

Colorado Educational Accountability

Overview

In 2009, Colorado passed the Educational Accountability Act (SB09-163). Key components of the statute include:

- 1) District and School Performance Framework Reports**
CDE must annually evaluate all districts and schools based on student performance outcomes.
- 2) Improvement Plan**
All districts and schools must annually develop and submit a plan for improvement to the state. Plans must include an analysis of data trends and root causes, as well as improvement strategies to address the root causes of performance that falls below state expectations.
- 3) Support and Intervention**
CDE must create a fairer, clearer and more effective cycle of support and intervention for districts and schools.
- 4) Alignment of Conflicting Accountability Systems**
Colorado must align conflicting accountability systems at the federal, state, district and school level into a single accountability system that meets federal requirements.
- 5) Data Reporting**
CDE must modernize and align reporting of state, district and school performance information.

Implementation

- 1) District and School Performance Framework Reports**
CDE first released the new District and School Performance Framework (DPF and SPF) reports in December 2010, and again in December 2011. The DPFs and SPFs provide a snapshot of the district or school's level of attainment on four key performance indicators:
 - 1) Academic Achievement (CSAP proficiency rates)
 - 2) Growth (CSAP median and adequate student growth percentiles)
 - 3) Growth Gaps (CSAP median and adequate student growth percentiles for Free/Reduced Lunch students, English Learners, students with IEPs, minority students, and students needing to catch up)
 - 4) Postsecondary and Workforce Readiness (graduation rate, dropout rate, ACT composite score)

For districts, the evaluation of overall performance on these indicators leads to an accreditation designation. For schools, the evaluation of overall performance on these indicators leads to the assignment of the type of improvement plan to be implemented. Alternative Education Campuses are evaluated on the traditional SPF as well as on a customized SPF that includes measures that reflect their unique circumstances.

Tables 1 and 2 (see Appendix) summarize the DPF and SPF results from the 2009-10 and 2010-11 school years. Figure 1 provides a sample annotated DPF report.



2) Improvement Plan

2011-12 marks the second year that districts and schools are submitting annual improvement plans to CDE. To support transitioning to a continuous improvement cycle, the Department has created a Unified Improvement Plan (UIP) template to guide districts and schools through the planning process: data analysis, identified trends and performance challenges, root causes, targets, interim measures, improvement strategies, resources, and implementation benchmarks. Based on feedback from the field, the template was designed to enable schools and districts to meet state and federal (e.g., Titles IA, IIA, III) planning requirements in a single plan. The template also standardizes the contents of the plan for public scrutiny.

The Department annually reviews the UIPs of districts and schools on Priority Improvement or Turnaround Plans, and the UIPs of those districts identified under NCLB. Close to 100 CDE staff have been trained to review the plans for likelihood of success, and feedback is shared with districts as technical assistance prior to their final submission.

SB09-163 also created the authority for the Commissioner to appoint a State Review Panel to evaluate district and school Priority Improvement and Turnaround plans and make recommendations on the district's or school's leadership, infrastructure, and capacity for improvement. Approximately 50 external education experts served on the Panel in each 2010-11 and 2011-12.

In a survey of 106 districts last summer, 72% of respondents confirmed that the process of developing a UIP helped to focus work at the district level. CDE has also conducted case studies of districts' experience with the UIP process. A preview of early results can be viewed at: <http://www.cde.state.co.us/uip/UIPinAction.asp>.

Figure 2 summarizes the UIP review process.

3) Support and Intervention

The District and School Performance Framework results and the Unified Improvement Plans are used to guide CDE's support and interventions. The DPFs and SPFs provide ready access to school and district data, while the UIP provides a structure in which to address the performance challenges highlighted in the DPFs and SPFs.

CDE has developed a tiered system of support in which increasing CDE support and intervention follow those with the greatest needs. Those districts and schools on Priority Improvement or Turnaround receive targeted training, evaluation, and feedback on their improvement plans, as well as support from a performance manager. Those identified under Title IA of NCLB are also eligible for additional federal funds to support their improvement efforts. CDE is searching for resources to support Priority Improvement and Turnaround schools and districts not identified under Title IA.

