-built and customized interim benchmark assessments. Galileo interim benchmark assessments are designed to provide information about student standards mastery, to support the measurement of student growth, and to predict student performance on the statewide test. More information about Galileo can be found <a href="#">here</a> .
Scantron Performance Series ®	Performance Series is a research-based, criterion-referenced computer-adaptive test that lets K-12 educators quickly pinpoint the instructional level of students across a range of subjects – not just Reading and Mathematics, capture immediate results, and produce standards-based reports including suggested learning objectives, on a scaled score. More information about Scantron can be found <a href="#">here</a> .
Phonological Awareness Literacy Screening (PALS)	The Phonological Awareness Literacy Screening (PALS) is a research-based screening, diagnostic, and progress monitoring tool. Teachers can use PALS to identify students at risk of developing reading difficulties, diagnose students' knowledge of literacy fundamentals, monitor progress, and plan instruction that targets students' needs. More information on PALS can be found <a href="#">here</a> .
PSAT	The PSAT 10 tests the same skills and knowledge as the SAT in a way that makes sense for 10th-graders. It builds on the Partnership for Assessment of Readiness for College and Careers (PARCC) tests in literacy and mathematics and the Colorado Measures of Academic Success (CMAS) tests in science and social studies. The PSAT 10 also aligns with Colorado Academic Standards (CAS) and with the SAT that students will take in 11th grade. The PSAT focuses on the knowledge, skills, and understandings that research has identified as most important for college and career readiness and success. In addition to helping sophomores practice for the SAT, it can identify student's potential for success in advanced course work. It provides more data than ever before about academic strengths and weaknesses as well as access to millions of dollars in scholarships. More information on PSAT can be found <a href="#">here</a> .
SAT	<p>The SAT is closely aligned to challenging classroom work of Colorado schools and focuses on the key skills and concepts that evidence shows matter most for college and career readiness, including:</p> <ul style="list-style-type: none"> <li>• Mathematical concepts, skills, and practices important for success in career training programs.</li> <li>• Reading, comprehending, and writing high-quality essays supported by evidence.</li> </ul> <p>The SAT also serves as an admission test and is accepted by every college in the United States. At the time of testing, students can send their scores to up to four colleges for free. The SAT essay can also be taken as part of the Colorado school day SAT administration. The SAT essay is optional and voluntary and can be added at no cost to students.</p> <p>Tenth graders attending public schools in Colorado began taking PSAT 10 in the spring 2016 and public school 11<sup>th</sup> graders began taking the SAT in spring, 2017. The CO PSAT 10 and CO SAT will be given each spring for the following five years. More information on SAT can be found <a href="#">here</a>.</p>

## 2017 District Requests to Reconsider

### Summary of Requests and Decisions

Congress- ional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
1, 5	ACADEMY 20	Accredited with Distinction: Low Participation	Accredited: Low Participation	Accredited with Distinction: Low Participation	Body of Evidence	The district requests a reconsideration of the preliminary accreditation rating based on the following conditions: 1. ELP Growth Data, 2. Performance of Schools, 3. Performance of Students with Disabilities, 4. College Readiness and Graduation Rates, 5. Local Assessment Data, and 6. Community Support and Participation Rates. The district also requests reconsideration on the criteria that the preliminary district accreditation rating is only 0.1% away from the Distinction rating.	<b>Approve</b>	CDE reviewed the additional information submitted by the district to the department and approves the district's request based solely on local assessment data. The district submitted DIBELS data for the district's K-2 students for the academic achievement indicator and DIBELS and STAR data for the district's K-3 students for the academic growth indicator. After review of these data, the additional data showed that the most appropriate rating for elementary reading achievement for students with disabilities was "approaching" as compared to the "does not meet" rating based solely on state assessment results.
4	AGATE 300	Accredited	Insufficient State Data: Small Tested Population	Accredited: Meets 95% Participation	Districts with a single school	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.	<b>Approve</b>	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. Thus, CDE accredits the district with an Accredited rating.
3	ASPEN 1	Accredited: Decreased due to Participation	Accredited: Decreased due to Participation	Accredited with Distinction: Low Participation	Accountabil- ity Participation Rate	The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration.	<b>Approve</b>	With these students recoded and removed from the accountability participation rate for the PSAT/SAT state assessment administration, the district would meet the 95% participation rate threshold.

Congressional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
5	BUENA VISTA R-31	Accredited: Low Participation	Accredited: Meets 95% Participation	Accredited with Distinction: Meets 95% Participation	Impact of AEC SPF on DPF	The district requests special consideration pursuant to 1 CCR 301-1, section 4.01(D), based on the facts that: (1) removing data for the AEC students from the DPF would otherwise cause the district to receive a higher rating and (2) the district's AEC(s) either received a rating of "AEC: Performance" or received a rating of "AEC: Improvement" with AEC performance indicators demonstrating 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 in the district received an AEC: Performance Plan rating for 2017. Thus, the district meets the qualifications set forth under the guidance per 1 CCR 301-1, section 4.01(D) and CDE accepts the district's request for reconsideration.
4, 7	BYERS 32J	Accredited with Improvement Plan: Low Participation	Accredited with Priority Improvement Plan: Decreased due to Participation	Accredited with Improvement Plan: Low Participation	Accountability Participation Rate	The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration.	Approve	With these students recoded and removed from the accountability participation rate for the PSAT/SAT state assessment administration, the district would meet the 95% participation rate threshold.

Congressional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
2, 3, 4, 5, 6, 7	CHARTER SCHOOL INSTITUTE	Accredited: Low Participation	Accredited with Improvement Plan: Low Participation	Accredited: Low Participation	Body of Evidence, Districts with a closed school	The removal of all data for one closed school and removal of graduation data for three schools that transferred provides the foundation for the request to reconsider of the Charter School Institute's preliminary accreditation rating. Although the Institute would qualify for special consideration pursuant to 1 CCR 301-1, section 4.01(D), whereby 'removing the data for students enrolled in the Alternative Education Campus(es) from the calculations of the District's or Institute's performance on the Performance Indicators would otherwise cause the District or Institute to receive a higher Accreditation rating', the Institute does not request this as part of their reconsideration.	Deny	CDE recalculated the framework per the Institute's request as the request meets the criteria outlined in policy guidance. After removal of all data for one closed school and removal of graduation data for three transfer schools, the Institute would not move up an accreditation rating. Although removal of the Institute's AEC student data from the DPF would increase the rating for the Institute one accreditation rating, CDE did not remove these data per the Institute's request.
5, 7	COLORADO DIGITAL BOCES	Accredited with Priority Improvement Plan: Low Participation	Accredited with Turnaround Plan: Decreased due to Participation	Accredited with Priority Improvement Plan: Low Participation	Accountability Participation Rate, Districts with a closed school	The BOCES submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration. Additionally, the BOCES requested removal of all data from a closed school.	Approve	With the requested students recoded and removed from the accountability participation rate for the PSAT/SAT state assessment administration, along with removal of data from the closed school, the BOCES would meet the 95% participation rate threshold.

Congressional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
	COLORADO RIVER BOCES	Opened in 2017	Opened in 2017	AEC: Performance	Districts with a single school	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 Colorado River BOCES the accreditation category aligned with the school performance framework plan type of the single school, Yampah Mountain School. As an alternative education campus, Yampah Mountain School was assigned an AEC: Performance Plan. Thus, CDE is accrediting Colorado River BOCES, the new authorizer for the school, with an AEC: Performance rating.
5	CRIPPLE CREEK-VICTOR RE-1	Accredited with Improvement Plan	Accredited with Priority Improvement Plan: Decreased due to Participation	Accredited with Improvement Plan: Low Participation	Accountability Participation Rate	The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration.	Approve	With these students recoded and removed from the accountability participation rate for the PSAT/SAT state assessment administration, the district would meet the 95% participation rate threshold.
3	DOLORES COUNTY RE NO.2	Insufficient State Data: Low Participation	Accredited with Improvement Plan: Decreased due to Participation	Insufficient State Data: Low Participation	Insufficient State Data Rating	The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the district. Participation on the English language arts exam was 31.9%, Math exam: 31.3%, and Science exam: 19.2%.	Approve	CDE acknowledges the district's concerns and, given the low number of students in the district who participated in the assessment, accepts the request to change the district's rating to Insufficient State Data: Low Participation.
5	EDISON 54 JT	Accredited with Distinction: Low Participation	Accredited: Decreased due to Participation	Accredited with Distinction: Low Participation	Accountability Participation Rate	The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration.	Approve	With these students recoded and removed from the accountability participation rate for the PSAT/SAT state assessment administration, the district would meet the 95% participation rate threshold.



Congressional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
1	ENGLEWOOD 1	Accredited: Low Participation	Accredited with Priority Improvement Plan: Low Participation	Accredited with Improvement Plan: Low Participation	Body of Evidence, Impact of AEC SPF on DPF	The district requests special consideration pursuant to 1 CCR 301-1, section 4.01(D), based on the facts that: (1) removing data for the AEC students from the DPF would otherwise cause the district to receive a higher rating and (2) the district's AEC(s) either received a rating of "AEC: Performance" or received a rating of "AEC: Improvement" with AEC performance indicators demonstrating improvement over time. The district is also requesting CDE consider submission of MTSS and SAT essay data.	Deny	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 did increase but would not raise the district one accreditation category, although, the AEC in the district received an AEC: Improvement Plan rating for 2017 and showed improvement from 2016. Thus, the district does not meet the qualifications set forth under the guidance per 1 CCR 301-1, section 4.01(D). The district's commitment to implementation of the Multi-Tiered System of Supports (MTSS) framework is visible, however, the district has not met the ideal score expectation of 80% or better, and thus, would not increase the district rating. Although the SAT essay scores are meeting the state averages, the participation rate is below the 95% requirement for accepting these data for a request to reconsider submission. CDE does not approve the district's request for reconsideration.
3	HUERFANO RE-1	Accredited with Priority Improvement Plan: Low Participation	Accredited with Priority Improvement Plan: Decreased due to Participation	Accredited with Improvement Plan: Low Participation	Accountability Participation Rate	The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration.	Approve	With these students recoded and removed from the accountability participation rate for the PSAT/SAT state assessment administration, the district would meet the 95% participation rate threshold.

Congressional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
3	IGNACIO 11 JT	Accredited with Improvement Plan	Accredited with Priority Improvement Plan: Meets 95% Participation	Accredited with Improvement Plan: Meets 95% Participation	Body of Evidence	The district requests reconsideration of the preliminary accreditation rating based upon meeting 95% participation on state assessments and implementation of improvement efforts at the district.	<b>Deny</b>	The request for reconsideration of the district accreditation rating does not meet any of the criteria outlined in the policy guidance and therefore was not approved.

