

Example Middle School Materials Index

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Performance Plan

This is the plan type the school is required to adopt and implement. Schools are assigned a plan based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the score ranges below to determine the plan type.

Plan Type Assignment	Framework Points Earned
Performance	at or above 59%
Improvement	at or above 47% - below 59%
Priority Improvement	at or above 37% - below 47%
Turnaround	below 37%

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: 25 points for Achievement, 50 for Growth, and 25 for Growth Gaps.

Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible*
Academic Achievement	Meets	75.0% (18.8 out of 25 points) 18.8 25
Academic Growth	Meets	66.7% (33.4 out of 50 points) 33.4 50
Academic Growth Gaps	Approaching	58.3% (14.6 out of 25 points) 14.6 25

Test Participation** 95% participation rate met

TOTAL	Performance	66.8% (66.8 out of 100 points) 48.6 100
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* Schools 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 both the points earned and the points eligible, so scores are not negatively impacted.

** Schools do not receive points for test participation. However, schools are assigned one plan 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 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).

Test Participation Rates

Content Area	% of Students Tested			Participation Rating			Students Tested			Total Students		
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading						Met				504		507
Mathematics						Met				504		507
Writing						Met				504		507
Science						Met				243		246

1-year vs. 3-year Report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools 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 on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points and plan assignment. Note that some 3-year reports may be based on only two years of data if that is the only data available. See below for the years of data included in this report.

School: SCHOOL C - 0003

District: ABC DISTRICT - 0000 (1 year)

Academic Achievement		Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading		3	4		Meets	479	72.7%	51
Math		3	4		Meets	479	58.0%	62
Writing		3	4		Meets	479	59.9%	54
Science		3	4		Meets	230	58.3%	66
Total		12	16	75.0%	Meets			
Academic Growth		Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Made Adequate Growth?
Reading		3	4		Meets	450	59	28
Mathematics		2	4		Approaching	450	48	64
Writing		3	4		Meets	450	51	47
English Language Proficiency		0	0		-	N<20	-	-
Total		8	12	66.7%	Meets			
Academic Growth Gaps		Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Made Adequate Growth?
Reading		14	20	70.0%	Meets			
Free/Reduced Lunch Eligible		3	4		Meets	134	53	45
Minority Students		3	4		Meets	111	57	34
Students w/Disabilities		2	4		Approaching	60	54	73
English Language Learners		3	4		Meets	32	54	53
Students needing to catch up		3	4		Meets	113	58	69
Mathematics		10	20	50.0%	Approaching			
Free/Reduced Lunch Eligible		2	4		Approaching	134	43	81
Minority Students		2	4		Approaching	111	48	72
Students w/Disabilities		2	4		Approaching	60	51	99
English Language Learners		2	4		Approaching	32	51	84
Students needing to catch up		2	4		Approaching	182	52	95
Writing		11	20	55.0%	Approaching			
Free/Reduced Lunch Eligible		2	4		Approaching	134	51	67
Minority Students		3	4		Meets	111	55	51
Students w/Disabilities		1	4		Does Not Meet	60	28	86
English Language Learners		3	4		Meets	32	60	73
Students needing to catch up		2	4		Approaching	169	50	80
Total		35	60	58.3%	Approaching			

Counts and ratings are not reported for metrics when the district/school does not meet the minimum number of students required for reportable data.
SPF Non-Combined 2012 - 0000-0003 - 1-Year

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	<i>The school's percentage of students scoring proficient or advanced was:</i>				
	• at or above the 90th percentile of all schools (using 2009-10 baseline).	Exceeds	4	16	25 (4 for each subject area)
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).	Approaching	2		
Academic Growth	• below the 15th percentile of all schools (using 2009-10 baseline).	Does Not Meet	1		
	<i>If the school meets the median adequate student growth percentile and its median student growth percentile was:</i>	CS/TCAP CELA			50 (4 for each content area and 2 for English language proficiency)
	• at or above 60.	Exceeds	4	14	
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	<i>If the school does not meet the median adequate student growth percentile and its median student growth percentile was:</i>	CS/TCAP CELA			
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Academic Growth Gaps	<i>If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was:</i>				25 (5 for each subgroup in 3 subject areas)
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	<i>If the student subgroup does not meet the median adequate student growth percentile and its median student growth percentile was:</i>				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		