Interventions are also tied to the DPF and SPF results. Districts and schools on Turnaround must outline specific turnaround strategies within their UIP, such as employing a lead turnaround partner or reorganizing the oversight and management structure of the district. In addition, districts and schools that remain on Priority Improvement or Turnaround for five consecutive years face



consequences for low performance. At the end of five consecutive years, the State Board, based on recommendations from the Commissioner and the State Review Panel, may remove a district's accreditation, or direct the local board to take specified actions, including, but not limited to restructuring, re-management, or closure. Similar actions are also required at the school level. CDE is currently working on materials to support districts in these processes, but will determine the appropriate actions in conjunction with district leadership.

Figure 3 summarizes CDE's tiered system of support.

4) Alignment of Conflicting Accountability Systems

In response to the charge that Colorado align conflicting accountability systems, CDE has:

- 1) Defined statewide performance indicators for the state, districts and schools as academic achievement, growth, growth gaps and postsecondary and workforce readiness, and evaluated districts and schools consistently on these indicators.
- 2) Required the State Board of Education to adopt statewide targets on each of the performance indicators, aligned with the DPF and SPF reports.
- 3) Required districts to accredit schools in a manner that is aligned with and/or meets the rigor of the state's SPF ratings.
- 4) Required annual UIP submissions based on DPF and SPF results and required NCLB reporting.
- 5) Targeted support and intervention based on the DPF and SPF results.
- 6) Combined the reporting of results for state and federal measures in one place, SchoolView.org

Most recently, Colorado has applied for a waiver to the U.S. Department of Education on key provisions of No Child Left Behind (NCLB), with an initial application submitted in November 2011 and a revised application submitted in January 2012. The U.S. Department of Education is expected to announce decisions in the next month.

If granted, the waiver would give Colorado considerable autonomy in district and school accountability. It would allow the state to use its own accountability system to meet many of the NCLB provisions, including the requirement to annually determine school and district progress towards targeted levels of performance and to identify schools and districts for improvement. An approved application would also reflect that Colorado meets federal requirements in its plans for its assessment system, statewide adoption of Common Core-aligned academic standards, educator effectiveness system, and district and school support and intervention system. This would allow for a single, comprehensive system that builds on Colorado's current education priorities to get all students college- and career-ready. If approved, Colorado intends to work with districts and stakeholder groups to fully implement the approved flexibility requirements to ensure that they appropriately serve students and minimize the burden on local districts.

5) Data Reporting

Colorado has built the award-winning interactive Colorado Growth Model platform, and in doing so has become a leader in data reporting. At least 18 other states have committed to using Colorado's Growth Model, and some are now putting considerable resources into their own versions of the application. Any enhancements they make will be shared back to all other states that have signed



the Colorado Growth Model agreement, so Colorado's initial investment in this tool should reap benefits in future years.

In addition, CDE has developed two additional data tools on SchoolView.org: the Data Center and the Data Lab. The Data Center provides easy access to data on federal and state accountability results, academic performance, and student and school demographics. Users can select their own data views and disaggregate data by district or school, student groups, and content areas, among others. The Data Lab allows users to access CDE's student assessment data to build their own reports and export it for secondary analysis, customized to their interests and needs.

SchoolView.org also provides ready access to each school and district's past and current SPF and DPF reports, as well as to their completed UIPs. Colorado has clearly emerged as a leader in the public accountability arena when all the state's available data are assembled and presented in such easily accessible ways. Colorado's schools and districts are accessing, interpreting, and using data for planning and decisions in ways that were not possible just a few years ago.

Figure 4 displays a screenshot from the SchoolView Data Center.

What's Next

Colorado has solicited feedback from schools and districts throughout the implementation of the Educational Accountability Act. In addition to regional superintendent and district staff meetings, the Commissioner has convened a SB-163 Task Force, comprised of regional superintendent representatives and stakeholders (e.g., CASE, CASB), to develop recommendations for improvements to the system's implementation. The Task Force has convened three times since November 2011, with a fourth meeting to follow in mid-February.

