

School and District Performance Framework Overview

Updated for 2014 Preliminary build

The following document is a guide to re-creating your School and District Performance Framework ratings from all the raw data. The technical details for each step in the process are detailed below.

- Each school receives a school performance framework (SPF) report.
- Schools with official designations as Alternative Education Campuses (AECs) will receive an SPF report with all the same data elements and reporting. However, they will not receive a final rating or plan assignment on Page 1. In the left-hand yellow highlighted box where a plan assignment would appear it will read “Alternative Education Campus.” In the right-hand box, due to space limitations, it can read “Alt. Ed. Campus” or “AEC” (whichever fits). Supplemental AEC performance framework reports will be released to districts on October 1.
- Each district receives a district performance framework (DPF) report.
- Data for AECs are included in the DPF, but results from facilities (i.e. youth detention centers) are excluded from all metrics and reports.
- If a school/district does not have any ratings or plan assignment/accreditation category, it will still receive a report with “N/A” or “–” in the reporting fields and the N counts for each data element.

Schools/districts receive results for two sets of performance framework reports:

- (1) the most recent year of data
- (2) the most recent three years of data.

CDE produces a report on the basis of three years of data to enable nearly all the state’s public schools/districts to be considered within the same performance framework. Some small schools/districts may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report aggregating three years of data increases the N count and makes it possible for most entities to have public data.

Only one of the two sets of results (1-year or 3-year) will yield the official plan designation for the school/district: it is the scenario under which the entity has data on a higher number of the performance indicators, or, if it has data for an equal number of indicators, the one under which it received a higher total number of points.

One of the goals of the performance framework report is to inform a differentiated approach for state-provided support based on school/district performance and need. Accordingly, the SPF assigns a majority of schools (approximately 85%) a Performance or Improvement plan; these schools still need to engage in a continuous improvement cycle, but their results have met the state’s minimum expectations. Thus, they will have continued autonomy from the state

and will qualify for less support from the state. The school performance framework report assigns the remaining minority of schools (approximately 15%) to Priority Improvement or Turnaround plans; these schools' results have not met the state's minimum expectations and thus need they need greater support from the state.

Since the state is responsible for accrediting districts, the distributions and rating categories shift slightly. The highest performing districts in the state (approximately the top 10%) are Accredited with Distinction. The majority of districts receive a rating of Accredited or Accredited with Improvement Plan (approximately 75%) and have met the state's minimum expectations. Finally, the remaining districts (approximately 15%) have not met the state's minimum expectations and are Accredited with Priority Improvement Plan or Accredited with Turnaround Plan. The levels of support and oversight applied at each level of district accreditation parallel those of the school performance framework laid out above, with districts receiving Distinction treated like the Accredited majority. The performance framework reports enable CDE to direct school and district support resources in alignment with these varying levels of performance and need.

Example School Performance Framework Report

School Performance Framework 2014 - PRELIMINARY DRAFT FOR DISTRICT REVIEW										Level: H						
School: REAL SCHOOL-H - 0003					District: REAL DISTRICTS - 0001 (1 Year) ¹											
Improvement	Performance Indicators		Rating		% of Points Earned out of Points Eligible²											
	Academic Achievement		Approaching		50.0% (7.5 out of 15 points)											
	Academic Growth		Approaching		60.7% (21.2 out of 35 points)											
	Academic Growth Gaps		Approaching		56.7% (8.5 out of 15 points)											
	Postsecondary and Workforce Readiness		Approaching		60.9% (21.3 out of 35 points)											
Plan Assignment		Framework Points Earned		Test Participation ³		Meets 95% Participation Rate										
Performance		at or above 60%														
Improvement		at or above 47% - below 60%														
Priority Improvement		at or above 33% - below 47%														
Turnaround		below 33%														
				TOTAL		58.5% (58.5 out of 100 points)										
<p>This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.</p> <p>Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.</p> <p>²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.</p> <p>³Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).</p>																
Test Participation Rates																
		% of Students Tested			Participation Rating			Students Tested			Total Students					
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	-	-	95.3%	95.3%	-	-	Meets	Meets	-	-	1103	1103	-	-	1158	1158
Mathematics	-	-	95.5%	95.5%	-	-	Meets	Meets	-	-	1106	1106	-	-	1158	1158
Writing	-	-	96.6%	96.6%	-	-	Meets	Meets	-	-	1119	1119	-	-	1158	1158
Science	-	-	96.7%	96.7%	-	-	Meets	Meets	-	-	555	555	-	-	574	574
Social Studies	-	-	96.7%	96.7%	-	-	Meets	Meets	-	-	555	555	-	-	574	574
Colorado ACT	-	-	99.0%	99.0%	-	-	Meets	Meets	-	-	474	474	-	-	479	479

¹Data in this report is based on results from: 2012-13

Official plan type based on: 1 Year SPF report

Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW**Level: High**

School: REAL SCHOOL-H - 0003

District: REAL DISTRICTS - 0001 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	2	4		Approaching	1053	61.35	24
Mathematics	2	4		Approaching	1058	23.72	28
Writing	2	4		Approaching	1067	39.64	29
Science	0	0		-	-	-	-
Total	8	16	50%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	991	55	31	Yes
Mathematics	2	4		Approaching	994	40	96	No
Writing	2	4		Approaching	1002	51	70	No
English Language Proficiency (ACCESS)	1.5	2		Meets	97	61	69	No
Total	8.5	14	60.7%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	582	54	44	Yes
Minority Students	3	4		Meets	739	55	38	Yes
Students with Disabilities	2	4		Approaching	84	52	95	No
English Learners	3	4		Meets	188	57	65	No
Students needing to catch up	2	4		Approaching	412	54	80	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	583	41	99	No
Minority Students	2	4		Approaching	741	40	98	No
Students with Disabilities	2	4		Approaching	84	45	99	No
English Learners	2	4		Approaching	188	44	99	No
Students needing to catch up	2	4		Approaching	609	41	99	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	587	51	81	No
Minority Students	2	4		Approaching	748	52	78	No
Students with Disabilities	2	4		Approaching	85	48	99	No
English Learners	3	4		Meets	198	58	94	No
Students needing to catch up	2	4		Approaching	555	53	94	No
Total	34	60	56.7%	Approaching				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	3	4		Meets	510/511/512/525	78.6/81.4/77.1/76.4%	80%
Disaggregated Graduation Rate	2.75	4	68.8%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	313/268/246/230	79.9/83.6/78.5/73%	80%
Minority Students	0.75	1		Meets	374/340/332/331	78.6/80.9/76.8/76.1%	80%
Students with Disabilities	0.5	1		Approaching	58/53/52/56	60.3/50.9/69.2/71.4%	80%
English Learners	0.75	1		Meets	39/55/48/56	74.4/85.5/75/64.3%	80%
Dropout Rate	2	4		Approaching	2688	4.1%	3.6%
Colorado ACT Composite Score	2	4		Approaching	474	18.2	20
Total	9.75	16	60.9%	Approaching			

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

Graduation Rates - PRELIMINARY DRAFT FOR DISTRICT REVIEW

Level: High

Graduation and Disaggregated Graduation Rates

The School Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the school and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

This School's Graduation Rate and Disaggregated Graduation Rate:

Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	68.1	74.2	75.1	76.4
	2011	69	74.4	77.1	
	2012	75.6	81.4		
	2013	78.6			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	68.1	74.2	75.1	76.4
	2011	69	74.4	77.1	
	2012	75.6	81.4		
	2013	78.6			
	Aggregated	72.8	76.7	76.1	76.4

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	61	69	71	73
	2011	66.1	74.4	78.5	
	2012	75.9	83.6		
	2013	79.9			

Free/Reduced Lunch Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	61	69	71	73
	2011	66.1	74.4	78.5	
	2012	75.9	83.6		
	2013	79.9			
	Aggregated	71.6	76	74.8	73

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.2	73.7	75.3	76.1
	2011	67.5	74.3	76.8	
	2012	74.5	80.9		
	2013	78.6			

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.2	73.7	75.3	76.1
	2011	67.5	74.3	76.8	
	2012	74.5	80.9		
	2013	78.6			
	Aggregated	71.9	76.3	76.1	76.1

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	39.3	56.1	62.5	71.4
	2011	42.3	52.8	69.2	
	2012	32.7	50.9		
	2013	60.3			

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	39.3	56.1	62.5	71.4
	2011	42.3	52.8	69.2	
	2012	32.7	50.9		
	2013	60.3			
	Aggregated	44.2	53.4	65.7	71.4

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	55.2	64.3	64.3	64.3
	2011	60.4	72.9	75	
	2012	75.9	85.5		
	2013	74.4			

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	55.2	64.3	64.3	64.3
	2011	60.4	72.9	75	
	2012	75.9	85.5		
	2013	74.4			
	Aggregated	66	74.2	69.2	64.3

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 by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

For the 1-year SPF, schools earn points based on the highest value among the following: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 7-year graduation rate (the shaded cells in the tables on the left). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 7-year graduation rate. 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 SPFs, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

Terms Used in Data Preparation Steps Within this Document:

Concatenate- Appending rows from one dataset onto the bottom of another data set. Each dataset contains the same information just for a different year/content area. In SPSS this is done through Data > Merge Files > Add Cases (note all variables must be identically named). In Excel, you can append data to an existing dataset by scrolling down to the bottom of the existing data and pasting the new data (assuming that the data match the existing column headers).

Merge- Combine two sets of data by matching on particular index variables (e.g., looking up EMH code in a reference table and writing that code next to every school number). Each data file contains a unique dataset containing data from a somewhat overlapping set of index variables. Combining the datasets yields a wide file, with each record containing the desired variables from both original files. In SPSS this is done through Data > Merge Files > Add Cases (note that all matching variables must be identically named).

Flag – Using some rules or criteria, apply codes (usually 0s and 1s) to data to indicate if entity belongs or does not belong to some category. For example, we might use an external table to consult and code each school as being a Title I school or not.

MGP = Median Growth Percentile

AGP = Adequate Growth Percentile

Performance Indicator = A general component of school or district quality. Colorado has identified four performance indicators that are used to evaluate all schools and districts in the state: student academic growth, student achievement, growth gaps, and postsecondary/workforce readiness.

Performance Sub-indicator = Specific components of school or district quality that make-up each Performance Indicator. For example, student academic achievement is comprised of performance sub-indicators for Reading, Writing, Math and Science.

N = number of students included in the calculation of a metric for a sub-indicator

Note on Minimum N:

In accordance with the Family Educational Rights and Privacy Act (FERPA), each metric requires a minimum N count in order for the data to be publicly reportable. The number of data points must also be considered when constructing a summary measure such as an average or a median; it does not make sense to do so when the number of observations is very small. The school performance framework report therefore uses minimum N counts for each metric and sub-indicator, as shown below.

Table 1. Minimum N Counts

<i>Performance Indicator: Measure</i>	Minimum N
<i>Academic Achievement:</i> Reading, writing, mathematics, science	16
<i>Academic Growth:</i> Reading, writing, mathematics, ACCESS for ELLs	20
<i>Academic Growth Gaps:</i> Reading, writing, mathematics by subgroup	20
<i>Postsecondary and Workforce Readiness:</i> Graduation rate, Dropout rate	16
<i>Postsecondary and Workforce Readiness:</i> Average Colorado ACT Composite Score	16
<i>Test Participation Rate:</i> Reading, writing, mathematics, science, social studies	20

If a school does not meet the minimum N for a metric, the data for that sub-indicator is not reported. The school will receive a rating of “–” for that particular sub-indicator, and the points earned will be 0 (out of 0 eligible points).

If a school does not meet the minimum N count for all of the sub-indicators within a performance indicator, the school is not eligible for any points in that indicator and does not receive a rating on that indicator. This reduces the overall framework points for which the school is eligible, and the school earns 0 out of 0 framework points on that indicator. However, because the points are removed from both the points earned and the points eligible, the school’s score is not negatively affected. Note that:

- If a school meets the minimum N count for at least one sub-indicator within a performance area, it will receive a rating on that performance indicator.
- Although schools receive a 1-year and 3-year report of their data, only one of the two sets results in the official plan type assignment: it is the scenario under which the school has data on a higher number of the performance indicators, or, if it has data for an equal number of indicators, the one under which it received a higher total number of points.

Note on Disaggregated Subgroups:

Table 2. Academic Growth Gaps Disaggregated Subgroup Inclusion and Exclusion specifications

<i>Disaggregated Subgroup</i>	Included	Excluded
Free/Reduced Lunch Eligible	Free lunch eligible Reduced lunch eligible	Not eligible
Minority Students	American Indian or Alaska Native Asian Black Hispanic Hawaiian/Pacific Islander Two or more races	White
Students with Disabilities	On IEP	Not on IEP
English Language Learners	NEP – Non English Proficient	Not Applicable

	LEP – Limited English Proficient FEP – Fluent English Proficient	
Students needing to Catch Up	Scored below proficient in prior year	Scored proficient or above in prior year

Source Data

To reproduce the state SPF/DPF calculations, test data for all students in a school/district on all state assessments are required, as well as growth data for students taking the traditional CSAP/TCAP in reading, writing and math. The Academic Achievement (Status) and Test Participation indicators require scale score information for all assessments, while the Academic Growth and Growth Gaps indicators use CSAP/TCAP student growth percentiles. You will also need to access the official numbers for a high school's dropout rate, graduation rate, and ACT scores. The following explanation details each step for data preparation and calculation, assuming you have access to student-level data for all the students in a school/district.

Academic Achievement and Participation Data (i.e. Student Level Status File)

1. Pull all student-level data for the following assessments. In doing this, include ALL records, even those with blank or incorrect SASIDs.

Reading:

- ❖ CSAP/TCAP Reading
- ❖ CSAPA/COALT Reading
- ❖ Lectura

Writing:

- ❖ CSAP/TCAP Writing
- ❖ CSAPA/COALT Writing
- ❖ Escritura

Math:

- ❖ CSAP/TCAP Math
- ❖ CSAPA/COALT Math

Science:

- ❖ CSAP/TCAP Science
- ❖ CSAPA/COALT Science
- ❖ CMAS Science
- ❖ CMAS ALT Science

Social Studies:

- ❖ CMAS Social Studies
- ❖ CMAS ALT Social Studies

➤ Include the following variables:

- Test name (CSAP/TCAP, CSAPA/CoAlt, Lectura/Escritura, CMAS)
- Test subject
- SASID

- district number
 - school number
 - grade
 - October new to school
 - expelled
 - continuous in district
 - did not test
 - performance level
2. Within each test file, create a new variable that calculates whether students are scoring either Below or Above Proficient, based upon their achievement levels (see below for the correspondence between achievement level and proficiency). Give each student a 0 or a 1, 0 for below proficient and 1 for proficient. No Scores are left blank, so they do not count as either Above or Below Proficient and will not enter into most subsequent calculations.