Congressional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
3, 4	LAS ANIMAS RE-1	Accredited: Low Participation	Accredited with Priority Improvement Plan: Decreased due to Participation	Accredited with Improvement Plan: Decreased due to Participation	Impact of AEC SPF on DPF	The district requests special consideration pursuant to 1 CCR 301-1, section 4.01(D), based on the facts that: (1) removing data for the AEC students from the DPF would otherwise cause the district to receive a higher rating and (2) the district's AEC(s) either received a rating of "AEC: Performance" or received a rating of "AEC: Improvement" with AEC performance indicators demonstrating improvement over time.	Pending School Approval	<p>Districts who have applied for a first-time AEC designation for one or more of their schools for the 2017-18 school year may request retroactive AEC designation for the 2016-17 school year based on the 2017-18 AEC application submitted by April 28, 2017. AIM Global was approved as an AEC by the state board of education at the August 2017 state board meeting for the 2017-18 school year. The district submitted a request on behalf of the school to receive AEC status for the 2016-17 school year to receive a final AEC school performance framework for 2017, and CDE recommends approval of this request. AIM Global would receive an AEC: Performance plan type rating.</p> <p>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 in the district received an AEC: Performance Plan rating for 2017. Thus, the district meets the qualifications set forth under the guidance per 1 CCR 301-1, section 4.01(D) and CDE accepts the district's request for reconsideration.</p>

Congressional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
3	MONTEZUMA-CORTEZ RE-1	Accredited with Priority Improvement Plan: Low Participation	Accredited with Priority Improvement Plan: Low Participation	Accredited with Improvement Plan: Low Participation	Impact of AEC SPF on DPF	The district requests special consideration pursuant to 1 CCR 301-1, section 4.01(D), based on the facts that: (1) removing data for the AEC students from the DPF would otherwise cause the district to receive a higher rating and (2) the district's AEC(s) either received a rating of "AEC: Performance" or received a rating of "AEC: Improvement" with AEC performance indicators demonstrating 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 in the district received an AEC: Improvement Plan rating for 2017, improving from the 2016 rating of Priority Improvement. Thus, the district meets the qualifications set forth under the guidance per 1 CCR 301-1, section 4.01(D) and CDE accepts the district's request for reconsideration.
3	NORTH CONEJOS RE-1J	Accredited with Distinction	Accredited: Meets 95% Participation	Accredited with Distinction: Meets 95% Participation	Impact of AEC SPF on DPF	The district requests special consideration pursuant to 1 CCR 301-1, section 4.01(D), based on the facts that: (1) removing data for the AEC students from the DPF would otherwise cause the district to receive a higher rating and (2) the district's AEC(s) either received a rating of "AEC: Performance" or received a rating of "AEC: Improvement" with AEC performance indicators demonstrating 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 in the district received an AEC: Performance Plan rating for 2017. Thus, the district meets the qualifications set forth under the guidance per C.R.S. 22-11-207(2)(g) and 1 CCR 301-1 4.01 and CDE accepts the district's request for reconsideration.

Congressional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
3	PUEBLO COUNTY 70	Accredited	Accredited with Improvement Plan: Meets 95% Participation	Accredited: Meets 95% Participation	Impact of AEC SPF on DPF	The district requests special consideration pursuant to 1 CCR 301-1, section 4.01(D), based on the facts that: (1) removing data for the AEC students from the DPF would otherwise cause the district to receive a higher rating and (2) the district's AEC(s) either received a rating of "AEC: Performance" or received a rating of "AEC: Improvement" with AEC performance indicators demonstrating 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 in the district received an AEC: Performance Plan rating for 2017. Thus, the district meets the qualifications set forth under the guidance per 1 CCR 301-1, section 4.01(D) and CDE accepts the district's request for reconsideration.

Congressional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
5	SALIDA R-32	Accredited with Distinction	Accredited: Meets 95% Participation	Accredited with Distinction: Meets 95% Participation	Impact of AEC SPF on DPF	The district requests special consideration pursuant to 1 CCR 301-1, section 4.01(D), based on the facts that: (1) removing data for the AEC students from the DPF would otherwise cause the district to receive a higher rating and (2) the district's AEC(s) either received a rating of "AEC: Performance" or received a rating of "AEC: Improvement" with AEC performance indicators demonstrating improvement over time.	<b>Deny</b>	Initially the district would not qualify for the special consideration pursuant to 1 CCR 301-1, section 4.01(D) because the AEC in the district earned an AEC: Performance rating in 2016 and an AEC: Improvement rating in 2017. The district chose not to submit optional measures for the AEC school performance framework during the selection of measures collection, resulting in the AEC receiving an AEC: Improvement rating. CDE decided to review the supplemental optional measures on behalf of the district's AEC through the request to reconsider process. After including these additional measures, CDE calculated the AEC would still earn an AEC: Improvement rating for the 2017 AEC SPF. The AEC earned an AEC: Performance rating in 2016 and therefore the district would not qualify for this special consideration.

Congressional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
3	SILVERTON 1	Accredited with Distinction: Low Participation	Accredited with Priority Improvement Plan: Decreased due to Participation	Insufficient State Data: Low Participation	Body of Evidence, Accountability Participation Rate, Insufficient State Data	The district submits a request for reconsideration of the district performance framework rating based on the following criteria: (1) Due to the small size of the elementary school, one misadministration experienced for the ELA assessment lowered the accountability participation rate below 95% and, historically, the school and district have met the participation requirements and this year should be treated as an exception; (2) The data in the district performance framework for elementary and high school CMAS 3-5th grade growth, graduation, and matriculation data was suppressed due to small N sizes, and (3) the insufficient data request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the district. Participation on the English language arts exam was 79.6%, Math exam: 81.6%, and Science exam: 72.7%.	Approve	<p>CDE reviewed the additional information submitted by the district to the department and approves the district's request regarding accountability participation rate. Historically, the district has met the minimum 95% accountability participation rate and the department recognizes that due to the misadministration of one student's assessment, and the overall small size of the test sample, this has a greater effect on the impact of a district's participation rate for a smaller district than a larger district.</p> <p>Additionally, due to the small N size of the tested population of students at the district, the official performance framework is the multi-year framework. Even using multiple years of data for the district performance framework, some N sizes were too small to report. CDE acknowledges the district's concerns and, given the lower number of students in the district who participated in the assessment, accepts the request to change the district's rating to Insufficient State Data: Low Participation.</p>

## 2017 School Requests to Reconsider

### Summary of Requests and Decisions

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
5	ACADEMY 20	RAMPART HIGH SCHOOL	Performance Plan: Low Participation	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the PSAT/SAT state assessment administration.	Approve	Performance Plan: Low Participation	With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would meet the 95% participation rate threshold.
6	ADAMS-ARAPAHOE 28J	AURORA CENTRAL HIGH SCHOOL	Turnaround Plan	Turnaround Plan: Decreased due to Participation	Priority Improvement Plan: Low Participation	The district requests to use the multi-year accountability participation rate since the one year accountability participation rate was not met. Historically, the school has attained 95% accountability participation rates and requests flexibility for the most recent year. The district requests that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.	Approve	Priority Improvement Plan: Low Participation	Due to the fact that historically the school has attained 95% accountability participation rates, CDE recommends approval for the district's request and that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.



Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
6	ADAMS-ARAPAHOE 28J	AURORA WEST COLLEGE PREPARATOR Y ACADEMY	Performance Plan	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	The district has requested an adjustment of the overall school plan type based on missing matriculation sub-indicator data for this school. The request is based on missing certificate data that students earned from Pickens Technical College prior to high school graduation.	Approve	Performance Plan: Meets 95% Participation	Following CDE review of a submitted student data file, in consultation with the Colorado Department of Higher Education (CDHE), it was confirmed that a number of certificates were not submitted to CDHE. With appropriate credit awarded for these certificates in the matriculation sub-indicator, the overall plan type should be adjusted.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
6	ADAMS-ARAPAHOE 28J	CENTURY ELEMENTARY SCHOOL	Improvement Plan	Turnaround Plan: Meets 95% Participation	Priority Improvement Plan: Meets 95% Participation	Aurora Public Schools submitted a request to reconsider the turnaround plan type for Century Elementary School. On the preliminary 2017 School Performance Framework, the school earned 33.5% of points, 0.5% away from the cut point of 34% for a priority improvement plan type. The district submitted supplemental iReady math and ELA data for kindergarten, first grade, and second grade students, requesting CDE reconsider the growth and achievement for the entire school as inclusion of local data for these grades may be high enough to earn the additional points necessary to earn a priority improvement plan type.	Approve	Priority Improvement Plan: Meets 95% Participation	A cross-unit team within CDE reviewed the district's request to reconsider the plan type for Century Elementary School. After review of the submitted data, CDE agrees with the district's request for a priority improvement plan type. The submitted supplemental math data indicates higher growth in kindergarten and first grade, showing school performance more in line with a priority improvement plan type. The growth for minority students in math on the iReady data is more representative of an "approaching" rating on the framework. These additional points would earn the school a priority improvement plan type.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
6	ADAMS-ARAPAHOE 28J	HINKLEY HIGH SCHOOL	Improvement Plan	Priority Improvement Plan: Decreased due to Participation	Improvement Plan: Low Participation	The district requests to use the multi-year accountability participation rate since the one year accountability participation rate was not met. Historically, the school has attained 95% accountability participation rates and requests flexibility for the most recent year. The district requests that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.	Approve	Improvement Plan: Low Participation	Due to the fact that historically the school has attained 95% accountability participation rates, CDE recommends approval for the district's request and that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
6	ADAMS-ARAPAHOE 28J	JEWELL ELEMENTARY SCHOOL	Priority Improvement Plan: Low Participation	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	The district submitted a request to reconsider the priority improvement plan type for Jewell Elementary School. On the preliminary School Performance Framework, Jewell Elementary School earned 40.7% of points possible which is 1.3% points away from an improvement plan type. The district submitted a body of evidence including kindergarten through second grade PALS data as the basis for the request to reconsider.	Deny	Priority Improvement Plan: Meets 95% Participation	CDE reviewed the submitted body of evidence for K-2 students for achievement and growth. Although the school met achievement expectations for PALS, the achievement results on the SPF for ELA are in the 8th percentile or below. After review, it was determined the level of ELA achievement performance is best described by a "does not meet" sub-indicator rating. For growth, the school did not meet PALS growth expectations and thus the performance is best described as the preliminary sub-indicator rating of "approaching". The submitted PALS data did not show the growth or achievement necessary to increase the plan type to improvement.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
6	ADAMS-ARAPAHOE 28J	KENTON ELEMENTARY SCHOOL	Priority Improvement Plan	Turnaround Plan: Meets 95% Participation	Priority Improvement Plan: Meets 95% Participation	The submitted request to reconsider for Kenton Elementary School asked for the preliminary SPF plan type of turnaround to be changed to priority improvement. On the preliminary SPF, Kenton Elementary School earned 32.5% of the points, which is 1.5% points away from a priority improvement plan type. The submitted body of evidence for Kenton centered on supplemental PALS data.	Deny	Turnaround Plan: Meets 95% Participation	CDE reviewed the submitted body of evidence for K-2 students for achievement and or growth. Although the PALS achievement data was meeting expectations, given the achievement data on the SPF was in the first percentile, it was not enough to move the sub indicator rating up to an "approaching" level. CDE found the PALS growth data submitted to be reflective of the preliminary "approaching" rating on the SPF. The submitted PALS data did not show the growth or achievement necessary to increase the plan type to priority improvement. The inclusion of the Major Improvement Strategies and Implementation Benchmarks alone is not enough evidence to show that the school should have earned a higher plan type rating.
6	ADAMS-ARAPAHOE 28J	PARIS ELEMENTARY SCHOOL	Priority Improvement Plan	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	The district submitted a request to reconsider for Paris Elementary School. Paris received a preliminary plan type of priority improvement, earning 40% of points, 2% points away from improvement. The district requested a change to an improvement plan type based on the submission of a body of evidence. PALS K-3 data was submitted within the body of evidence.	Deny	Priority Improvement Plan: Meets 95% Participation	CDE reviewed the submitted body of evidence and found the data submitted to be reflective of the preliminary rating on the SPF. Although the PALS achievement data was meeting expectations, given the achievement data on the SPF was in the first percentile, it was not enough to move the sub indicator rating up to an "approaching" level. CDE found the PALS growth data submitted to be reflective of the preliminary "approaching" rating on the SPF. The inclusion of the Major Improvement Strategies and Implementation Benchmarks, along with the Innovation Plan, is not enough evidence to show that the school should have earned a higher plan type rating.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
3	ASPEN 1	ASPEN HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the PSAT/SAT state assessment administration.	Deny	Improvement Plan: Decreased due to Participation	With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would not meet the 95% participation rate threshold.
4	BENNETT 29J	BENNETT HIGH SCHOOL	Priority Improvement Plan: Low Participation	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the PSAT/SAT state assessment administration.	Approve	Performance Plan: Low Participation	With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would meet the 95% participation rate threshold.
4	BRIGGS DALE RE-10	BRIGGS DALE ELEMENTARY SCHOOL	Insufficient State Data: Low Participation	Priority Improvement Plan: Low Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. Participation on the English language arts exam was 24.3%, Math exam: 24.3%, and Science exam: 7.1%.	Approve	Insufficient State Data: Low Participation	CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
7	BYERS 32J	COLORADO DIGITAL ACADEMY - ELEMENTARY	Performance Plan: Low Participation	Priority Improvement Plan: Low Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. Participation on the English language arts exam was 21.4%, Math exam: 21.0%, and Science exam: 24.4%.	Approve	Insufficient State Data: Low Participation	CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation.
7	BYERS 32J	COLORADO DIGITAL ACADEMY - MIDDLE	Performance Plan: Low Participation	Performance Plan: Low Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. Participation on the English language arts exam was 20.3%, Math exam: 20.3%, and Science exam: 16.4%.	Approve	Insufficient State Data: Low Participation	CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation.
7	BYERS 32J	COLORADO VIRTUAL ACADEMY (COVA)	Performance Plan: Low Participation	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the PSAT/SAT state assessment administration.	Approve	Performance Plan: Low Participation	With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would meet the 95% participation rate threshold.

