

December 6, 2011

Media Resource

Today, Commissioner Robert K. Hammond presented the results of 2010-11 district accreditation ratings and school plan type assignments for all Colorado districts and schools.

The ratings and plan types are based on the District and School Performance Framework (DPF and SPF) reports, established by the Education Accountability Act of 2009 (Senate Bill 09-163). For districts, the DPF results determine their accreditation rating. These are final and determined by the Colorado Department of Education. For schools, the SPF results determine the type of plan they must implement. These are recommendations from the Department, which the State Board must finalize.

District Accreditation Ratings

Districts receive one of the following accreditation ratings, from highest- to lowest-performing:

1. **Accredited with Distinction:** The district meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
2. **Accredited:** The district approaches or meets statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
3. **Accredited with Improvement Plan:** The district approaches statewide attainment on the performance indicators and is required to adopt and implement an Improvement Plan.
4. **Accredited with Priority Improvement Plan:** The district does not meet statewide attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan.
5. **Accredited with Turnaround Plan:** The district does not meet statewide attainment on the performance indicators and is required to adopt and implement a Turnaround Plan.

In all, 112 of the state's 181 school districts (61.9 percent in all) were rated as "Accredited with Distinction" (18) or "Accredited" (94).

The 18 districts "Accredited with Distinction" are: Academy School District 20, Agate School District 300, Aspen School District 1, Buffalo School District RE-4, Cheyenne Mountain School District 12, Dolores School District RE-4A, Frenchman School District RE-3, Hinsdale County School District RE-1, Kiowa County School District C-2, Lewis-Palmer School District 38, Littleton Public Schools 6, Moffat School District 2, North Park School District R-1, Ouray School District R-1, Plateau School District RE-5, Ridgway School District R-2, Steamboat Springs School District RE-2 and Telluride School District R-1.

For a complete list of district accreditation ratings, visit this link:

<http://www.schoolview.org/PerformanceFrameworks.asp>

School Plan Type Assignments

Schools receive one of the following plan type assignments, from highest- to lowest-performing:

1. **Performance Plan:** The school meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
2. **Improvement Plan:** The school approaches or meets statewide attainment on the performance indicators and is required to adopt and implement an Improvement Plan.
3. **Priority Improvement Plan:** The school does not meet statewide attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan.

4. **Turnaround Plan:** The school does not meet statewide attainment on the performance indicators and is required to adopt and implement a Turnaround Plan.

In all, 1431 of the state's 1648 public schools (86.8 percent in all) were assigned a "Performance Plan" or "Improvement Plan." One hundred forty-three public schools (8.7 percent) were assigned a "Priority Improvement Plan" and 48 were assigned a "Turnaround Plan" (2.9 percent).

Districts are required to accredit their own schools, in some cases using a performance framework that may be similar to the state methodology. A majority of the district's accreditation levels for schools is consistent with the results from the state process.

For a complete list of school plan types, visit this link:

<http://www.schoolview.org/PerformanceFrameworks.asp>

Key Performance Indicators on the District and School Performance Framework Reports

The district and school evaluations are based on four key performance indicators: academic achievement, academic growth, gaps in growth levels for historically disadvantaged subgroups and students needing to catch up, and success in preparing students for postsecondary and workforce readiness.

Within academic achievement, growth and growth gaps, the final results are based on the CSAP. For postsecondary and workforce readiness, the final results are based on dropout rates, graduation rates and scores on the ACT college entrance exam. In some cases, the final results are based on additional data provided by the school district.

For more detail on the performance frameworks, please visit the "District and School Performance Frameworks" section of the CDE Accountability and Improvement website:

<http://www.cde.state.co.us/Accountability/PerformanceFrameworks.asp>

Unified Improvement Planning

All districts and schools will develop an improvement plan tailored for their needs. These plans will reflect modifications to last year's improvement plans, and include an analysis of the data behind a school's performance, along with improvement strategies to address the root causes behind low performance and measures and benchmarks to monitor progress.

