

ESEA Report Card 2012-13

Formerly No Child Left Behind

Colorado Department of Education Unit of Federal Programs

Office of Data, Program Evaluation, and Reporting

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Introduction

The Colorado Department of Education (CDE) is pleased to present the ESEA 2012-13 Report Card, which details the progress Colorado, its districts and their schools are making toward reaching the goals of the federal Elementary and Secondary Education Act (ESEA) [formerly No Child Left Behind (NCLB) Act]. Public reporting is a key component of ESEA. Public information and data become catalysts for change. The intent of the ESEA Report Card is to inform parents, teachers, the general public, key policy-makers and other decision-makers about the status of education in Colorado generally and in relation to ESEA goals.

Colorado is among 39 states and the District of Columbia that requested and was granted an [ESEA flexibility waiver](#) from the U. S. Department of Education, which gave Colorado permission to alter how it would fulfill a number of ESEA requirements. Until 2012, Colorado used two different accountability systems—our state system and the federal system established under ESEA legislation. The flexibility waiver authorized Colorado to use its state accountability system in place of key federal accountability requirements. As a result of the flexibility waiver, Colorado’s rigorous state accountability system satisfies ESEA requirements for determining school and district progress toward meeting annual performance targets. Growth is an important component of Colorado’s accountability system. Schools and districts are accountable for reading, writing and math academic growth overall, as well as the academic growth of historically disadvantaged students such as English learners, and students with disabilities or who are eligible for free/reduced cost meals.

This report includes links to:

- [Assessment Data](http://www.cde.state.co.us/assessment/CoAssess-DataAndResults) (<http://www.cde.state.co.us/assessment/CoAssess-DataAndResults>) – grade-level results of state reading, writing, math and science content assessments: Transitional Colorado Assessment Program (TCAP), Colorado Alternative Assessment (CoAlt) and Lectura and Escritura (Spanish reading/writing assessments)
- [Accountability Data](http://www.cde.state.co.us/fedprograms/dper/amos) (<http://www.cde.state.co.us/fedprograms/dper/amos>)
- 2011-12 Graduation Rate Data (prior year’s data always apply for accountability due to timing constraints around when graduation rate data are available)
- Accountability status of individual school districts
- Accountability status of Title I schools, including priority, focus and reward designations
- Accountability status of Title III grantees, based on [Annual Measurable Academic Objectives](#) (AMAOs) (<http://www.cde.state.co.us/fedprograms/tiii/amaos>).
- Information about teacher qualifications and percentages of classes taught by highly qualified teachers

- Colorado's 2013 Title I Distinguished Schools

Parents, school/district staff and the general public have ready access to assessment, [Title I Annual Measurable Objectives \(AMOs\)](#), [Title III Annual Measurable Achievement Objectives \(AMAOs\)](#) and [highly qualified \(HQ\) teacher data](#) for individual schools and districts through the [Data, Program Evaluation and Reporting \(DPER\)](#) website (<http://www.cde.state.co.us/fedprograms/dper/index>) as well as on [SchoolView](#) (<http://www.cde.state.co.us/schoolview>). Additionally, all Colorado districts create annual reports to the public, which contain data and information on that specific district and its schools. See the Appendix for specific instructions for accessing assessment and accountability data.

The Colorado Department of Education appreciates your interest in the education of our students. If you have questions about an individual school or district, I encourage you to contact the applicable administrative office. Please explore this report, as well as the above referenced websites, and let us know what other data you believe would be helpful to include in future Report Cards. Working together, we can provide educational environments wherein students thrive, educators are effective, and outstanding schools and districts meet the needs of Colorado students.

Patrick Chapman, Executive Director
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Assessment Data

The Transitional Colorado Assessment Program (TCAP) is Colorado's standards-based assessment designed to measure student achievement and progress toward proficiency on Colorado's Content Standards. TCAP assesses 3rd – 10th grade students in reading, writing and math, and 5th, 8th and 10th graders in science. Lectura (Spanish reading) and Escritura (Spanish writing) are administered to 3rd and 4th grade Spanish-speaking students with limited English proficiency. State, district and school results are available by grade at <http://www.cde.state.co.us/assessment/coassess-dataandresults>.

Students with significant cognitive disabilities (approximately 1%) may be eligible to take the Colorado Alternate assessment (CoAlt). School IEP teams determine if students qualify for CoAlt, in accordance with criteria established by CDEs Exceptional Student Services Unit (ESSU). CoAlt assesses students on modified state content standards in reading, writing, math (grades 3-10) and science (grades 5, 8 and 10). State, district and school grade-level results are available at: <http://www.cde.state.co.us/assessment/coaltassess-dataandresults>.

[State-level Assessment Summaries](#) present the percentages of students in the unsatisfactory, partially proficient, proficient, advanced categories on TCAP/Lectura/Escritura/CoAlt by grade and content area for 2012-13, as well as the prior two years, 2010-11 and 2011-12, in accordance with U.S. Department of Education reporting guidance. *No-scores* are not specifically reported here but factor into percentages; test booklets are marked *no-score* if a student did not take the test or did not complete the minimum required number of questions in all test sessions to receive a score. Data are disaggregated by race/ethnicity and gender categories, as well as reported for non-white students (minority) combined, English learners, economically disadvantaged and migrant students and students with disabilities, for groups with 16 or more, for 2013 only. Disaggregated data for prior years are available in earlier NCLB Report Cards and on the Data, Program Evaluation and Reporting (DPER) website at <http://www.cde.state.co.us/fedprograms/dper/index>.

TCAP/CSAP Grade 3		Reading Percentages					Writing Percentages				
		Total	UN	PP	PR	AD	Total	UN	PP	PR	AD
2011	All Students	61,828	9	17	67	6	61,802	6	42	43	8
2012		63,385	8	18	67	7	63,399	6	41	45	7
2013		63,240	10	17	66	7	63,278	6	43	43	8
2013 Disaggregated Groups	Am. Indian/AK Native	485	17	27	53	2	484	12	56	28	3
	Asian	2,044	8	13	67	10	2,043	6	33	48	12
	Black/African Am.	2,855	17	23	56	2	2,860	11	53	32	3
	Hispanic/Latino	20,204	17	25	55	2	20,223	10	56	31	3
	White	35,386	5	12	73	10	35,404	3	35	51	11
	Hawaiian/Pacific Is.	131	7	17	66	9	133	3	44	48	4
	2+ races	2,133	7	13	71	8	2,129	4	40	47	9
	Minority	27,852	15	23	58	3	27,872	9	53	33	4
	Students w/Disabilities	5,901	42	27	29	1	5,911	27	58	12	1
	English Learners	11,528	22	28	48	2	11,520	12	59	27	2
	FRM	28,034	16	24	57	2	28,068	10	56	31	3
	Female	30,938	7	16	68	8	30,936	4	39	47	10
	Male	32,297	12	18	65	5	32,339	7	47	39	5
	Migrant	150	23	30	47		149	19	59	21	1
		Math Percentages									
		Total	UN	PP	PR	AD					
2011	All Students	63,042	8	22	41	28					
2012		64,578	8	21	40	31					
2013		64,444	7	20	41	31					
2013 Disaggregated Groups	Am. Indian/AK Native	485	14	29	41	16					
	Asian	2,046	5	13	36	45					
	Black/African Am.	2,859	16	30	39	14					
	Hispanic/Latino	21,384	12	30	41	16					
	White	35,404	4	14	41	41					
	Hawaiian/Pacific Is.	132	5	21	42	31					
	2+ races	2,130	5	17	41	37					
	Minority	29,036	12	28	41	20					
	Students w/Disabilities	6,013	29	35	27	8					
	English Learners	12,693	14	32	39	14					
	FRM	29,186	12	29	42	17					
	Female	31,535	7	21	42	30					
	Male	32,906	8	19	40	33					
	Migrant	157	17	38	35	10					

TCAP/CSAP Grade 4		Reading Percentages					Writing Percentages				
		Total	UN	PP	PR	AD	Total	UN	PP	PR	AD
2011	All Students	62,507	11	23	61	5	62,508	6	38	45	11
2012		63,137	11	22	63	4	63,148	8	43	42	7
2013		64,484	11	21	63	5	64,487	7	39	45	8
2013 Disaggregated Groups	Am. Indian/AK Native	461	16	31	52	1	461	14	50	33	3
	Asian	2,109	8	16	68	8	2,109	5	27	54	14
	Black/African Am.	2,987	21	28	50	1	2,987	14	49	34	3
	Hispanic/Latino	21,240	18	31	50	1	21,241	11	51	34	3
	White	35,287	6	15	72	7	35,289	4	32	52	11
	Hawaiian/Pacific Is.	143	6	27	62	6	143	3	48	37	11
	2+ races	2,254	8	18	68	6	2,254	5	34	50	11
	Minority	29,194	17	29	52	2	29,195	11	48	37	4
	Students w/Disabilities	6,480	47	30	21	1	6,481	31	54	12	1
	English Learners	12,612	22	34	42	1	12,612	13	53	30	2
	FRM	28,949	18	31	50	1	28,951	12	52	33	3
	Female	31,722	8	20	66	6	31,722	4	34	50	11
	Male	32,760	13	23	61	3	32,763	9	44	41	5
	Migrant	191	28	32	39	1	191	17	56	24	2
		Math Percentages									
		Total	UN	PP	PR	AD					
2011	All Students	62,656	8	20	43	28					
2012		63,236	8	20	41	30					
2013		64,590	8	20	43	28					
2013 Disaggregated Groups	Am. Indian/AK Native	460	16	30	41	13					
	Asian	2,107	5	12	39	44					
	Black/African Am.	2,988	20	27	40	12					
	Hispanic/Latino	21,346	14	29	43	14					
	White	35,286	4	14	44	38					
	Hawaiian/Pacific Is.	144	7	24	45	24					
	2+ races	2,256	6	18	45	31					
	Minority	29,301	13	27	42	17					
	Students w/Disabilities	6,489	37	32	24	6					
	English Learners	12,720	16	31	40	12					
	FRM	29,042	14	29	43	14					
	Female	31,769	8	20	45	27					
	Male	32,816	9	19	42	30					
	Migrant	197	19	37	38	6					

TCAP/CSAP Grade 5		Reading Percentages					Writing Percentages				
		Total	UN	PP	PR	AD	Total	UN	PP	PR	AD
2011	All Students	62,507	11	23	61	5	61,989	4	35	50	11
2012		62,790	12	18	61	8	62,792	5	36	48	11
2013		63,466	11	18	62	8	63,468	5	37	48	9
2013 Disaggregated Groups	Am. Indian/AK Native	463	21	25	50	4	463	12	50	34	3
	Asian	2,150	9	12	63	15	2,150	5	23	54	17
	Black/African Am.	2,899	21	24	51	3	2,898	10	49	37	3
	Hispanic/Latino	20,798	19	26	52	3	20,798	8	51	37	3
	White	34,921	6	13	69	11	34,924	3	29	55	12
	Hawaiian/Pacific Is.	123	13	16	63	7	123	2	43	45	8
	2+ races	2,108	8	16	66	10	2,108	4	34	51	11
	Minority	28,541	18	24	53	4	28,540	8	47	39	5
	Students w/Disabilities	6,528	50	27	21	1	6,529	25	60	13	1
	English Learners	12,440	23	28	46	3	12,440	10	52	34	3
	FRM	28,355	19	26	52	3	28,353	8	51	37	3
	Female	30,994	9	16	64	10	30,996	3	32	53	12
	Male	32,466	14	19	60	6	32,466	7	42	44	6
	Migrant	205	35	23	40	2	205	19	50	28	3
		Math Percentages					Science Percentages				
		Total	UN	PP	PR	AD	Total	UN	PP	PR	AD
2011	All Students	61,993	10	24	36	30	61,976	16	37	33	13
2012		62,776	10	26	36	28	62,775	15	37	35	14
2013		63,463	9	25	36	29	63,459	14	37	35	13
2013 Disaggregated Groups	Am. Indian/AK Native	459	17	34	35	13	462	25	45	25	5
	Asian	2,147	6	13	32	48	2,147	11	29	40	20
	Black/African Am.	2,899	21	35	32	12	2,899	28	46	22	3
	Hispanic/Latino	20,798	15	36	34	15	20,798	26	47	23	4
	White	34,928	5	19	38	38	34,918	6	31	44	19
	Hawaiian/Pacific Is.	122	9	30	35	25	123	17	37	34	11
	2+ races	2,108	7	23	38	32	2,108	10	36	39	15
	Minority	28,533	14	33	34	18	28,537	24	45	25	6
	Students w/Disabilities	6,525	41	37	16	5	6,526	46	39	12	2
	English Learners	12,441	17	36	32	14	12,439	31	46	19	4
	FRM	28,348	16	35	35	14	28,349	24	47	24	4
	Female	30,996	8	25	38	28	30,993	13	39	36	12
	Male	32,464	10	25	35	29	32,460	15	36	35	14
	Migrant	204	21	42	29	8	204	36	50	12	2

TCAP/CSAP Grade 6		Reading Percentages					Writing Percentages				
		Total	UN	PP	PR	AD	Total	UN	PP	PR	AD
2011	All Students	60,600	9	19	60	11	60,598	4	34	51	11
2012		62,081	8	18	62	12	62,089	5	38	47	9
2013		63,051	8	18	62	11	63,053	4	38	49	9
2013 Disaggregated Groups	Am. Indian/AK Native	506	13	27	52	7	506	8	53	35	4
	Asian	1,994	8	12	59	19	1,994	3	22	57	17
	Black/African Am.	2,925	14	26	51	3	2,925	8	50	38	3
	Hispanic/Latino	20,449	14	28	53	4	20,453	7	52	38	3
	White	34,864	4	12	68	16	34,862	2	29	55	12
	Hawaiian/Pacific Is.	129	6	20	60	10	129	3	37	51	8
	2+ races	2,177	5	14	64	15	2,177	4	32	52	12
	Minority	28,180	13	26	54	6	28,184	6	48	41	4
	Students w/Disabilities	6,350	40	34	23	1	6,350	22	64	12	1
	English Learners	11,842	17	31	46	3	11,845	8	53	36	3
	FRM	27,755	14	27	54	3	27,757	7	52	38	2
	Female	31,118	5	16	63	14	31,120	2	32	54	12
	Male	31,931	10	20	60	8	31,931	6	43	44	6
	Migrant	182	23	36	40	1	182	11	62	25	2
		Math Percentages									
		Total	UN	PP	PR	AD					
2011	All Students	60,598	13	24	36	27					
2012		62,080	12	26	37	25					
2013		63,050	12	26	35	27					
2013 Disaggregated Groups	Am. Indian/AK Native	507	20	35	31	14					
	Asian	1,996	7	15	31	47					
	Black/African Am.	2,927	25	35	30	9					
	Hispanic/Latino	20,444	20	35	32	13					
	White	34,864	6	20	37	36					
	Hawaiian/Pacific Is.	127	12	24	36	28					
	2+ races	2,178	10	23	35	31					
	Minority	28,179	19	33	32	16					
	Students w/Disabilities	6,353	50	32	13	4					
	English Learners	11,843	21	35	30	13					
	FRM	27,754	20	35	32	12					
	Female	31,120	10	26	37	26					
	Male	31,930	13	25	33	28					
	Migrant	183	31	36	25	7					

