

## 2016 District Accreditation and School Plan Type Assignments

### Request to Reconsideration Summary

#### Pursuant to the Education Accountability Act of 2009

The Education Accountability Act of 2009 requires the Colorado Department of Education (CDE) to evaluate all districts and schools based on their level of attainment on key performance indicators: academic achievement, academic growth, and postsecondary and workforce readiness. State-identified measures and metrics for each of these performance indicators are combined to arrive at an overall evaluation of a district's or a school's performance. For districts, the overall evaluation leads to their accreditation category. For schools, the overall evaluation leads to the type of improvement plan schools will implement. Districts accredit schools, and they may do so using the state's performance framework or using their own more comprehensive or stringent framework, provided it correlates with CDE's plan types. The results of these evaluations are reported annually through customized district performance framework (DPF) reports and school performance framework (SPF) reports for each district and school.

Prior to finalizing the DPF and SPF reports, districts had the opportunity to indicate if they disagreed with any of the Department's initial district accreditation categories or initial school plan type assignments. If, in reviewing the performance of the district overall, or an individual school, a different accreditation rating or plan type assignment better describes the performance of students in the district or school, then the district should engage in the request to reconsider process. The Department will only consider requests that meet one or more of the conditions for a request to reconsider, as outlined in [policy guidance](#), in assigning a different district accreditation category or school plan type from the initial rating given through the District or School Performance Framework (DPF/SPF) report. Districts must follow the process outlined in [policy guidance](#) on how to submit a request to reconsider, which includes submitting a statement addressed to the Commissioner and data outlined through the request to reconsider template, if applicable.

A cross-unit CDE team reviewed each request to reconsider. CDE staff evaluated the extent to which the requests met the conditions and data criteria outlined in the [Request to Reconsider guidance](#). The staff then made a recommendation to the Commissioner as to each district's final accreditation category and/or each school's plan type. Final district accreditation categories were determined by the Commissioner by December 15, 2016 and the State Board will consider and adopt final plan type assignments for each school by January 26, 2017. Additional details on this process are described in the [Colorado District Accountability Handbook](#).

The tables that follow summarize the formal requests to reconsider received by the Department by November 7, 2016 and their resolution as approved by the Commissioner or the State Board of Education, as applicable. It outlines CDE's initial district accreditation category or initial school plan type assignment based on the DPF and SPF results, the district's alternate requested accreditation category or school plan type assignment, and the district's rationale for the request. It then presents the final accreditation and plan type determination made by CDE, and the rationale for the decision. This final accreditation category and plan type assignment is the one reported on the district or school's performance framework report.

## Glossary of Terms used in Request to Reconsider Summaries

For additional definitions, please refer to the [Colorado District Accountability Handbook](#), Appendix A: Colorado Educational Accountability System Terminology.

District Performance Framework (DPF)	The framework used by the state to provide information to stakeholders about each district's performance on four key performance indicators: student achievement, student academic growth, growth gaps, and postsecondary readiness. Districts are assigned an accreditation category based on their performance across all of the indicator areas, as well as participation rates and financial and safety assurances. The district's results on the district performance framework are summarized in the district performance framework (DPF) report.
School Performance Framework (SPF)	The framework used by the state to provide information to stakeholders about each school's performance on four key performance indicators: student achievement, student academic growth, growth gaps, and postsecondary readiness. Schools are assigned to a type of improvement plan based on their performance across all of the indicator areas, as well as participation rates. The school's results on the performance framework are summarized in the school performance framework (SPF) report.
Median Growth Percentile (MGP)	Summarizes student growth by district, school, grade-level, or other group of interest. It is calculated by taking the individual Student Growth Percentiles of the students in the group of interest and calculating the median.
Colorado Measures of Academic Success (CMAS) - English Language Arts and Mathematics Assessments (PARCC)	In compliance with legislation, Colorado joined the PARCC consortium as a governing member in August 2012. PARCC is a multi-state assessment consortium that is developing shared English language arts/literacy (ELA/L) and mathematics assessments. About 10 states participate in the consortium. As a governing member, Colorado is committed to relying on the PARCC assessment system for grades 3-9.
Colorado Measures of Academic Success (CMAS) - Science and Social Studies Assessments	The Colorado Measures of Academic Success (CMAS): Science and Social Studies assessments is administered in elementary, middle, and high schools. Students in grades 5, 8, and 11 will take the science assessments. The social studies assessments will be administered in grades 4 and 7 on a sampling basis to one-third of the schools.
Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)	Measures of Academic Progress (MAP®) MAP Assessments for grades K-12 are available aligned to the Colorado Academic Standards (CAS). MAP Mathematics, Reading, and Language Usage tests are appropriate for students in grades 2-12. NWEA also offers MAP in mathematics and reading for students in grades K-2, and MAP for Science for grades 3-9. Note: NWEA also offers MAP for Common Core State Standards (CCSS), among other standards. These assessments share the same stable RIT scales which are consistent from previous versions of the instruments. The tables included in this document reference only the Colorado Academic Standards aligned MAP assessments. More information about NWEA MAP can be found <a href="#">here</a> .
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next	DIBELS Next includes six measures intended to be used as indicators of the essential skills that every child must master to become a proficient reader. An indicator is a brief, efficient index that provides a fair degree of certainty about a larger, more complex system or process. The measures indicate which students are experiencing difficulty acquiring basic early literacy skills so that support can be provided early to prevent later reading difficulties. The measures help teachers identify areas to target with instructional support and can be used to monitor the students while they receive targeted supported. The measures can also be used at the classroom, school, and district level to examine the effectiveness of the system of support. More information about DIBELS can be found <a href="#">here</a> .
Developmental Reading Assessment 2nd edition (DRA2)	DRA2 enables primary teachers to systematically observe, record, and evaluate changes in student reading performance. DRA2 provides teachers with information that helps teachers determine each student's independent reading level and identify what the student needs to learn next. The DRA Word Analysis is a diagnostic assessment that provides classroom and reading teachers with a systematic means to observe how struggling and emerging readers attend to and work with the various components of spoken and written words. It is intended to support teachers to: 1. Determine students' level of control of various word analysis tasks. 2. Document students' progress over time. 3. Group students according to their instructional needs. 4. Plan more effectively for instruction. More information about DRA2 can be found <a href="#">here</a> .

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

Galileo	Galileo K-12 Online includes an integrated comprehensive assessment system aligned to state standards in a variety of content areas including Common Core State Standards and Colorado Assessment Standards. Galileo assessments and item types (including technology-enhanced item types) are designed to reflect the guidelines released by statewide assessment consortia such as Partnership for Assessment of Readiness for College and Careers (PARCC). Galileo provides the capability to administer (online, offline, and via handheld wireless devices) multiple types of prebuilt and customized district, school, and classroom assessments (e.g., interim benchmark, pretest/posttest, placement, end-of-course) in a wide variety of content areas (e.g., English language arts, math, writing, science, social studies, art, music). This description focuses on Galileo pre-built and customized interim benchmark assessments. Galileo interim benchmark assessments are designed to provide information about student standards mastery, to support the measurement of student growth, and to predict student performance on the statewide test. More information about Galileo can be found <a href="#">here</a> .
Scantron Performance Series ®	Performance Series is a research-based, criterion-referenced computer-adaptive test that lets K-12 educators quickly pinpoint the instructional level of students across a range of subjects – not just Reading and Mathematics, capture immediate results, and produce standards-based reports including suggested learning objectives, on a scaled score. More information about Scantron can be found <a href="#">here</a> .
Phonological Awareness Literacy Screening (PALS)	The Phonological Awareness Literacy Screening (PALS) is a research-based screening, diagnostic, and progress monitoring tool. Teachers can use PALS to identify students at risk of developing reading difficulties, diagnose students' knowledge of literacy fundamentals, monitor progress, and plan instruction that targets students' needs. More information on PALS can be found <a href="#">here</a> .
PSAT	The PSAT 10 tests the same skills and knowledge as the SAT in a way that makes sense for 10th-graders. It builds on the Partnership for Assessment of Readiness for College and Careers (PARCC) tests in literacy and mathematics and the Colorado Measures of Academic Success (CMAS) tests in science and social studies. The PSAT 10 also aligns with Colorado Academic Standards (CAS) and with the SAT that students will take in 11th grade. The PSAT focuses on the knowledge, skills, and understandings that research has identified as most important for college and career readiness and success. In addition to helping sophomores practice for the SAT, it can identify student's potential for success in advanced course work. It provides more data than ever before about academic strengths and weaknesses as well as access to millions of dollars in scholarships. More information on PSAT can be found <a href="#">here</a> .

## 2016 District Requests to Reconsider

### Summary of Requests and Decisions

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Body of Evidence	ADAMS 14	Accredited with Priority Improvement Plan	Accredited with Turnaround Plan	Accredited with Improvement Plan	Adams 14 made its request to be Accredited with an Improvement Plan on a number of different criteria. First, the district requested that all WiDA ACCESS data be removed from the district performance framework because the 2015 data is not reflective of the significant efforts put in place to support English language development between 2015 and 2016. Second, the district submitted one year of supplemental growth data as a body of evidence of student performance. The district states that their STAR Early Literacy, Reading and Math growth data for grades K-3 and 10-12 demonstrates students are approaching or meeting state expectations. Third, Adams 14 requested that their Alternative Education Campus (AEC), Lester R. Arnold High School, be removed from the district performance framework because the school saw improved performance between 2012 and 2014. Lastly, the district requested that if the AEC is removed from the district framework that the high school portion of the framework reflect the rating of Adams City High School, following the request to reconsider that was submitted on behalf of that high school.	Deny	A cross-department team at CDE reviewed the request and made the following determinations. CDE has removed the English Language Proficiency data (2015 WiDA ACCESS) from the Academic Growth indicator at all levels, per the district's request. The district submitted additional data on local assessments and while a portion of the submitted STAR growth data from 2016 showed students meeting state expectations, overall, the data across grade levels and content areas did not present a compelling case of performance that warrants a higher accreditation rating. Supplemental data for non-state tested grades K-3 and 10-12 was provided only for the growth indicator; achievement data was provided just for 10 <sup>th</sup> graders (PSAT). Without evidence of how students are faring in non-state tested grades for the academic achievement indicator, the submitted body of evidence is not conclusive. CDE does not approve Adams 14's request to remove its Alternative Education Campus, Lester R. Arnold High School, from the district framework because the school has not shown consistent improvement across all indicators when comparing the AEC 2014 framework to the AEC 2016 framework. Additionally, the matriculation and PSAT data put forward by the district did not result in any additional points on the district performance framework. Finally, looking at overall performance, the district saw declines in school performance from 2014 to 2016. Four schools entered Priority Improvement or Turnaround status. Of the schools that were already on the clock, all continued to be on the clock. Of the two schools in the district that based on the preliminary ratings were not Priority Improvement or Turnaround, decreased from Performance to Improvement.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Body of Evidence, AEC Exclusion from DPF	ADAMS-ARAPAHOE 28J	Accredited with Priority Improvement Plan	Accredited with Priority Improvement Plan	Accredited with Improvement Plan	The district made its request on a number of different criteria. First, the district requests that its Alternative Education Campuses (AECs) be excluded from the calculations used to determine the district performance framework accreditation rating as per SB 13-217 and State Board Rules 4.01 (D). Secondly, the district requests the exclusion of New America School's graduation data, as the school is no longer authorized by the district. Third, the district requests the exclusion of 8 mis-scored PARCC assessments. Fourth, the district requests that all data from Fletcher Elementary School be excluded from the calculations used to determine the district performance framework accreditation rating due to its recent conversion to a charter school. And finally, the district requests that all data from Aurora Central High School (ACHS) be excluded from the calculations used to determine the district performance framework accreditation rating due to recent restructuring.	Deny	As per SB 13-217 and State Board Rules 4.01 (D), CDE staff calculated the impact of 4.01 (D)(1) for the DPF and the district would not move up an accreditation category. Additionally, the AEC in the district, APS Online, received a Priority Improvement rating on the AEC SPF for the 2016 school year, and thus, removal of this AEC from the DPF calculations would not qualify as per 4.01(D)(2). Although the district is responsible for graduation data for the New America School for the period the school was authorized by the district and the district is not held accountable for the graduation of students when the school has switched authorizers, the request to exclude New America School's graduation data is accepted, however, this would not have an impact on changing the accreditation rating. CDE accepts the exclusion of the 8 mis-coded PARCC assessment data does not impact the district's overall performance framework accreditation rating. Aurora Public Schools is the authorizer for Fletcher Elementary School, Aurora Central High School (ACHS), and thus, Aurora Public Schools is responsible for student performance in all authorized schools and cannot exclude those students from the district performance calculations. Thus, the request to exclude Fletcher Elementary School and Aurora Central High School (ACHS), from the district performance calculations is denied. Additionally, ACHS has retained its location, school code and students, and does not fall under the "school closure" criteria of a request to reconsider submission.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Body of Evidence, Participation Miscoding, Dropout, Graduation, and Matriculation Data	COLORADO DIGITAL BOCES	Accredited with Improvement Plan	Accredited with Turnaround Plan: Decreased Due to Participation	Accredited with Improvement Plan	The district made its request on the grounds that its participation rate was over 95% when participation was aggregated at the district level, that the participation rates, when parent excusal miscoding was corrected was above 95% in ELA and Math, that district internal assessment data are more accurate than the state assessment data, and that CDE's dropout and graduation data are inconsistent with the CD BOCES records.	Partial Approval	The district's first request for a rating change was based on participation rates. CD BOCES found more instances of parent excuses than previously reported due to miscoding of the assessment data. CDE reviewed the data put forward and the accountability participation rate would increase to over 95% and the district would no longer receive the penalty of "decreased due to participation" raising the accreditation rating to Accredited with Priority Improvement: Low Participation. Due to the additional information put forward regarding parent excuses, the second participation request regarding aggregating participation rates was no longer relevant. The district's second request was based on internal assessment data from iReady and Scantron. CDE reviewed the iReady data submitted by the district and determined that CDE would accept the K-2 achievement data as well as K-3 growth data, as this data supplements and does not supplant the state data. Some of the subgroup data was not considered due to participation rates of below 95%, N <16 students, and/or decrease in students tested from fall to spring. Scantron data was submitted for PARCC tested grade levels, but CDE does not consider these data, as it is not supplemental to the state tested grades. After review with consideration of supplemental data, CD BOCES' overall points would increase but not to the extent necessary to reach a rating of Improvement. The CD BOCES third request was based on the dropout and graduation data being inaccurate. CDE data are reflective of the data submitted and certified by the BOCES, and thus won't be reconsidered. Even if accepted, the revised graduation and dropout rates would not raise the district rating enough to earn a higher rating.
Accountability and Data Analysis					Colorado Department of Education		May 4, 2017

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Body of Evidence	DE BEQUE 49JT	Accredited with Improvement Plan	Accredited with Improvement Plan	Accredited	DeBeque School District based their district request to reconsideration on additional DIBELS Next data submitted to the Department and that the District is only 0.4% away from the cut-point for an Accredited rating.	Approve	CDE reviewed the data submitted for DIBELS Next. The achievement levels for K-2 students performing at benchmark on DIBELS Next meets the targets set forth in the request to reconsider template. The elementary ELA supplemental achievement data supports a higher level of performance on the achievement indicator, which in turn impacts the overall district rating.
Body of Evidence, Online School	JULESBURG RE-1	Accredited with Priority Improvement Plan	Accredited with Priority Improvement Plan	Accredited with Improvement Plan	The district made its request based on two criteria regarding the district's online school: Destinations Career Academy of Colorado (CODCA). First, that CODCA's student population "overwhelms" the student population of other schools in Julesburg School District RE-1 and thus "the District level is not representative of the true performance of all schools comprising the District." Second, the district's accreditation level should change if CODCA's school plan type also changes.	Deny	CDE reviewed the request that the CODCA school data "overwhelms" the data included from the other schools in the district and that "this leads to a District Performance Framework Accreditation Rating that is not representative of the true academic performance of all the schools comprising the Julesburg School District." Unfortunately, this does not meet the conditions for a request to reconsider as Julesburg School District is the authorizer for CODCA and is subsequently held accountable for all of their authorized schools' student performance, regardless of school size and representation on the district performance framework.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Body of Evidence, Recalculation of Framework	KIOWA C-2	Accredited with Distinction	Accredited with Improvement Plan	Accredited	KIOWA C-2 is a very small district with only three schools and the reconsideration of the elementary data has a large impact on the overall consideration for the district accreditation rating. The district requests the inclusion of 2015 PARCC data to be averaged with the Kiowa Elementary 2016 PARCC data. As in the past CDE produced both a one year and a three year performance framework and deferred to the framework that contained the highest number of performance indicators (or if both frameworks contained the same amount of performance indicators, it was deferred to the framework with the highest number of overall points). Additionally, Kiowa School District C-2 recommended consideration of the elementary NWEA MAP data for the district accreditation rating.	Deny	The district requested CDE use 2 years of CMAS PARCC data, based on the small size of the district. When CDE uses... When reviewing the body of evidence, the trend of the elementary data has not shown a positive three year trend, as demonstrated by higher scores and percentile ranks from the 2015 PARCC data compared to the 2016 PARCC data. In 2015, Kiowa Elementary was in the 72nd percentile overall on 2015 PARCC, while in 2016 the school received a Priority Improvement rating with a point value of 41.5%. The N count for the NWEA MAP data submitted is less than 16 students; therefore, CDE is unable to consider these data. Given that this data cannot be reviewed, the request to include NWEA MAP data was denied.
Body of Evidence	MANITOU SPRINGS 14	Accredited	Accredited with Improvement Plan: Low Participation	Accredited: Low Participation	The district made its request based on three criteria. First, the district provides information that it made growth between the last two years of accountability based on information from 2013 and 2014 District Performance Frameworks (DPFs). Second, the district shared the DIBELS Next, Star Reading, Star Early Literacy and Star Math data support strong academic achievement and growth in both Reading and Math. And finally, the district notes the only significant factor that has changed to affect the calculation of the DPF is the number of student participating. The significant decrease in participation may imply the state reported data is not representative of the true performance.	Approve	CDE reviewed the supplemental data submitted for both Math and Reading in DIBELS Next and STAR. With the exception of the group of students at risk for reading proficiency in second grade as indicated by the STAR Early Literacy results, the other targets were above the criteria set forth in the request to reconsider calculations for this assessment. The elementary ELA and Math supplemental achievement data supports a higher level of performance on the achievement indicator, which in turn impacts the overall district rating.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Body of Evidence	MONTEZUMA-CORTEZ RE-1	Accredited with Priority Improvement Plan	Accredited with Priority Improvement Plan: Low Participation	Accredited with Improvement Plan: Low Participation	The district requests that the district accreditation rating for 2016-17 be based solely on the academic performance and growth of the elementary schools and non-AEC charter schools, and the high school's postsecondary and workforce readiness data. The district requests the data from Cortez Middle School and Montezuma-Cortez High School be excluded from the calculations (due to low participation rates). With the removal of that data, the district requests an Accredited with Improvement plan rating.	Deny	The district is responsible for student performance in all authorized schools and cannot exclude those students from the district performance calculations. Furthermore, the request is based on selectively using the insufficient data argument for one school but not for another. In making a request to remove data from calculations based on insufficient state data, the application should consider all schools within the district meeting the same threshold. For example, KIVA Montessori had a participation rate of 63.6% in English Language Arts (ELA) and 61.4% in Math vs. Cortez Middle School's participation rate of 70.1% in ELA and 71.7% in Math. Given those schools have the same tested grades and similar participation rates, it is inconsistent to request data from one school be used and another school be excluded. Thus, the request to recalculate the district accreditation rating is denied. After review of the district's argument, CDE denies the district's request to change its accreditation rating to Improvement for the 2015-16 school year.
Body of Evidence, Matriculation data	THOMPSON R2-J	Accredited	Accredited with Improvement Plan: Low Participation	Accredited: Low Participation	The district provided additional matriculation data to the Department; which includes student that enlisted in the military, along with additional students identified as being enrolled in community college, four year institution, or CTE pathways not covered by available data sources.	Approve	The additional data put forward serves to increase the obtained points on the matriculation sub-indicator. The district provided a list of additional students with an identified matriculation pathway. The list serves as an assurance of military enlistment and college participation from the district. Through internal calculations, this supplemental data would warrant additional framework percentage points in the matriculation sub-indicator and post-secondary workforce readiness indicator, which leads to an Accredited: Low Participation rating.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Body of Evidence	WELD COUNTY S/D RE-8	Accredited with Improvement Plan	Accredited with Improvement Plan	Accredited	Weld County RE-8 School District requests to change the district accreditation rating to Accredited on the basis of reconsideration of the academic achievement performance indicators and growth and percentiles rankings by showing supplemental data at the lower elementary and high school levels.	Deny	CDE denies Weld County RE-8 Schools District's request per the following explanation. First, the presented Galileo growth data for the elementary grades tends to correspond with the patterns reflected within the District Performance Framework. For Math, the provided data appears to reveal growth rates lower than that reflected by the PARCC data. Similarly, no clear positive trends are evident to support a change in point assignment. Thus, the provided supplemental evidence does not appear to support a change to the obtained rating. Second, the presented growth data for high school fails to meet overall expectations based on Galileo benchmarks. And finally, the PSAT scores fail to reach the performance benchmarks for evidence-based reading/writing and math. Additionally, the provided data fails to meet the required 95% participation threshold that is necessary for consideration of supplemental data within requests.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Body of Evidence	WESTMINSTER 50	Accredited with Priority Improvement Plan	Accredited with Priority Improvement Plan	Accredited with Improvement Plan	<p>The district made its request on a number of different criteria. First, the district explained that it is in the midst of implementing a new educational model, the Competency Based System (CBS). Second, the district explained that prior to the shift in state assessments they had reduced the number of schools in Priority Improvement and Turnaround from eighteen to two. The district also mentioned that they have seen an increasing trend of English learner achievement over the past five years, which has been a focus area for the district. Third, the district explains that external evaluation of district progress from the State Review Panel and AdvancED indicates that there has been a “high degree of dedication and commitment among all stakeholders involved with the system” in terms of implementing the CBS system. And finally, the district also submitted DIBELS, ACCESS and Scantron assessment data to demonstrate academic achievement and growth.</p>	Deny	<p>Based on the information provided by the district and a review of the performance over time, CDE believes the initial accreditation rating is the most accurate description of performance for the district. The narrative presented did not describe how the supplemental data better reflects the district’s performance to move the district to a higher rating. While the request included supplemental reports with a number of different data resources, the narrative presented did not provide analysis or commentary on the Scantron, ACCESS, or DIBELS Next data. While supplemental data shows some higher performance, and implementation benchmarks are being met, it is not enough to assign the district an Improvement rating.</p> <p>The district also focused on the trend data from 2010 to 2014. The district did see significant improvements from 2010 to 2014 (12 schools moved off the clock), and 2 additional schools moved off the clock from 2014 to 2016, there was a significant decrease in performance in 2016 as 8 new schools were identified as Priority Improvement or Turnaround.</p> <p>The District’s request also included a number of perspectives about the accountability system as rationale for a higher rating. The accountability system holds all districts to the same standards across the state, so expectations are the same for all students. The unique district context and instructional model is important context for the accountability clock pathways. However, when it comes to assigning accreditation ratings, which describe the performance of students within a district, it is not as relevant. In looking at the student performance for the district, an Accredited with Priority Improvement plan rating is warranted.</p>