Congress- ional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommend- ation	CDE Recommend- ed Plan Type	CDE Rationale
7	BYERS 32J	ELEVATE ACADEMY	Priority Improvement Plan: Low Participation	Turnaround Plan: Decreased due to Participation	Priority Improvement Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the PSAT/SAT state assessment administration.	Approve	Priority Improvement Plan: Low Participation	With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would meet the 95% participation rate threshold.
5	CANON CITY RE-1	CANON CITY HIGH SCHOOL	Improvement Plan	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the PSAT/SAT state assessment administration.	Approve	Performance Plan: Low Participation	With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would meet the 95% participation rate threshold.
2	CHARTER SCHOOL INSTITUTE	GLOBAL VILLAGE ACADEMY - FORT COLLINS	Performance Plan	Performance Plan: Low Participation	Improvement Plan: Low Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the institute. For this school, the institute requested a lower rating based on the institute's own performance framework.	Approve	Improvement Plan: Low Participation	CDE defers to the institute's decision to lower a school rating, based on the institute's standardized criteria.



Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
6	CHERRY CREEK 5	EASTRIDGE COMMUNITY ELEMENTARY SCHOOL	Performance Plan	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	Cherry Creek School District requested a plan type revision related to growth on the ACCESS for ELLs assessment and growth on the iReady assessment for students in kindergarten through 2nd grade.	Approve	Performance Plan: Meets 95% Participation	After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. The submitted iReady achievement data for K-2 students was reflective of the "approaching" rating on the school performance framework. However, the reported growth on the iReady assessment for K-2 students showed performance that was meeting expectations within disaggregated groups and it was enough to move the school from an "approaching" to a "meets" rating which overall would move the school from an Improvement plan type to a Performance plan type.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
6	CHERRY CREEK 5	HIGHLINE COMMUNITY ELEMENTARY SCHOOL	Priority Improvement Plan	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	Cherry Creek Schools requested a plan type revision based on additional data submitted related to growth on the ACCESS for ELLs assessment and growth on the iReady assessment for students in 1st and 2nd grades.	Deny	Priority Improvement Plan: Meets 95% Participation	After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. One year of iReady data was submitted, but the performance on the assessment was not strong enough to move the school off of priority improvement as the data validates the current status of "Approaching" in growth.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
6	CHERRY CREEK 5	SUMMIT ELEMENTARY SCHOOL	Performance Plan	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	Cherry Creek School District requested a plan type revision based on additional data submitted related to growth on the ACCESS for ELLs assessment and growth on the iReady assessment for students in kindergarten through 2nd grade.	Approve	Performance Plan: Meets 95% Participation	After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. The submitted iReady achievement data for K-2 students was reflective of the "approaching" rating on the school performance framework. However, the reported growth on the iReady assessment for K-2 students showed performance that was meeting expectations within disaggregated groups and it was enough to move the school from an "approaching" to a "meets" rating which overall would move the school from an Improvement plan type to a Performance plan type.
5	COLORADO SPRINGS 11	KING ELEMENTARY SCHOOL	Performance Plan	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	The district submitted its request for King Elementary School based on academic achievement as evidenced by K-3 DIBELS results; academic growth as evidenced by K-3 Galileo results; and progress towards locally determined goals.	Approve	Performance Plan: Meets 95% Participation	The Galileo data presented for King Elementary shows that students are meeting expectations for growth across kindergarten through 3rd grades in both English Language Arts and Mathematics. This data reflects a "meets" rating as opposed to an "approaching" rating for English Language Arts and math growth, moving the school from an Improvement to Performance plan type.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
5	COLORADO SPRINGS 11	MADISON ELEMENTARY SCHOOL	Performance Plan	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	The district submitted its request for Madison Elementary School based on academic achievement as evidenced by K-3 DIBELS results; academic growth as evidenced by K-3 Galileo results; and progress towards locally determined goals.	Approve	Improvement Plan: Meets 95% Participation	The Galileo data presented for Madison Elementary shows that students are meeting expectations for growth across kindergarten through 3rd grades in both English Language Arts and mathematics. The DIBELS data presented for the school shows the students are meeting achievement expectations, but not growth expectations. The additional data provided for ELA growth and achievement for Galileo and DIBELS is reflective of the "approaching" rating earned on the school performance framework. However, the Galileo data presents a compelling case that a better descriptor of math growth for the "all students" disaggregated group on the school performance framework is "approaching" rather than "does not meet", thus, moving the school from a Priority Improvement to Improvement plan type.
5	CRIPPLE CREEK-VICTOR RE-1	CRIPPLE CREEK-VICTOR JUNIOR-SENIOR HIGH SCHOOL	Improvement Plan	Priority Improvement Plan: Decreased due to Participation	Improvement Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the PSAT/SAT state assessment administration.	Approve	Improvement Plan: Low Participation	With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would meet the 95% participation rate threshold.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	ABRAHAM LINCOLN HIGH SCHOOL	Priority Improvement Plan: Low Participation	Improvement Plan: Meets 95% Participation	Priority Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Priority Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	ACADEMY 360	Improvement Plan	Priority Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	Denver Public Schools requested a change based on insufficient sample size, early literacy improvement, success on ACCESS for ELLs, and progress towards Major Improvement Strategies and Implementation Benchmarks.	Deny	Priority Improvement Plan: Meets 95% Participation	The submitted request is not recommended for approval and it is recommended that the school maintain its assigned Priority Improvement Plan. The provided Istation data does not provide evidence of a higher performance level, especially given the distance in which Academy 360 falls from the Performance plan cut point. The achievement results for Istation show the school is meeting expectations, but given the school is at the 1st percentile for grades 3-5 ELA achievement on the school performance framework, the Istation data is not strong enough to improve the "does not meet" rating. Additionally, the Istation growth data is reflective of an "approaching" rating for all students, which is reflective of what is presented on the school performance framework. After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. The inclusion of the Major Improvement Strategies and Implementation Benchmarks alone is not enough evidence to show that the school should have earned a higher plan type rating.

Congress- ional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommend- ation	CDE Recommend- ed Plan Type	CDE Rationale
1	DENVER COUNTY 1	ASHLEY ELEMENTARY SCHOOL	Priority Improvement Plan	Turnaround Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	Denver Public Schools requested a change based on early literacy improvement and progress towards the school's Major Improvement Strategies and Implementation Benchmarks.	Partial Approval	Priority Improvement Plan: Meets 95% Participation	The submitted request is partially recommended for approval. CDE recommends that school be assigned a Priority Improvement Plan Type. CDE reviewed the additional Istation data submitted and agrees that an "approaching" rating is more reflective of achievement on ELA for the "All Students" group based on the submitted data is appropriate when considering the proximity to the cut-point for "approaching" for this group and would result in a priority improvement rating. The provided Istation data fails to demonstrate sufficient performance and/or growth to adjust the overall plan type rating to Improvement. The inclusion of the Major Improvement Strategies and Implementation Benchmarks alone is not enough evidence to show that the school should have earned a higher plan type rating.
1	DENVER COUNTY 1	BARNUM ELEMENTARY SCHOOL	Improvement Plan	Priority Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	Denver Public Schools requested a change based on early literacy improvement and progress towards the school's Major Improvement Strategies and Implementation Benchmarks.	Partial Approval	Improvement Plan: Meets 95% Participation	The submitted request is partially recommended for approval. CDE recommends that the school be assigned an Improvement Plan Type. CDE reviewed the supplemental Istation data that was provided for grades K-2. CDE agrees that a "meets" rating was more appropriate for the "All Students" and "English Language Learner" disaggregated groups for the ELA growth indicator, which results in an overall school rating of Improvement Plan. While this results in enough points for an Improvement rating, the school still falls short of the Performance cut score. The inclusion of the Major Improvement Strategies and Implementation Benchmarks alone is not enough evidence to show that the school should have earned a higher plan type rating.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	BEAR VALLEY INTERNATIONAL SCHOOL	Performance Plan	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	BROMWELL ELEMENTARY SCHOOL	Performance Plan	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	BROWN INTERNATIONAL ACADEMY	Performance Plan	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.



Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	BRUCE RANDOLPH SCHOOL	Improvement Plan	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	CENTENNIAL A SCHOOL FOR EXPEDITIONARY LEARNING	Improvement Plan	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	Denver Public Schools requested a change based on early literacy improvement, ACCESS for ELLs growth, and progress on their Major Improvement Strategies and Implementation Benchmarks.	Deny	Priority Improvement Plan: Meets 95% Participation	The submitted request is not recommended for approval. CDE recommends that the school maintain its assigned Priority Improvement Plan. The provided Istation data is not strong enough to warrant higher sub indicator ratings for achievement and growth and thus does not warrant a higher school plan type rating. The supplemental data that was provided does not meet expectations for growth, and although the supplemental data does meet expectations for 2 out of 3 grade levels for achievement, the school is too far from the "approaching" cut point to warrant a change in the sub indicator rating. The additional data provided does not make a compelling-enough case to award an Improvement rating. After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. The inclusion of the Major Improvement Strategies and Implementation Benchmarks alone is not enough evidence to show that the school should have earned a higher plan type rating.

Congress- ional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommend- ation	CDE Recommend- ed Plan Type	CDE Rationale
1	DENVER COUNTY 1	CESAR CHAVEZ ACADEMY DENVER	Turnaround Plan	Improvement Plan: Meets 95% Participation	Turnaround Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Turnaround Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	COLE ARTS AND SCIENCE ACADEMY	Improvement Plan	Turnaround Plan: Meets 95% Participation	Improvement Plan	The Denver Public School District is respectfully requesting a reconsideration of the preliminary performance framework plan type for Cole Arts and Science Academy based on performance on ACCESS, and progress on major improvement strategies and implementation benchmarks.	Deny	Turnaround Plan: Meets 95% Participation	After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. The inclusion of the Major Improvement Strategies and Implementation Benchmarks alone is not enough evidence to show that the school should have earned a higher plan type rating.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	COLFAX ELEMENTARY SCHOOL	Performance Plan	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	Denver Public Schools requested a change based on early literacy improvement, ACCESS for ELLs growth, and progress on their Major Improvement Strategies and Implementation Benchmarks.	Approve	Performance Plan: Meets 95% Participation	The submitted request is recommended for approval for the assignment of a Performance Plan. The supplemental Istation data that were provided for grades K-2 indicate strong achievement in reading. The data represent ELA achievement at the "Approaching" level as opposed to the "Does Not Meet" level, which results in an overall school plan assignment of Performance. After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	COLLEGIATE PREPARATOR Y ACADEMY	Performance Plan	Priority Improvement Plan: Decreased due to Participation	Improvement Plan: Low Participation	The district requests to use the multi-year accountability participation rate since the one year accountability participation rate was not met. Historically, the school has attained 95% accountability participation rates and requests flexibility for the most recent year. The district requests that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.	Approve	Improvement Plan: Low Participation	Due to the fact that historically the school has attained 95% accountability participation rates, CDE recommends approval for the district's request and that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.
1	DENVER COUNTY 1	COLORADO HIGH SCHOOL CHARTER	AEC: Performance Plan	Pending AEC Framework	AEC: Performance Plan	Denver Public Schools requested that CDE review the district's methodology for generating their Alternative Education Campus SPF's' for the district's schools.	Approve	AEC: Performance Plan	After review, CDE has approved the methodology Denver Public Schools presented to generate the district's Alternative Education Campus SPF's' for their schools. CDE recommends approval of this request.

Congress- ional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommend- ation	CDE Recommend- ed Plan Type	CDE Rationale
1	DENVER COUNTY 1	COLUMBINE ELEMENTARY SCHOOL	Improvement Plan	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	COMPASS ACADEMY	Turnaround Plan	Improvement Plan: Meets 95% Participation	Turnaround Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Turnaround Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	COMPASSION ROAD ACADEMY	AEC: Improvement Plan	Pending AEC Framework	AEC: Performance Plan	Denver Public Schools requested that CDE review the district's methodology for generating their Alternative Education Campus SPFs' for the district's schools.	Approve	AEC: Performance Plan	After review, CDE has approved the methodology Denver Public Schools presented to generate the district's Alternative Education Campus SPFs' for their schools. CDE recommends approval of this request.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	CONTEMPORARY LEARNING ACADEMY	AEC: Priority Improvement Plan	Pending AEC Framework	AEC: Improvement Plan	Denver Public Schools requested that CDE review the district's methodology for generating their Alternative Education Campus SPFs' for the district's schools.	Approve	AEC: Improvement Plan	After review, CDE has approved the methodology Denver Public Schools presented to generate the district's Alternative Education Campus SPFs' for their schools. CDE recommends approval of this request.
1	DENVER COUNTY 1	DCIS AT MONTBELLO	Improvement Plan	Improvement Plan: Meets 95% Participation	Turnaround Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Turnaround Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	DENVER CENTER FOR 21ST LEARNING AT WYMAN	AEC: Improvement Plan	Pending AEC Framework	AEC: Performance Plan	Denver Public Schools requested that CDE review the district's methodology for generating their Alternative Education Campus SPFs' for the district's schools.	Approve	AEC: Performance Plan	After review, CDE has approved the methodology Denver Public Schools presented to generate the district's Alternative Education Campus SPFs' for their schools. CDE recommends approval of this request.

Congress- ional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommend- ation	CDE Recommend- ed Plan Type	CDE Rationale
1	DENVER COUNTY 1	DENVER CENTER FOR INTERNATION AL STUDIES	Performance Plan	Performance Plan: Low Participation	Improvement Plan: Low Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Low Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	DENVER CENTER FOR INTERNATION AL STUDIES AT FAIRMONT	Priority Improvement Plan: Low Participation	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	Denver Public Schools requested a change based on early literacy improvement, growth on ACCESS for ELLs, and progress towards the school's Major Improvement Strategies and Implementation Benchmarks.	Approve	Performance Plan: Meets 95% Participation	The submitted request is recommended for approval for the assignment of a Performance Plan. The supplemental Istation data that were provided for grades K-2 indicate strong achievement and growth in reading, with each grade level meeting the target. The data represents ELA achievement performance and growth at the "meets" level, as opposed to "approaching" for all students, which results in an overall school plan assignment of Performance. After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions..



Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	DENVER DISCOVERY SCHOOL	Performance Plan	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	DENVER JUSTICE HIGH SCHOOL	AEC: Turnaround Plan	Pending AEC Framework	AEC: Improvement Plan	Denver Public Schools requested that CDE review the district's methodology for generating their Alternative Education Campus SPFs' for the district's schools.	Approve	AEC: Improvement Plan	After review, CDE has approved the methodology Denver Public Schools presented to generate the district's Alternative Education Campus SPFs' for their schools. CDE recommends approval of this request.
1	DENVER COUNTY 1	DENVER ONLINE HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	Denver Public School District is requesting a reconsideration of the preliminary performance framework plan type for Denver Online High School based on the impact of accountability participation on the school's accreditation rating, and progress on their major improvement strategies and implementation benchmarks.	Deny	Improvement Plan: Decreased due to Participation	CDE reviewed the district's request and historically, the school has not consistently met the 95% participation expectations required, therefore, the school is not recommended for approval based on the accountability participation impact. The inclusion of the Major Improvement Strategies and Implementation Benchmarks alone is not enough evidence to show that the school should have earned a higher plan type rating.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	DOWNTOWN DENVER EXPEDITIONARY SCHOOL	Improvement Plan	Performance Plan: Meets 95% Participation	Priority Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Priority Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	DSST: COLE HIGH SCHOOL	Performance Plan	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	The district requests to use the multi-year accountability participation rate since the one year accountability participation rate was not met. Historically, the school has attained 95% accountability participation rates and requests flexibility for the most recent year. The district requests that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.	Approve	Performance Plan: Low Participation	Due to the fact that historically the school has attained 95% accountability participation rates, CDE recommends approval for the district's request and that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.

Congress- ional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommend- ation	CDE Recommend- ed Plan Type	CDE Rationale
1	DENVER COUNTY 1	DSST: HENRY MIDDLE SCHOOL	Performance Plan	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	EAGLETON ELEMENTARY SCHOOL	Priority Improvement Plan	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	Denver Public Schools requested a change based on early literacy improvement and progress towards the school's Major Improvement Strategies and Implementation Benchmarks.	Approve	Improvement Plan: Meets 95% Participation	The submitted request is recommended for approval for the assignment of an Improvement Plan. The supplemental Istation data that were provided for grades K-2 indicate strong achievement in reading, with each grade level meeting the target. The ELA achievement performance is better reflected with an "approaching" rating as opposed to a "does not meet" rating. This change would result in enough overall points to increase the plan type to Improvement.
1	DENVER COUNTY 1	EDISON ELEMENTARY SCHOOL	Improvement Plan	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	EMILY GRIFFITH HIGH SCHOOL	AEC: Performance Plan	Pending AEC Framework	AEC: Performance Plan	Denver Public Schools requested that CDE review the district's methodology for generating their Alternative Education Campus SPF's for the district's schools.	Approve	AEC: Performance Plan	After review, CDE has approved the methodology Denver Public Schools presented to generate the district's Alternative Education Campus SPF's for their schools. CDE recommends approval of this request.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	FARRELL B. HOWELL ECE-8 SCHOOL	Improvement Plan	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	Denver Public Schools requested a change based on early literacy improvement, growth on CSLA, growth on ACCESS for ELLs, and progress on their Major Improvement Strategies and Implementation Benchmarks.	Deny	Improvement Plan: Meets 95% Participation	The submitted request is not recommended for approval. CDE recommends that the school maintain its assigned Improvement Plan. The provided Istation data does not indicate sufficient levels of growth and/or achievement to award additional points to the school's framework. Given that the school's framework is already meeting growth expectations the provided evidence is not sufficient to assign an "exceeds" expectations rating for any group. This data presented is meeting expectations for K-2 in achievement, however, the data presented still shows a rating of "approaching" rather than "meets" given current achievement in the mid-20th percentile on the school performance framework, which represents grades 3-5. After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. The inclusion of the Major Improvement Strategies and Implementation Benchmarks alone is not enough evidence to show that the school should have earned a higher plan type rating.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	FLORENCE CRITTENTON HIGH SCHOOL	AEC: Improvement Plan	Pending AEC Framework	AEC: Performance Plan	Denver Public Schools requested that CDE review the district's methodology for generating their Alternative Education Campus SPFs' for the district's schools.	Approve	AEC: Performance Plan	After review, CDE has approved the methodology Denver Public Schools presented to generate the district's Alternative Education Campus SPFs' for their schools. CDE recommends approval of this request.
1	DENVER COUNTY 1	GEORGE WASHINGTON HIGH SCHOOL	Improvement Plan: Low Participation	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	GIRLS ATHLETIC LEADERSHIP SCHOOL HIGH SCHOOL	Improvement Plan	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	GODSMAN ELEMENTARY SCHOOL	Improvement Plan	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	Denver Public Schools requested a change based on early literacy improvement, growth on CSLA, growth on ACCESS for ELLs, and progress on their Major Improvement Strategies and Implementation Benchmarks.	Deny	Improvement Plan: Meets 95% Participation	The submitted request is not recommended for approval. CDE recommends that the school maintain its assigned Improvement Plan. The provided Istation data does not indicate sufficient levels of achievement and/or growth to award additional points on the school's framework. CDE reviewed the Istation achievement data and agrees that a "meets" rating is more reflective of achievement for all students and English Language Learners at the school. Even while a "meets" rating for all students and ELL students for achievement would be more reflective of performance, the school would still be too far from the Performance cut point to warrant a change in overall rating. After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. It is appreciated that the Major Improvement Strategies and Implementation Benchmarks are provided but they did not alter the decision in this instance.