TCAP/CSAP Grade 7		Reading Percentages					Writing Percentages				
		Total	UN	PP	PR	AD	Total	UN	PP	PR	AD
2011	All Students	59,736	12	21	58	9	59,743	3	37	47	12
2012		60,893	11	20	59	9	60,897	3	35	48	14
2013		62,395	11	21	59	9	62,398	3	35	47	15
2013 Disaggregated Groups	Am. Indian/AK Native	512	18	28	50	4	512	7	48	37	7
	Asian	1,954	10	15	60	15	1,954	4	20	50	26
	Black/African Am.	2,993	21	29	47	3	2,994	5	49	38	7
	Hispanic/Latino	20,224	19	30	47	3	20,223	4	51	38	6
	White	34,584	6	15	66	12	34,587	2	26	52	20
	Hawaiian/Pacific Is.	120	13	22	58	6	120	1	43	45	9
	2+ races	2,003	7	19	63	11	2,003	1	30	49	19
	Minority	27,806	17	28	49	4	27,806	4	47	40	8
	Students w/Disabilities	5,793	50	30	17	1	5,794	16	69	13	1
	English Learners	11,403	24	33	41	2	11,403	6	54	35	4
	FRM	26,594	19	30	47	3	26,595	5	51	38	5
	Female	30,391	8	19	61	11	30,392	1	29	49	20
	Male	31,998	14	22	57	6	32,000	4	41	44	10
	Migrant	172	38	30	30	1	172	11	56	30	1
		Math Percentages									
		Total	UN	PP	PR	AD					
2011	All Students	59,752	15	32	29	24					
2012		60,909	15	32	29	24					
2013		62,403	14	30	28	27					
2013 Disaggregated Groups	Am. Indian/AK Native	511	25	37	22	15					
	Asian	1,955	8	19	27	46					
	Black/African Am.	2,997	27	40	22	10					
	Hispanic/Latino	20,229	23	39	24	13					
	White	34,585	8	25	31	36					
	Hawaiian/Pacific Is.	120	17	36	28	19					
	2+ races	2,002	10	29	28	32					
	Minority	27,814	22	37	25	16					
	Students w/Disabilities	5,788	55	31	9	4					
	English Learners	11,403	25	39	24	12					
	FRM	26,607	24	39	25	12					
	Female	30,408	13	31	29	27					
	Male	31,993	15	30	27	27					
	Migrant	173	34	39	19	6					

TCAP/CSAP Grade 8		Reading Percentages					Writing Percentages				
		Total	UN	PP	PR	AD	Total	UN	PP	PR	AD
2011	All Students	58,480	10	23	58	9	58,487	3	42	44	11
2012		59,916	10	22	59	8	59,926	3	41	45	10
2013		61,074	10	23	59	8	61,079	3	40	47	9
2013 Disaggregated Groups	Am. Indian/AK Native	515	17	29	51	3	515	8	52	36	3
	Asian	1,843	9	15	61	16	1,843	4	28	50	18
	Black/African Am.	3,052	19	33	45	2	3,052	6	56	34	3
	Hispanic/Latino	19,314	16	34	46	2	19,317	4	56	35	3
	White	34,205	5	16	67	11	34,206	2	31	54	13
	Hawaiian/Pacific Is.	164	11	22	59	6	164	5	38	48	7
	2+ races	1,975	6	20	63	10	1,976	2	34	51	11
	Minority	26,863	15	32	48	4	26,867	4	52	37	5
	Students w/Disabilities	5,581	45	35	18		5,583	18	71	9	
	English Learners	10,519	21	38	39	2	10,519	6	60	31	3
	FRM	25,304	17	34	46	2	25,309	5	57	34	3
	Female	29,887	7	20	61	11	29,888	1	34	51	13
	Male	31,183	12	25	56	5	31,187	5	47	42	6
	Migrant	149	36	37	26		149	17	61	19	1
		Math Percentages					Science Percentages				
		Total	UN	PP	PR	AD	Total	UN	PP	PR	AD
2011	All Students	58,472	19	29	29	22	58,455	23	26	41	8
2012		59,914	21	27	27	24	59,891	23	28	41	7
2013		61,070	19	29	29	23	61,074	1	27	43	9
2013 Disaggregated Groups	Am. Indian/AK Native	515	29	29	29	11	514	32	32	32	4
	Asian	1,841	11	17	29	42	1,843	14	19	51	15
	Black/African Am.	3,055	35	34	22	9	3,054	39	30	28	2
	Hispanic/Latino	19,307	30	36	23	10	19,312	35	33	28	3
	White	34,208	12	25	32	30	34,208	11	23	52	12
	Hawaiian/Pacific Is.	164	22	26	35	16	164	26	28	42	2
	2+ races	1,975	15	27	31	27	1,974	15	26	49	10
	Minority	26,857	28	34	24	13	26,861	33	31	31	4
	Students w/Disabilities	5,579	64	24	8	3	5,583	64	23	10	1
	English Learners	10,515	33	35	22	10	10,513	41	32	24	2
	FRM	25,309	31	36	23	9	25,299	35	33	29	2
	Female	29,884	18	30	30	22	29,883	20	28	44	8
	Male	31,180	20	28	27	24	31,186	21	26	43	9
	Migrant	151	46	31	19	3	150	59	25	15	1

TCAP/CSAP Grade 9		Reading Percentages					Writing Percentages				
		Total	UN	PP	PR	AD	Total	UN	PP	PR	AD
2011	All Students	59,881	7	26	62	4	59,892	4	41	44	9
2012		60,050	7	24	63	4	60,067	4	43	44	7
2013		61,547	7	24	64	4	61,553	3	40	47	8
2013 Disaggregated Groups	Am. Indian/AK Native	490	11	36	49	1	490	6	59	31	1
	Asian	1,928	7	15	69	8	1,928	4	25	53	17
	Black/African Am.	3,132	14	34	49	1	3,133	7	56	33	2
	Hispanic/Latino	19,206	12	36	50	1	19,206	5	58	33	3
	White	34,729	4	17	73	5	34,734	2	30	55	12
	Hawaiian/Pacific Is.	150	8	22	67	1	150	3	37	50	9
	2+ races	1,870	5	19	70	5	1,870	2	35	53	9
	Minority	26,776	11	33	52	2	26,777	5	54	36	4
	Students w/Disabilities	5,372	35	44	18		5,373	18	69	10	
	English Learners	10,400	16	39	42	1	10,400	7	62	27	2
	FRM	24,296	12	35	50	1	24,302	6	57	33	2
	Female	30,166	5	21	68	5	30,169	1	35	51	12
	Male	31,336	9	27	60	2	31,339	5	46	43	5
	Migrant	162	31	38	30		162	15	63	20	1
		Math Percentages									
		Total	UN	PP	PR	AD					
2011	All Students	59,859	31	30	24	14					
2012		60,058	31	30	24	14					
2013		61,540	30	30	24	15					
2013 Disaggregated Groups	Am. Indian/AK Native	490	42	32	18	6					
	Asian	1,929	17	23	26	33					
	Black/African Am.	3,132	52	28	13	5					
	Hispanic/Latino	19,200	46	32	15	5					
	White	34,766	19	30	30	20					
	Hawaiian/Pacific Is.	150	27	36	28	7					
	2+ races	1,867	25	29	28	16					
	Minority	26,768	43	31	17	8					
	Students w/Disabilities	5,362	75	16	5	2					
	English Learners	10,397	50	29	14	5					
	FRM	24,307	46	32	15	5					
	Female	30,193	29	32	24	14					
	Male	31,341	30	29	24	16					
	Migrant	164	64	25	9	1					

TCAP/CSAP Grade 10		Reading Percentages					Writing Percentages				
		Total	UN	PP	PR	AD	Total	UN	PP	PR	AD
2011	All Students	57,936	8	24	58	8	57,956	6	45	42	5
2012		57,735	7	22	60	8	57,746	6	43	43	6
2013		58,686	7	21	59	10	58,696	6	43	41	7
2013 Disaggregated Groups	Am. Indian/AK Native	470	11	28	54	5	470	11	51	31	4
	Asian	1,902	9	13	59	17	1,902	7	32	45	14
	Black/African Am.	2,776	13	30	50	4	2,777	11	54	29	3
	Hispanic/Latino	17,362	12	32	50	4	17,365	10	58	27	2
	White	34,274	4	15	65	14	34,280	4	34	49	10
	Hawaiian/Pacific Is.	149	8	22	60	7	149	6	54	34	3
	2+ races	1,750	5	17	63	13	1,750	4	39	45	9
	Minority	24,409	11	29	52	5	24,413	10	54	30	4
	Students w/Disabilities	4,706	36	40	20		4,710	30	59	6	
	English Learners	9,379	16	35	45	2	9,381	13	62	22	2
	FRM	21,146	12	32	50	3	21,151	11	57	27	2
	Female	28,848	4	18	61	14	28,848	3	37	47	10
	Male	29,832	10	24	57	7	29,842	10	48	36	4
	Migrant	126	28	31	38		127	24	57	16	
		Math Percentages					Science Percentages				
		Total	UN	PP	PR	AD	Total	UN	PP	PR	AD
2011	All Students	57,940	29	37	26	6	57,950	29	21	41	7
2012		57,735	28	37	14	2	57,732	26	22	43	7
2013		58,685	29	35	28	6	58,660	25	21	43	8
2013 Disaggregated Groups	Am. Indian/AK Native	470	42	34	18	3	469	35	28	31	4
	Asian	1,903	17	26	38	18	1,902	17	15	51	15
	Black/African Am.	2,775	50	32	14	2	2,776	43	23	29	2
	Hispanic/Latino	17,358	47	35	15	2	17,345	43	25	27	2
	White	34,276	19	36	35	8	34,264	16	19	52	11
	Hawaiian/Pacific Is.	150	34	38	23	2	149	30	23	36	7
	2+ races	1,751	25	35	28	9	1,753	20	20	46	11
	Minority	24,407	43	34	18	4	24,394	39	24	31	4
	Students w/Disabilities	4,696	75	17	4		4,700	70	16	10	1
	English Learners	9,381	50	32	14	2	9,371	49	24	24	2
	FRM	21,155	46	35	15	1	21,130	42	25	29	2
	Female	28,844	30	36	27	5	28,838	25	22	44	7
	Male	29,835	29	33	28	8	29,816	26	20	42	10
	Migrant	126	61	33	5		125	64	21	14	

Lectura/Escritura Grade 3		Lectura Percentages					Escritura Percentages				
		Total	UN	PP	PR	AD	Total	UN	PP	PR	AD
2011	All Students	1,199	18	20	52	10	1,225	18	20	41	21
2012		1,199	17	24	49	9	1,203	17	26	39	18
2013		1,175	15	20	51	13	1,179	20	24	37	18
2013	Students w/Disabilities	100	56	22	19		101	57	29	14	
	FRM	1,132	16	20	51	13	1,136	20	24	38	18
	Female	598	11	18	54	17	604	15	19	42	25
	Male	577	20	22	48	8	575	25	29	33	12
Lectura/Escritura Grade 4		Lectura Percentages					Escritura Percentages				
		Total	UN	PP	PR	AD	Total	UN	PP	PR	AD
2011	All Students	125	23	32	43	2	125	32	37	29	
2012		92	40	25	27	7	92	51	23	23	2
2013		108	31	33	31	4	108	44	32	18	1
2013	FRM	98	34	36	30	1	98	47	36	12	
	Female	50	32	32	34	2	50	44	38	14	
	Male	58	31	34	29	5	58	43	28	21	2

CoAlt Grade 3		Reading Percentages						Writing Percentages					
		Total	IN	EX	EM	DE	NO	Total	IN	EX	EM	DE	NO
2011	All Students	667	15	23	34	19	5	670	13	23	33	25	3
2012		692	19	24	29	19	4	692	15	24	31	22	2
2013		693	17	25	34	17	3	692	13	25	34	22	3
2013 Disaggregated Groups	Black/African Am.	52	23	19	33	17	4	52	17	21	29	29	
	Hispanic/Latino	261	19	24	36	16	3	261	13	22	37	22	2
	White	324	16	26	32	19	4	323	14	26	33	20	4
	2+ races	33	15	45	21	18		33	12	33	33	21	
	Minority	369	19	25	36	16	3	369	13	23	36	23	1
	English Learners	118	25	20	38	13	1	118	16	22	36	19	3
	FRM	406	17	24	36	18	3	405	12	21	38	24	2
	Female	241	17	27	34	14	4	240	14	24	33	21	3
	Male	450	17	24	34	19	3	450	13	25	34	22	3
		Math Percentages											
		Total	IN	EX	EM	DE	NO						
2011	All Students	660	10	18	23	23	23						
2012		686	9	21	25	16	23						
2013		690	8	22	19	23	24						
2013 Disaggregated Groups	Black/African Am.	53	13	21	17	26	15						
	Hispanic/Latino	260	8	20	18	26	26						
	White	321	8	23	21	20	23						
	2+ races	34	9	24	15	29	18						
	Minority	369	8	21	18	26	24						
	English Learners	118	10	20	18	23	26						
	FRM	405	6	20	18	26	28						
	Female	242	10	19	15	29	22						
	Male	446	7	23	21	20	25						

CoAlt Grade 4		Reading Percentages						Writing Percentages					
		Total	IN	EX	EM	DE	NO	Total	IN	EX	EM	DE	NO
2011	All Students	657	16	20	30	20	9	653	13	20	32	22	7
2012		661	17	20	29	21	8	660	13	20	31	25	7
2013		704	20	21	30	17	8	705	12	25	32	20	8
2013 Disaggregated Groups	Asian	25	36	8	32	20	4	25	12	40	16	24	8
	Black/African Am.	46	7	24	37	15	13	46	9	17	37	15	17
	Hispanic/Latino	257	23	21	29	18	6	257	13	28	32	19	6
	White	345	18	22	31	15	8	346	12	22	34	21	8
	2+ races	21	29	14	33	19	5	21	19	33	14	29	5
	Minority	359	22	20	30	19	7	359	13	27	30	20	8
	English Learners	127	25	25	24	14	10	127	12	32	31	17	7
	FRM	406	19	20	31	18	8	407	10	25	34	21	8
	Female	259	18	17	32	21	8	260	12	26	28	22	8
	Male	445	21	24	29	15	7	445	13	24	34	20	7
		Math Percentages											
		Total	IN	EX	EM	DE	NO						
2011	All Students	643	7	27	23	29	9						
2012		653	7	25	26	28	9						
2013		704	7	28	24	27	10						
2013 Disaggregated Groups	Asian	25	8	44	20	16	12						
	Black/African Am.	46	2	17	30	33	13						
	Hispanic/Latino	257	8	28	20	31	9						
	White	345	6	29	26	23	11						
	2+ races	21	19	29	24	19	10						
	Minority	359	8	27	22	30	9						
	English Learners	127	6	32	23	28	9						
	FRM	407	5	27	23	31	11						
	Female	261	5	27	23	30	10						
	Male	443	8	29	25	25	10						