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Single School in District	AGATE 300	Accredited	Insufficient State Data: Low Tested Population	Accredited	The district requests a reconsideration per State Board Rule 4.02 of the Administration of Statewide Accountability Measures. According to rule 4.02 the state may use the Public School performance evaluation framework described in Section 9.00, for districts with only a Single Public School.	Approve	Per 4.02, CDE may assign the district the accreditation category aligned with the school performance framework plan type of the single school in the district, Agate Elementary School. Agate Elementary School was accredited with a Performance Plan by Agate School District. CDE accredits the district with an Accredited rating.
Single School in District	MOUNTAIN BOCES	Accredited with AEC: Performance	Accredited with Priority Improvement Plan	Accredited with AEC: Performance	The district requests a reconsideration per State Board Rule 4.02 of the Administration of Statewide Accountability Measures. According to rule 4.02 the state may use the Public School performance evaluation framework described in Section 9.00, for districts with only a Single Public School.	Approve	Per 4.02, CDE assigns Mountain BOCES the accreditation category aligned with the school performance framework plan type of the single school, Yampah Mountain School. As an alternative education campus, Yampah Mountain School was assigned an AEC: Performance Plan. Thus, CDE is accrediting Mountain BOCES with an AEC: Performance rating.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Consolidation of Schools in District, Body of Evidence	MOUNTAIN VALLEY RE 1	Accredited	Accredited with Improvement Plan: Low Participation	Accredited Low Participation	The district made a request for reconsideration of the district’s accreditation rating bas two criteria. First, that consolidation of Mountain Valley Elementary School, Mountain Valley Middle School and Mountain Valley High School into one Mountain Valley School for school performance frameworks and other reporting requirements. The three schools operate as one entity in the school district. Also the district requests CDE consider the NWEA and DIBELS data as they may be a more accurate reflection of the districts’ students’ current academic achievement and academic growth.	Deny	CDE reviewed the request to reconsider for the district and denies the request per the following explanation. The district requests a reconsideration per State Board Rule 4.02 of the Administration of Statewide Accountability Measures. According to rule 4.02 the state may use the Public School performance evaluation framework described in Section 9.00, for districts with only a Single Public School. The district requests we use the combined school plan for the district rating. After recalculation of the combined school plan, Mountain Valley School would receive an Improvement rating, and thus, the district would receive Accredited with Improvement Plan. This would not change the district accreditation rating and the request to change the accreditation rating to Accredited is denied. The district also requests CDE review NWEA and DIBELS data submitted over 3 years for the elementary, middle, and high school grades. CDE was able to review the elementary data for grades K-2 achievement, K-3 growth, and 10-12 achievement and growth as these grade levels do not supplant state tested grades. After review of the supplemental data submitted, CDE was not able to approve the request to reconsider to move the district to Accredited based on the following explanation. CDE reviewed all three years of data submitted. Due to small N sizes at the district, CDE was able to aggregate the grade levels and years submitted and determined the supplemental data showed the district as “approaching” or “does not meet” in the sub-indicator ratings, which reflects what is reported on the district performance framework. Thus, the request is denied.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
AEC Impact	ELIZABETH C-1	Accredited	Accredited with Improvement Plan: Low Participation	Accredited: Low Participation	The district requests flexibility per SB 13-217 and 1 CCR 301-1 4.01, where by removing the AEC student results from the DPF, the district moves up one rating and also that the district AEC(s) received an AEC: Performance rating or received an AEC: Improvement rating but the AEC performance indicators demonstrate improvement over time.	Approve	CDE calculated the District Performance Framework for the district with students enrolled in the Alternative Education Campus removed. The total percent of points earned on the DPF increased and improved the rating for the district one accreditation category. Additionally, the AEC received an AEC: Performance Plan rating for 2016. Thus, the district meets the qualifications set forth under the guidance per SB 13-217 and 1 CCR 301-1 4.01 and CDE accepts the district's request for reconsideration.
AEC Impact	ENGLEWOOD 1	Accredited with Improvement Plan	Accredited with Improvement Plan: Low Participation	Accredited: Low Participation	The district requests flexibility per SB 13-217 and 1 CCR 301-1 4.01, where by removing the AEC student results from the DPF, the district moves up one rating and also that the district AEC(s) received an AEC: Performance rating or received an AEC: Improvement rating but the AEC performance indicators demonstrate improvement over time.	Approve	CDE calculated the District Performance Framework for the district with students enrolled in the Alternative Education Campus removed. The total percent of points earned on the DPF increased and improved the rating for the district one accreditation category. Additionally, the AEC received an AEC: Improvement Plan rating for 2016. Thus, the district meets the qualifications set forth under the guidance per SB 13-217 and 1 CCR 301-1 4.01 and CDE accepts the district's request for reconsideration.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
AEC Impact	FALCON 49	Accredited	Accredited with Improvement Plan: Low Participation	Accredited: Low Participation	The district requests flexibility per SB 13-217 and 1 CCR 301-1 4.01, where by removing the AEC student results from the DPF, the district moves up one rating and also that the district AEC(s) received an AEC: Performance rating or received an AEC: Improvement rating but the AEC performance indicators demonstrate improvement over time.	Deny	CDE staff calculated the impact of AEC(s) in the DPF calculations per the guidelines of 4.01 (D)(1) and although the district would move from “Accredited with Improvement: Low Participation” to “Accredited: Low Participation” as per the results of the AEC SPFs, the District would not meet the criteria per 4.01(D)(2). The District has two AECs: GOAL Academy and Patriot High School. Although GOAL Academy earned a Performance rating, Patriot High School earned an Improvement rating. Given the criteria of the law per 4.01(D)(2)(a) “the Alternative Education Campus(es) has/have been assigned by the State Board to implement a School Improvement Plan and the Alternative Education Campus(es) has/have demonstrated improved performance over time, as demonstrated by attainment on the Performance Indicators in the Alternative Education Campus evaluation framework”, and Patriot High School earned a Performance rating in 2014 and subsequently declined to an Improvement rating in 2016, the District does not qualify per SB13-517 and State Board Rules 4.01 (D).

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Participation Miscoding/ AEC Impact/ Insufficient Data	MESA COUNTY VALLEY 51	Accredited	Accredited with Priority Improvement Plan: Decreased due to Participation	Accredited: Low Participation	The district submitted information to the department based on three criteria. First, the district submitted additional information to the department to correct miscoding of student assessments experienced during the state assessment administration. Second, the district also requested flexibility per SB 13-217 and 1 CCR 301-1 4.01, where by removing the AEC student results from the DPF, the district moves up one rating and also that the district AEC(s) received an AEC: Performance rating or received an AEC: Improvement rating but the AEC performance indicators demonstrate improvement over time. And finally, the district submitted a request for Insufficient Data on the grounds that participation on the state assessment was low and not representative of the population of students in the district.	Approve	<p>The additional data provided to the department was in regards to participation miscoding of parent refusals, students who withdrew before completion, and students who took an alternate assessment. With these students recoded and removed from the accountability participation rate, the district met the 95% participation rate threshold. Therefore, the district would move to Accredited with Improvement Plan: Low Participation</p> <p>CDE calculated the District Performance Framework for the district with students enrolled in the Alternative Education Campus removed. The total percent of points earned on the DPF increased and improved the rating for the district to Accredited. Additionally, the AEC received an AEC: Improvement Plan rating for 2016 (an increase from AEC: Priority Improvement in 2014). Thus, the district meets the qualifications set forth under the guidance per SB 13-217 and 1 CCR 301-1 4.01 and CDE accepts the district’s request for reconsideration. Therefore, the district would move to Accredited: Low Participation</p> <p>CDE reviewed the additional data put forward for the request for an Insufficient State Data: Low Participation rating including STAR Math, STAR Reading, iReady, and GPA. After reviewing the results the district submitted, CDE disagrees that the additional data is not representative as there was inconsistent performance between students participating/not participating on the state assessment. CDE believes Accredited: Low Participation is the most appropriate rating for the district this year.</p>

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
AEC Impact, Participation Miscoding	PLATEAU VALLEY 50	Accredited	Accredited with Priority Improvement Plan: Decreased due to Participation	Accredited: Low Participation	The district requests flexibility per SB 13-217 and 1 CCR 301-1 4.01, where by removing the AEC student results from the DPF, the district moves up one rating and also that the district AEC(s) received an AEC: Performance rating or received an AEC: Improvement rating but the AEC performance indicators demonstrate improvement over time.	Partial Approval	<p>CDE calculated the District Performance Framework for the district with students enrolled in the Alternative Education Campus removed. The total percent of points earned on the DPF increased and improved the rating for the district one accreditation category. Additionally, the AEC received an AEC: Performance Plan rating for 2014. Thus, the district meets the qualifications set forth under the guidance per SB 13-217 and 1 CCR 301-1 4.01.</p> <p>The additional data provided to the department was in regards to participation miscoding of parent excusals of the state assessment. With these students recoded and removed from the accountability participation rate, the district did not meet the 95% participation rate threshold.</p> <p>CDE denies the district’s request of an Accredited rating but approves the district moving to Accredited with Improvement: Decreased Due to Participation.</p>
AEC Impact	SALIDA R-32	Accredited with Distinction	Accredited	Accredited with Distinction	The district requests flexibility per SB 13-217 and 1 CCR 301-1 4.01, where by removing the AEC student results from the DPF, the district moves up one rating and also that the district AEC(s) received an AEC: Performance rating or received an AEC: Improvement rating but the AEC performance indicators demonstrate improvement over time.	Approve	CDE calculated the District Performance Framework for the district with students enrolled in the Alternative Education Campus removed. The total percent of points earned on the DPF increased and improved the rating for the district one accreditation category. Additionally, the AEC received an AEC: Performance Plan rating for 2014. Thus, the district meets the qualifications set forth under the guidance per SB 13-217 and 1 CCR 301-1 4.01 and CDE accepts the district’s request for reconsideration.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Remove Low Participation Flag, Recalculation of Framework	MONTE VISTA C-8	Accredited with Improvement Plan	Accredited with Improvement Plan: Low Participation	Accredited with Improvement Plan	The District asked that the Low Participation flag be removed from its accreditation rating based on recalculating the district participation rates due to middle school math and online parent opt-outs. The District also asked that the district plan type change contingent upon the school plan types changing.	Deny	The Department considers requests that meet one or more of the conditions for a request to reconsider in assigning a different district accreditation category or school plan type from the initial rating given through the District or School Performance Framework (DPF/SPF) report. Requesting removal of the “Low Participation” flag falls outside of the criteria for a request to reconsider submission as the district accreditation rating would remain in “Improvement, ” although the department understands that this descriptor has an impact. The district also noted that the miscoded parent excusals at the middle school level should remove the “low participation” flag. Participation rates and the “low participation” flag is based on actual participation rates, even if students do not participate due to parent excusals. The “Low participation” flag is included to help people understand the representativeness of the data included in the report. Fixing parent excusal coding does not impact the “Low participation” flag. Thus, the request to remove the low participation rate designation is not applicable based on existing policy. Furthermore, the school plan types did not impact a reexamination of the district plan type. Therefore CDE does not approve this request.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Remove Low Participation Flag	PEYTON 23 JT	Accredited	Accredited: Low Participation	Accredited	The District asked that the Low Participation flag be removed from its accreditation rating. The district noted several miscoding instances at the middle school level should remove the “low participation” flag. Those students were miscoded because they withdrew from the district before the test window, students were taking other assessments, or were part-time public or home-schooled.	Deny	The Department considers requests that meet one or more of the conditions for a request to reconsider in assigning a different district accreditation category or school plan type from the initial rating given through the District or School Performance Framework (DPF/SPF) report. Requesting removal of the “Low Participation” flag falls outside of the criteria for a request to reconsider submission as the district accreditation rating would remain in “Accredited, ” although the department understands that this descriptor has an impact. Participation rates and the “low participation” flag is based on actual participation rates, even if students do not participate due to other reasons. The “Low participation” flag is included to help people understand the representativeness of the data included in the report. Thus, the request to remove the low participation rate designation is not applicable based on existing policy.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Remove Low Participation Flag	PLATTE CANYON 1	Accredited with Distinction	Accredited with Distinction: Low Participation	Accredited with Distinction	The District asked that the Low Participation flag be removed from its accreditation rating based on miscoding of parent excuses experienced at two schools.	Deny	The Department considers requests that meet one or more of the conditions for a request to reconsider in assigning a different district accreditation category or school plan type from the initial rating given through the District or School Performance Framework (DPF/SPF) report. Requesting removal of the “Low Participation” flag falls outside of the criteria for a request to reconsider submission as the district accreditation rating would remain in “Distinction,” although the department understands that this descriptor has an impact. Participation rates and the “low participation” flag is based on actual participation rates, even if students do not participate due to parent excusals. The “Low participation” flag is included to help people understand the representativeness of the data included in the report. Fixing parent excusal coding does not impact the “Low participation” flag. Thus, the request to remove the low participation rate designation is not applicable based on existing policy.
Insufficient State Data	DOLORES COUNTY RE NO.2	Accredited	Accredited with Priority Improvement Plan: Decreased due to Participation	Insufficient State Data: Low Participation	The District submitted the request on the grounds that participation on the state assessment was low and not representative of the population of students in the district. Participation on the English language arts exam was 14.3%, Math exam: 13.6%, Science exam: 12.5%, and ACT exam: 97.6%. The district expressed concerns regarding data privacy due to the low number of students that took the test; it might be possible to identify those students’ test scores. The district also mentioned how there may have been some confusion when the district was coding test booklets.	Approve	CDE acknowledges the district’s concerns and, given the low number of students in the district that participated in the assessment, accepts the request to change the district’s rating to Insufficient State Data: Low Participation.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Insufficient State Data	LA VETA RE-2	Accredited with Distinction	Accredited with Improvement Plan: Low Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessment was low and not representative of the population of students in the district. Participation on the ELA exam was 74.6%, Math exam: 75.2%, Science exam: 68.8%, and ACT exam: 100.0%. Additionally, the district submitted an analysis of 3rd and 4th grade CMAS PARCC ELA and Math results, as well as NWEA MAP for the parents who excused their students from the CMAS PARCC exams.	Approve	CDE acknowledges the district's concerns and, given the low number of students in the district who participated in the assessment, accepts the request to change the district's rating to Insufficient State Data: Low Participation.
Insufficient State Data	DOLORES RE-4A	Accredited	Accredited with Priority Improvement Plan: Low Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessment was low and not representative of the population of students in the district. Participation on the English language arts exam was 84.8%, Math exam: 85.8%, Science exam: 66.2%, and ACT exam: 100.0%.	Approve	CDE acknowledges the district's concerns and, given the low number of students in the district who participated in the assessment and accepts the request to change the district's rating to Insufficient State Data: Low Participation.
Participation Miscoding/ Insufficient State Data	PRIMERO REORGANIZED 2	Accredited with Distinction	Accredited with Improvement Plan: Decreased due to Participation	Accredited: Low Participation or Insufficient State Data	The District submitted the request on the grounds that participation on the state assessment was low and not representative of the population of students in the district. The District also submitted additional miscoding data provided to the Department which contained parent refusals that were not properly coded initially during the assessment administration.	Partial Approval	CDE acknowledges the District's concerns but disagrees with the district's request for Insufficient State Data: Low Participation as 94.1% or more students participated in the state assessments, which is a representative sample. The additional miscoding data the District provided to the department contained parent refusals. With these students recoded and removed from the District's participation rate, the District met the 95% participation rate threshold. CDE approves Primero Reorganized School District 2's request to move to Accredited based on the additional miscoded participation data provided to the department.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Participation Miscoding	ASPEN 1	Accredited with Distinction	Accredited: Decreased due to Participation	Accredited with Distinction: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments experienced during the state assessment administration.	Deny	The additional data provided to the department was in regards to participation miscoding of parent excusals of the state assessment. With these students recoded and removed from the accountability participation rate, the district did not meet the 95% participation rate threshold.
Participation Miscoding	BRANSON REORGANIZED 82	Accredited with Improvement Plan	Accredited with Improvement Plan: Decreased due to Participation	Accredited: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments experienced during the state assessment administration.	Approve	The additional miscoded data provided contained parent refusals and students who withdrew before completion. The data also contained students who were initially identified as misadministrations; for the purposes of the revised participation rate, these students' codes were changed to participants. With these students recoded, the district met the 95% participation rate threshold.
Participation Miscoding	BUFFALO RE-4J	Accredited	Accredited with Improvement Plan: Decreased due to Participation	Accredited: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments experienced during the state assessment administration.	Approve	The additional data provided to the department was in regards to participation miscoding of parent excusals of the state assessment and students who took an alternate assessment. With these students recoded and removed from the accountability participation rate, the district met the 95% participation rate threshold.
Participation Miscoding	BYERS 32J	Accredited	Accredited with Priority Improvement Plan: Decreased due to Participation	Accredited with Improvement Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments experienced during the state assessment administration.	Approve	The additional data provided to the department was in regards to participation miscoding of parent excusals of the state assessment and students who withdrew before completion. With these students recoded and removed from the accountability participation rate, the district met the 95% participation rate threshold.
Participation Miscoding	EDISON 54 JT	Accredited with Distinction	Accredited: Decreased due to Participation	Accredited with Distinction: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments experienced during the state assessment administration.	Approve	The additional data provided to the department was in regards to participation miscoding of parent excusals of the state assessment. With these students recoded and removed from the accountability participation rate, the district met the 95% participation rate threshold.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Participation Miscoding	FRENCHMAN RE-3	Accredited with Distinction	Accredited with Improvement Plan: Decreased due to Participation	Accredited: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments experienced during the state assessment administration.	Approve	The additional data provided to the department was in regards to participation miscoding of parent excusals of the state assessment. With these students recoded and removed from the accountability participation rate, the district met the 95% participation rate threshold.
Participation Miscoding	GARFIELD 16	Accredited	Accredited with Priority Improvement Plan: Decreased due to Participation	Accredited with Improvement Plan: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments experienced during the state assessment administration.	Approve	The additional data provided to the department was in regards to participation miscoding of parent refusals, students who withdrew before completion, expelled students, and students with medical exemptions on the state assessment. With these students recoded and removed from the accountability participation rate, the district met the 95% participation rate threshold.
Participation Miscoding	GENOA-HUGO C113	Accredited with Improvement Plan	Accredited with Improvement Plan: Decreased due to Participation	Accredited: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments experienced during the state assessment administration.	Approve	The additional data provided to the department was in regards to participation miscoding of students who withdrew before completion. Your data also contained students who were initially identified as misadministrations; for the purposes of the revised participation rate, these students' codes were changed to participants. With these students recoded and removed from the accountability participation rate, the district met the 95% participation rate threshold.
Participation Miscoding	HAXTUN RE-2J	Accredited	Accredited with Improvement Plan: Decreased due to Participation	Accredited: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments experienced during the state assessment administration.	Approve	The additional data provided to the department was in regards to participation miscoding of parent excusals of the state assessment. With these students recoded and removed from the accountability participation rate, the district met the 95% participation rate threshold.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Participation Miscoding	HAYDEN RE-1	Accredited	Accredited with Improvement Plan: Decreased due to Participation	Accredited: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments experienced during the state assessment administration.	Approve	The additional data provided to the department was in regards to participation miscoding of parent refusals, students who withdrew before completion, and students who took an alternate assessment. The data also contained students who were initially identified as misadministrations; for the purposes of the revised participation rate, these students' codes were changed to participants. With these students recoded and removed from the accountability participation rate, the district met the 95% participation rate threshold.
Participation Miscoding	HUERFANO RE-1	Accredited with Improvement Plan	Accredited with Turnaround Plan: Decreased due to Participation	Accredited with Priority Improvement: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments experienced during the state assessment administration.	Approve	The additional data provided to the department was in regards to participation miscoding of parent excusals of the state assessment. With these students recoded and removed from the accountability participation rate, the district met the 95% participation rate threshold.
Participation Miscoding	LIBERTY J-4	Accredited	Accredited: Decreased due to Participation	Accredited with Distinction: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments experienced during the state assessment administration.	Approve	The additional data provided to the department was in regards to participation miscoding of parent refusals, students who withdrew before completion, and students who had medical exemptions. The data also contained students who were initially identified as misadministrations; for the purposes of the revised participation rate, these students' codes were changed to participants. With these students recoded and removed from the accountability participation rate, the district met the 95% participation rate threshold.
Participation Miscoding	NORTH PARK R-1	Accredited	Accredited with Improvement Plan: Decreased due to Participation	Accredited: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments experienced during the state assessment administration.	Approve	The additional data provided to the department was in regards to participation miscoding of parent refusals and students who withdrew before completion. With these students recoded and removed from the accountability participation rate, the district met the 95% participation rate threshold.