In January 2012, districts are required to submit district and school "Priority Improvement" and "Turnaround" plans, along with other plans required by the federal accountability system, to the Colorado Department of Education for review and feedback. If any changes to turnaround plans are requested by the state, the revised plans will be due in March 2012.

Final plans for all districts and schools are due April 2012. In May 2012, all district and school improvement plans submitted by districts will be published on SchoolView (www.schoolview.org), the department's online portal for school accountability information.

Recognition Event: Monday, Dec. 12

The Colorado Department of Education will recognize school districts rated as "Accredited with Distinction" at an event on Monday, Dec. 12, at 10 a.m. The event will be held in the main lobby at CDE,

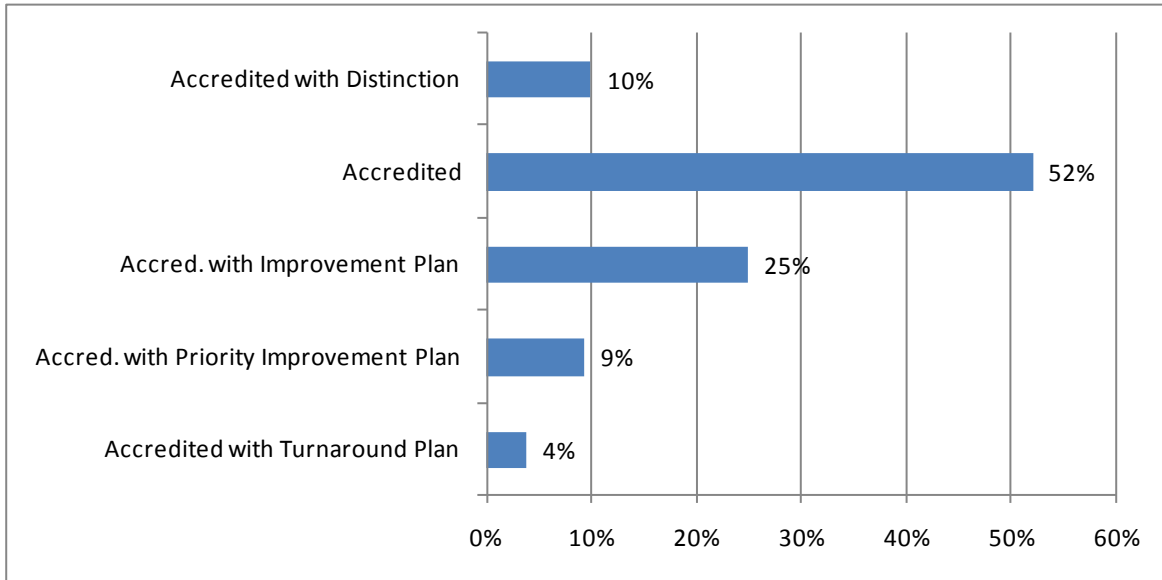
201 E. Colfax Ave., Denver. It is scheduled to include State Board of Education Member Jane Goff, State Senators Evie Hudak and Keith King, Commissioner Hammond and Associate Commissioner Keith Owen.

The event will include recognition of the recipients of the 2011 Centers of Excellence Award. These are schools that enroll a student population at least 75 percent at-risk (as measured by free- and reduced-price lunch eligibility and English learner status) and that demonstrate the highest rates of student longitudinal growth as measured by the Colorado Growth Model. This award program was established by legislation in 2009. The Department will also announce recipients of the John Irwin Award and the Governor's Distinguished Award, awards for high achievement and high growth, respectively.