Congress- ional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommend- ation	CDE Recommend- ed Plan Type	CDE Rationale
1	DENVER COUNTY 1	HALLETT ACADEMY	Turnaround Plan	Improvement Plan: Meets 95% Participation	Turnaround Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Turnaround Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	HAMILTON MIDDLE SCHOOL	Improvement Plan	Performance Plan: Meets 95% Participation	Priority Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Priority Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	HIGHLINE ACADEMY NORTHEAST	Performance Plan	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.



Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	HILL CAMPUS OF ARTS AND SCIENCES	Turnaround Plan	Performance Plan: Low Participation	Improvement Plan: Low Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Low Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	JOHN F KENNEDY HIGH SCHOOL	Improvement Plan: Low Participation	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	JOHNSON ELEMENTARY SCHOOL	Turnaround Plan	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	KEPNER MIDDLE SCHOOL	Turnaround Plan	Performance Plan: Meets 95% Participation	Priority Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Priority Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	KIPP NORTHEAST DENVER MIDDLE SCHOOL	Priority Improvement Plan	Improvement Plan: Meets 95% Participation	Turnaround Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Turnaround Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	LAKE INTERNATIONAL SCHOOL	Improvement Plan	Priority Improvement Plan: Meets 95% Participation	Turnaround Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Turnaround Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	MANUAL HIGH SCHOOL	Priority Improvement Plan: Decreased due to Participation	Improvement Plan: Low Participation	Priority Improvement Plan: Low Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Priority Improvement Plan: Low Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	MARIE L. GREENWOOD ACADEMY	Improvement Plan	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY	Turnaround Plan	Improvement Plan: Meets 95% Participation	Priority Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Priority Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	MERRILL MIDDLE SCHOOL	Performance Plan	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	MUNROE ELEMENTARY SCHOOL	Performance Plan	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	Denver Public Schools requested a change based on early literacy improvement, growth on CSLA, growth on ACCESS for ELLs, and progress on their Major Improvement Strategies and Implementation Benchmarks.	Deny	Improvement Plan: Meets 95% Participation	The submitted request is not recommended for approval. CDE recommends that the school maintain its assigned Improvement Plan. The provided Istation data does not provide sufficient evidence that would result in a higher plan type rating. CDE reviewed the data and agrees that a rating of "approaching" is better representative for the "all students" disaggregated group for ELA achievement and a "meets" rating for the English Language Learner disaggregated group for ELA growth. However, even with these additional changes in ratings, the school would still not reach the Performance level. After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. The inclusion of the Major Improvement Strategies and Implementation Benchmarks alone is not enough evidence to show that the school should have earned a higher plan type rating.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	NOEL COMMUNITY ARTS SCHOOL	Priority Improvement Plan: Decreased due to Participation	Improvement Plan: Meets 95% Participation	Priority Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Priority Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	NORTH HIGH SCHOOL ENGAGEMENT CENTER	AEC: Improvement Plan	Pending AEC Framework	AEC: Performance Plan	Denver Public Schools requested that CDE review the district's methodology for generating their Alternative Education Campus SPFs' for the district's schools.	Approve	AEC: Performance Plan	After review, CDE has approved the methodology Denver Public Schools presented to generate the district's Alternative Education Campus SPFs' for their schools. CDE recommends approval of this request.
1	DENVER COUNTY 1	OMAR D BLAIR CHARTER SCHOOL	Improvement Plan	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	PALMER ELEMENTARY SCHOOL	Improvement Plan: Low Participation	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	Denver Public Schools requested a change based on early literacy improvement and progress towards the school's Major Improvement Strategies and Implementation Benchmarks.	Deny	Improvement Plan: Meets 95% Participation	The submitted request is not recommended for approval. CDE recommends that the school maintain its assigned Improvement Plan. The provided Istation data revealed three grade levels that met expectations in achievement and growth. Although CDE does agree that the "all students" is more reflective of a "meets" rating, it would still be insufficient to reach the required cut-point to improve the school's overall plan type rating. Growth is already described with a "meets" rating on the school's performance framework, so the additional data did not represent a higher rating. In addition, no disaggregated group data was provided for consideration of additional points. The inclusion of the Major Improvement Strategies and Implementation Benchmarks alone is not enough evidence to show that the school should have earned a higher plan type rating.
1	DENVER COUNTY 1	RESPECT ACADEMY AT LINCOLN	AEC: Performance Plan	Pending AEC Framework	AEC: Performance Plan	Denver Public Schools requested that CDE review the district's methodology for generating their Alternative Education Campus SPFs' for the district's schools.	Approve	AEC: Performance Plan	After review, CDE has approved the methodology Denver Public Schools presented to generate the district's Alternative Education Campus SPFs' for their schools. CDE recommends approval of this request.
1	DENVER COUNTY 1	RISEUP COMMUNITY SCHOOL	AEC: Turnaround Plan	Pending AEC Framework	AEC: Priority Improvement Plan	Denver Public Schools requested that CDE review the district's methodology for generating their Alternative Education Campus SPFs' for the district's schools.	Approve	AEC: Priority Improvement Plan	After review, CDE has approved the methodology Denver Public Schools presented to generate the district's Alternative Education Campus SPFs' for their schools. CDE recommends approval of this request.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	SKINNER MIDDLE SCHOOL	Improvement Plan	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	SMITH ELEMENTARY SCHOOL	Turnaround Plan	Turnaround Plan: Meets 95% Participation	Priority Improvement Plan: Meets 95% Participation	Denver Public Schools requested a change based on early literacy improvement and progress towards the school's Major Improvement Strategies and Implementation Benchmarks.	Approve	Priority Improvement Plan: Meets 95% Participation	The submitted request is recommended for approval for the assignment of a Priority Improvement Plan. The supplemental Istation data that was provided for the "All Students" group for ELA growth was more representative of a "meets" rating rather than an "approaching" rating which resulted in an assignment of the Priority Improvement plan rating.
1	DENVER COUNTY 1	SOUTH HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.



Congress- ional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommend- ation	CDE Recommend- ed Plan Type	CDE Rationale
1	DENVER COUNTY 1	STEDMAN ELEMENTARY SCHOOL	Improvement Plan	Improvement Plan: Meets 95% Participation	Priority Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Priority Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	STRIVE PREP - EXCEL	Priority Improvement Plan: Decreased due to Participation	Priority Improvement Plan: Decreased due to Participation	Improvement Plan: Low Participation	Denver Public School District is requesting a reconsideration of the preliminary performance framework plan type for STRIVE Prep Excel based on the impact of accountability participation on the school's accreditation rating.	Deny	Priority Improvement Plan: Decreased due to Participation	Due to the fact that historically the school has not attained 95% accountability participation rates, CDE recommends denial for the district's request and that the school rating remains lowered one level due to not meeting the accountability participation rate for this year.
1	DENVER COUNTY 1	STRIVE PREP - KEPNER	Performance Plan	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	Denver Public School District is requesting a reconsideration of the preliminary performance framework plan type for STRIVE Prep Kepner based on progress on their major improvement strategies and implementation benchmarks.	Deny	Improvement Plan: Meets 95% Participation	It is appreciated that the Major Improvement Strategies and Implementation Benchmarks are provided but they did not alter the decision. The inclusion of the Major Improvement Strategies and Implementation Benchmarks alone is not enough evidence to show that the school should have earned a higher plan type rating.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	STRIVE PREP - LAKE	Performance Plan	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	Denver Public School District is requesting a reconsideration of the initial school performance framework plan type for STRIVE Prep – Lake, based on success on ACCESS, and progress on their major improvement strategies and implementation benchmarks.	Deny	Improvement Plan: Meets 95% Participation	After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. The inclusion of the Major Improvement Strategies and Implementation Benchmarks alone is not enough evidence to show that the school should have earned a higher plan type rating.
5	DENVER COUNTY 1	STRIVE PREP - MONTBELLO	Performance Plan	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	Denver Public School District is requesting a reconsideration of the initial school performance framework plan type for STRIVE Prep – Montbello , based on success on ACCESS, and progress on their major improvement strategies and implementation benchmarks.	Deny	Improvement Plan: Meets 95% Participation	After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. The inclusion of the Major Improvement Strategies and Implementation Benchmarks alone is not enough evidence to show that the school should have earned a higher plan type rating.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	STRIVE PREP - SMART ACADEMY	Improvement Plan	Improvement Plan: Meets 95% Participation	Priority Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Priority Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	SUMMIT ACADEMY	AEC: Improvement Plan	Pending AEC Framework	AEC: Performance Plan	Denver Public Schools requested that CDE review the district's methodology for generating their Alternative Education Campus SPFs' for the district's schools.	Approve	AEC: Performance Plan	After review, CDE has approved the methodology Denver Public Schools presented to generate the district's Alternative Education Campus SPFs' for their schools. CDE recommends approval of this request.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	SWANSEA ELEMENTARY SCHOOL	Priority Improvement Plan	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	Denver Public Schools requested a change based on early literacy improvement and progress towards the school's Major Improvement Strategies and Implementation Benchmarks.	Deny	Priority Improvement Plan: Meets 95% Participation	The submitted request is not recommended for approval. CDE recommends that the school maintain its assigned Priority Improvement Plan. The provided Istation data for K-2 students does not demonstrate sufficient achievement and/or growth to alter the overall plan type rating. Achievement on Istation did not meet expectations for all grade levels which is representative of the "approaching" ratings already earned on the school performance framework. For English Language Learners, students did meet expectations for K-2 students, but given the 3-5 student achievement on the school performance framework is at the 20th percentile, this would not warrant a "meets" rating. The Istation growth data does not meet expectations across all grade levels, which is representative of the "approaching" rating already earned on the school performance framework, so this does not warrant a change in overall rating. The inclusion of the Major Improvement Strategies and Implementation Benchmarks alone is not enough evidence to show that the school should have earned a higher plan type rating.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	TELLER ELEMENTARY SCHOOL	Performance Plan	Performance Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	VALVERDE ELEMENTARY SCHOOL	Turnaround Plan	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	Denver Public Schools requested a change based on early literacy improvement, growth on ACCESS for ELLs, and progress towards the school's Major Improvement Strategies and Implementation Benchmarks.	Deny	Priority Improvement Plan: Meets 95% Participation	The submitted request is not recommended for approval. CDE recommends that the school maintain its assigned Priority Improvement Plan. The provided Istation data does not reveal a pattern of results that would justify the improved rating especially given the distance which Valverde Elementary's performance framework falls from the Improvement Plan cut point. The Istation achievement data meets expectations for grades K-2 in achievement, however, the data presented was not strong enough to raise the rating from "approaching" to "meets" given current achievement in the 18th percentile on the school performance framework, which represents grades 3-5. The Istation growth data presented did not meet expectations. After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. The inclusion of the Major Improvement Strategies and Implementation Benchmarks alone is not enough evidence to show that the school should have earned a higher plan type rating.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
1	DENVER COUNTY 1	VENTURE PREP HIGH SCHOOL	Turnaround Plan	Improvement Plan: Meets 95% Participation	Priority Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Priority Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	WEST CAREER ACADEMY	AEC: Improvement Plan	School Closed	AEC: Performance Plan	The district decided to close the school after the conclusion of the 2016-17 school year and has requested to receive a rating for the school in its final year of operation.	Deny	School Closed	CDE policy is not to give a final plan type for a school that a district has closed. To be consistent with CDE policy, the department does not recommend approval of this request.
1	DENVER COUNTY 1	WYATT ACADEMY	Improvement Plan	Improvement Plan: Meets 95% Participation	Priority Improvement Plan: Meets 95% Participation	As per C.R.S. 22-11-307(2), local school boards "may choose to be more rigorous in expectations" when using measures to accredit schools authorized by the district. For this school, the district requested a lower rating based on the district's own performance framework.	Approve	Priority Improvement Plan: Meets 95% Participation	CDE defers to the district's decision to lower a school rating, based on the district's standardized criteria.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
3	DOLORES COUNTY RE NO.2	DOVE CREEK HIGH SCHOOL	Insufficient State Data: Low Participation	Improvement Plan: Decreased due to Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. Participation on the English language arts exam was 39.0%, Math exam: 38.1%, and Science exam: 19.4%.	Approve	Insufficient State Data: Low Participation	CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation.
3	DOLORES COUNTY RE NO.2	SEVENTH STREET ELEMENTARY SCHOOL	Insufficient State Data: Low Participation	Improvement Plan: Low Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. Participation on the English language arts exam was 14.6%, Math exam: 14.6%, and Science exam: 18.8%.	Approve	Insufficient State Data: Low Participation	CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation.



Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
3	DOLORES RE-4A	DOLORES ELEMENTARY SCHOOL	Insufficient State Data: Low Participation	Turnaround Plan: Low Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessments was not representative of the population of students in the school. Participation on the English language arts exam was 83.7%, Math exam: 87.6%, and Science exam: 92.2%.	Deny	Turnaround Plan: Low Participation	CDE acknowledges the district's concerns and, given that more than 85% of students participated in the state assessment, the department does not recommend approval of the request to change the school's rating to Insufficient State Data: Low Participation as there is not clear evidence that the data included in the school's performance framework is not representative of the total school population.
3	DOLORES RE-4A	DOLORES HIGH SCHOOL	Turnaround Plan: Decreased due to Participation	Performance Plan: Low Participation	Improvement Plan: Low Participation	The middle and high school in the district operate as a single school. The district applied for a single school code and requested a single school rating.	Approve	Improvement Plan: Low Participation	The new middle and high school was approved for a single school code. As a result the two schools will receive one final performance framework with a single rating.
3	DOLORES RE-4A	DOLORES MIDDLE SCHOOL	Insufficient State Data: Low Participation	Turnaround Plan: Low Participation	Improvement Plan: Low Participation	The middle and high school in the district operate as a single school. The district applied for a single school code and requested a single school rating.	Approve	Improvement Plan: Low Participation	The new middle and high school was approved for a single school code. As a result the two schools will receive one final performance framework with a single rating.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
4	DOUGLAS COUNTY RE 1	LEGEND HIGH SCHOOL	Performance Plan: Low Participation	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	The district requests to use the multi-year accountability participation rate since the one year accountability participation rate was not met. Historically, the school has attained 95% accountability participation rates and requests flexibility for the most recent year. The district requests that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.	Approve	Performance Plan: Low Participation	Due to the fact that historically the school has attained 95% accountability participation rates, CDE recommends approval for the district's request and that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.
3	DURANGO 9-R	COLORADO CONNECTIONS ACADEMY @ DURANGO	Performance Plan	Priority Improvement Plan: Decreased due to Participation	Improvement Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the CMAS and PSAT/SAT state assessment administration.	Deny	Priority Improvement Plan: Decreased due to Participation	With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would not meet the 95% participation rate threshold. CDE policy guidance does not allow for request to reconsider submissions regarding CMAS PARCC miscoding this year, and therefore, the request is not recommended for approval.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
4	EADS RE-1	EADS HIGH SCHOOL	Performance Plan	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the PSAT/SAT state assessment administration.	Approve	Performance Plan: Low Participation	With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would meet the 95% participation rate threshold.
5	EDISON 54 JT	EDISON JUNIOR-SENIOR HIGH SCHOOL	Performance Plan: Low Participation	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the PSAT/SAT state assessment administration.	Approve	Performance Plan: Low Participation	With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would meet the 95% participation rate threshold.
2	ESTES PARK R-3	ESTES PARK HIGH SCHOOL	Performance Plan: Low Participation	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the PSAT/SAT state assessment administration.	Approve	Performance Plan: Low Participation	With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would meet the 95% participation rate threshold.

Congress- ional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommend- ation	CDE Recommend- ed Plan Type	CDE Rationale
5	FALCON 49	FALCON ELEMENTARY SCHOOL OF TECHNOLOGY	Performance Plan	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	The district provided additional K-2 achievement and K-3 growth DIBELS data for body of evidence request that was supplemental to state data used for the School Performance Framework.	Deny	Improvement Plan: Meets 95% Participation	The district submitted additional DIBELS data for consideration for grades K-2 in achievement for ELA and K-3 in growth for ELA. The school is meeting expectations for DIBELS achievement for grades K-2 for "all students" and therefore, CDE agrees that a "meets" rating is more representative for the "all students" disaggregated group for ELA achievement on the school performance framework. However, given the grades 3-5 percentile rankings of 29 for free and reduced-price lunch students and 38 for minority students of the disaggregated groups, performance is too low to warrant any additional extra points for achievement in ELA. Given how far the school is from the cut-point for a Performance rating, even these additional points would not move the school to a higher rating. The school does not meet growth expectations for DIBELS for "all students" or additional disaggregated groups to warrant any change in the "approaching" rating earned on the school performance framework. Additionally, the longitudinal local data submitted, as well as the data reported on the school performance framework, is displaying a downwards trend from the previous year. CDE believes an Improvement rating is more representative of school performance and thus school is not recommended for approval for a Performance rating.

Congress- ional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommend- ation	CDE Recommend- ed Plan Type	CDE Rationale
5	FALCON 49	RIDGEVIEW ELEMENTARY SCHOOL	Performance Plan	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	The district provided additional K-2 achievement and K-3 growth DIBELS data for body of evidence request that was supplemental to state data used for the School Performance Framework.	Deny	Improvement Plan: Meets 95% Participation	The district submitted additional DIBELS data for consideration for grades K-2 in achievement for ELA and K-3 in growth for ELA. For achievement, the school already earned a "meets" rating on the school performance framework for ELA achievement in grades 3-5 for "all students", which is aligned with the DIBELS data for K-2 students which meets expectations. On the school performance framework, ELL and FRL students scored in the high 40th percentile earning an "approaching" rating, along with meeting expectations on DIBELS achievement, CDE agrees a "meets" rating is more representative for these disaggregated groups. However, these additional points alone would not be enough to move the school to a Performance rating given how far they are from the cut-point. The additional DIBELS growth data is aligned with the "approaching" rating earned on the school performance framework for "all students" and disaggregated groups. Additionally, the longitudinal local data submitted, as well as the data reported on the school performance framework, is displaying a downwards trend from the previous year. CDE believes an Improvement rating is more representative of school performance and thus school is not recommended for approval for a Performance rating.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
5	FALCON 49	STETSON ELEMENTARY SCHOOL	Performance Plan	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	The district provided additional K-2 achievement and K-3 growth DIBELS data for body of evidence request that was supplemental to state data used for the School Performance Framework.	Deny	Improvement Plan: Meets 95% Participation	The district submitted additional DIBELS data for consideration for grades K-2 in achievement for ELA and K-3 in growth for ELA. The achievement levels for the DIBELS assessment are meeting expectations, which is consistent with the "meets" rating earned on the School Performance Framework. For DIBELS K-3 growth, 3 out of 4 grade levels are not meeting expectations, which is representative of the "does not meet" rating earned for "all students" on the school performance framework. The additional disaggregated groups presented for growth are also reflective of the "approaching" rating earned on the school performance framework. Additionally, the longitudinal local data submitted, as well as the data reported on the school performance framework, is displaying a downwards trend from the previous year. CDE believes an Improvement rating is more representative of school performance and thus school is not recommended for approval for a Performance rating.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
4	GREELEY 6	CENTENNIAL ELEMENTARY SCHOOL	Priority Improvement Plan	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	The district submitted the request based on improvements on WIDA ACCESS, DIBELS for kindergarten, and SchoolCity benchmark assessment data for grade two.	Deny	Priority Improvement Plan: Meets 95% Participation	The district presented one grade level of DIBELS data for the school's kindergarten students. While this data is promising, alone it does not present a compelling case for a different growth rating that in the school performance framework. The SPF calculates achievement for three grade levels and growth for two grade levels and the addition of a single grade-level does not have a strong enough impact to change the outcome of the SPF points. After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. While the school is close to the Improvement cut point, there is not enough supplemental data to warrant a higher plan type.

Congress- ional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommend- ation	CDE Recommend- ed Plan Type	CDE Rationale
4	GREELEY 6	MAPLEWOOD ELEMENTARY SCHOOL	Improvement Plan	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	The district submitted its request based on improvements on WIDA ACCESS, DIBELS for grades K-1, and SchoolCity benchmark assessment data for grade two.	Deny	Priority Improvement Plan: Meets 95% Participation	The DIBELS data presents an inconsistent picture of achievement and growth. While the school met the DIBELS achievement expectations in Kindergarten and first grade, the school did not meet expectations in second grade, which is in alignment with grades 3-5 achievement of "does not meet" on the school performance framework. Additionally, no grade level met the growth goal of reducing the percent of students below benchmark. This inconsistent picture of achievement and growth on DIBELS mirrors the school performance framework results. After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. While the school is close to the Improvement cut point, there is not enough supplemental data to warrant a higher plan type.