Looking ahead, CDE is prioritizing the following work:

- Guidelines and supports around the five-year timeline for schools and districts on Priority Improvement and Turnaround plans;
- Support for non-Title I Turnaround and Priority Improvement schools and districts;
- Implementation of ESEA flexibility, if the waiver request is approved;
- A parent-friendly summary report of school and district performance and information.

For further questions about any of these aspects of accountability in Colorado, please contact Keith Owen (owen_k@cde.state.co.us), Associate Commissioner, and he will be able to direct questions to the most appropriate staff.



Appendix

District and School Performance Framework Reports

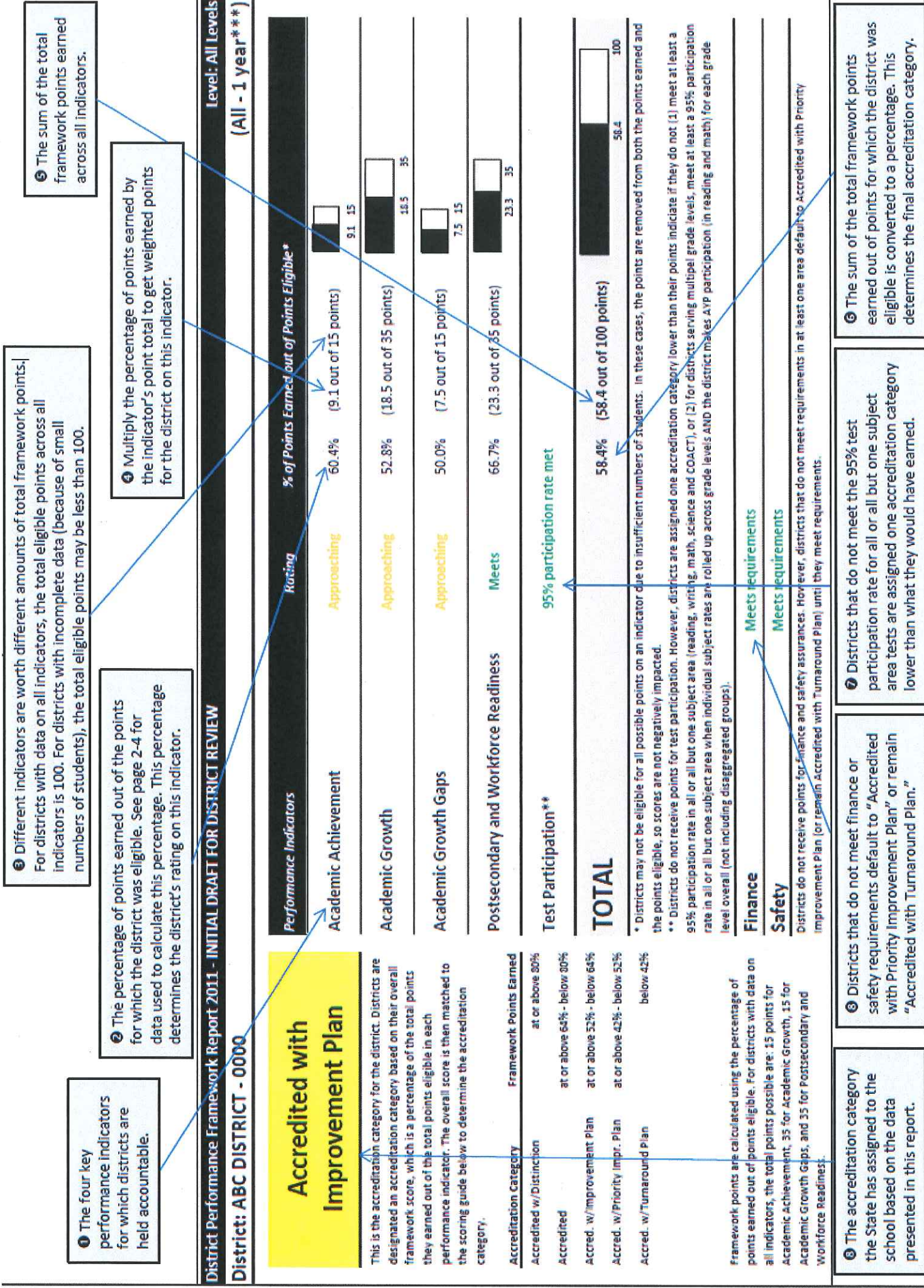
Table 1. 2009-10 and 2010-11 School Results Based on the School Performance Framework Report