Cut-Points for each performance indicator

Cut-Point: The school earned ... of the points eligible on this indicator.	
• 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

Cut-Points for plan type assignment

Cut-Point: The school earned ... of the total framework points eligible.		
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

School plan type assignments

Plan description	
Performance Plan	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	
Priority Improvement Plan	
Turnaround Plan	

Reference Data for Key Performance Indicators

Academic Achievement

The Academic Achievement Indicator reflects a school's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/CoAlt in reading, writing, math and science, and results from Lectura and Escritura.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16	32.5	35	31	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50	47.5	48	50
90th percentile	89.1	88.2	87.2	89.3	75	54.8	76.8	79.7	72.2	76	75.1	72.4

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

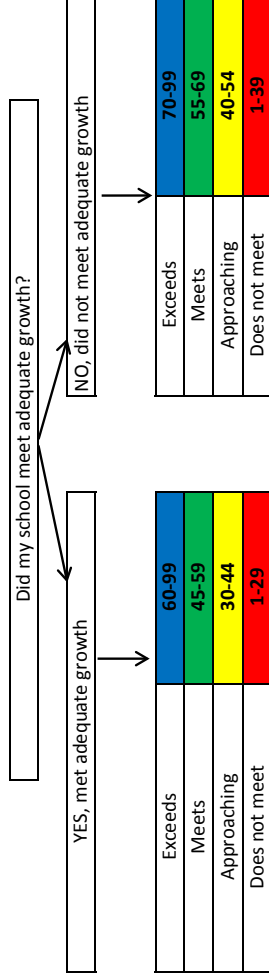
Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30	20.5	25	27.9
50th percentile	72	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP/TCAP score history in that content area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach or maintain an achievement level of proficient or advanced on the CSAP/TCAP within three years or by 10th grade, whichever comes first. The same measures are also applied to CELApro, Colorado's English language proficiency assessment, to determine English language proficiency progress for English learners.

The Academic Growth Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities, English Learners, and students needing to catch up.



Example Middle School

School Growth Summary

Grades 7 to 8

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with numbers at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state. Schools are only accountable for results from the same group of students as defined by the federal Adequate Yearly Progress system.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

FRL = Free/Reduced Lunch eligible, or students of poverty.

IEP = Individualized Education Plan, or Special Education students.

ELL = English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/keep up/move up calculations do not add up to 100, either within or across categories. For additional definitions and details go to <http://www.schoolview.org/performance.asp>

*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.