CoAlt Grade 5		Reading Percentages						Writing Percentages					
		Total	IN	EX	EM	DE	NO	Total	IN	EX	EM	DE	NO
2011	All Students	689	11	21	20	31	13	688	10	17	30	31	9
2012		642	13	26	18	29	10	642	12	21	28	27	8
2013		692	11	23	19	32	12	692	10	19	26	30	11
2013 Disaggregated Groups	Asian	17	18	41	18	12	6	17	12	24	35	18	6
	Black/African Am.	40	8	23	13	45	8	40	5	13	30	35	10
	Hispanic/Latino	261	12	24	21	30	10	261	10	20	28	30	8
	White	340	11	20	18	32	16	340	9	19	25	30	13
	2+ races	24	4	42	13	38	4	24	21	21	25	21	13
	Minority	352	11	25	20	32	9	352	10	19	28	30	9
	English Learners	141	6	26	24	25	12	141	6	23	26	31	9
	FRM	380	9	21	19	36	12	381	8	17	28	33	10
	Female	257	12	22	21	30	12	257	12	19	26	28	11
	Male	434	10	23	18	33	12	434	8	19	27	32	10
		Math Percentages						Science Percentages					
		Total	IN	EX	EM	DE	NO	Total	IN	EX	EM	DE	NO
2011	All Students	673	14	14	19	39	10	683	12	19	20	21	23
2012		641	16	17	19	33	10	640	13	25	17	19	21
2013		692	14	14	19	37	13	687	11	22	18	21	24
2013 Disaggregated Groups	Asian	17	24	24	24	18	6	17	29	29	18	12	6
	Black/African Am.	40	5	18	15	43	13	40	5	23	20	23	23
	Hispanic/Latino	260	15	15	18	35	13	260	11	23	19	19	24
	White	340	14	12	19	38	13	336	12	19	17	22	26
	2+ races	25	20	12	24	40	4	24	17	33	13	25	13
	Minority	352	14	15	19	36	12	351	11	24	19	20	22
	English Learners	141	11	18	18	35	13	141	8	23	20	25	18
	FRM	381	12	13	17	40	15	378	9	19	19	24	26
	Female	258	16	16	17	38	11	256	14	21	20	21	21
	Male	433	14	13	19	36	14	430	10	22	17	21	25

CoAlt Grade 6		Reading Percentages						Writing Percentages					
		Total	IN	EX	EM	DE	NO	Total	IN	EX	EM	DE	NO
2011	All Students	561	10	21	24	34	6	562	10	19	24	28	13
2012		653	8	22	27	32	7	652	9	17	26	30	13
2013		680	8	20	28	33	7	679	9	21	23	28	14
2013 Disaggregated Groups	Black/African Am.	51		27	29	33	6	51	2	29	22	31	12
	Hispanic/Latino	218	5	21	31	33	6	217	6	20	25	30	14
	White	357	12	19	23	33	7	357	12	22	21	26	15
	2+ races	27	11	4	37	30	7	27	11	7	30	15	22
	Minority	323	4	20	32	33	6	322	6	20	26	29	13
	English Learners	111	2	23	37	29	3	111	3	26	25	27	10
	FRM	380	4	22	30	33	7	379	7	20	23	34	12
	Female	261	7	22	26	33	7	259	8	20	24	28	14
	Male	416	9	18	29	33	6	417	9	21	23	27	14
		Math Percentages											
		Total	IN	EX	EM	DE	NO						
2011	All Students	560	11	16	22	22	25						
2012		660	11	15	19	22	29						
2013		684	11	14	22	24	23						
2013 Disaggregated Groups	Black/African Am.	50		24	22	22	22						
	Hispanic/Latino	220	8	11	22	31	22						
	White	360	14	15	21	21	23						
	2+ races	27	11		26	22	26						
	Minority	324	7	13	23	28	22						
	English Learners	111	5	14	26	29	18						
	FRM	383	8	13	20	28	25						
	Female	263	11	13	21	23	24						
	Male	418	11	15	22	25	22						

CoAlt Grade 7		Reading Percentages						Writing Percentages					
		Total	IN	EX	EM	DE	NO	Total	IN	EX	EM	DE	NO
2011	All Students	598	8	24	24	33	6	598	10	21	25	25	13
2012		556	11	23	21	33	8	556	13	20	20	27	14
2013		648	9	25	22	33	6	647	11	21	22	28	13
2013 Disaggregated Groups	Black/African Am.	50	8	12	34	32	6	50	12	12	20	42	6
	Hispanic/Latino	242	7	28	24	30	5	242	7	23	25	29	10
	White	316	10	26	20	34	6	315	13	22	19	26	15
	Minority	332	8	24	25	32	6	332	9	20	25	29	11
	English Learners	105	7	28	29	30	2	105	6	23	30	30	8
	FRM	368	8	24	22	36	6	368	10	18	23	33	12
	Female	242	8	21	21	38	9	241	9	18	21	28	18
	Male	402	9	27	24	30	5	402	11	23	22	28	10
		Math Percentages											
		Total	IN	EX	EM	DE	NO						
2011	All Students	597	10	19	24	24	17						
2012		554	13	19	22	21	18						
2013		554	13	19	22	21	18						
2013 Disaggregated Groups	Black/African Am.	49	12	12	18	35	12						
	Hispanic/Latino	243	7	18	27	26	14						
	White	317	14	19	22	21	18						
	Minority	237	13	19	22	21	18						
	English Learners	105	7	18	28	31	10						
	FRM	370	9	15	24	29	17						
	Female	240	9	16	28	25	16						
	Male	406	12	19	20	25	17						

CoAlt Grade 8		Reading Percentages						Writing Percentages					
		Total	IN	EX	EM	DE	NO	Total	IN	EX	EM	DE	NO
2011	All Students	535	16	27	22	24	5	533	17	21	22	20	13
2012		579	15	26	22	25	8	579	13	24	21	21	15
2013		543	14	24	24	26	5	543	14	21	22	22	14
2013 Disaggregated Groups	Black/African Am.	39	5	23	33	31	3	39	10	21	15	23	26
	Hispanic/Latino	184	14	23	26	27	3	184	11	21	24	23	13
	White	289	13	25	22	26	6	289	16	20	21	22	13
	Minority	254	14	24	26	26	4	254	11	22	23	21	15
	English Learners	81	14	19	27	28	2	81	10	19	31	23	9
	FRM	290	11	24	28	27	5	290	11	20	23	25	14
	Female	202	16	26	19	30	5	202	19	20	19	22	15
	Male	341	12	23	27	24	5	341	10	22	24	22	14
		Math Percentages						Science Percentages					
		Total	IN	EX	EM	DE	NO	Total	IN	EX	EM	DE	NO
2011	All Students	540	14	21	27	23	9	540	15	12	16	23	27
2012		583	11	24	21	26	11	580	11	16	16	18	34
2013		544	10	23	26	25	8	540	10	17	17	19	29
2013 Disaggregated Groups	Black/African Am.	39	5	23	36	23	10	39	5	13	21	13	44
	Hispanic/Latino	185	8	22	28	24	8	184	11	14	20	22	26
	White	290	13	22	23	27	8	287	10	18	16	18	30
	Minority	254	8	24	29	23	8	253	11	16	19	20	27
	English Learners	81	6	23	32	21	9	81	6	15	20	23	27
	FRM	291	6	23	27	29	8	288	8	15	17	22	31
	Female	203	14	29	23	25	5	201	14	18	20	19	23
	Male	341	8	20	27	26	10	339	8	17	16	19	32

CoAlt Grade 9		Reading Percentages						Writing Percentages					
		Total	IN	EX	EM	DE	NO	Total	IN	EX	EM	DE	NO
2011	All Students	549	13	28	25	21	9	548	14	28	24	22	8
2012		515	13	24	27	22	9	514	14	26	23	21	10
2013		581	12	23	28	22	9	581	13	26	24	20	12
2013 Disaggregated Groups	Black/African Am.	41	10	22	27	29	5	41	12	15	29	20	20
	Hispanic/Latino	196	15	20	32	17	8	196	14	23	28	20	7
	White	311	11	23	27	24	10	311	13	27	21	21	15
	Two or more races	17		59	6	12	24	17	12	41	18	18	12
	Minority	270	13	24	29	19	9	270	13	24	27	20	9
	English Learners	86	13	20	31	19	10	86	10	24	29	22	8
	FRM	305	10	23	29	23	11	305	10	24	27	24	12
	Female	218	10	30	28	17	8	218	13	25	26	17	14
	Male	362	13	20	28	25	10	362	13	26	23	23	12
		Math Percentages											
		Total	IN	EX	EM	DE	NO						
2011	All Students	552	15	25	30	18	8						
2012		519	14	24	29	18	9						
2013		588	13	25	31	18	10						
2013 Disaggregated Groups	Black/African Am.	41	12	20	39	12	12						
	Hispanic/Latino	196	13	22	33	16	9						
	White	318	13	26	29	19	11						
	Two or more races	17	12	35	24	24	6						
	Minority	270	13	23	33	16	9						
	English Learners	86	14	16	36	20	8						
	FRM	307	11	21	35	19	11						
	Female	222	13	27	32	14	9						
	Male	365	13	24	30	20	10						

CoAlt Grade 10		Reading Percentages						Writing Percentages					
		Total	IN	EX	EM	DE	NO	Total	IN	EX	EM	DE	NO
2011	All Students	523	12	29	23	18	13	524	12	27	28	17	10
2012		537	11	30	23	19	14	537	11	25	32	20	7
2013		493	12	24	28	17	14	493	12	21	33	19	9
2013 Disaggregated Groups	Asian	16	19	25	44		6	16	25	38	19	13	6
	Black/African Am.	44	7	27	20	14	27	44	11	18	32	14	20
	Hispanic/Latino	167	16	23	29	19	11	167	14	20	35	20	7
	White	248	12	23	27	18	13	248	11	22	33	19	8
	Minority	245	13	24	28	16	15	245	13	21	33	20	9
	English Learners	68	19	18	34	15	12	68	16	15	41	18	9
	FRM	275	14	20	26	21	16	275	11	21	36	21	8
	Female	197	13	24	26	18	12	197	14	20	34	18	9
	Male	295	12	23	28	17	15	295	11	22	33	20	8
		Math Percentages						Science Percentages					
		Total	IN	EX	EM	DE	NO	Total	IN	EX	EM	DE	NO
2011	All Students	532	14	26	36	13	4	527	14	25	24	14	16
2012		542	12	26	36	15	6	541	14	24	25	15	17
2013		499	14	21	35	17	7	495	15	20	26	13	20
2013 Disaggregated Groups	Asian	16	25	50	13	6	6	16	31	19	38		6
	Black/African Am.	44	16	14	34	18	14	44	16	18	27	9	23
	Hispanic/Latino	169	17	17	38	17	8	168	16	18	27	15	20
	White	253	11	23	36	16	6	249	13	21	24	14	20
	Minority	246	16	19	35	17	9	246	16	18	29	13	20
	English Learners	68	18	15	37	19	12	68	19	15	25	16	22
	FRM	277	13	19	36	20	8	276	14	16	26	15	24
	Female	200	14	26	35	14	7	198	16	19	30	12	17
	Male	298	13	18	36	18	8	296	13	20	24	15	23

Title I Accountability

Prior to 2012 and approval of Colorado's ESEA flexibility waiver application, NCLB required CDE to determine annually whether the state and its school districts made Adequate Yearly Progress (AYP) targets. Districts, in turn, determined whether their schools made AYP targets. AYP determinations were based on TCAP/CoAlt reading/Lectura and math participation, performance and graduation rate data. [Detailed descriptions for calculating AYP](#) and [historical school and district AYP results](#) are available on the CDE website as well as in [SchoolView](#) under **Accountability/Federal NCLB**.

ESEA Accountability Requirements Beginning 2012

Under the flexibility waiver, federal school and district AYP determinations were replaced by state-developed Performance Frameworks. District and School Performance Frameworks (DPFs and SPFs) provide snapshots of academic achievement and growth, growth gaps (for disaggregated groups) and postsecondary readiness.

District performance on these indicators leads to the following accreditation designations (high to low): Accredited with Distinction, Accredited, Accredited with Improvement Plan, Accredited with Priority Improvement Plan and Accredited with Turnaround Plan. School performance determines which type of improvement plan CDE recommends (high to low): Performance, Improvement, Priority Improvement and Turnaround.

Title I accountability is attached to districts and schools assigned Priority Improvement or Turnaround Plans. For additional information, go to <http://www.cde.state.co.us/accountability/districtaccountabilityhandbook>.

Although the flexibility waiver eliminated prior AYP rules and performance targets, Colorado committed to setting rigorous proficiency Annual Measurable Objectives (AMOs) (e.g., percentages that scored proficient or advanced) for reading and math and, in accordance with ESEA regulations, reporting state/district/school and disaggregated group progress toward these goals to the U.S. Department of Education and the public. However, these rigorous AMOs represent only part of what goes into Title I accountability; under Colorado's flexibility waiver, writing and science performance, as well as reading, writing and math academic growth (see <http://www.cde.state.co.us/accountability/coloradogrowthmodel> and <http://www.cde.state.co.us/schoolview/growthmodeltutorials>) and graduation rate count.

Further, federal accountability under the flexibility waiver includes the identification of the lowest performing five percent of Title I schools as priority schools and schools with significant academic achievement or graduation rate gaps as focus schools. Lastly, Colorado also identifies two categories of Title I reward schools: those with the highest academic achievement and no significant achievement or graduation rate gaps, and those for whom disaggregated groups are making the greatest progress in closing achievement and graduation rate gaps.

Annual Measurable Objectives (AMOs)

Under the ESEA waiver, Colorado's participation rate target continues to be 95 percent, which it had been prior to the waiver. Proficiency AMOs (percentages of students who must score proficient and advanced (TCAP/Lectura/Escritura) or developing and novice (CoAlt) and the schedule on which they would increase were established as follows below, separately for schools and districts, by grade span and content area.

School AMO targets for 2011-12 were the percentages of students who scored proficient or above (e.g., proficient or advanced TCAP/Lectura/Escritura; developing or novice on CoAlt) in the schools that performed at the 50th percentile, separately by grade span (EMH) and content area, in 2009-10. The percentages of proficient students in the schools that performed at the 90th percentile established the AMO targets for 2015-16. District-level AMOs were set similarly, based on the percentages of proficient students at the 50th percentile for the 2011-12 targets and the percentages at the 90th percentile for the 2015-16 targets. School and district AMOs were scheduled to increase at equal increments from the 50th percentile to the 90th during the intervening years.

The elementary/middle *other indicator* target also remained the same as it had been under AYP, prior to the ESEA waiver: 1.33 percent advanced for reading and math, with the addition of writing and science. The percentage advanced calculation excludes CoAlt tests, for which there is no advanced equivalent. The elementary/middle *other indicator* is for reporting purposes only, and does not impact school or district ratings under the ESEA flexibility waiver.