CSAP/TCAP content tests and Lectura/Escritura (4 point scale and No Scores coded as 5) are as follows:

- Below Proficient
 - Unsatisfactory (1)
 - Partially Proficient (2)
- Above Proficient
 - Proficient (3)
 - Advanced (4)

Note that CMAS Science and Social Studies score data will not be available in 2014, only participation will be calculated.

CSAPA/COALT content tests (5 point scale with No Scores coded as 6 or 11)

- Below Proficient
 - Inconclusive (1 or 6)
 - Exploring (2 or 7)
 - Emerging (3 or 8)
- Above Proficient
 - Developing (4 or 9)
 - Novice (5 or 10)

Note: Although for previous AYP purposes, the top three performance levels of CSAPA/COALT were considered proficient, the state assessment Technical Advisory Committee (TAC) recommended shifting this cut up by one performance level so as to more closely parallel the construct of CSAP/TCAP proficiency.

Note that CMAS Science and Social Studies Alternate assessment score data will not be available in 2014, only participation will be calculated.

3. Flag each student with the appropriate EMH designation. These designations are based on the school in which the student was enrolled and the grade range of the school, along with rules for which code goes with any particular grade range profile. These rules are included as Appendix A of this document. Note that a very small number of records may have a grade reported that is outside the valid grade-range for the school. These records cannot receive an EMH code and are therefore excluded from all school and district calculations.
4. Combine student records for each of the tests listed above within each content area. For example, create a Reading file containing all students tested with CSAP/TCAP, CSAPA/COALT or Lectura. You should concatenate the data from each file so that you end up with one large file for each content area containing data from the different assessments that were administered. These are your 1-year Student Level Status files for each content area. You should create four files: Reading, Math, Writing, and Science.
5. For the 3-year *Student Level Status File*, follow steps 1–4 for the two most recent prior years. You can either work in each file separately or merge the student records for all three years into a single data file for each content area. Again, your goal is to create a single file for each content area, putting all the data in from the past three years. Of course, some SASIDs will be in this three-year file three times because they had data from each year.

Academic Growth and Growth Gaps Data (i.e. Student Level Growth File)

6. *From the growth flat files* provided by CDE, pull student-level data for the following assessments:

Reading:

- ❖ CSAP/TCAP Reading

Writing:

- ❖ CSAP/TCAP Writing

Math:

- ❖ CSAP/TCAP Math

ACCESS for ELLs (2012-13 and 2013-14 results from the English language proficiency growth table):

- ❖ Overall (Note we will no longer be using CELApro results so make sure all mappings specify the test name ACCESS)

➤ Include the following variables:

- SASID
- district number
- school number
- grade level
- October new to school
- expelled
- continuous in district
- did not test
- race/ethnicity
- free or reduced lunch status
- language proficiency
- IEP status
- student growth percentile
- adequate growth percentile (available only for 2013-14 ACCESS)
- Catch Up flag (applies only for TCAP)

These are your 1-year *Student Level Growth Files*.

7. For the 3-year growth calculations you must pull together the last three single years of student growth records. Therefore, start with the growth files for each year and concatenate them so that you have a long file containing a record for every student enrolled at any time during the past three years. This is your *3-year Student Level Growth File*. Note that for ACCESS growth, we will not have 3 complete years of data. We will only use one year of SGPs and one year of AGPs for the 2014 frameworks.

The three-year rollup combines all the years of data into one “pile” from that school, and performs calculations on that dataset just as if it had been a single year of data. When you take the median student growth percentile from this dataset, you are selecting the central tendency from the past three years of growth just as you would from a single year of data. Likewise, the adequate median growth percentile for a school is based on the adequate growth percentiles of all its students for a given time period. Those values themselves are based on multiple years of past data and multiple years that students have before them to catch up or keep up. Of course, some SASIDs will be in this 3-year file three times because they had growth data from each year.

Academic Achievement (i.e. Status)

Academic achievement is the calculation of the percentage of students scoring at the proficient or advanced level out of the total number of students with valid scores in this content area. On the school performance framework, these percentages are not calculated separately for the different assessments (CSAP/TCAP, CSAPA/COALT, Lectura, Escritura). Instead, the individual data points from all the assessments are combined and the final result represents the total percentage of students scoring proficient or advanced, regardless of the actual assessment used. Note that for 2014 SPF and DPF, Science Achievement will not be reported. The points earned and points eligible for Science should be overwritten as 0, and all other cell values should be replaced with “-” for this year and will need to be re-mapped next year to the new CMAS Science tables.

Academic Achievement	N	% Proficient/Advanced	School's Percentile
Reading	83	63.5%	27
Mathematics	83	3.6%	5
Writing	83	18.1%	6
Science	48	38.1%	25

Step 10

Step 11

Step 13 Note

8. Starting with the 1-year *Student Level Status Files*, filter out students who were expelled from a school, did not enroll until after October 1, took another test form, or withdrew from school during the test window. Here are how the rules work, either for inclusion of the right students or exclusion of the wrong ones:
 - Inclusion: **([expelled = 0] OR [expelled = Missing]) AND ([octnewsc = 0] OR [octnewsc = Missing]) AND ([test invalidation ≠ 2] AND [test invalidation ≠ 6])**
 - Exclusion: **[expelled = 1] OR [octnewsc = 1] OR [test invalidation = 2] OR [test invalidation = 6]**

9. Create a summary file which aggregates student records by school and EMH levels within each content area. To create this file, sum the number of students scoring Below Proficient and the number of students scoring Above Proficient within each school by EMH level. See the example at right.

EMH	School No	N Below Prof	N Above Prof
E	0002	79	41
M	0002	68	52
H	0002	80	40
M	0003	58	62
H	0003	91	29

10. Sum the numbers of Above and Below proficient students to give the total number of eligible students in each school by EMH level (N). For 2014 SPF, set Science N-count to “-”.

11. Calculate the total % of students scoring Proficient or Above at E, M, and H levels. Round to 2 decimal places. For 2014 SPF, set Science % PrA to “-”.
12. Repeat steps 8–11 for each content area. Merge the files together to create the *School Level Status File*. This file should contain one record per school number/EMH level, and only needs to contain the total eligible student count and the % of students scoring Proficient or Above (see example below).

EMH	School No	Math N	Math % PrA	Read N	Read % PrA	Science N	Science % PrA	Write N	Write % PrA
E	0002	241	78.7	241	83.6	81	43.2	243	63.1
M	0002	280	56.4	280	71.6	85	28.8	278	62.2
H	0002	185	20.7	184	72.2	98	36.4	182	47.8
M	0003	100	35.8	99	49.5	42	29.6	99	36.4
H	0003	76	16.5	76	36.5	40	37.0	77	31.9

Creation of CDE Comparison Distribution—Using the 2010 data for all schools in the state, CDE has applied cut scores to the % Proficient or Above distribution by content and grade level. These cuts determine the rating a school receives for each Achievement sub-indicator. To enable consistent inferences across years, the 2010 distribution cuts will continue to serve as the baseline against which future academic achievement results will be compared. The process followed by CDE to establish these baseline cuts is laid out below.

- i. Starting with the *Student Level Status File* (with all schools and their EMH designations) and adding in closure information from the school master file, we excluded schools that closed by October 1, 2010. All schools open during the 2009-10 school year, regardless of whether or not they have since closed, are included in the base. Since the roll-up happens at the school-level, the 3 year comparisons will also exclude schools not open during the 2009-10 school year, regardless of when they closed.
- ii. Exclude schools designated as AEC’s. These schools are not included in the normative comparison group because they are not given official ratings under the SPF.
- iii. Exclude schools with less than 16 students (entails separate runs for each content area and grade level). Purely due to their size, small schools tend to have more extreme % Above proficient values that are also more volatile across years than their larger counterparts. These values skew the overall normative distribution and since this minimum N of 16 criterion is used for publicly reported data, it would be unfair for these scores to form the comparison distribution for the ratings of other schools.
- iv. Calculate the percentile rank distribution for schools’ % Proficient and Advanced values. Round to 2 decimal places.
- v. Identify the % Above proficient value associated 15th, 50th, and 90th percentile ranks. These values become the cut-scores for rating schools as Does Not Meet, Approaching, Meets and Exceeds. See the first table on the following page.

School Academic Achievement Percentiles by Content and Year

		READING			MATH			WRITING			SCIENCE		
		E	M	H	E	M	H	E	M	H	E	M	H
2010	N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
2010	15th percentile	49.18	50.44	54.92	48.60	29.72	15.97	32.48	34.96	30.95	19.67	23.85	27.50
2010	50th percentile	71.65	71.43	73.33	70.89	52.48	33.52	53.52	57.77	50.00	47.53	48.00	50.00
2010	90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41
2008-10	N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
2008-10	15th percentile	50.00	50.56	53.34	48.73	29.69	13.49	32.56	36.84	30.00	20.46	25.00	27.93
2008-10	50th percentile	72.05	71.35	72.21	70.11	51.63	30.53	54.84	58.34	49.57	45.36	48.72	50.00
2008-10	90th percentile	88.21	87.40	86.17	87.48	74.41	52.19	76.51	79.17	71.00	72.65	71.26	71.45

District Academic Achievement Percentiles by Content and Year

		READING			MATH			WRITING			SCIENCE		
		E	M	H	E	M	H	E	M	H	E	M	H
2010	N of Schools	175	165	167	176	165	167	175	165	167	133	135	138
2010	15th percentile	59.26	58.87	57.14	57.99	34.46	18.30	38.48	42.37	32.85	29.46	28.57	30.27
2010	50th percentile	71.51	70.50	71.53	70.51	50.00	32.16	54.72	56.36	48.61	48.00	45.60	48.93
2010	90th percentile	84.37	83.57	84.78	84.60	68.84	52.06	69.66	72.27	67.56	69.72	69.09	70.39
2008-10	N of Schools	181	182	183	181	182	182	181	182	183	172	175	179
2008-10	15th percentile	60.45	56.61	57.63	56.84	36.37	17.78	41.44	41.85	33.82	32.93	30.02	31.43
2008-10	50th percentile	72.19	69.22	71.31	70.37	49.11	30.51	55.78	56.80	49.70	47.50	46.81	49.18
2008-10	90th percentile	85.16	81.53	83.80	83.42	65.33	48.02	71.02	70.87	67.71	66.52	65.86	67.31

13. Note: Calculating the percentile ranking for each school requires a table like the one above, but for every value between 1 and 99. This table was too large to include in this document, and the steps required to assign a rank to each school are actually quite complicated in SPSS and can be made available upon request.

Academic Achievement	Points Earned	Points Eligible	% Points	Rating
Reading	2	4		Approaching
Mathematics	1	4		Does Not Meet
Writing	1	4		Does Not Meet
Science	2	4		Approaching
Total	6	16	37.5%	Approaching

Diagram illustrating the steps for calculating the rating:

- Steps 15 & 16 are associated with the Points Earned column.
- Step 14 is associated with the Points Eligible column.
- Step 16 is associated with the Rating column.
- Step 17 is associated with the Total Points Earned (6).
- Step 18 is associated with the Total Points Eligible (16) and Total % Points (37.5%).

14. If the N for a school is less than 16 in a given content area it is eligible for **0** points on Academic Achievement. If a school has 16 or more records it is eligible for **4** points. Again, note that for Science, the points earned and points eligible values should be overwritten with 0.

Note: In the current performance framework, a placeholder of **0** points is used to indicate that a school does not have sufficient data for the metric. Scores of **1, 2, 3,** and **4** are given to schools with enough data to receive a sub-indicator rating.

15. If a school has less than 16 records, it cannot earn any points, and so should be given a **0** for Points Earned. Its sub-indicator Rating will also be “–” and won’t count towards the indicator rating or final plan rating.
16. For schools with more than 16 records, compare the % Above proficient value to the Percentile Cut-points table provided above. Based upon each school’s % Above proficient location within this look-up table, assign the corresponding number of Points Earned and Rating. For Science, force all ratings to be “–”.

Alternatively, compare the School’s Percentile rank (as reported on the SPF) to the table below and input the corresponding Points Earned and Rating.

Scoring Guide	Rating	Point Value
<i>The school's percentage of students scoring proficient or advanced was:</i>		
• at or above the 90th percentile of all schools.	Exceeds	4
• below the 90th percentile but at or above the 50th percentile of all schools.	Meets	3
• below the 50th percentile but at or above the 15th percentile of all schools.	Approaching	2
• below the 15th percentile of all schools.	Does Not Meet	1

Indicator Total—

17. To get the indicator total, simply add up the number of Points Earned across all of the sub-indicators. Do the same thing to get the total number of Points Eligible. You can keep any zeros in or leave them out, because it won't make any difference either way.
18. Divide the total number of Points Earned by the total Points Eligible to get the total % of Points. Compare this value to the table below and assign the matching indicator Rating.

Because the correspondence between 1 out of 4 (i.e. 25%) = Does Not Meet, 2 out of 4 (50%) = Approaching, 3 out of 4 (75%) = Meets and 4 out of 4 (100%) = Exceeds, does not directly translate to a larger number of points, the indicator thresholds have been set at the mid-points between each pair of values. In other words, the mid-point between 25% and 50% is 37.5%, therefore a school earning at least 37.5% of their eligible points receives a rating of Approaching.

Cut-Points for each performance indicator		
	<i>Cut-Point: The school earned ... of the points eligible on this indicator.</i>	
Achievement; Growth; Gaps; Postsecondary	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

3-year Framework—

- a) Three year totals are calculated using the 3 year *Student Level Status Files* and following steps 8–18. In step 16, be sure to use the 3-year values from the CDE percentile cut-points table, not the 1-year values. **Even though two prior years of results exist for Science, we will be suppressing all 3-year Science results. Force all Science N-counts, % PrA and ratings to be “–”, and the points earned and points eligible values should be overwritten with 0.**

District Framework—

- b) Start over with the 1 year Student Level Status File and apply district exclusions. Remove students who did not enroll until after October 1, were not continuous in district, took another test form, or withdrew from school during the test window.
- Inclusion: **([octnewsc = 0] OR [octnewsc = Missing] OR [con_dist=1] OR [con_dist=Missing]) AND ([test invalidation ≠ 2] AND [test invalidation ≠ 6])**
 - Exclusion: **([con_dist = 0] AND [octnewsc = 1]) OR [test invalidation = 2] OR [test invalidation = 6]**
- c) Follow steps 8–12, this time aggregating at the *district* and EMH levels.

- d) Use the district-level academic percentiles look-up table (presented before step 13) and follow steps 14–18.

Academic Growth

The Academic Growth sub-indicators use one of two different scoring guides to produce a rating. Which scoring guide is used depends on whether or not the median growth percentile of the school meets or exceeds the associated median adequate growth percentile. In this way, academic growth is evaluated first based on the criterion of whether or not the growth rate is adequate for the typical or median student in the school/subgroup to reach or maintain an achievement level of proficient or advanced within three years or by 10th grade, whichever comes first. Academic growth information is then evaluated separately, using the more familiar median growth percentile, which is completely independent of achievement level.

