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 <u>policy guidance</u>, 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 <u>policy guidance</u> 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 <u>Request to Reconsider guidance</u>. 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 <u>Colorado District</u> <u>Accountability Handbook</u>.

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	The framework used by the state to provide information to stakeholders about each district's performance on four key performance indicators: student achievement,
(DPF)	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	The framework used by the state to provide information to stakeholders about each school's performance on four key performance indicators: student achievement,
(SPF)	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	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
(MGP)	students in the group of interest and calculating the median.
Colorado Measures of Academic	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
Success (CMAS) - English	developing shared English language arts/literacy (ELA/L) and mathematics assessments. About 10 states participate in the consortium. As a governing member,
Language Arts and Mathematics	Colorado is committed to relying on the PARCC assessment system for grades 3-9.
Assessments (PARCC)	
Colorado Measures of Academic	The Colorado Measures of Academic Success (CMAS): Science and Social Studies assessments are administered in elementary, middle, and high schools. Students in
Success (CMAS) - Science and	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
Social Studies Assessments	schools.
Northwest Evaluation	Measures of Academic Progress (MAP [®]) MAP Assessments for grades K-12 are available aligned to the Colorado Academic Standards (CAS). MAP Mathematics,
Association Measures of	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
Academic Progress (NWEA MAP)	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 <u>here</u> .
Dynamic Indicators of Basic Early	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
Literacy Skills (DIBELS) Next	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 here.
Developmental Reading	DRA2 enables primary teachers to systematically observe, record, and evaluate changes in student reading performance. DRA2 provides teachers with information
Assessment 2nd edition (DRA2)	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 <u>here</u> .

STAR Early Learning, STAR Early Literacy Enterprise™, STAR Reading Enterprise™, and STAR Math Enterprise™	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 Learning can be found here. 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 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 can be found here. STAR Reading 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 Reading interim assessment, screening, standards benchmarking, skills-based reporting and instructional planning, and progr
Acuity	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 <u>here</u> .
Aimsweb	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 here.
Formative Assessment System for Teachers (FAST)	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 here.
i-Ready [®] Diagnostic	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 here.
iStation	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 <u>here</u> .

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
Gameo	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 here.
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 <u>here</u> .
Phonological Awareness Literacy	The Phonological Awareness Literacy Screening (PALS) is a research-based screening, diagnostic, and progress monitoring tool. Teachers can use PALS to identify
Screening (PALS)	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 <u>here</u> .
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 here.
SAT	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:
	Mathematical concepts, skills, and practices important for success in career training programs.
	Reading, comprehending, and writing high-quality essays supported by evidence.
	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.
	Tenth graders attending public schools in Colorado began taking PSAT 10 in the spring 2016 and public school 11 th 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 here.

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
		Accredited with Distinction:	Accredited:	Accredited with Distinction:	Deduct	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		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
1, 5	ACADEMY 20	Low Participation	Low Participation	Low Participation	Body of Evidence	the preliminary district accreditation rating is only 0.1% away from the Distinction rating.	Approve	not meet" rating based solely on state assessment results.
4			Insufficient State Data: Small Tested	Accredited: Meets 95%	Districts with a single	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		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
	AGATE 300	Accredited	Population	Participation	school	districts with only a Single Public School.	Approve	district with an Accredited rating.
3		Accredited: Decreased due to	Accredited: Decreased due to	Accredited with Distinction: Low	Accountabilit y Participation	The district submitted additional information to the department to correct miscoding of student assessments experienced during the		With these students recoded and removed from the accountability participation rate for the PSAT/SAT state assessment administration, the district would meet the
	ASPEN 1	Participation	Participation	Participation	Rate	PSAT/SAT state assessment administration.	Approve	95% participation rate threshold.

Congress- ional 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	Accountabilit y 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.

Congress- ional 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	Plan: Low	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	Accountabilit y 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.

Congress- ional 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	Accountabilit y 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	Accountabilit y 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.

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Congress- ional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
1		Accredited: Low	Accredited with Priority Improvement Plan: Low	Accredited with Improvement Plan: Low	Body of Evidence, Impact of AEC SPF on	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		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 per1 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
3	ENGLEWOOD 1 HUERFANO RE-1	Participation Accredited with Priority Improvement Plan: Low Participation	Participation Accredited with Priority Improvement Plan: Decreased due to Participation	Participation Accredited with Improvement Plan: Low Participation	DPF Accountabilit y Participation Rate	data. The district submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration.	Deny	district's request for reconsideration. 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.

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

Congress- ional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
3, 4		Accredited: Low	Accredited with Priority Improvement Plan: Decreased due to	Accredited with Improvement Plan: Decreased due to	Impact of AEC SPF on	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	Pending School	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. 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
	LAS ANIMAS RE-1	Participation	Participation	Participation	DPF	time.	Approval	reconsideration.

Congress- ional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
3	MONTEZUMA-	Accredited with Priority Improvement Plan: Low	Accredited with Priority Improvement Plan: Low	Accredited with Improvement Plan: Low	Impact of AEC SPF on	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		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
3	NORTH CONEJOS	Participation Accredited with Distinction	Participation Accredited: Meets 95% Participation	Participation Accredited with Distinction: Meets 95% Participation	DPF Impact of AEC SPF on DPF	time. 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	reconsideration. 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.

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Congress- ional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
3			Accredited with Improvement Plan: Meets 95%	Accredited: Meets 95%	Impact of AEC SPF on	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		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
	PUEBLO COUNTY 70	Accredited	Participation	Participation	DPF	time.	Approve	reconsideration.

Congress- ional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
5		Accredited with	Accredited: Meets 95%	Accredited with Distinction: Meets 95%	Impact of AEC SPF on	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		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
	SALIDA R-32	Distinction	Participation	Participation	DPF	time.	Deny	consideration.

Congress- ional District	District	Accreditation Rating (2016)	CDE Initial Rating (2017)	District Rating Request	Request Type	District Rationale	CDE Decision	CDE Rationale
3		Accredited with Distinction: Low	Accredited with Priority Improvement Plan: Decreased due to	Insufficient State Data: Low	Body of Evidence, Accountabilit y Participation Rate, Insufficient	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		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. 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
-	SILVERTON 1	Participation	Participation	Participation	State Data	exam: 81.6%, and Science exam: 72.7%.	Approve	State Data: Low Participation.

2017 School Requests to Reconsider

Summary of Requests and Decisions

Congress-	District	Cabaal			District	District Rationale	CDE	CDE	CDE Rationale
ional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	Rating Request	District Rationale	Recommend- ation	Recommend- ed Plan Type	CDE Rationale
				Improvement Plan:	hequest	The district submitted additional information to the department to correct miscoding of student assessments from the		cu nun rype	With the PSAT/SAT miscoded students recoded
			Performance	Decreased	Performance	PSAT/SAT state		Performance	and removed from the accountability participation
		RAMPART	Plan: Low	due to	Plan: Low	assessment		Plan: Low	rate, the school would meet the 95% participation
5	ACADEMY 20	HIGH SCHOOL	Participation	Participation	Participation	administration.	Approve	Participation	rate threshold.
				Turnaround		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			Due to the fact that historically the school has attained 95% accountability participation rates,
				Plan:	Priority	not meeting the		Priority	CDE recommends approval for the district's
	ADAMS-	AURORA		Decreased	Improvement	accountability		Improvement	request and that the school rating is not lowered
	ARAPAHOE	CENTRAL	Turnaround	due to	Plan: Low	participation rate for this		Plan: Low	one level due to not meeting the accountability
6	28J	HIGH SCHOOL	Plan	Participation	Participation	year.	Approve	Participation	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
						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			Following CDE review of a submitted student data
						based on missing			file, in consultation with the Colorado Department
		AURORA				certificate data that			of Higher Education (CDHE), it was confirmed that
		WEST		Improvement	Performance	students earned from		Performance	a number of certificates were not submitted to
	ADAMS-	COLLEGE		Plan: Meets	Plan: Meets	Pickens Technical College		Plan: Meets	CDHE. With appropriate credit awarded for these
	ARAPAHOE	PREPARATOR	Performance	95%	95%	prior to high school		95%	certificates in the matriculation sub-indicator, the
6	28J	Y ACADEMY	Plan	Participation	Participation	graduation.	Approve	Participation	overall plan type should be adjusted.