Request Type	District	Accreditation Rating (2014)	CDE Initial Rating (2016)	District Request	District Rationale	CDE Decision	CDE Rationale
Participation Miscoding	NORWOOD R-2J	Accredited	Accredited with Improvement Plan: Decreased due to Participation	Accredited: Low Participation	The district submitted additional information to the department to correct miscoding of student assessments experienced during the state assessment administration.	Approve	The additional data provided to the department was in regards to participation miscoding of parent refusals and students who withdrew before completion. With these students recoded and removed from the accountability participation rate, the district met the 95% participation rate threshold.

## 2016 School Requests to Reconsider

### Detailed Summary of Requests and Decisions

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
ACADEMY 20	ACADEMY ONLINE	Improvement Plan	Performance Plan	<p>The district submitted a request for the reconsideration of Academy Online’s Improvement Plan rating based on the following criteria:</p> <ol style="list-style-type: none"> <li>1. The current designation on the SPF for Academy Online is K-12 to allow the school to enroll students below the high school level. The district recently brought in Academy Calvert K-8 Online to serve K-8 students and no longer has a need for the K-12 designation at Academy Online. The district is in process of formalizing this with the state to change the designation but no longer has a need to enroll students in grades K-8.</li> <li>2. The score on the SPF was developed using the cut-points for a K-12 school even though the school only enrolls students in grades 9-12.</li> <li>3. Recalculating the SPF using only high school grades for a high school SPF would result in the school earning a “Performance” plan type rating.</li> </ol>	Approve	Performance Plan	<p>CDE reviewed this request for reconsideration of Academy Online and agrees with the district’s rationale. Since the district is no longer enrolling K-8 students at the school and is in process of completing this change with CDE, the request to run the SPF for the school as a high school only is approved. CDE confirms the district’s calculations and the school would indeed receive a Performance Plan type, thus, the request is recommended for approval.</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
ACADEMY 20	THE CLASSICAL ACADEMY MIDDLE SCHOOL	Improvement Plan: Low Participation	Performance Plan: Low Participation or Insufficient State Data: Low Participation	<p>The district submitted a request for reconsideration of the school's preliminary plan type rating of "Improvement: Low Participation" based on the following criteria:</p> <ol style="list-style-type: none"> <li>1. The school took PARCC math on paper for both the 2015 and 2016 school years which the district believes directly impacted the school's academic growth scores. The district believes the growth is not representative of the students based on the mode effects of taking paper in 2015 and would to appeal to take the affected data out.</li> <li>2. There was a change of how PARCC math tests were administered at the school between the 2015 and 2016 school years. The district believes the change in testing method unduly lowered the academic growth percentile for many students who skipped a testing level.</li> <li>3. Participation was low in 2015 (43.5%) and in 2016 (76.6%), thus having an impact on academic growth percentiles for math (36.9%) and 48.2% of the tested population were used to calculate median growth percentile.</li> <li>4. The district submitted the request on the grounds that participation on the state assessment was low and not representative of the population of students in the school. Participation on the ELA exam was 77.8%, Math exam: 76.6%, and Science exam: 76.1%.</li> </ol>	Approve	Insufficient State Data: Low Participation	<p>CDE reviewed the district's request for a Performance rating. In terms of #1, score adjustments were made to the reported 2016 CMAS PARCC data were also retroactively applied to the 2015 CMAS PARCC data that was used to calculate student growth percentiles. This ensured the scores between the online and paper versions of the assessments were comparable for all years of data used for growth calculations. Therefore CDE does not recommend the request to move from an Improvement to a Performance rating.</p> <p>CDE acknowledges the district's concerns and, given the low number of students in The Classical Academy who participated in the assessment, and based on the low participation rates recommends approval to change the school's rating to Insufficient State Data: Low Participation.</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
ADAMS COUNTY 14	ADAMS CITY HIGH SCHOOL	Priority Improvement Plan	Performance Plan	Adams 14 requested a reconsideration of Adams City High School’s rating of Priority Improvement on a number of different criteria. First, the district requested that WiDA ACCESS data be removed from the school performance framework because the 2015 data is not reflective of the significant efforts put in place to support English language development between 2015 and 2016. Second, the district submitted one year of supplemental growth data for the 2015-16 school year for Adams City High School grades 10-12 using STAR Reading and Math. Third, PSAT data was provided to supplement 10th grade achievement data. Lastly, the district provided matriculation data for Adams City High School that shows an additional 26 students enrolled in college who were not captured on the school performance framework.	Deny	Priority Improvement Plan	<p>CDE reviewed the request and made the following determinations</p> <ul style="list-style-type: none"> <li>• CDE has removed the English Language Proficiency data (2015 WiDA ACCESS) from the Academic Growth indicator for Adams City High School.</li> <li>• The matriculation data provided for Adams City High School has been approved for inclusion and added to the school’s performance framework.</li> <li>• While CDE commends the school for the positive results depicted in the STAR growth data for 10th and 12th graders, the submitted STAR data also shows that 11th grade students are below the 50th percentile benchmark, and the data included on the school performance framework for 9th grade students shows their growth is only approaching state expectations overall. Viewing the growth data comprehensively, and taking into consideration the fact that only one year of local data was submitted, CDE has determined that the overall rating of "approaching" for growth for Adams City High School is the appropriate rating for the 2016 frameworks.</li> <li>• The PSAT data that was submitted for Adams City High School does not indicate students are meeting state expectations.</li> <li>• With the additional points awarded to the school for the matriculation data and with the English Language Proficiency growth data removed, the school still remains in Priority Improvement.</li> </ul>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
ADAMS COUNTY 14	ALSUP ELEMENTARY SCHOOL	Priority Improvement Plan	Improvement Plan	Adams 14 requested a reconsideration of Alsup Elementary School's plan typed based on a body of evidence of student performance and the removal of WiDA ACCESS data. First, the district requested that WiDA ACCESS data be removed from the school performance framework because the 2015 data is not reflective of the significant efforts put in place to support English language development between 2015 and 2016. Second, the district submitted three years of supplemental growth data for English Language Arts as a body of evidence of student performance for Alsup Elementary School. The supplemental data are from STAR Early Literacy and Reading assessments and are provided for grades K-3.	Deny	Priority Improvement Plan	CDE reviewed the request and made the following determinations. <ul style="list-style-type: none"> <li>• CDE has removed the English Language Proficiency data (2015 WiDA ACCESS) from the Academic Growth indicator for Alsup Elementary School.</li> <li>• CDE reviewed the three years of growth data submitted for the school and saw that although the school did perform higher in 2016 than in 2015 in kindergarten and first grade, second and third grade levels declined. Additionally looking at all three years together, the data was relatively flat, and for first graders, was lower in 2016 than in 2014. This does not show a consistent rate of improvement for the school and thus CDE does not recommend approval of this request.</li> </ul>
ADAMS COUNTY 14	HANSON ELEMENTARY SCHOOL	Priority Improvement Plan	Improvement Plan	Adams 14 requested a reconsideration of Hanson Elementary School's plan typed based on a body of evidence of student performance and the removal of WiDA ACCESS data. First, the district requested that WiDA ACCESS data be removed from the school performance framework because the 2015 data is not reflective of the significant efforts put in place to support English language development between 2015 and 2016. Second, the district submitted one year of supplemental growth data as a body of evidence of student performance for Hanson Elementary School. The supplemental data includes STAR Early Literacy, Reading and Math growth data for grades K-3.	Approve	Improvement Plan	CDE removed the English Language Proficiency data (2015 WiDA ACCESS) from the Academic Growth indicator. In doing so, Hanson Elementary School earns enough points to move to an Improvement rating on the school performance framework. Thus CDE will recommend an Improvement Plan for Hanson.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
ADAMS-ARAPAHOE 28J	HINKLEY HIGH SCHOOL	Improvement Plan: Low Participation	Improvement Plan	The district requested CDE remove duplicate records on the frameworks for the school.	Approve	Improvement Plan	CDE has now removed duplicate records for districts or schools in the participation rate calculations, prior to the release of the final performance frameworks. This was causing Hinkley High School to have the “low participation” descriptor on the rating. With the recalculations, Hinkley will receive an “Improvement” rating without the “low participation” descriptor on the final frameworks. The change will occur automatically.
ADAMS-ARAPAHOE 28J	LANSING ELEMENTARY COMMUNITY SCHOOL	Improvement Plan	Performance Plan	The district requests CDE remove the 2015 WIDA growth data, as per the request to reconsider guidance.	Approve	Performance Plan	CDE has reviewed the data and can remove the 2015 WIDA growth data, as per the request to reconsider guidance. Lansing Elementary’s 2015 WIDA growth data was removed and academic growth was recalculated using the following formula: $16.25/22 = .7386 \times 60 = 44.3/60$ , resulting in an overall point value of 54.3 with a school plan type of Performance. CDE recommends approval for the request to reconsideration for this school based on the recalculated results.
ADAMS-ARAPAHOE 28J	PARK LANE ELEMENTARY SCHOOL	Improvement Plan	Performance Plan	The district requests CDE remove the 2015 WIDA growth data, as per the request to reconsider guidance.	Approve	Performance Plan	CDE has reviewed the data and can remove the 2015 WIDA growth data, as per the request to reconsider guidance. Park Lane Elementary’s 2015 WIDA growth data was removed and academic growth was recalculated using the following formula: $16.5/22 = .75 \times 60 = 45/60$ , resulting in an overall point value of 55 with a school plan type of Performance. CDE recommends approval for the request to reconsideration for this school based on the recalculated results.

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ADAMS-ARAPAHOE 28J	VISTA PEAK 9-12 PREPARATORY	Turnaround Plan: Decreased due to Participation	Priority Improvement Plan	The district requested CDE remove duplicate records on the frameworks for the school.	Approve	Priority Improvement Plan: Low Participation	CDE recalculated the school performance framework for Vista Peak 9-12 Preparatory after removing duplicate records and the school plan type rating would increase from Turnaround Plan: Decreased due to Participation to Priority Improvement Plan: Low Participation. The change will occur automatically.
AKRON R-1	AKRON HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
ASPEN 1	ASPEN HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Deny	Improvement Plan: Decreased due to Participation	After the additional miscoded information was recoded and removed from the participation rate for this school, the school still did not meet the 95% participation rate threshold. CDE recommends no change in plan type.
ASPEN 1	ASPEN MIDDLE SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Deny	Improvement Plan: Decreased due to Participation	After the additional miscoded information was recoded and removed from the participation rate for this school, the school still did not meet the 95% participation rate threshold. CDE recommends no change in plan type.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
BENNETT 29J	BENNETT HIGH SCHOOL	Turnaround Plan: Decreased due to Participation	Priority Improvement Plan	Bennett School District submitted a request to change the plan type of Bennett High School from Turnaround to Priority Improvement based on a body of evidence of additional NWEA MAP and PSAT data, along with participation miscoding.	Approve	Priority Improvement Plan: Low Participation	CDE determined that the participation miscoding merited the change in plan type from Turnaround to Priority Improvement as the school met the 95% accountability participation rate, however the achievement data submitted were irrelevant to this decision. The NWEA MAP data provided did not reflect the 2015-16 school year and thus could not be used in this determination. Additionally, the PSAT data show mixed results with students meeting the benchmark in ELA but not in Math. These data would be consistent to the priority improvement plan type rating.
BOULDER VALLEY RE 2	BOULDER UNIVERSAL	Insufficient State Data: Low Participation	Improvement Plan	The district requests the increased rating from Insufficient State Data to Improvement on the following reasons. First, the district states that the body of evidence does not give appropriate weight to the high school student population that Boulder Universal Online predominately serves. Second, the district states that Boulder Universal Online was inappropriately assigned an Insufficient Data Rating. Third, the district states that there is a disparate impact on online schools that makes them six times more likely to be assigned an Insufficient Data Rating. Finally, the district states that the disparate impact of assigning online schools insufficient data ratings subjects online schools to perpetual accountability sanctions.	Deny	Insufficient State Data: Low Participation	CDE's guidance does not allow for local data to supplant data in state tested grades. As such, schools with "Insufficient State Data: Low Participation" cannot submit supplemental data that does not supplant state data. Thus, CDE does not recommend approval of the request for an Improvement Plan for the school. However, CDE does recommend removing the school from the accountability clock, as it was previously identified only due to participation issues. In 2016, the school met the accountability participation rate. Thus, CDE believes it makes sense to take the school off the accountability clock.

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BRANSON REORGANIZED 82	BRANSON SCHOOL ONLINE	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
BRUSH RE-2(J)	BRUSH MIDDLE SCHOOL	Priority Improvement Plan: Decreased due to Participation	Improvement Plan	District supplied CDE with participation miscoding data.	Approve	Improvement Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
BYERS 32J	BYERS JUNIOR-SENIOR HIGH SCHOOL	Priority Improvement Plan: Decreased due to Participation	Improvement Plan	District supplied CDE with participation miscoding data.	Approve	Improvement Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
BYERS 32J	COLORADO VIRTUAL ACADEMY (COVA)	Performance Plan: Low Participation	Performance Plan	The district requests the Department revise several key indicators related to Postsecondary and Workforce Readiness for COVA. District also supplied participation miscoding data.	Deny	Performance Plan: Low Participation	CDE does not consider requests to reconsider which involve changing individual data points or performance indicators. Participation data was recalculated, but as school was not initially decreased due to participation this had no impact on the school's rating.
BYERS 32J	VALIANT ACADEMY	Priority Improvement Plan: Decreased due to Participation	Improvement Plan	District supplied CDE with participation miscoding data.	Approve	Improvement Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

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CALHAN RJ-1	CALHAN HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
CHARTER SCHOOL INSTITUTE	EARLY COLLEGE OF ARVADA	Priority Improvement Plan: Low Participation	Improvement Plan: Low Participation	CSI requested Early College of Arvada plan type changed from Priority Improvement Plan to Improvement Plan based on PSAT, NWEA, and concurrent enrollment data. This school is two percentage points from Improvement Plan.	Approve	Improvement Plan: Low Participation	CDE reviewed the data submitted by CSI and determined that PSAT data did not meet the Department's 95% participation rate requirement. Additionally, concurrent enrollment data presented by CSI already confirm the data included in the preliminary school performance framework. Early College of Arvada received an Exceed rating for Matriculation performance indicator, and that represents the maximum points possible. CDE reviewed Math NWEA data for 10th grade ELL students, FRL students, minority students, and the All Students populations, and concluded that the achievement results earned the school the necessary points to warrant a school plan assignment of Improvement Plan.

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CHARTER SCHOOL INSTITUTE	MONTESSORI DEL MUNDO CHARTER SCHOOL	Priority Improvement Plan	Improvement Plan	CSI has made this request based on a body of evidence from local data sources that pull in a larger percentage of the student body than the current School Performance Framework (SPF) plan type. The two local data sources utilized were STAR Reading and Math and Evaluación del desarrollo de la lectura 2 (EDL2). The school cited data from STAR Reading and Math as consistent with an Approaching rating on the achievement performance indicator on the SPF due to achievement percentiles greater than 15. The EDL2 results indicated greater levels of achievement in grades K-1 as well as raised achievement within subgroups.	Deny	Priority Improvement Plan	A cross-department team at CDE reviewed the request and found that the evidence provided did not warrant a change in plan type on the 2016 SPF. While K-1 literacy results in STAR and EDL2 do show that achievement in literacy in these grade levels is higher than in grade 3, grade 2 literacy data did not show similar levels of achievement. Also, while STAR Reading data did seem to include a student population of greater than 95%, STAR math data showed significantly lower student counts that would signify less than 95% participation. In absence of calculations of student participation to the contrary, the STAR Math data was rendered inadmissible due to low participation. Given all the data in totality, the literacy achievement in grades K-1 were not enough evidence to raise the school's current plan type.

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CHARTER SCHOOL INSTITUTE	SALIDA MONTESSORI CHARTER SCHOOL	Turnaround Plan: Low Participation	Priority Improvement Plan: Low Participation	The formal letter of request made by CSI featured STAR data collected during the 2015-2016 school year as a body of evidence for consideration. The request described the small size of the school, the multi-grade composition of the school, and data regarding achievement and growth.	Deny	Turnaround Plan: Low Participation	The STAR Reading data that was provided by CSI for grades 3-8 would supplant state assessment results for CMAS PARCC; that data could not be considered. Additionally, reviewable Math data provided by CSI (for grade 2) do not meet the N-size threshold of 16; therefore, the STAR Math data provided could not be considered. Taking into consideration state ELA assessment results and local K-2 (STAR) reading data, CDE determined that the low state achievement results for middle and elementary school students cannot be overridden by the K-2 STAR data presented. Salida Montessori Charter School was not awarded any points for growth because the school had fewer than 20 students. CDE is unable to award any points for local growth data because it cannot verify the aggregate data provided by CSI. In consideration of all the data, CDE does not recommend the request to raise the school's plan assignment from Turnaround Plan to Priority Improvement Plan.
CHERRY CREEK 5	CHEROKEE TRAIL HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

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CHERRY CREEK 5	ENDEAVOR ACADEMY	Turnaround Plan	AEC School Performance Plan Framework	The district submitted a letter stating the school received confirmation of Alternative Education Campus status for the 2016-17 school year based upon data submitted representing the student population for the 2015-16 school year. The school was approved by the State Board of Education in August 2016 as an AEC for the 2016-17 school year. Due to this status change for the school type, the district has requested the accountability office run the school as an AEC for accountability purposes for the 2016-17 school year.	Approve	AEC: Performance	The CDE Accountability and Data Analysis unit accepts the district's request to run the data for the school from the 2016-16 school year under the guidelines of the AEC performance framework and the school earned a rating of AEC: Performance.
CHERRY CREEK 5	INDEPENDENCE ELEMENTARY SCHOOL	Improvement Plan: Low Participation	Performance Plan	Cherry Creek 5 School District submitted a request to change the plan type of Independence Elementary School from Improvement to Performance based on additional NWEA MAP math data that showed RIT Gain Growth from fall to spring in Math.	Approve	Performance Plan: Low Participation	The gain was greater than the 50 <sup>th</sup> percentile for 2 <sup>nd</sup> and 3 <sup>rd</sup> grade, both overall and for minority students. This data provided additional context to the performance of students in Math at Independence Elementary for untested grades, and sufficient to recommend moving the school to a Performance plan.
CHERRY CREEK 5	OVERLAND HIGH SCHOOL	Priority Improvement Plan: Decreased due to Participation	Performance Plan	Cherry Creek's request included data on participation coding, AP trends, and PSAT scores to provide a body of evidence to change the school plan type for Overland High School. District also submitted participation miscoding data for school.	Partial Approval	Improvement Plan: Low Participation	CDE recalculated the high school's test participation rate based on miscoding identified by the district. The recalculation showed that the 95% participation rate was met, which is the basis for the approval of the request. The AP and PSAT data were not considered, as they were not aligned with guidance on these measures. The PSAT data were below the 95% participation rate and the AP data lacked grade levels and participation rate information.