Academic Growth	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	175	49	61	No
Mathematics	174	54	99	No
Writing	174	55	88	No
English language proficiency	68	64	69	No

Step 0

Step 22

19. Starting with the 1-year *Student Level Growth File* you made in step 6, remove students who were expelled from a school, did not enroll until after October 1, took an alternate test form, or withdrew from a school during the test window. For WIDA ACCESS/CELApro growth, students with language proficiency of NA, FEP, FELL or PHLOTE should also be excluded.

- Inclusion: $([\text{expelled} = 0] \text{ OR } [\text{expelled} = \text{Missing}]) \text{ AND } ([\text{octnewsc} = 0] \text{ OR } [\text{octnewsc} = \text{Missing}]) \text{ AND } ([\text{test invalidation} \neq 2] \text{ AND } [\text{test invalidation} \neq 6])$
- Exclusion: $[\text{expelled} = 1] \text{ OR } [\text{octnewsc} = 1] \text{ OR } [\text{test invalidation} = 2] \text{ OR } [\text{test invalidation} = 6]$
- Additional Inclusion for ACCESS: $[\text{language_proficiency} = 1, 2, \text{ or } U]$
- Additional Exclusion for ACCESS: $[\text{language_proficiency} = 0, E, \text{ or } 6]$

20. Create a growth summary file aggregating student records by school and EMH level within each content area. Create the following summary variables for each School #/EMH combination: valid N count of growth records, Median Growth Percentile (MGP) and Median Adequate Growth Percentile (AGP). See example at right.

EMH	School No	N	MGP	AGP
E	0002	230	53	35
M	0002	262	48	39
H	0002	157	56	71
M	0003	88	47	48
H	0003	63	38	99

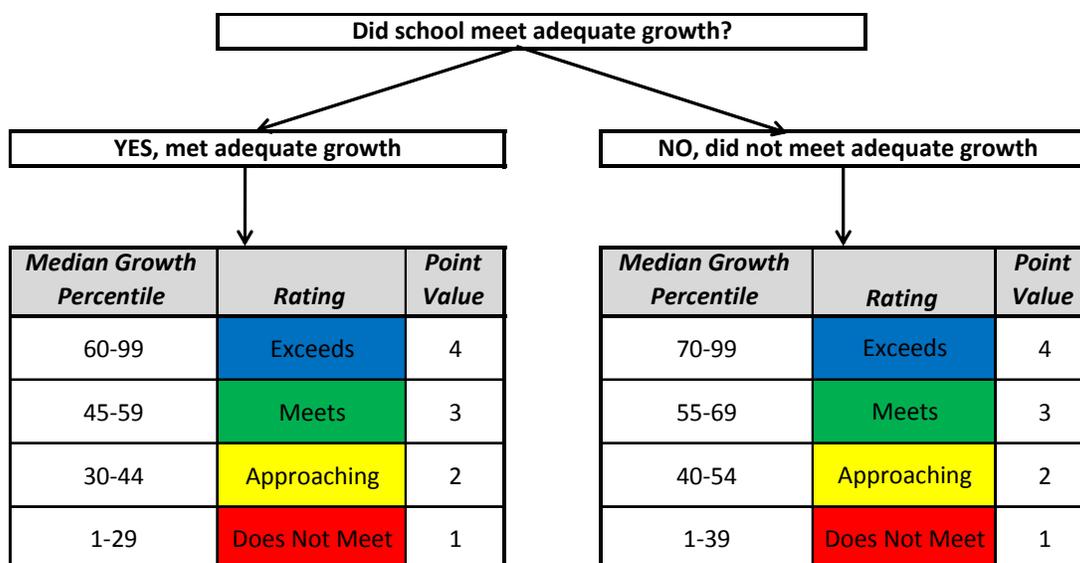
21. Round both median variables to zero decimal places. Make sure the rounding rules are set so that 0.5 always rounds up to the nearest whole number.

22. Now you need to figure out if the schools' growth was adequate or not, and write a Yes or No onto each row in your file. To do this, you compare each school's MGP and AGP. If the MGP is greater than or equal to the AGP, input a **Yes** for Made Adequate Growth. If the MGP is less than the AGP, code as **No**. If fewer than 20 students have growth records, code as "--" – this does not meet minimum N requirements and the calculation would not count in the SPF anyway.
23. Repeat steps 19–22 for each content area. **Note that for 2014, ACCESS AGP will be included in the table and will need to be pulled.** Merge the files together to create the *School Level Growth File*. This file should contain one row per school number/EMH level, and it will have growth variables for each of the four content areas associated with this school.

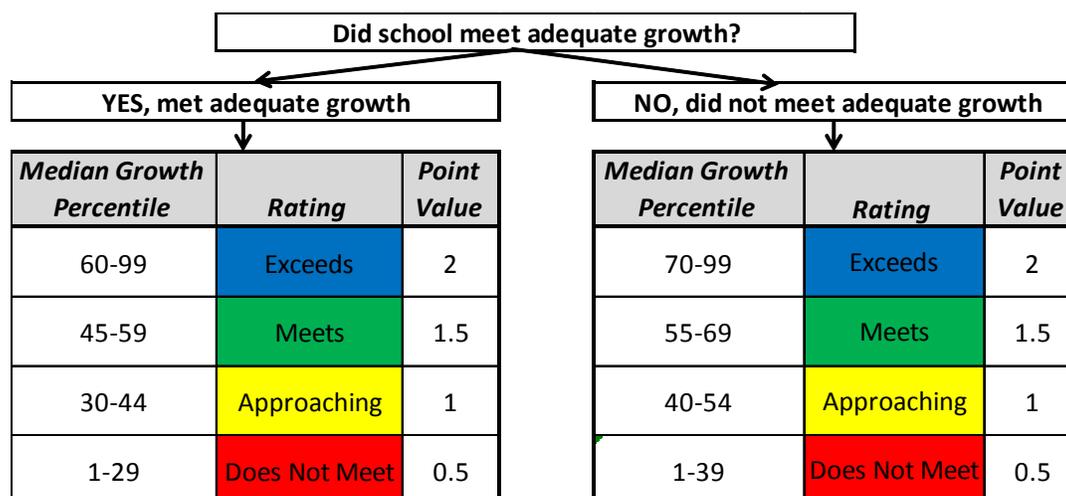
<i>Academic Growth</i>		<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>
Reading	Steps 25 & 26	2	4	Step 26	– Approaching
Mathematics		2	4		Approaching
Writing		3	Step 24 4		Meets
English language profic	Step 27	2	2	Step 27	Meets
Total		9	14	64.3%	Meets

Step 28
Step 29

24. If a school has fewer than 20 growth records in a given content area it is eligible for **0** points. If a school has 20 or more CSAP/TCAP records it is eligible for **4** points. If a school has 20 or more ACCESS for ELLs records it is eligible for **2** points.
25. If a school has fewer than 20 records, it cannot earn any points, and so should be given a **0** for Points Earned. Its sub-indicator Rating will also be "--" and won't count towards the indicator rating or final plan rating.
26. To determine a school's Points Earned and Rating on the CSAP/TCAP content areas, answer the following questions in conjunction with the chart below.
- Was the Median Growth Percentile greater than or equal to the median Adequate Growth Percentile? If yes, use the scoring guide for "met adequate growth." If no, use the scoring guide for "did not meet adequate growth."
 - What was the median student growth percentile of the school and what are the Rating and Point Values corresponding to this level of growth based on the scoring guide?



27. To determine a school's Points Earned and Rating on the ACCESS for ELLs, use the table below. Note that we now have ACCESS AGPs and will return to using the bifurcated scoring rubric.



Indicator Total—

28. To get the indicator total, simply add up the number of Points Earned across each of the sub-indicators. Do the same thing to get the total number of Points Eligible.
29. Divide the total number of Points Earned by the total Points Eligible to get the total % of Points. Compare this value to the table below (repeated from step 18) and assign the corresponding indicator Rating.

Cut-Points for each performance indicator		
	<i>Cut-Point: The school earned ... of the points eligible on this indicator.</i>	
Achievement; Growth; Gaps; Postsecondary	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

3 year Framework—

- e) Important Note: It is crucial to remember that you must concatenate all the student growth records for the three most recent years into a single long file. In this file, a single student will be represented by multiple records, one for each year in which a valid growth score is available. Note that the aggregation of AGPs for ELP growth should explicitly refer to the ACCESS assessment, this will pull only the 2014 results because the fields were blank in 2013.
- f) Using the 3-year *Student Level Growth File*, repeat steps 19–29. Because ACCESS AGPs are only available for 2013-14, we will be limiting the MGPs to one year of data as well. For the 2014 SPF, include only the 2013-14 student-level ACCESS results for the median. This means the 1-year results will be identical to the 3-year results for the 2014 SPF. In 2015, we plan to include multiple years of data in the 3-year MGPs, so make this condition easily removable.

District Framework—

- g) Start over with the 1-year *Student Level Growth File* and remove students who did not enroll until after October 1, were not continuous in district, took another test form, or withdrew from school during the test window.
- Inclusion: $([\text{octnewsc} = 0] \text{ OR } [\text{octnewsc} = \text{Missing}] \text{ OR } [\text{con_dist}=1] \text{ OR } [\text{con_dist}=99]) \text{ AND } ([\text{test invalidation} \neq 2] \text{ AND } [\text{test invalidation} \neq 6])$
 - Exclusion: $([\text{con_dist} = 0] \text{ AND } [\text{octnewsc} = 1]) \text{ OR } [\text{test invalidation} = 2] \text{ OR } [\text{test invalidation} = 6]$
- h) Follow steps 19–29, this time aggregating at the *district* and EMH levels.

Academic Growth Gaps

The Academic Growth Gaps indicator applies the Academic Growth scoring logic to each historically disadvantaged subgroup.

Academic Growth Gaps	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading				
Free/Reduced Lunch Eligible	48	42	42	Yes
Minority Students	52	52	45	Yes
Students w/Disabilities	5	N/A	N/A	N/A
English Language Learners	28	46	59	No
Students needing to catch up	27	52	85	No

Step 32

Step 34

30. Once again starting with the 1-year *Student Level Growth File*, apply the same exclusion rules as for the regular growth calculations.

- Inclusion: **([expelled = 0] OR [expelled = Missing]) AND ([octnewsc = 0] OR [octnewsc = Missing]) AND ([test invalidation ≠ 2] AND [test invalidation ≠ 6])**
- Exclusion: [expelled = 1] OR [octnewsc = 1] OR [test invalidation = 2] OR [test invalidation = 6]

31. Then, for one historically disadvantaged subgroup at a time, apply the exclusion rules specified below and create subgroup summary files.

Free/Reduced Lunch Eligible–

- Inclusion: [FreeRedLunch = 1] OR [FreeRedLunch = 2]
- Exclusion: [FreeRedLunch = 3] OR [FreeRedLunch = Missing]

Minority Students–

- Inclusion: [race_eth = 1] OR [race_eth = 2] OR [race_eth = 3] OR [race_eth = 4] OR [race_eth = 6] OR [race_eth = 7]
- Exclusion: [race_eth = 5] OR [race_eth = Missing]

Students with Disabilities (IEP)–

- Inclusion: [iep = 1]
- Exclusion: [iep = 0] OR [iep = Missing]

English Language Learners–

- Inclusion: [LangProf = 1] OR [LangProf = 2] OR [LangProf = 3] OR [LangProf = 5]
- Exclusion: [LangProf = 0] OR [LangProf = 4] OR [LangProf = 6] OR [LangProf = Missing]

Students needing to catch up–

- Inclusion: [CATCHUP = 0] OR [CATCHUP = 1]
- Exclusion: [CATCHUP = Missing]

32. These subgroup summary files should aggregate student records by school and EMH level within each content area. Create the following variables for each subgroup: valid N count of growth records, Median Growth Percentile (MGP) and Median Adequate Growth Percentile (AGP). See example below.

EMH	School No	FRL N	FRL MGP	FRL AGP	Minority N	Minority MGP	Minority AGP
E	0002	76	48	34	83	45	34
M	0002	61	52	31	69	57	29
H	0002	87	51	39	107	54	37
M	0004	432	51	21	61	64	52
H	0004	139	38	21	34	68	80

33. Round both median variables to zero decimal places. Make sure the rounding rules are set so that 0.5 always rounds up to the nearest whole number.

34. Compare each school's MGP and AGP. If the MGP is greater than or equal to the AGP, input a **Yes** for Made Adequate Growth. If the MGP is less than the AGP, code as **No**. If fewer than 20 students have growth records, code as "--".

35. Repeat steps 30–34 for each subgroup and content area. Merge the files together to create the *School Level Gaps File*. This file should contain one record per school number/EMH level.

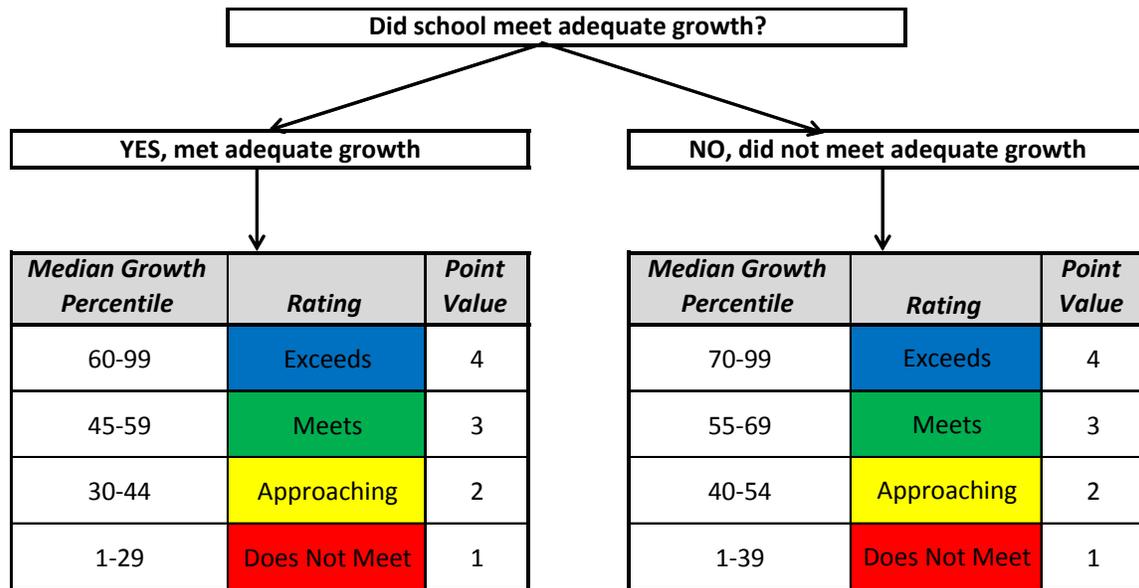
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating
Reading	9	16	56.3%	
Free/Reduced Lunch Eligible	2	4		Approaching
Minority Students	Steps - 3	4		Meets
Students w/Disabilities	37 & 38 0	Step 36 0	Step 38	N/A
English Language Learner	2	4		Approaching
Students needing to catch up	2	4		Approaching

36. If a school has fewer than 20 growth records in a given content area it is eligible for **0** points. If a school has 20 or more records it is eligible for **4** points.