Overview of Results

Overall district accreditation ratings

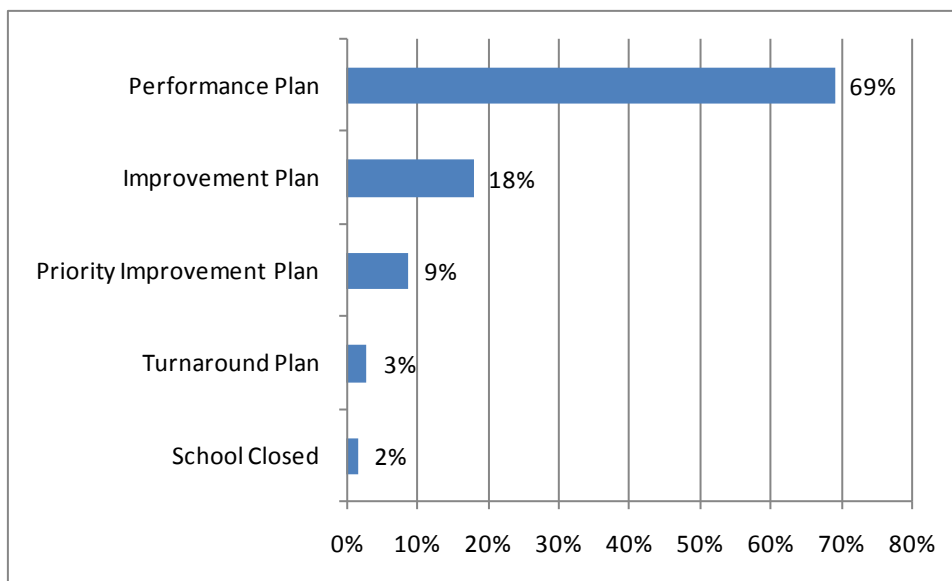
Percentages of Districts by Accreditation Rating



Note: District counts by accreditation rating: Accredited with Distinction = 18; Accredited = 94; Accredited with Improvement Plan = 45; Accredited with Priority Improvement Plan = 17; Accredited with Turnaround Plan = 7. (Total n = 181)

Overall school plan type assignments

Percentages of Schools by Plan Type Assignment

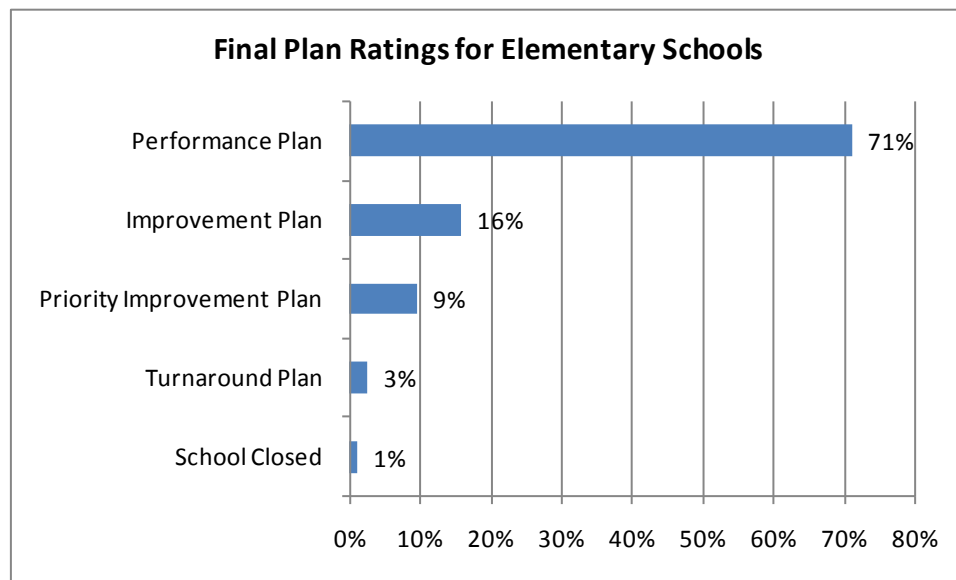


Note: School counts by plan type: Performance = 1,136; Improvement = 295; Priority Improvement = 143; Turnaround = 48. Schools closed = 26. (Total n = 1,648)