Annual Measureable Objectives (AMOs) Targets

Content Area	Grade Span	School Targets					District Targets				
		2011-12 50 th percentile	2012-13	2013-14	2014-15	2015-16 90 th percentile	2011-12 50 th percentile	2012-13	2013-14	2014-15	2015-16 90 th percentile
Reading	elementary	71.6	75.97	80.35	84.72	89.1	71.5	74.7	77.9	81.2	84.4
	middle	71.4	75.60	79.80	84.00	88.2	70.5	73.8	77.1	80.3	83.6
	high	73.3	76.77	80.25	83.72	87.2	71.5	74.8	78.2	81.5	84.8
Writing	elementary	53.5	59.32	65.15	70.97	76.8	54.7	58.5	62.2	65.9	69.7
	middle	57.8	63.27	68.75	74.22	79.7	56.5	60.4	64.4	68.3	72.3
	high	50.0	55.55	61.10	66.65	72.2	48.6	53.4	58.1	62.9	67.6
Math	elementary	70.9	75.50	80.10	84.70	89.3	70.5	74.0	77.6	81.1	84.6
	middle	52.5	58.12	63.75	69.37	75.0	50.0	54.7	59.4	64.1	68.8
	high	33.5	38.82	44.15	49.47	54.8	32.2	37.2	42.3	47.1	52.1
Science	elementary	47.5	54.62	61.75	68.87	76.0	48.0	53.4	58.9	64.3	69.7
	middle	48.0	54.77	61.55	68.32	75.1	45.6	51.5	57.4	63.2	69.1
	high	50.0	55.60	61.2	66.80	72.4	48.9	54.3	59.7	65.0	70.4

Graduation Rate

The high school *other indicator* is the prior year's graduation rate, but targets went from a met/not met determination to a percentage of points possible, as follows:

<i>Graduation Rate: District/consortium' graduation rate was:</i>	Rating	Points
• <i>At or above 90%</i>	Exceeds	4
• <i>At or above 80% but below 90%</i>	Meets	3
• <i>At or above 65% but below 80%</i>	Approaching	2
• <i>Below 65%</i>	Does Not Meet	1

For federal accountability purposes, the expectation for *Meets* is 80 percent or higher. The best graduation rate (4-, 5-, 6- or 7-year) for 2011-12 is in bold in the table below; red type indicates that the target was not met, green means that it was met. For district and school information, go to the HS Grad Rate tabs in the school and district workbooks at <http://www.cde.state.co.us/fedprograms/dper/amos>.

State-Level 2011-12 Graduation Rates

Student Group	4-year	5-year	6-year	7-year
All Students	75.35	78.69	78.49	76.84
Am. Indian/Alaskan Native	57.65	59.94	59.78	59.70
Asian	82.89	87.02	88.58	88.00
Black	66.20	70.22	72.74	68.07
Hispanic	62.45	66.92	64.92	61.55
White	82.12	84.72	84.56	83.54
Pacific Islander	70.08	81.75	38.89	<16
2+ ethnic/racial	80.43	87.67	44.34	39.47
Minority	65.47	69.63	68.02	64.87
English Learners	53.30	59.39	60.06	57.67
FRM Eligible	61.40	66.28	65.17	62.61
Students with Disabilities	53.66	60.94	64.86	64.91
Females	79.50	81.64	81.68	80.26
Males	71.37	75.87	75.43	73.58
Migrant	55.73	63.58	62.81	62.13

The tables that follow present state-level performance toward reading, writing, math and science AMO targets (participation, performance and advanced by grade span. The participation target for all grade spans and content areas is 95 percent. All students who are enrolled during the testing window are required to test. Students who are either non-English proficient (NEP) or limited English proficient (LEP), considered to be unable to test due to language, and have been in the U.S. for less than one year can count as participants for reading and writing if they took the English proficiency assessment and received a valid overall score.

At the district and school levels, only students who were enrolled prior to October Count, and therefore attending the school since the beginning of the year, counted for performance calculations. For advanced targets, only student who took TCAP/Lectura/Escritura counted, not CoAlt students, as there was no advanced equivalent on CoAlt. Percentages are printed in green when the target was met and red when it was not met.

State-Level Elementary Performance toward Reading and Writing AMO Targets

Elementary Reading 2012-13	Participation (95%)			Performance (74.7%)			Advanced (1.33%)		
	Tested	Total	% Tested	PR+AD	Tested	% PR+AD	AD	Tested	% AD
All Students	206,574	207,489	99.56	146,420	206,593	70.87	14,537	204,432	7.11
Am. Indian/Alaskan Native	1,541	1,548	99.55	851	1,541	55.22	44	1,516	2.90
Asian	6,637	6,673	99.46	5,158	6,623	77.88	773	6,568	11.77
Black	9,047	9,107	99.34	4,944	9,036	54.71	206	8,903	2.31
Hispanic	67,524	67,874	99.48	36,955	67,569	54.69	1,583	66,762	2.37
White	114,475	114,903	99.63	92,895	114,473	81.15	11,289	113,420	9.95
Pacific Islander	412	416	99.04	295	412	71.60	30	409	7.33
2+ ethnic/racial	6,926	6,956	99.57	5,314	6,927	76.71	611	6,845	8.93
Minority	92,087	92,574	99.47	53,517	92,108	58.10	3,247	91,003	3.57
English Learners	39,758	40,004	99.39	19,132	39,766	48.11	874	39,383	2.22
FRM Eligible	91,979	92,482	99.46	50,890	92,001	55.31	2,031	90,769	2.24
Students with Disabilities	22,159	22,493	98.52	5,666	22,159	25.57	151	20,000	0.76
Females	101,045	101,389	99.66	75,458	101,055	74.67	8,874	100,265	8.85
Males	105,513	106,084	99.46	70,952	105,522	67.24	5,662	104,154	5.44
Migrant	591	591	100.00	258	590	43.73	6	590	1.02
Elementary Writing 2012-13	Participation (95%)			Performance (58.5%)			Advanced (1.33%)		
	Tested	Total	% Tested	PR+AD	Tested	% PR+AD	AD	Tested	% AD
All Students	206,372	207,536	99.44	112,424	206,396	54.47	17,469	204,239	8.55
Am. Indian/Alaskan Native	1,540	1,547	99.55	551	1,540	35.78	52	1,515	3.43
Asian	6,623	6,672	99.27	4,450	6,609	67.33	967	6,554	14.75
Black	9,037	9,111	99.19	3,413	9,028	37.80	284	8,896	3.19
Hispanic	67,452	67,898	99.34	25,620	67,501	37.95	2,144	66,699	3.21
White	114,376	114,926	99.52	74,027	114,373	64.72	13,263	113,318	11.70
Pacific Islander	413	418	98.80	215	413	52.06	33	410	8.05
2+ ethnic/racial	6,919	6,952	99.53	4,144	6,920	59.88	725	6,838	10.60
Minority	91,984	92,598	99.34	38,393	92,011	41.73	4,205	90,912	4.63
English Learners	39,660	40,000	99.15	13,626	39,673	34.35	1,248	39,293	3.18
FRM Eligible	91,904	92,521	99.33	34,484	91,931	37.51	2,692	90,698	2.97
Students with Disabilities	22,167	22,506	98.49	3,459	22,168	15.60	155	20,013	0.77
Females	100,925	101,395	99.54	62,344	100,938	61.76	11,440	100,153	11.42
Males	105,433	106,127	99.35	50,075	105,444	47.49	6,028	104,075	5.79
Migrant	588	589	99.83	159	587	27.09	11	587	1.87

State-Level Elementary Performance toward Math and Science AMO Targets

Elementary Math 2012-13	Participation (95%)			Performance (74.0%)			Advanced (1.33%)		
	Tested	Total	% Tested	PR+AD	Tested	% PR+AD	AD	Tested	% AD
All Students	206,776	207,510	99.65	143,832	206,779	69.56	60,763	204,639	29.69
Am. Indian/Alaskan Native	1,536	1,539	99.81	814	1,536	52.99	216	1,511	14.30
Asian	6,628	6,670	99.37	5,411	6,628	81.64	3,032	6,574	46.12
Black	9,048	9,113	99.29	4,495	9,048	49.68	1,116	8,918	12.51
Hispanic	67,678	67,888	99.69	36,622	67,678	54.11	9,957	66,880	14.89
White	114,524	114,915	99.66	91,079	114,526	79.53	44,022	113,481	38.79
Pacific Islander	414	417	99.28	281	414	67.87	111	411	27.01
2+ ethnic/racial	6,937	6,956	99.73	5,123	6,938	73.84	2,304	6,856	33.61
Minority	92,241	92,583	99.63	52,746	92,242	57.18	16,736	91,150	18.36
English Learners	39,849	40,005	99.61	20,278	39,849	50.89	5,405	39,468	13.69
FRM Eligible	92,140	92,491	99.62	50,195	92,141	54.48	13,611	90,911	14.97
Students with Disabilities	22,232	22,510	98.76	6,680	22,233	30.05	1,239	20,095	6.17
Females	101,109	101,391	99.72	70,648	101,109	69.87	28,613	100,324	28.52
Males	105,653	106,105	99.57	73,175	105,656	69.26	32,147	104,304	30.82
Migrant	589	589	100.00	249	589	42.28	48	589	8.15
Elementary Science 2012-13	Participation (95%)			Performance (53.4%)			Advanced (1.33%)		
	Tested	Total	% Tested	PR+AD	Tested	% PR+AD	AD	Tested	% AD
All Students	63,897	64,146	99.61	31,041	63,897	48.58	8,285	63,240	13.10
Am. Indian/Alaskan Native	469	471	99.58	143	469	30.49	24	460	5.22
Asian	2,152	2,164	99.45	1,286	2,152	59.76	425	2,136	19.90
Black	2,910	2,939	99.01	750	2,910	25.77	96	2,873	3.34
Hispanic	20,986	21,058	99.66	5,646	20,986	26.90	836	20,737	4.03
White	35,131	35,254	99.65	22,016	35,131	62.67	6,568	34,809	18.87
Pacific Islander	122	124	98.39	55	122	45.08	13	122	10.66
2+ ethnic/racial	2,123	2,132	99.58	1,144	2,123	53.89	323	2,099	15.39
Minority	28,762	28,888	99.56	9,024	28,762	31.37	1,717	28,427	6.04
English Learners	12,515	12,577	99.51	2,825	12,515	22.57	442	12,384	3.57
FRM Eligible	28,594	28,727	99.54	8,112	28,594	28.37	1,191	28,229	4.22
Students with Disabilities	7,119	7,213	98.70	1,226	7,119	17.22	142	6,462	2.20
Females	31,141	31,249	99.65	14,963	31,141	48.05	3,761	30,894	12.17
Males	32,749	32,890	99.57	16,077	32,749	49.09	4,524	32,340	13.99
Migrant	205	205	100.00	30	205	14.63	5	205	2.44

State-Level Middle Performance toward Reading and Writing AMO Targets

Middle Reading 2012-13	Participation (95%)			Performance (73.8%)			Advanced (1.33%)		
	Tested	Total	% Tested	PR+AD	Tested	% PR+AD	AD	Tested	% AD
All Students	174,518	176,218	99.04	119,805	174,517	68.65	15,645	172,888	9.05
Am. Indian/Alaskan Native	1,438	1,456	98.76	783	1,438	54.45	60	1,415	4.24
Asian	5,469	5,516	99.15	4,176	5,469	76.36	897	5,440	16.49
Black	8,673	8,912	97.32	4,399	8,673	50.72	225	8,542	2.63
Hispanic	56,761	57,346	98.98	29,093	56,760	51.26	1,581	56,199	2.81
White	95,975	96,714	99.24	76,717	95,977	79.93	12,178	95,149	12.80
Pacific Islander	395	402	98.26	263	393	66.92	28	390	7.18
2+ ethnic/racial	5,782	5,846	98.91	4,361	5,782	75.42	675	5,735	11.77
Minority	78,518	79,478	98.79	43,075	78,515	54.86	3,466	77,721	4.46
English Learners	32,062	32,444	98.82	14,177	32,047	44.24	663	31,782	2.09
FRM Eligible	75,390	76,373	98.71	38,920	75,384	51.63	1,928	74,464	2.59
Students with Disabilities	17,864	18,298	97.63	3,802	17,866	21.28	105	16,242	0.65
Females	85,349	86,084	99.15	62,912	85,340	73.72	10,112	84,724	11.94
Males	89,150	90,115	98.93	56,883	89,158	63.80	5,532	88,152	6.28
Migrant	463	469	98.72	146	463	31.53	4	463	0.86
Middle Writing 2012-13	Participation (95%)			Performance (60.4%)			Advanced (1.33%)		
	Tested	Total	% Tested	PR+AD	Tested	% PR+AD	AD	Tested	% AD
All Students	174,928	176,227	99.26	101,515	174,928	58.03	19,079	173,306	11.01
Am. Indian/Alaskan Native	1,445	1,456	99.24	586	1,445	40.55	64	1,422	4.50
Asian	5,492	5,516	99.56	3,971	5,492	72.31	1,113	5,463	20.37
Black	8,827	8,913	99.04	3,655	8,828	41.40	366	8,697	4.21
Hispanic	56,931	57,351	99.27	23,363	56,930	41.04	2,158	56,371	3.83
White	96,005	96,716	99.26	65,955	96,007	68.70	14,535	95,183	15.27
Pacific Islander	397	402	98.76	222	395	56.20	31	392	7.91
2+ ethnic/racial	5,806	5,847	99.30	3,752	5,806	64.62	810	5,760	14.06
Minority	78,898	79,485	99.26	35,549	78,896	45.06	4,542	78,105	5.82
English Learners	32,254	32,446	99.41	11,947	32,240	37.06	969	31,975	3.03
FRM Eligible	75,757	76,381	99.18	30,388	75,752	40.12	2,526	74,835	3.38
Students with Disabilities	17,949	18,299	98.09	2,568	17,951	14.31	110	16,334	0.67
Females	85,525	86,085	99.35	56,428	85,517	65.98	12,699	84,909	14.96
Males	89,384	90,123	99.18	45,078	89,392	50.43	6,379	88,385	7.22
Migrant	462	469	98.51	120	462	25.97	6	462	1.30

State-Level Middle Performance toward Math and Science AMO Targets

Middle Math 2012-13	Participation (95%)			Performance (54.7%)			Advanced (1.33%)		
	Tested	Total	% Tested	PR+AD	Tested	% PR+AD	AD	Tested	% AD
All Students	175,160	176,229	99.39	97,271	175,175	55.53	44,050	173,558	25.38
Am. Indian/Alaskan Native	1,440	1,456	98.90	586	1,440	40.69	188	1,418	13.26
Asian	5,503	5,517	99.75	4,065	5,503	73.87	2,485	5,472	45.41
Black	8,850	8,921	99.20	3,031	8,853	34.24	818	8,726	9.37
Hispanic	56,965	57,343	99.34	21,619	56,969	37.95	6,589	56,415	11.68
White	96,173	96,724	99.43	64,211	96,181	66.76	32,170	95,352	33.74
Pacific Islander	396	400	99.00	213	396	53.79	81	393	20.61
2+ ethnic/racial	5,810	5,844	99.42	3,538	5,810	60.90	1,717	5,765	29.78
Minority	78,964	79,481	99.35	33,052	78,971	41.85	11,878	78,189	15.19
English Learners	32,270	32,439	99.48	11,763	32,270	36.45	3,616	32,005	11.30
FRM Eligible	75,836	76,396	99.27	28,652	75,841	37.78	8,299	74,936	11.07
Students with Disabilities	17,969	18,295	98.22	2,857	17,971	15.90	557	16,358	3.41
Females	85,631	86,102	99.45	48,107	85,632	56.18	20,863	85,023	24.54
Males	89,516	90,112	99.34	49,160	89,530	54.91	23,187	88,528	26.19
Migrant	465	468	99.36	121	465	26.02	24	465	5.16
Middle Science 2012-13	Participation (95%)			Performance (51.5%)			Advanced (1.33%)		
	Tested	Total	% Tested	PR+AD	Tested	% PR+AD	AD	Tested	% AD
All Students	61,102	61,599	99.19	31,818	61,114	52.06	5,232	60,616	8.63
Am. Indian/Alaskan Native	519	523	99.24	188	519	36.22	19	510	3.73
Asian	1,847	1,853	99.68	1,222	1,847	66.16	281	1,837	15.30
Black	3,059	3,090	99.00	927	3,062	30.27	61	3,025	2.02
Hispanic	19,328	19,493	99.15	6,021	19,331	31.15	506	19,162	2.64
White	34,208	34,486	99.19	22,215	34,214	64.93	4,154	33,952	12.23
Pacific Islander	162	164	98.78	73	162	45.06	4	162	2.47
2+ ethnic/racial	1,974	1,985	99.45	1,170	1,974	59.27	206	1,963	10.49
Minority	26,889	27,108	99.19	9,601	26,895	35.70	1,077	26,659	4.04
English Learners	10,539	10,595	99.47	2,800	10,539	26.57	225	10,466	2.15
FRM Eligible	25,345	25,580	99.08	8,170	25,350	32.23	609	25,084	2.43
Students with Disabilities	5,974	6,120	97.61	895	5,975	14.98	65	5,477	1.19
Females	29,859	30,083	99.26	15,445	29,859	51.73	2,339	29,667	7.88
Males	31,238	31,511	99.13	16,372	31,250	52.39	2,893	30,944	9.35
Migrant	149	149	100.00	24	149	16.11	1	149	0.67

