

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 60%
Improvement	at or above 47% - below 60%
Priority Improvement	at or above 33% - below 47%
Turnaround	below 33%

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 Achievement, 35 for Growth, 15 for Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible*	
Academic Achievement	Approaching	54.2%	(8.1 out of 15 points)
Academic Growth	Approaching	58.3%	(20.4 out of 35 points)
Academic Growth Gaps	Approaching	51.4%	(7.7 out of 15 points)
Postsecondary and Workforce Readiness	Meets	85.7%	(30.0 out of 35 points)
Test Participation**	95% participation rate met		
TOTAL	Performance	66.2%	(66.2 out of 100 points)

* 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	Elem	Middle	High	Overall
Reading	99.1%	98.5%	98.7%	98.7%	Met	Met	Met	Met	224	325	222	771	226	330	225	781
Mathematics	100.0%	99.4%	99.1%	99.5%	Met	Met	Met	Met	226	328	223	777	226	330	225	781
Writing	99.6%	98.5%	98.7%	98.8%	Met	Met	Met	Met	225	325	222	772	226	330	225	781
Science	100.0%	98.2%	99.1%	99.0%	Met	Met	Met	Met	75	109	113	297	75	111	114	300
Colorado ACT			97.7%				Met					83				85

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 D- 0004

District: ABC DISTRICT - 0000 (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	223	69.1%	43
Math	3	4		Meets	225	71.6%	51
Writing	2	4		Approaching	224	51.3%	44
Science	2	4		Approaching	75	41.3%	40
Total	9	16	56.3%	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	2	4		Approaching	143	41	34	Yes
Mathematics	2	4		Approaching	144	43	38	Yes
Writing	1	4		Does Not Meet	145	33	36	No
English Language Proficiency	0	0		-	N<20	-	-	-
Total	5	12	41.7%	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	7	12	58.3%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	29	42	41	Yes
Minority Students	3	4		Meets	44	52	42	Yes
Students w/Disabilities	0	0		-	N<20	-	-	-
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	47	50	61	No
Mathematics	6	12	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	29	43	60	No
Minority Students	2	4		Approaching	45	43	61	No
Students w/Disabilities	0	0		-	N<20	-	-	-
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	38	43	78	No
Writing	3	12	25.0%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	30	33	41	No
Minority Students	1	4		Does Not Meet	45	38	43	No
Students w/Disabilities	0	0		-	N<20	-	-	-
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	65	33	61	No
Total	16	36	44.4%	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 Combined 2012 - 0000-0004 - 1-Year

School: SCHOOL D- 0004

District: ABC DISTRICT - 0000 (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	325	67.4%	39
Math	2	4		Approaching	328	52.4%	49
Writing	2	4		Approaching	325	54.5%	41
Science	2	4		Approaching	109	42.2%	38
Total	8	16	50.0%	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	315	48	33	Yes
Mathematics	2	4		Approaching	318	51	65	No
Writing	2	4		Approaching	315	46	50	No
English Language Proficiency	0	0		-	N<20	-	-	-
Total	7	12	58.3%	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	12	20	60.0%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	74	46	39	Yes
Minority Students	3	4		Meets	108	49	41	Yes
Students w/Disabilities	2	4		Approaching	25	51	90	No
English Language Learners	2	4		Approaching	27	49	60	No
Students needing to catch up	2	4		Approaching	104	49	67	No
Mathematics	9	20	45.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	75	46	74	No
Minority Students	2	4		Approaching	109	52	77	No
Students w/Disabilities	1	4		Does Not Meet	25	34	97	No
English Language Learners	2	4		Approaching	27	40	85	No
Students needing to catch up	2	4		Approaching	147	46	88	No
Writing	8	20	40.0%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	74	34	58	No
Minority Students	2	4		Approaching	108	44	59	No
Students w/Disabilities	1	4		Does Not Meet	25	33	92	No
English Language Learners	2	4		Approaching	27	43	69	No
Students needing to catch up	2	4		Approaching	147	50	76	No
Total	29	60	48.3%	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 Combined 2012 - 0000-0004 - 1-Year