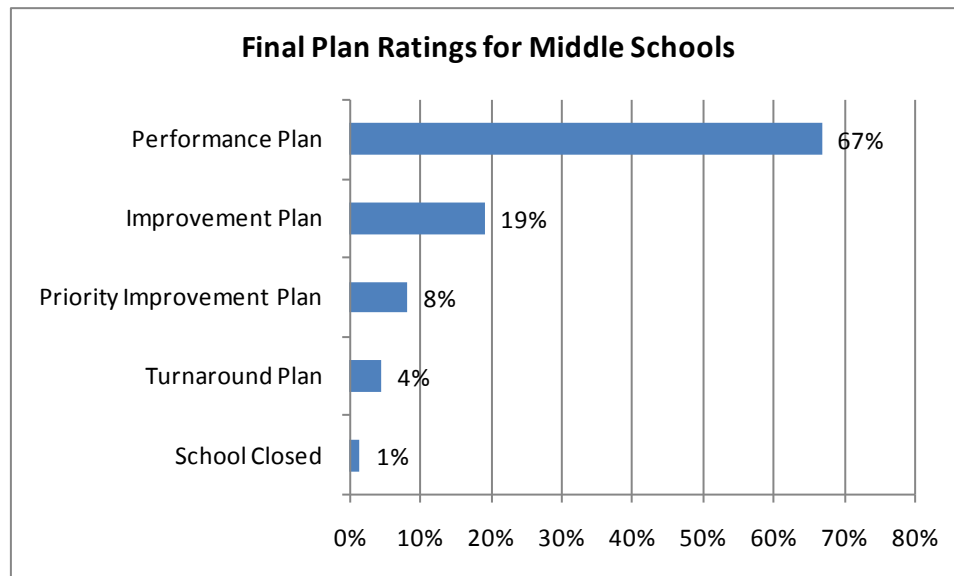
Plan types by school level (elementary, middle, high)

Of 1,648 total schools:

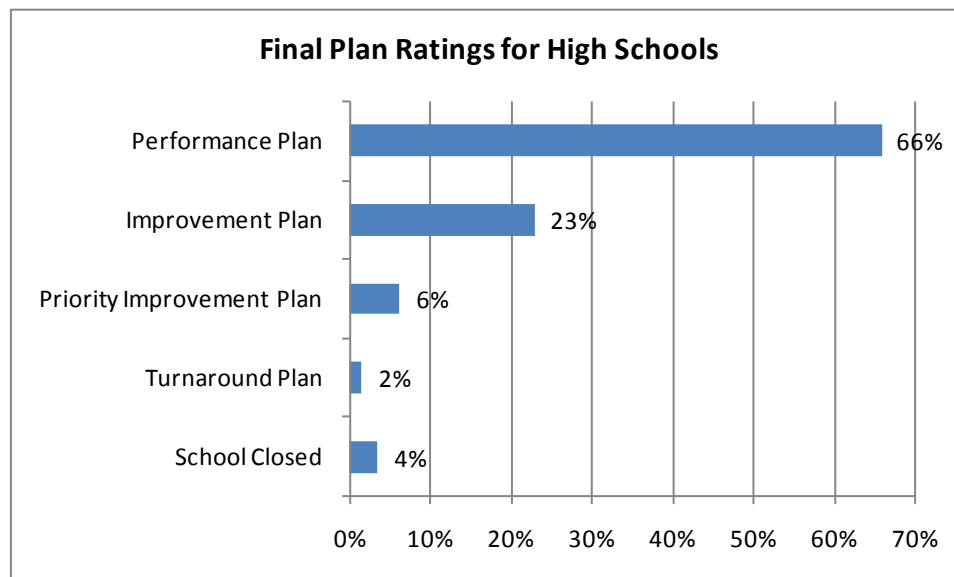
- 53.1% (n = 875) are Elementary Schools
- 16.4% (n = 257) are Middle Schools
- 15.6% (n = 271) are High Schools
- 7.8% (n= 128) are combined Elementary/Middle Schools
- 4.6% (n= 76) are combined Middle/High Schools
- 2.5% (n= 41) are combined Elementary/Middle/High Schools



- Note: Elementary school counts by plan type (N = 875): Performance = 622; Improvement = 139; Priority Improvement = 830; Turnaround = 22. Schools closed = 9.



- Note: Middle school counts by plan type (n = 271): Performance = 181; Improvement = 52; Priority Improvement = 22; Turnaround = 12. Schools closed = 4.