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CHERRY CREEK 5	SMOKY HILL HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

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CLEAR CREEK RE-1	CLEAR CREEK MIDDLE SCHOOL	Priority Improvement Plan	Improvement Plan	<p>The district made the request to reconsider based on the following criteria:</p> <ol style="list-style-type: none"> <li>1. CCMS was assigned a rating of 41.3, only .7 of a point below the numerical rating necessary to reach the Improvement category.</li> <li>2. CCMS believes that if all the valid scores were counted, the Academic Achievement category would have received more points, which would have resulted in a higher rating.</li> <li>3. As with the Academic Achievement scores CCMS believes not all of the valid scores for CCMS students were used in calculating CCMS' s Academic Growth rating.</li> <li>4. CCMS submitted additional ACT Aspire data to consider where the students' academic achievement does in fact meet or surpass expected achievement. CCSD does not present the ACT Aspire data to supplant the PARCC testing data; rather, it requests that COE consider the ACT Aspire data as reliable evidence to supplement the PARCC testing data, given that not all of the valid student scores on the PARCC test were counted in determining the CCMS ratings.</li> </ol>	Deny	Priority Improvement Plan	<p>The district requested that all enrolled students be included in the calculations. While, the participation calculations that appear in the performance framework reports are based on assessment records for all students enrolled at the time of testing, the achievement calculations only reflect scores for students who were continuously enrolled from the October Count date through the testing date for each assessment. The reason for this difference is that while districts should be held accountable for testing all students, they should only be held accountable for the performance outcomes of students who they actually provided with instruction over the course of the year. Thus CDE does not include the additional records for students not continuously enrolled.</p> <p>CDE acknowledges the ACT Aspire data submitted to the department, however, consideration of these data would supplant the state assessment data, rather than supplement, as the district suggests. On the state assessment, the school had participation rates of 94.7% on the ELA assessment, 95.6% on the Math assessment, and 91.2% on the Science assessment. All accountability participation rates were above the 95% Federal and state requirement. The school was not flagged for “low participation” nor was “decreased due to participation”, indicating these data are in fact, representative of the student population in the school.</p> <p>As a result, CDE does not recommend this request for approval.</p>

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COLORADO DIGITAL BOCES	COLORADO PREP ACADEMY	Turnaround Plan: Decreased due to Participation	Improvement Plan	<p>The BOCES requested that the rating for Colorado Preparatory Academy be changed to Improvement: Low Participation based on the rating being decreased due to participation and body of evidence data considerations, from an initial rating of Turnaround: Decreased Due to Low Participation.</p> <p>The district's first request for a rating change was based on participation rates. CD BOCES found more instances of parent excuses than previously reported due to miscoding of the assessment data at Colorado Preparatory Academy.</p> <p>As part of the body of evidence, Colorado Preparatory Academy submitted iReady, STAR, and Scantron data, as well as additional information regarding dropout and matriculation rates.</p>	Partial Approval	Priority Improvement Plan: Low Participation	<p>CDE reviewed the data put forward and the accountability participation rate would increase to over 95%, which would remove the decreased rating and raise the school plan type rating to Priority Improvement Plan: Low Participation.</p> <p>The BOCES also proposed that dropout and matriculation data are inaccurate. However, CDE dropout and matriculation data are reflective of the data submitted and certified by the BOCES. Even if the revised dropout data were included, the rating would not change because the Colorado Preparatory Academy would still have a dropout rate of over 5% and the matriculation data would not provide enough additional points to warrant a higher rating.</p> <p>CDE reviewed the iReady data submitted by the district- the K-2 achievement data, as well as K-3 growth data, as these data supplement and do not supplant the state tested grade level data. Scantron data was submitted for CMAS PARCC tested grade levels and therefore not considered. CDE reviewed the STAR data submitted by the school and determined that grades 9 and 11 could not be considered because it would also supplant instead of supplement the state data. 10th grade would not have supplanted state-tested grades but participation was too low to be considered; 12th grade could have been considered as supplemental data, but the participation rate was too low to be considered.</p> <p>Based on CDE's consideration of some of the iReady data, the Colorado Preparatory Academy's overall points would increase but not to a performance level of Improvement. Thus, CDE recommends the school for a Priority Improvement: Low Participation rating, but not for an Improvement Plan.</p>

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COLORADO DIGITAL BOCES	PIKES PEAK ONLINE SCHOOL	Turnaround Plan: Low Participation	Priority Improvement Plan: Low Participation	The BOCES requested that the rating for Pikes Peak Online School be changed to Priority Improvement: Low Participation from Turnaround: Low Participation, based on body of evidence data considerations.	Deny	Turnaround Plan: Low Participation	CDE reviewed the additional STAR assessment data and determined that the data submitted for academic achievement is not strong enough to warrant a higher rating for the school. In grades 10 and 12, where the local data does not supplant state data, the scale score points are far below the 50th percentile for spring achievement in STAR. The inclusion of these data would not warrant a higher rating for the school. Additionally, the MGPs submitted for the growth data were far below the 50th percentile cut score, so there was no additional evidence to support a change in rating.
COLORADO DIGITAL BOCES	ROCKY MOUNTAIN DIGITAL ACADEMY	Priority Improvement Plan: Low Participation	Improvement Plan: Low Participation	The BOCES requested that the rating for Rocky Mountain Digital Academy plan type be changed to Improvement: Low Participation from Priority Improvement: Low Participation, based on dropout, graduation, and matriculation data.	Deny	Priority Improvement Plan: Low Participation	After review of the BOCES's request regarding concerns regarding the dropout, graduation, and matriculation rate calculations, CDE believes there is confusion at the BOCES in regards to how these rates are calculated at the state level. Although the BOCES did not explain the additional STAR and PSAT data submitted in the request to reconsider template in the narrative, CDE reviewed the additional data put forward. The STAR data did not meet achievement expectations for grades 10 and 12, the grade levels that could be considered, and did not make growth expectations for 10th grade, but did for 12th grade. For PSAT, RMDA did not meet math expectations but did meet reading expectations. Although the school did show some positive growth, this is not enough to move the school to Improvement.