State-Level High Performance toward Reading, Writing, Math and Science AMO Targets

High 2012-13	Read Participation (95%)			Read Proficiency (74.8%)			Write Participation (95%)			Write Proficiency (53.4%)		
	Tested	Total	% Tested	PR+AD	Tested	% PR+AD	Tested	Total	% Tested	PR+AD	Tested	% PR+AD
All Students	118,158	120,448	98.10	82,421	118,208	69.73	118,288	120,463	98.19	62,503	118,342	52.82
Am. Indian/Alaskan Native	936	962	97.30	521	936	55.66	934	962	97.09	320	934	34.26
Asian	3,813	3,851	99.01	2,937	3,807	77.15	3,813	3,851	99.01	2,471	3,807	64.91
Black	5,799	5,947	97.51	3,071	5,802	52.93	5,813	5,949	97.71	2,013	5,817	34.61
Hispanic	35,917	36,594	98.15	19,075	35,939	53.08	35,947	36,597	98.22	12,061	35,970	33.53
White	67,801	69,125	98.08	53,846	67,830	79.38	67,886	69,135	98.19	43,354	67,916	63.83
Pacific Islander	291	298	97.65	200	291	68.73	289	298	96.98	143	290	49.31
2+ ethnic/racial	3,556	3,626	98.07	2,740	3,558	77.01	3,561	3,626	98.21	2,114	3,563	59.33
Minority	50,312	51,278	98.12	28,544	50,333	56.71	50,357	51,283	98.19	19,122	50,381	37.95
English Learners	19,490	19,776	98.55	8,927	19,475	45.84	19,498	19,778	98.58	5,322	19,483	27.32
FRM Eligible	44,537	45,568	97.74	23,634	44,558	53.04	44,578	45,578	97.81	14,927	44,602	33.47
Students with Disabilities	10,608	11,026	96.21	2,258	10,621	21.26	10,638	11,031	96.44	1,169	10,653	10.97
Females	58,001	59,097	98.15	43,806	58,005	75.52	58,063	59,100	98.25	35,234	58,070	60.68
Males	60,105	61,298	98.05	38,576	60,151	64.13	60,172	61,310	98.14	27,237	60,219	45.23
Migrant	283	288	98.26	97	283	34.28	284	289	98.27	54	284	19.01
High 2012-13	Math Participation (95%)			Math Proficiency (37.2%)			Science Participation (95%)			Science Proficiency (54.3%)		
	Tested	Total	% Tested	PR+AD	Tested	% PR+AD	Tested	Total	% Tested	PR+AD	Tested	% PR+AD
All Students	118,415	120,453	98.31	43,870	118,486	37.03	57,850	59,114	97.86	30,268	57,887	52.29
Am. Indian/Alaskan Native	936	962	97.30	214	936	22.86	461	475	97.05	164	461	35.57
Asian	3,820	3,852	99.17	2,217	3,821	58.02	1,888	1,918	98.44	1,258	1,888	66.63
Black	5,827	5,947	97.98	1,009	5,837	17.29	2,748	2,812	97.72	891	2,756	32.33
Hispanic	35,982	36,588	98.34	6,785	36,010	18.84	17,175	17,498	98.15	5,249	17,188	30.54
White	67,995	69,174	98.30	32,060	68,025	47.13	33,712	34,496	97.73	21,632	33,727	64.14
Pacific Islander	292	298	97.99	90	293	30.72	144	150	96.00	64	144	44.44
2+ ethnic/racial	3,555	3,624	98.10	1,495	3,556	42.04	1,720	1,763	97.56	1,009	1,721	58.63
Minority	50,412	51,271	98.32	11,810	50,453	23.41	24,136	24,616	98.05	8,635	24,158	35.74
English Learners	19,523	19,772	98.74	3,582	19,525	18.35	9,300	9,437	98.55	2,419	9,301	26.01
FRM Eligible	44,663	45,590	97.97	8,484	44,703	18.98	20,882	21,384	97.65	6,665	20,904	31.88
Students with Disabilities	10,649	11,021	96.62	810	10,662	7.60	4,979	5,187	95.99	657	4,987	13.17
Females	58,127	59,127	98.31	20,677	58,139	35.56	28,394	29,028	97.82	14,722	28,402	51.83
Males	60,274	61,312	98.31	23,192	60,333	38.44	29,449	30,079	97.91	15,545	29,478	52.73
Migrant	284	288	98.61	21	284	7.39	123	124	99.19	18	123	13.64

District Accountability Measures

[District Performance Frameworks](#) (DPFs) detail each district's performance on measures of academic achievement, academic growth and graduation rate, overall and disaggregated by ethnic/racial groups, English learners, students with disabilities and students eligible for free or reduced price meals.

The following table shows the Title I accountability status of all Colorado districts, percent of points earned and number of years on improvement, if applicable. The percentages of points required for each accreditation category are:

- Accredited with Distinction: 80% or higher
- Accredited: 64% - 79.99%
- Accredited with Improvement: 52% - 63.99%
- Accredited with Priority Improvement: 42% - 51.99%
- Accredited with Turnaround: below 42%

A district that accepts Title I funds and is accredited with Priority Improvement or Turnaround Plans is identified for Title I improvement and may set aside up to 10 percent of its Title IA funds in support of professional development tied directly to the areas where the district has not met expectations. In addition, CDE federal programs staff engage with Priority Improvement and Turnaround districts to improve the effectiveness of programs supported with federal Title IA funds. Identified districts must complete the ESEA addendum in the UIP to outline how they propose to spend these funds in support of increased student achievement. The addendum is reviewed by CDE during the January UIP submission window.

The following table presents district accreditation categories and the percentage framework points earned, as well as the number of years the district has been on a Priority Improvement or Turnaround Plan.

District		% Points Earned 2012-13	2012-13 Accreditation Category	Year PI/TA	District		% Points Earned 2012-13	2012-13 Accreditation Category	Year PI/TA
0010	MAPLETON	47.4	Improvement		0550	NORTH CONEJOS	65.1	Accredited	
0020	ADAMS 12 FIVE STAR	55.0	Improvement		0560	SANFORD	70.1	Accredited	
0030	ADAMS 14	44.0	Priority Improvement	4	0580	SOUTH CONEJOS	59.4	Improvement	
0040	DISTRICT 27J	57.7	Improvement		0640	CENTENNIAL	60.4	Improvement	
0050	BENNETT	66.5	Accredited		0740	SIERRA GRANDE	58.7	Improvement	
0060	STRASBURG	74.2	Accredited		0770	CROWLEY	63.6	Improvement	
0070	WESTMINSTER	44.6	Priority Improvement	4	0860	CUSTER	71.4	Accredited	
0100	ALAMOSA	60.0	Improvement		0870	DELTA	67.0	Accredited	
0110	SANGRE DE CRISTO	77.5	Accredited		0880	DENVER	52.9	Improvement	
0120	ENGLEWOOD	45.1	Improvement		0890	DOLORES 2	54.1	Improvement	
0123	SHERIDAN	45.8	Priority Improvement	4	0900	DOUGLAS	72.4	Accredited	
0130	CHERRY CREEK	74.4	Accredited		0910	EAGLE	66.7	Accredited	
0140	LITTLETON	80.6	Distinction		0920	ELIZABETH	70.4	Accredited	
0170	DEER TRAIL	67.4	Accredited		0930	KIOWA	83.5	Distinction	
0180	AURORA	47.1	Priority Improvement	3	0940	BIG SANDY	72.1	Accredited	
0190	BYERS	71.2	Accredited		0950	ELBERT	67.0	Accredited	
0220	ARCHULETA	63.5	Improvement		0960	AGATE	87.4	Accredited	
0230	WALSH	68.2	Accredited		0970	CALHAN	68.7	Accredited	
0240	PRITCHETT	61.2	Improvement		0980	HARRISON	65.3	Accredited	
0250	SPRINGFIELD	72.8	Accredited		0990	WIDEFIELD	59.4	Improvement	
0260	VILAS	39.7	Turnaround	5	1000	FOUNTAIN	74.1	Accredited	
0270	CAMPO	59.4	Improvement		1010	COLORADO SPRINGS	58.0	Improvement	
0290	LAS ANIMAS	62.1	Improvement		1020	CHEYENNE MOUNTAIN	87.2	Distinction	
0310	MC CLAVE	66.0	Accredited		1030	MANITOU SPRINGS	72.6	Accredited	
0470	ST VRAIN	69.1	Accredited		1040	ACADEMY	84.7	Distinction	
0480	BOULDER	79.2	Accredited		1050	ELLICOTT	62.3	Improvement	
0490	BUENA VISTA	67.7	Accredited		1060	PEYTON	69.4	Accredited	
0500	SALIDA	79.4	Distinction		1070	HANOVER	59.2	Improvement	
0510	KIT CARSON	66.8	Accredited		1080	LEWIS-PALMER	86.0	Distinction	
0520	CHEYENNE	65.0	Accredited		1110	FALCON	70.9	Accredited	
0540	CLEAR CREEK	73.6	Accredited		1120	EDISON	79.4	Accredited	

District		% Points Earned 2012-13	2012-13 Accreditation Category	Year PI/TA	District		% Points Earned 2012-13	2012-13 Accreditation Category	Year PI/TA
1130	MIAMI/YODER	61.7	Improvement		1590	PRIMERO	67.2	Accredited	
1140	CANON CITY	56.3	Improvement		1600	HOEHNE	67.1	Accredited	
1150	FREMONT	56.5	Improvement		1620	AGUILAR	46.4	Priority Improvement	4
1160	COTOPAXI	78.3	Accredited		1750	BRANSON	55.8	Improvement	
1180	ROARING FORK	66.7	Accredited		1760	KIM	78.7	Accredited	
1195	GARFIELD 2	57.0	Improvement		1780	GENOA-HUGO	59.9	Improvement	
1220	GARFIELD 16	58.5	Improvement		1790	LIMON	75.1	Accredited	
1330	GILPIN	66.6	Accredited		1810	KARVAL	39.2	Turnaround	5
1340	WEST GRAND	57.8	Improvement		1828	VALLEY	59.3	Improvement	
1350	EAST GRAND	77.2	Accredited		1850	FRENCHMAN	79.9	Accredited	
1360	GUNNISON	70.5	Accredited		1860	BUFFALO	73.3	Accredited	
1380	HINSDALE	92.4	Distinction		1870	PLATEAU	84.3	Distinction	
1390	HUERFANO	54.0	Improvement		1980	DE BEQUE	58.4	Improvement	
1400	LA VETA	70.6	Accredited		1990	PLATEAU VALLEY	54.6	Accredited	
1410	NORTH PARK	82.7	Distinction		2000	MESA COUNTY VALLEY	62.9	Improvement	
1420	JEFFERSON	68.9	Accredited		2010	CREEDE	70.1	Accredited	
1430	EADS	70.0	Accredited		2020	MOFFAT 1	59.3	Improvement	
1440	PLAINVIEW	70.0	Accredited		2035	MONTEZUMA-CORTEZ	43.7	Priority Improvement	4
1450	ARRIBA-FLAGLER	76.2	Accredited		2055	DOLORES 4	74.9	Accredited	
1460	HI-PLAINS	67.0	Accredited		2070	MANCOS	70.4	Accredited	
1480	STRATTON	64.4	Accredited		2180	MONTROSE	63.7	Accredited	
1490	BETHUNE	60.7	Improvement		2190	WEST END	54.1	Improvement	
1500	BURLINGTON	63.9	Improvement		2395	BRUSH	59.5	Improvement	
1510	LAKE	46.6	Priority Improvement	2	2405	FORT MORGAN	57.8	Improvement	
1520	DURANGO	65.0	Accredited		2505	WELDON VALLEY	85.1	Distinction	
1530	BAYFIELD	74.9	Accredited		2515	WIGGINS	70.8	Accredited	
1540	IGNACIO	46.3	Priority Improvement	4	2520	EAST OTERO	50.1	Priority Improvement	1
1550	POUDRE	71.7	Accredited		2530	ROCKY FORD	44.1	Priority Improvement	4
1560	THOMPSON	67.3	Accredited		2535	MANZANOLA	53.6	Improvement	
1570	ESTES PARK	63.5	Improvement		2540	FOWLER	69.7	Accredited	
1580	TRINIDAD	48.3	Priority Improvement	1	2560	CHERAW	61.1	Improvement	

District		% Points Earned 2012-13	2012-13 Accreditation Category	Year PI/TA	District		% Points Earned 2012-13	2012-13 Accreditation Category	Year PI/TA
2570	SWINK	79.7	Accredited		2865	PLATTE VALLEY 3	65.5	Accredited	
2580	OURAY	86.5	Distinction		3000	SUMMIT	73.7	Accredited	
2590	RIDGWAY	86.4	Distinction		3010	CRIPPLE CREEK-VICTOR	61.9	Improvement	
2600	PLATTE CANYON	81.3	Distinction		3020	WOODLAND PARK	71.2	Accredited	
2610	PARK	78.0	Accredited		3030	AKRON	72.2	Accredited	
2620	HOLYOKE	67.2	Accredited		3040	ARICKAREE	72.1	Accredited	
2630	HAXTUN	75.7	Accredited		3050	OTIS	66.9	Accredited	
2640	ASPEN	87.5	Distinction		3060	LONE STAR	75.0	Accredited	
2650	GRANADA	71.7	Accredited		3070	WOODLIN	64.4	Improvement	
2660	LAMAR	57.8	Improvement		3080	WELD 1	53.5	Improvement	
2670	HOLLY	72.4	Accredited		3085	EATON	70.6	Accredited	
2680	WILEY	78.7	Accredited		3090	KEENESBURG	58.4	Improvement	
2690	PUEBLO CITY	48.9	Priority Improvement	4	3100	WINDSOR	72.7	Accredited	
2700	PUEBLO COUNTY	59.5	Improvement		3110	JOHNSTOWN-MILLIKEN	63.4	Improvement	
2710	MEEKER	73.5	Accredited		3120	GREELEY	52.2	Improvement	
2720	RANGELY	66.8	Accredited		3130	PLATTE VALLEY 7	68.5	Accredited	
2730	DEL NORTE	67.5	Accredited		3140	WELD 8	48.6	Priority Improvement	3
2740	MONTE VISTA	50.6	Improvement		3145	AULT-HIGHLAND	72.3	Accredited	
2750	SARGENT	70.6	Accredited		3146	BRIGGSDALE	73.8	Accredited	
2760	HAYDEN	72.2	Accredited		3147	PRAIRIE	78.4	Accredited	
2770	STEAMBOAT SPRINGS	85.7	Distinction		3148	PAWNEE	76.8	Accredited	
2780	SOUTH ROUTT	69.5	Accredited		3200	YUMA	66.1	Accredited	
2790	MOUNTAIN VALLEY	54.3	Improvement		3210	WRAY	59.6	Improvement	
2800	MOFFAT 2	73.1	Accredited		3220	IDALIA	69.6	Accredited	
2810	CENTER	61.9	Improvement		3230	LIBERTY	60.0	Improvement	
2820	SILVERTON	74.3	Accredited		8001	CHARTER SCHOOL INSTITUTE	53.2	Improvement	
2830	TELLURIDE	83.0	Distinction		9030	MOUNTAIN BOCES	40.3	AEC: Performance	
2840	NORWOOD	67.6	Accredited		9050	SAN JUAN BOCES	52.2	Improvement	
2862	JULESBURG	49.3	Priority Improvement	4	9130	EXPEDITIONARY BOCES	77.1	Accredited	

School Accountability

Schools served with Title I funds and assigned School Performance Framework (SPF) plans of Priority Improvement or Turnaround must offer [Public School Choice](#) (PSC) and [Supplemental Education Services](#) (SES).