Reading									
	2009	2010	2011	2009	2010	2011	2009	2010	2011
	School			District			State		
	Median Growth Percentile								
Total	57	53	59	47	47	48	50	50	50
Grade 7	57	55	63	48	45	48	50	50	50
Grade 8	56	51	51	47	48	48	50	50	50
Minority/Non	48 / 59	50 / 54	57 / 59	44 / 48	47 / 46	47 / 49	49 / 51	52 / 49	50 / 50
FRL/Non	52 / 60	50 / 54	53 / 61	41 / 49	44 / 48	43 / 50	48 / 51	50 / 50	49 / 51
IEP/Non	57 / 57	47 / 55	54 / 59	47 / 47	44 / 47	47 / 48	46 / 50	44 / 51	46 / 51
ELL/Non	55 / 57	54 / 53	54 / 59	47 / 47	54 / 46	54 / 48	52 / 50	55 / 49	54 / 49
Girls/Boys	58 / 56	57 / 48	63 / 55	49 / 45	52 / 41	53 / 43	51 / 49	55 / 46	54 / 46
Percent Catching Up									
Total	35	37	37	37	37	31	36	35	29
Grade 7	37	39	44	36	35	30	36	35	29
Grade 8	33	36	32	38	38	31	36	35	29
Minority/Non	21 / 40	23 / 44	32 / 39	32 / 40	33 / 40	27 / 35	31 / 42	33 / 39	26 / 34
FRL/Non	31 / 38	32 / 42	26 / 47	31 / 42	33 / 42	24 / 38	31 / 43	32 / 40	26 / 35
IEP/Non	26 / 40	19 / 49	28 / 44	25 / 42	24 / 42	23 / 34	22 / 40	19 / 40	16 / 33
ELL/Non	- / 38	- / 37	- / 38	34 / 38	36 / 37	29 / 31	30 / 38	32 / 37	26 / 30
Girls/Boys	35 / 35	42 / 34	43 / 33	40 / 35	43 / 33	35 / 28	37 / 35	41 / 31	33 / 27
Percent Keeping Up									
Total	87	84	82	79	78	77	80	80	77
Grade 7	86	80	83	77	75	74	78	77	74
Grade 8	89	87	81	82	81	80	83	82	80
Minority/Non	81 / 88	82 / 84	82 / 82	71 / 81	72 / 79	71 / 80	74 / 83	76 / 81	71 / 80
FRL/Non	71 / 91	73 / 86	76 / 84	64 / 83	67 / 81	65 / 81	71 / 83	73 / 82	68 / 80
IEP/Non	- / 87	- / 84	- / 82	59 / 80	53 / 79	53 / 78	63 / 81	60 / 80	57 / 77
ELL/Non	- / 88	- / 83	- / 83	66 / 80	69 / 78	73 / 77	72 / 81	75 / 80	71 / 77
Girls/Boys	88 / 85	88 / 79	85 / 80	81 / 77	83 / 72	82 / 72	82 / 78	84 / 75	81 / 72
Percent Moving Up									
Total	20	17	16	12	15	12	12	16	12
Grade 7	21	16	18	13	14	12	13	17	13
Grade 8	19	18	13	10	15	12	11	15	11
Minority/Non	15 / 21	23 / 16	19 / 15	8 / 13	11 / 16	9 / 13	8 / 14	14 / 17	10 / 14
FRL/Non	9 / 24	12 / 18	11 / 18	5 / 14	10 / 16	7 / 14	7 / 14	11 / 18	8 / 14
IEP/Non	- / 20	- / 17	- / 17	8 / 12	7 / 15	5 / 12	7 / 12	9 / 16	6 / 12
ELL/Non	- / 20	- / 17	- / 17	8 / 12	13 / 15	9 / 12	7 / 12	14 / 16	10 / 13
Girls/Boys	18 / 23	22 / 12	22 / 11	13 / 11	17 / 12	15 / 9	13 / 11	19 / 13	14 / 10

Math

	2009	2010	2011	2009	2010	2011	2009	2010	2011	State
	School			District			State			
	Median Growth Percentile									
Total	53	55	48	56	52	54		50	50	50
Grade 7	56	49	48	56	52	56		50	50	50
Grade 8	47	58	49	55	53	52		50	50	50
Minority/Non	51 / 54	51 / 56	48 / 48	54 / 57	50 / 53	51 / 55	49 / 51	49 / 51	49 / 51	49 / 52
FRL/Non	56 / 50	44 / 58	43 / 51	49 / 58	46 / 54	50 / 56	48 / 51	48 / 52	48 / 52	48 / 52
IEP/Non	41 / 55	36 / 57	51 / 48	49 / 56	45 / 53	54 / 54	45 / 51	45 / 51	46 / 51	46 / 51
ELL/Non	62 / 53	60 / 55	51 / 48	57 / 56	50 / 52	53 / 54	52 / 50	51 / 50	52 / 50	52 / 50
Girls/Boys	49 / 56	56 / 53	48 / 48	56 / 56	52 / 52	54 / 54	51 / 50	50 / 51	50 / 51	50 / 51