School Plan Types based on SPF Results	2010		2011	
	# of schools	% of schools	# of schools	% of schools
Performance Plan	1092	67.2%	1144	69.5%
Improvement Plan	337	20.7%	301	18.3%
Priority Improvement Plan	130	8.0%	147	8.9%
Turnaround Plan	67	4.1%	55	3.3%
TOTAL	1626		1647	

Table 2. 2009-10 and 2010-11 District Results Based on the District Performance Framework Report

District Accreditation Ratings based on DPF Results	2010		2011	
	# of districts	% of districts	# of districts	% of districts
Accredited w/Distinction	14	7.7%	18	9.9%
Accredited	97	53.6%	94	51.9%
Accredited w/Improvement Plan	46	25.4%	46	25.4%
Accredited w/Priority Improvement Plan	17	9.4%	17	9.4%
Accredited w/Turnaround Plan	7	3.9%	6	3.3%
TOTAL	181		181	

Figure 1. Annotated Sample of a District Performance Framework Report



Annotated DPF Report

2 The district can earn between 1 to 4 points for each metric depending on its rating. Districts with too few students may have fewer points eligible.

3 The district's points across elementary, middle and high school are added together and converted to a percentage for this indicator. This percentage is shown on page 1 as the district's overall rating on this indicator.

4 Growth gaps are calculated for five different subgroups in three subject areas: reading, math and writing. Each row shows the median growth percentile and what would be the adequate mediate growth percentile needed for each subgroup to catch up or keep up.

5 The ratings for the Growth and Growth Gaps indicators are determined by the median growth percentile and the median adequate growth percentile. See pages 5 and 6 for details regarding how these metrics result in different ratings.

1 This is the district's data for each metric on this performance indicator. The data is used to determine the number of points and the indicator ratings the district earned. Districts receive separate pages and ratings for elementary, middle and high schools. How performance relates to points is described on pages 5 and 6.

Performance Indicators - INITIAL DRAFT FOR DISTRICT REVIEW

District: ABC DISTRICT - 0000

Level: High School (1 year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	2	4		Approaching	770	72.1%	47
Mathematics	2	4		Approaching	771	25.6%	
Writing	2	4		Approaching	770	47.7%	
Science	2	4		Approaching	372	48.7%	
Total	8	16	50.0%	Approaching			

7 Districts have separate pages for elementary, middle and high school level data.

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	669	54	Yes
Mathematics	1	4		Does not meet	669	39	No
Writing	2	4		Approaching	668	45	No
Total	6	12	50.0%	Approaching			

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Made Adequate Growth?
Reading	11	20	55.0%	Approaching			
Free/Reduced Lunch Eligible	3	4		Meets	186	53	Yes
Minority Students	3	4		Meets	300	54	Yes
Students w/Disabilities	1	4		Does not meet	46	30	No
English Language Learners	2	4		Approaching	20	41	No
Students needing to catch up	2	4		Approaching	194	51	No
Mathematics	9	20	45.0%	Approaching			
Free/Reduced Lunch Eligible	2	4		Approaching	185	46	No
Minority Students	2	4		Approaching	299	43	No
Students w/Disabilities	1	4		Does not meet	45	36	No
English Language Learners	2	4		Approaching	20	40	No
Students needing to catch up	2	4		Approaching	384	44	No
Writing	7	20	35.0%	Does not meet			
Free/Reduced Lunch Eligible	1	4		Does not meet	186	39	No
Minority Students	2	4		Approaching	300	42	No
Students w/Disabilities	1	4		Does not meet	46	15	No
English Language Learners	1	4		Does not meet	20	33	No
Students needing to catch up	2	4		Approaching	316	42	No
Total	27	60	45.0%	Approaching			