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COLORADO SPRINGS 11	CORONADO HIGH SCHOOL	Priority Improvement Plan: Decreased due to Participation	Performance Plan	Colorado Springs School District 11 has requested that the school plan type for Coronado High School be changed from “Priority Improvement: Decreased due to Participation” to “Performance.” It was requested that the penalty for low participation be taken away, and to move up from Improvement to Performance based on a body of evidence. The district states: (1) schoolwide performance is higher than is demonstrated on the SPF and higher than state averages, (2) past performance of the parent test refusal 9th grade students indicated that they would have scored well had they taken PARCC in 2016, (3) subgroups performed higher than the SPF indicates, and (4) an alternate calculation for participation should be used.	Deny	Priority Improvement Plan: Decreased due to Participation	<p>A cross-unit team at CDE reviewed the request and made the following determinations:</p> <ul style="list-style-type: none"> <li>• The supplemental data provided for subgroup performance on the PSAT could result in a “meets” rating for Evidence-based Reading and Writing for all students, “approaching” for FRL students, and “approaching” for Minority students on the Academic Achievement performance indicator. Although, the extra points that could be earned (2.5 points) would not be enough to move the school plan type to Performance.</li> <li>• With the supplemental AP exam data, Coronado High School showed above-average success compared to the rest of Colorado and globally with the percent of students scoring 3 or higher on one more exams. According to the College Board a score of 3 is predictive of college success and college graduation. According to request to reconsider guidance, AP exams may be considered under the matriculation sub-indicator under postsecondary and workforce readiness. On the preliminary framework, the school earned an “Approaching” rating. With this additional supplemental data, a rating of “Meets” best describes the performance. This would warrant 0.5 more points for that sub-indicator.</li> <li>• With additional points attributed to the school performance framework for both PSAT and AP data, the total number of points would remain in the Improvement category of 49 points.</li> <li>• The ACT data that is provided in the request is already factored into the school performance framework so was not considered as additional data to review.</li> <li>• CDE accountability policy does not allow an increase in the school plan type based on a hypothetical calculation of how the school would have fared if the parent test refusal students had taken the CMAS PARCC exams, including the past performance of 9th grade parent refusal students. Participation calculations, as all calculations in the frameworks, need to be made consistently across the state. As such, CDE will not recommend removing the participation impact based on the recommendation that parent test refusals should be considered participants in respect to accountability.</li> </ul>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
COLORADO SPRINGS 11	EARLY COLLEGE HIGH SCHOOL	Insufficient State Data: Low Participation	Performance Plan	Colorado Springs School District 11 has requested that the school plan type for Early College High School be changed from "Insufficient State Data: Low Participation" to "Performance" based on a body of evidence. The district presented four key points: (1) the Accuplacer results appear to indicate a 'meets' rating, (2) Colorado Preliminary SAT (PSAT 10) results indicate a 'approaching' rating, (3) supplemental college credits earned show high levels of student concurrent enrollment participation and (4) historical school performance framework results and climate data provide support of an upward trajectory of performance. Based on these four data points, the district requests the assignment of a school plan type of Performance.	Deny	Insufficient State Data: Low Participation	CDE's guidance does not allow for local data to supplant data in state tested grades. As such, schools with "Insufficient State Data: Low Participation" cannot submit supplemental data that does not supplant state data. Thus, CDE does not recommend approval of the request for an Performance Plan for the school.
COLORADO SPRINGS 11	HOLMES MIDDLE SCHOOL	Improvement Plan: Low Participation	Performance Plan	Colorado Springs School District 11 has requested that the school plan type for Holmes Middle School be changed from "Improvement: Low Participation" to "Performance." The district stated that due to the school's high parent excusals from the state assessment, this resulted in low participation and a poor attitude of students participating. The district also submitted NWEA MAP data to the department for review alongside the SPF results for the school.	Deny	Improvement Plan: Low Participation	Although the district recognizes these data cannot supplant state data, as per exiting CDE policy, it is requesting these data supplement the state data. Under existing policy, CDE does not consider these data in addition to the state assessment data for state-tested grade level in a request for a higher school plan type rating, and thus CDE does not recommend approval of the request.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
COLORADO SPRINGS 11	MCAULIFFE ELEMENTARY	Priority Improvement Plan	Improvement Plan	Colorado Springs School District 11 has requested that the school plan type for McAuliffe Elementary School be changed from "Priority Improvement" to "Improvement." The district requests to move the school from Priority Improvement to Improvement based on the submission of local data that supplements the existing data used to calculate the School Performance Framework (SPF). In the existing preliminary SPF, McAuliffe scored 0.8% of points away from Improvement and those results were based only on grades 3-5 for achievement and grades 4-5 for growth, meaning a large portion of the school's population was not considered in this rating. The district provided NWEA MAP data as evidence that growth on this assessment, specifically in the area of math for the subgroups of minority students and students that receive Free or Reduced Lunch (FRL), was sufficient to garner an "Approaching" rating as opposed to the current "Does Not Meet" rating on these Performance Indicators, which would give the school enough points to move into a school plan type of Improvement.	Approve	Improvement Plan	A cross unit team from CDE reviewed the request to move from Priority Improvement to Improvement and recommends approval of the request. While the NWEA MAP growth data in math for grades 4-5 were not considered since that data would be redundant to currently tested subjects, the K-3 grade data was analyzed. In this review, it was found that the growth from MAP data in 1st-3rd grade math for the subgroups noted by the district was sufficient to garner points and raise the overall school plan type to Improvement. Thus, CDE recommends approval of the requested rating.
COLORADO SPRINGS 11	PALMER HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Deny	Improvement Plan: Decreased due to Participation	After the additional miscoded information was recoded and removed from the participation rate for this school, the school still did not meet the 95% participation rate threshold. CDE recommends no change in plan type.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
COLORADO SPRINGS 11	ROGERS ELEMENTARY SCHOOL	Priority Improvement Plan	Improvement Plan	<p>Colorado Springs School District 11 has requested that the school plan type for Rogers Elementary School be changed from “Priority Improvement” to “Improvement.” The district requested to move the school from Priority Improvement to Improvement based on the following reasons. First, the district states that Rogers Elementary serves a highly impacted student population and has been implementing a number of improvement strategies over the past few years. In the request narrative, the school states they have seen incremental growth in both achievement and growth on NWEA, the school’s local assessment. Overall, the school states that the overall incremental progress would be better reflected by a school plan type of Improvement.</p>	Approve	Improvement Plan	<p>A cross unit team from CDE reviewed the request and recommends approval of the request based on the following criteria. CDE reviewed the supplemental data submitted for NWEA achievement and showed that no grade levels met the end of year mean RIT score for ELA or Math achievement on the assessment. Thus the supplemental data does not warrant additional points on the achievement performance indicator.</p> <p>After review of the growth data, it was found some grade levels met the 50th percentile growth target for NWEA, namely the ‘All Students’ and ‘minority students’ category in. For Math, the school met 50th percentile NWEA expectations for all grade levels of the FRL student subgroup but not for all other subgroups, including “all students,”. The school already earned an “Approaching” rating on the performance indicator in ELA and Math growth on the SPF, and the supplemental data provided does not warrant a “Meets” rating, However, the school did demonstrate additional growth on NWEA in reading for minority students, increasing growth on the SPF in ELA minority from “Does Not Meet” to “Approaching” which would warrant extra points for that sub indicator. This would move the school up to just over the cut-point for Improvement.</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
COLORADO SPRINGS 11	WEST ELEMENTARY SCHOOL	Priority Improvement Plan: Low Participation	Improvement Plan: Low Participation	The district requests to move West Elementary School from Priority Improvement to Improvement based on the submission of local data that supplements the existing data used to calculate the SPF. In the existing preliminary SPF, West Elementary scored 0.2% points away from Improvement and those results were based only on grades 3-5 for achievement and grades 4-5 for growth, meaning a large portion of the school's population was not considered in this rating. The district provided NWEA MAP data as evidence that growth on this assessment, specifically in the area of Math for the subgroups of minority students and students that receive free or reduced lunch, was sufficient to garner "Approaching" on the performance indicator as opposed to the current "Does Not Meet" rating. An "Approaching" rating in these two areas would give the school enough points to move into Improvement.	Approve	Improvement Plan: Low Participation	A cross unit team from CDE reviewed the request to move from Priority Improvement to Improvement. While the NWEA MAP growth data in Math for grades 4-5 were not considered since that data would be redundant to currently tested subjects, the K-3 grade data was analyzed. In this review, it was found that the growth from MAP data in first through third grade math for minority students was sufficient to garner points and raise the overall school plan type to Improvement. Thus, CDE recommends approval of this request.
DELTA COUNTY 50(J)	HOTCHKISS ELEMENTARY SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
DENVER COUNTY 1	ABRAHAM LINCOLN HIGH SCHOOL	Improvement Plan: Low Participation	Priority Improvement Plan: Low Participation	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement Plan: Low Participation	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
DENVER COUNTY 1	ACADEMIA ANA MARIE SANDOVAL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	ACADEMY 360	Priority Improvement Plan	Performance Plan	The district submitted a request for reconsideration of Academy 360's plan type based on READ Act assessment (iStation) data for grades K-3 and TS Gold data for grades EC-K. The request letter states that while the school serves grades EC through 4, the SPF only reflects the academic achievement of grades 3 and 4, and only includes growth data for English Language Proficiency (ELP) because the 4th grade class was too small for growth data to be shown. The school is thus requesting that their rating be increased to Performance based on the supplemental data, which for the growth indicator in particular demonstrates students in Kindergarten through 3rd grade meeting state expectations for growth.	Partial Approval	Improvement Plan	CDE agrees that the submitted iStation and TS Gold data show strong growth for grades K-3, and therefore the department believes the supplemental data warrants a "Meets" rating on the Academic Growth indicator. The supplemental data provided for Academic Achievement, however, does not result in a changed rating for that indicator. The iStation data shows Kindergarteners and 1st graders not meeting state expectations, and combining the iStation data with the CMAS data for 3rd and 4th graders on the performance framework (also at a "Does Not Meet"), results in the overall rating for the Academic Achievement indicator remaining at "Does Not Meet."  The higher rating on Academic Growth does result in an overall school plan type of Improvement, with 49% of points earned on the framework. Thus, while CDE does not recommend the request for a Performance rating, the Department does recommend changing Academy 360's rating from Priority Improvement to Improvement.
DENVER COUNTY 1	AMESSE ELEMENTARY SCHOOL	Improvement Plan	Priority Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	ASBURY ELEMENTARY SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
DENVER COUNTY 1	ASHLEY ELEMENTARY SCHOOL	Improvement Plan	Priority Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	BEACH COURT ELEMENTARY SCHOOL	Improvement Plan	Turnaround Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	BRYANT WEBSTER DUAL LANGUAGE ECE-8 SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	CASTRO ELEMENTARY SCHOOL	Improvement Plan	Turnaround Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	CENTENNIAL A SCHOOL FOR EXPEDITIONARY LEARNING	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	COLLEGE VIEW ELEMENTARY SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	COMPASS ACADEMY	Improvement Plan	Turnaround Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	COWELL ELEMENTARY SCHOOL	Improvement Plan	Priority Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
DENVER COUNTY 1	DENISON MONTESSORI SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	DENVER CENTER FOR INTERNATIONAL STUDIES AT FAIRMONT	Improvement Plan: Low Participation	Priority Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement Plan: Low Participation	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	DOWNTOWN DENVER EXPEDITIONARY SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	DR. MARTIN LUTHER KING JR. EARLY COLLEGE	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	EAGLETON ELEMENTARY SCHOOL	Improvement Plan	Priority Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	EDISON ELEMENTARY SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	FARRELL B. HOWELL ECE-8 SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	GEORGE WASHINGTON HIGH SCHOOL	Performance Plan: Low Participation	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan: Low Participation	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
DENVER COUNTY 1	GIRLS ATHLETIC LEADERSHIP SCHOOL HIGH SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	GODSMAN ELEMENTARY SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	GRANT RANCH ECE-8 SCHOOL	Improvement Plan: Low Participation	Turnaround Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround Plan: Low Participation	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	GREEN VALLEY ELEMENTARY SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	GREENLEE ELEMENTARY SCHOOL	Improvement Plan	Priority Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	HAMILTON MIDDLE SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	HIGH TECH EARLY COLLEGE	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	HILL CAMPUS OF ARTS AND SCIENCES	Improvement Plan	Turnaround Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
DENVER COUNTY 1	INTERNATIONAL ACADEMY OF DENVER AT HARRINGTON	Priority Improvement Plan	Turnaround Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	ISABELLA BIRD COMMUNITY SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	JOHN F KENNEDY HIGH SCHOOL	Performance Plan: Low Participation	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan: Low Participation	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	KEPNER MIDDLE SCHOOL	Priority Improvement Plan	Turnaround Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	KIPP MONTBELLO COLLEGE PREP	Improvement Plan	Priority Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	MANUAL HIGH SCHOOL	Priority Improvement Plan: Decreased due to Participation	Improvement Plan: Low Participation	The district made its request for Manual High School on the grounds that the school earned a plan type of Improvement with 49.1% of possible points earned on the framework but was lowered one category due to falling just short of the accountability participation rate of 95%. With the size of the school being small, a participation rate of 91.7% in ELA and 93.7% in Science equates to six students in ELA and five students in math not participating on the tests. The request states that the resulting plan type of Priority Improvement is a misrepresentation of the school's performance and improvement.	Deny	Priority Improvement Plan: Decreased due to Participation	Following state policy, failing to meet the accountability participation rate of 95% on more than one assessment will reduce the overall plan type by one level. CDE has made exceptions to that policy in the past if the school provides a compelling reason why the students missed the exams, provides evidence that the school's assessment policy and schedule were communicated clearly to all students, and demonstrates actions that will be taken to ensure participation rates are met in the future. Unfortunately, the request to reconsider narrative did not provide any of the aforementioned information. Without that context, the department cannot recommend approval of the school's request to receive a school plan type of Improvement.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
DENVER COUNTY 1	MARRAMA ELEMENTARY SCHOOL	Priority Improvement Plan	Turnaround Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY	Priority Improvement Plan	Turnaround Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	MC KINLEY-THATCHER ELEMENTARY SCHOOL	Priority Improvement Plan	Turnaround Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	MC MEEN ELEMENTARY SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	MONARCH MONTESSORI	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	MONTCLAIR ELEMENTARY SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	NEWLON ELEMENTARY SCHOOL	Priority Improvement Plan	Turnaround Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	NORTHFIELD HIGH SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
DENVER COUNTY 1	OAKLAND ELEMENTARY	Priority Improvement Plan	Turnaround Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	OMAR D BLAIR CHARTER SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	PALMER ELEMENTARY SCHOOL	Performance Plan: Low Participation	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan: Low Participation	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	SCHMITT ELEMENTARY SCHOOL	Improvement Plan	Priority Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	SKINNER MIDDLE SCHOOL	Performance Plan	Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
DENVER COUNTY 1	STRIVE PREP - EXCEL	Priority Improvement Plan: Decreased due to Participation	Improvement Plan: Low Participation	The district made the request for STRIVE Prep - Excel High School on the grounds that the school earned a plan type of Improvement with 51.4% of possible points earned on the framework but was lowered one category due to falling short of the accountability participation rate of 95%. Considering revisions to the participation rates as described in the school's request results in participation rates of 81.3% in ELA and 86.9% in Math. STRIVE Prep – Excel High School states that the original plan type of Improvement is an accurate representation of the school's performance, even with participation rates below the 95% threshold.	Deny	Priority Improvement Plan: Decreased due to Participation	Failing to meet the accountability participation rate of 95% on more than one assessment will reduce the overall plan type by one level. Unfortunately, SRIVE Prep – Excel High School did not meet the 95% participation requirement on both ELA and Math, and therefore the plan type was lowered one category. CDE has made exceptions to that policy in the past if the school provides a compelling reason why the students missed the exams, provides evidence that the school's assessment policy and schedule were communicated clearly to all students, and demonstrates actions that will be taken to ensure participation rates are met in the future. However, the request to reconsider narrative did not provide any of the aforementioned information. Without that context, the department cannot recommend approval of the school's request to receive a school plan type of Improvement.
DENVER COUNTY 1	SWANSEA ELEMENTARY SCHOOL	Improvement Plan	Priority Improvement Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Priority Improvement Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	VALVERDE ELEMENTARY SCHOOL	Priority Improvement Plan	Turnaround Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	VENTURE PREP HIGH SCHOOL	Priority Improvement Plan	Turnaround Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.
DENVER COUNTY 1	WEST EARLY COLLEGE	Priority Improvement Plan	Turnaround Plan	The district requested a lower rating for the school, based on DPS' specific performance frameworks.	Approve	Turnaround Plan	CDE defers to DPS' decision to lower a school rating, based on their standardized criteria.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
DOLORES RE-4A	DOLORES ELEMENTARY SCHOOL	Turnaround Plan: Low Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessment was low and not representative of the population of students in the school.	Approve	Insufficient State Data: Low Participation	Participation on the English language arts exam was 85.5%, Math exam: 87.2%, and Science exam: 74.5%. CDE acknowledges the district's concerns and, given the low number of students in Dolores Elementary School who participated in the assessment, recommends approval to change the schools' ratings to Insufficient State Data: Low Participation.
DOLORES RE-4A	DOLORES HIGH SCHOOL	Turnaround Plan: Decreased due to Participation	Insufficient State Data: Low Participation or Priority Improvement Plan: Low Participation	The district submitted the request on the grounds that participation on the state assessment was low and not representative of the population of students in the school. The district also submitted additional information to the department regarding participation miscoding on the state assessment.	Deny	Turnaround Plan: Decreased due to Participation	Participation on the English language arts exam was 88.0%, Math exam: 88.0%, Science exam: 48.5%, and ACT exam 100.0%. After the additional miscoded information was recoded and removed from the participation rate, the school still did not meet the 95% participation rate threshold. Based on the participation rates above 85%, and the lack of data on representativeness of students tested, CDE does not recommend approval of this request.
DOLORES RE-4A	DOLORES MIDDLE SCHOOL	Priority Improvement Plan: Low Participation	Insufficient State Data: Low Participation or Priority Improvement Plan	The district submitted the request on the grounds that participation on the state assessment was low and not representative of the population of students in the school.	Approve	Insufficient State Data: Low Participation	Participation on the English language arts exam was 82.2%, Math exam: 82.2%, and Science exam: 68.5%. CDE acknowledges the district's concerns and, given the low number of students in Dolores Middle School who participated in the assessment, recommends approval to change the schools' ratings to Insufficient State Data: Low Participation.
DOUGLAS COUNTY RE 1	ACRES GREEN ELEMENTARY SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
DOUGLAS COUNTY RE 1	CASTLE ROCK MIDDLE SCHOOL	Priority Improvement Plan: Decreased due to Participation	Improvement Plan	District supplied CDE with participation miscoding data.	Approve	Improvement Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
DOUGLAS COUNTY RE 1	CASTLE VIEW HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
DOUGLAS COUNTY RE 1	CHAPARRAL HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
DOUGLAS COUNTY RE 1	COUGAR RUN ELEMENTARY SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
DOUGLAS COUNTY RE 1	HIGHLANDS RANCH HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
DOUGLAS COUNTY RE 1	HOPE ONLINE LEARNING ACADEMY	Priority Improvement Plan	Improvement Plan	<p>The district submitted a request on the following indicators:</p> <ol style="list-style-type: none"> <li>Changes in status achievement and growth across years by total population and subpopulation for K-2 DIBELS.</li> <li>Implementation of UIP Strategies.</li> <li>Removal of ELP (2015) Growth calculation from the framework totals because the 2014-15 results do not match the gains noted in other assessments for EL students.</li> </ol> <p>The district also requested CDE consider DIBELS data on both the Early Literacy (ELAT) Amplify Growth Tool and the CDE Reconsideration Template because they are both nationally-normed tools.</p>	Deny	Priority Improvement Plan	<p>Based on the considerations presented in the district’s request and the department’s current policies, the Colorado Department of Education (CDE) does not recommend approval of Douglas County RE 1’s request for HOPE Online Learning Academy Elementary School to be Improvement.</p> <p>Although the school met the 50th percentile for all students, free- and reduced-price lunch students, and minority students in 2016, there was not a consistent trend of improvement on ELA achievement on both state and local assessment data seen at the school level to warrant a change to an Improvement plan type rating.</p> <p>For Achievement, on DIBELS, results improved from the 2013-14 school year to the 2014-15 school year, however, declined in all grade levels from the 2014-15 to 2015-16 school year, which does not show a consistent trend of improvement. While the DIBELS data showed three years of “meets” achievement it has not translated to any changes on the state assessment results, as the percentile ranks on the state assessment results have remained very low and have actually declined. ELA Achievement on the School Performance Framework (SPF) for 2016 is in the 1st-4th percentiles, which is a decline from the 2014 SPF when ELA Achievement was in the 3rd-9th percentiles and also similar to the 2013 SPF.</p> <p>For Growth, the K-3 DIBELS local growth data on the CDE Reconsideration Template, the school did not meet the 50th percentile growth expectation for all students and multiple subgroups. After reviewing the data on the Early Literacy (ELAT) Amplify Growth tool, it was noted that in the 2014-15 school year, the school made “well above average progress” in DIBELS, however, in the 2015-16 school year, the school made mostly “above average” and “average” progress. To show a positive, upwards trend, “well above average” progress for two years in a row would be necessary.</p> <p>CDE looked at the impact of removing the ELP data from the 2016 SPF but this alone is not enough to move the school to an Improvement plan type rating.</p> <p>Due to this rationale, CDE does not recommend to approve the school to move to an Improvement rating.</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
DOUGLAS COUNTY RE 1	PINE GROVE ELEMENTARY SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
DOUGLAS COUNTY RE 1	PONDEROSA HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
DOUGLAS COUNTY RE 1	RENAISSANCE EXPEDITION LEARN OUTWARD BOUND SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
DOUGLAS COUNTY RE 1	ROCK CANYON HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
DOUGLAS COUNTY RE 1	SAGEWOOD MIDDLE SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
DOUGLAS COUNTY RE 1	SAND CREEK ELEMENTARY SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
DOUGLAS COUNTY RE 1	THUNDERRIDGE HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
EDISON 54 JT	EDISON ELEMENTARY SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
EDISON 54 JT	EDISON JUNIOR-SENIOR HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
ELIZABETH C-1	ELIZABETH HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
ELIZABETH C-1	RUNNING CREEK ELEMENTARY SCHOOL	Priority Improvement Plan: Low Participation	Improvement Plan	The district made the request that the school is only 0.8% away from the Improvement Plan cut-point. The district provided two years of i-Ready data for grades K-2.	Approve	Improvement Plan: Low Participation	<p>The data, while indicating modest positive trends in achievement for both years, showed positive trends in growth for both years, particularly, in 2015-16 school year. CDE reviewed the ELA achievement data for i-Ready and determined that the data showed two grade levels meeting expectations and one grade level not meeting expectations for both years submitted. This is comparable to the “Approaching” rating earned on the school performance framework and would not warrant any extra points. CDE reviewed both years’ of growth data for i-Ready and determined that the data met growth expectations for all grade levels in 2016 and all grade levels but kindergarten students in 2015. On the school performance framework, the school earned a “Does Not Meet” rating. These data would move the school to an “Approaching” rating, which would warrant more points for the academic growth indicator on the school performance framework.</p> <p>By factoring in the positive growth data on the i-Ready assessment for the 2015-16 school year, the Colorado Department of Education (CDE) can recommend a higher plan type rating.</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
ENGLEWOOD 1	CHERRELYN ELEMENTARY SCHOOL	Improvement Plan	Performance Plan	The district made the request that the school is only 0.9% away from the Performance Plan cut-point. The district submitted supplemental Aimsweb data for K-2 achievement and 2-3 growth.	Approve	Performance Plan	CDE reviewed the data submitted for Cherrelyn Elementary School reading based on Aimsweb data. Analysis of Aimsweb achievement scores in grades K-2 was positive in all students and all disaggregated groups except for ELL students. Through internal calculations of the framework points, CDE was able to determine that by factoring in the supplemental academic achievement data in elementary English Language Arts, the school's performance is best described by a Performance plan type.
ESTES PARK R-3	ESTES PARK HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
FALCON 49	FALCON ELEMENTARY SCHOOL OF TECHNOLOGY	Improvement Plan	Performance Plan	The district submitted a request to reconsider the preliminary plan type rating of Improvement for Falcon Elementary School of Technology, requesting a Performance rating, based on the following criteria: 1. The school missed the Performance Plan category by 0.1% of points. 2. School DIBELS Next data for grades K-3 supports academic achievement and growth gains in reading. 3. The school received a Performance Rating according to the 2014 3-year SPF with a 75% rating for Academic Growth.	Approve	Performance Plan	Based on the body of evidence provided, CDE will recommend approval for the request to move Falcon Elementary School of Technology from Improvement Plan to Performance Plan, per the following explanation. The DIBELS data indicates overall improvement with one additional grade level meeting expectations between years from 2014 to 2016 for the 'all students' subgroup. In 2014, the school did not meet the 50th percentile expectations for ELA achievement on DIBELS, but consistently has met this benchmark on DIBELS in 2015 and 2016. For growth, the school only met kindergarten expectations in 2014 and 2015, but met growth expectations in 2016 for kindergarten, grade 1, and grade 3. This observed trend, along with meeting both achievement and growth expectations in 2016, led the review panel to approve additional points to the overall achievement and growth indicators of 'all students.' Factoring in the supplemental data results in an overall rating of Performance.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
FALCON 49	VISTA RIDGE HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	<p>The district submitted a request to reconsider the preliminary plan type rating of Improvement for Vista Ridge High School, requesting a Performance rating, based on the following criteria:</p> <ol style="list-style-type: none"> <li>1. Plan to improve participation in the future</li> <li>2. Supplemental valid and reliable assessment data representing the VRHS student population (95% or higher participation)</li> </ol>	Deny	Improvement Plan: Decreased due to Participation	<p>Based on the body of evidence provided, CDE will not recommend approval for Falcon's request for reconsideration for Vista Ridge High School, per the following explanation. Currently, Vista Ridge High School is assigned an Improvement Plan decreased due to low participation in English language arts and math assessments. Vista Ridge requested to change the current rating based on ASPIRE participation data. The district states the preliminary SPF report showed Vista Ridge High School was below the 95 percent accountability participation rate in two 9th grade assessments (Math and ELA). The district includes 2015-16 ACT Aspire assessment data for 9th – 11th grades in Math and ELA with participation rates above 95%. In addition, the school shared a plan for resolving future issues regarding participation.</p> <p>ASPIRE participation rates are not permitted to supplant CMAS PARCC participation rates even when the reported participation rates are above 95%. CDE's policy around participation rate impact on the school plan types needs to be applied consistently across the state. The policy does not allow local data to be used in place of state assessment participation rates. CDE appreciated the plan the school has in place for resolving participation challenges in the future.</p>
FRENCHMAN RE-3	FLEMING ELEMENTARY SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
FRENCHMAN RE-3	FLEMING HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
GARFIELD 16	BEA UNDERWOOD ELEMENTARY SCHOOL	Priority Improvement Plan	Improvement Plan	District supplied CDE with participation miscoding data.	Deny	Priority Improvement Plan	Participation data was recalculated, but as school was not initially decreased due to participation this had no impact on the school's plan type.
GARFIELD 16	GRAND VALLEY HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
GARFIELD 16	GRAND VALLEY MIDDLE SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
GENOA-HUGO C113	GENOA-HUGO SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
GILPIN COUNTY RE-1	GILPIN COUNTY ELEMENTARY SCHOOL	Performance Plan: Low Participation	Performance Plan	District supplied CDE with participation miscoding data.	Deny	Performance Plan: Low Participation	Participation data was recalculated, but as school was not initially decreased due to participation this had no impact on the school's plan type.
GILPIN COUNTY RE-1	GILPIN COUNTY UNDIVIDED HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
GREELEY 6	CENTENNIAL ELEMENTARY SCHOOL	Priority Improvement Plan	Improvement Plan	<p>The district notes the school missed receiving an Improvement rating by 3.1% of points and submitted a request to reconsider for Centennial Elementary School based on the following criteria:</p> <ol style="list-style-type: none"> <li>1. Math assessment scores for K-2 support academic and growth gains in math. The district submitted Math assessment scores for K-2 students to show academic and growth gains in Math. The district uses two math assessments for these grade levels: Assessing Math Concepts and District Math Common Assessments.</li> <li>2. WIDA ACCESS assessment data for K-5 support academic and growth for English learners in speaking, listening, reading, and writing.</li> <li>3. DIBELS data for grades K-2 support academic and growth gains in reading.</li> </ol>	Deny	Priority Improvement Plan	<p>Although Assessing Math Concepts and District Math Common Assessments are aligned to the CAS and the data presented to the department was positive, both assessments are formative, not norm-referenced as required by the request to reconsider process, so CDE is unable to include the results in the description of performance. Without knowing how the success of the students in Math in the school compared to other schools using the same assessment CDE is unable to determine if the success is at or above the national norm the vendor would expect.</p> <p>As per CDE request to reconsider guidance, the 2015 WIDA ACCESS growth results are included in the 2016 District and School Performance Frameworks and the only valid request to reconsider can be in regards to removing those 2015 data, not adding in additional WIDA ACCESS data. 2016 ACCESS growth was shared with districts for informational purposes, and should not be used for accountability.</p> <p>For the DIBELS local data on the CDE Reconsideration Template, the school meets the 50th percentile for all students, free- and reduced-price lunch students, and minority students, which would warrant extra points but not enough to move to Improvement. For the DIBELS local data on the CDE Reconsideration Template, the school did not meet the 50th percentile for growth for all subgroups, with the exception of Kindergarten students in some instances, which would be consistent with the ratings reflected on the school performance framework. Based on a review of all the supplemental data, a different description of performance is not warranted. Thus, CDE recommends a Priority Improvement plan for the school.</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