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
					·	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			A cross-unit team within CDE reviewed the
						for kindergarten, first			district's request to reconsider the plan type for
						grade, and second grade			Century Elementary School. After review of the
						students, requesting CDE			submitted data, CDE agrees with the district's
						reconsider the growth and			request for a priority improvement plan type. The
						achievement for the entire			submitted supplemental math data indicates
						school as inclusion of local			higher growth in kindergarten and first grade,
						data for these grades may			showing school performance more in line with a
					Priority	be high enough to earn		Priority	priority improvement plan type. The growth for
				Turnaround	Improvement	the additional points		Improvement	minority students in math on the iReady data is
	ADAMS-	CENTURY		Plan: Meets	Plan: Meets	necessary to earn a		Plan: Meets	more representative of an "approaching" rating on
	ARAPAHOE	ELEMENTARY	Improvement	95%	95%	priority improvement plan		95%	the framework. These additional points would
6	28J	SCHOOL	Plan	Participation	Participation	type.	Approve	Participation	earn the school a priority improvement 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
						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			
				Priority		school rating is not			Due to the fact that historically the school has
				Improvement		lowered one level due to			attained 95% accountability participation rates,
				Plan:		not meeting the			CDE recommends approval for the district's
	ADAMS-			Decreased	Improvement	accountability		Improvement	request and that the school rating is not lowered
	ARAPAHOE	HINKLEY	Improvement	due to	Plan: Low	participation rate for this		Plan: Low	one level due to not meeting the accountability
6	28J	HIGH SCHOOL	Plan	Participation	Participation	year.	Approve	Participation	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
						The district submitted a			
						request to reconsider the			
						priority improvement plan			
						type for Jewell Elementary			
						School. On the preliminary			CDE reviewed the submitted body of evidence for
						School Performance			K-2 students for achievement and growth.
						Framework, Jewell			Although the school met achievement
						Elementary School earned			expectations for PALS, the achievement results on
						40.7% of points possible			the SPF for ELA are in the 8th percentile or below.
						which is 1.3% points away			After review, it was determined the level of ELA
						from an improvement plan			achievement performance is best described by a
						type. The district			"does not meet" sub-indicator rating. For growth,
						submitted a body of			the school did not meet PALS growth expectations
				Priority		evidence including		Priority	and thus the performance is best described as the
			Priority	Improvement	Improvement	kindergarten through		Improvement	preliminary sub-indicator rating of "approaching".
	ADAMS-	JEWELL	Improvement	Plan: Meets	Plan: Meets	second grade PALS data as		Plan: Meets	The submitted PALS data did not show the growth
	ARAPAHOE	ELEMENTARY	Plan: Low	95%	95%	the basis for the request to		95%	or achievement necessary to increase the plan
6	28J	SCHOOL	Participation	Participation	Participation	reconsider.	Deny	Participation	type to improvement.

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

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

Congress-					District		CDE	CDE	
ional	District	School	School Plan	CDE Initial	Rating	District Rationale	Recommend-	Recommend-	CDE Rationale
District			Type (2016)	Rating (2017)	Request		ation	ed Plan Type	
						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			CDE acknowledges the district's concerns and,
						the school. Participation			given the low number of students in the school
		COLORADO		Priority	Insufficient	on the English language		Insufficient	who participated in the assessment, the
		DIGITAL	Performance	Improvement	State Data:	arts exam was 21.4%,		State Data:	department recommends approval of the request
		ACADEMY -	Plan: Low	Plan: Low	Low	Math exam: 21.0%, and		Low	to change the school's rating to Insufficient State
7	BYERS 32J	ELEMENTARY	Participation	Participation	Participation	Science exam: 24.4%.	Approve	Participation	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			CDE acknowledges the district's concerns and,
						the school. Participation			given the low number of students in the school
		COLORADO			Insufficient	on the English language		Insufficient	who participated in the assessment, the
		DIGITAL	Performance	Performance	State Data:	arts exam was 20.3%,		State Data:	department recommends approval of the request
		ACADEMY -	Plan: Low	Plan: Low	Low	Math exam: 20.3%, and		Low	to change the school's rating to Insufficient State
7	BYERS 32J	MIDDLE	Participation	Participation	Participation	Science exam: 16.4%.	Approve	Participation	Data: Low Participation.
						The district submitted			
						additional information to			
						the department to correct			
				Improvement		miscoding of student			
		COLORADO		Plan:		assessments from the			With the PSAT/SAT miscoded students recoded
		VIRTUAL	Performance	Decreased	Performance	PSAT/SAT state		Performance	and removed from the accountability participation
		ACADEMY	Plan: Low	due to	Plan: Low	assessment		Plan: Low	rate, the school would meet the 95% participation
7	BYERS 32J	(COVA)	Participation	Participation	Participation	administration.	Approve	Participation	rate threshold.

Congress-					District		CDE	CDE	
ional District	District	School	School Plan	CDE Initial	Rating	District Rationale	Recommend- ation	Recommend-	CDE Rationale
District			Туре (2016)	Rating (2017)	Request	The district submitted	ation	ed Plan Type	
						additional information to			
						the department to correct			
				Turnaround		miscoding of student			
			Priority	Plan:	Priority	assessments from the		Priority	With the PSAT/SAT miscoded students recoded
			Improvement	Decreased	, Improvement	PSAT/SAT state		Improvement	and removed from the accountability participation
		ELEVATE	Plan: Low	due to	Plan: Low	assessment		Plan: Low	rate, the school would meet the 95% participation
7	BYERS 32J	ACADEMY	Participation	Participation	Participation	administration.	Approve	Participation	rate threshold.
						The district submitted			
						additional information to			
						the department to correct			
				Improvement		miscoding of student			
				Plan:		assessments from the			With the PSAT/SAT miscoded students recoded
				Decreased	Performance	PSAT/SAT state		Performance	and removed from the accountability participation
	CANON CITY	CANON CITY	Improvement	due to	Plan: Low	assessment		Plan: Low	rate, the school would meet the 95% participation
5	RE-1	HIGH SCHOOL	Plan	Participation	Participation	administration.	Approve	Participation	rate threshold.
						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			
		GLOBAL				authorized by the			
		VILLAGE				institute. For this school, the institute requested a			
	CHARTER	ACADEMY -		Performance	Improvement	lower rating based on the		Improvement	CDE defers to the institute's decision to lower a
	SCHOOL	FORT	Performance	Plan: Low	Plan: Low	institute's own		Plan: Low	school rating, based on the institute's
2	INSTITUTE	COLLINS	Plan	Participation	Participation	performance framework.	Approve	Participation	standardized criteria.
2		COLLING	TIdil	1 articipation	r al ticipation	performance mannework.	Approve	raticipation	זנמוועמו עוצבע נו ונבוומ.

Colorado Department of Education

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
		EASTRIDGE COMMUNITY		Improvement Plan: Meets	Performance Plan: Meets	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		Performance Plan: Meets	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
6	CHERRY CREEK 5	ELEMENTARY SCHOOL	Performance Plan	95% Participation	95% Participation	kindergarten through 2nd grade.	Approve	95% Participation	an Improvement plan type to a Performance 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
									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
						Cherry Creek Schools			made not to include English language proficiency
						requested a plan type			(ELP) growth results on the 2017 school and
						revision based on			district performance frameworks. Therefore, ELP
						additional data submitted			growth is not being considered for 2017 Request
						related to growth on the			to Reconsider submissions or decisions. One year
				Priority		ACCESS for ELLs		Priority	of iReady data was submitted, but the
		HIGHLINE		Improvement	Improvement	assessment and growth on		Improvement	performance on the assessment was not strong
		COMMUNITY	Priority	Plan: Meets	Plan: Meets	the iReady assessment for		Plan: Meets	enough to move the school off of priority
	CHERRY	ELEMENTARY	Improvement	95%	95%	students in 1st and 2nd		95%	improvement as the data validates the current
6	CREEK 5	SCHOOL	Plan	Participation	Participation	grades.	Deny	Participation	status of "Approaching" in growth.

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
		SUMMIT		Improvement Plan: Meets	Performance Plan: Meets	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		Performance Plan: Meets	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
6	CHERRY CREEK 5	ELEMENTARY	Performance Plan	95% Participation	95% Participation	students in kindergarten through 2nd grade.	Approve	95% Participation	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.