37. If a school has fewer than 20 growth records, it cannot earn any points, and so should be given a **0** for Points Earned. Its sub-indicator Rating will also be "--" and won't count towards the indicator rating or final plan rating.

38. To determine each subgroup's Points Earned and Rating, apply the same questions and chart as was used for the Academic Growth sub-indicators.

- Was the Median Growth Percentile greater than or equal to the median Adequate Growth Percentile? If yes, use the scoring guide for “met adequate growth.” If no, use the scoring guide for “did not meet adequate growth.”
- What was the median student growth percentile of the group, and what are the Rating and Point Values corresponding to this level of growth based on the scoring guide?



Content Area and Indicator Totals—

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating
Reading	9	16	56.3%	
Free/Reduced Lunch Eligible	2	4		Approaching
Minority Students	3	4		Meets
Students w/Disabilities	0	0		N/A
English Language Learners	2	4		Approaching
Students needing to catch up	2	4		Approaching
Mathematics	8	16	50.0%	
Free/Reduced Lunch Eligible	2	4		Approaching
Minority Students	2	4		Approaching
Students w/Disabilities	0	0		N/A
English Language Learners	2	4		Approaching
Students needing to catch up	2	4		Approaching
Writing	12	16	75.0%	
Free/Reduced Lunch Eligible	3	4		Meets
Minority Students	3	4		Meets
Students w/Disabilities	0	0		N/A
English Language Learners	3	4		Meets
Students needing to catch up	3	4		Meets
Total	29	48	60.4%	Approaching

Step 41

Step 42

39. Subtotals for all subgroups by content area are provided for informational purposes only. Calculate by adding together the Points Earned (and Points Eligible) for all subgroups within each content area.
40. Calculate the content area % Points by dividing the Points Earned by Points Eligible. Apply the table below (again from step 18) to get the rating for each content area aggregation.

Cut-Points for each performance indicator		
	<i>Cut-Point: The school earned ... of the points eligible on this indicator.</i>	
Achievement; Growth; Gaps; Postsecondary	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

41. To get the indicator total, simply add up the number of Points Earned across each of the sub-indicators (combining all content areas and subgroups). Do the same thing to get the total number of Points Eligible.
42. Divide the total number of Points Earned by the total Points Eligible to get the total % of Points. Compare this value to the table provided in step 40 and assign the matching indicator Rating.

3 year Framework—

- i) Reminder: You must use the concatenated 3-year *Student Level Growth File*.
- j) Repeat steps 30–42.

District Framework—

- k) Once again take the 1-year *Student Level Status File* and remove students who did not enroll until after October 1, were not continuous in district, took another test form, or withdrew from school during the test window.
- Inclusion: **([octnewsc = 0] OR [octnewsc = Missing] OR [con_dist=1] OR [con_dist=99]) AND ([test invalidation ≠ 2] AND [test invalidation ≠ 6])**
 - Exclusion: **([con_dist = 0] AND [octnewsc = 1]) OR [test invalidation = 2] OR [test invalidation = 6]**
- l) Follow steps 30–42, this time aggregating at the *district*, EMH, and subgroup levels.

Postsecondary and Workforce Readiness

The indicator for Postsecondary Workforce Readiness (PWR) is composed of four sub-indicators: Graduation Rate, Disaggregated Graduation Rate, Dropout Rate, and CO ACT Score. CO ACT began collecting Foreign Exchange status in 2013-14. Students flagged as foreign exchange will now be removed from all PWR CO ACT calculations.

Graduation Rate

Note: The graduation and dropout rates used in the school performance framework reports reflect 2010–11 data. Because official state graduation and dropout rates are not available until January, and the school performance framework report is released in August, the graduation and dropout rates reported in the performance framework reports will always be a year delayed.

For the 2013 SPF and DPF reports, the new “Best of” 4, 5, 6, and 7 year graduation rate is used. 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 graduating class is assigned by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student entering ninth grade in fall 2007 will graduate with the Class of 2011.

PWR	N	Rate/Score	Minimum State Expectation
Graduation Rate	95/97/107/103	88.4/86.7/85.1/53.5	80.0%

Step 47
Step 48

43. CDE’s official release of current year on-time (i.e. 4-year) school-level graduation data is posted to the department website at <http://www.cde.state.co.us/cdereval/rv2010GradLinks.htm>

5, 6, 7 year and historical graduation rate information can be downloaded at <http://www.cde.state.co.us/cdereval/rv2010GradLinks.htm> under the heading “Historical On Time Graduation and Completion Rates Used for Performance Frameworks”.

44. From these files, extract the following variables:

- School Code (i.e. school number)
- District Code or Organization Code
- Anticipated Year of Graduation
- All Students 4-year Grad Base (i.e. N)

- All Students 4-year Graduates Total
- All Students 4-year Graduation Rate (rounded to the nearest tenth)
- All Students 5-year Grad Base (i.e. N)
- All Students 5-year Graduates Total
- All Students 5-year Graduation Rate (rounded to the nearest tenth)
- All Students 6-year Grad Base (i.e. N)
- All Students 6-year Graduates Total
- All Students 6-year Graduation Rate (rounded to the nearest tenth)
- All Students 7-year Grad Base (i.e. N)
- All Students 7-year Graduates Total
- All Students 7-year Graduation Rate (rounded to the nearest tenth)

Be sure to include all students with Anticipated Year of Graduation values of 2010, 2011, 2012, and 2013.

45. Flag each record with the appropriate EMH designation (based upon school number). Although elementary and middle schools should not have graduation rates, there are some cases where they are included in the official release. Remove schools that are not designated as high schools (if EMH \neq H). And schools that were not open at any time during the most recent school year.

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	95.7	95.7	95.8	95.8
	2010	92.6	92.6	92.6	
	2011	89.2	92.1		
	2012	85.4			
	Aggregated	90.4	93.2	94.0	95.8

46. The easiest way to visualize the 4, 5, 6, and 7 year rate is to use the matrix table of graduation rates and AYG cohorts (excerpted from the performance framework in the table above). It's a bit of a process to transform the raw data into an SPF-appropriate format, and the following sub-section will provide explanation and instruction.

Calculating and Displaying the "Best of" 4, 5, 6, and 7 year Graduation Rate-

CDE has incorporated the 4, 5, 6, and 7-year graduation rate calculations into the performance frameworks so as to give schools credit for whichever rate is highest. While the 4-year graduation rate from the most recent cohort provides the most current information about performance, the 5-year, 6-year, and 7-year rates are better indicators for those districts and schools making a concerted effort to keep students in school (to prevent drop-out, better prepare students for postsecondary and workforce readiness, etc.).

For the most recent 2013 cohort, those students who started ninth grade in 2009 and had 2013 as their anticipated year of graduation, only the 4-year graduation rate is available. Their 5-year graduation rate will become available at the end of the current school year, their 6-year rate will become available the next year, their 7-year rate the year after that. For the 2012 cohort, those students who started ninth grade in 2008 and had 2012 as their anticipated year of graduation, the 4-year rate and the 5-year rate are available, but their 6 and 7-year rates will only become available in the coming years. For the 2011 cohort, those students who started ninth grade in 2007 and had 2011 as their anticipated year of graduation, the 4, 5, and 6-year rates are available and their 7-year rate will be available next year. For the 2010 cohort, those students who started ninth grade in 2006 and had 2010 as their anticipated year of graduation, the 4, 5, 6, and 7-year rates are available. This is because we already know what percentage of the 2010 cohort graduated in 2010 (4-year rate), 2011 (5-year rate), 2012 (6-year rate), and 2013 (7-year rate).

To translate the raw data files, follow the instructions below and display the value in the cell indicated in this table.

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	Step (vii)	Step (viii)	Step (ix)	Step (x)
	2011	Step (iv)	Step (v)	Step (vi)	
	2012	Step (ii)	Step (iii)		
	2013	Step (i)			

- i. It's easiest to start from the current year and work backward, therefore filter for records where [Anticipated Year of Graduation = **2013**]. From these selected records, the "All Students 4-year Graduation Rate" value is pulled into the field indicated by **Step (i)** in the table just above. The N-count (i.e. denominator) associated with this 4-year graduation rate corresponds to the variable name "All Students 4-year Grad Base" and the numerator is "All Students 4-year Graduates Total".
- ii. Filter for records where [Anticipated Year of Graduation = **2012**] then pull the "All Students 4-year Graduation Rate" into the field indicated by **Step (ii)**. The N-count for this cohort's 4-year graduation rate pulls from "All Students 4-year Grad Base" and the numerator is "All Students 4-year Graduates Total".
- iii. Maintaining the filter for [Anticipated Year of Graduation = 2012], pull the "All Students 5-year Graduation Rate" into the field indicated by **Step (iii)**. The N-count for this cohort's 5-year graduation rate pulls from "All Students 5-year Grad Base" and the numerator is "All Students 5-year Graduates Total".
- iv. Filter for records where [Anticipated Year of Graduation = **2011**] then pull the "All Students 4-year Graduation Rate" into the field indicated by **Step (iv)**. The N-count for this cohort's 4-year graduation rate pulls from "All Students 4-year Grad Base" and the numerator is "All Students 4-year Graduates Total".
- v. Maintaining the filter for [Anticipated Year of Graduation = 2011], pull the "All Students 5-year Graduation Rate" into the field indicated by **Step (v)**. The N-count for this

- cohort's 5-year graduation rate pulls from "All Students 5-year Grad Base" and the numerator is "All Students 5-year Graduates Total".
- vi. Again, maintaining the filter for [Anticipated Year of Graduation = 2011], pull the "All Students 6-year Graduation Rate" into the field indicated by **Step (vi)**. The N-count for this cohort's 6-year graduation rate pulls from "All Students 6-year Grad Base" and the numerator is "All Students 6-year Graduates Total".
 - vii. Filter for records where [Anticipated Year of Graduation = **2010**] then pull the "All Students 4-year Graduation Rate" into the field indicated by **Step (vii)**. The N-count for this cohort's 4-year graduation rate pulls from "All Students 4-year Grad Base" and the numerator is "All Students 4-year Graduates Total".
 - viii. Maintaining the filter for [Anticipated Year of Graduation = 2010], pull the "All Students 5-year Graduation Rate" into the field indicated by **Step (viii)**. The N-count for this cohort's 5-year graduation rate pulls from "All Students 5-year Grad Base" and the numerator is "All Students 5-year Graduates Total".
 - ix. Again, maintaining the filter for [Anticipated Year of Graduation = 2010], pull the "All Students 6-year Graduation Rate" into the field indicated by **Step (ix)**. The N-count for this cohort's 6-year graduation rate pulls from "All Students 6-year Grad Base" and the numerator is "All Students 6-year Graduates Total".
 - x. For the last time, maintain the filter for [Anticipated Year of Graduation = 2010], pull the "All Students 7-year Graduation Rate" into the field indicated by **Step (x)**. The N-count for this cohort's 7-year graduation rate pulls from "All Students 7-year Grad Base" and the numerator is "All Students 7-year Graduates Total".
 - xi. Having populated the table, calculate the 1-year SPF "Best of" graduation rate by comparing the 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate, and 2010 7-year graduate rate (the shaded cells along the diagonal in the table above labeled as Steps i, iii, vi, and x). If the N-count for any of these cells is less than 16 suppress the corresponding rate in the calculation (i.e. only graduation rates based on 16 or more students are included). Among the valid remaining rates, the highest value is used as the "Best of" 4, 5, 6, 7 year graduation rate.
 - xii. By taking the best result from among these four cohorts (shown in bold italics/red), districts and schools can be rewarded for their graduation successes, whether or not that is reflected in their "on-time" 4-year rate or a more delayed 5, 6, or 7-year rate. Italicize and highlight in red this "Best of" value.
47. Display the N-counts and rates for the shaded cells along the diagonal (Steps i, iii, vi, and x).
48. The Minimum State Expectation field represents the cut-score required for a rating of Meets (see the scoring table in step 51).

PWR	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>
Graduation Rate	Steps 50 & 51	3	4	Steps 50 & 51
				Meets

49. If all of the graduation rates along the shaded diagonal have N-counts less than 16, the school is eligible for **0** points. If one or more of the graduation rates along the shaded diagonal has 16 or more student records the “Best of” rate can be calculated and the school is eligible for **4** points.
50. If all of the graduation rates along the shaded diagonal have N-counts less than 16, the school gets **0** Points Earned. Its sub-indicator Rating should be coded as “-”.
51. Locate each school’s “Best of” graduation rate within the ranges provided by the scoring guide below and input the corresponding Rating and Points Earned.

Scoring Guide	Rating	Point Value
<i>Graduation Rate: The school's graduation rate was:</i>		
• at or above 90%.	Exceeds	4
• above 80% but below 90%.	Meets	3
• at or above 65% but below 80%	Approaching	2
• below 65%.	Does Not Meet	1

Disaggregated Graduation Rate

Like the overall graduation rate, the disaggregated graduation rates report the “Best of” 4, 5, 6, or 7 year graduation rate for each historically disadvantaged subgroup.

Note: The graduation rates used in the school performance framework reports reflect lagged data. Because official state graduation rates are not available until November, and the school performance framework report is released in August, the graduation rate reported in the performance framework reports will always be a year delayed.