GREELEY 6	ENGAGE ONLINE ACADEMY	Turnaround Plan: Low Participation	Priority Improvement Plan: Low Participation	The district made the request based on the consideration of 2016 COACT Composite scores only, instead of the three-year average that is currently used in the School Performance Framework (SPF) to report COACT scores. It was explained that the 2016 Composite scores presented a more accurate representation of the school's efforts to increase student achievement through the improvement efforts that were put in place during the 2015-2016 school year. It was further presented that the average composite points increased over the three-year time frame by 2%, resulting in a COACT composite score of 18.	Deny	Turnaround Plan: Low Participation	CDE reviewed the information presented and determined that because the N count for the 2016 COACT data was less than the minimum requirement of 16, it is not possible to only consider the 2016 COACT data in the request to reconsider. CDE ran a 2-year average when the N count was greater than 16 students and the school received a mean scale score of 16.6, which is quite similar to the 16.5 on the preliminary SPF and would not warrant any extra points as the school would still be "Does Not Meet" for COACT. Therefore, CDE does not recommend approval of the request to reconsider for the school.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
GREELEY 6	SALIDA DEL SOL ACADEMY	Turnaround Plan	Priority Improvement Plan	<p>The district submitted a request to reconsider for the school based on the following additional information:</p> <ol style="list-style-type: none"> <li>1. WIDA ACCESS Growth</li> <li>2. A body of evidence that demonstrates growth in Reading, English, and Spanish at the Elementary grades.</li> <li>3. Incorporation of Improvement Strategies through a strong professional development and performance management plan.</li> </ol>	Deny	Turnaround Plan	<p>As per CDE request to reconsider guidance, the 2015 WIDA ACCESS growth results are included in the 2016 District and School Performance Frameworks and the only valid request to reconsider can be in regards to removing those 2015 data, not adding in additional WIDA ACCESS data. 2016 ACCESS growth data was shared with districts for informational purposes, and should not be used for accountability.</p> <p>The primary focus of the review team was on supplemental K-2 data because standardized testing data is available from the Colorado state assessments for grades 3-8, performance data from those grades was not eligible for consideration.</p> <p>Analysis of the DIBELS 2016 data revealed that, though growth is evident in kindergarten from beginning of year (BOY) to end of year (EOY,) the percent of students at or above benchmark actually declined from BOY to EOY in 1st and 2nd grades. The limited points that could be granted for the DIBELS successes, were insufficient to bring the current SPF percent of points (at 29.6%) to the 34% of points needed to move up to a Priority Improvement rating. After a thorough review and collaborative consideration of the application, consensus was reached that the data presented does not demonstrate adequate evidence to justify the requested change in Salida Del Sol Academy's school plan type.</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
HARRISON 2	SIERRA HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	Harrison School District submitted a request to reconsider of Sierra High School's rating of Improvement Plan: Decreased due to participation. The school's rating was lowered because the accountability participation rate requirement of 95% was not met on CMAS PARCC ELA or Math. The district requested the school rating be changed to one of Performance based on the following points: 1) the academic achievement and growth results in 2016 were an increase over the results from 2014 when the school was rated at Performance; 2) the growth results for ELA subgroups demonstrate the school is closing achievement gaps; 3) the participation rates of the prior two years show the school typically meets the 95% threshold and that this school year was an anomaly that occurred due to 15 students being expelled or suspended during the testing window; 4) increase in average daily attendance and graduation rates over the past two years; and 5) participation rates for science and the ACT both met the 95% accountability participation requirement.	Deny	Improvement Plan: Decreased due to Participation	The district states that over 15 students were expelled or suspended during the testing window. Expelled students are already excluded from the participation rate and are not counted against the school. Suspended students should still be taking exams , and the district did not explain why CMAS PARCC ELA and math was not administered to suspended students. The district also did not include evidence that the school's assessment policy and schedule were communicated clearly to all students, and the district did not convey what actions will be taken to ensure participation rates are met in the future. Without that information, the department cannot grant the school's request to receive a Performance rating.
HARRISON 2	STRATTON MEADOWS ELEMENTARY SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
HARRISON 2	TURMAN ELEMENTARY SCHOOL	Improvement Plan	Performance Plan	In the request application, Harrison School District notes that Turman Elementary School has historically received Performance ratings and is only 0.5 percentage points away from the Performance cut-point on the 2016 framework. The district provided supplemental growth data from Galileo for grades K-2 that shows 1st and 2nd graders exceeding expectations in growth for math. Harrison School District also submitted DIBELS data for Turman Elementary grades K-3, which shows students, including subgroups of students, making improvements in reading.	Approve	Performance Plan	CDE reviewed the math Galileo and DIBELS data submitted for the K-2 students for academic achievement and the K-3 students for academic growth. Turman Elementary has already earned a “meets” rating on ELA growth, but earned a “does not meet” rating for math. Upon reviewing the Galileo math data for grades K-2, CDE has determined the school could earn an “approaching” rating on math growth for all students, which would move the growth indicator rating from approaching to meets and allow the school to earn an overall rating of Performance. The DIBELS data provided additional supporting evidence for a Performance rating with K-2 students meeting the assessment’s benchmark for achievement in 2015-16 and meeting or approaching expectations for growth. The improvement in the DIBELS data over the past three years is a notable trend as well.
HAXTUN RE-2J	HAXTUN ELEMENTARY SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
HAYDEN RE-1	HAYDEN HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
HAYDEN RE-1	HAYDEN MIDDLE SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
HUERFANO RE-1	GARDNER ELEMENTARY SCHOOL	Turnaround Plan: Low Participation	Priority Improvement Plan	District supplied CDE with participation miscoding data.	Deny	Turnaround Plan: Low Participation	Participation data was recalculated, but as school was not initially decreased due to participation this had no impact on the school's plan type.
HUERFANO RE-1	JOHN MALL HIGH SCHOOL	Priority Improvement Plan: Decreased due to Participation	Improvement Plan	District supplied CDE with participation miscoding data.	Deny	Priority Improvement Plan: Decreased due to Participation	After the additional miscoded information was recoded and removed from the participation rate for this school, the school still did not meet the 95% participation rate threshold. CDE recommends no change in plan type.
HUERFANO RE-1	PEAKVIEW SCHOOL	Turnaround Plan: Decreased due to Participation	Priority Improvement Plan	District supplied CDE with participation miscoding data.	Approve	Priority Improvement Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
IGNACIO 11 JT	IGNACIO HIGH SCHOOL	Priority Improvement Plan: Decreased due to Participation	Improvement Plan	District supplied CDE with participation miscoding data.	Approve	Improvement Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	ADDENBROOKE CLASSICAL GRAMMAR SCHOOL	Turnaround Plan	Priority Improvement Plan	The district has made this request based on a body of evidence from a local data source that pulls in a larger percentage of the student body than the current School Performance Framework (SPF) plan type. The district requested that CDE consider DIBELS Next scores for Addenbrooke's K-2 grades to provide a more comprehensive evaluation of the school's academic achievement.	Approve	Priority Improvement Plan	A cross-department team at CDE reviewed the request. Addenbrooke Classical Grammar School's DIBELS Achievement for grades K-2 was above the 50th percentile expectation for all students. On the preliminary school performance framework, the school earned an "Approaching" rating for the performance of the grades 3-5 students on CMAS PARCC. Given that grades K-2 students met expectations for K-2 achievement, this would warrant extra points on the framework. Unfortunately, the submitted DIBELS data shows negative growth for grades K-3, and would not warrant any extra points. The local data presented for K-2 achievement in ELA is enough to move the school from a Turnaround school plan type to Priority Improvement on the 2016 SPF.
JEFFERSON COUNTY R-1	ARVADA HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	The district made the request to reconsider Arvada High School's preliminary plan type rating of "Improvement: Decreased due to Participation" for the following reasons: <ul style="list-style-type: none"> <li>• The data are sufficient to be representative of the originally assigned plan type.</li> <li>• There is no bias in untested students overall or within subgroups.</li> <li>• Arvada High School has a plan to improve participation in School Year 2016-17 in order to meet the federally required 95% participation.</li> </ul>	Deny	Improvement Plan: Decreased due to Participation	CDE reviewed the request and acknowledges the district's concerns; however state policy requires 95% participation on the state assessments, after parental excusals are taken into account. Although the district notes the data in the SPF is representative, the school will still be lowered due to participation because the participation rate did not meet 95%.
JEFFERSON COUNTY R-1	COMPASS MONTESSORI - GOLDEN CHARTER SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	COMPASS MONTESSORI - WHEAT RIDGE CHARTER SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
JEFFERSON COUNTY R-1	EDGEWATER ELEMENTARY SCHOOL	Priority Improvement Plan	Improvement Plan	The district would like to include WiDA ACCESS data from the 2016 school year into the SPF. The district also made the request that combining student growth percentiles from 2014-15 (transitional TCAP to paper adjusted PARCC) with 2015-16 gives a better picture of growth, especially for subgroups that are currently not populated in the SPF. The district submitted a table to show what the SPF academic growth section would like for the school when including two years of student growth percentiles.	Deny	Priority Improvement Plan	As per CDE request to reconsider guidance, the 2015 WiDA ACCESS growth results are included in the 2016 District and School Performance Frameworks and CDE will not be using 2016 WiDA ACCESS growth calculations for 2016 accountability determinations. 2016 ACCESS growth data was shared with districts for information, but is not appropriate for accountability. Additionally, the transitional growth percentiles from TCAP to CMAS were not for use in state accountability. Thus, CDE does not recommend this request for approval.
JEFFERSON COUNTY R-1	EVERITT MIDDLE SCHOOL	Priority Improvement Plan: Decreased due to Participation	Improvement Plan: Low Participation	Jefferson County R-1 is making the request to increase Everitt Middle School's school plan type rating to Improvement based on the following criteria: <ul style="list-style-type: none"> <li>Historically the school has received a plan type of Improvement</li> <li>The data are sufficient to be representative of the originally assigned plan type</li> <li>There is no bias in untested students overall or within subgroups</li> <li>The school has plans to improve participation in 2016-17</li> </ul>	Deny	Priority Improvement Plan: Decreased due to Participation	CDE reviewed the request and acknowledges the district's concerns; however state policy requires 95% participation on the state assessments, after parental excusals are taken into account. The school did not meet 95% on the accountability participation rate, and thus, the rating of Priority Improvement: Decreased due to Participation, stands.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	GOLDEN HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Deny	Improvement Plan: Decreased due to Participation	After the additional miscoded information was recoded and removed from the participation rate for this school, the school still did not meet the 95% participation rate threshold. CDE recommends no change in plan type.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	GREEN GABLES ELEMENTARY SCHOOL	Priority Improvement Plan	Improvement Plan	The district has made this request based on a body of evidence from local data sources that pull in a larger percentage of the student body than the current School Performance Framework (SPF) plan type. The district requested that CDE consider DIBELS Next scores for Green Gables for grades K-2 to provide a more comprehensive evaluation of the school's academic achievement. The district also requested CDE consider NWEA MAP and DIBELS Next growth data and multiple years of growth data on the state assessment to assess the school's academic growth. An additional assessment, TRC was submitted.	Approve	Improvement Plan	<p>A cross-department team at CDE reviewed the local data included in the request. Grades K-2 achievement for the "all students" subgroup on DIBELS Next met the 50th percentile expectations, as well the free-and reduced price lunch subgroup, showing enough overall evidence to move the ELA Achievement performance indicator from "Approaching" to "Meets." This data alone is sufficient to warrant an Improvement rating for the school.</p> <p>In addition growth data was considered. There was positive growth shown with 2nd grade on DIBELS Next and 3rd grade within NWEA MAP; however K, 1, and 3rd grade had negative growth on DIBELS Next. There was not enough evidence to move the ELA growth performance indicator from "Approaching" to "Meets". NWEA MAP Math data did show growth above the 50th percentile, but with only 3rd grade submitted, weighted against 4th, 5th, and 6th grade results it's not significant enough to change the "Does Not Meet" rating. Also due to TRC being a district chosen additional assessment for K-3 and not an approved READ Act assessment, it was not considered in this process.</p> <p>The transitional growth percentiles from TCAP to CMAS were not published, nor determined to be used state accountability. Therefore, CDE did not consider transitional growth percentiles in the request to reconsider process.</p> <p>However, with the inclusion of the DIBELS Next data alone, the overall description of performance is best described by an Improvement Plan rating.</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	JEFFCO'S 21ST CENTURY VIRTUAL ACADEMY	Priority Improvement Plan: Decreased due to Participation	Insufficient State Data	The district submitted the request on the grounds that participation on the state assessment was low and not representative of the population of students in JeffCo's 21st Century Virtual Academy.	Approve	Insufficient State Data: Low Participation	Participation on the ELA exam was 67.1%, Math exam: 68.4%, Science exam: 57.4%, and ACT exam 100.0%.  CDE acknowledges the district's concerns and, given the low number of students in JeffCo's 21st Century Virtual Academy who participated in the assessment, recommends approval to change the schools' ratings to Insufficient State Data: Low Participation.
JEFFERSON COUNTY R-1	MOORE MIDDLE SCHOOL	Priority Improvement Plan: Low Participation	Improvement Plan	The district made the request that combining student growth percentiles from 2014-15 (transitional TCAP to paper adjusted PARCC) with 2015-16 gives a better picture of growth, especially for subgroups that are currently not populated in the SPF. The district submitted a table to show what the SPF academic growth section would like for the school when including two years of student growth percentiles.	Deny	Priority Improvement Plan: Low Participation	The transitional growth percentiles from TCAP to CMAS were not published, nor determined to be used state accountability. Therefore, CDE did not consider transitional growth percentiles in the request to reconsider process. As such, CDE does not recommend approval of the request to reconsideration for Moore Middle school to increase from Priority Improvement to Improvement.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	PENNINGTON ELEMENTARY SCHOOL	Turnaround Plan	Improvement Plan	The district has made this request based on a body of evidence from local data sources that pull in a larger percentage of the student body than the current SPF plan type. The district requested that CDE consider DIBELS Next scores for Pennington students in grades K-3, MAP scores for grades 1-3, and the transitional growth scores reflected in the TCAP to PARCC outcomes. The district suggests these collective results provide a more comprehensive evaluation of the school's overall academic achievement and academic growth.	Deny	Turnaround Plan	<p>In order to thoughtfully evaluate JeffCo's request, a multi-departmental team at CDE reviewed the data and information presented, concluding that the evidence provided did not warrant a change in school plan type on the 2016 SPF. Pennington Elementary's participation rate on DIBELS Next did not meet the Department's requirement of 95% or higher in either testing window. Therefore, the DIBELS Next data was rendered inadmissible due to low participation. CDE reviewed NWEA MAP Math and Reading scores for students in grades 1-2 per your request. Again, this data could not be utilized in the process as the minimum participation requirement was not met. Unfortunately, without an explanation as to why the participation rates were below 95%, we were unable to consider these other assessment scores as a demonstration of meaningful student progress at Pennington Elementary for the 2015-2016 school year.</p> <p>The transitional growth percentiles from TCAP to CMAS were not published, nor determined to be used state accountability. Therefore, CDE did not consider transitional growth percentiles in the request to reconsider process. Based on this entire review, evidence was not submitted to support a higher plan type and CDE does not recommend approval for the request.</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	POMONA HIGH SCHOOL	Priority Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	<p>The district submitted evidence of miscoding on the state assessment to the department as well as NWEA MAP ELA and Math and PSAT data for consideration for the 10th grade students in the school.</p> <p>The district also supplied CDE with participation miscoding data.</p>	Approve	Performance Plan: Low Participation	<p>After reviewing the revised participation results, the school would meet the accountability participation rate.</p> <p>A cross-department team at CDE reviewed the request and determined with the additional data put forward for NWEA MAP ELA and Math for both achievement and growth, and PSAT for both ELA and Math, the school would move up a school plan type rating. The review team was able to see support to move the sub indicator ratings on the framework from Does Not Meet to Approaching for ELA, but felt the Math data put forward for both NWEA MAP and PSAT was representative of the Approaching and Meets ratings already on the framework. Even though additional points were only assigned for ELA achievement and growth, it was enough to move the school to Performance.</p>
JEFFERSON COUNTY R-1	SLATER ELEMENTARY SCHOOL	Priority Improvement Plan	Improvement Plan	<p>The district has made this request based on a body of evidence from local data sources that pull in a larger percentage of the student body than the current school performance framework (SPF) rating. The district requested that CDE consider DIBELS Next scores for Slater Elementary for grades K-2 to provide a more comprehensive evaluation of the school's academic achievement. The district also requested that CDE consider NWEA MAP growth data and multiple years of growth data on the state assessment to assess the school's academic growth.</p>	Deny	Priority Improvement Plan	<p>A cross-department team at CDE reviewed the request and found that the evidence provided did not warrant a change in plan type on the 2016 SPF. Slater Elementary's DIBELS Next participation rate did not meet the Department's 95% participation rate requirement. Therefore, the DIBELS Next data was rendered inadmissible due to low participation. CDE reviewed NWEA MAP Math data for 3rd grade students, and concluded that the growth displayed within the 3<sup>rd</sup> grade FRL, Minority, and All Student populations is not enough to change the school's overall plan type.</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	STANDLEY LAKE HIGH SCHOOL	Improvement Plan: Low Participation	Performance Plan	The district made the request based on consideration of PSAT scores for Standley Lake's 10th grade students. It was explained that these scores provided a more comprehensive evaluation of the high school's Academic Achievement in Reading.	Deny	Improvement Plan: Low Participation	CDE reviewed the request and found the evidence did not warrant a change in school plan type on the 2016 SPF. The data, as analyzed by the district, are not aligned to CDE's guidance for measuring achievement, which requires a minimum of 95% participation for any assessment administered. The PSAT data provided showed that 87.8% of Standley Lake's 10th grade students were tested.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	VIVIAN ELEMENTARY SCHOOL	Priority Improvement Plan	Improvement Plan	The district has made this request based on a body of evidence from local data sources that pull in a larger percentage of the student body than the current SPF rating. The district requested that CDE consider Vivian Elementary's ACCESS scores, DIBELS Next scores for grades K-3, MAP scores for grades 1-3, and TCAP to PARCC transitional growth to provide a more comprehensive evaluation of the school's academic achievement.	Approve	Improvement Plan	<p>A cross-department team at CDE reviewed the request. Vivian Elementary's DIBELS Next participation rate did not meet the department's 95% participation rate requirement. Therefore, the DIBELS Next data was not reviewed due to low participation. CDE reviewed NWEA MAP Math and ELA data for the all students subgroup from 1st through 3rd grade students, and concluded that the growth displayed meets the 50th percentile expectation, which would warrant more points on the framework. While FRL and Minority subgroups met Math and ELA growth targets in some grades, the district did not submit the participation rates for these subgroups so it was unclear whether the subgroups met the department's 95% participation requirement. Therefore, these data were not reviewed.</p> <p>The transitional growth percentiles from TCAP to CMAS were not published, nor determined to be used state accountability. Therefore, CDE did not consider transitional growth percentiles in the request to reconsider process.</p> <p>CDE does grant schools the choice to remove ACCESS data from 2016 frameworks, this, along with NWEA MAP Math and ELA 1-3 data meeting the 50th percentile expectations, would be significant enough to affect the school's plan type assignment. Therefore, CDE recommends raising the school's plan type rating from Priority Improvement to Improvement.</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	WEST JEFFERSON ELEMENTARY SCHOOL	Improvement Plan	Performance Plan	The district has made a request to raise the preliminary performance framework plan type for West Jefferson Elementary School from Improvement to Performance based on a body of evidence from local data sources that pull in a larger percentage of the student body than the current SPF plan type. The district requested that CDE consider the school's DIBELS Next scores for grades K-3, NWEA MAP for grade 3 growth, and TCAP to CMAS PARCC transitional growth to provide a more comprehensive evaluation of the school's academic achievement.	Deny	Improvement Plan	<p>CDE reviewed the DIBELS data presented for grades K-2 in achievement and grades K-3 in growth; the data is consistent to what is presented on the school performance framework, and thus, the preliminary frameworks accurately describe the level of performance. The school submitted DIBELS data for all students and free and reduced-price lunch students. The school earned a "Meets" rating for all students in ELA achievement and "Approaching" for free and reduced-price students, which is reflective of the achievement data submitted for DIBELS. For growth, the school earned a "Does Not Meet" rating on the school performance framework for ELA, which is consistent to the additional DIBELS data provided where grades 1-3 did not meet 50th percentile expectations, although kindergarten did. The NWEA MAP data did show 3rd grade students met expectations in ELA growth, but taking into account the low MGP of 29 on the school performance framework, and the low DIBELS growth, this is not enough to warrant higher than a "Does Not Meet" rating, thus, no extra points were awarded. No subgroups were reported on the school performance framework for ELA growth.</p> <p>The transitional growth percentiles from TCAP to CMAS were not published, nor determined to be used state accountability. Therefore, CDE did not consider transitional growth percentiles in the request to reconsider process. As a result of this entire review, it was determined that the preliminary rating of Improvement best describes performance for this school, and CDE does not recommend approval of the request.</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
JEFFERSON COUNTY R-1	WHEAT RIDGE HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	The district makes its request on the following participation considerations: <ul style="list-style-type: none"> <li>• The data are sufficient to be representative of the originally assigned plan type.</li> <li>• There is no bias in untested students overall or within subgroups.</li> <li>• Wheat Ridge High School has plans to improve participation by the 2016-17 school year in order to meet the federally required 95% participation.</li> </ul>	Deny	Improvement Plan: Decreased due to Participation	CDE reviewed the request and appreciates the district's concerns but the district did not submit additional participation data due to miscoding on the state assessment, which is the only consideration for changing the accountability participation rate. CDE uses state policy regarding 95% participation on the state assessments. The school did not meet 95% on the accountability participation rate, and thus, the department recommends that the rating of Improvement: Decreased due to Participation, stands.
JOHNSTOWN-MILLIKEN RE-5J	ROOSEVELT HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan: Low Participation	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
JULESBURG RE-1	DESTINATION S CAREER ACADEMY OF COLORADO	Priority Improvement Plan: Low Participation	Improvement Plan	Destinations Career Academy of Colorado (CODCA) request is based on supplemental data for achievement, growth, and Postsecondary Workforce & Readiness (PWR). The request to reconsider states that the CMAS PARCC data was not representative of the student population due to opt-out rates.	Deny	Priority Improvement Plan: Low Participation	CDE reviewed the data provided and determined that in most cases the data supplanted and did not supplement existing state data (as it was provided for state assessed grade levels) and therefore cannot be considered as per Request to Reconsider guidelines. With regards to PWR data, the information presented regarding course completion for students may be a leading indicator that graduation rates will improve in the future. The data presented for performance of opt-out students does not provide a compelling request regarding a more accurate representation of the schools' performance overall. Measures and metrics were not provided for FRL, Special Education or minority students in the narrative. Thus, CDE does not recommend approval of the request for an Improvement Plan.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
KIOWA C-2	KIOWA ELEMENTARY SCHOOL	Priority Improvement Plan	Improvement Plan	The district requests the inclusion of 2015 PARCC data to be averaged with the Kiowa Elementary 2016 PARCC data. Additionally, Kiowa School District C-2 requested consideration of the NWEA MAP data for the school plan type for Kiowa Elementary as it is a small system.	Approve	Improvement Plan	As in the past CDE produced both a one year and a three year performance framework and deferred to the framework that contained the highest number of performance indicators (or if both frameworks contained the same amount of performance indicators, it was deferred to the framework with the highest number of overall points). CDE request to reconsider guidance allows extra consideration for small systems. When the two years of CMAS PARCC results are included, the elementary school would increase from Priority Improvement to Improvement. Unfortunately, because the N count is less than 16 students, CDE is unable to consider the NWEA MAP data. Regardless, CDE recommends an Improvement Plan for Kiowa Elementary School.
LA VETA RE-2	LA VETA ELEMENTARY SCHOOL	Improvement Plan: Low Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessment was low and not representative of the population of students in La Veta Elementary School.	Approve	Insufficient State Data: Low Participation.	Participation on the ELA exam was 74.5%, Math exam: 74.5%, and Science exam: 77.8%. Additionally, the district submitted an analysis of 3rd and 4th grade CMAS PARCC ELA and Math results, as well as NWEA MAP for the parents who excused their students from the CMAS PARCC exams. CDE acknowledges the district's concerns and, given the low number of students in La Veta Elementary School who participated in the assessment, recommends approval to change the school's rating to Insufficient State Data: Low Participation.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
LA VETA RE-2	LA VETA JUNIOR-SENIOR HIGH SCHOOL	Improvement Plan: Low Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessment was low and not representative of the population of students in La Veta Junior-Senior High School.	Approve	Insufficient State Data: Low Participation.	Participation on the ELA exam was 74.6%, Math exam: 75.7%, Science exam: 63.3%, and ACT exam 100.0%. CDE acknowledges the district's concerns and, given the low number of students in La Veta Junior-Senior High School who participated in the assessment, recommends approval to change the schools' ratings to Insufficient State Data: Low Participation.
LAMAR RE-2	LAMAR MIDDLE SCHOOL	Priority Improvement Plan: Decreased due to Participation	Improvement Plan	District supplied CDE with participation miscoding data.	Approve	Improvement Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
LEWIS-PALMER 38	MONUMENT CHARTER ACADEMY	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
LIBERTY J-4	LIBERTY SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
LITTLETON 6	ARAPAHOE HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
MANITOU SPRINGS 14	MANITOU SPRINGS ELEMENTARY SCHOOL	Improvement Plan: Low Participation	Performance Plan: Low Participation	The district made the request with supplemental data for Math and Reading (DIBELS Next, STAR Early Literacy, STAR Reading and STAR Math).	Approve	Performance Plan: Low Participation	The supplemental data submitted for Math and Reading (DIBELS Next, STAR Early Literacy, STAR Reading and STAR Math) met all of the performance targets in the request to reconsider template. The review team was able to consider these met expectations into recalculating points on the School Performance Framework, resulting in a rating of Performance: Low Participation.
MANITOU SPRINGS 14	MANITOU SPRINGS MIDDLE SCHOOL	Improvement Plan: Low Participation	Insufficient State Data: Low Participation	The district submitted the request on the grounds that participation on the state assessment was low and not representative of the population of students in Manitou Springs Middle School.	Approve	Insufficient State Data: Low Participation	Participation on the ELA exam was 49.5%, Math exam: 49.5%, and Science exam: 38.3%. CDE acknowledges the district's concerns and, given the low number of students in Manitou Springs Middle School who participated in the assessment, recommends approval to change the school's rating to Insufficient State Data: Low Participation.
MANITOU SPRINGS 14	UTE PASS ELEMENTARY SCHOOL	Priority Improvement Plan: Low Participation	Improvement Plan: Low Participation	The district made the request with supplemental data for Math and Reading (DIBELS Next, STAR Early Literacy, STAR Reading and STAR Math).	Approve	Improvement Plan: Low Participation	The supplemental data submitted for Math and Reading (DIBELS Next, STAR Early Literacy, STAR Reading and STAR Math) met all of the performance targets in the request to reconsider template. The review team was able to consider these met expectations into recalculating points on the School Performance Framework, resulting in a rating of Improvement: Low Participation.
MESA COUNTY VALLEY 51	APPLETON ELEMENTARY SCHOOL	Performance Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Deny	Performance Plan: Low Participation	The school's participation rates were at or above 85% in two or more assessment areas: CMAS PARCC ELA – 85.0%, CMAS PARCC Math – 85.5% and CMAS Science – 77.1%. Thus, CDE is not recommending approval of the school's request for Insufficient State Data: Low Participation.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
MESA COUNTY VALLEY 51	BOOKCLIFF MIDDLE SCHOOL	Improvement Plan: Decreased due to Participation	Insufficient State Data: Low Participation or Performance Plan: Low Participation	District supplied CDE with participation miscoding data. Additionally, the school's participation rate was below 85% in at least one content area.	Approve	Insufficient State Data: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold. However, the school's actual participation rates remained below 85% in at least two content areas (CMAS PARCC ELA – 75.9%, CMAS PARCC Math – 75.9% and CMAS Science – 69.3%), and supplemental data provided by the district showed a consistent difference in performance between the students who took PARCC and those who did not take PARCC. As a result of this information, it appears that the state assessment data is not representative of the school, and thus CDE recommends an "Insufficient State Data: Low Participation" rating for the school.
MESA COUNTY VALLEY 51	BROADWAY ELEMENTARY SCHOOL	Performance Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Deny	Performance Plan: Low Participation	The school's participation rates were at or above 85% in two or more assessment areas: CMAS PARCC ELA – 89.4%, CMAS PARCC Math – 89.4% and CMAS Science – 84.6%. Because the accountability participation rates were consistently above the 85% threshold, CDE is not recommending approval of the school's request for Insufficient State Data: Low Participation.
MESA COUNTY VALLEY 51	CENTRAL HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Approve	Insufficient State Data: Low Participation	The school's participation rates were below 85% in all three assessment areas: CMAS PARCC ELA – 46.3%, CMAS PARCC Math – 46.9% and CMAS Science – 30.5%. Thus, CDE is recommending the school for an Insufficient State Data: Low Participation rating.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
MESA COUNTY VALLEY 51	DOS RIOS ELEMENTARY SCHOOL	Turnaround Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Deny	Turnaround Plan: Low Participation	The school's participation rates were at or above 85% in two or more assessment areas: CMAS PARCC ELA – 88.5%, CMAS PARCC Math – 89.9% and CMAS Science – 84.6%. Thus, CDE is not recommending approval of the school's request for Insufficient State Data: Low Participation.
MESA COUNTY VALLEY 51	FRUITA 8/9 SCHOOL	Priority Improvement Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Approve	Insufficient State Data: Low Participation	The school's participation rates were below 85% in all three assessment areas: CMAS PARCC ELA – 46.9%, CMAS PARCC Math – 49.0% and CMAS Science – 61.1%. Thus, CDE is recommending the school for an Insufficient State Data: Low Participation rating.
MESA COUNTY VALLEY 51	FRUITA MIDDLE SCHOOL	Performance Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Approve	Insufficient State Data: Low Participation	The school's actual participation rates remained below 85% in at least two assessment areas (CMAS PARCC ELA – 70.2%, CMAS PARCC Math – 69.7% and CMAS Science – grade 8 not served), and supplemental data provided by the district showed a consistent difference in performance between the students who took PARCC and those who did not take PARCC. Thus, CDE recommends approval for an Insufficient State Data: Low Participation rating.
MESA COUNTY VALLEY 51	FRUITA MONUMENT HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Approve	Insufficient State Data: Low Participation	The school serves only grades 10-12, so did not have CMAS PARCC ELA or Math participation rates. For the remaining assessment area, the participation rate was below 85%: CMAS Science – 32.5%. Thus, CDE is recommending the school for an Insufficient State Data: Low Participation rating.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