Congress- ional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommend- ation	CDE Recommend- ed Plan Type	CDE Rationale
4	GREELEY 6	MARTINEZ ELEMENTARY SCHOOL	Priority Improvement Plan	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	The district submitted its request based on improvements on WIDA ACCESS, DIBELS for grades K-3, and SchoolCity benchmark assessment data for grade two.	Deny	Priority Improvement Plan: Meets 95% Participation	The school submitted DIBELS data for grades K-2 achievement and K-3 growth. This data presented is meeting expectations for K-2 in achievement, however, the data presented was not strong enough to pull up the rating from "approaching" to "meets" given current achievement in the mid-20th percentile on the school performance framework, which represents grades 3-5. The growth data presented was not meeting expectations and not strong enough to raise the overall rating for the school's growth. Multiple years of data were taken into consideration and a consistent upwards trend of progress was not found. After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. While the school is close to the Improvement cut point, there is not enough supplemental data to warrant a higher plan type.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
4	GREELEY 6	SCOTT ELEMENTARY SCHOOL	Turnaround Plan	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	The district submitted its request based on improvements on WIDA ACCESS, DIBELS for grades K-3, and SchoolCity benchmark assessment data for grade two.	Deny	Priority Improvement Plan: Meets 95% Participation	The DIBELS local data presented shows the school is meeting achievement expectations for grades K-2 for the "all students", "minority students", and "free and reduced-price lunch students". The school received a "does not meet" for grades 3-5 for "minority students" and "free and reduced-price lunch students" with achievement in the 12th percentile. CDE believes a more representative rating of "approaching" for both of those disaggregated groups is appropriate, however, this wouldn't warrant an overall Improvement rating. On the school performance framework, the school received an "approaching" rating with achievement for "all students" in the 15th percentile. The DIBELS achievement data would not be enough to raise the "all students" group to a "meets" rating. The growth data presented was not meeting expectations and not strong enough to raise the overall rating for the school's growth. After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. While the school is close to the Improvement cut point, there is not enough supplemental data to warrant a higher plan type.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
5	HARRISON 2	SIERRA HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Priority Improvement Plan: Decreased due to Participation	Improvement Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the PSAT/SAT state assessment administration.	Approve	Improvement Plan: Low Participation	With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would meet the 95% participation rate threshold.
3	HUERFANO RE-1	GARDNER ELEMENTARY SCHOOL	Turnaround Plan: Low Participation	Priority Improvement Plan: Low Participation	Improvement Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the CMAS PARCC state assessment administration.	Deny	Priority Improvement Plan: Low Participation	CDE policy guidance does not allow for request to reconsider submissions regarding CMAS PARCC miscoding, and therefore, the request is not recommended for approval. Additionally, this request was not relevant, as the school was not lowered a rating due to participation.
3	HUERFANO RE-1	JOHN MALL HIGH SCHOOL	Priority Improvement Plan: Decreased due to Participation	Priority Improvement Plan: Decreased due to Participation	Improvement Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the PSAT/SAT state assessment administration.	Approve	Improvement Plan: Low Participation	With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would meet the 95% participation rate threshold.
3	HUERFANO RE-1	PEAKVIEW SCHOOL	Priority Improvement Plan: Low Participation	Improvement Plan: Low Participation	Performance Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the CMAS PARCC state assessment administration.	Deny	Improvement Plan: Low Participation	CDE policy guidance does not allow for request to reconsider submissions regarding CMAS PARCC miscoding, and therefore, the request is not recommended for approval. Additionally, this request was not relevant, as the school was not lowered a rating due to participation.

Congress- ional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommend- ation	CDE Recommend- ed Plan Type	CDE Rationale
3	IGNACIO 11 JT	IGNACIO ELEMENTARY SCHOOL	Improvement Plan	Turnaround Plan: Meets 95% Participation	Priority Improvement Plan: Meets 95% Participation	The district requests reconsideration of the preliminary plan type for the school based upon implementation of improvement efforts at the school, requesting the 3-year performance framework in place of the 1-year framework, and submitted DIBELS data.	Deny	Turnaround Plan: Meets 95% Participation	The 1-year framework had sufficient enough data to be selected as the official framework for the school and CDE policy guidance does not include requesting the multi-year framework in place of the official framework. The DIBELS data was not submitted using the request to reconsider template and therefore CDE was unable to determine the school's performance compared to national norms. Thus, the request was not recommended for approval.
3	IGNACIO 11 JT	IGNACIO HIGH SCHOOL	Improvement Plan: Low Participation	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	The district requests reconsideration of the preliminary plan type for the school based upon implementation of improvement efforts at the school and student enrollment and performance in AP classes.	Deny	Priority Improvement Plan: Meets 95% Participation	CDE policy guidance states supplemental postsecondary and workforce readiness measures must meet 95% participation requirements in order to be considered. As this was not the case, the school request was not recommended for approval.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
3	IGNACIO 11 JT	IGNACIO MIDDLE SCHOOL	Performance Plan	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	The district submitted a request to reconsider the rating for the middle school based on the criteria that the school is 0.4 points away from the cut-point to receive an Improvement rating and referenced data points from the school performance framework for academic growth. Additionally the district provided STAR data for students in the middle school.	Deny	Priority Improvement Plan: Meets 95% Participation	CDE policy guidance does not allow for request to reconsider submissions where local data would supplant state assessment data (for middle schools, all grades are tested with the state assessment). Additionally, requests to reconsider submissions must not use the exact same data as used in the CDE performance frameworks. Therefore, there is no additional data to consider for this request, and thus, is not recommended for approval.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
7	JEFFERSON COUNTY R-1	ARVADA HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Priority Improvement Plan: Decreased due to Participation	Improvement Plan: Low Participation	The district requests to use the multi-year accountability participation rate since the one year accountability participation rate was not met. Historically, the school has attained 95% accountability participation rates and requests flexibility for the most recent year. The district requests that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.	Approve	Improvement Plan: Low Participation	Due to the fact that historically the school has attained 95% accountability participation rates, CDE recommends approval for the district's request and that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
2	JEFFERSON COUNTY R-1	EVERGREEN MIDDLE SCHOOL	Performance Plan: Low Participation	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	The district requests to use the multi-year accountability participation rate since the one year accountability participation rate was not met. Historically, the school has attained 95% accountability participation rates and requests flexibility for the most recent year. The district requests that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.	Approve	Performance Plan: Low Participation	Due to the fact that historically the school has attained 95% accountability participation rates, CDE recommends approval for the district's request and that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.
7	JEFFERSON COUNTY R-1	JEFFCO'S 21ST CENTURY VIRTUAL ACADEMY	Insufficient State Data: Low Participation	Turnaround Plan: Decreased due to Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. Participation on the English language arts exam was 76.3%, Math exam: 76.3%, and Science exam: 68.4%.	Approve	Insufficient State Data: Low Participation	CDE acknowledges the district's concerns and, given the lower number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
7	JEFFERSON COUNTY R-1	THOMSON ELEMENTARY SCHOOL	Improvement Plan	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	Jefferson County Public Schools requested a change based on academic achievement and growth data for grades that are not represented on the School Performance Framework. The district provided supplemental NWEA MAP growth data and DIBELS Next achievement data to support its request.	Approve	Improvement Plan: Meets 95% Participation	CDE reviewed the supplemental NWEA MAP and DIBELS data for grades K-2 achievement and K-3 growth. CDE found that the NWEA MAP supplemental data demonstrate strong growth for grades 1-3 in ELA. The data reflect a level of performance of "meets", as opposed to "approaching" for the "all students" and "free and reduced-price lunch" student disaggregated groups in ELA growth. CDE recommends an assignment of an Improvement plan rating.
3	LAS ANIMAS RE-1	AIM GLOBAL	Performance Plan	Turnaround Plan: Low Participation	AEC: Performance Plan	Districts who have applied for a first-time AEC designation for one or more of their schools for the 2017-18 school year may request retroactive AEC designation for the 2016-17 school year based on the 2017-18 AEC application submitted by April 28, 2017.	Approve	AEC: Performance Plan	AIM Global was approved as an AEC by the state board of education at the August 2017 state board meeting for the 2017-18 school year (based on 2016-17 student enrollment data). The district submitted a request on behalf of the school to receive AEC status for the 2016-17 school year and thus to receive a final AEC school performance framework for 2017. CDE recommends approval of this request. AIM Global would receive an AEC: Performance plan type rating.



Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
Accountability and Data Analysis Unit	MANITOU	UTE PASS ELEMENTARY SCHOOL	Improvement Plan: Low Participation	Priority Improvement Plan: Low Participation	Improvement Plan: Low Participation	The district submitted a request based on a body of evidence of three years of supplemental data for the STAR Early Literacy Enterprise™, STAR Reading Enterprise™, and STAR Math Enterprise™ assessments and provided a description of improvement efforts from the same years.	Deny	Priority Improvement Plan: Low Participation	The district submitted supplemental STAR data for the request to reconsider for the school. While supplemental data has been provided, given how far the school is from the Improvement cut-point and after the review of the results, the request does not provide a compelling case for increasing the rating. The achievement results for grades K-2 for STAR Early Literacy Enterprise™ and grades 1-2 for STAR Math Enterprise™ meet the 50th percentile expectations, but for free and reduced-price lunch students, the only disaggregated group reported on the SPF, performance does not meet expectations in STAR Early Literacy Enterprise™ and shows mixed results in STAR Math Enterprise™. Since ELA achievement is at the 48th percentile, CDE agrees that a "meets" rating is more reflective school performance for the "all students" group in ELA achievement, however, this alone would not close the 7.4-gap needed for the school to reach the Improvement level. The "approaching" rating for free and reduced-price lunch students is reflective of additional data provided, as well as the "approaching" and "does not meet" ratings earned for math. Although the growth results from STAR Early Literacy Enterprise™, STAR Reading Enterprise™, and STAR Math Enterprise™ are meeting expectations, the results on the SPF received a "does not meet" rating with low MGPs of 28.5 and 30, and the additional data provided would not warrant any additional points for ELA or math growth. With this information considered, and considering the state assessment data is in decline from 2016, CDE does not recommend the Improvement plan type rating for the school. December 11, 2017