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
									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
						The district submitted its			growth and achievement for Galileo and DIBELS is
						request for Madison			reflective of the "approaching" rating earned on
						Elementary School based			the school performance framework. However, the
						on academic achievement			Galileo data presents a compelling case that a
						as evidenced by K-3			better descriptor of math growth for the "all
				Priority		DIBELS results; academic			students" disaggregated group on the school
				Improvement	Improvement	growth as evidenced by K-		Improvement	performance framework is "approaching" rather
		MADISON		Plan: Meets	Plan: Meets	3 Galileo results; and		Plan: Meets	than "does not meet", thus, moving the school
	COLORADO	ELEMENTARY	Performance	95%	95%	progress towards locally		95%	from a Priority Improvement to Improvement plan
5	SPRINGS 11	SCHOOL	Plan	Participation	Participation	determined goals.	Approve	Participation	type.
						The district submitted			
						additional information to			
		CRIPPLE		Priority		the department to correct			
		CREEK-		Improvement		miscoding of student			
		VICTOR		Plan:		assessments from the			With the PSAT/SAT miscoded students recoded
	CRIPPLE	JUNIOR-		Decreased	Improvement	PSAT/SAT state		Improvement	and removed from the accountability participation
	CREEK-	SENIOR HIGH	Improvement	due to	Plan: Low	assessment		Plan: Low	rate, the school would meet the 95% participation
5	VICTOR RE-1	SCHOOL	Plan	Participation	Participation	administration.	Approve	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
						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			
					Priority	authorized by the district.		Priority	
			Priority	Improvement	Improvement	For this school, the district		Improvement	
		ABRAHAM	Improvement	Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	LINCOLN	Plan: Low	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	HIGH SCHOOL	Participation	Participation	Participation	performance framework.	Approve	Participation	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
	DENVER	ACADEMY	Improvement	Priority Improvement Plan: Meets 95%	Performance Plan: Meets 95%	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		Priority Improvement Plan: Meets 95%	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
1	COUNTY 1	360	Plan	Participation	Participation	Benchmarks.	Deny	Participation	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
		ASHLEY	Priority	Turnaround Plan: Meets	Improvement Plan: Meets	Denver Public Schools requested a change based on early literacy improvement and progress towards the school's Major Improvement Strategies and		Priority Improvement Plan: Meets	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
	DENVER	ELEMENTARY	Improvement	95%	95%	Implementation	Partial	95%	enough evidence to show that the school should
	COUNTY 1	BARNUM	Plan	Priority Improvement Plan: Meets	Participation Performance Plan: Meets	Benchmarks. Denver Public Schools requested a change based on early literacy improvement and progress towards the school's Major Improvement Strategies and	Approval	Participation Improvement Plan: Meets	have earned a higher plan type rating. 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
1	DENVER COUNTY 1	ELEMENTARY SCHOOL	Improvement Plan	95% Participation	95% Participation	Implementation Benchmarks.	Partial Approval	95% Participation	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
						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.			
				Performance	Improvement	For this school, the district		Improvement	
		BEAR VALLEY		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	INTERNATION	Performance	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	AL SCHOOL	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.
						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.			
				Performance	Improvement	For this school, the district		Improvement	
		BROMWELL		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	ELEMENTARY	Performance	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.
						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.			
				Performance	Improvement	For this school, the district		Improvement	
		BROWN		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	INTERNATION	Performance	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	AL ACADEMY	Plan	Participation	Participation	performance framework.	Approve	Participation	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
						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.			
				Performance	Improvement	For this school, the district		Improvement	
		BRUCE		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	RANDOLPH	Improvement	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.

 Line of a from the "approaching" cut point to warrant a change in the sub indicator rating. The additional data provided does not make a compelling-additional data provided does not make a compelling-ouplic ase 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 to 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 a change based on early literacy improvement, ACCESS for ELLS growth, and progress on their Major Line CENTENNIAL A SCHOOL Major Improvement Strategies and 	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
FOR Plan: Meets Plan: Meets Inprovement Strategies Plan: Meets Implementation Benchmarks alone is not enough						Improvement Plan: Meets	requested a change based on early literacy improvement, ACCESS for ELLs growth, and progress		· · · · · · · · · · · · · · · · · · ·	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
DENVEREXPEDITIONAImprovement95%95%and Implementation95%evidence to show that the school should have1COUNTY 1RY LEARNINGPlanParticipationParticipationDenyParticipationearned a higher plan type rating.	1						-	Denv		

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
	DENVER	CESAR CHAVEZ ACADEMY	Turnaround	Improvement Plan: Meets 95%	Turnaround Plan: Meets 95%	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		Turnaround Plan: Meets 95%	CDE defers to the district's decision to lower a school rating, based on the district's standardized
1	COUNTY 1	DENVER	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria. After consulting with the Technical Advisory Panel
		COLE ARTS		Turnaround Plan: Meets		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		Turnaround Plan: Meets	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
1	DENVER COUNTY 1	AND SCIENCE ACADEMY	Improvement Plan	95% Participation	Improvement Plan	and implementation benchmarks.	Deny	95% Participation	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
									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
						Denver Public Schools			including the additional psychometric procedures
						requested a change based			necessary to increase scale score comparability
						on early literacy			between the online and paper test forms, the
						improvement, ACCESS for			decision was made not to include English language
						ELLs growth, and progress			proficiency (ELP) growth results on the 2017
				Improvement	Performance	on their Major		Performance	school and district performance frameworks.
		COLFAX		Plan: Meets	Plan: Meets	Improvement Strategies		Plan: Meets	Therefore, ELP growth is not being considered for
	DENVER	ELEMENTARY	Performance	95%	95%	and Implementation		95%	2017 Request to Reconsider submissions or
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	Benchmarks.	Approve	Participation	decisions.

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
			1900 (2010)	Nating (2017)	Request	The district requests to use		curian rypc	
						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			
				Priority		school rating is not			Due to the fact that historically the school has
				Improvement		lowered one level due to			attained 95% accountability participation rates,
				Plan:		not meeting the			CDE recommends approval for the district's
		COLLEGIATE	Desferre	Decreased	Improvement	accountability		Improvement	request and that the school rating is not lowered
1	DENVER	PREPARATOR	Performance	due to	Plan: Low	participation rate for this	0	Plan: Low	one level due to not meeting the accountability
1	COUNTY 1	Y ACADEMY	Plan	Participation	Participation	year.	Approve	Participation	participation rate for this year.
						Denver Public Schools			
						requested that CDE review			After review CDE has ensued the method of the
						the district's methodology			After review, CDE has approved the methodology
		COLORADO	AEC:		AEC:	for generating their Alternative Education		AEC:	Denver Public Schools presented to generate the
	DENVER	HIGH SCHOOL	Performance	Donding AEC	Performance	Campus SPFs' for the		Performance	district's Alternative Education Campus SPFs' for their schools. CDE recommends approval of this
1	COUNTY 1	CHARTER	Plan	Pending AEC Framework	Performance	district's schools.	Approvo	Performance Plan	
1		CHARIER	FidII	FIGHIEWOIK	FIGII	uistrict's schools.	Approve	Fidli	request.

Congress- ional	District	School	School Plan	CDE Initial	District Rating	District Rationale	CDE Recommend-	CDE Recommend-	CDE Rationale
District			Туре (2016)	Rating (2017)	Request		ation	ed Plan Type	
						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.			
				Performance	Improvement	For this school, the district		Improvement	
		COLUMBINE		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	ELEMENTARY	Improvement	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.
						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.			
				Improvement	Turnaround	For this school, the district		Turnaround	
				Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	COMPASS	Turnaround	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	ACADEMY	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.
						Denver Public Schools			
						requested that CDE review			
						the district's methodology			After review, CDE has approved the methodology
			450		450	for generating their		450	Denver Public Schools presented to generate the
		COMPASSION	AEC:		AEC:	Alternative Education		AEC:	district's Alternative Education Campus SPFs' for
	DENVER	ROAD	Improvement	Pending AEC	Performance	Campus SPFs' for the		Performance	their schools. CDE recommends approval of this
1	COUNTY 1	ACADEMY	Plan	Framework	Plan	district's schools.	Approve	Plan	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
District			Type (2016)	Rating (2017)	Request	Denver Public Schools		eu Plait Type	
						requested that CDE review			
						the district's methodology			After review, CDE has approved the methodology
		CONTEMPOR				for generating their			Denver Public Schools presented to generate the
		ARY	AEC: Priority		AEC:	Alternative Education		AEC:	district's Alternative Education Campus SPFs' for
	DENVER	LEARNING	Improvement	Pending AEC	Improvement	Campus SPFs' for the		Improvement	their schools. CDE recommends approval of this
1	COUNTY 1	ACADEMY	Plan	Framework	Plan	district's schools.	Approve	Plan	request.
						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.			
				Improvement	Turnaround	For this school, the district		Turnaround	
				Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	DCIS AT	Improvement	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	MONTBELLO	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.
						Denver Public Schools			
						requested that CDE review			
		DENVER				the district's methodology			After review, CDE has approved the methodology
		CENTER FOR				for generating their			Denver Public Schools presented to generate the
		21ST	AEC:		AEC:	Alternative Education		AEC:	district's Alternative Education Campus SPFs' for
	DENVER	LEARNING AT	Improvement	Pending AEC	Performance	Campus SPFs' for the		Performance	their schools. CDE recommends approval of this
1	COUNTY 1	WYMAN	Plan	Framework	Plan	district's schools.	Approve	Plan	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
	DENVER	DENVER CENTER FOR INTERNATION	Performance	Performance Plan: Low	Improvement Plan: Low	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		Improvement Plan: Low	CDE defers to the district's decision to lower a school rating, based on the district's standardized
1	COUNTY 1	AL STUDIES	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria. The submitted request is recommended for
		DENVER CENTER FOR INTERNATION AL STUDIES	Priority Improvement	Improvement Plan: Meets	Performance Plan: Meets	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		Performance Plan: Meets	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
	DENVER	AT	Plan: Low	95%	95%	and Implementation		95%	growth is not being considered for 2017 Request
1	COUNTY 1	FAIRMONT	Participation	Participation	Participation	Benchmarks.	Approve	Participation	to Reconsider submissions or decisions