PWR	N	Rate/Score	Expectation
Disaggregated Graduation Rate			
Free/Reduced Lunch Eligible	77/102/80/ 103	36.4/61.8/62.5/ 77.8%	80.0%
Minority Students	71/101/80/ 99	28.2/54.5/60.0/ 65.7%	80.0%
Students w/Disabilities	N<16/ 17 /18/24	- / 52.9 /50.0/50.0	80.0%
English Language Learners	29/44/35/ 45	31.0/56.8/54.3/ 77.8%	80.0%

Step 60

Step 61

52. The graduation rate files previously downloaded contain the ethnicity data, but additional files with IPST in the title will also need to be downloaded for each AYG and graduating year.
53. From the graduation files containing ethnicity data, extract the following variables:
- School Code (i.e. school number)

- District Code or Organization Code
- Anticipated Year of Graduation
- American Indian 4-year Grad Base (i.e. N)
- American Indian 4-year Graduates Total
- American Indian 4-year Graduation Rate (rounded to the nearest tenth)
- American Indian 5-year Grad Base (i.e. N)
- American Indian 5-year Graduates Total
- American Indian 5-year Graduation Rate (rounded to the nearest tenth)
- American Indian 6-year Grad Base (i.e. N)
- American Indian 6-year Graduates Total
- American Indian 6-year Graduation Rate (rounded to the nearest tenth)
- American Indian 7-year Grad Base (i.e. N)
- American Indian 7-year Graduates Total
- American Indian 7-year Graduation Rate (rounded to the nearest tenth)
- Asian 4-year Grad Base (i.e. N)
- Asian 4-year Graduates Total
- Asian 4-year Graduation Rate (rounded to the nearest tenth)
- Asian 5-year Grad Base (i.e. N)
- Asian 5-year Graduates Total
- Asian 5-year Graduation Rate (rounded to the nearest tenth)
- Asian 6-year Grad Base (i.e. N)
- Asian 6-year Graduates Total
- Asian 6-year Graduation Rate (rounded to the nearest tenth)
- Asian 7-year Grad Base (i.e. N)
- Asian 7-year Graduates Total
- Asian 7-year Graduation Rate (rounded to the nearest tenth)
- Black 4-year Grad Base (i.e. N)
- Black 4-year Graduates Total
- Black 4-year Graduation Rate (rounded to the nearest tenth)
- Black 5-year Grad Base (i.e. N)
- Black 5-year Graduates Total
- Black 5-year Graduation Rate (rounded to the nearest tenth)
- Black 6-year Grad Base (i.e. N)
- Black 6-year Graduates Total
- Black 6-year Graduation Rate (rounded to the nearest tenth)
- Black 7-year Grad Base (i.e. N)
- Black 7-year Graduates Total
- Black 7-year Graduation Rate (rounded to the nearest tenth)
- Hispanic 4-year Grad Base (i.e. N)
- Hispanic 4-year Graduates Total
- Hispanic 4-year Graduation Rate (rounded to the nearest tenth)
- Hispanic 5-year Grad Base (i.e. N)

- Hispanic 5-year Graduates Total
- Hispanic 5-year Graduation Rate (rounded to the nearest tenth)
- Hispanic 6-year Grad Base (i.e. N)
- Hispanic 6-year Graduates Total
- Hispanic 6-year Graduation Rate (rounded to the nearest tenth)
- Hispanic 7-year Grad Base (i.e. N)
- Hispanic 7-year Graduates Total
- Hispanic 7-year Graduation Rate (rounded to the nearest tenth)

Be sure to include all students with Anticipated Year of Graduation values of 2010, 2011, 2012, and 2013.

54. Aggregate the numerators and denominators for the individual ethnicity groups into combined Minority totals:

- **Minority 4-year Grad Base** = American Indian 4-year Grad Base + Asian 4-year Grad Base + Black 4-year Grad Base + Hispanic 4-year Grad Base
- **Minority 4-year Graduates Total** = American Indian 4-year Grad Total + Asian 4-year Grad Total + Black 4-year Grad Total + Hispanic 4-year Grad Total
- **Minority 5-year Grad Base** = American Indian 5-year Grad Base + Asian 5-year Grad Base + Black 5-year Grad Base + Hispanic 5-year Grad Base
- **Minority 5-year Graduates Total** = American Indian 5-year Grad Total + Asian 5-year Grad Total + Black 5-year Grad Total + Hispanic 5-year Grad Total
- **Minority 6-year Grad Base** = American Indian 6-year Grad Base + Asian 6-year Grad Base + Black 6-year Grad Base + Hispanic 6-year Grad Base
- **Minority 6-year Graduates Total** = American Indian 6-year Grad Total + Asian 6-year Grad Total + Black 6-year Grad Total + Hispanic 6-year Grad Total
- **Minority 7-year Grad Base** = American Indian 7-year Grad Base + Asian 7-year Grad Base + Black 7-year Grad Base + Hispanic 7-year Grad Base
- **Minority 7-year Graduates Total** = American Indian 7-year Grad Total + Asian 7-year Grad Total + Black 7-year Grad Total + Hispanic 7-year Grad Total

55. Calculate the Minority graduation rate for each year

- **Minority 4-year Graduation Rate** = Minority 4-year Graduates Total/ Minority 4-year Grad Base
- **Minority 5-year Graduation Rate** = Minority 5-year Graduates Total/ Minority 5-year Grad Base
- **Minority 6-year Graduation Rate** = Minority 6-year Graduates Total/ Minority 6-year Grad Base
- **Minority 7-year Graduation Rate** = Minority 7-year Graduates Total/ Minority 7-year Grad Base

Round all graduation rate values to the nearest tenth

56. From the graduation files containing Instructional Program Service Type (IPST) data, extract the following variables:

- School Code (i.e. school number)
- District Code or Organization Code
- Anticipated Year of Graduation
- Students with Disabilities 4-year Grad Base (i.e. N)
- Students with Disabilities 4-year Graduates Total
- Students with Disabilities 4-year Graduation Rate (rounded to the nearest tenth)
- Students with Disabilities 5-year Grad Base (i.e. N)
- Students with Disabilities 5-year Graduates Total
- Students with Disabilities 5-year Graduation Rate (rounded to the nearest tenth)
- Students with Disabilities 6-year Grad Base (i.e. N)
- Students with Disabilities 6-year Graduates Total
- Students with Disabilities 6-year Graduation Rate (rounded to the nearest tenth)
- Students with Disabilities 7-year Grad Base (i.e. N)
- Students with Disabilities 7-year Graduates Total
- Students with Disabilities 7-year Graduation Rate (rounded to the nearest tenth)
- Limited English Proficient 4-year Grad Base (i.e. N)
- Limited English Proficient 4-year Graduates Total
- Limited English Proficient 4-year Graduation Rate (rounded to the nearest tenth)
- Limited English Proficient 5-year Grad Base (i.e. N)
- Limited English Proficient 5-year Graduates Total
- Limited English Proficient 5-year Graduation Rate (rounded to the nearest tenth)
- Limited English Proficient 6-year Grad Base (i.e. N)
- Limited English Proficient 6-year Graduates Total
- Limited English Proficient 6-year Graduation Rate (rounded to the nearest tenth)
- Limited English Proficient 7-year Grad Base (i.e. N)
- Limited English Proficient 7-year Graduates Total
- Limited English Proficient 7-year Graduation Rate (rounded to the nearest tenth)
- Econ. Disadvant. 4-year Grad Base (i.e. N)
- Econ. Disadvant. 4-year Graduates Total
- Econ. Disadvant. 4-year Graduation Rate (rounded to the nearest tenth)
- Econ. Disadvant. 5-year Grad Base (i.e. N)
- Econ. Disadvant. 5-year Graduates Total
- Econ. Disadvant. 5-year Graduation Rate (rounded to the nearest tenth)
- Econ. Disadvant. 6-year Grad Base (i.e. N)
- Econ. Disadvant. 6-year Graduates Total
- Econ. Disadvant. 6-year Graduation Rate (rounded to the nearest tenth)
- Econ. Disadvant. 7-year Grad Base (i.e. N)
- Econ. Disadvant. 7-year Graduates Total
- Econ. Disadvant. 7-year Graduation Rate (rounded to the nearest tenth)

Again, be sure to include all students with Anticipated Year of Graduation values of 2010, 2011, 2012, and 2013.

57. Combine the Minority 4, 5, 6, and 7 year data into the other subgroup grad data file matching on school number.
58. Flag each record with the appropriate EMH designation (based upon school number). Although elementary and middle schools should not have graduation rates, there are some cases where they are included in the official release. Remove schools that are not designated as high schools (if EMH ≠ H). And schools that were not open at any time during the most recent school year.

Free/Reduced Lunch Eligible Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	N<16	N<16	N<16	N<16
	2010	100.0	100.0	100.0	
	2011	89.3	89.3		
	2012	73.3			
	Aggregated	87.8	95.0	100.0	N<16

59. As with the overall graduation rate data, the easiest way to visualize 4, 5, 6, and 7 year rates for each subgroup is to use the matrix table of graduation rates and AYG cohorts (excerpted from the performance framework in the table above). For each subgroup separately, repeat steps i through xii from the “Calculating and Displaying the ‘Best of’ 4, 5, 6, or 7 year Graduation Rate” section following Step 46.
60. For each disaggregated subgroup, display the N-counts and rates for the shaded cells along the diagonal (Steps i, iii, vi, and x).
61. The Minimum State Expectation field represents the cut-score required for a rating of Meets (see the scoring table in step 64).

PWR	Points Earned	Points Eligible	% Points	Rating
Disaggregated Graduation Rate	1.75	4	43.8%	Approaching
Free/Reduced Lunch Eligible	0.5	1		Approaching
Minority Students	0.5	1		Approaching
Students w/Disabilities	0.25	1		Does Not Meet
English Language Learners	0.5	1		Approaching

Step 65 is positioned above the 'Points Eligible' column. Step 66 is positioned above the 'Rating' column. A box labeled 'Steps 63 & 64' is positioned to the left of the 'Points Earned' column for the last three rows. A box labeled 'Step 62' is positioned to the left of the 'Points Eligible' column for the last three rows. A box labeled 'Steps 63 & 64' is positioned to the left of the '% Points' column for the last three rows.

62. Looking at each subgroup matrix separately, if all of the graduation rates along the shaded diagonal have N-counts less than 16, the school is eligible for **0** points. If one or more of the

graduation rates along the shaded diagonal has 16 or more student records the “Best of” rate can be calculated and the school is eligible for **1** point.

63. If all of the graduation rates along the shaded diagonal have N-counts less than 16, the school gets **0** Points Earned. Its sub-indicator Rating should be coded as “-”.
64. Locate each school’s “Best of” graduation rate within the ranges provided by the scoring guide below and input the corresponding Rating and Points Earned.

Scoring Guide	Rating	Point Value
<i>Graduation Rate: The school's disaggregated graduation rate was:</i>		
• at or above 90%.	Exceeds	1
• above 80% but below 90%.	Meets	0.75
• at or above 65% but below 80%	Approaching	0.5
• below 65%.	Does Not Meet	0.25

65. Point sub-totals and an overall disaggregated graduation rating are provided for the subgroups combined together. Calculate by adding together the Points Earned (and Points Eligible) for all subgroups.
66. Calculate the % Points by dividing the Points Earned by Points Eligible. Apply the table below (again from step 18) to get the rating.

Cut-Points for each performance indicator		
	<i>Cut-Point: The school earned ... of the points eligible on this indicator.</i>	
Achievement; Growth; Gaps; Postsecondary	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Dropout Rate

Note: The dropout rates used in the school performance framework reports reflect **2012-13** data. Because official state dropout rates are not available until November, and the performance framework reports are released in August, the information reported will always be a year delayed.

Note: Although dropout information is collected for seventh and eighth grade students, middle schools do not have a PWR indicator. This means that dropout information for seventh and eighth grade students (and a small number of grade nines classified into middle schools) is not reported on the middle school framework. For districts and multi-level schools that include a high school level, the dropout rate includes all grades 7-12 but is reported under the high school PWR indicator.

PWR	N	Rate/Score	Minimum State Expectation
Dropout Rate	179	2.2%	At/below state average

Step 72 Step 73 Step 74

67. CDE’s official release of school-level dropout data is posted to the department website at <http://www.cde.state.co.us/cdereval/rv2009DropoutLinks.htm>
68. Download the 2011-12 Excel File Title “Dropout Rates by Gender, Grade, Race/Ethnicity, and School”.
69. From this file, extract the following variables:
- School Code (i.e. school number)
 - District Code or Organization Code
 - Grade
 - Total Pupil Count
 - Total Dropouts
70. Flag each record (one row per school and grade) with the appropriate EMH designation (based upon grade and school membership).
71. Remove the following records:
- State Totals
 - District Totals
 - Records where Grade = ALL
 - Records where EMH ≠ H

The resulting file will contain grade level dropout records for all high schools

72. Aggregate by school, summing Total Pupil Counts and Total Dropouts across grades. This *School Level Dropout File* should look like the table to the right.

EMH	School No	District No	Total Pupil Count	Total Dropouts
H	0002	0001	413	97
H	0003	0001	2031	139
H	0004	0001	130	29

73. Calculate the Dropout Rate by dividing the Total Dropouts by the Total Pupil Count. Round to 1 decimal place.
74. The Minimum State Expectation is given in the table in step 77 and reflects the average state dropout rate.

PWR	Points Earned	Points Eligible	% Points	Rating
Dropout Rate	Steps 76 & 77	Step 75	Steps 76 & 77	Meets

75. If a school's graduation N is less than 16, they are eligible for **0** points. If a school has 16 or more records they are eligible for **4** points.

76. If a school has an N less than 16, they should be given **0** Points Earned. Their sub-indicator Rating should be coded as **"-"**.

77. Locate each school's Rate/Score within the ranges provided by the scoring guide below and input the corresponding Rating and Points Earned.

Scoring Guide	Rating	Point Value
<i>Dropout Rate: The school's dropout rate was:</i>		
• at or below 1%.	Exceeds	4
• at or below the state average but above 1%.	Meets	3
• at or below 10% but above the state average.	Approaching	2
• at or above 10%.	Does Not Meet	1

The table below provides the state values for the 2013 SPF and DPF calculations.

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

Colorado ACT

The Colorado ACT is a modified version of the national post-secondary readiness assessment and is given to all 11th grade students in the state. The composite ACT score combines sub-scores for English, Math, Reading, and Science into a single indicator of student performance, which is then used for the performance frameworks.

PWR	N	Rate/Score	Minimum State Expectation
Colorado ACT Composite	31	16.4	Above state average

78. Create a *Student Level ACT File* from the data provided to districts by ACT. Include the following variables:

- SASID

- School number
- ACT composite score
- Foreign Exchange

Note: Include all records (even those with blank or incorrect SASIDs).

79. Remove test records where student grade does not equal 11 (just in case any schools improperly administered the Colorado ACT to students in grades 10 or 12). Remove any cases where Foreign Exchange = Yes.

80. Recode all ACT composite scores of 0 as missing/blank.

In previous years, due to the needs of the SAR, ACT records with test invalidation codes other than A (Tested All Sessions) were artificially given composite scores of zero. Given the shift in accountability systems, Colorado will now treat test invalidations as missing scores and calculate an ACT participation rate.

81. Aggregate the student data into a *School Level ACT File* by calculating the total number of valid scores and the average ACT composite score for each school. Round to 1 decimal.

82. The Minimum State Expectation is given in the scoring guide in step 84. CDE has calculated the state average ACT composite score from the state's *Student Level ACT File*. After recoding records with ACT composite scores of 0, CDE calculated the mean ACT composite score across all students.

PWR	Points Earned	Points Eligible	% Points	Rating
Colorado ACT Composite	1	4		Does Not Meet
	Steps 84 & 85	Step 83	Steps 84 & 85	

83. If a school's graduation N is less than 16, they are eligible for **0** points. If a school has 16 or more records they are eligible for **4** points.

84. If a school has an N less than 16, they should be given **0** Points Earned. Their sub-indicator Rating should be coded as **"-"**.

85. Locate each school's Rate/Score within the ranges provided by the scoring guide below and input the corresponding Rating and Points Earned.

Scoring Guide	Rating	Point Value
<i>Average Colorado ACT Composite: The school's average Colorado ACT composite score was:</i>		
• at or above 22.	Exceeds	4
• at or above the state average but below 22.	Meets	3
• at or above 17 but below the state average.	Approaching	2
• at or below 17.	Does Not Meet	1

The table below provides the state values for the 2013 SPF and DPF calculations.