Percent Catching Up												
Total	20	14	23	20	11	19	15	11	14	14	14	14
Grade 7	19	9	22	19	12	19	15	10	13	13	13	13
Grade 8	22	18	24	21	11	19	16	11	15	15	15	15
Minority/Non	22 / 20	9 / 16	25 / 22	15 / 23	9 / 13	14 / 22	11 / 19	8 / 13	11 / 18	11 / 18	11 / 18	11 / 18
FRL/Non	16 / 23	8 / 19	18 / 28	13 / 25	8 / 14	12 / 24	11 / 20	8 / 14	10 / 18	10 / 18	10 / 18	10 / 18
IEP/Non	2 / 25	2 / 18	12 / 27	8 / 23	5 / 13	8 / 21	6 / 17	4 / 12	5 / 16	5 / 16	5 / 16	5 / 16
ELL/Non	- / 20	10 / 15	15 / 24	16 / 21	8 / 12	14 / 20	11 / 17	8 / 11	11 / 15	11 / 15	11 / 15	11 / 15
Girls/Boys	22 / 19	16 / 12	22 / 24	20 / 20	12 / 11	18 / 19	16 / 15	10 / 11	14 / 14	14 / 14	14 / 14	14 / 14

Percent Keeping Up												
Total	61	60	56	62	59	60	56	57	56	56	56	56
Grade 7	60	51	49	60	54	57	54	53	53	53	53	53
Grade 8	61	67	66	65	66	63	59	62	60	60	60	60
Minority/Non	42 / 62	44 / 62	55 / 56	54 / 64	52 / 61	52 / 62	47 / 59	49 / 60	49 / 59	49 / 59	49 / 59	49 / 59
FRL/Non	58 / 61	42 / 64	35 / 60	44 / 66	43 / 63	44 / 64	42 / 60	44 / 61	43 / 60	43 / 60	43 / 60	43 / 60
IEP/Non	- / 61	- / 61	- / 56	48 / 63	37 / 60	43 / 60	44 / 56	40 / 57	41 / 56	41 / 56	41 / 56	41 / 56
ELL/Non	- / 61	- / 60	- / 55	53 / 63	49 / 60	51 / 60	46 / 57	47 / 58	47 / 57	47 / 57	47 / 57	47 / 57
Girls/Boys	58 / 64	57 / 63	50 / 59	61 / 63	58 / 61	59 / 60	56 / 56	55 / 59	55 / 57	55 / 57	55 / 57	55 / 57

Percent Moving Up												
Total	20	19	14	21	14	19	17	13	17	17	17	17
Grade 7	23	14	14	22	13	19	18	13	18	18	18	18
Grade 8	14	23	14	19	15	17	15	14	17	17	17	17
Minority/Non	- / 21	16 / 19	7 / 16	17 / 22	10 / 15	15 / 20	13 / 19	11 / 14	14 / 19	14 / 19	14 / 19	14 / 19
FRL/Non	21 / 19	12 / 21	7 / 16	13 / 23	9 / 16	13 / 21	12 / 19	10 / 15	13 / 19	13 / 19	13 / 19	13 / 19
IEP/Non	- / 20	- / 19	- / 15	20 / 21	11 / 14	10 / 19	14 / 17	9 / 13	13 / 17	13 / 17	13 / 17	13 / 17
ELL/Non	- / 20	- / 18	- / 15	18 / 21	13 / 14	17 / 19	14 / 17	12 / 14	14 / 18	14 / 18	14 / 18	14 / 18
Girls/Boys	17 / 23	16 / 21	8 / 19	19 / 23	12 / 16	19 / 18	17 / 17	12 / 14	17 / 18	17 / 18	17 / 18	17 / 18