Congress- ional	District	School	School Plan	CDE Initial	District Rating	District Rationale	CDE Recommend-	CDE Recommend-	CDE Rationale
District			Туре (2016)	Rating (2017)	Request		ation	ed Plan Type	
						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.			
				Performance	Improvement	For this school, the district		Improvement	
		DENVER		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	DISCOVERY	Performance	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.
-	0001111		1 Ion	i articipation	runcipation	Denver Public Schools	Approve	- arcicipación	
						requested that CDE review			
						the district's methodology			After review, CDE has approved the methodology
						for generating their			Denver Public Schools presented to generate the
		DENVER	AEC:		AEC:	Alternative Education		AEC:	district's Alternative Education Campus SPFs' for
	DENVER	JUSTICE HIGH	Turnaround	Pending AEC	Improvement	Campus SPFs' for the		Improvement	their schools. CDE recommends approval of this
1	COUNTY 1	SCHOOL	Plan	Framework	Plan	district's schools.	Approve	Plan	request.
						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			CDE reviewed the district's request and
						accountability			historically, the school has not consistently met
						participation on the			the 95% participation expectations required,
						school's accreditation			therefore, the school is not recommended for
			Improvement	Improvement		rating, and progress on		Improvement	approval based on the accountability participation
			Plan:	Plan:		their major improvement		Plan:	impact. The inclusion of the Major Improvement
		DENVER	Decreased	Decreased	Performance	strategies and		Decreased	Strategies and Implementation Benchmarks alone
	DENVER	ONLINE HIGH	due to	due to	Plan: Low	implementation		due to	is not enough evidence to show that the school
1	COUNTY 1	SCHOOL	Participation	Participation	Participation	benchmarks.	Deny	Participation	should have earned a higher plan type rating.

Congress- ional District	District	School	School Plan	CDE Initial	District Rating	District Rationale	CDE Recommend- ation	CDE Recommend-	CDE Rationale
District			Туре (2016)	Rating (2017)	Request	As per C.R.S. 22-11-307(2),	ation	ed Plan Type	
						local school boards "may			
						choose to be more			
						rigorous in expectations"			
						when using measures to			
						accredit schools			
					Priority	authorized by the district.		Priority	
		DOWNTOWN		Performance	Improvement	For this school, the district		Improvement	
		DENVER		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	EXPEDITIONA	Improvement	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	RY SCHOOL	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.
						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			Due to the fact that historically the school has
				Improvement		lowered one level due to			attained 95% accountability participation rates,
				Plan:		not meeting the			CDE recommends approval for the district's
				Decreased	Performance	accountability		Performance	request and that the school rating is not lowered
	DENVER	DSST: COLE	Performance	due to	Plan: Low	participation rate for this		Plan: Low	one level due to not meeting the accountability
1	COUNTY 1	HIGH SCHOOL	Plan	Participation	Participation	year.	Approve	Participation	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
		DSST: HENRY		Performance Plan: Meets	Improvement Plan: Meets	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		Improvement Plan: Meets	CDE defers to the district's decision to lower a
1	DENVER COUNTY 1	MIDDLE SCHOOL	Performance Plan	95%	95% Participation	based on the district's own performance framework.		95% Participation	school rating, based on the district's standardized criteria.
1	DENVER COUNTY 1	EAGLETON ELEMENTARY SCHOOL	Priority Improvement Plan	Participation 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.

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
						Denver Public Schools			
						requested that CDE review			
						the district's methodology			After review, CDE has approved the methodology
						for generating their			Denver Public Schools presented to generate the
		EMILY	AEC:		AEC:	Alternative Education		AEC:	district's Alternative Education Campus SPFs' for
	DENVER	GRIFFITH	Performance	Pending AEC	Performance	Campus SPFs' for the		Performance	their schools. CDE recommends approval of this
1	COUNTY 1	HIGH SCHOOL	Plan	Framework	Plan	district's schools.	Approve	Plan	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
						Denver Public Schools			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 opline and paper text forms the
						requested a change based on early literacy			between the online and paper test forms, the decision was made not to include English language proficiency (ELP) growth results on the 2017
						improvement, growth on			school and district performance frameworks.
						CSLA, growth on ACCESS			Therefore, ELP growth is not being considered for
					Deuteuropeo	for ELLs, and progress on			2017 Request to Reconsider submissions or
		FARRELL B.		Improvement Plan: Meets	Performance	their Major Improvement		Improvement Plan: Meets	decisions. The inclusion of the Major Improvement
	DENVER		Improvement	95%	Plan: Meets 95%	Strategies and		95%	Strategies and Implementation Benchmarks alone
		HOWELL ECE-	Improvement			Implementation	D		is not enough evidence to show that the school
T	COUNTY 1	8 SCHOOL	Plan	Participation	Participation	Benchmarks.	Deny	Participation	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	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.	Approvo	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 WASHINGTO N 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.

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
									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
						Denver Public Schools			comparability between the online and paper test
						requested a change based			forms, the decision was made not to include
						on early literacy			English language proficiency (ELP) growth results
						improvement, growth on			on the 2017 school and district performance
						CSLA, growth on ACCESS			frameworks. Therefore, ELP growth is not being
						for ELLs, and progress on			considered for 2017 Request to Reconsider
				Improvement	Performance	their Major Improvement		Improvement	submissions or decisions. It is appreciated that the
		GODSMAN		Plan: Meets	Plan: Meets	Strategies and		Plan: Meets	Major Improvement Strategies and
	DENVER	ELEMENTARY	Improvement	95%	95%	Implementation		95%	Implementation Benchmarks are provided but
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	Benchmarks.	Deny	Participation	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
				Improvement Plan: Meets	Turnaround Plan: Meets	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		Turnaround Plan: Meets	CDE defers to the district's decision to lower a
1	DENVER COUNTY 1	HALLETT ACADEMY	Turnaround Plan	95% Participation	95% Participation	based on the district's own performance framework.	Approve	95% Participation	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.

Congress- ional District	District	School	School Plan	CDE Initial	District Rating	District Rationale	CDE Recommend-	CDE Recommend-	CDE Rationale
District			Туре (2016)	Rating (2017)	Request	A	ation	ed Plan Type	
						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			
		HILL CAMPUS		Performance	Improvement	requested a lower rating		Improvement	CDE defers to the district's decision to lower a
	DENVER	OF ARTS AND	Turnaround	Plan: Low	Plan: Low	based on the district's own		Plan: Low	school rating, based on the district's standardized
1	COUNTY 1	SCIENCES	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.
						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.			
				Performance	Improvement	For this school, the district		Improvement	
		JOHN F	Improvement	Plan: Meets	Plan: Meets 95%	requested a lower rating		Plan: Meets 95%	CDE defers to the district's decision to lower a
1	DENVER COUNTY 1	KENNEDY	Plan: Low	95%		based on the district's own	A 1919 1911 19		school rating, based on the district's standardized
1	COUNTY 1	HIGH SCHOOL	Participation	Participation	Participation	performance framework.	Approve	Participation	criteria.
						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.			
				Performance	Improvement	For this school, the district		Improvement	
		JOHNSON		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	ELEMENTARY	Turnaround	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.

Congress- ional	District	School	School Plan	CDE Initial	District Rating	District Rationale	CDE Recommend-	CDE Recommend-	CDE Rationale
District			Туре (2016)	Rating (2017)	Request		ation	ed Plan Type	
						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			
					Priority	authorized by the district.		Priority	
				Performance	Improvement	For this school, the district		Improvement	
		KEPNER		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	MIDDLE	Turnaround	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.
						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			
		KIPP				authorized by the district.			
		NORTHEAST		Improvement	Turnaround	For this school, the district		Turnaround	
		DENVER	Priority	Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	MIDDLE	Improvement	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.
						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			
				Priority		authorized by the district.			
				Improvement	Turnaround	For this school, the district		Turnaround	
		LAKE		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	INTERNATION	Improvement	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	AL SCHOOL	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.

