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

* 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

	% 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	-	99.4%	-	-	-	Met	-	-	-	504	-	-	-	507	-	-
Mathematics	-	99.4%	-	-	-	Met	-	-	-	504	-	-	-	507	-	-
Writing	-	99.4%	-	-	-	Met	-	-	-	504	-	-	-	507	-	-
Science	-	99.8%	-	-	-	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.

CDE — Improving Academic Achievement

SCHOOLVIEW.org

*** *Data in this report is based on results from: 2011-12.*
Final plan type based on: 1-year SPF 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	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	450	59	28	Yes
Mathematics	2	4		Approaching	450	48	64	No
Writing	3	4		Meets	450	51	47	Yes
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	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	**14**	**20**	**70.0%**	**Meets**				
Free/Reduced Lunch Eligible	3	4		Meets	134	53	45	Yes
Minority Students	3	4		Meets	111	57	34	Yes
Students w/Disabilities	2	4		Approaching	60	54	73	No
English Language Learners	3	4		Meets	32	54	53	Yes
Students needing to catch up	3	4		Meets	113	58	69	No
Mathematics	**10**	**20**	**50.0%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	134	43	81	No
Minority Students	2	4		Approaching	111	48	72	No
Students w/Disabilities	2	4		Approaching	60	51	99	No
English Language Learners	2	4		Approaching	32	51	84	No
Students needing to catch up	2	4		Approaching	182	52	95	No
Writing	**11**	**20**	**55.0%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	134	51	67	No
Minority Students	3	4		Meets	111	55	51	Yes
Students w/Disabilities	1	4		Does Not Meet	60	28	86	No
English Language Learners	3	4		Meets	32	60	73	No
Students needing to catch up	2	4		Approaching	169	50	80	No
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	*The school's percentage of students scoring proficient or advanced was:*				16 (4 for each subject area)	25
	• at or above the 90th percentile of all schools (using 2009-10 baseline).	Exceeds	4			
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).	Does Not Meet	1			
Academic Growth	*If the school meets the median adequate student growth percentile and its median student growth percentile was:*		CS/TCAP	CELA	14 (4 for each content area and 2 for English language proficiency)	50
	• at or above 60.	Exceeds	4	2		
	• below 60 but at or above 45.	Meets	3	1.5		
	• below 45 but at or above 30.	Approaching	2	1		
	• below 30.	Does Not Meet	1	0.5		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:		CS/TCAP	CELA		
	• at or above 70.	Exceeds	4	2		
	• below 70 but at or above 55.	Meets	3	1.5		
	• below 55 but at or above 40.	Approaching	2	1		
	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	*If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was:*				60 (5 for each subgroup in 3 subject areas)	25
	• 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			
	If the student subgroup does not meet the median adequate student growth percentile and its median student growth percentile was:					
	• 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.	
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

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	The school is required to adopt and implement a 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	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

SPF Non-Combined 2012 - 0000-0003 - 1-Year

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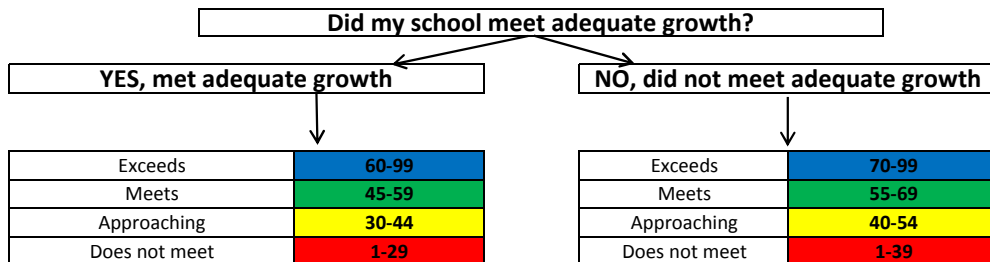
Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

	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.

Did my school meet adequate growth?

YES, met adequate growth

Exceeds	60-99
Meets	45-59
Approaching	30-44
Does not meet	1-29

NO, did not meet adequate growth

Exceeds	70-99
Meets	55-69
Approaching	40-54
Does not meet	1-39

For Academic Growth and Academic Growth Gaps, the median growth percentile required to earn each rating depends on whether or not the school met adequate growth. Schools that met adequate growth use the rubric on the left; schools that did not meet adequate growth use the rubric on the right.

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