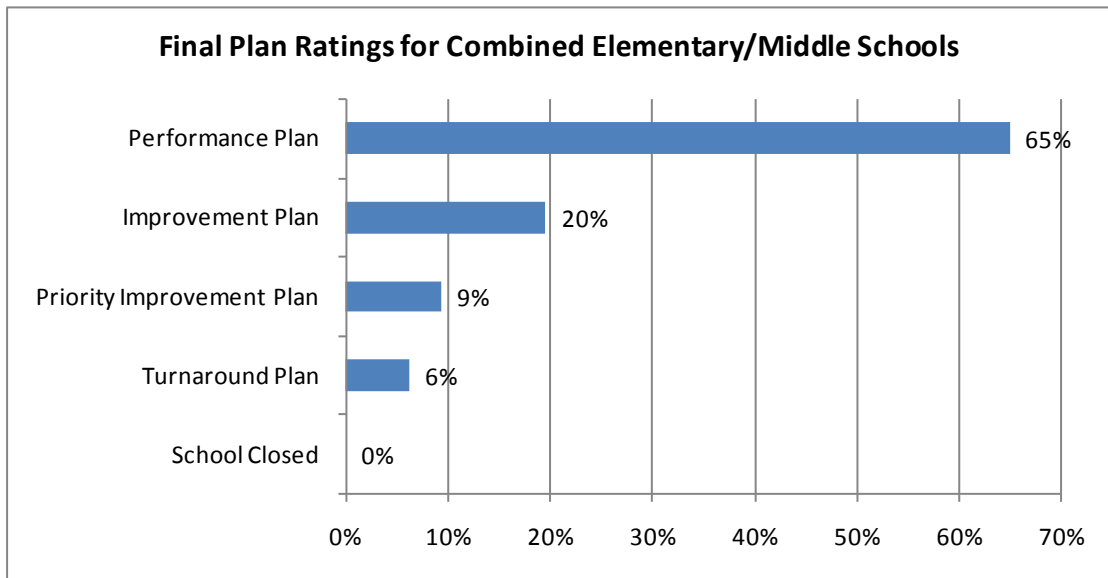
- Note: High school counts by plan type (n = 257): Performance = 169; Improvement = 59; Priority Improvement = 16; Turnaround = 4. Schools closed = 9.

Multi-level schools (Elementary/Middle, Middle/High, or Elementary/Middle/High schools)

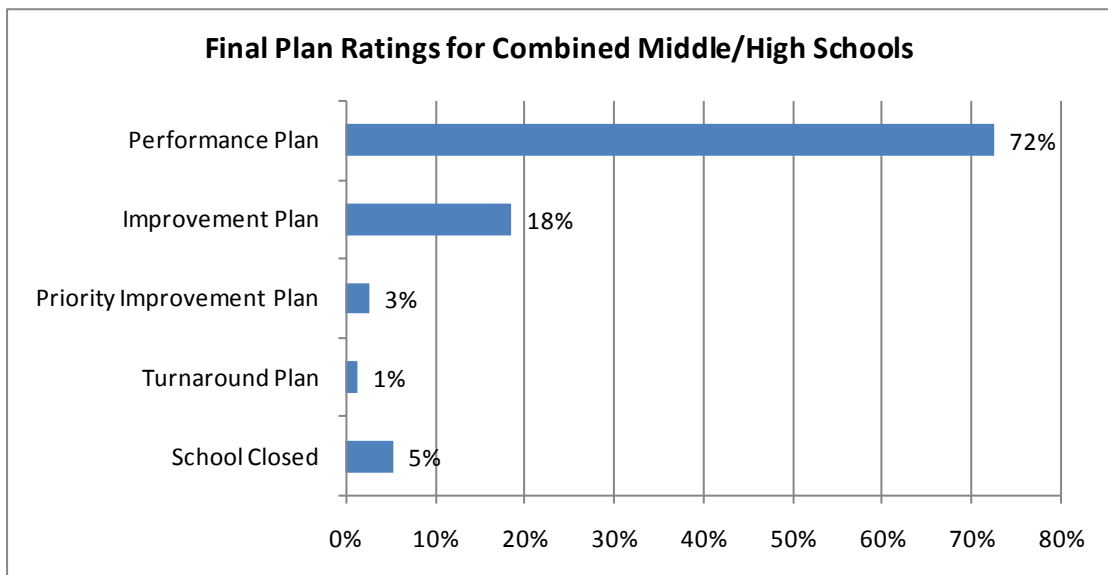
This year, CDE generated a single, combined School Performance Framework (SPF) report for all schools, regardless of their grade level composition. While some schools (i.e., K-8, 6-12, or K-12 schools) serve multiple grade levels (elementary, middle and/or high), they do so under a single building and school leader, and thus receive a single, combined SPF report. Their SPF report includes a single plan type assignment for the entire school and overall indicator ratings for the entire school on page 1 of the SPF;