Congress- ional	District	School	School Plan	CDE Initial	District Rating	District Rationale	CDE Recommend-	CDE Recommend-	CDE Rationale
District			Туре (2016)	Rating (2017)	Request		ation	ed Plan Type	
						As per C.R.S. 22-11-307(2),			
						local school boards "may			
						choose to be more			
						rigorous in expectations"			
						when using measures to			
			Priority			accredit schools			
			Improvement			authorized by the district.			
			Plan:		Priority	For this school, the district		Priority	
			Decreased	Improvement	Improvement	requested a lower rating		Improvement	CDE defers to the district's decision to lower a
	DENVER	MANUAL	due to	Plan: Low	Plan: Low	based on the district's own		Plan: Low	school rating, based on the district's standardized
1	COUNTY 1	HIGH SCHOOL	Participation	Participation	Participation	performance framework.	Approve	Participation	criteria.
						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.			
				Performance	Improvement	For this school, the district		Improvement	
		MARIE L.		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	GREENWOOD	Improvement	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	ACADEMY	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.
						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			
		MATHEMATIC			Priority	authorized by the district.		Priority	
		S AND		Improvement	Improvement	For this school, the district		Improvement	
		SCIENCE		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	LEADERSHIP	Turnaround	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	ACADEMY	Plan	Participation	Participation	performance framework.	Approve	Participation	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
						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.			
				Performance	Improvement	For this school, the district		Improvement	
		MERRILL		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	MIDDLE	Performance	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	performance framework.	Approve	Participation	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
									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
						Denver Public Schools			forms, the decision was made not to include
						requested a change based			English language proficiency (ELP) growth results
						on early literacy			on the 2017 school and district performance
						improvement, growth on			frameworks. Therefore, ELP growth is not being
						CSLA, growth on ACCESS			considered for 2017 Request to Reconsider
						for ELLs, and progress on			submissions or decisions. The inclusion of the
				Improvement	Performance	their Major Improvement		Improvement	Major Improvement Strategies and
		MUNROE		Plan: Meets	Plan: Meets	Strategies and		Plan: Meets	Implementation Benchmarks alone is not enough
	DENVER	ELEMENTARY	Performance	95%	95%	Implementation		95%	evidence to show that the school should have
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	Benchmarks.	Deny	Participation	earned a higher plan type rating.

Congress-					District		CDE	CDE	
ional	District	School	School Plan	CDE Initial	Rating	District Rationale	Recommend-	Recommend-	CDE Rationale
District			Туре (2016)	Rating (2017)	Request		ation	ed Plan Type	
						As per C.R.S. 22-11-307(2),			
						local school boards "may			
						choose to be more			
						rigorous in expectations"			
						when using measures to			
			Priority			accredit schools			
			Improvement		Priority	authorized by the district.		Priority	
			Plan:	Improvement	Improvement	For this school, the district		Improvement	
		NOEL	Decreased	Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	COMMUNITY	due to	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	ARTS SCHOOL	Participation	Participation	Participation	performance framework.	Approve	Participation	criteria.
						Denver Public Schools			
						requested that CDE review			
						the district's methodology			After review, CDE has approved the methodology
		NORTH HIGH				for generating their			Denver Public Schools presented to generate the
		SCHOOL	AEC:		AEC:	Alternative Education		AEC:	district's Alternative Education Campus SPFs' for
	DENVER	ENGAGEMEN	Improvement	Pending AEC	Performance	Campus SPFs' for the		Performance	their schools. CDE recommends approval of this
1	COUNTY 1	T CENTER	Plan	Framework	Plan	district's schools.	Approve	Plan	request.
						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.			
		OMAR D		Performance	Improvement	For this school, the district		Improvement	
		BLAIR		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	CHARTER	Improvement	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.

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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
						Denver Public Schools requested a change based on early literacy improvement and progress			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
				Improvement	Performance	towards the school's Major Improvement		Improvement	provided for consideration of additional points. The inclusion of the Major Improvement
		PALMER	Improvement	Plan: Meets	Plan: Meets	Strategies and		Plan: Meets	Strategies and Implementation Benchmarks alone
	DENVER	ELEMENTARY	Plan: Low	95%	95%	Implementation		95%	is not enough evidence to show that the school
1	COUNTY 1	SCHOOL	Participation	Participation	Participation	Benchmarks.	Deny	Participation	should have earned a higher plan type rating.
	DENVER	RESPECT ACADEMY AT	AEC: Performance	Pending AEC	AEC: Performance	Denver Public Schools requested that CDE review the district's methodology for generating their Alternative Education Campus SPFs' for the		AEC: Performance	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
1	COUNTY 1	LINCOLN	Plan	Framework	Plan	district's schools.	Approve	Plan	request.
	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.

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
	DENVER	SKINNER MIDDLE	Improvement	Performance Plan: Meets 95%	Improvement Plan: Meets 95%	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		Improvement Plan: Meets 95%	CDE defers to the district's decision to lower a
1	COUNTY 1	SCHOOL	Improvement Plan	Participation	Participation	performance framework.	Approve	Participation	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
						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			
					Driority	authorized by the district.		Driority	
				Improvement	Priority Improvement	For this school, the district		Priority Improvement	
		STEDMAN		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	ELEMENTARY	Improvement	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.
-	COONTLI	JEITOOL				Denver Public School	Аррготс		
						District is requesting a			
						reconsideration of the			
						preliminary performance			
						framework plan type for			
			Priority	Priority		STRIVE Prep Excel based		Priority	Due to the fact that historically the school has not
			Improvement	Improvement		on the impact of		Improvement	attained 95% accountability participation rates,
			Plan:	Plan:		accountability		Plan:	CDE recommends denial for the district's request
			Decreased	Decreased	Improvement	participation on the		Decreased	and that the school rating remains lowered one
	DENVER	STRIVE PREP -	due to	due to	Plan: Low	school's accreditation		due to	level due to not meeting the accountability
1	COUNTY 1	EXCEL	Participation	Participation	Participation	rating.	Deny	Participation	participation rate for this year.
						Denver Public School			
						District is requesting a			
						reconsideration of the			
						preliminary performance			It is appreciated that the Major Improvement
						framework plan type for			Strategies and Implementation Benchmarks are
						STRIVE Prep Kepner based			provided but they did not alter the decision. The
				Improvement	Performance	on progress on their major		Improvement	inclusion of the Major Improvement Strategies
			5 (Plan: Meets	Plan: Meets	improvement strategies		Plan: Meets	and Implementation Benchmarks alone is not
	DENVER	STRIVE PREP -	Performance	95%	95%	and implementation		95%	enough evidence to show that the school should
1	COUNTY 1	KEPNER	Plan	Participation	Participation	benchmarks.	Deny	Participation	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	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.
	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.

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
						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			
					Priority	authorized by the district.		Priority	
				Improvement	Improvement	For this school, the district		Improvement	
		STRIVE PREP -		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	SMART	Improvement	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	ACADEMY	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.
						Denver Public Schools			
						requested that CDE review			
						the district's methodology			After review, CDE has approved the methodology
						for generating their			Denver Public Schools presented to generate the
			AEC:		AEC:	Alternative Education		AEC:	district's Alternative Education Campus SPFs' for
	DENVER	SUMMIT	Improvement	Pending AEC	Performance	Campus SPFs' for the		Performance	their schools. CDE recommends approval of this
1	COUNTY 1	ACADEMY	Plan	Framework	Plan	district's schools.	Approve	Plan	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
									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"
						Denver Public Schools			rating. The Istation growth data does not meet
						requested a change based			expectations across all grade levels, which is
						on early literacy			representative of the "approaching" rating already
						improvement and progress			earned on the school performance framework, so
				Priority		towards the school's		Priority	this does not warrant a change in overall rating.
				Improvement	Improvement	Major Improvement		Improvement	The inclusion of the Major Improvement
		SWANSEA	Priority	Plan: Meets	Plan: Meets	Strategies and		Plan: Meets	Strategies and Implementation Benchmarks alone
	DENVER	ELEMENTARY	Improvement	95%	95%	Implementation		95%	is not enough evidence to show that the school
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	Benchmarks.	Deny	Participation	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
						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.			
				Performance	Improvement	For this school, the district		Improvement	
		TELLER		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	ELEMENTARY	Performance	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	performance framework.	Approve	Participation	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
	DENVER	VALVERDE ELEMENTARY	Turnaround	Priority Improvement Plan: Meets 95%	Improvement Plan: Meets 95%	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		Priority Improvement Plan: Meets 95%	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
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	Benchmarks.	Deny	Participation	earned a higher plan type rating.

Congress- ional	District	School	School Plan	CDE Initial	District Rating	District Rationale	CDE Recommend-	CDE Recommend-	CDE Rationale
District			Туре (2016)	Rating (2017)	Request		ation	ed Plan Type	
						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			
					Priority	authorized by the district.		Priority	
				Improvement	Improvement	For this school, the district		Improvement	
		VENTURE		Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	PREP HIGH	Turnaround	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	SCHOOL	Plan	Participation	Participation	performance framework.	Approve	Participation	criteria.
						The district decided to			
						close the school after the			
						conclusion of the 2016-17			
						school year and has			CDE policy is not to give a final plan type for a
			AEC:		AEC:	requested to receive a			school that a district has closed. To be consistent
	DENVER	WEST CAREER	Improvement		Performance	rating for the school in its		School	with CDE policy, the department does not
1	COUNTY 1	ACADEMY	Plan	School Closed	Plan	final year of operation.	Deny	Closed	recommend approval of this request.
						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			
					Priority	authorized by the district.		Priority	
				Improvement	Improvement	For this school, the district		Improvement	
				Plan: Meets	Plan: Meets	requested a lower rating		Plan: Meets	CDE defers to the district's decision to lower a
	DENVER	WYATT	Improvement	95%	95%	based on the district's own		95%	school rating, based on the district's standardized
1	COUNTY 1	ACADEMY	Plan	Participation	Participation	performance framework.	Approve	Participation	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
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.