The PSC provision stipulates that all students in Title I schools assigned Priority Improvement or Turnaround plans have the option to transfer to another public school within the district, including public charters, that has a Performance or Improvement plan. This provision applies until the end of the school year in which the school no longer is identified as Priority Improvement or Turnaround. Districts must provide transportation using Title I PSC set-aside funds. If PSC transportation funds are limited due to the number of requests for transfer, the district may give first priority to the lowest achieving students from low-income families, based on achievement levels evaluated by objective educational measures. In 2012-13, under these provisions, 1,572 students (of 55,744 eligible) were granted transfer and provided transportation to another higher performing school in the district, at a total cost of \$995,277.

Colorado's ESEA flexibility waiver requires that Title I Priority Improvement or Turnaround schools offer Supplemental Education Services (SES)—academic or linguistic tutoring, remediation and other interventions—outside the regular school day to raise academic achievement in reading/language arts and mathematics, or English proficiency of non-English (NEP) and limited English proficient (LEP) students. Students who are eligible for these English language arts or math services scored unsatisfactory or partially proficient on TCAP reading or math, or below grade level on an early literacy assessment that meets Reading to Ensure Academic Development (READ) Act requirements or another body of evidence for K-2 students the prior year. Those eligible for English language development services scored NEP or LEP on the state language proficiency assessment. Title IA SES set-aside funds must be used to provide high quality, research-based services specifically designed to increase academic achievement or English proficiency on the state assessments. In 2012-13, 5,267 students received SES, out of 31,677 students eligible, at a cost of \$5,263,348. The SES provision applies until the end of the school year in which the school no longer is identified as Priority Improvement or Turnaround.

Additionally, CDE identifies certain low performing Title I schools as focus or priority. Priority schools, the lowest performing five percent of Title I/Title I eligible schools, are awarded competitive Tiered Intervention Grants (TIGs), (funded from Title I, 1003g of ESEA), to implement one of four reform models defined by the U.S. Department of Education: Turnaround, Transformation, Restart and Closure.

Focus schools are identified by:

1. Low graduation rate (regardless of plan type); and/or
2. Turnaround or Priority Improvement plan type with low disaggregated group (minority, ELL, IEP or FRL) achievement and/or graduation rate.

Schools must receive an Improvement or Performance plan assignment for two consecutive years to be removed from focus or priority status.

Colorado also recognizes two types of Title I reward schools: *high performance* and *high progress*. Schools designated *high performance*:

- Receive any of the following award designations: Governor’s Distinguished Improvement, John Irwin School of Excellence, Centers for Excellence, Blue Ribbon School, or National Title I Distinguished School;
- Earn *exceeds* ratings on Academic Achievement (*exceeds* is greater than the current year AMO, until 2015-16 when it equals the AMO);
- Have all disaggregated groups with 16+ students earns *meets* or *exceeds* ratings for the current year AMO; and
- Earn a high school Graduation Rate *exceeds* rating (90% or higher).

Schools designated *high progress* must have:

- Improved their Academic Achievement rating, between three years prior and the current year, from *does not meet* to *meets/exceeds*, or *approaching* to *meets/exceeds*;
- Met the minimum n-count (20) for at least one disaggregated group;
- All disaggregated groups meeting or exceeding the current year AMO; and
- Improved their Graduation Rate indicator (high schools only), between three years prior and the current year, from *does not meet* to *meets/exceeds*, or *approaching* to *exceeds*.

The following table lists 2013-14 Title I schools that were designated priority, focus or reward as a result of 2012-13 assessment performance, with their SPF Plan type assignments. For a complete list of all Title I schools and their SPF Plan assignments, go to: <http://www.cde.state.co.us/fedprograms/dper/index> and click on “Title I schools 2012-13 SPF plans with

2013-14 Accountability Status.” The Federal Programs website includes information about school priority, focus and reward designations. You can find historic school-level AYP and improvement results on the [Data, Program Evaluation and Reporting](#) website and on SchoolView at <http://www.cde.state.co.us/schoolview>.

District		School		Grade Span	% Points Earned	SPF Rating	Year PI/TA	Title I 2012-13	School Status 2013-14
0010	MAPLETON	0263	GLOBAL LEADERSHIP ACADEMY	EMH	48	Improvement		SW	Focus
		0502	MEADOW COMMUNITY	EM	54	Improvement		SW	Priority
		0504	WELBY MONTESSORI	E	33	Turnaround	4	SW	Focus
		0505	ACHIEVE ACADEMY	EM	54	Improvement		SW	Focus
		0509	CLAYTON PARTNERSHIP	EM	58	Improvement		SW	Focus
0020	ADAMS 12 FIVE STAR SCHOOLS	1878	CORONADO HILLS ELEMENTARY	E	53	Improvement		SW	Focus
		2918	FEDERAL HEIGHTS ELEMENTARY	E	45	Priority Improvement	4	SW	Focus
		4000	HILLCREST ELEMENTARY	E	37	Turnaround	3	SW	Focus
		5814	THE INTERNATIONAL SCHOOL AT THORNTON MIDDLE	M	39	Priority Improvement	3	SW	Focus
		8361	STUKEY ELEMENTARY	E	50	Improvement		SW	Focus
		8842	THORNTON ELEMENTARY	E	45	Priority Improvement	4	SW	Focus
0030	ADAMS COUNTY 14	0020	ADAMS CITY MIDDLE	M	65	Performance		SW	Focus
		1426	CENTRAL ELEMENTARY	E	39	Priority Improvement	2	SW	Focus
		6534	HANSON ELEMENTARY	E	46	Priority Improvement	1	SW	Priority
		7500	ROSE HILL ELEMENTARY	E	32	Turnaround	4	SW	Focus
0040	BRIGHTON 27J	6294	NORTH ELEMENTARY	E	48	Improvement		SW	Focus
		6395	NORTHEAST ELEMENTARY	E	55	Improvement		SW	Focus
0070	WESTMINSTER	2876	FAIRVIEW ELEMENTARY	E	46	Priority Improvement	1	SW	Priority
		3144	FRANCIS M. DAY ELEMENTARY	E	62	Performance		SW	Priority
		4465	JOSEPHINE HODGKINS ELEMENTARY	E	50	Improvement		SW	Focus
		5388	M. SCOTT CARPENTER MIDDLE	M	42	Priority Improvement	4	SW	Priority
		7860	SHERRELWOOD ELEMENTARY	E	58	Improvement		SW	Priority
		9462	WESTMINSTER ELEMENTARY	E	44	Priority Improvement	1	SW	Priority
0123	SHERIDAN	3054	SHERIDAN ELEMENTARY	E	50	Improvement		SW	Priority
0180	ADAMS-ARAPAHOE	0914	BOSTON K-8	EM	47	Priority Improvement	3	SW	Focus
		1948	CRAWFORD ELEMENTARY	E	43	Priority Improvement	3	SW	Focus
		4646	KENTON ELEMENTARY	E	51	Improvement		SW	Focus
		6728	PARIS ELEMENTARY	E	40	Priority Improvement	2	SW	Focus
		7932	SIXTH AVENUE ELEMENTARY	E	56	Improvement		SW	Focus
0230	WALSH	9222	WALSH ELEMENTARY	E	63	Performance		TA	Reward
0290	LAS ANIMAS	4986	LAS ANIMAS JUNIOR HIGH	M	64	Performance		SW	Focus
0640	CENTENNIAL	1396	CENTENNIAL JUNIOR HIGH	M	43	Priority Improvement	2	SW	Focus
		7588	CENTENNIAL ELEMENTARY	E	63	Performance		SW	Focus
0870	DELTA COUNTY	6298	NORTH FORK MONTESSORI	E	92	Performance		TA	Reward

District		School		Grade Span	% Points Earned	SPF Rating	Year PI/TA	Title I 2012-13	School Status 2013-14
0880	DENVER	0220	AMESSE ELEMENTARY	E	44	Turnaround	1	SW	Focus
		0418	ASHLEY ELEMENTARY	E	45	Priority Improvement	3	SW	Focus
		1400	CENTENNIAL ECE-8	EM	39	Turnaround	2	SW	Focus
		1528	CHELTENHAM ELEMENTARY	E	45	Turnaround	1	SW	Focus
		1748	COLORADO HIGH	H	25	AEC: Turnaround	4	SW	Focus
		1788	COLLEGE VIEW ELEMENTARY	E	61	Improvement		SW	Focus
		1846	COLUMBINE ELEMENTARY	E	33	Turnaround	2	SW	Focus
		2789	ESCUELA TLATELOLCO	EMH	61	Turnaround	4	SW	Focus
		2880	FAIRVIEW ELEMENTARY	E	46	Turnaround	1	SW	Focus
		3000	FLORENCE CRITTENTON HIGH	H	35	AEC: Turnaround	4	SW	Focus
		3426	GILPIN MONTESSORI PUBLIC	E	45	Turnaround	2	SW	Priority
		3655	GREENLEE ELEMENTARY	E	40	Turnaround	3	SW	Priority
		4450	JOHNSON ELEMENTARY	E	63	Improvement		SW	Focus
		4656	KEPNER MIDDLE	M	46	Turnaround	2	SW	Focus
		5255	LAKE INTERNATIONAL	M	47	Turnaround	1	SW	Priority
		5844	CONTEMPORARY LEARNING ACADEMY	H	27	AEC: Turnaround	3	SW	Focus
		5995	MONTBELLO HIGH	H	41	Turnaround	4	SW	Priority
		6188	MUNROE ELEMENTARY	E	47	Priority Improvement	2	SW	Focus
		6314	NORTH HIGH	H	57	Improvement		SW	Priority
		7163	P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)	MH	29	AEC: Turnaround	4	SW	Focus
		8145	SUMMIT ACADEMY	H	28	AEC: Turnaround	3	SW	Focus
		8909	TREVISTA ECE-8 AT HORACE MANN	EM	45	Turnaround	4	SW	Priority
		9390	STRIVE PREP - LAKE	M	72	Performance		SW	Priority
		9496	CASTRO ELEMENTARY	E	50	Priority Improvement	2	SW	Focus
0890	DOLORES COUNTY 2	7764	SEVENTH STREET ELEMENTARY	E	54	Improvement		SW	Focus
0900	DOUGLAS COUNTY	3995	HOPE ON-LINE	EMH	38	Priority Improvement	4	SW	Focus
1010	COLORADO SPRINGS 11	8359	SPACE TECHNOLOGY AND ARTS (STAR) ACADEMY	EM	60	Performance		TA	Focus
		8457	JACK SWIGERT AEROSPACE ACADEMY	M	36	Turnaround	4	SW	Focus
1020	CHEYENNE MOUNTAIN	1582	CHEYENNE MOUNTAIN CHARTER ACADEMY	E	79	Performance		SW	Reward
1380	HINSDALE COUNTY	4899	LAKE CITY COMMUNITY	EMH	92	Performance		TA	Reward
1420	JEFFERSON COUNTY	4422	JEFFERSON HIGH	H	45	Priority Improvement	2	SW	Focus
1430	EADS	2328	EADS ELEMENTARY	E	67	Performance		TA	Reward
1490	BETHUNE	0832	BETHUNE ELEMENTARY	E	43	Priority Improvement	2	TA	Focus

District		School		Grade Span	% Points Earned	SPF Rating	Year PI/TA	Title I 2012-13	School Status 2013-14
1500	BURLINGTON	1150	BURLINGTON MIDDLE	EM	60	Performance		TA	Focus
1510	LAKE COUNTY	9486	WESTPARK ELEMENTARY	E	31	Turnaround	3	TA	Focus
1520	DURANGO	3012	FLORIDA MESA ELEMENTARY	E	62	Performance		SW	Focus
1540	IGNACIO	4252	IGNACIO INTERMEDIATE	E	40	Priority Improvement	4	SW	Focus
1560	THOMPSON	5992	MONROE ELEMENTARY	E	68	Performance		SW	Focus
1620	AGUILAR	0066	AGUILAR JUNIOR-SENIOR HIGH	MH	42	Priority Improvement	4	SW	Focus
2000	MESA COUNTY VALLEY	1686	CLIFTON ELEMENTARY	E	56	Improvement		SW	Priority
2035	MONTEZUMA-CORTEZ	4546	KEMPER ELEMENTARY	E	46	Priority Improvement	4	SW	Focus
		5436	MANAUGH ELEMENTARY	E	26	Turnaround	3	SW	Focus
		5836	MESA ELEMENTARY	E	36	Turnaround	1	SW	Focus
2180	MONTROSE COUNTY	6807	PASSAGE CHARTER	H	26	AEC: Performance		SW	Focus
2395	BRUSH	1438	BEAVER VALLEY ELEMENTARY	E	53	Improvement		TA	Focus
2530	ROCKY FORD	5114	JEFFERSON INTERMEDIATE	E	37	Priority Improvement	4	SW	Focus
2560	CHERAW	1538	CHERAW ELEMENTARY	E	33	Turnaround	3	TA	Focus
2570	SWINK	8452	SWINK ELEMENTARY	E	73	Performance		TA	Reward
2580	OURAY	6596	OURAY ELEMENTARY	E	86	Performance		TA	Reward
2660	LAMAR	6794	PARKVIEW ELEMENTARY	E	58	Improvement		SW	Focus
2690	PUEBLO CITY	0822	BESSEMER ELEMENTARY	EM	35	Turnaround	4	SW	Focus
		3206	FREED MIDDLE	M	27	Turnaround	4	SW	Focus
		4302	IRVING ELEMENTARY	E	40	Priority Improvement	4	SW	Focus
		4376	JAMES H RISLEY MIDDLE	M	42	Priority Improvement	4	SW	Priority
		5048	LEMUEL PITTS MIDDLE	M	51	Improvement		SW	Priority
		7481	RONCALLI MIDDLE	M	25	Turnaround	4	SW	Focus
2810	CENTER	1412	HASKIN ELEMENTARY	E	64	Performance		SW	Priority
3080	WELD COUNTY 1	3398	GILCREST ELEMENTARY	E	73	Performance		TA	Focus
3110	JOHNSTOWN-MILLIKEN	5896	MILLIKEN ELEMENTARY	E	65	Priority Improvement	3	TA	Focus
3120	GREELEY	2414	EAST MEMORIAL ELEMENTARY	E	32	Turnaround	2	SW	Focus
		5412	MADISON ELEMENTARY	E	43	Priority Improvement	2	SW	Focus
		6774	MARTINEZ ELEMENTARY	E	44	Priority Improvement	3	SW	Focus
3140	WELD COUNTY 8	8930	TWOMBLY ELEMENTARY	E	54	Improvement		SW	Focus
8001	CHARTER SCHOOL INSTITUTE	1376	SCHOLARS TO LEADERS ACADEMY	EM	31	Turnaround	2	SW	Focus
		1882	COMMUNITY LEADERSHIP ACADEMY	EM	81	Performance		SW	Reward
		3475	GOAL ACADEMY	H	31	AEC: Improvement		SW	Focus
		8929	PIKES PEAK PREP	EMH	56	Priority Improvement	1	SW	Focus
9000	COLORADO SCHOOL FOR THE DEAF AND BLIND	9999	COLORADO SCHOOL FOR THE DEAF AND BLIND	EMH	33	AEC: Performance		SW	Focus

Title II Accountability: Highly Qualified (HQ) Teachers

ESEA requires that all core academic subject teachers be highly qualified (HQ). Core academic subject areas are defined as English reading or language arts, mathematics, science, foreign languages, social studies (civics, government, history, geography, economics), and the arts (visual, drama, music). Generally, to be considered HQ, teachers must have earned at least a bachelor's degree, hold a valid Colorado teaching license, and demonstrate subject matter knowledge.