Writing

	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
	School			District			State					
	Median Growth Percentile											
Total	49	48	51	44	45	45	50	50	50	50	50	50
Grade 7	53	55	50	45	45	44	50	50	50	50	50	50
Grade 8	47	42	51	44	46	46	50	50	50	50	50	50
Minority/Non	47 / 49	43 / 48	55 / 50	43 / 44	44 / 46	45 / 45	51 / 50	49 / 51	49 / 51	49 / 51	49 / 51	49 / 51
FRL/Non	54 / 48	47 / 48	51 / 51	40 / 46	42 / 47	41 / 46	50 / 52	48 / 52	48 / 52	48 / 52	48 / 52	48 / 52
IEP/Non	32 / 50	49 / 48	28 / 52	37 / 45	40 / 46	41 / 45	42 / 51	43 / 51	44 / 51	44 / 51	44 / 51	44 / 51
ELL/Non	57 / 49	41 / 48	60 / 50	50 / 44	46 / 45	48 / 45	56 / 49	51 / 50	52 / 50	52 / 50	52 / 50	52 / 50
Girls/Boys	54 / 43	49 / 45	58 / 45	49 / 40	49 / 42	49 / 41	54 / 46	53 / 48	54 / 47	54 / 47	54 / 47	54 / 47

Percent Catching Up												
Total	25	16	25	23	19	23	25	19	23	23	23	23
Grade 7	34	22	34	28	21	26	29	21	26	29	21	27
Grade 8	16	9	18	19	16	20	22	16	20	22	16	20
Minority/Non	14 / 29	5 / 19	15 / 30	20 / 25	13 / 22	20 / 26	22 / 29	15 / 24	20 / 29	20 / 29	20 / 29	20 / 29
FRL/Non	23 / 26	10 / 20	22 / 29	18 / 27	13 / 24	17 / 28	21 / 31	15 / 25	19 / 30	19 / 30	19 / 30	19 / 30
IEP/Non	9 / 31	12 / 18	12 / 31	11 / 27	9 / 21	11 / 26	11 / 29	8 / 22	11 / 26	11 / 26	11 / 26	11 / 26
ELL/Non	- / 27	14 / 16	- / 26	20 / 24	12 / 20	19 / 24	22 / 26	13 / 21	18 / 26	18 / 26	18 / 26	18 / 26
Girls/Boys	39 / 18	28 / 9	35 / 19	29 / 20	22 / 17	29 / 19	31 / 22	21 / 17	28 / 20	28 / 20	28 / 20	28 / 20

Percent Keeping Up												
Total	73	66	67	67	64	66	70	66	66	66	68	68
Grade 7	71	68	61	65	62	63	68	65	67	65	67	67
Grade 8	75	64	74	69	67	68	71	68	70	68	70	70
Minority/Non	65 / 74	61 / 67	67 / 67	59 / 69	57 / 66	61 / 67	63 / 72	58 / 70	62 / 71	62 / 71	62 / 71	62 / 71
FRL/Non	60 / 76	53 / 69	57 / 69	51 / 70	52 / 67	54 / 69	59 / 73	54 / 71	57 / 72	57 / 72	57 / 72	57 / 72
IEP/Non	- / 73	- / 66	- / 68	40 / 67	35 / 65	38 / 66	48 / 70	43 / 67	48 / 69	48 / 69	48 / 69	48 / 69
ELL/Non	- / 73	- / 67	- / 67	55 / 67	52 / 65	61 / 66	61 / 70	53 / 68	60 / 69	60 / 69	60 / 69	60 / 69
Girls/Boys	77 / 66	70 / 60	77 / 59	73 / 59	69 / 59	72 / 59	75 / 63	70 / 61	73 / 63	73 / 63	73 / 63	73 / 63

Percent Moving Up												
Total	20	12	7	13	14	12	16	16	15	15	15	15
Grade 7	26	18	8	17	17	13	20	19	18	18	18	18
Grade 8	13	7	6	9	11	11	12	13	11	11	11	11
Minority/Non	4 / 21	13 / 12	8 / 7	10 / 14	13 / 15	9 / 13	13 / 17	12 / 18	12 / 16	12 / 16	12 / 16	12 / 16
FRL/Non	10 / 23	7 / 14	6 / 8	7 / 14	9 / 16	8 / 13	11 / 18	10 / 18	10 / 17	10 / 17	10 / 17	10 / 17
IEP/Non	- / 20	- / 12	- / 7	6 / 13	8 / 14	5 / 12	8 / 16	9 / 16	8 / 15	8 / 15	8 / 15	8 / 15
ELL/Non	- / 20	- / 13	- / 7	8 / 13	10 / 14	12 / 12	11 / 16	11 / 16	11 / 15	11 / 15	11 / 15	11 / 15
Girls/Boys	23 / 16	12 / 13	13 / 3	16 / 10	16 / 12	15 / 9	19 / 13	18 / 14	18 / 11	18 / 11	18 / 11	18 / 11