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Result	Expectation
Graduation Rate: 4-yr/5-yr/6-yr/7-yr	3	4		Meets	35,42,48,56	89.6%/88.5%/92.8%/87.0%	80.0%
Dropout Rate	3	4		Meets	179	2.2%	At/below state average
Colorado ACT Composite Score	1	4		Does Not Meet	31	16.4	At/below state average
Total	7	12	58.3%	Approaching			

Test Participation	% of Students Tested	Students Tested	Total Students
Reading	100.0%	700	
Mathematics	99.0%	772	
Writing	100.0%	700	
Science	100.0%	373	
Colorado ACT	100.0%	31	

6 N refers to the number of students included in each row of data.

Annotated DPF Report

*Elementary and middle schools have a different scoring guide than high schools, since high schools include a Postsecondary and Workforce Readiness indicator.

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	The district's percentage of students scoring proficient or advanced was: • at or above the 90th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF). • below the 90th percentile but at or above the 50th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF). • below the 50th percentile but at or above the 15th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF). • below the 15th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Exceeds	4	16 (4 for each subject area)	15
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth	If the district meets the median adequate student growth percentile and its median student growth percentile was: • at or above 60. • below 60 but at or above 45. • below 45 but at or above 30. • below 30. If the district does not meet the median adequate student growth percentile and its median student growth percentile was: • at or above 70. • below 70 but at or above 55. • below 55 but at or above 40. • below 40.	Exceeds	4	12 (4 for each subject area)	35
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth Gaps	If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was: • at or above 60. • below 60 but at or above 45. • below 45 but at or above 30. • below 30. If the student subgroup does not meet the median adequate student growth percentile and its median student growth percentile was: • at or above 70. • below 70 but at or above 55. • below 55 but at or above 40. • below 40.	Exceeds	4	60 (5 for each subgroup in 3 subject areas)	15
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Postsecondary and Workforce Readiness	Graduation Rate: The district's graduation rate was: • at or above 90%. • above 80% but below 90%. • at or above 65% but below 80%. • below 65%. Dropout rate: The district's dropout rate was: • at or below 1%. • at or below the state average but above 1% using 2009 (1-year DPF) or 2007-09 baseline (3-year DPF). • at or below 10% but above the state average using 2009 (1-year DPF) or 2007-09 baseline (3-year DPF). • at or above 10%. Average Colorado ACT Composite: The district's average Colorado ACT composite score was: • at or above 22. • at or above the state average but below 22 using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF). • at or above 17 but below the state average using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF). • at or below 17.	Exceeds	4	12 (4 for each sub-indicator)	35
		Meets	3		
		Approaching	2		
		Does Not Meet	1		

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Achievement; Growth; Gaps; Postsecondary	The district's percentage of students scoring proficient or advanced was: • at or above 87.5%. • at or above 62.5% - below 87.5%. • at or above 37.5% - below 62.5%. • below 37.5%.	Exceeds	4	16	15
		Meets	3		
		Approaching	2		
		Does Not Meet	1		

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Accred. w/Distinction	The district is Accredited with Distinction. The district is Accredited. The district is Accredited with an Improvement Plan. The district is Accredited with a Priority Improvement Plan. The district is Accredited with a Turnaround Plan.	Distinction	4	16	15
		Accredited	3		
		Improvement	2		
		Priority Improvement	1		

Cut-Points for accreditation category

Total Framework Points	Cut-Point: The district earned ... of the total framework points eligible. • at or above 80% • at or above 64% - below 80% • at or above 52% - below 64% • at or above 42% - below 52% • below 42%
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Cut-points for district accreditation categories

Accreditation description	Cut-Point: The district earned ... of the points eligible on this indicator.
The district is Accredited with Distinction.	• at or above 87.5%
The district is Accredited.	• at or above 62.5% - below 87.5%
The district is Accredited with an Improvement Plan.	• at or above 37.5% - below 62.5%
The district is Accredited with a Priority Improvement Plan.	• below 37.5%

A district may not be accredited with a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education is required to restructure or close the district. The five consecutive years commence on July 1 during the summer immediately following the fall in which the district is notified that it is Accredited with a Priority Improvement or Turnaround Plan.