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

Indicator Total—

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating
Graduation Rate: 4-yr/5-yr/6-yr/7-yr	2	4		Approaching
Disaggregated Graduation Rate	1.75	4	43.8%	Meets
Free/Reduced Lunch Eligible	0.5	1		Approaching
Minority Students	0.5	1		Approaching
Students w/Disabilities	0.25	1		Does Not Meet
English Language Learners	0.5	1		Approaching
Dropout Rate	2	4		Approaching
Colorado ACT Composite Score	1	4		Does Not Meet
Total	6.75	16	42.2%	Approaching

Step 86

Step 87

86. To get the indicator total, add up the Points Earned across each of the sub-indicators. Do the same thing to get the total number of Points Eligible.

87. Divide the total number of Points Earned by the total Points Eligible to get the total % of Points. Compare this value to the table from step 18 (below) and assign the matching indicator Rating.

Cut-Points for each performance indicator		
	<i>Cut-Point: The school earned ... of the points eligible on this indicator.</i>	
Achievement; Growth; Gaps; Postsecondary	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

3 year Framework—

m) Graduation Rate

- For the 3-year SPF, points will be awarded based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate or aggregated 2010 7-year graduation rate (the shaded cells in the table below).
- For each of these, 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. More specifically use the data pulled for the 1-year SPF report and aggregate each column using the table and instructions below.

This School's Graduate Rate (aggregated for 3-year SPF)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	78.4	81.6	82.8	83.0
	2011	80.0	83.8	84.6	
	2012	84.0	88.1		
	2013	87.5			
	Aggregated	Step (i)	Step (ii)	Step (iii)	Step (iv)

- Sum the "All Students 4-year Graduates Total" field across all available cohorts (2010, 2011, 2012 and 2013), then divide this by the sum of the "All Students 4-year Grad Base" combined across cohorts. This yields the aggregated 4-year graduation rate.
- Sum the "All Students 5-year Graduates Total" field across all available cohorts (2010, 2011, and 2012), then divide this by the sum of the "All Students 5-year Grad Base" combined across cohorts. This is the aggregated 5-year graduation rate.
- Sum the "All Students 6-year Graduates Total" field across all available cohorts (2010 and 2011), then divide this by the sum of the "All Students 6-year Grad Base" combined across cohorts. This will give you the aggregated 6-year graduation rate.
- Since only the 2010 cohort has a 7-year graduation rate, the value can be directly transcribed.
- Having populated the table, calculate the 3-year SPF "Best of" graduation rate by comparing the aggregated 4-year graduation rate, aggregated 5-year graduation rate, aggregated 6-year graduation rate, and aggregated 7-year graduate rate (the shaded cells in bottom row of the table above). If the sum of the Grad Base (i.e. aggregated N-count) for any of these cells is less than 16 suppress the corresponding rate in the calculation (i.e. only aggregated graduation rates based on 16 or more students should be included). Among the valid remaining graduation rates, the highest value is used as the "Best of" 4, 5, 6, 7 year graduation rate for the 3-year SPF.

- Repeat steps 49–51.
- n) Disaggregated Graduation Rates
- Following the same logic as the aggregated graduation rate, repeat above steps i. through v. for each historically disadvantaged subgroup.
 - Repeat steps 62–66.
- o) Dropout Rate
- Download the data files for prior years two and three from the CDE website at <http://www.cde.state.co.us/cdereval/rvprioryeardropoutdata.htm>
 - Repeat steps 69–71 for each year.
 - Merge the individual year files, matching on school number.
 - Across the three years, sum the Total Pupil Count and Total Dropouts variables.
 - Calculate the 3 year dropout rate by dividing the summed dropout count by the pupil count.
 - Repeat steps 75–77.
- p) Colorado ACT
- Repeat steps 78 and 80 for the 2010 and 2011 ACT results.
 - Concatenate the *Student Level ACT Files* across all years.
 - Repeat steps 81, 83–85.
- q) Repeat steps 86–87 to calculate the 3-year indicator total.

District Framework—

- r) Graduation Rate
- Use the district-level 4-year graduation data posted to the CDE website at <http://www.cde.state.co.us/cdereval/rv2010GradLinks.htm> as well as the 5, 6, and 7 year historical graduation rate by district information which can be downloaded at (TBD)
 - Repeat the subset of steps on page 28 titled ‘Calculating and Displaying the “Best of” 4, 5, 6, and 7 year Graduation Rate’ using the district data file.
 - For the 3-year DPF also repeat the sub-tasks under step (m).
 - Repeat steps 49–51.
- s) Disaggregated Graduation Rate
- Use the district-level graduation data posted to the CDE website at (TBD)
 - Repeat the subset of steps on page 28 titled ‘Calculating and Displaying the “Best of” 4, 5, 6, and 7 year Graduation Rate’ using the district data file.
 - For the 3-year DPF also repeat the sub-tasks under step (m).
 - Repeat steps 62–66.

- t) Dropout Rate
 - Aggregate the 1-year *School Level Dropout File* by district number, summing the variables Total Pupil Count and Total Dropouts.
 - Repeat steps 73, 75–77.

- u) Colorado ACT
 - Repeat steps 78–81, aggregating by *district*.
 - Repeat steps 83–85.

- v) Repeat steps 86–87 to calculate the district indicator total.

Test Participation

Test participation in the SPF and DPF has been significantly altered from its previous incarnations in AYP and the SAR. Participation rates for Writing, Science and the Colorado ACT have been added and revised exclusion criteria applied. In addition, a new method for rolling the sub-indicators into an overall participation rate has been specified.

Beginning in 2012, the 1% cap for CSAPA/CoAlt proficient will be included in the participation rate for DISTRICTS. This requirement is in place to ensure that districts are not over-identifying students for the CSAPA/CoAlt assessment, as the assessment was designed for the approximately 1% of the population with the most significant cognitive disabilities. When districts have more than 1% of total test takers proficient on CSAPA/CoAlt, this may be an indication of over-identification.

In 2012, the participation rates were moved from the individual EMH details pages to a single summary table on the first page of the report.

For 2014, we are adding Social Studies to the participation calculations and as a new row below Science in the template. Both Science and Social Studies have new assessments for 2013-14 and new Informatica mappings will need to be created to accurately calculate 1 and 3-year participation. High school Science and Social Studies assessments will not be given until Fall 2014, therefore should be blank on the 1-year framework. Additionally, even though 2 years of data on the old TCAP Science assessment are available, it does not make sense for the high school framework to include this information without current year data available.

Note additional changes made so that invalidation code of 99 automatically qualifies a student as a participant (1 in both denominator and numerator) rather than exempting from calcs.

Content Area	% of Students Tested		Participation Rating	Students Tested		Total Students
	High	High	High	High	High	High
Reading	99.0%		Met	195		197
Mathematics	Step 97 / 98.5%	Steps 95 & 98	Met	Step 96 / 194	Step 94 / 197	197
Writing	98.0%		Met	193		197
Science	98.9%		Met	86		87
Colorado ACT	Step 107 / 98.7%	Steps 106 & 108	Met	Step 105 / 81	Step 104 / 82	82

Add row for Social Studies

All CSAP/TCAP and CSAPA/CoAlt Content Areas

88. Collect all student records for CSAP/TCAP, CSAPA/COALT, CMAS, CMAS Alternate and Lectura/Escritura (if applicable for the content area) into a single file. Records with blank or

invalid SASIDs should be included and do NOT apply any initial exclusion criteria (i.e. no October new to school). In essence, this should be the student level status file without any exclusions.

89. Take the content-specific student-level file from step 88 and create a variable called *Included in Participation Denominator*. Flag all records with a **1** (i.e. initially assume every record is included in the denominator).
- *Included in Participation Denominator* = 1
90. Change the *Included in Participation Denominator* flag to **0** for students who were expelled, took another test form, or withdrew from a school during the test window.
- If [expelled = 1] OR [test invalidation = 2] OR [test invalidation = 6 or A] then *Included in Participation Denominator* = 0
91. Create a variable named *Included in Participation Numerator*. Flag all records with a **1** (i.e. initially assume every record is included in the numerator as well).
- *Included in Participation Numerator* = 1
92. **Reading and Writing:** Change the *Included in Participation Numerator* flag to **0** for students not included in the denominator, students with other invalidation codes, students who deferred testing due to language but have not been enrolled for less than a year, are not NEP or LEP students, or do not have a valid ACCESS score, students who were incorrectly assessed using Lectura or Escritura, students who sat for the test but did not have valid scores and students coded as non-exempt by the state.
- If [Included in Participation Denominator = 0]
If [test invalidation = 4, 5, 7, 8, 9, or B]
 - If [test invalidation = 1] AND [language proficiency = 0, 3, 4, 5, or MISSING]
 - If [test invalidation = 1] AND student does **NOT** have a valid scale score in the current year ACCESS for ELLs student data file (as matched on SASID))
 - If [test invalidation = 1] AND ([date most recently enrolled in US] is on or before the date one year prior to the opening of the test window for the test year:

For 2013 test data, one year prior to opening of test window = 03/12/2011
 For 2013 test data, one year prior to opening of test window = 03/11/2012
 For 2014 test data, one year prior to opening of test window = 03/10/2013

Note: The three rules immediately above apply to students with a test invalidation code of '1' on either CSAP/TCAP or CSAPA/CoAlt. We want to include NEP and LEP students who are coded as test invalidation of '1' in cases where they have been enrolled for less than one year at the time of testing, or have received a valid scale score on the most recent ACCESS administration.

- If test is Lectura or Escritura AND ([language proficiency = 0, 3, 4, 5, or MISSING] OR [language background = 0])
- If test is Lectura or Escritura AND [grade =4] AND [cont_CO=1]
- If [test invalid=0] AND Performance Level=No Score (CSAP=5 or CSAPA/COALT=6 or 11) then *Included in Participation Numerator* = 0

Note: If a record has a test invalidation code of Missing but a valid scale score, it is included in the numerator.

93. **Math, Science, and Social Studies**: Change the *Included in Participation Numerator* flag to 0 for students not included in the denominator, students with other invalidation codes (including state not-exempt), and students who sat for the test but did not have valid scores.
- If [Included in Participation Denominator = 0]
 - If [test invalidation = 1, 4, 5, 7, 8, 9, B, or 98]
 - If [test invalid=0] AND Performance Level=No Score (CSAP=5 or CSAPA/COALT=6) then *Included in Participation Numerator* = 0
94. Sum the total number of 1s in the *Included in Participation Denominator* for each content area and school by EMH level; this is the school's aggregated *Participation Denominator* and will be labeled *Total Students* in the framework report.
95. If the total count of a school's *Participation Denominator* is less than 20, its sub-indicator Rating should be coded as "--". Science and Social Studies results are not available for high school for 2014 SPF therefore all high school denominators should be coded as "--".
96. Sum the total number of 1s in *Included in Participation Numerator* for each content area and school by EMH level; this will be the school's aggregated *Participation Numerator* and is labeled *Students Tested* in the framework report. For high school Science and Social Studies, code all numerators as "--".
97. Divide a school's *Participation Numerator* by their *Participation Denominator* to get the *Participation Rate* (labeled on the report as % of *Students Tested*) for each content area by EMH level. Round to 1 decimal place. For high school Science and Social Studies, code all % of students tested as "--".
98. Flag schools with Participation Rates less than 94.5% as '**Does Not Meet 95% Participation Rate**' and schools with Participation Rates greater than or equal to 94.5% as '**Meets 95% Participation Rate**'. For high school Science and Social Studies, default all ratings to '**Meets 95% Participation Rate**'.

Colorado ACT

99. Start with the raw student-level ACT file (no exclusions and all Blank and incorrect SASIDs included). **Leave in Foreign Exchange students so they are counted for participation.**
100. Create a variable called *Included in Participation Denominator*. Flag all records with a **1** (i.e. initially assume every record is included in the denominator).
- *Included in Participation Denominator* = 1
101. Change the *Included in Participation Denominator* flag to **0** for students who took the 11th grade Alternate Assessment or withdrew from a school during the test window.
- [test invalidation = C] OR [test invalidation = E]
then *Included in Participation Denominator* = 0
102. Create a variable named *Included in Participation Numerator*. Flag all records with a **1** (i.e. initially assume every record is included in the numerator as well).
- *Included in Participation Numerator* = 1
103. Change the *Included in Participation Denominator* flag to **0** for students not included in the denominator, students with other invalidation codes and students who sat for the test but did not have valid scores.
- If [test invalid = B, D, F, G, H, I, J, K, L]
 - If [test invalid = A] AND ACT Composite Score = Missing/0
then *Included in Participation Numerator* = 0
104. Sum the total number of 1s in *Included in Participation Denominator* for each school (assuming all are High schools); this will be the school's aggregated *Participation Denominator* count.
105. Sum the total number of 1s in *Included in Participation Numerator* for each school (assuming all are High schools); this will be the school's aggregated *Participation Numerator* count.
106. If the total count of a school's *Participation Denominator* is less than 20, its sub-indicator Rating should be coded as "--".
107. Divide a school's *Participation Numerator* by their *Participation Denominator* to get the *Participation Rate*. Round to 1 decimal place.

108. Flag schools with Participation Rates less than 94.45% as **'Does Not Meet 95% Participation Rate'** and schools with Participation Rates greater than or equal to 94.5% as **'Meets 95% Participation Rate'**.

Indicator Total—

109. If a school has met the 95% participation target in ALL or ALL BUT ONE content areas (including ACT), their overall Test Participation rating should be coded as **'Meets 95% Participation Rate'**.

110. If a school has NOT met the 95% participation target in MORE THAN ONE content area, regardless of subject, their overall Test Participation should be coded as **'Does Not Meet 95% Participation Rate'**.

111. If a school has met the 95% participation target in all content areas with enough data to receive a rating (i.e. the rest are "--"), their overall Test Participation should be coded as **'Meets 95% Participation Rate'**.

3 year Framework—

- w) Repeat steps 88–94 and 99–104 for the two prior years of data. For 2014 Science participation this will entail keeping the mappings back to the old CSAP detail table. Since 2014 is the first year for Social Studies, no historical data are available, so the 1 and 3-year results will be identical. High schools will not have 2013-14 Science or Social Studies data, so both the 1 and 3-year SPF/DPF results for high school should have counts and % students tested of "--" and default rating of **'Meets 95% Participation Rate'**.
- x) Add the *Participation Denominators* for all three years together. Do the same for the *Participation Numerators*. For high school Science and Social Studies, code all denominators and numerators as "--".
- y) Divide the aggregated *Participation Numerator* by the aggregated *Participation Denominator* to get the 3-year *Participation Rate*. Round to 1 decimal place. For high school Science and Social Studies, code all % of students tested as "--".
- z) If the total count of a school's 3-year *Participation Denominator* is less than 20, its sub-indicator Rating should be coded as "--". Test data are not available for high school for the 2013-14 therefore we also want to suppress the two prior years of Science results for high schools and remove their impact from participation.
- aa) Divide a school's 3-year *Participation Numerator* by their 3-year *Participation Denominator* to get their *Participation Rate*.

bb) Flag schools with Participation Rates less than 94.5% as **‘Does Not Meet 95% Participation Rate’** and schools with Participation Rates greater than or equal to 94.5% as **‘Meets 95% Participation Rate’**.

cc) Repeat steps 109–111.

