

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 scoring guide below to determine the plan type.

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

Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible*		
Academic Achievement	Approaching	56.3%	(8.4 out of 15 points)	
Academic Growth	Approaching	61.1%	(21.4 out of 35 points)	
Academic Growth Gaps	Approaching	61.8%	(9.3 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	75.0%	(26.3 out of 35 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		65.4%	(65.4 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 that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

What do the performance indicators measure?

Academic Achievement

The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The 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 score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps

The 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 (IEP status), English Language Learners, and students needing to catch up.

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, dropout rates, and average Colorado ACT composite scores.

Performance Indicators

Level: Elementary School

School: YORK INTERNATIONAL

(3 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	485	70.9%	47
Mathematics	3	4		Meets	484	74.6%	61
Writing	3	4		Meets	484	60.1%	59
Science	2	4		Approaching	167	43.1%	45
Total	10	16	62.5%	Meets			

<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	304	43	30	Yes
Mathematics	2	4		Approaching	319	42	42	Yes
Writing	2	4		Approaching	308	42	33	Yes
Total	6	12	50.0%	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	11	16	68.8%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	184	49	34	Yes
Minority Students	3	4		Meets	229	45	33	Yes
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	3	4		Meets	120	50	39	Yes
Students needing to catch up	2	4		Approaching	80	54	61	No
Mathematics	7	16	43.8%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	198	41	46	No
Minority Students	2	4		Approaching	242	43	47	No
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	1	4		Does Not Meet	136	36	50	No
Students needing to catch up	2	4		Approaching	78	51	72	No
Writing	7	16	43.8%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	188	43	35	Yes
Minority Students	2	4		Approaching	233	44	35	Yes
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	1	4		Does Not Meet	124	38	41	No
Students needing to catch up	2	4		Approaching	119	46	61	No
Total	25	48	52.1%	Approaching				

<i>Test Participation</i>	<i>% of Students Tested</i>	<i>Rating</i>	<i>Students Tested</i>	<i>Total Students</i>
Reading	100.0%	95% Participation Rate Met	485	485
Mathematics	100.0%	95% Participation Rate Met	484	484
Writing	100.0%	95% Participation Rate Met	484	484
Science	100.0%	95% Participation Rate Met	167	167

Performance Indicators

Level: Middle School

School: YORK INTERNATIONAL

(3 Year*)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	2	4		Approaching	480	62.1%	30
Mathematics	2	4		Approaching	480	43.1%	32
Writing	2	4		Approaching	480	52.9%	37
Science	2	4		Approaching	154	43.5%	39
Total	8	16	50.0%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	440	51	32	Yes
Mathematics	2	4		Approaching	441	47	72	No
Writing	2	4		Approaching	440	50	51	No
Total	7	12	58.3%	Approaching				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	12	16	75.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	258	51	37	Yes
Minority Students	3	4		Meets	311	52	35	Yes
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	3	4		Meets	167	53	46	Yes
Students needing to catch up	3	4		Meets	152	57	66	No
Mathematics	8	16	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	257	45	78	No
Minority Students	2	4		Approaching	311	46	76	No
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	2	4		Approaching	169	44	80	No
Students needing to catch up	2	4		Approaching	220	46	93	No
Writing	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	258	50	57	No
Minority Students	2	4		Approaching	311	53	56	No
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	3	4		Meets	167	56	65	No
Students needing to catch up	3	4		Meets	192	57	80	No
Total	30	48	62.5%	Meets				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	99.4%	95% Participation Rate Met	485	488
Mathematics	99.4%	95% Participation Rate Met	485	488
Writing	99.4%	95% Participation Rate Met	485	488
Science	100.0%	95% Participation Rate Met	156	156

Performance Indicators

Level: High School

School: YORK INTERNATIONAL

(3 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	264	67.4%	38
Mathematics	2	4		Approaching	263	22.4%	31
Writing	2	4		Approaching	264	47.4%	43
Science	3	4		Meets	102	50.0%	50
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	3	4		Meets	220	56	23	Yes
Mathematics	3	4		Meets	220	58	98	No
Writing	3	4		Meets	220	66	68	No
Total	9	12	75.0%	Meets				

<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	16	75.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	133	57	35	Yes
Minority Students	3	4		Meets	164	57	32	Yes
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	4	4		Exceeds	99	62	37	Yes
Students needing to catch up	2	4		Approaching	78	54	75	No
Mathematics	9	16	56.3%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	133	52	99	No
Minority Students	2	4		Approaching	164	54	99	No
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	2	4		Approaching	100	53	99	No
Students needing to catch up	3	4		Meets	155	58	99	No
Writing	13	16	81.3%	Meets				
Free/Reduced Lunch Eligible	4	4		Exceeds	133	71	86	No
Minority Students	3	4		Meets	164	67	82	No
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	3	4		Meets	99	69	89	No
Students needing to catch up	3	4		Meets	121	68	92	No
Total	34	48	70.8%	Meets				

<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>Minimum State Expectation</i>
Graduation Rate	4	4		Exceeds	20	95.0%	80%
Dropout Rate	3	4		Meets	275	1.1%	At/below State average
Colorado ACT Composite	2	4		Approaching	44	19.1	At/above State average
Total	9	12	75.0%	Meets			

<i>Test Participation</i>	<i>% of Students Tested</i>	<i>Rating</i>	<i>Students Tested</i>	<i>Total Students</i>
Reading	99.6%	95% Participation Rate Met	272	273
Mathematics	99.3%	95% Participation Rate Met	271	273
Writing	99.6%	95% Participation Rate Met	272	273
Science	99.1%	95% Participation Rate Met	107	108
Colorado ACT	100.0%	95% Participation Rate Met	44	44

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>			16 (4 for each content area)	15
	• 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		
Academic Growth	• below the 15th percentile of all schools.	Does Not Meet	1	12 (4 for each content area)	35
	<i>If the school meets the median adequate student growth percentile and its median student growth percentile was:</i>				
	• 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 school 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			
Academic Growth Gaps	• below 55 but at or above 40.	Approaching	2	60 (5 for each subgroup group in 3 content areas)	15
	• below 40.	Does Not Meet	1		
	<i>If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:</i>				
	• 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 student growth percentile was:</i>				
• at or above 70.	Exceeds	4			
Postsecondary and Workforce Readiness	• below 70 but at or above 55.	Meets	3	12 (4 for each sub-indicator)	35
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
	<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		
	<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			
<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			

Cut-Points for each performance indicator		
	Cut Point: The school earned ... of the points eligible on this Indicator.	
Achievement; Growth; Gaps	• 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 60%	Performance
	• at or above 47% - below 60%	Improvement
	• at or above 33% - below 47%	Priority Improvement
	• below 33%	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.	

Reference

Comparison Data

Academic Achievement

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

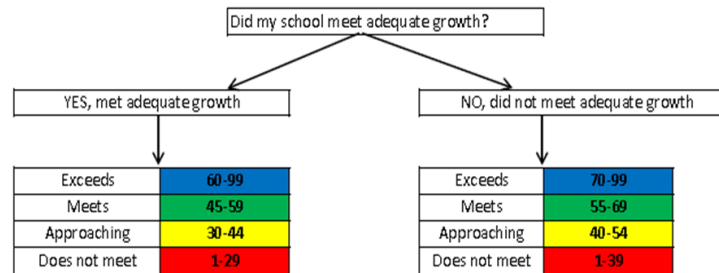
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

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

	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	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

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

State Average (Mean) Colorado ACT Composite Score

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

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) is the one that 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. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.