Annotated DPF Report

Comparison data

Academic Achievement

Percent of Students Proficient or Advanced by Percentile Cut-Points - 2010 baseline (1-year DPF)

N of Districts	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
15th percentile	175	165	167	176	165	167	175	165	167	133	125	138
50th percentile	59.3	58.9	57.1	58	54.5	58.3	58.5	58.5	58.5	50.5	50.5	50.5
90th percentile	71.5	70.5	71.5	70.5	50	32.2	54.7	54.7	54.7	54.7	54.7	54.7
	84.4	83.6	84.8	84.6	68.8	52.1	69.7	69.7	69.7	67.7	65.9	67.3

1 Use this data in conjunction with the Academic Achievement section of the Scoring Guide on page 5, comparing your district's percent proficient/advanced to Colorado's percent proficient/advanced.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 2008-10 baseline

N of Districts	Reading			Math		
	Elem	Middle	High	Elem	Middle	High
15th percentile	181	182	183	181	182	182
50th percentile	60.4	56.6	57.6	56.8	36.4	17.8
90th percentile	72.2	69.2	71.3	70.4	49.1	30.5
	85.2	81.5	83.8	83.4	65.3	48

All achievement data is compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

Postsecondary and Workforce Readiness

This District's Graduation Rate (1-year DPF)

Anticipated Year of Graduation	4-year			5-year			6-year			7-year		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
	86.0	89.7	86.7	86.9	91.6	88.5	87.0	92.8	89.5	87.0	92.8	87.0

This District's Graduation Rate (aggregated for 3-year DPF)

Anticipated Year of Graduation	4-year			5-year			6-year			7-year		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
	86.8	89.7	86.7	86.9	91.6	88.5	87.0	92.8	89.5	87.0	92.8	87.0
Aggregated	88.3	89.7	88.9	88.9	92.8	89.5	87.0	92.8	89.5	87.0	92.8	87.0

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade, and the year the student enters ninth grade. The formula anticipates, for example, that a student entering ninth grade in fall 2006 will graduate with the Class of 2010.

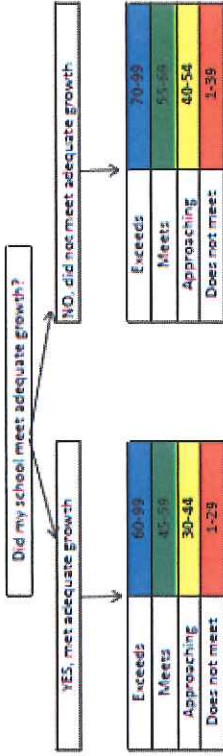
For the 1-year DPF, districts earn points based on the highest value among the following: 2010 4-year graduation rate, 2009 5-year graduation rate, 2008 6-year graduation rate, and 2007 7-year graduation rate (the shaded cells in the first table above). For the 3-year DPF, schools earn points based on the highest value among the following: aggregated 2007, 2008, 2009 and 2010 4-year graduation rate, aggregated 2007, 2008, 2009 and 2010 5-year graduation rate, aggregated 2007, 2008, 2009 and 2010 6-year graduation rate, or 2007 7-year graduation rate (the shaded cells in the second table above). For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year DPFs, the "best of" graduation rate is bolded and italicized in the Performance Indicators detail page.

1-year vs. 3-year report

Districts receive a 1-year and a 3-year aggregated District Performance Framework (DPF) report. CDE produces a report on the basis of three years of data to enable more districts to be considered within the same performance framework. Some small districts may not have public data on the basis of a single year because of small student counts for some performance indicator metrics, but a report on the basis of three years of data increases the student count.

Only one of the two sets of results (1-year or 3-year) is the one that will be the official accreditation category for the district: the one under which the district has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points and accreditation category. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 2.