subsequent pages of the SPF show the results disaggregated at each school level (elementary, middle or high).

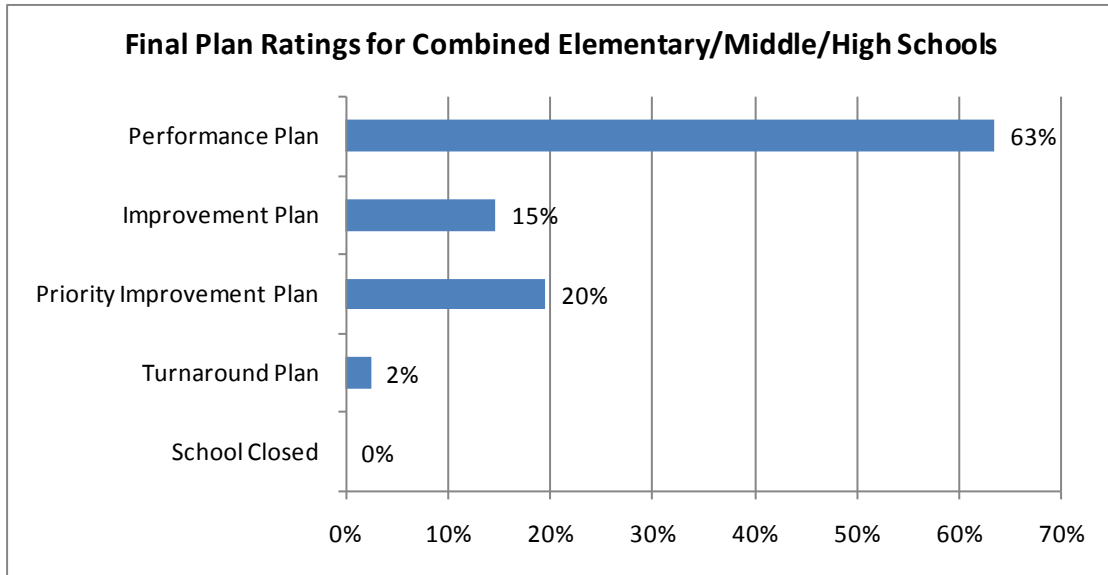
This is a change from 2009-10, when CDE generated separate School Performance Framework (SPF) reports for each grade level (elementary, middle and high) within a school. Last year, most multi-level schools received separate SPF reports for their elementary, middle and high school levels, with potentially separate plan type assignments for each level. CDE only generated a single, combined SPF report for multi-level schools when requested by the district.



- Note: Combined Elementary/Middle school counts by plan type (N = 128): Performance = 83; Improvement = 25; Priority Improvement = 12; Turnaround = 8. Schools closed = 0.



- Note: Combined Middle/High school counts by plan type (n = 76): Performance = 55; Improvement = 14; Priority Improvement = 2; Turnaround = 1. Schools closed = 4.



- Note: Combined Elementary/Middle/High school counts by plan type (n = 41): Performance = 26; Improvement = 6; Priority Improvement = 8; Turnaround = 1. Schools closed = 0.

Comparison between 2009-10 and 2010-11 results

The following table summarizes the distribution of district accreditation ratings and school plan types in 2010-11 compared to the 2009-10.