Since 2010-11, more than 99 percent of Colorado classrooms have been taught by HQ teachers. The table below shows the number of core academic classes and the number and percentage of them taught by HQ teachers in 2012-13. Districts' and schools' individual HQ data can be found here, as well as on SchoolView at:

<https://edx.cde.state.co.us/SchoolView/DataCenter/reports.jspx>. For more information about Colorado's definition of an HQ teacher, go to: http://www.cde.state.co.us/fedprograms/tii/a_hqt.

Core Academic Classes	Total Core Academic	# Taught by HQ Teachers	% Taught by HQ Teachers	# Taught by non-HQ Teachers	% Taught by non-HQ Teachers
All	256,223	254,919	99.49	1,304	0.51
Elementary	159,643	158,935	99.56	708	0.44
Secondary	96,580	95,984	99.38	596	0.62

With approval of Colorado's ESEA waiver, the state has aligned the identification processes for Title IIA (ESEA § 2141c) and state accountability. Colorado no longer uses Highly Qualified and AYP data to identify districts in need of improvement. Instead, districts that receive Title IIA funds and have a Priority Improvement or Turnaround Plan are identified for Title IIA accountability.

Identified districts are required to outline how their Title IIA allocation will be leveraged the following school year to address priority performance challenges and root causes identified in the UIP. Districts must describe how Title IIA funds will target priority performance challenges in identified schools in the Consolidated Application.

Title III Accountability: Annual Measurable Achievement Objectives (AMAOs)

States that receive Title III funds to serve English learners (ELs) must establish annual measurable achievement objectives (AMAOs) for developing and attaining English proficiency and meeting challenging academic achievement standards [Section 1111(b)(1)]. ELs in districts and consortia that receive Title III sub-grants are accountable for the following three AMAOs each year:

AMAO 1 - Acquiring English, as measured by WIDA ACCESS growth between 2012 and 2013.

English Learners' WIDA ACCESS Median Growth Percentile, taking into account whether or not adequate growth was met, must be sufficient to earn a *meets* or *exceeds* rating. AMAO 1 captures the district's progress in moving English learners toward English proficiency. The AMAO 1 calculation changed beginning in 2011-12, based on Colorado's flexibility waiver application to the U.S. Department of Education. Before the waiver, making AMAO 1 required that a target percentage of ELs improve at least one CELApro performance level from the prior year's testing. The method beginning in 2011-12 and moving forward determines progress toward English proficiency as measured by the district's performance on the Academic Growth-English Language Proficiency sub-indicator on the DPF report. The district/consortium is expected to receive a rating of meets or exceeds based on growth points summed across grade spans (elementary, middle, and high school level, EMH), with minimum of 20 students.

AMAO 2: Attaining English proficiency as measured by WIDA Access. Percent of students in district or consortium scoring 5.0+ Overall and 5.0+ on Literacy on WIDA Access (Target=11%).

Although the AMAO 2 calculation did not change with the flexibility waiver, Colorado moved from CELApro (up through 2011-12) to WIDA ACCESS in 2012-13. As such, the targets for proficiency were recalibrated. As in the past, AMAO 2 is not calculated at the grade span (EMH) level, like AMAOs 1 and 3. The minimum number of students required to calculate AMAO 2 is 20, regardless of grade span (EMH). The State of Colorado met its AMAO 2 target (11%); 16.6 percent of ELs in the state were proficient in 2012-13.

AMAO 3: Making adequate academic progress in reading, writing and math, as measured by TCAP and achieving targets for test participation and graduation rate.

ELs must meet TCAP Reading, Writing, Math and Science participation rate targets, and make sufficient points for Reading, Writing and Math academic growth and graduation rate to earn a *meets* or *exceeds* rating. The minimum number of students required at the grantee EMH level is 20 for academic content and 16 for graduation rate.

Some districts turn over their Title III funds to a consortium; therefore, the Title III accountability is calculated at the consortium level. Districts must have been members for two consecutive years to be included in the consortium's AMAOs calculations. With approval by the U.S. Department of Education, AMAOs 1 and 3 now are aligned with the Colorado District Performance Frameworks. For more information about 2013 AMAO calculations and district level results, go to <http://www.cde.state.co.us/fedprograms/tiii/amaos>.

Title III Improvement

A district/consortium that accepts Title III funds is identified for Title III Improvement if it does not make AMAOs for two consecutive years. A Title III grantee that is identified for Title III Improvement must develop a UIP that addresses the specific factors that prevented it from achieving AMAOs, as well as the strengths and weaknesses of its current plan. Identified districts must complete the Title III addendum as part of their UIP submissions. If a grantee fails to meet AMAO targets for four consecutive years, Title III law, Section 3122(b)(4), requires that CDE provide additional review of the grantee's language instruction program and technical assistance on any reform that should be implemented regarding the education of English learners.

The table below contains information about 2012-13 AMAO results; for more specific information about how Title III grantees performed toward making AMAOs, including which are on improvement as a result of 2013 AMAO determinations and their status, go to [AMAO information](#), which includes a guide to which districts are included in the various consortia. Once final, district AMAO data can be found in the Data Center under "Accountability" and "Federal" when you select "ESEA-AMAOs."

Number of Title III sub-grantees	61
Met all three Title III AMAOs	12
Met AMAO 1	20
Met AMAO 2	49
Met AMAO 3	24
Did not meet any Title III AMAOs	10
Did not meet AMAOs for 2 consecutive years (2011-12 and 2012-13)	46
Implementing an improvement plan in 2012-13 for not making AMAOs for 2 consecutive years	46
Did not meet AMAOs for 4 consecutive years (2009-10, 2010-11, 2011-12, and 2012-13)	37

2013 Title I National Distinguished Schools Awards

In 2012-13, CDE recognized two Title I Distinguished schools: one for exceptional student performance and one for success in closing the achievement gap, as measured by the Transitional Colorado Assessment Program (TCAP). Each school received \$10,000 and was honored locally and nationally. Eligibility for Title I National Distinguished School designation required that schools have 35+ percent eligible for free/reduced cost lunch. 2013 awardees were Swink Elementary (Swink School District) and Nisley Elementary (Mesa County School District).

Exceptional Student Performance: Swink Elementary School

Swink students consistently score high in Reading, with 84 percent proficient and advanced in 2011, 88 percent in 2012, and 92 percent in 2013. Swink's math performance was equally impressive. In 2011, 84 percent were proficient and advanced. In both 2012 and 2013, 82 percent were proficient and advanced. Swink Elementary consistently made federal AYP targets in the past and received the highest, Performance Plan, rating on its 2012-13 School Performance Framework, earning *Meets* for Academic Growth and Academic Growth Gaps and *Exceeds* for Academic Achievement.





Swink school and district administrators along with Board of Education members and school staff and students receive the 2013 Title I Distinguished School Award

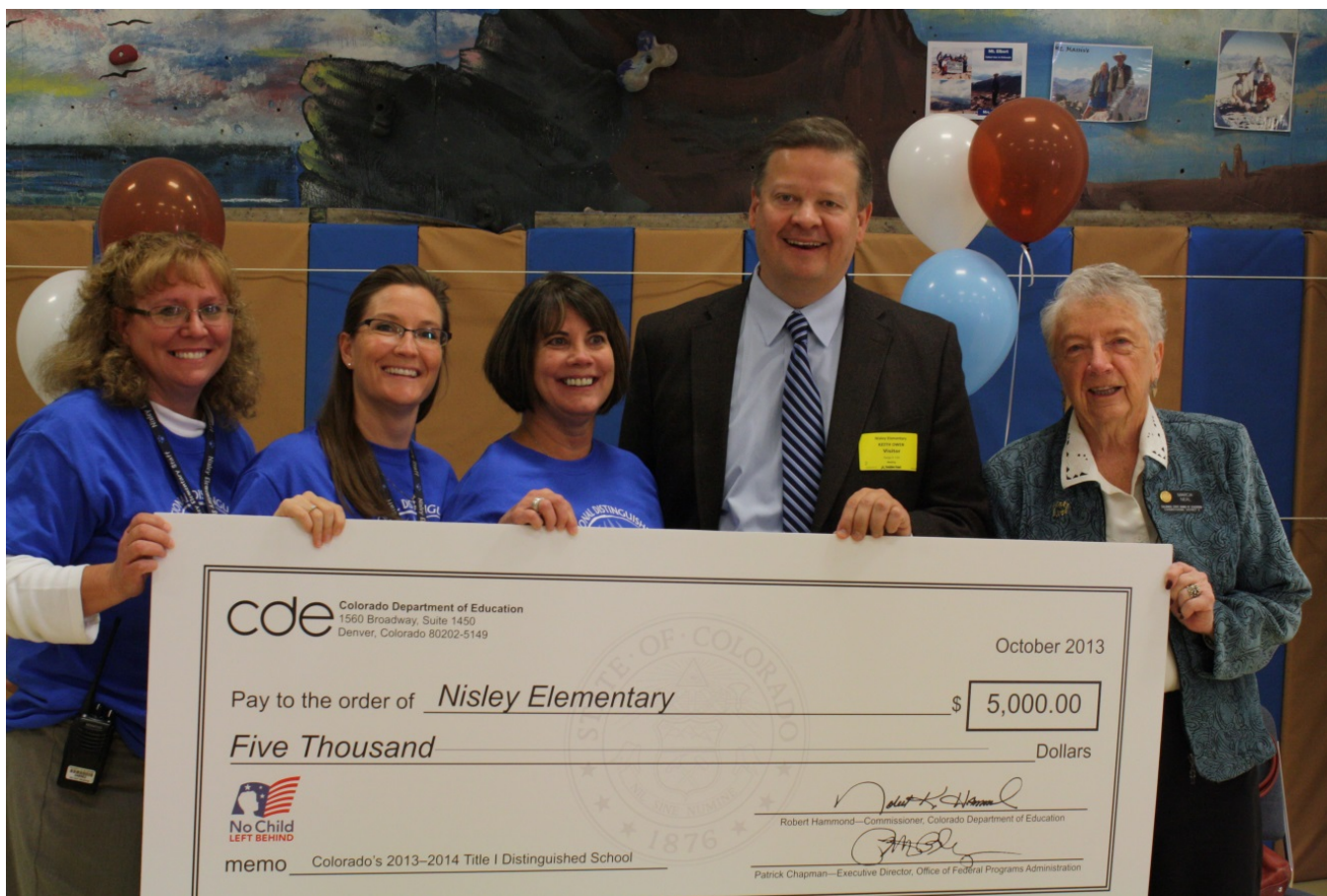
Closing the Achievement Gap: Nisley Elementary School in Mesa County School District

Nisley Elementary received Performance Plan assignments in 2013 and 2012 (making 81.7 of 100 framework points possible), and made federal AYP targets in 2011. Nisley exceeded academic growth targets in all content areas and met academic growth gap targets. In Reading, 66 percent of Nisley students were proficient or advanced on TCAP reading in 2013, up from 62 percent in 2013 and 50 percent in 2011. Economically disadvantaged students scored similar to those from more affluent homes, with 63 percent proficient and advanced. More than half of English learners performed well in reading. Results were similar for TCAP math, with 62 percent proficient and advanced in 2013, up from 56 percent in 2012 and 49 percent in 2011. Sixty percent of economically disadvantaged students scored proficient or advanced in math, as well as 53 percent of English Learners, and 43 percent of students with disabilities, with all groups making 5-year highs. Nisley staff and students are implementing many strategies to continually monitor and increase achievement: regular progress monitoring and instruction that is responsive to needed changes, a flexible intervention system around students' specific deficits, an efficient Response to Intervention system, and reading and math common core curricula that provide

continuity across grade levels. English learners' instruction complements the general education classroom curriculum. Professional Learning Communities are used to discuss student needs and determine proficiency level alignment.



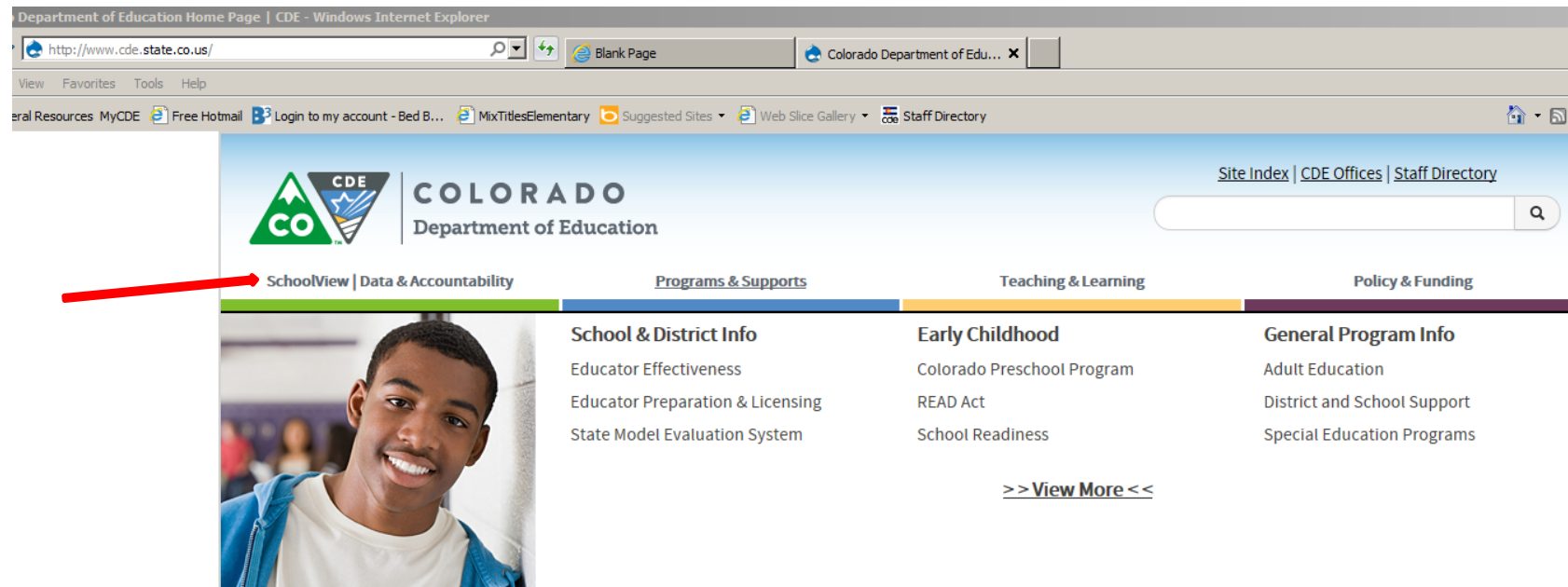
Nisley students and staff attend the 2013 Title I Distinguished School Award presentation.