Academic Growth and Academic Growth Gaps



For Academic Growth and Academic Growth Gaps, the rating depends on whether or not the school met adequate growth use the rubric on the left; schools that did not meet right.

2 This is a visual representation of the information under the Academic Growth and Academic Growth Gaps section of the Scoring Guide on page 5. Use the column that matches with whether your district met or did not meet adequate growth.

State Average (Mean) Dropout Rate - 2009 (1-year DPF) or 2007-09 baseline (3-year DPF)

	N of Students	Mean Dropout Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

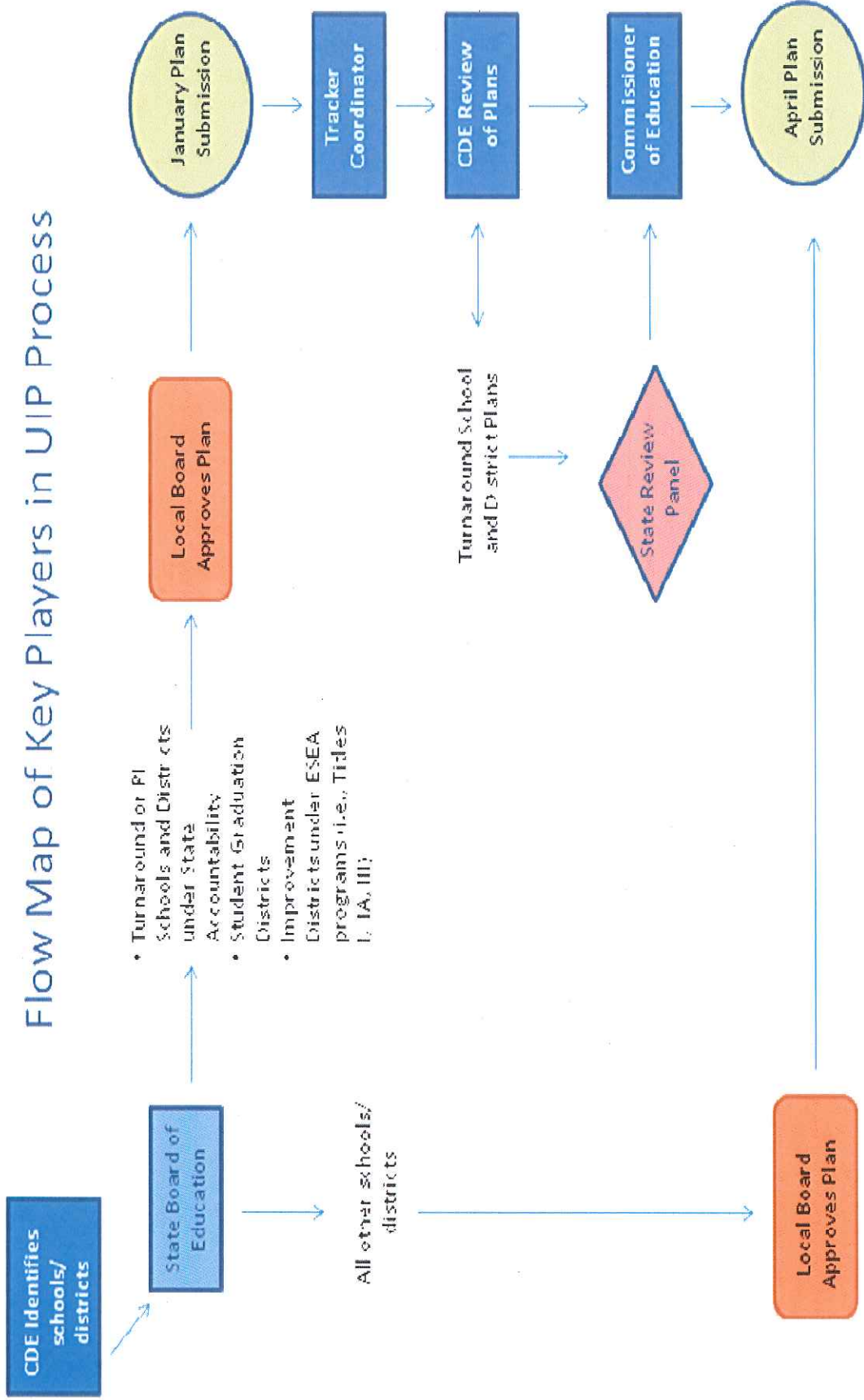
State Average (Mean) Colorado ACT Composite Score - 2010 (1-year DPF) or 2008-10 baseline (3-year DPF)