District Framework—

dd) Take the files from step 88 and create a variable called *Included in District Participation Denominator*. Flag all records with a **1**.

- *Included in District Participation Denominator = 1*

ee) Change the *Included in District Participation Denominator* flag to **0** for students who took another test form, or withdrew from a school during the test window (note that expelled students are included in the district denominator).

- [test invalidation = 2] OR [test invalidation = 6 or A]
then *Included in District Participation Denominator = 0*

ff) Create a variable named *Included in District Participation Numerator*. Flag all records with a **1**.

- *Included in District Participation Numerator = 1*

gg) **Reading and Writing:** Change the *Included in District Participation Numerator* flag to **0** for students not included in the denominator, students with other invalidation codes (**including state not-exempt**), students who were incorrectly assessed using Lectura or Escritura, and students who sat for the test but did not have valid scores.

- If [Included in District Participation Denominator = 0]
- If [test invalidation = 4, 5, 7, 8, 9, B, **or 98**]
- If [test invalidation = 1] AND ([date most recently enrolled in US]= on or before 03/12/2012 **OR** [language proficiency = 0 or 3 or MISSING] **OR** student does NOT have a valid scale score in the current year ACCESS for ELLs student data file (as matched on SASID))

Note: In other words, the only students we want to include as participants are students with test invalidation code of 1, enrolled on or after 3/12/2012, labeled as NEP or LEP that received a valid scale score on the most recent ACCESS administration. These rules apply to both CSAP/TCAP and CSAPA/CoAlt.

- If test is Lectura or Escritura AND ([language proficiency = 0 or 3] **OR** [language background = 0])
- If test is Lectura or Escritura AND [grade =4] AND [cont_CO=1]

- If [test invalid=0] AND Performance Level=No Score (CSAP=5 or CSAPA/COALT=6) then *Included in District Participation Numerator* = 0

Note: If a record has a test invalidation code of Missing but a valid scale score, it is included in the numerator.

hh) **Math, Science and Social Studies**: Change the *Included in District Participation Numerator* flag to **0** for students not included in the denominator, students with other invalidation codes (**including state not-exempt**), and students who sat for the test but did not have valid scores.

- If [Included in District Participation Denominator = 0]
- If [test invalidation = 1, 4, 5, 7, 8, 9, B, **or 98**]
- If [test invalid=0] AND Performance Level=No Score (CSAP/TCAP or CSAPA/COALT) then *Included in District Participation Numerator* = 0

ii) Sum the total number of 1s in *Included in Participation Denominator* for each district; this will be the district's aggregated *Participation Denominator* count.

jj) If the total count of a district's *Participation Denominator* is less than 20, its sub-indicator Rating should be coded as "--". **Science and Social Studies results are not available for high school for 2014 SPF therefore all high school denominators should be coded as "--".**

kk) Sum the total number of 1s in *Included in Participation Numerator* for each district; this will be the district's aggregated *Uncapped Participation Numerator* count. **Science and Social Studies results are not available for high school for 2014 SPF therefore all high school numerators should be coded as "--".**

CSAPA/CoAlt 1% Proficiency Cap for Districts

Note that in 2014, we are adding elementary and middle school Social Studies participation to the calculations and will need to map the CoAlt rules in Informatica for this assessment.

ll) For each content area and district by EMH level, multiply the *Participation Denominator* by 0.01 and round to the nearest whole number. This gives the total number of student slots allowed for the district's 1% threshold.

mm) Going back to the student-level status file created in Steps 1–4, select out students taking CSAPA/CoAlt. Calculate the total number of students scoring Developing (4 or 9) and Novice (5 or 10) for each content area and district by EMH level.

nn) Take this count of proficient CSAPA/CoAlt scorers and subtract the number of allotted slots from Step ii). The difference between these counts is the total number of students

exceeding the 1% cap. Null out any values equal to or below zero, as this indicates the district did not exceed the 1% threshold.

oo) To calculate the final *Participation Numerator*, subtract the total number of students exceeding the 1% cap in Step nn) from the *Uncapped Participation Numerator* total in Step kk).

pp) Divide a district's *Participation Numerator* (with the applied CSAPA/CoAlt cap) by their *Participation Denominator* to get the *Participation Rate* for each content area by EMH level. Round to 1 decimal place.

qq) Repeat steps 95 and 97–98.

rr) To calculate district-level ACT participation, repeat steps 98–101, aggregating by district and EMH level.

Aggregating Across Indicators

Rolling up the school-level indicators and assigning final plan ratings is relatively straightforward.

<i>Performance Indicators</i>	<i>Rating/Plan</i>	<i>% of Points Earned out of Points Eligible*</i>	
Academic Achievement	Approaching	37.5%	(5.6 out of 15 points)
Academic Growth	Meets	66.7%	(23.3 out of 35 points)
Academic Growth Gaps	Approaching	60.4%	(9.1 out of 15 points)
Postsecondary and Workforce Readiness	Approaching	58.3%	(20.4 out of 35 points)
Test Participation*	95% participation rate met		
TOTAL	Improvement	58.4%	(58.4 out of 100 points)

Diagram annotations: Step 112 points to Academic Achievement, Academic Growth, and Test Participation*. Step 114 points to Postsecondary and Workforce Readiness. Step 113 points to Test Participation*. Steps 118, 121 & 123 point to the TOTAL row. Step 117 points to the Improvement rating. Step 116 points to the 58.4% total percentage. Step 115 points to the (58.4 out of 100 points) total points.

112. Transcribe the indicator ratings and % of Points Earned out of Points Eligible for each indicator onto the summary page. Also transcribe the overall test participation rating.

113. For each indicator with a valid rating (i.e. not “–”), use the table below to input the total number of eligible framework points. These framework points provide the weighting for each indicator. Unless a school is missing data for one or more indicators, the total number of eligible framework points will add up to 100.

Indicator	Framework Points	
	E & M	H
Academic Achievement	25	15
Academic Growth	50	35
Academic Growth Gaps	25	15
Postsecondary and Workforce Readiness		35

114. Multiply the % of Points Earned out of Points Eligible for each indicator by the appropriate number of framework points from step 113. For Academic Achievement in the above high school example, multiplying 58.3% by 35 possible points yields a weighted total of 20.4.

115. Sum the total number of eligible framework points. If a school has one or more indicator ratings of “–”, the total eligible framework points will be less than 100.
116. Sum the total number of framework points earned across all indicators.
117. Divide the total framework points earned by the total framework points eligible to give the total percent of framework points earned. For schools with missing data, the blank indicators are not counted; rather the total weighted percent of points is based solely on the indicators with sufficient data.
118. Locate the % of framework points earned in the table below and assign the corresponding plan assignment.

Cut-Points for plan type assignment- E & M		
	<i>Cut-Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

Cut-Points for plan type assignment- H		
	<i>Cut-Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 60%	Performance
	• at or above 47% - below 60%	Improvement
	• at or above 33% - below 47%	Priority Improvement
	• below 33%	Turnaround

119. Test participation does not directly factor into the framework points calculation, but is instead an assurance added at the end. For any school with an overall rating of “Does Not Meet 95% Participation Rate”, drop their plan assignment by one full rating category (i.e. Improvement goes to Priority Improvement). If a school already receives a plan assignment of Turnaround, they maintain this assignment.
120. An additional assurance for Test Administration has been added to identify schools where pervasive and egregious breaches to statewide assessment administration and security policies and procedures were observed. Apply a rating of Does Not Meet Requirements to schools flagged by the Assessment Unit. For all schools not identified, code as “–” in the data file (do not explicitly code as Meets Requirements). There is no

certification that test administration procedures were followed correctly, we only have information when they were violated.

121. If a school does not meet the Test Administration assurance, default the Accreditation category to Priority Improvement. If a district is already on Priority Improvement, drop the rating to Turnaround.
122. If a school has a rating of “–” for each indicator (regardless of overall participation), their overall plan assignment should also be coded as “–”. These schools are not assigned a plan type because they do not have sufficient N counts on any performance indicator to run calculations. CDE will work with districts to determine these schools’ plan type assignments.
123. For schools designated as Alternative Education Campuses by the state, recode their plan assignment to **Pending AEC Framework**.

Alternative Education Campuses receive a report of their data in the same framework report as other schools, but they do not receive a plan type assignment. An alternative framework is used to accommodate their unique circumstances.

3 year Framework—

ss) Repeat steps 112–123 using the 3 year indicator totals and participation rate.

Multi-level Schools—

Some Colorado schools serve multiple EMH levels (elementary, middle and high). They will have 2 or 3 versions of page 2, one for each grade level.

Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible*	
Academic Achievement	Approaching Steps (tt) & (uu)	41.7%	(6.3 out of 15 points)
Academic Growth	Meets Step (vv)	61.1%	(21.4 out of 35 points)
Academic Growth Gaps	Approaching Step (xx)	61.8%	(9.3 out of 15 points)
Postsecondary and Workforce Readiness	Approaching	58.3%	(20.4 out of 35 points)
Test Participation**	95% participation rate met Step (yy)		
TOTAL	Improvement	57.3%	57.3 out of 100 points
	Steps (bbb) & (ccc)	Step (aaa)	Step (zz)

tt) For each indicator, add together the total raw (not weighted) Points Earned at each level (E + M + H). Do the same for the Points Eligible.

uu) Divide the aggregated Points Earned by the aggregated Points Eligible to get the cross-grade % of Points.

vv) Apply the cut-points from the table below (same as step 18) to give a cross-grade indicator rating.

Cut-Points for each performance indicator		
	Cut-Point: The district earned ... of the points eligible on this indicator.	
Achievement; Growth; Gaps; Postsecondary	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

ww) For all indicators with ratings other than “–”, use the table below to input the total number of eligible framework points.

Indicator	Framework Points	
	School EM	School MH or EMH
Academic Achievement	25	15
Academic Growth	50	35

Academic Growth Gaps	25	15
Postsecondary and Workforce Readiness		35

xx) Multiply the % of Points for each indicator by the appropriate number of framework points from step (ww).

yy) Sum the total number of eligible framework points across indicators.

zz) Sum the total number of framework points earned across all indicators.

aaa) Divide the total framework points earned by the total framework points eligible to give the percent of framework points earned. For small schools the total weighted percent of points is based solely on the indicators with sufficient data.

bbb) Locate the % of framework points earned in the tables below (based on whether or not the school serves high school students) and assign the corresponding accreditation category.

Cut-points for Plan type assignment- Multi-level EM schools

	<i>Cut-Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

Cut-points for Plan type assignment- Multi-level MH and EMH schools

	<i>Cut-Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 60%	Performance
	• at or above 47% - below 60%	Improvement
	• at or above 33% - below 47%	Priority Improvement
	• below 33%	Turnaround

ccc) Test participation does not directly factor into the framework points calculation, but is instead an assurance added at the end. To calculate the final participation rating for a multilevel school, add up the number of Does Not Meet ratings across all contents and EMH levels.

- ddd) If a multi-level school has met the 95% participation target in ALL or ALL BUT ONE content areas (including ACT), their overall Test Participation rating should be coded as **'Meets 95% Participation Rate'**.
- eee) If a multi-level school has NOT met the 95% participation target in MORE THAN ONE content area, regardless of subject, their overall Test Participation should be coded as **'Does Not Meet 95% Participation Rate'**.
- fff) If a multi-level school has met the 95% participation target in all content areas with enough data to receive a rating (i.e. the rest are "--s), their overall Test Participation should be coded as **'Meets 95% Participation Rate'**.
- ggg) For the 2012 SPF/DPF release there will be an additional way for multi-level schools to meet the participation requirement. Calculate combined EMH participation rates by adding together the numerators across EMH levels within each content area (do the same for the denominator). Calculate the combined EMH participation rate by dividing the aggregated numerator by the aggregated denominator and rounding to 1 decimal place.
- hhh) Multi-level schools meeting the 95% threshold in ALL or ALL BUT ONE content areas (including ACT) using this aggregated data should be coded as **'Meets 95% Participation Rate'**.
- iii) Multi-level schools still not meeting the 95% threshold in MORE THAN ONE content area using the aggregated data should be coded as **'Does Not Meet 95% Participation Rate'**.
- jjj) For any multi-level school with an overall rating of "Does Not Meet 95% Participation Rate", drop their plan type by one full category (i.e. Performance goes to Improvement). If a school is already rated with a Turnaround Plan, they maintain this assignment.
- kkk) An additional assurance for Test Administration has been added to identify schools where pervasive and egregious breaches to statewide assessment administration and security policies and procedures were observed. Apply a rating of Does Not Meet Requirements to schools flagged by the Assessment Unit. For all schools not identified, code as "--" in the data file (do not explicitly code as Meets Requirements). There is no certification that test administration procedures were followed correctly, we only have information when they were violated.

III) If a school does not meet the Test Administration assurance, default the Accreditation category to Priority Improvement. If a district is already on Priority Improvement, drop the rating to Turnaround.

mmm) If a school has a rating of “–” for each indicator (regardless of overall participation), their plan category should also be coded as “Insufficient State Data“. These schools are not assigned a plan type because they do not have sufficient N counts on any performance indicator to run calculations. CDE will work with districts to determine these schools’ plan type assignments.

Deciding between the 1 and 3 year plan assignment—

Schools receive reports for the most recent year of data and for the most recent three years of data. Only one of the two sets of results (1-year or 3-year) will determine the school’s final plan assignment:

- the scenario under which the school has data on a larger number of the key performance indicators or,
- if the school has data for an equal number of indicators, the scenario under which it received a higher total percent of framework points, or
- if the school has data for an equal number of indicators, and the percent of points is higher for that year, but due to not meeting participation the other year has a higher associated plan rating, the official year is the one yielding the higher rating.

Overwriting the 1-year plan assignment as official

In a small number of cases, CDE has discovered pervasive and egregious breaches to statewide assessment administration and security policies and procedures. To date, these discoveries have all been made at least one year after the violations occurred. As a result of newly invalidated student results, CDE has retrospectively applied sanctions, lowered performance plan ratings and suppressed framework and growth reports from prior years. Currently, CDE does not alter the student-level assessment data residing in its data warehouse. In order to mitigate the impact of these newly invalidated data, CDE has created an additional step to suppress the 3-year data and force the 1-year performance rating to be considered official. A similar official year rating change may be applied if widespread school or district data anomalies were discovered in previous years and both the state and district agree that the 3-year performance framework results should be suppressed. Most of these cases are due to data entry/validation errors on the part of districts, and suppressing the 3-year results ensures only accurate data are being included in the rating determinations.