Example Middle School

Adequate Growth Percentile Over Time

	<i>2009</i>	<i>2010</i>	<i>2011</i>
Math	21	68	65
Reading	62	23	29
Writing	42	47	47

Minority - Adequate Growth Percentiles Over Time

		<i>2009</i>	<i>2010</i>	<i>2011</i>
Math	Minority	74	79	72
	Non-minority	60	65	63
Reading	Minority	39	38	34
	Non-minority	18	22	26
Writing	Minority	67	62	51
	Non-minority	38	45	46

FRL - Adequate Growth Percentiles Over Time

		<i>2009</i>	<i>2010</i>	<i>2011</i>
Math	FRL	74	84	83
	Non-FRL	57	58	59
Reading	FRL	35	39	46
	Non-FRL	16	20	23
Writing	FRL	64	68	67
	Non-FRL	34	41	39

IEP - Adequate Growth Percentiles Over Time

		<i>2009</i>	<i>2010</i>	<i>2011</i>
Math	IEP	98	99	99
	Non-IEP	59	61	61
Reading	IEP	76	70	73
	Non-IEP	18	21	25
Writing	IEP	89	91	87
	Non-IEP	37	42	43

ELL - Adequate Growth Percentiles Over Time

		<i>2009</i>	<i>2010</i>	<i>2011</i>
Math	ELL	86	89	84
	Non-ELL	61	66	64
Reading	ELL	69	52	53
	Non-ELL	20	22	27
Writing	ELL	84	78	73
	Non-ELL	39	45	46

Example Middle School

Gender- Adequate Growth Percentiles Over Time

		<i>2009</i>	<i>2010</i>	<i>2011</i>
Math	Females	64	68	65
	Males	61	69	63
Reading	Females	16	20	25
	Males	26	27	30
Writing	Females	33	36	42
	Males	53	57	50

Example Middle School Trend Statements

Academic Achievement

Trend Statement	Revised Trend Statement
CSAP achievement scores for grade 7 writing increased by 1% from 2008-2011.	
CSAP achievement scores for grade 8 writing decreased by 3% from 2008-2011.	
CSAP achievement scores for grade 7 reading increased by 4% from 2008-2011.	
CSAP achievement scores for grade 8 reading decreased 7% from 2008-2011.	
CSAP achievement scores for grade 7 math increased by 3% from 2008- 2011 (56% to 59% proficient or advanced).	
CSAP achievement scores for grade 8 math decreased by 5% from 2008 -2011 (58% to 53% proficient or advanced).	
CSAP achievement scores for grade 8 science decreased by 12% from 2008-2011.	

Academic Growth

Tend Statement	Revised Trend Statement
CSAP growth data for grade 7 writing decreased from 53 to 50 in three years.	
CSAP growth data for grade 8 writing increased from 47 to 51 in three years.	
CSAP growth data for grade 7 reading increased from 57 to 63 in three years.	
CSAP growth data for grade 8 reading decreased from 56 to 51 in three years.	
CSAP growth data for grade 7 and math decreased from 56 to 48 in three years.	
CSAP growth scores for grade 8 math have increased from 47 to 49 in three years.	

Academic Growth Gaps

Trend Statement	Revised Trend Statement
CSAP academic growth gaps show free and reduced reading median growth percentile is	

53 and adequate growth was 45; there is not a gap.	
CSAP academic growth gaps show minority reading growth percentile is 57 and adequate growth is 34; there is not a gap.	
CSAP academic growth gaps show that English language learners median growth percentile is 51 and adequate growth was 84; there is a gap.	
CSAP academic growth gaps show that students with disabilities' math growth percentile is 51 and adequate growth was 99; there is a gap.	
CSAP academic growth gaps show that students with disabilities reading growth percentile is 54 and adequate growth was 73; there is a gap.	
CSAP academic growth gaps show that students with disabilities writing growth percentile is 28 and adequate growth was 86; there is a gap.	