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
						The district submitted the		71	
						request on the grounds			
						that participation on the			CDE acknowledges the district's concerns and,
						state assessments was not			given that more than 85% of students
						representative of the			participated in the state assessment, the
						population of students in			department does not recommend approval of the
						the school. Participation			request to change the school's rating to
			Insufficient		Insufficient	on the English language			Insufficient State Data: Low Participation as there
		DOLORES	State Data:	Turnaround	State Data:	arts exam was 83.7%,		Turnaround	is not clear evidence that the data included in the
	DOLORES RE-	ELEMENTARY	Low	Plan: Low	Low	Math exam: 87.6%, and		Plan: Low	school's performance framework is not
3	4A	SCHOOL	Participation	Participation	Participation	Science exam: 92.2%.	Deny	Participation	representative of the total school population.
						The middle and high			
						school in the district			
			Turnaround			operate as a single school.			
			Plan:			The district applied for a			The new middle and high school was approved for
			Decreased	Performance	Improvement	single school code and		Improvement	a single school code. As a result the two schools
	DOLORES RE-	DOLORES	due to	Plan: Low	Plan: Low	requested a single school		Plan: Low	will receive one final performance framework with
3	4A	HIGH SCHOOL	Participation	Participation	Participation	rating.	Approve	Participation	a single rating.
						The middle and high			
						school in the district			
						operate as a single school.			
			Insufficient			The district applied for a			The new middle and high school was approved for
		DOLORES	State Data:	Turnaround	Improvement	single school code and		Improvement	a single school code. As a result the two schools
	DOLORES RE-	MIDDLE	Low	Plan: Low	Plan: Low	requested a single school		Plan: Low	will receive one final performance framework with
3	4A	SCHOOL	Participation	Participation	Participation	rating.	Approve	Participation	a single rating.

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

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

Congress- ional	District	School	School Plan	CDE Initial	District Rating	District Rationale	CDE Recommend-	CDE Recommend-	CDE Rationale
ional District	District	School	School Plan Type (2016)	CDE Initial Rating (2017)	Rating Request	The district provided additional K-2 achievement and K-3 growth DIBELS data for	Recommend- ation	Recommend- ed Plan Type	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
		FALCON ELEMENTARY		Improvement Plan: Meets	Performance Plan: Meets	body of evidence request that was supplemental to state data used for the		Improvement Plan: Meets	downwards trend from the previous year. CDE believes an Improvement rating is more representative of school performance and thus
5	FALCON 49	SCHOOL OF TECHNOLOGY	Performance Plan	95% Participation	95% Participation	School Performance Framework.	Deny	95% Participation	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
									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
						The district provided			framework for "all students" and disaggregated
						additional K-2			groups. Additionally, the longitudinal local data
						achievement and K-3			submitted, as well as the data reported on the
						growth DIBELS data for			school performance framework, is displaying a
						body of evidence request			downwards trend from the previous year. CDE
				Improvement	Performance	that was supplemental to		Improvement	believes an Improvement rating is more
		RIDGEVIEW		Plan: Meets	Plan: Meets	state data used for the		Plan: Meets	representative of school performance and thus
		ELEMENTARY	Performance	95%	95%	School Performance		95%	school is not recommended for approval for a
5	FALCON 49	SCHOOL	Plan	Participation	Participation	Framework.	Deny	Participation	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
		STETSON ELEMENTARY	Performance	Improvement Plan: Meets 95%	Performance Plan: Meets 95%	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		Improvement Plan: Meets 95%	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
5	FALCON 49	SCHOOL	Plan	Participation	Participation	Framework.	Deny	Participation	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
									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
						The district submitted the			made not to include English language proficiency
						request based on			(ELP) growth results on the 2017 school and
						improvements on WIDA			district performance frameworks. Therefore, ELP
				Priority		ACCESS, DIBELS for		Priority	growth is not being considered for 2017 Request
				Improvement	Improvement	kindergarten, and		Improvement	to Reconsider submissions or decisions. While the
		CENTENNIAL	Priority	Plan: Meets	Plan: Meets	SchoolCity benchmark		Plan: Meets	school is close to the Improvement cut point,
		ELEMENTARY	Improvement	95%	95%	assessment data for grade		95%	there is not enough supplemental data to warrant
4	GREELEY 6	SCHOOL	Plan	Participation	Participation	two.	Deny	Participation	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
									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
						The district submitted its			(ELP) growth results on the 2017 school and
						request based on			district performance frameworks. Therefore, ELP
				Priority		improvements on WIDA		Priority	growth is not being considered for 2017 Request
				Improvement	Improvement	ACCESS, DIBELS for grades		Improvement	to Reconsider submissions or decisions. While the
		MAPLEWOOD		Plan: Meets	Plan: Meets	K-1, and SchoolCity		Plan: Meets	school is close to the Improvement cut point,
		ELEMENTARY	Improvement	95%	95%	benchmark assessment		95%	there is not enough supplemental data to warrant
4	GREELEY 6	SCHOOL	Plan	Participation	Participation	data for grade two.	Deny	Participation	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
									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
						The district submitted its			proficiency (ELP) growth results on the 2017
						request based on			school and district performance frameworks.
				Priority		improvements on WIDA		Priority	Therefore, ELP growth is not being considered for
				Improvement	Improvement	ACCESS, DIBELS for grades		Improvement	2017 Request to Reconsider submissions or
		MARTINEZ	Priority	Plan: Meets	Plan: Meets	K-3, and SchoolCity		Plan: Meets	decisions. While the school is close to the
		ELEMENTARY	Improvement	95%	95%	benchmark assessment		95%	Improvement cut point, there is not enough
4	GREELEY 6	SCHOOL	Plan	Participation	Participation	data for grade two.	Deny	Participation	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
		SCOTT		Priority Improvement Plan: Meets	Improvement Plan: Meets	The district submitted its request based on improvements on WIDA ACCESS, DIBELS for grades K-3, and SchoolCity		Priority Improvement Plan: Meets	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
		ELEMENTARY	Turnaround	95%	95%	benchmark assessment		95%	to the Improvement cut point, there is not enough
4	GREELEY 6	SCHOOL	Plan	Participation	Participation	data for grade two.	Deny	Participation	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
						The district submitted			
						additional information to			
				Priority		the department to correct			
			Improvement	Improvement		miscoding of student			
			Plan:	Plan:		assessments from the			With the PSAT/SAT miscoded students recoded
			Decreased	Decreased	Improvement	PSAT/SAT state		Improvement	and removed from the accountability participation
_		SIERRA HIGH	due to	due to	Plan: Low	assessment		Plan: Low	rate, the school would meet the 95% participation
5	HARRISON 2	SCHOOL	Participation	Participation	Participation	administration.	Approve	Participation	rate threshold.
						The district submitted			
						additional information to			
						the department to correct			CDE policy guidance does not allow for request to
				Dui suitu		miscoding of student		Dui suitu	reconsider submissions regarding CMAS PARCC
		CARDNER	Turner	Priority	1	assessments from the		Priority	miscoding, and therefore, the request is not
		GARDNER	Turnaround	Improvement	Improvement	CMAS PARCC state		Improvement	recommended for approval. Additionally, this
2	HUERFANO RE-1	ELEMENTARY	Plan: Low	Plan: Low	Plan: Low	assessment	Denvi	Plan: Low	request was not relevant, as the school was not
3	KE-1	SCHOOL	Participation	Participation	Participation	administration.	Deny	Participation	lowered a rating due to participation.
						The district submitted			
			Dui auitu	Dui a uitu		additional information to			
			Priority	Priority		the department to correct miscoding of student			
			Improvement Plan:	Improvement Plan:		assessments from the			With the PSAT/SAT miscoded students recoded
			Decreased	Decreased	Improvement	PSAT/SAT state		Improvement	and removed from the accountability participation
	HUERFANO	JOHN MALL	due to	due to	Plan: Low	assessment		Plan: Low	rate, the school would meet the 95% participation
3	RE-1	HIGH SCHOOL	Participation	Participation	Participation	administration.	Approve	Participation	rate threshold.
5				rancipation	rancipation	The district submitted	Approve	rancipation	
						additional information to			
						the department to correct			CDE policy guidance does not allow for request to
						miscoding of student			reconsider submissions regarding CMAS PARCC
			Priority			assessments from the			miscoding, and therefore, the request is not
			Improvement	Improvement	Performance	CMAS PARCC state		Improvement	recommended for approval. Additionally, this
	HUERFANO	PEAKVIEW	Plan: Low	Plan: Low	Plan: Low	assessment		Plan: Low	request was not relevant, as the school was not
3	RE-1	SCHOOL	Participation	Participation	Participation	administration.	Deny	Participation	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
						The district requests			
						reconsideration of the			The 1-year framework had sufficient enough data
						preliminary plan type for			to be selected as the official framework for the
						the school based upon			school and CDE policy guidance does not include
						implementation of			requesting the multi-year framework in place of
						improvement efforts at			the official framework. The DIBELS data was not
					Priority	the school, requesting the			submitted using the request to reconsider
				Turnaround	Improvement	3-year performance		Turnaround	template and therefore CDE was unable to
		IGNACIO		Plan: Meets	Plan: Meets	framework in place of the		Plan: Meets	determine the school's performance compared to
	IGNACIO 11	ELEMENTARY	Improvement	95%	95%	1-year framework, and		95%	national norms. Thus, the request was not
3	JT	SCHOOL	Plan	Participation	Participation	submitted DIBELS data.	Deny	Participation	recommended for approval.
						The district requests			
						reconsideration of the			
						preliminary plan type for			
						the school based upon			CDE policy guidance states supplemental
				Priority		implementation of		Priority	postsecondary and workforce readiness measures
				Improvement	Improvement	improvement efforts at		Improvement	must meet 95% participation requirements in
			Improvement	Plan: Meets	Plan: Meets	the school and student		Plan: Meets	order to be considered. As this was not the case,
	IGNACIO 11	IGNACIO	Plan: Low	95%	95%	enrollment and		95%	the school request was not recommended for
3	JT	HIGH SCHOOL	Participation	Participation	Participation	performance in AP classes.	Deny	Participation	approval.