If a school is flagged as having violated the test administration assurance in either (or both) of the previous two years, force the 1-year SPF rating to be considered official. If CDE and a district agree that previous year results for schools within the district should be suppressed due to data concerns, force the 1-year SPF ratings to be considered official.

District Framework—

The district roll-up across indicators will be slightly different than what is provided for single-level schools but parallels the roll-up for multi-level schools. The primary difference is that all districts will have data for multiple grade levels (elementary, middle and high). They will have 3 versions of page 2, one for each grade level.

nnn) Repeat steps (tt) through (vv) using the district data.

ooo) For all indicators with ratings other than “–”, use the following table to input the total number of eligible framework points.

Indicator	Framework Points
	District EMH
Academic Achievement	15
Academic Growth	35
Academic Growth Gaps	15
Postsecondary and Workforce Readiness	35

ppp) Repeat steps (xx) through (aaa).

qqq) Locate the % of framework points earned in the table below and assign the corresponding accreditation category.

Cut-Points for accreditation category		
	<i>Cut-Point: The district earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 80%	Distinction
	• at or above 64% - below 80%	Performance
	• at or above 52% - below 64%	Improvement
	• at or above 42% - below 52%	Priority Improvement
	• below 42%	Turnaround

rrr) Test participation does not directly factor into the framework points calculation, but is instead an assurance added at the end. To calculate the final participation rating for a district, add up the number of Does Not Meet ratings across all contents and EMH levels.

- sss) If a district has met the 95% participation target in ALL or ALL BUT ONE content areas (including ACT), their overall Test Participation rating should be coded as **'Meets 95% Participation Rate'**.
- ttt) If a district has NOT met the 95% participation target in MORE THAN ONE content area, regardless of subject, their overall Test Participation should be coded as **'Does Not Meet 95% Participation Rate'**.
- uuu) If a district has met the 95% participation target in all content areas with enough data to receive a rating (i.e. the rest are "--s), their overall Test Participation should be coded as **'Meets 95% Participation Rate'**.
- vvv) For the 2012 SPF/DPF release there will be an additional way for districts to meet the participation requirement. Calculate combined EMH participation rates by adding together the numerators across EMH levels within each content area (do the same for the denominator). Calculate the combined EMH participation rate by dividing the aggregated numerator by the aggregated denominator and rounding to 1 decimal place.
- www) Districts meeting the 95% threshold in ALL or ALL BUT ONE content areas (including ACT) using this aggregated data should be coded as **'Meets 95% Participation Rate'**.
- xxx) Districts still not meeting the 95% threshold in MORE THAN ONE content area using the aggregated data should be coded as **'Does Not Meet 95% Participation Rate'**.
- yyy) For any district with an overall rating of "Does Not Meet 95% Participation Rate", drop their plan type by one full category (i.e. Performance goes to Improvement). If a district is already rated with a Turnaround Plan, they maintain this assignment.
- zzz) If a district has a rating of "--" for each indicator (regardless of overall participation), their accreditation category should also be coded as "Insufficient State Data ". These districts are not assigned a plan type because they do not have sufficient N counts on any performance indicator to run calculations.
- aaaa) Districts with very high proportions of students enrolled in AECs may submit additional evidence to the state if they feel they have a body of evidence to show that the district should be in a different accreditation category.

Finance⁴	Meets Requirements	Steps (bbbb) & (cccc)
Safety⁴	Meets Requirements	
Test Administration⁴	Does Not Meet Requirements	Steps (dddd) & (eeee)

bbbb) Using the district Finance and Safety checklists submitted to CDE, apply a rating of Meets Requirements or Does Not Meet Requirements.

cccc) If a district meets both their Finance and Safety requirements, they maintain their accreditation category. If they do not meet the requirements of either the Finance or Safety assurances, default the Accreditation category to Priority Improvement. If a district is already on Priority Improvement or Turnaround, they maintain that accreditation category.

dddd) An additional assurance for Test Administration has been added to identify districts where pervasive and egregious breaches to statewide assessment administration and security policies and procedures were observed. Apply a rating of Does Not Meet Requirements to districts flagged by the Assessment Unit. For all districts not identified, code as “–” in the data file (do not explicitly code as Meets Requirements). There is no certification that test administration procedures were followed correctly, we only have information if violations were reported.

eeee) If a district does not meet the Test Administration assurance, default the Accreditation category to Priority Improvement. If a district is already on Priority Improvement, drop the rating to Turnaround.

Deciding between the District 1 and 3 year accreditation ratings—

Districts receive reports for the most recent year of data and for the most recent three years of data. Only one of the two sets of results (1 year or 3 year) will determine the district accreditation category:

- the scenario under which the district has data on a higher number of the key performance indicators or,
- if the district has data for an equal number of indicators, the scenario under which it received a higher total number of framework points or
- if the district has data for an equal number of indicators, and the percent of points is higher for that year, but due to not meeting participation the other year has a higher associated plan rating, the official year is the one yielding the higher rating.

Overwriting the 1-year plan assignment as official

In a small number of cases, CDE has discovered pervasive and egregious breaches to statewide assessment administration and security policies and procedures. To date, these discoveries have all been made at least one year after the violations occurred. As a result of newly invalidated student results, CDE has retrospectively applied sanctions, lowered performance plan ratings and suppressed framework and growth reports from prior years. Currently, CDE does not alter the student-level assessment data residing in its data warehouse. In order to mitigate the impact of these newly invalidated data, CDE has created an additional step to suppress the 3-year data and force the 1-year performance rating to be considered official. A similar official year rating change may be applied if widespread school or district data anomalies were discovered in previous years and both the state and district agree that the 3-year performance framework results should be suppressed. Most of these cases are due to data entry/validation errors on the part of districts, and suppressing the 3-year results ensures only accurate data are being included in the rating determinations.

If a district is flagged as having violated the test administration assurance in either (or both) of the previous two years, force the 1-year DPF rating to be considered official. If CDE and a district agree that previous year results for the district should be suppressed due to data concerns, force the 1-year DPF ratings to be considered official.

Appendix A: EMH Designation

The following table shows the relationship between the total grade range of a school and the grades associated with each Elementary (E), Middle (M) or High (H) school level.

LOW GRADE OF SCHOOL	HIGH GRADE OF SCHOOL	ELEM LOW GRADE	ELEM HIGH GRADE	ELEM REPORT	MIDDLE LOW GRADE	MIDDLE HIGH GRADE	MIDDLE REPORT	HIGH LOW GRADE	HIGH HIGH GRADE	HIGH REPORT
PK or K	01	01	01	N			N			N
PK or K	02	01	02	N			N			N
PK or K	03	01	03	Y			N			N
PK or K	04	01	04	Y			N			N
PK or K	05	01	05	Y			N			N
PK or K	06	01	06	Y			N			N
PK or K	07	01	05	Y	06	07	Y			N
PK or K	08	01	05	Y	06	08	Y			N
PK or K	09	01	05	Y	06	09	Y			N
PK or K	10	01	05	Y	06	08	Y	09	10	Y
PK or K	11	01	05	Y	06	08	Y	09	11	Y
PK or K	12	01	05	Y	06	08	Y	09	12	Y
01	01	01	01	Y			N			N
01	02	01	02	Y			N			N
01	03	01	03	Y			N			N
01	04	01	04	Y			N			N
01	05	01	05	Y			N			N
01	06	01	06	Y			N			N
01	07	01	05	Y	06	07	Y			N
01	08	01	05	Y	06	08	Y			N
01	09	01	05	Y	06	09	Y			N
01	10	01	05	Y	06	08	Y	09	10	Y
01	11	01	05	Y	06	08	Y	09	11	Y
01	12	01	05	Y	06	08	Y	09	12	Y
02	02	02	02	Y			N			N
02	03	02	03	Y			N			N
02	04	02	04	Y			N			N
02	05	02	05	Y			N			N
02	06	02	06	Y			N			N
02	07	02	05	Y	06	07	Y			N
02	08	02	05	Y	06	08	Y			N
02	09	02	05	Y	06	09	Y			N
02	10	02	05	Y	06	08	Y	09	10	Y
02	11	02	05	Y	06	08	Y	09	11	Y
02	12	02	05	Y	06	08	Y	09	12	Y
03	03	03	03	Y			N			N
03	04	03	04	Y			N			N
03	05	03	05	Y			N			N
03	06	03	06	Y			N			N
03	07	03	05	Y	06	07	Y			N
03	08	03	05	Y	06	08	Y			N
03	09	03	05	Y	06	09	Y			N

LOW GRADE OF SCHOOL	HIGH GRADE OF SCHOOL	ELEM LOW GRADE	ELEM HIGH GRADE	REPORT ELEM	MIDDLE LOW GRADE	MIDDLE HIGH GRADE	REPORT MIDDLE	HIGH LOW GRADE	HIGH HIGH GRADE	REPORT HIGH
03	10	03	05	Y	06	08	Y	09	10	Y
03	11	03	05	Y	06	08	Y	09	11	Y
03	12	03	05	Y	06	08	Y	09	12	Y
04	04	04	04	Y			N			N
04	05	04	05	Y			N			N
04	06	04	06	Y			N			N
04	07	04	05	Y	06	07	Y			N
04	08	04	05	Y	06	08	Y			N
04	09	04	05	Y	06	09	Y			N
04	10	04	05	Y	06	08	Y	09	10	Y
04	11	04	05	Y	06	08	Y	09	11	Y
04	12	04	05	Y	06	08	Y	09	12	Y
05	05	05	05	Y			N			N
05	06	05	06	Y			N			N
05	07	05	06	Y	07	07	Y			N
05	08	05	06	Y	07	08	Y			N
05	09	05	06	Y	07	09	Y			N
05	10	05	06	Y	07	08	Y	09	10	Y
05	11	05	06	Y	07	08	Y	09	11	Y
05	12	05	06	Y	07	08	Y	09	12	Y
06	06			N	06	06	Y			N
06	07			N	06	07	Y			N
06	08			N	06	08	Y			N
06	09			N	06	09	Y			N
06	10			N	06	08	Y	09	10	Y
06	11			N	06	08	Y	09	11	Y
06	12			N	06	08	Y	09	12	Y
07	07			N	07	07	Y			N
07	08			N	07	08	Y			N
07	09			N	07	09	Y			N
07	10			N	07	08	Y	09	10	Y
07	11			N	07	08	Y	09	11	Y
07	12			N	07	08	Y	09	12	Y
08	08			N	08	08	Y			N
08	09			N	08	09	Y			N
08	10			N	08	09	Y	10	10	Y
08	11			N	08	09	Y	10	11	Y
08	12			N	08	09	Y	10	12	Y
09	09			N			N	09	09	Y
09	10			N			N	09	12	Y
09	11			N			N	09	12	Y
09	12			N			N	09	12	Y
09	13			N			N	09	12	Y
10	10			N			N	10	10	Y
10	11			N			N	10	11	Y
10	12			N			N	10	12	Y
11	11			N			N	11	11	Y
11	12			N			N	11	12	Y
12	12			N			N	12	12	Y

Appendix B: Key of Test Invalidation Codes

CSAP/TCAP and CSAPA/COALT

Test Invalidation Code	Reason for Invalidation
0	Tested all sessions
1	Deferred due to Language
2	Took alternate test form
4	Parent refusal
5	Not completed
6	Student withdrew from school during test window and did not complete
7	Extreme Frustration
8	Non-approved accommodation/modification
9	Misadministration
A	Took CSAP/TCAP (only for CSAPA/COALT records)
B	District Educational Services
Z or 99	Missing

ACT

Test Invalidation Code	Reason for Invalidation
A	Student tested and answer folder is to be scored
B	Student does not read English
C	Student took 11th grade Alternate Assessment
D	Parent refusal
E	Student withdrew from school during test window and did not complete
F	Extreme frustration
G	Requested accommodations not approved by ACT
I	Student was absent on BOTH initial and makeup test dates
J	Student is eligible to receive home bound education for medical needs
K	Invalidation code used in previous ACT administrations.
L	Student dismissed due to prohibited behavior

WIDA ACCESS Guidance provided to districts:

Do Not Score This Section For This Student Filled-in boxes in this field indicate a special circumstance. Fill in the appropriate box(es) **only** for the conditions explained in the table. If any of these boxes are filled in, the score for that domain and all associated combined scores will

not be reported in the data file sent to the state or on any reports distributed to the district (replaced with an NA on reports). **Domains: L = Listening, R = Reading, W = Writing, and S = Speaking**

- a. **ABS** indicates the student was absent for a domain of the test; if so, fill in the appropriate boxes for the domain the student did not take. **For Colorado, this code is used for students who were absent the entire testing window but have not withdrawn from the district or school.**
- b. **INV** - indicates that even though a student may have completed some or all of the test items, the testing was not valid, and no score should be reported for that domain. For example, this code can be used if a student becomes ill during the test or if a student engages in inappropriate testing practices or test administrator error. **For Colorado, this will be used to indicate ANY test misadministration as outlined in the “Colorado Department of Education’s Procedures Manual”.** http://www.cde.state.co.us/assessment/documents/training/2012-2013_Procedures_Manual_v_1.pdf
- c. **DEC** - indicates a student refused to test. This annual state assessment is NOT an optional activity. It is a required activity. A student cannot opt out of the state’s annual assessment. This indicator is typically used when a student refuses to participate even after the test administrator has made several attempts to engage the student in the assessment. In this event, fill in the appropriate box/boxes. **For Colorado, typically this should only be used when a student is present during testing, and was administered the test, but refused participation.**
- d. **SPD** - *For Colorado, this exception can be used for the following:*
 - i. *For both the general and alternate versions of ACCESS for ELLs it may be used for students who*
 1. *withdrew from the school or district during the testing window and*
 2. *should be used for “District Education Services” which is defined as a student who is homebound due to illness or injury (not discipline) and receiving instruction through district educational services.*
 - ii. *For the general ACCESS for ELLs It is used to indicate a student who was administered the standard ACCESS for ELLs but should have been administered the Alternate ACCESS for ELLs. Once test administration is corrected and the student is administered the Alternate ACCESS for ELLs, their standard ACCESS for ELLs needs to be invalidated using SPD.*

Appendix C: Draft policy for overriding a 1 year or 3 year SPF/DPF rating**Policy Intent:**

This policy is intended to establish rules for generating performance frameworks in cases where historical student assessment data have been compromised but invalidation codes associated with the data have not been updated in the data warehouse. For both the district and school performance frameworks, these overwrite rules should be applied to the 'A' level records as well as to each of the E, M, or H levels containing compromised data.

School Performance Framework Policy

Force 1 year rating when :

- Assessment results from prior year 2 and/or prior year 3 are compromised (Milliken Elementary for 2014, La Jara for 2013)

District Performance Framework Policy

- If in the course of an investigation it is determined that a significant proportion of a district's total assessment results have been compromised, then the same policy outlined above for forcing 1- and 3-year ratings should be followed.