Example Middle School Data Narrative

The instructional coach gathered and organized relevant data. The data used was: three year trends, sub group trends, achievement data, content and sub content data, and growth data. As a staff, we analyzed the trends in the data. Upon completion of the data analysis, we created problem statements and performed the root cause analysis. The department work was then brought to the School Accountability Committee (SAC). The SAC reviewed the data and agreed with significant trends found by departments. We reviewed successes and areas where improvement is needed.

Successes:

- CSAP achievement scores for grade 7 writing increased 1% (63.2% to 63.8%) from 2008-2011.
- CSAP achievement scores for grade 7 reading increased 4% (72.8% to 76.5%) from 2008-2011.
- CSAP achievement scores for grade 7 math increased 3% (55.6% to 58.8%) from 2008-2011.
- CSAP growth data for grade 8 writing increased from 47 to 51 in three years (4%).
- CSAP growth data for grade 7 reading increased from 57 to 63 in three years (6%).
- CSAP growth scores for grade 8 math have increased from 47 to 49 in three years (2%).
- CSAP academic growth gaps show free and reduced reading median growth percentile is 53 and adequate growth was 45, there is not a gap,
- CSAP academic growth gaps show minority reading growth percentile is 57 and adequate growth is 3, there is not a gap.

Areas needing improvement:

- CSAP achievement scores for grade 8 writing decreased 3% (56.3% to 52.9%) from 2008-2011.
- CSAP achievement scores for grade 8 reading decreased 7% (73.5% to 66.8%) from 2008-2011.
- CSAP achievement scores for grade 8 math decreased 5% (57.8% to 53.3%) from 2008-2011.
- CSAP achievement scores for grade 8 science decreased 12% (66.5% to 54.7%) from 2008-2011.
- CSAP growth data for grade 7 writing decreased 3% from 53 to 50 in three years.
- CSAP growth data for grade 8 reading decreased 5% from 56 to 51 in three years.
- CSAP growth data for grade 7 and math decreased 8% from 56 to 48 in three years.
- CSAP academic growth gaps show that English language learners median growth percentile is 51 and adequate growth was 84, there is a gap.
- CSAP academic growth gaps show that students with disabilities reading growth percentile is 54 and adequate growth was 73, there is a gap.
- CSAP academic growth gaps show that students with disabilities math growth percentile is 51 and adequate growth was 99, there is a gap.
- CSAP academic growth gaps show that students with disabilities did not make adequate growth in writing. Writing growth percentile is 28 and adequate growth was 86, there is a gap.

The significant trends for the last three years are:

- From 7th to 8th grade in the three year trend achievement data, we have dropped in every content area.
- Math, grade 7 three year trend is an increase by 3%.
- Math, grade 8 three year trend is a decrease by 5%.
- The 7th grade trend over three years in reading achievement data increased by 4%.
- In 7th and 8th grade reading, the Hispanic population has increased over 16% in achievement data.

- In 7th and 8th grade math, the Hispanic population grew over 15% in achievement data.

Based on the data, the following performance challenges were identified:

- Writing achievement: To improve the academic achievement in writing for both grades 7 & 8. Data shows paragraph writing and extended writing are the areas of most need.
- Math achievement: Maintain or increase the math achievement scores consistently over a three year period for both grades 7 & 8. Data shows statistics and probability are the areas of most need.
- Writing growth: To improve writing growth for catch up students focusing specifically on students with disabilities and males.
- Math growth: To improve math growth for keep up students focusing specifically on free and reduced lunch and non-white students.
- Growth Gaps: To focus on students with disabilities in writing in order to make adequate growth.

After much discussion, data analysis, classroom observations, professional development, staff surveys and restructuring, the root causes were determined.