MESA COUNTY VALLEY 51	FRUITVALE ELEMENTARY SCHOOL	Priority Improvement Plan: Decreased due to Participation	Improvement Plan	District supplied CDE with participation miscoding data.	Approve	Improvement Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
MESA COUNTY VALLEY 51	GRAND JUNCTION HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Approve	Insufficient State Data: Low Participation	The school's participation rates were below 85% in all three assessment areas: CMAS PARCC ELA – 47.8%, CMAS PARCC Math – 47.9% and CMAS Science – 40.4%. Thus, CDE is recommending the school for an Insufficient State Data: Low Participation rating.
MESA COUNTY VALLEY 51	GRAND MESA MIDDLE SCHOOL	Improvement Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Deny	Improvement Plan: Low Participation	This school had participation rates below 85% on at least two assessments (CMAS PARCC ELA – 82.2%, CMAS PARCC Math – 82.3% and CMAS Science – 72.0%), but had conflicting results on its supplementary data. The school's non-tested population outperformed its tested population on STAR Math, but did not outperform on STAR Reading. Therefore, CDE is not recommending approval for the school's request for Insufficient State Data: Low Participation.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
MESA COUNTY VALLEY 51	GRAND RIVER ACADEMY	Priority Improvement Plan: Decreased due to Participation	Insufficient State Data: Low Participation or Improvement Plan: Low Participation	District supplied CDE with participation miscoding data. Additionally, the school's participation rate was below 85% in at least one content area.	Approve	Insufficient State Data: Low Participation	After the additional miscoded information was recoded and removed from the participation rate for this school, the school still did not meet the 95% participation rate threshold. However, the school's actual participation rates remained below 85% in at least two content areas (CMAS PARCC ELA – 74.3%, CMAS PARCC Math – 73.4% and CMAS Science – 57.0%), and supplemental data provided by the district showed a consistent difference in performance between the students who took CMAS PARCC and those who did not. Thus, CDE recommends the school for an Insufficient State Data: Low Participation rating.
MESA COUNTY VALLEY 51	INDEPENDENCE ACADEMY	Performance Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Approve	Insufficient State Data: Low Participation	The school's actual participation rates remained below 85% in at least two content areas (CMAS PARCC ELA – 83.6%, CMAS PARCC Math – 82.2% and CMAS Science – 79.0%), and supplemental data provided by the district showed a consistent difference in performance between the students who took CMAS PARCC and those who did not. Thus, CDE recommends the school for an Insufficient State Data: Low Participation rating.
MESA COUNTY VALLEY 51	JUNIPER RIDGE COMMUNITY SCHOOL	Turnaround Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Deny	Turnaround Plan: Low Participation	The school's participation rates were at or above 85% in two or more assessment areas: CMAS PARCC ELA – 86.8%, CMAS PARCC Math – 84.6% and CMAS Science – 90.7%. Thus, CDE is not recommending approval of the school's request for Insufficient State Data: Low Participation.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
MESA COUNTY VALLEY 51	LINCOLN ORCHARD MESA ELEMENTARY SCHOOL	Turnaround Plan: Decreased due to Participation	Insufficient State Data: Low Participation or Priority Improvement Plan: Low Participation	District supplied CDE with participation miscoding data. Additionally, the school's participation rate was below 85% in at least one content area.	Approve	Priority Improvement Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold. Since the participation rates for the school were at or above 85% in two or more assessment areas: CMAS PARCC ELA 88.9%, CMAS PARCC Math 90.5%, CMAS Science 83.9%, an Insufficient State Data: Low Participation plan is not recommended.
MESA COUNTY VALLEY 51	LOMA ELEMENTARY SCHOOL	Performance Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Deny	Performance Plan: Low Participation	This school had participation rates below 85% on at least two assessments (CMAS PARCC ELA – 81.8%, CMAS PARCC Math – 85.1% and CMAS Science – 76.7%), but had conflicting results on its supplementary data. The school's non-tested population outperformed its tested population on STAR Math, but did not outperform on iReady Reading. Therefore, CDE is not recommending approval for the school's request for Insufficient State Data: Low Participation.
MESA COUNTY VALLEY 51	MESA VALLEY COMMUNITY SCHOOL	Performance Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Approve	Insufficient State Data: Low Participation	The school's actual participation rates remained below 85% in two or more assessment areas (CMAS PARCC ELA – 74.5%, CMAS PARCC Math – 74.5% and CMAS Science – 70.9%), and supplemental data provided by the district showed a consistent difference in performance between the students who took CMAS PARCC and those who did not. Thus, CDE recommends the school for an Insufficient State Data: Low Participation rating.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
MESA COUNTY VALLEY 51	MESA VIEW ELEMENTARY SCHOOL	Performance Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Deny	Performance Plan: Low Participation	The school's participation rates were at or above 85% in two or more assessment areas: CMAS PARCC ELA – 85.9%, CMAS PARCC Math – 85.9% and CMAS Science – 80.6%. Thus, CDE is not recommending approval of the school's request for Insufficient State Data: Low Participation.
MESA COUNTY VALLEY 51	MOUNT GARFIELD MIDDLE SCHOOL	Improvement Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Deny	Improvement Plan: Low Participation	This school had participation rates below 85% on at least two assessments (CMAS PARCC ELA – 81.7%, CMAS PARCC Math – 81.9% and CMAS Science – 77.0%), but had conflicting results on its supplementary data. The school's non-tested population outperformed its tested population on STAR Math, but did not outperform on STAR Reading. Therefore, CDE is not recommending approval for the school's request for Insufficient State Data: Low Participation.
MESA COUNTY VALLEY 51	NISLEY ELEMENTARY SCHOOL	Improvement Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Deny	Improvement Plan: Low Participation	The school's participation rates were at or above 85% in two or more assessment areas: CMAS PARCC ELA – 91.2%, CMAS PARCC Math – 91.2% and CMAS Science – 82.6%. Thus, CDE is not recommending approval of the school's request for Insufficient State Data: Low Participation.
MESA COUNTY VALLEY 51	ORCHARD AVENUE ELEMENTARY SCHOOL	Performance Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Deny	Performance Plan: Low Participation	The school's participation rates were at or above 85% in two or more assessment areas: CMAS PARCC ELA – 87.9%, CMAS PARCC Math – 88.9% and CMAS Science – 80.9%. Thus, CDE is not recommending approval of the school's request for Insufficient State Data: Low Participation.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
MESA COUNTY VALLEY 51	ORCHARD MESA MIDDLE SCHOOL	Improvement Plan: Decreased due to Participation	Insufficient State Data: Low Participation or Performance Plan: Low Participation	District supplied CDE with participation miscoding data. Additionally, the school's participation rate was below 85% in at least one content area.	Approve	Insufficient State Data: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold. However, the school's actual participation rates remained below 85% in at least two content areas (CMAS PARCC ELA – 66.4%, CMAS PARCC Math – 66.0% and CMAS Science – 71.7%) , and supplemental data provided by the district showed a consistent difference in performance between the students who took CMAS PARCC and those who did not. Thus, CDE recommends the school for an Insufficient State Data: Low Participation rating.
MESA COUNTY VALLEY 51	PALISADE HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Approve	Insufficient State Data: Low Participation	The school's participation rates were below 85% in all three assessment areas: CMAS PARCC ELA – 65.5%, CMAS PARCC Math – 63.4% and CMAS Science – 43.4%. Thus, CDE is recommending the school for an Insufficient State Data: Low Participation rating.
MESA COUNTY VALLEY 51	PEAR PARK ELEMENTARY SCHOOL	Priority Improvement Plan: Decreased due to Participation	Improvement Plan	District supplied CDE with participation miscoding data.	Approve	Improvement Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
MESA COUNTY VALLEY 51	POMONA ELEMENTARY SCHOOL	Improvement Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Deny	Improvement Plan: Low Participation	The school's participation rates were at or above 85% in two or more assessment areas: CMAS PARCC ELA – 91.3%, CMAS PARCC Math – 91.8% and CMAS Science – 82.1%. Thus, CDE is not recommending approval of the school's request for Insufficient State Data: Low Participation.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
MESA COUNTY VALLEY 51	REDLANDS MIDDLE SCHOOL	Performance Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Approve	Insufficient State Data: Low Participation	The school's actual participation rates remained below 85% in at least two content areas (CMAS PARCC ELA – 80.5%, CMAS PARCC Math – 80.7% and CMAS Science – 81.2%), and supplemental data provided by the district showed a consistent difference in performance between the students who took CMAS PARCC and those who did not. Thus, CDE recommends the school for an Insufficient State Data: Low Participation rating.
MESA COUNTY VALLEY 51	RIM ROCK ELEMENTARY SCHOOL	Improvement Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Approve	Insufficient State Data: Low Participation	The school's actual participation rates remained below 85% in at least two content areas (CMAS PARCC ELA – 81.6%, CMAS PARCC Math – 84.5% and CMAS Science – 78.8%), and supplemental data provided by the district showed a consistent difference in performance between the students who took CMAS PARCC and those who did not. Thus, CDE recommends the school for an Insufficient State Data: Low Participation rating.
MESA COUNTY VALLEY 51	TAYLOR ELEMENTARY SCHOOL	Performance Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Approve	Insufficient State Data: Low Participation	The school's actual participation rates remained below 85% in at least two content areas (CMAS PARCC ELA – 65.7%, CMAS PARCC Math – 70.7% and CMAS Science – 70.3%), and supplemental data provided by the district showed a consistent difference in performance between the students who took CMAS PARCC and those who did not. Thus, CDE recommends the school for an Insufficient State Data: Low Participation rating.
MESA COUNTY VALLEY 51	THUNDER MOUNTAIN ELEMENTARY SCHOOL	Performance Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Deny	Performance Plan: Low Participation	The school's participation rates were at or above 85% in two or more assessment areas: CMAS PARCC ELA – 88.3%, CMAS PARCC Math – 87.9% and CMAS Science – 80.7%. Thus, CDE is not recommending approval of the school's request for Insufficient State Data: Low Participation.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
MESA COUNTY VALLEY 51	WEST MIDDLE SCHOOL	Improvement Plan: Low Participation	Insufficient State Data	The school's participation rate was below 85% in at least one content area.	Approve	Insufficient State Data: Low Participation	The school's actual participation rates remained below 85% in at least two content areas (CMAS PARCC ELA – 71.1%, CMAS PARCC Math – 71.6% and CMAS Science – 64.6%), and supplemental data provided by the district showed a consistent difference in performance between the students who took PARCC and those who did not take PARCC. Thus, CDE is not recommending approval of the school's request for Insufficient State Data: Low Participation.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
MONTE VISTA C-8	BILL METZ ELEMENTARY SCHOOL	Turnaround Plan	Improvement Plan	<p>The request regarding Bill Metz Elementary asked that the school plan type be changed from Turnaround to Improvement or to have the rating changed to Insufficient State Data: Small Tested Population or Insufficient State Data: Low Participation. This request was based on five conditions, two of which were based on the request to reconsider criteria and three that are based on local conditions and values. CDE thoroughly reviewed all of the conditions but was only able to respond to the following two conditions that match the request to reconsider process criteria:</p> <ol style="list-style-type: none"> <li>1. A body of evidence of student performance that supplements and does not supplant existing state data.</li> <li>2. A small school population which may lead to insufficient data.</li> </ol>	Deny	Turnaround Plan	<p>The request to change the school rating to Insufficient State Data: Small Tested Population is not recommended for approval. In order for a school or district to qualify for Insufficient State Data: Small Tested Population rating they must have less than 16 students enrolled in the All Students group and all subgroups. The only subgroup that had an N size less than 16 was students with disabilities. All other population groups far exceeded this number.</p> <p>In order for a school or district to qualify for an Insufficient Data: Low Participation school plan type assignment, the school or district must demonstrate that they had a low participation rate and that the students who participated were not representative of the school population as a whole. This request is also not recommended for approval based on the school's participation rate exceeding the 95% participation rate threshold in all tested categories.</p> <p>CDE took into consideration the achievement demonstrated in kindergarten and second grade. By moving the ELA achievement to an "Approaching" rating on the SPF, the school would earn 2 extra points. But factored into performance framework calculations, the school would only get to 33.7 points, still below the cut-point for Priority Improvement. Since the subgroups presented did not meet 50th percentile expectations, no extra points could be awarded. CDE also factored in the growth demonstrated in 2nd and 3rd grade, but compared to the low growth in K-1, and the fact the school already received an "Approaching" rating on the school performance framework, these additional data are reflective of the school performance framework rating. These data, taken into consideration with all of the other data submitted including the existing state data, does not warrant a change in school plan</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
MONTE VISTA C-8	MONTE VISTA MIDDLE SCHOOL	Improvement Plan	Performance Plan	District supplied CDE with participation miscoding data and requested that the math participation rate data be updated to remove the duplicate records, which showed less than 95% of students tested in math on the preliminary framework.	Deny	Improvement Plan	CDE has removed duplicate records for districts or schools in the participation rate calculations, prior to the release of the final performance frameworks. This was causing Monte Vista Middle School to not meet the 95% math participation rate. With the recalculations, the school will show a math participation rate above 95%. The change will occur automatically. However, this change does not impact the overall plan type. So CDE recommends the school remain with an Improvement Plan rating.
MONTE VISTA C-8	MONTE VISTA ON-LINE ACADEMY	Turnaround Plan: Low Participation	Insufficient State Data	The request asked to change Monte Vista On-line Academy's plan type from Turnaround Plan: Low Participation to Insufficient Data: Low Participation based on the limited number of data points available due to changes in the assessment as well as high parent opt-out rates. The participation rates on the state assessments were as follows: ELA 42.4%, Math 40.7%, Science 30.3%, and ACT 100.0%.	Approve	Insufficient State Data: Low Participation	CDE reviewed the data submitted and recommends approval of the request to change Monte Vista On-line Academy's plan type from Turnaround Plan: Low Participation to Insufficient State Data: Low Participation due to the low participation rates.
MONTEZUMA-CORTEZ RE-1	CORTEZ MIDDLE SCHOOL	Turnaround Plan: Low Participation	Insufficient State Data	The district requests that Cortez Middle School (CMS) receive a plan type of Insufficient State Data: Low Participation.	Approve	Insufficient State Data: Low Participation	CDE has reviewed the thorough data submitted regarding the representativeness of state data and agrees that the CMAS PARCC data is not representative of the school as a whole. CDE recommends approval of the request to change Cortez Middle School's plan type to Insufficient State Data: Low Participation.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
MONTEZUMA-CORTEZ RE-1	MONTEZUMA-CORTEZ HIGH SCHOOL	Priority Improvement Plan: Low Participation	Insufficient State Data	The district requests Montezuma-Cortez High School (MCHS) receive a school plan type of Insufficient State Data: Low Participation or that their school plan type be determined using postsecondary and workforce readiness data only.	Approve	Insufficient State Data: Low Participation	CDE reviewed the thorough data submitted regarding the representativeness of the tested students and determined that the 9th grade CMAS PARCC data is not representative of the MCHS's student population. While the postsecondary and workforce readiness measures are representative of the high school's population, CDE is assigning Insufficient State Data school plan types when only postsecondary and workforce readiness measures are available, as the data on that single indicator does not adequately describe the entire body of performance. For all of the reasons noted above CDE recommends approval of the request to change MCHS's school plan type rating to Insufficient State Data: Low Participation.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
MONTROSE COUNTY RE-1J	MONTROSE HIGH SCHOOL	Improvement Plan: Low Participation	Performance Plan	<p>The district made its request for a plan reassignment for Montrose High School based on two criteria:</p> <ol style="list-style-type: none"> <li>1. PSAT data for 10th graders</li> <li>2. Matriculation data for the 2016-17 graduates</li> </ol> <p>District supplied CDE with participation miscoding data.</p>	Deny	Improvement Plan: Low Participation	<p>CDE reviewed the request and does not recommend approval for Montrose High School to move to Performance Plan based on the following explanation. The PSAT data put forward for the 10th graders showed mixed results. The ELA portion of the PSAT was above the benchmark for the school but the Math portion was below the benchmark. Given the school was 3.5 points away from the Performance cut-point, this would not warrant enough additional points to move the school up one level.</p> <p>The district submitted additional matriculation data for CDE to consider in its calculations because the district felt the calculations were wrong. The matriculation data included in the 2015-16 performance framework is based on 2015 graduates, not 2016 graduates. Thus, CDE will not consider the 2016 matriculation data as it is not the appropriate year to include these data in the request. CDE does not recommend a Performance Plan type based on both of these criteria put forward by the district.</p> <p>Participation data was recalculated, but as school was not initially decreased due to participation this had no impact on the school's plan type.</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
MONTROSE COUNTY RE-1J	NORTHSIDE ELEMENTARY SCHOOL	Improvement Plan	Performance Plan	Montrose requested a plan reassignment of Performance from Northside Elementary's original plan assignment of Improvement Plan. Montrose presented iReady growth data for students in grades 1-3 as evidence to support the request.	Approve	Performance Plan	The iReady data presented by Montrose met 50th percentile growth expectations for all students in grades 1-3, including FRL, ELL, Minority, and Special Education student populations in both Reading and Math for Northside Elementary School. The exception was grade 2 Math growth data for All Students and subgroups. Based on this supplemental data, this would increase the number of points assigned for both ELA and Math under the growth category for Northside Elementary. This, in turn, would increase the total percentage points and thereby can move the school into the Performance school plan type. Thus, CDE recommends a Performance plan rating for Northside Elementary School.
MONTROSE COUNTY RE-1J	OLATHE ELEMENTARY SCHOOL	Improvement Plan	Performance Plan	Montrose requested a plan reassignment of Performance from the schools' original plan assignment of Improvement Plan. Montrose presented iReady data for students in grades 1-3 as evidence to support the request.	Approve	Performance Plan	The iReady data presented by Montrose showed strong growth for all students in grades 1-3, including FRL, ELL, Minority, and Special Education student populations in both Reading and Math. Based on the performance evidence, this would increase the number of points assigned under the growth category for Olathe Elementary. This in turn would increase the total percentage points and thereby can move the school into the Performance school plan type.
MONTROSE COUNTY RE-1J	OLATHE HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
MOUNTAIN VALLEY RE 1	MOUNTAIN VALLEY ELEMENTARY SCHOOL	Priority Improvement Plan	Improvement Plan	The district requests a reconsideration for a single school code and performance framework for the district.	Approve	Improvement Plan	The district received a new school code for one K-12 school. After recalculation of the combined school plan, the combined Mountain Valley School would receive an Improvement rating.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
MOUNTAIN VALLEY RE 1	MOUNTAIN VALLEY MIDDLE SCHOOL	Priority Improvement Plan: Low Participation	Improvement Plan	The district requests a reconsideration for a single school code and performance framework for the district.	Approve	Improvement Plan: Low Participation	The district received a new school code for one K-12 school. After recalculation of the combined school plan, the combined Mountain Valley School would receive an Improvement rating.
MOUNTAIN VALLEY RE 1	MOUNTAIN VALLEY SENIOR HIGH SCHOOL	Insufficient State Data: Small Tested Population	Improvement Plan	The district requests a reconsideration for a single school code and performance framework for the district.	Approve	Improvement Plan	The district received a new school code for one K-12 school. After recalculation of the combined school plan, the combined Mountain Valley School would receive an Improvement rating.
NORTH PARK R-1	NORTH PARK SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
NORWOOD R-2J	NORWOOD PUBLIC SCHOOLS	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
PARK COUNTY RE-2	SOUTH PARK MIDDLE SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	Participation data was recalculated, but as school was not initially decreased due to participation this had no impact on the school's plan type.
PEYTON 23 JT	PEYTON JUNIOR HIGH SCHOOL	Performance Plan: Low Participation	Performance Plan	The district asked that the "low participation" descriptor be removed from the school's plan type rating. The district noted several miscoding instances at the school which, if corrected, would not lead to a "low participation" descriptor. Those students were miscoded because they withdrew from the district before the test window, students were taking other assessments, or were part-time public or home-schooled.	Deny	Performance Plan: Low Participation	Requesting removal of the "low participation" descriptor falls outside of the criteria for a request to reconsider submission as the school plan type rating would remain in "Performance." Additionally, as guidance did not allow for a request to remove the descriptor, CDE is concerned that other districts/schools would have applied for this same request, if they believed that it would have been allowed.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
PLATEAU VALLEY 50	PLATEAU VALLEY ELEMENTARY SCHOOL	Priority Improvement Plan: Decreased due to Participation	Improvement Plan	District supplied CDE with participation miscoding data.	Approve	Improvement Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
PLATTE CANYON 1	DEER CREEK ELEMENTARY SCHOOL	Performance Plan	Performance Plan	District supplied CDE with participation miscoding data.	Deny	Performance Plan	Participation data was recalculated, but as school was not initially decreased due to participation this had no impact on the school's plan type.
PLATTE CANYON 1	FITZSIMMONS MIDDLE SCHOOL	Performance Plan: Low Participation	Performance Plan	District supplied CDE with participation miscoding data.	Deny	Performance Plan: Low Participation	Participation data was recalculated, but as school was not initially decreased due to participation this had no impact on the school's plan type.
POUDRE R-1	FOSSIL RIDGE HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
POUDRE R-1	TRAUT CORE ELEMENTARY SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
PRIMERO REORGANIZED 2	PRIMERO JUNIOR-SENIOR HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
PUEBLO CITY 60	CENTRAL HIGH SCHOOL	Turnaround Plan: Decreased due to Participation	Priority Improvement Plan	District supplied CDE with participation miscoding data.	Approve	Priority Improvement Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
PUEBLO COUNTY 70	VINELAND ELEMENTARY SCHOOL	Priority Improvement Plan	Improvement Plan	The district requests to move the school from Priority Improvement to Improvement based on the submission of local data that supplements the existing data used to calculate the School Performance Framework (SPF). In the existing preliminary SPF, Vineland scored 0.5% of points away from Improvement. The district provided NWEA MAP data as evidence that growth on this assessment, specifically in the area of Reading, was sufficient to garner Approaching as opposed to the current Does Not Meet. Approaching on this performance indicator would give the school enough points to move to the Improvement school plan type.	Approve	Improvement Plan	A cross unit team from CDE reviewed the request to move from Priority Improvement to Improvement. While the growth data in Reading for grades 4-5 were not considered since that data would be redundant to currently tested subjects, the data for grades K-3 was analyzed. In this review, it was found that the growth from MAP data in grades 1-3 Reading are sufficient to garner points and raise the overall framework to Improvement. Thus, CDE recommends approval for this request.
ROARING FORK RE-1	GLENWOOD SPRINGS HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
SAN JUAN BOCES	SOUTHWEST COLORADO E-SCHOOL	Insufficient State Data: Small Tested Population	Improvement Plan	The BOCES is requesting a rating of Improvement based on insufficient state data due to Low N Value. While we recognize that this is not a category for reconsideration, we feel it is important that the unique context of the SWC eSchool be considered in the state's review.	Approve	Improvement Plan	Based on the considerations presented in the BOCES' request and additional review of the department's current policies, the Colorado Department of Education (CDE) recommends approval of San Juan BOCES' request for Southwest Colorado eSchool to receive a school plan type of Improvement. The school received a preliminary rating of Insufficient State Data: Small Tested Population and in such cases, the state defers to the district-selected plan type.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
SCHOOL DISTRICT 27J	BRIGHTON HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
SCHOOL DISTRICT 27J	PRAIRIE VIEW HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
SUMMIT RE-1	SNOWY PEAKS HIGH SCHOOL	Insufficient State Data: Small Tested Population	Performance Plan	Snowy Peaks High School was given a preliminary SPF rating of Insufficient State Data: Small Tested Population. Snowy Peaks states that they should receive an SPF of Performance based on aggregated PARCC data from 2015 and 2016, as well as sufficient participation on the CMAS Science assessment.	Approve	Performance Plan	<p>CDE approves Snowy Peaks High School's request for a plan type of Performance as requested. Regarding Snowy Peaks' first request for combining CMAS PARCC scores for 2015 and 2016, we feel that this is a valid rationale, per CDE's guidance concerning small schools. Snowy Peaks High School is a small system and combining multiple years' of data would be applicable for a request to reconsideration of the school plan type rating.</p> <p>CDE's Accountability team re-analyzed the data combining the 2015 and 2016 CMAS PARCC achievement scores and determined that Snowy Peaks would achieve a "Meets" rating on English Language Arts, a "Does Not Meet" rating on Mathematics, and an "Approaching" rating for Science. After recalculating the framework with the new ratings for ELA, Math, and Science in achievement, the school would earn a "Performance" rating for the 2016 SPF.</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
THOMPSON R2-J	LINCOLN ELEMENTARY SCHOOL	Turnaround Plan	Priority Improvement Plan	The district provided local assessment data, DRA2 and iReady as evidence to support the change in school plan type from Turnaround Plan to Priority Improvement.	Deny	Turnaround Plan	CDE reviewed the request and the results for DRA2 reveal mixed trends in performance. For 1st grade the overall performance declined slightly between the two most recent years of provided data. For Kindergarten an increase was noted during this time frame. Furthermore, achievement results for Free/Reduced-Price Lunch (FRL) eligible students are not consistent across years and grades. The framework shows FRL students are the lowest performing group. The provided iReady results indicate that during the 2014-15 school year both 1st and 2nd grade students met growth expectations. During 2015-16 they only met expectations in 2nd grade. iReady achievement results for all students in 2nd grade do not consistently trend upward with the mean scale score trending up and down over the past three years. In addition, iReady achievement results for FRL students do not consistently trend upward over the past three years. Achievement results in 2016 are lower than those presented in 2014. Given the mixed nature of the results along with the low overall performance of the school, a higher rating was not warranted. Thus CDE does not recommend a Priority Improvement plan type.
THOMPSON R2-J	LOVELAND HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	The district submitted additional information to the department in regards to miscoding on the state assessment which affected the participation rate.	Approve	Performance Plan: Low Participation	With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold. CDE recommends approval of the request to move the school from Improvement to Performance.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
THOMPSON R2-J	MOUNTAIN VIEW HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	The district submitted additional information to the department in regards to miscoding on the state assessment which affected the participation rate.	Approve	Performance Plan: Low Participation	The district submitted additional information to the department in regards to miscoding on the state assessment which affected the participation rate. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold. CDE recommends approval of the request to move the school from Improvement to Performance.
THOMPSON R2-J	THOMPSON VALLEY HIGH SCHOOL	Priority Improvement Plan: Decreased due to Participation	Insufficient State Data: Low Participation or Improvement Plan: Low Participation	The district requested two ratings for the school, either Improvement: Low Participation or Insufficient State Data: Low Participation. The district submitted additional information to the department in regards to miscoding on the state assessment which affected the participation rate to raise the rating to Improvement Plan. The district also submitted additional local assessment data in an attempt to show overrepresentation by particular subgroups.	Approve	Improvement Plan: Low Participation	The request submitted to the department was in regards to participation miscoding for parent excusals, which CDE found to have impacted the rating. The accreditation form requested Insufficient State Data: Low Participation or Improvement. CDE recommends approval for the school to move from a Priority Improvement: Decreased Due to Participation plan type to Improvement: Low Participation.  As for the insufficient data request, CDE recognizes the participation rates are low for the school, but the additional data put forward does not show over or underrepresentation by a particular subgroup.
THOMPSON R2-J	TRUSCOTT ELEMENTARY SCHOOL	Turnaround Plan: Low Participation	Insufficient State Data: Low Participation	The district requested an Insufficient State Data rating for Truscott Elementary School. For the Insufficient State Data request, the district submitted the request on the grounds that participation on the state assessment was low and not representative of the population of students in the school and that gifted and talented students were under-represented.	Deny	Turnaround Plan: Low Participation	CDE review the request and participation on the ELA exam was 90.0%, Math exam: 90.0%, and Science exam: 90.7. CDE acknowledges the district's concerns about participation rates but disagrees with the district's request for Insufficient State Data: Low Participation for the school as 90.0% or more students participated in the state assessments, which is a fairly high percent of students. CDE does not recommend approval of the district's request of Insufficient State Data: Low Participation for the school.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
TRINIDAD 1	TRINIDAD HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
WELD COUNTY SCHOOL DISTRICT RE-3J	WELD CENTRAL SENIOR HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.
WEST GRAND 1-JT	WEST GRAND HIGH SCHOOL	Priority Improvement Plan: Decreased due to Participation	Improvement Plan	District supplied CDE with participation miscoding data.	Approve	Improvement Plan: Low Participation	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
WIDEFIELD 3	JAMES MADISON CHARTER ACADEMY SCHOOL	Priority Improvement Plan	Improvement Plan	<p>The district requests the increased rating from Priority Improvement to Improvement on the following grounds. First, the district states that JMCA is a small school with some subgroups not counted because they don't meet the 16 N-count. The district states that smaller schools are subject to more variability in performance than larger schools. The district states that they have had significant student mobility and that the School Performance Framework (SPF) does not account for students new to JMCA. Finally, in the narrative, the district presents NWEA projection data to demonstrate that a majority of students were projected to meet expectations.</p>	Deny	Priority Improvement Plan	<p>The district submitted local data sources including NWEA and DIBELS Next. The supplemental data submitted for ELA (DIBELS Next) did not warrant an increase in the number of achievement or growth points on the framework. According to the DIBELS Next data, no grade level met the benchmark of reducing the percentage of students scoring 'well below' or 'below' benchmark. Additionally, at the end of 2016, only 50% of K-1 students were at or above benchmark (the very bottom of the end of year goal for these grade levels). For the NWEA data, Kindergarten, 3rd and 4th grades did not meet the 50th percentile RIT score by spring 2016. Between fall 2015 and spring 2016, only one grade level (1st grade) met the expected RIT score gain in ELA. In Language, no grade level met the mean RIT by spring 2016 and no grade level met the expected RIT growth by the end of the year. Finally, in Math only 1st grade met the mean RIT expectation by the end of the year and met the expected RIT gain. These supplemental data do not warrant an additional six framework points to increase the schools plan type to Improvement. While it is commendable that the school sees improved performance for students who have enrolled at JMCA for longer, the state's growth model is designed to measure student growth between single years. Even combining years, the growth model measures a single year's growth for students. There is no measure on the framework for multiple years of growth. While the department acknowledges the challenges of being a small school with limited resources, the Request to Reconsider process only evaluates valid and reliable data demonstrating the progress the school has made in its performance on the State's four key performance indicators (achievement, growth, academic growth gaps, and post-secondary and workforce readiness) and in meeting the minimum expectations set by the state, district, or the school.</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
WILEY RE-13 JT	WILEY ELEMENTARY SCHOOL	Priority Improvement Plan: Low Participation	Performance Plan	The district submitted a request to reconsider of the rating for Wiley Elementary School based on the following criteria: 1. Due to overall low participation at the school, the district does not believe the initial plan type rating adequately describes the performance of the students in the school. 2. Additional NWEA and DIBELS data put forward for K-3 students will show the progress made by all students.	Partial Approval	Improvement Plan: Low Participation	CDE reviewed the local data and saw the strength of minority student performance for ELA and Math achievement. With the additional data factored into the request for minority achievement in ELA and Math this would be enough points to warrant an Improvement: Low Participation rating for the school, but not enough to warrant a Performance: Low Participation rating. Thus CDE recommends partial approval of the request.