	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

All averages are compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

3 Use this data in conjunction with the Postsecondary and Workforce Readiness section of the Scoring Guide on page 5, comparing your district's results to the Colorado dropout rate and average ACT composite score.

Figure 2. Unified Improvement Planning Review Process





Support and Intervention

Figure 3. Tiered System of Support

District	Schools	Supports
Accredited with Distinction		Universal
Accredited	Performance Plan	<ul style="list-style-type: none"> • CDE Support Manager • Variety of services and support to "Opt In" • Greatest Autonomy
Accredited with Improvement Plan	Improvement Plan	
Accredited with Priority Improvement Plan	Priority Improvement Plan	<ul style="list-style-type: none"> • Performance Manager • Targeted intervention and supports • Reduced program autonomy and flexibility
Accredited with Turnaround Plan	Turnaround Plan	<ul style="list-style-type: none"> • Performance Manager • Intensive intervention and supports • Least program autonomy and flexibility

Figure 4. Screenshot of SchoolView Data Center

The Colorado Department of Education

SCHOOLview® Data Center

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Statewide: Colorado

Proficient and Advanced by Group

Group	Percentage
Economically Disadvantaged	40.94%
English Learner	96.61%
Students with Disabilities	32.09%
Migrant	22.01%
Gifted and Talented	41.55%
State	49.89%

Reading 2011

by Student Group

The Colorado Student Assessment Program (CSAP) is Colorado's standards-based assessment designed to provide a picture of student performance. It comprises of the following:

- CSAP: reading, writing, math given in grades 3-10; science given in grades 5, 8, 10
- CSAP Spanish language: reading and writing given in grades 3 and 4
- CSAPA: the alternate CSAP given to students with the most significant cognitive disabilities; grades and subjects mirror those in CSAP.

The proficiency levels determine the level at which students meet the Colorado Model Content Standards in the content area assessed:

- CSAP: Unsatisfactory, Partially Proficient, Proficient, Advanced
- CSAPA: Inconclusive, Exploring, Developing, Emerging, Novice

Entity	Name	Subject	Group	2009	2010	2011
State	Colorado	Reading	Economically Disad...	48.65%	50.80%	49.89%
State	Colorado	Reading	English Learner	38.90%	40.94%	41.55%
State	Colorado	Reading	Gifted and Talented	96.35%	96.89%	96.61%
State	Colorado	Reading	Migrant	29.88%	32.09%	32.44%
State	Colorado	Reading	Students with Disa...	23.74%	22.01%	21.04%

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State

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- Adams 12 Five Star Sd
- Adams County 14
- Adams-Arapahoe 28j
- Agate 300
- Agular Reorganized 6
- Alton R-1
- Alamosa Re-11j
- Archuleta County 50 J
- Arickaree R-2
- Arriba-Flagler C-20
- Aspen 1
- Ault-Highland Re-9
- Bayfield 10 Jt-R
- Bennett 29j
- Bethune R-5
- Big Sandy 100j
- Boulder Valley Re 2
- Branson Reorganized &
- Briggsdale Re-10
- Brighton 27j
- Brush Re-2(O)
- Buena Vista R-31
- Buffalo Re-4j
- Burlington Re-6j
- Byers 32j
- Calhan Rj-1
- Campo Re-6
- Canon City Re-1
- Centennial R-1
- Center 26 Jt
- Charter School Institut
- Cheraw 31
- Cherry Creek 5
- Cheyenne County Re-
- Cheyenne Mountain 1:
- Clear Creek Re-1