State Board of Education member, Marcia Neal and Department of Education Deputy Commissioner, Keith Owen present the 2013 Title I Distinguished School Award to Nisley Elementary staff.

APPENDIX: Accessing Data through SchoolView and the CDE Website

Go to: <http://www.cde.state.co.us/> and click on *SchoolView/Data and Accountability*:



Click on **Data Center**:



Data & Accountability

CDE uses data to analyze student performance and inform educational improvements at the policy, state board and classroom level.

Resources for Student Learning

[CDE Resource Bank](#)

Access to resources for Colorado educators that are designed to advance student learning through a focus on standards, assessments and educator effectiveness.

Use Our Data



[Colorado Growth Model](#)

Visualization tool to view student growth for schools or districts.

[Growth Model Tutorials and FAQs](#)

Link to in-depth tutorials on the Colorado Growth Model and guides to individual student growth and achievement report.

[Growth Summary Reports](#)

Link to individual school and district growth reports.

[Colorado Education Data Analysis & Reporting System \(CEDAR\)](#)

A private, secure data portal to access student-level data.



[Data Center](#)

Tool to view school, district, and state education data

[Data Lab](#)

Tool to query the state's achievement and growth databases by student demographics

[Performance Framework Reports and Improvement Plans](#)

Link to annual accountability reports for schools and districts

[Unified Improvement Planning Resources](#)

Link to UIP resources and templates

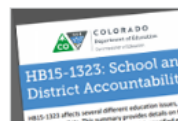
Important Dates & Information



View the 2015 ACCESS for English Language Learners Growth Data

The student level English language proficiency (ACCESS for ELLs) growth data is now available in the Colorado Education Data Analysis & Reporting System (CEDAR).

[Read more](#)



Learn About the Impact of H.B.15-1323 on School and District Accountability

A fact sheet is available with an impact summary of H.B. 15-1323 on assessments and the accountability process for 2015-16. It includes an overview of school and district ratings, the accountability clock and the unified improvement planning process.

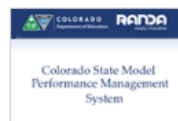
[Read more](#)



New Data Visualization Tool for TELL Results

A new interactive report is available for schools and districts that received high participation rates on the TELL Survey. The tool features a map, longitudinal data, and comparison points.

[Read more](#)



Attend a RANDA Performance Management System Training

The Educator Effectiveness team will provide training for district/BOCES/charter school staff who are new to using the Colorado State Model Performance Management System (COPMS) for the 2015-16 school year.

[Read more](#)

[View All News & Events](#)

[Communications Division](#)

The **Data Center** link will take you to the following screen, from which you can access various types of data at the state, district and school levels and across years. Click **Accountability** to access state and federal accountability data.

SCHOOLview® Data Center COLORADO DEPARTMENT of EDUCATION cde

Statewide: Colorado

Accountability | Performance | Students | Staff | Finance | Courses | Health

Contact | Related Links

Address: Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203
Phone: 303-866-6646
Fax: 303-830-0793
Email: datacenter@cde.state.co.us
Web Site: <http://www.cde.state.co.us/>
Commissioner: Robert Hammond

Types of Schools in the State

School Level	Percentage
Elementary	50.93%
Elementary/Middle	16.29%
Elementary/Middle/High School	5.882%
Middle School	14.32%
Middle/High School	4.303%
High School	8.279%

Map

©2015 MapQuest Some data ©2015 OpenStreetMap and contributors, ODbL

Statewide

State	School Level	Quantity
Colorado	Elementary	935
Colorado	Elementary/Middle	152
Colorado	Elementary/Middle/High School	79
Colorado	Middle School	263
Colorado	Middle/High School	108
Colorado	High School	299

[Download](#)

Lookup by Name

Lookup

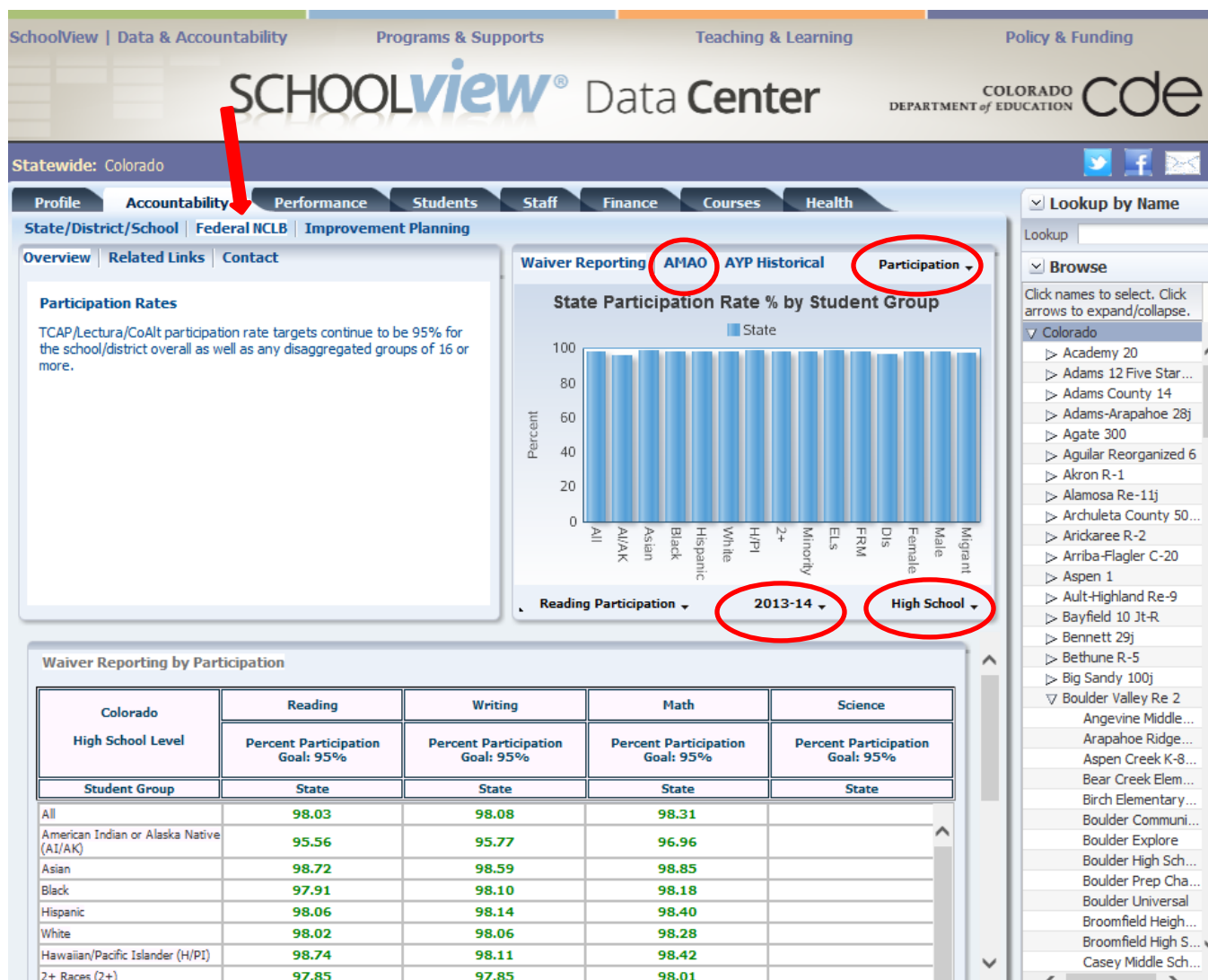
Browse

Click names to select. Click arrows to expand/collapse.

Colorado

- Academy 20
- Adams 12 Five Star ...
- Adams County 14
- Adams-Arapahoe 28j
- Agate 300
- Aguilar Reorganized 6
- Akron R-1
- Alamosa Re-11j
- Archuleta County 50...
- Arickaree R-2
- Arriba-Flagler C-20
- Aspen 1
- Ault-Highland Re-9
- Bayfield 10 Jt-R
- Bennett 29j
- Bethune R-5
- Big Sandy 100j
- Boulder Valley Re 2
- Branson Reorganize...
- Briggsdale Re-10
- Brush Re-2(J)
- Buena Vista R-31
- Buffalo Re-4j
- Burlington Re-6j
- Byers 32j
- Calhan Rj-1
- Campo Re-6
- Canon City Re-1
- Centennial Boces
- Centennial R-1
- Center 26 Jt

From the **Federal NCLB** link, you can access Title I AMO state-level, as well as individual district- and school-level results by choosing the relevant entity on the right. Use the pull-down menus in the upper right to choose Title I accountability element (participation, proficiency, other indicator), grade span and academic year or Title III accountability AMAOs.



Go to the **Staff** tab for HQ teacher data, which also is available by state, district and school:

SchoolView | Data & Accountability Programs & Supports Teaching & Learning Policy & Funding

SCHOOLview® Data Center

COLORADO DEPARTMENT of EDUCATION cde

Statewide: Colorado

Profile Accountability Performance Students **Staff** Finance Courses Health

Demographics | **Teachers**

Highly Qualified Teachers

Overview Related Links Contact

The Federal No Child Left Behind Act (NCLB) of 2001, requires that all teachers teaching in core-academic content areas meet the requirements for being designated as "Highly Qualified", no later than the end of the 2006-2007 school year. Core-academic content areas are defined as: English, Reading, Language Arts, Mathematics, Science, Foreign Languages, Social Studies, the Arts (visual, art, music and drama). Beginning with the 2002 – 2003 school year, each local school district will provide to the public the percent of its "Highly Qualified" teachers, and the percent of classes taught by "Highly Qualified" teachers teaching in the core academic subjects. This information is reported by district and by school.

HQT Teacher Equity

Highly Qualified Status of Classes (State)

Name	Classes	2012	2013	2014
Colorado	Percent Without Highly Qualified Teachers	0.33%	0.51%	0.85%
Colorado	Percent With Highly Qualified Teachers	99.67%	99.49%	99.15%
Colorado	Target Percentage	100.00%	100.00%	100.00%
Colorado	Target Made	No	No	No

Lookup by Name

Lookup

Browse

Click names to select. Click arrows to expand/collapse.

- Colorado
 - Academy 20
 - Adams 12 Five Star...
 - Adams County 14
 - Adams-Arapahoe 28j
 - Agate 300
 - Aguilar Reorganized 6
 - Akron R-1
 - Alamosa Re-11j
 - Archuleta County 50...
 - Arickaree R-2
 - Arriba-Flagler C-20
 - Aspen 1
 - Ault-Highland Re-9
 - Bayfield 10 Jt-R
 - Bennett 29j
 - Bethune R-5
 - Big Sandy 100j
 - Boulder Valley Re 2
 - Angevine Middle...
 - Arapahoe Ridge...
 - Aspen Creek K-8...
 - Bear Creek Elem...
 - Birch Elementary...
 - Boulder Communi...
 - Boulder Explore

To access the Data, Program Evaluation and Reporting (DPER) website, go to:

<http://www.cde.state.co.us/fedprograms/dper/index> and use the links to get to reports and Excel spreadsheets that allow you to review the data across districts and schools.

The screenshot displays the Colorado Department of Education (CDE) website. The header includes the CDE logo, the text "COLORADO Department of Education", and navigation links for "Site Index", "CDE Offices", and "Staff Directory". A search bar is located on the right. Below the header, there are four main navigation tabs: "SchoolView | Data & Accountability", "Programs & Supports", "Teaching & Learning", and "Policy & Funding". The "SchoolView | Data & Accountability" tab is active, showing a sidebar with various links including "Federal Programs Unit Home", "Overview of ESEA Programs", "Achievement of At-Risk Students (Title I)", "Educator Quality (Title II)", "English Learners (Title III)", "Rural Education (Title VI)", "Competitive Grants and Awards", "Consolidated Application", "Culturally and Linguistically Diverse Education", "Data, Program Evaluation and Reporting", "Resource Center", "Contact Us", "E-Rate", "Migrant Education Program", "School Improvement", "Resources", and "Contact Us". The main content area is titled "Data, Program Evaluation and Reporting (DPER)" and contains a paragraph about the DPER Office's responsibilities. Below this, there are two sections: "Federal Accountability and Reporting" and "Program Evaluations and Analyses". The "Federal Accountability and Reporting" section lists links for "Accountability Workbooks", "Adequate Yearly Progress (AYP)", "Consolidated State Performance Reports", "Title I Interchange", "District and School Performance Reports", "NCLB State Report Cards", "Title I School Lists", and "US Department of Education Monitoring Reports". It also includes "NCLB Accountability" information for Title I, Title II, and Title III. The "Program Evaluations and Analyses" section lists links for "Comparability Analyses", "Tiered Intervention Grants (known nationally as School Improvement Grants): Evaluation of Cohorts 1 and 2", "High Achieving Schools Study", "Title I, Part D Annual Analyses of Facility Data", "Title II, Part B Statewide Evaluation of Program Impact", and "2014 State of the State: Colorado English Learners".

Colorado Department of Education

Site Index | CDE Offices | Staff Directory

SchoolView | Data & Accountability | Programs & Supports | Teaching & Learning | Policy & Funding

Data, Program Evaluation and Reporting (DPER)

The Data, Program Evaluation and Reporting (DPER) Office is responsible for evaluating the effectiveness of ESEA programs and fulfilling federal accountability and data reporting requirements.

Contact Us

Federal Accountability and Reporting

- [Accountability Workbooks](#)
- [Adequate Yearly Progress \(AYP\)](#)
- [Consolidated State Performance Reports](#)
- [Title I Interchange](#)
- [District and School Performance Reports](#)
- [NCLB State Report Cards](#)
 - [Title I School Lists](#)
 - [US Department of Education Monitoring Reports](#)

NCLB Accountability:

Title I

- [Adequate Yearly Progress \(AYP\)](#) - through 2010-11
- [Annual Measurable Objectives \(AMOs\) under Flexibility Waiver](#) (Beginning 2011-12)
- [Title I Schools 2011-12 SPF Plans With 2012-13 Accountability Status](#)

Title II

- [Highly Qualified \(HQ\) Teachers](#)
- [HQ Paraprofessionals](#)

Title III

- [Annual Measurable Achievement Objectives \(AMAOs\)](#)

State-Level Assessment Data Summaries:

- [2011-2012](#)
- [2012-2013](#)

Program Evaluations and Analyses

The following are links to recent reports summarizing data analysis and program evaluation results for various programs.

- [Comparability Analyses](#)
- [Tiered Intervention Grants \(known nationally as School Improvement Grants\): Evaluation of Cohorts 1 and 2](#)
- [High Achieving Schools Study](#)
- [Title I, Part D Annual Analyses of Facility Data](#)
- [Title II, Part B Statewide Evaluation of Program Impact](#)
- [2014 State of the State: Colorado English Learners](#)