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
WRAY RD-2	WRAY ELEMENTARY SCHOOL	Priority Improvement Plan: Low Participation	Improvement Plan: Low Participation	<p>The district made the request that the school warranted a higher rating based on the following evidence. First, as a pre-K-4<sup>th</sup> grade school, the school has more complete data for all grades using local assessments. The school submitted DIBELS Next data for all grades and indicated that every grade exceeds the expectation of 50% of students at or above grade level. Additionally, the school submitted supplemental NWEA data that indicates in almost all grade levels in Reading, Language, and Math, the school exceeded the 50<sup>th</sup> percentile RIT score, exceeded the expected RIT gain, and increased the percentage of students at or above grade-level. Based on this supplemental data, combined with the fact that the School Performance Framework (SPF) only considers two out of five grade-levels for achievement and one out of five grade levels for growth, the district believes an Improvement rating is a more accurate reflection of student performance.</p>	Approve	Improvement Plan: Low Participation	<p>The district's request was reviewed by a CDE cross-unit team and CDE recommends approval of the request to increase the school's plan type from Priority Improvement to Improvement based on the following criteria. For the NWEA data submitted, each K-2 grade level in Reading met the expected 50th percentile RIT score gain and the spring mean RIT exceeded the 50<sup>th</sup> percentile for all grade levels except 4th. Each of those grade levels also had over 65% of students at or above grade level. In language, there was a slight decrease in the percent of students at or above benchmark at 2<sup>nd</sup> grade, but the end of year mean RIT exceeded the 50<sup>th</sup> percentile RIT and 2<sup>nd</sup> grade exceed the expected RIT gain from fall to spring. Similarly in math, every grade level with the exception of 2<sup>nd</sup>, exceeded the 50<sup>th</sup> percentile mean RIT score by Spring 2016. Additionally, each grade level met the expected 50th percentile RIT score gain. Each of those grade levels also had over 65% of students at or above grade level. The supplemental data provided indicates a majority of students meet achievement and growth expectations on NWEA. The school warrants an increase in the achievement performance indicator from Approaching to Meets in both ELA and Math based on the NWEA data provided. Additionally, the NWEA growth data submitted, which includes data for K-3 (not just the 4th grade included on the SPF), was strong enough to warrant an increase from Does Not Meet to Approaching. With these two increases, the school can earn three additional framework points necessary to move from Priority Improvement to Improvement.</p>

District	School	2016 Initial Rating	2016 District Request	District Rationale	CDE Recommendation	CDE Recommended Plan Type	CDE Considerations/ Rationale
YUMA 1	YUMA HIGH SCHOOL	Improvement Plan: Decreased due to Participation	Performance Plan	District supplied CDE with participation miscoding data.	Approve	Performance Plan	CDE recalculated the school's accountability participation rate using the miscoded participation data. With these students recoded and removed from the school's participation rate, the school met the 95% participation rate threshold.