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
						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			CDE policy guidance does not allow for request to
						Improvement rating and			reconsider submissions where local data would
						referenced data points			supplant state assessment data (for middle
						from the school			schools, all grades are tested with the state
						performance framework			assessment). Additionally, requests to reconsider
				Priority		for academic growth.		Priority	submissions must not use the exact same data as
				Improvement	Improvement	Additionally the district		Improvement	used in the CDE performance frameworks.
		IGNACIO		Plan: Meets	Plan: Meets	provided STAR data for		Plan: Meets	Therefore, there is no additional data to consider
	IGNACIO 11	MIDDLE	Performance	95%	95%	students in the middle		95%	for this request, and thus, is not recommended for
3	JT	SCHOOL	Plan	Participation	Participation	school.	Deny	Participation	approval.

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
						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			
				Priority		school rating is not			Due to the fact that historically the school has
			Improvement	Improvement		lowered one level due to			attained 95% accountability participation rates,
			Plan:	Plan:		not meeting the			CDE recommends approval for the district's
			Decreased	Decreased	Improvement	accountability		Improvement	request and that the school rating is not lowered
	JEFFERSON	ARVADA	due to	due to	Plan: Low	participation rate for this		Plan: Low	one level due to not meeting the accountability
7	COUNTY R-1	HIGH SCHOOL	Participation	Participation	Participation	year.	Approve	Participation	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
		EVERGREEN	Performance	Improvement Plan: Decreased	Performance	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		Performance	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
2	JEFFERSON COUNTY R-1	MIDDLE SCHOOL	Plan: Low	due to	Plan: Low Participation	participation rate for this	Approvo	Plan: Low Participation	one level due to not meeting the accountability participation rate for this year.
2	JEFFERSON	JEFFCO'S 21ST CENTURY VIRTUAL	Participation Insufficient State Data: Low	Participation Turnaround Plan: Decreased due to	Insufficient State Data: Low	year. 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	Approve	Insufficient State Data: Low	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
/	COUNTY R-1	ACADEMY	Participation	Participation	Participation	Science exam: 68.4%.	Approve	Participation	Data: Low 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
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.

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
District				Rating (2017)	-	The district submitted a request based on a body	ation	ed Plan Type	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
				Priority		of evidence of three years of supplemental data for the STAR Early Literacy Enterprise [™] , STAR Reading Enterprise [™] , and STAR Math Enterprise [™] assessments and provided		Priority	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
A ç countabilit	MANITOU ysmti Netsa14nal	UTE PASS ELEMENTARY ሃ sieዙውዕ L	Improvement Plan: Low Participation	Improvement Plan: Low Participation	Improvement Plan: Low Participation	a description of improvement efforts from Presertance type Folucation	Deny	Improvement Plan: Low Participation	state assessment data is in decline from 2016, CDE does not recommend the Improvement plan type rating for the school. December 11, 2017

Congress- ional	District	School	School Plan	CDE Initial	District Rating	District Rationale	CDE Recommend-	CDE Recommend-	CDE Rationale
District			Туре (2016)	Rating (2017)	Request		ation	ed Plan Type	
						The district submitted the			
						request on the grounds			
						that participation on the			
						state assessments was less			
						than 85% and not			
						representative of the			CDE aske availadaes the district's concerns and
						population of students in the school. Participation			CDE acknowledges the district's concerns and, given the low number of students in the school
			Insufficient		Insufficient	•		Insufficient	who participated in the assessment, the
		MONTE VISTA	State Data:	Turnaround	State Data:	on the English language arts exam was 48.1%,		State Data:	department recommends approval of the request
	MONTE	ON-LINE	Low	Plan: Low	Low	Math exam: 48.1%, and		Low	to change the school's rating to Insufficient State
3	VISTA C-8	ACADEMY	Participation	Participation	Participation	Science exam: 40.7%.	Approve	Participation	Data: Low Participation.
3	VISTA C-0	ACADEIVIT	Farticipation	Farticipation	Participation	The district submitted the	Approve	Participation	
						request on the grounds			
						that participation on the			
						state assessments was less			
						than 85% and not			
						representative of the			
						population of students in			CDE acknowledges the district's concerns and,
						the school. Participation			given the low number of students in the school
			Insufficient		Insufficient	on the English language		Insufficient	who participated in the assessment, the
		οτις	State Data:	Turnaround	State Data:	arts exam was 25.3%,		State Data:	department recommends approval of the request
		ELEMENTARY	Low	Plan: Low	Low	Math exam: 25.3%, and		Low	to change the school's rating to Insufficient State
4	OTIS R-3	SCHOOL	Participation	Participation	Participation	Science exam: 17.6%.	Approve	Participation	Data: Low Participation.
			·		·	The district submitted			
						additional information to			
						the department to correct			
				Improvement		miscoding of student			
				Plan:		assessments from the			With the PSAT/SAT miscoded students recoded
		PLATTE		Decreased	Performance	PSAT/SAT state		Performance	and removed from the accountability participation
	PLATTE	VALLEY HIGH	Performance	due to	Plan: Low	assessment		Plan: Low	rate, the school would meet the 95% participation
4	VALLEY RE-7	SCHOOL	Plan	Participation	Participation	administration.	Approve	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
									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,
						The district makes the			rather than the "does not meet" ratings earned on
						request for a higher rating			the SPF. The department reviewed the NWEA MAP
						for the school based on			local assessment data for grade 2 ELA and math
						submission of			achievement and the school did not meet 50th
						supplemental NWEA MAP			percentile expectations for all students or other
						local assessment data for			disaggregated groups so no additional points were
						grade 2 in ELA and math			assigned. After consulting with the Technical
						achievement and grade 2-			Advisory Panel for Growth and reviewing results
						3 ELA and math growth as			from the two-year transition to WIDA ACCESS 2.0
						well as inclusion of 2017			including the additional psychometric procedures
						ACCESS if available. The			necessary to increase scale score comparability
						school has performed well			between the online and paper test forms, the
						on ELL growth since 2013			decision was made not to include English language
						on the school performance			proficiency (ELP) growth results on the 2017
				Priority		frameworks. The district			school and district performance frameworks.
				Improvement	Improvement	notes the school is only 0.1		Improvement	Therefore, ELP growth is not being considered for
		IRISH		Plan: Meets	Plan: Meets	points away from the		Plan: Meets	2017 Request to Reconsider submissions or
		ELEMENTARY	Improvement	95%	95%	Improvement plan type		95%	decisions. Therefore, CDE recommends approval
2	POUDRE R-1	SCHOOL	Plan	Participation	Participation	cut score.	Approve	Participation	of an Improvement plan type for the school.

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
			Type (2010)		Request	The district requests to use		eurian type	
						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			With the students recoded and removed from the
						year. Additionally, the			accountability participation rate for the PSAT/SAT
						district submitted			state assessment administration, the school would
						information to the			not meet the 95% participation rate threshold.
						department to correct			However, due to the fact that historically the
				Turnaround		miscoding of student			school has attained 95% accountability
				Plan:	Priority	assessments experienced		Priority	participation rates, CDE recommends approval for
				Decreased	Improvement	during the PSAT/SAT state		Improvement	the district's request and that the school rating is
	PUEBLO CITY	EAST HIGH	Improvement	due to	Plan: Low	assessment		Plan: Low	not lowered one level due to not meeting the
3	60	SCHOOL	Plan	Participation	Participation	administration.	Approve	Participation	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
	ROARING		AEC: Improvement	AEC: Priority Improvement	AEC: Improvement	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		AEC: Improvement	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:
3	FORK RE-1	BRIDGES	Plan	Plan	Plan	process for AECs.	Approve	Plan	Improvement.
		HORIZONS EXPLORATOR	AEC: Performance	AEC: Improvement	AEC: Performance	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		AEC: Improvement	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
5	SALIDA R-32	Y ACADEMY	Plan	Plan	Plan	process.	Deny	Plan	the 2017 AEC SPF.