While the separate plan type assignments for 2009-10 are still valid for accountability purposes, the 2009-10 results reflected in this section have been adjusted for comparison purposes to reflect the same single, combined SPF methodology used in 2010-11. Comparisons also only include schools with SPF results in both 2009-10 and 2010-11.

District Accreditation Rating	2009-10		2010-11	
	# of districts	% of districts	# of districts	% of districts
Accredited w/Distinction	14	7.7%	18	9.9%
Accredited	97	53.6%	94	51.9%
Accredited w/ Improvement Plan	46	25.4%	45	24.9%
Accredited w/Priority Improvement Plan	17	9.4%	17	9.4%
Accredited w/Turnaround Plan	7	3.9%	7	3.9%
Total	181		181	

School Plan Type	2009-10		2010-11	
	# of schools	% of schools	# of schools	% of schools
Performance Plan	1092	67.2%	1144	69.5%
Improvement Plan	337	20.7%	301	18.3%
Priority Improvement Plan	130	8.0%	147	8.9%
Turnaround Plan	67	4.1%	55	3.3%
Total	1626		1647	

The following tables summarize the districts and schools whose district accreditation ratings and school plan type assignments moved up, stayed the same, or moved down.

Change in District Accreditation Rating from 2009-10 to 2010-11		
	# of districts	% of districts
Moved down 1 level	20	11.0%
Stayed the same	137	75.7%
Moved up 1 level	23	12.7%
Moved up 2 levels	1	0.6%
Total	181	

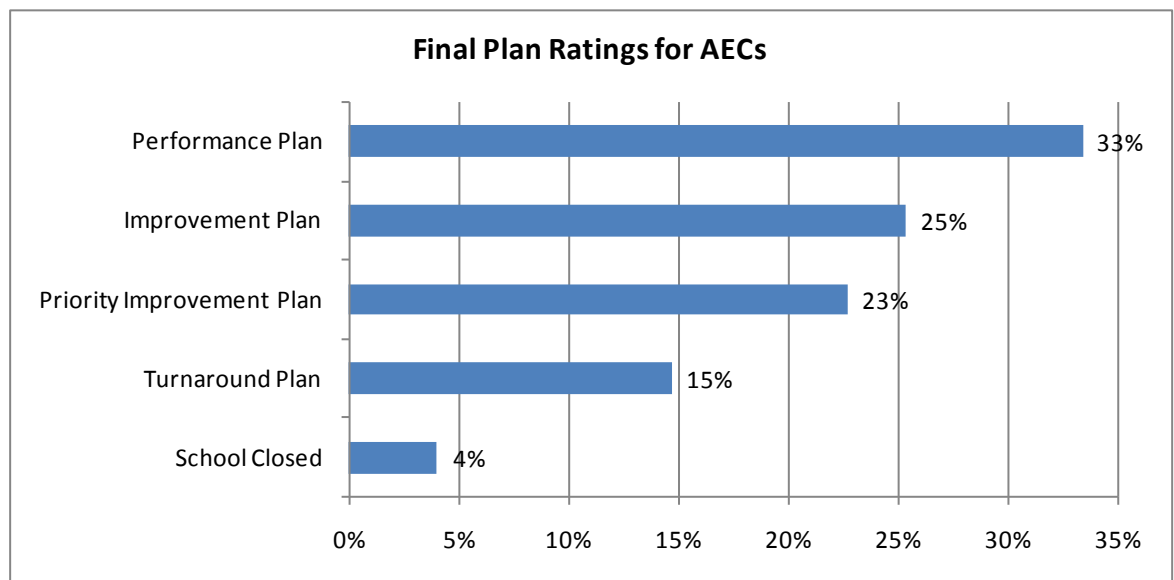
Change in School Plan Type from 2010 to 2011		
	# of schools	% of schools
Moved down 2 levels	16	1.0%
Moved down 1 level	163	10.2%
Remained the same	1197	75.0%
Moved up 1 level	189	11.8%
Moved up 2 levels	26	1.6%
Moved up 3 levels	4	0.3%
Total	1595	

Alternative Education Campuses

Some schools have specialized missions and are designated as Alternative Education Campuses (AECs). These schools serve a student population where either: (1) all students have severe limitations that preclude appropriate administration of the state assessments, (2) all students attend on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school, or (3) more than 95% of the students have either an Individual Education Program and/or meet the definition of a high-risk student, as defined in the Educational Accountability Act of 2009.