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
3	MONTE VISTA C-8	MONTE VISTA ON-LINE ACADEMY	Insufficient State Data: Low Participation	Turnaround Plan: Low Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. Participation on the English language arts exam was 48.1%, Math exam: 48.1%, and Science exam: 40.7%.	Approve	Insufficient State Data: Low Participation	CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation.
4	OTIS R-3	OTIS ELEMENTARY SCHOOL	Insufficient State Data: Low Participation	Turnaround Plan: Low Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. Participation on the English language arts exam was 25.3%, Math exam: 25.3%, and Science exam: 17.6%.	Approve	Insufficient State Data: Low Participation	CDE acknowledges the district's concerns and, given the low number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation.
4	PLATTE VALLEY RE-7	PLATTE VALLEY HIGH SCHOOL	Performance Plan	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the PSAT/SAT state assessment administration.	Approve	Performance Plan: Low Participation	With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would meet the 95% participation rate threshold.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
2	POUDRE R-1	IRISH ELEMENTARY SCHOOL	Improvement Plan	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	The district makes the request for a higher rating for the school based on submission of supplemental NWEA MAP local assessment data for grade 2 in ELA and math achievement and grade 2-3 ELA and math growth as well as inclusion of 2017 ACCESS if available. The school has performed well on ELL growth since 2013 on the school performance frameworks. The district notes the school is only 0.1 points away from the Improvement plan type cut score.	Approve	Improvement Plan: Meets 95% Participation	The department reviewed the NWEA MAP local assessment data for grade 2 and 3 ELA and math growth and was able to grant the district's request for a higher rating for the school based on the following rationale. The NWEA MAP local assessment data for grade 2 and 3 math growth for all students, English Language Learners, and free and reduced-price lunch disaggregated groups is more reflective of "approaching" ratings, rather than the "does not meet" ratings earned on the SPF. The department reviewed the NWEA MAP local assessment data for grade 2 ELA and math achievement and the school did not meet 50th percentile expectations for all students or other disaggregated groups so no additional points were assigned. After consulting with the Technical Advisory Panel for Growth and reviewing results from the two-year transition to WIDA ACCESS 2.0 including the additional psychometric procedures necessary to increase scale score comparability between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017 school and district performance frameworks. Therefore, ELP growth is not being considered for 2017 Request to Reconsider submissions or decisions. Therefore, CDE recommends approval of an Improvement plan type for the school.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
3	PUEBLO CITY 60	EAST HIGH SCHOOL	Improvement Plan	Turnaround Plan: Decreased due to Participation	Priority Improvement Plan: Low Participation	The district requests to use the multi-year accountability participation rate since the one year accountability participation rate was not met. Historically, the school has attained 95% accountability participation rates and requests flexibility for the most recent year. The district requests that the school rating is not lowered one level due to not meeting the accountability participation rate for this year. Additionally, the district submitted information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration.	Approve	Priority Improvement Plan: Low Participation	With the students recoded and removed from the accountability participation rate for the PSAT/SAT state assessment administration, the school would not meet the 95% participation rate threshold. However, due to the fact that historically the school has attained 95% accountability participation rates, CDE recommends approval for the district's request and that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
3	ROARING FORK RE-1	BRIDGES	AEC: Improvement Plan	AEC: Priority Improvement Plan	AEC: Improvement Plan	The district resubmitted Academic Growth measures for ACCUPLACER that were initially incorrectly calculated by the district and submitted to the state regarding the denominator for the ACCUPLACER growth measures during the selection of measures process for AECs.	Approve	AEC: Improvement Plan	CDE received clarification on the correct denominator for the ACCUPLACER growth measures from the selection of measures form. When this was done, Bridges moved to AEC: Improvement.
5	SALIDA R-32	HORIZONS EXPLORATORY ACADEMY	AEC: Performance Plan	AEC: Improvement Plan	AEC: Performance Plan	The district chose not to submit optional measures for the AEC school performance framework during the selection of measures process but requested CDE consider these measures for the AEC school performance framework during the request to reconsider process.	Deny	AEC: Improvement Plan	The district chose not to submit optional measures for the AEC school performance framework during the selection of measures collection, resulting in the AEC receiving an AEC: Improvement rating. CDE reviewed the supplemental optional measures on behalf of the district's AEC through the request to reconsider process. After including these additional measures, CDE calculated the AEC would still earn an AEC: Improvement rating for the 2017 AEC SPF.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
Accountability and Data Analysis Unit 3	SILVERTON 1	SILVERTON ELEMENTARY SCHOOL	Improvement Plan: Low Participation	Improvement Plan: Meets 95% Participation	Insufficient State Data: Meets 95% Participation	The district submits a request for reconsideration of the school performance framework rating based on the following criteria: (1) Due to the small size of the elementary school, one misadministration experienced for the ELA assessment lowered the accountability participation rate below 95% and, historically, the school and district have met the participation requirements and this year should be treated as an exception; (2) The data in the school performance framework for CMAS PARCC 3-5th grade growth was suppressed due to small N sizes, and (3) the insufficient data request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. Participation on the English language arts exam was 73.3%, Department of Education Science exam: 100.0%.	Approve	Insufficient State Data: Meets 95% Participation	The department recognizes that due to the misadministration of one student's assessment, and the overall small size of the test sample, this has a greater effect on the impact of a school's participation rate for a smaller school than a larger school. Additionally, due to the small N size of the tested population of students at the school, the official performance framework is the multi-year framework. Even using multiple years of data for the school performance framework, some N sizes were too small to report. CDE acknowledges the district's concerns and, given the lower number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation.  December 11, 2017

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
3	SOUTH ROUTT RE 3	SOUTH ROUTT ELEMENTARY SCHOOL	Performance Plan: Low Participation	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	The district submitted its request based on improvements in K-3 DIBELS results, K-3 i-Ready results, the school's multi-year School Performance Framework, and progress towards locally determined goals.	Approve	Performance Plan: Meets 95% Participation	The i-Ready data presented shows strong growth across kindergarten through 2nd grade. Additionally, kindergarten and 1st grade demonstrated a significant reduction in the percentage of students reading well below benchmark in DIBELS. This data presents a compelling case that the best description of English language arts growth should be "approaching" as opposed to "does not meet", moving the school from an Improvement to Performance plan type.
4	ST VRAIN VALLEY RE 1J	ST. VRAIN GLOBAL ONLINE ACADEMY	Priority Improvement Plan	Improvement Plan: Low Participation	AEC: Performance Plan	Districts who have applied for a first-time AEC designation for one or more of their schools for the 2017-18 school year may request retroactive AEC designation for the 2016-17 school year based on the 2017-18 AEC application submitted by April 28, 2017.	Approve	AEC: Performance Plan	St. Vrain Global Online Academy was approved as an AEC by the state board of education at the August 2017 state board meeting for the 2017-18 school year (based on the 2016-17 student enrollment data). The district submitted a request on behalf of the school to receive AEC status for the 2016-17 school year and thus to receive a final AEC school performance framework for 2017. CDE recommends approval of this request. St. Vrain Global Online Academy would receive an AEC: Performance plan type rating.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
2	SUMMIT RE-1	SNOWY PEAKS HIGH SCHOOL	Performance Plan	Turnaround Plan: Decreased due to Participation	Improvement Plan: Low Participation	The district requested reconsideration of the initial plan type for the school based on the following criteria: 1. Miscoding of students who were parent excusals or withdrew that were included in the participation rate, and 2. Due to the small size of the school, CMAS PARCC ELA and Math achievement was not able to be reported with 2 years of data, thus, the district requests CDE consider using 3 years of data.	Approve	Improvement Plan: Low Participation	CDE reviewed the request and accepts the district's request to use three years of CMAS PARCC ELA and Math data due to the small size of the school. With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would meet the 95% participation rate threshold.
2	THOMPSON R2-J	CONRAD BALL MIDDLE SCHOOL	Improvement Plan: Low Participation	Turnaround Plan: Low Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. Participation on the English language arts exam was 60.1%, Math exam: 60.1%, and Science exam: 47.8%.	Approve	Insufficient State Data: Low Participation	CDE acknowledges the district's concerns and, given the lower number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation.



Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
2	THOMPSON R2-J	LUCILE ERWIN MIDDLE SCHOOL	Performance Plan: Low Participation	Improvement Plan: Low Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. Participation on the English language arts exam was 81.3%, Math exam: 81.4%, and Science exam: 72.3%.	Approve	Insufficient State Data: Low Participation	CDE acknowledges the district's concerns and, given the lower number of students in the school who participated in the assessment, the department recommends approval of the request to change the school's rating to Insufficient State Data: Low Participation.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
2	THOMPSON R2-J	VAN BUREN ELEMENTARY SCHOOL	Performance Plan	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	Thompson School District submitted a request to reconsider on behalf of Van Buren Elementary School, believing a Performance plan type is more reflective of the school's performance than the Improvement plan type reflected on the preliminary SPF. On the preliminary SPF, Van Buren earned 52.2% of the points, 0.8% points away from a Performance plan type. The district submitted a body of evidence based on iReady literacy data to show K-2 achievement and K-3 growth data for all students, students on free or reduced price lunch, and minority students.	Approve	Performance Plan: Meets 95% Participation	A cross-unit team from CDE reviewed the request and agrees that the submitted data does reflect a Performance plan type. On the preliminary SPF, the school earned a "Does Not Meet" rating in ELA growth for all students as well as for free/reduced-price lunch eligible students. The submitted iReady data for grades 1-3 show enough growth to conclude that an "Approaching" rating in each of those categories is more reflective of the school's performance and therefore provide the school with a Performance plan type.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
2	THOMPSON R2-J	WALT CLARK MIDDLE SCHOOL	Performance Plan: Low Participation	Priority Improvement Plan: Low Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessments was less than 85% and not representative of the population of students in the school. Participation on the English language arts exam was 76.9%, Math exam: 77.1%, and Science exam: 67.6%.	Approve	Insufficient State Data: Low Participation	CDE acknowledges the district’s concerns and, given the lower number of students in the school who participated in the assessment, the department recommends approval of the request to change the school’s rating to Insufficient State Data: Low Participation.
4	TRINIDAD 1	FISHER'S PEAK ELEMENTARY SCHOOL	Performance Plan	Priority Improvement Plan: Meets 95% Participation	Improvement Plan: Meets 95% Participation	Trinidad School District requested a change in their preliminary plan type rating based on supplemental data submitted to the department for academic achievement and growth and implementation of improvement strategies. The district pointed out in their request the fact that the school is 0.1 points away from the cut score for the Improvement plan type category.	Approve	Improvement Plan: Meets 95% Participation	The supplemental DIBELS achievement data for grade 2 that was provided was sufficient to assign additional points to the "all students" category within the ELA achievement indicator, given how close the sub-indicator was to the “Meets” category. This would result in a reassignment of an Improvement plan rating for the school given how close the school was to the Improvement cut score. No additional points were awarded for DIBELS growth, as those data are reflective of the results on the SPF.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
4	WELD COUNTY S/D RE-8	TWOMBLY ELEMENTARY SCHOOL	Performance Plan	Improvement Plan: Meets 95% Participation	Performance Plan: Meets 95% Participation	The district made the request for an increase in the school's rating based on submission of the iReady local assessment data for ELA for grades K-2 in achievement and K-3 in growth. The district also acknowledged that the school is only 0.1 points away from the Performance category.	Approve	Performance Plan: Meets 95% Participation	The department reviewed the additional data submitted from iReady for ELA growth. The school was above the 50th percentile growth expectations for all four grade levels submitted in 2017 as well as previous years. Additionally, the iReady growth results met 50th percentile expectations for all disaggregated groups for 2017 and previous years, with the exception of students with disabilities. CDE believes a "meets" rating for ELA growth is more representative of the school's growth for all students, English Language Learners, minority students, and free and reduced priced lunch students than the initial "approaching" ratings. The iReady ELA achievement data is consistent with the ELA achievement results on the SPF, so no additional points were assigned. When the revised growth performance was considered, the school would earn a Performance plan type.
3	WEST END RE-2	NUCLA HIGH SCHOOL	Performance Plan	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the PSAT/SAT state assessment administration.	Approve	Performance Plan: Low Participation	With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would meet the 95% participation rate threshold.

Congressional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	District Rating Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Rationale
7	WESTMINSTER PUBLIC SCHOOLS	WESTMINSTER HIGH SCHOOL	Priority Improvement Plan	Turnaround Plan: Decreased due to Participation	Priority Improvement Plan: Low Participation	The district requests to use the multi-year accountability participation rate since the one year accountability participation rate was not met. Historically, the school has attained 95% accountability participation rates and requests flexibility for the most recent year. The district requests that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.	Approve	Priority Improvement Plan: Low Participation	Due to the fact that historically the school has attained 95% accountability participation rates, CDE recommends approval for the district's request and that the school rating is not lowered one level due to not meeting the accountability participation rate for this year.
4	WRAY RD-2	WRAY HIGH SCHOOL	Performance Plan	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments from the PSAT/SAT state assessment administration.	Approve	Performance Plan: Low Participation	With the PSAT/SAT miscoded students recoded and removed from the accountability participation rate, the school would meet the 95% participation rate threshold.