School: SCHOOL D- 0004

District: ABC DISTRICT - 0000 (1 year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	2	4		Approaching	220	68.6%	37
Math	2	4		Approaching	221	33.5%	49
Writing	3	4		Meets	220	52.3%	54
Science	2	4		Approaching	111	45.1%	39
Total	9	16	56.3%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	209	45	16	Yes
Mathematics	3	4		Meets	210	60	96	No
Writing	3	4		Meets	208	54	45	Yes
English Language Proficiency	0	0		-	N<20	-	-	-
Total	9	12	75.0%	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	9	16	56.3%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	49	45	55	No
Minority Students	2	4		Approaching	81	36	34	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Language Learners	2	4		Approaching	23	41	71	No
Students needing to catch up	3	4		Meets	57	56	81	No
Mathematics	11	16	68.8%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	50	55	99	No
Minority Students	3	4		Meets	82	57	99	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Language Learners	2	4		Approaching	23	54	99	No
Students needing to catch up	3	4		Meets	131	57	99	No
Writing	9	16	56.3%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	48	58	75	No
Minority Students	2	4		Approaching	80	46	67	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Language Learners	2	4		Approaching	22	49	89	No
Students needing to catch up	2	4		Approaching	87	52	91	No
Total	29	48	60.4%	Approaching				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4-yr/5-yr/6-yr/7-yr	4	4		Exceeds	89 / 101 / 95 / 71	85.4 / 92.1 / 92.6 / 95.8%	80.0%
Disaggregated Graduation Rate	2	2	100.0%	Exceeds			
Free/Reduced Lunch Eligible	1	1		Exceeds	30 / 28 / 18 / N<20	73.3 / 89.3 / 100 / - %	80.0%
Minority Students	1	1		Exceeds	29 / 28 / 22 / N<20	79.3 / 92.9 / 95.5 / - %	80.0%
Students with Disabilities	0	0		-	N<20/ N<20/ N<20 /N<20	- / - / - / - %	80.0%
English Language Learners	0	0		-	N<20/ N<20/ N<20 /N<20	- / - / - / - %	80.0%
Dropout Rate	4	4		Exceeds	443	0.2%	At/below state average
Colorado ACT Composite Score	2	4		Approaching	83	19.0	At/above state average
Total	12	14	85.7%	Meets			

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 Combined 2012 - 0000-0004 - 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:						
	• at or above the 90th percentile of all schools (using 2009-10 baseline).	Exceeds	4	16 (4 for each subject area)	15		
	• 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)	35
	• 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)	15
	• 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				
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.	Exceeds	4	1			
	• at or above 80% but below 90%.	Meets	3	0.75			
	• at or above 65% but below 80%.	Approaching	2	0.5			
	• below 65%.	Does Not Meet	1	0.25			
	Dropout Rate: The school's dropout rate was:						
	• at or below 1%.	Exceeds	4				
	• at or below the state average but above 1% (using 2009-10 baseline).	Meets	3				
	• at or below 10% but above the state average (using 2009-10 baseline).	Approaching	2				
	• above 10%.	Does Not Meet	1				
	Average Colorado ACT Composite: The school's average Colorado ACT composite score was:						
	• at or above 22.	Exceeds	4				
	• at or above the state average but below 22 (using 2009-10 baseline).	Meets	3				
	• at or above 17 but below the state average (using 2009-10 baseline).	Approaching	2				
	• below 17.	Does Not Meet	1				

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

Cut-Points for plan type assignment

	<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

School plan type assignments

	<i>Plan description</i>	
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.	

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).

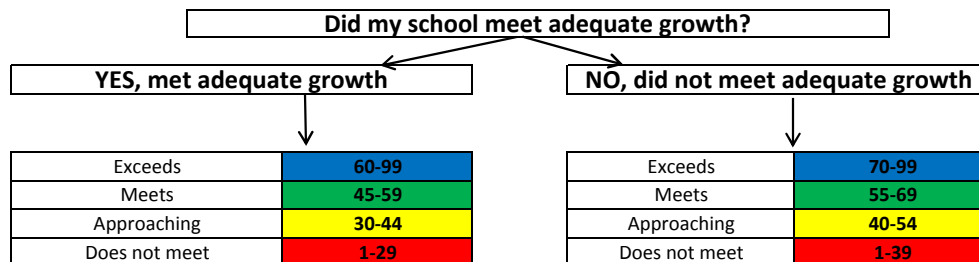
Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

	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.



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.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. This Indicator reflects student graduation rates, disaggregated graduation rates for student subgroups (students eligible for Free/Reduced Lunch, minority students, students with disabilities, and English learners), dropout rates, and average Colorado ACT composite scores.

State Average (Mean) Dropout Rate (2009-10 baseline)

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

State Average (Mean) Colorado ACT Composite Score (2009-10 baseline)

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

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

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	2008	95.7	95.7	95.8	95.8
	2009	92.6	92.6	92.6	
	2010	89.2	92.1		
	2011	85.4			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	95.7	95.7	95.8	95.8
	2009	92.6	92.6	92.6	
	2010	89.2	92.1		
	2011	85.4			
	Aggregated	90.4	93.2	94.0	95.8

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.

Free/Reduced Lunch Eligible Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	100.0	100.0	100.0	
	2010	89.3	89.3		
	2011	73.3			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	100.0	100.0	100.0	
	2010	89.3	89.3		
	2011	73.3			
	Aggregated	87.8	95.0	100.0	N<16

For the 1-year SPF, schools earn points based on the highest value among the following: 2011 4-year graduation rate, 2010 5-year graduation rate, 2009 6-year graduation rate and 2008 7-year graduation rate (the shaded cells in the first table above). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2008, 2009, 2010 and 2011 4-year graduation rate, aggregated 2008, 2009 and 2010 5-year graduation rate, aggregated 2008 and 2009 6-year graduation rate, or 2008 7-year graduation rate (the shaded cells in the second table above). For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	95.5	95.5	95.5	
	2010	93.1	92.9		
	2011	79.3			

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	95.5	95.5	95.5	
	2010	93.1	92.9		
	2011	79.3			
	Aggregated	89.5	93.8	94.6	N<16

Students w/Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			

Students w/Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			
	Aggregated	79.1	87.9	91.7	N<16

English Language Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			

English Language Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	N<16			
	Aggregated	N<16	N<16	N<16	N<16