Alternative Education Campuses receive a SPF report as all traditional schools do; however, they also receive an AEC-specific SPF report that determines their plan type. This AEC SPF report takes into account the unique purposes of the schools and the unique challenges posed by the students enrolled in the schools. The AEC SPF includes the required state measures of Academic Achievement, Academic Growth, Student Engagement and Post-secondary and Workforce Readiness, but may also include optional additional measures. These additional measures must be approved by CDE, but are selected by the district, with results provided by the district. Where available, three years of data are reported.

This is a change from 2009-10, when the AEC School Performance Framework was under development by CDE, in collaboration with the Colorado Coalition of Alternative Education Campuses and stakeholders in the field. Last year, all AECs received a default designation of Improvement Plan, unless their authorizing district recommends otherwise. This year, the distribution of AECs is based on their results on the AEC SPF report.



- Note: AEC counts by plan type (n = 75): Performance = 25; Improvement = 19; Priority Improvement = 17; Turnaround = 11. Schools closed = 3.

New schools or schools with insufficient state evidence

Since new schools do not yet have sufficient state evidence for a plan type assignment using the SPF report, they receive a default designation of Performance Plan, unless their authorizing district recommends otherwise. During the 2010-2011 school year, 43 new schools opened; 36 of these

defaulted to a Performance Plan while 7 were assigned an Improvement Plan by their authorizing district. As data becomes available in subsequent years, these schools will receive plan types based on SPF data as all other schools do.

Likewise, some schools do not have sufficient state evidence for a plan type assignment using the SPF report because (1) their student counts do not meet the minimum of 20 students for growth data and 16 students for achievement and postsecondary and workforce readiness data, or (2) they do not have CSAP or postsecondary data. For these schools, CDE defers to the district's recommended plan type. In 2010-11, a total of 41 schools did not have sufficient evidence for CDE to assign a plan type, so the Department deferred to the district's plan type assignment for these schools. These schools' results are not included in the overall results summary nor in comparisons to 2009-10.

Requests to reconsider

Pursuant to the Rules for Administration of Statewide Accountability Measures for the Colorado Public School System (1 CCR 301-1), districts are given the opportunity to submit, by October 15th, additional data for consideration of the type of plan that each school should implement. Where the authorizing district's accreditation result is more rigorous than the state's school plan type assignment, the department defers to the district's recommended plan type assignment. Where the authorizing district's accreditation result is less rigorous than the state's school plan type assignment, the department considers each individual request on the merit of the additional evidence presented in conjunction with the SPF evidence available.

In total, three districts submitted a request to reconsider the district's accreditation rating. Two of these districts withdrew their request, and one district's request was approved. Twelve districts submitted a request to reconsider the school plan type assignment for 25 schools. Seventeen of these districts withdrew their school requests, five school requests were approved, and three school requests were denied. Of the five approved school requests:

- 3 schools had initially been assigned to a Priority Improvement Plan and were re-assigned to an Improvement Plan.
- 2 schools had initially been assigned to a Turnaround Plan and were re-assigned to a Priority Improvement Plan.

In addition, the Department deferred to districts in the case of 17 schools where the plan type was revised to a lower plan type assignments, based on the district's local performance framework.

The following summarizes revised ratings for those 17 schools:

- 8 schools had initially been assigned to a Performance Plan and were re-assigned to an Improvement plan.
- 2 schools had initially been assigned to an Improvement Plan; 1 was re-assigned to a Priority Improvement Plan and 1 was re-assigned to a Turnaround Plan.
- 7 schools had initially been assigned to a Priority Improvement Plan and were re-assigned to a Turnaround Plan.