Concernation									
Congress-	D ¹				District		CDE	CDE	
ional	District	School	School Plan	CDE Initial	Rating	District Rationale	Recommend-	Recommend-	CDE Rationale
District			Туре (2016)	Rating (2017)	Request		ation	ed Plan Type	
						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			The department recognizes that due to the
						PARCC 3-5th grade growth			misadministration of one student's assessment,
						was suppressed due to			and the overall small size of the test sample, this
						small N sizes, and (3) the			has a greater effect on the impact of a school's
						insufficient data request			participation rate for a smaller school than a larger
						on the grounds that			school. Additionally, due to the small N size of the
						participation on the state			tested population of students at the school, the
						assessments was less than			official performance framework is the multi-year
						85% and not			framework. Even using multiple years of data for
						representative of the			the school performance framework, some N sizes
						population of students in			were too small to report. CDE acknowledges the
						the school. Participation			district's concerns and, given the lower number of
				Improvement	Insufficient	on the English language		Insufficient	students in the school who participated in the
		SILVERTON	Improvement	Plan: Meets	State Data:	arts exam was 73.3%,		State Data:	assessment, the department recommends
Accountabilit	y and Data Anal	Y SEE HATENTARY	Plan: Low	95%	Meets 95%	p Daparet mannt sof. 6%, cation		Meets 95%	approval of the request to change €nersteriobi/s ²⁰¹⁷
3	SILVERTON 1	SCHOOL	Participation	Participation	Participation	Science exam: 100.0%.	Approve	Participation	rating to Insufficient State Data: Low 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
	SOUTH	SOUTH ROUTT ELEMENTARY	Performance Plan: Low	Improvement Plan: Meets 95%	Performance Plan: Meets 95%	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		Performance Plan: Meets 95%	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
3	ROUTT RE 3	SCHOOL	Participation	Participation	Participation	determined goals.	Approve	Participation	Performance plan type.
	ST VRAIN	ST. VRAIN GLOBAL ONLINE	Priority Improvement	Improvement Plan: Low	AEC: Performance	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		AEC: Performance	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:
4	VALLEY RE 1J	ACADEMY	Plan	Participation	Plan	April 28, 2017.	Approve	Plan	Performance 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
						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			CDE reviewed the request and accepts the
						achievement was not able			district's request to use three years of CMAS
				Turnaround		to be reported with 2			PARCC ELA and Math data due to the small size of
				Plan:		years of data, thus, the			the school. With the PSAT/SAT miscoded students
		SNOWY		Decreased	Improvement	district requests CDE		Improvement	recoded and removed from the accountability
	SUMMIT RE-	PEAKS HIGH	Performance	due to	Plan: Low	consider using 3 years of		Plan: Low	participation rate, the school would meet the 95%
2	1	SCHOOL	Plan	Participation	Participation	data.	Approve	Participation	participation rate threshold.
						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			CDE acknowledges the district's concerns and,
					1	the school. Participation			given the lower number of students in the school
		CONDAD		Turner	Insufficient	on the English language		Insufficient	who participated in the assessment, the
	THOMPSON		Improvement	Turnaround	State Data:	arts exam was 60.1%,		State Data:	department recommends approval of the request
	THOMPSON		Plan: Low	Plan: Low	Low	Math exam: 60.1%, and	Approve	Low	to change the school's rating to Insufficient State
2	R2-J	SCHOOL	Participation	Participation	Participation	Science exam: 47.8%.	Approve	Participation	Data: Low 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
						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			CDE acknowledges the district's concerns and,
						the school. Participation			given the lower number of students in the school
		LUCILE			Insufficient	on the English language		Insufficient	who participated in the assessment, the
		ERWIN	Performance	Improvement	State Data:	arts exam was 81.3%,		State Data:	department recommends approval of the request
	THOMPSON	MIDDLE	Plan: Low	Plan: Low	Low	Math exam: 81.4%, and		Low	to change the school's rating to Insufficient State
2	R2-J	SCHOOL	Participation	Participation	Participation	Science exam: 72.3%.	Approve	Participation	Data: Low 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
						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			A cross-unit team from CDE reviewed the request
						from a Performance plan			and agrees that the submitted data does reflect a
						type. The district			Performance plan type. On the preliminary SPF,
						submitted a body of			the school earned a "Does Not Meet" rating in ELA
						evidence based on iReady			growth for all students as well as for free/reduced-
						literacy data to show K-2			price lunch eligible students. The submitted iReady
						achievement and K-3			data for grades 1-3 show enough growth to
				Improvement	Performance	growth data for all		Performance	conclude that an "Approaching" rating in each of
		VAN BUREN		Plan: Meets	Plan: Meets	students, students on free		Plan: Meets	those categories is more reflective of the school's
	THOMPSON	ELEMENTARY	Performance	95%	95%	or reduced price lunch,		95%	performance and therefore provide the school
2	R2-J	SCHOOL	Plan	Participation	Participation	and minority students.	Approve	Participation	with a Performance plan type.

Congress- ional	District	School			District	District Rationale	CDE Recommend-	CDE	CDE Rationale
District	District	301001	School Plan Type (2016)	CDE Initial Rating (2017)	Rating Request	District Rationale	ation	Recommend- ed Plan Type	CDE Rationale
						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			CDE acknowledges the district's concerns and,
						the school. Participation			given the lower number of students in the school
				Priority	Insufficient	on the English language		Insufficient	who participated in the assessment, the
		WALT CLARK	Performance	Improvement	State Data:	arts exam was 76.9%,		State Data:	department recommends approval of the request
	THOMPSON	MIDDLE	Plan: Low	Plan: Low	Low	Math exam: 77.1%, and		Low	to change the school's rating to Insufficient State
2	R2-J	SCHOOL	Participation	Participation	Participation	Science exam: 67.6%.	Approve	Participation	Data: Low Participation.
						Trinidad School District			
						requested a change in			
						their preliminary plan type			
						rating based on			
						supplemental data			
						submitted to the			The supplemental DIBELS achievement data for
						department for academic			grade 2 that was provided was sufficient to assign
						achievement and growth			additional points to the "all students" category
						and implementation of			within the ELA achievement indicator, given how
						improvement strategies.			close the sub-indicator was to the "Meets"
						The district pointed out in			category. This would result in a reassignment of an
				Priority		their request the fact that			Improvement plan rating for the school given how
		FISHER'S		Improvement	Improvement	the school is 0.1 points		Improvement	close the school was to the Improvement cut
		PEAK		Plan: Meets	Plan: Meets	away from the cut score		Plan: Meets	score. No additional points were awarded for
Ι.		ELEMENTARY	Performance	95%	95%	for the Improvement plan		95%	DIBELS growth, as those data are reflective of the
4	TRINIDAD 1	SCHOOL	Plan	Participation	Participation	type category.	Approve	Participation	results on the SPF.

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	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.

Congress- ional	District	School	School Plan	CDE Initial	District Rating	District Rationale	CDE Recommend-	CDE Recommend-	CDE Rationale
District			Туре (2016)	Rating (2017)	Request		ation	ed Plan Type	
						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			Description for the later for the description
				-		school rating is not			Due to the fact that historically the school has
				Turnaround	D. C. C.	lowered one level due to		Distanti	attained 95% accountability participation rates,
			Dui suitu	Plan:	Priority	not meeting the		Priority	CDE recommends approval for the district's
	WESTMINST	WESTMINSTE	Priority	Decreased	Improvement	accountability		Improvement	request and that the school rating is not lowered
-	ER PUBLIC	R HIGH	Improvement	due to	Plan: Low	participation rate for this	A	Plan: Low	one level due to not meeting the accountability
/	SCHOOLS	SCHOOL	Plan	Participation	Participation	year.	Approve	Participation	participation rate for this year.
						The district submitted			
						additional information to			
						the department to correct			
				Improvement		miscoding of student			With the DCAT/CAT released at indepted and a students
				Plan:	Doutoursonse	assessments from the		Deufeunener	With the PSAT/SAT miscoded students recoded
			Doutourse	Decreased	Performance	PSAT/SAT state		Performance	and removed from the accountability participation
4		WRAY HIGH	Performance	due to	Plan: Low	assessment	A 19 19 19 19	Plan: Low	rate, the school would meet the 95% participation
4	WRAY RD-2	SCHOOL	Plan	Participation	Participation	administration.	Approve	Participation	rate threshold.