School Performance Framework 2010

School: NEDERLAND MIDDLE-SENIOR HIGH SCHOOL - 6212

Level: High School

District: BOULDER VALLEY RE 2 - 0480 (1 Year***)

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.

Rating/Plan	% of Points	Earned out of Points Eligible*	
Meets	62.5%	(9.4 out of 15 points)	
Approaching	58.3%	(20.4 out of 35 points)	
Approaching	45.8%	(6.9 out of 15 points)	
Meets	83.3%	(29.2 out of 35 points)	
95% Participation Rate Met			
	65.9%	(65.9 out of 100 points)	
	Meets Approaching Approaching Meets	Meets62.5%Approaching58.3%Approaching45.8%Meets83.3%95% Participation Rate Met	Meets62.5%(9.4 out of 15 points)Approaching58.3%(20.4 out of 35 points)Approaching45.8%(6.9 out of 15 points)Meets83.3%(29.2 out of 35 points)95% Participation Rate MetImage: Comparison of the second sec

** 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 college or jobs upon completing high school. This Indicator reflects student graduation rates, 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.

SCHOOLVIEW.

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 dropout rates, and average Colorado ACT composite scores.

School: NEDERLAND MIDDLE-S	ENIOR HIGH SO	-HOOL - 6212						(1 Year**
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	(1 icai
Reading	2	4	/	Approaching	97	67.0%	33	
Mathematics	3	4		Meets	97	38.1%	62	
Writing	2	4		Approaching	97	48.4%	45	
Science	3	4		Meets	56	67.9%	83	
otal	10	16	62.5%	Meets				
						Median Growth	Median Adequate Growth	Made Adequa
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Percentile	Percentile	Growth?
Reading	2	4		Approaching	93	33	13	Yes
Mathematics	2	4		Approaching	94	40	77	No
Writing	3	4		Meets	94	51	46	Yes
otal	7	12	58.3%	Approaching	54		40	163
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	8	37.5%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	28	38	20	Yes
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	1	4		Does Not Meet	23	27	55	No
Mathematics	3	8	37.5%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	29	52	84	No
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	1	4		Does Not Meet	47	26	99	No
Vriting	5	8	62.5%	Meets				
Free/Reduced Lunch Eligible	3	4	02.370	Meets	29	57	56	Yes
Minority Students	0	0		N/A	<20 students	N/A	N/A	163
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	2	4		Approaching	45	46	92	No
Fotal	11	24	45.8%	Approaching		40	JL	110
Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation	
Graduation Rate	3	4		Meets	62	88.7%	80%	
Dropout Rate	3	4		Meets	253	2.0%	At/below State average	
Colorado ACT Composite	4	4		Exceeds	44	22.1%	At/above State average	
Total	10	12	83.3%	Meets				
est Participation %	of Students Tested	1		Rating		Students Tested	Total Students	
Reading	98.1%			95% Participation	Rate Met	102	104	
Mathematics	98.1%			95% Participation		102	104	
	98.1%			95% Participation		102	104	
Writing Science	98.1%			95% Participation		57	58	

Academic Achievement Achievement Achievement f the sch at of belo belo belo Growth Academic Growth Gaps Academic Growth Gaps Academic Growth Gaps f the sth at of belo belo belo belo belo belo belo belo	bol's percentage of students scoring proficient r above the 90th percentile of all schools. by the 90th percentile but at or above the 50th ow the 50th percentile but at or above the 15th ow the 15th percentile of all schools. hool meets the median adequate student grow r above 60. by 60 but at or above 45. by 45 but at or above 30. by 30. hool does not meet the median adequate student r above 70. by 70 but at or above 55. by 55 but at or above 40. by 55 but at or above 40. by 55 but at or above 55. by 55 but at or above 40.	th percentile of all schools. th percentile of all schools. wth percentile and its median s dent growth percentile and its r student growth percentile and i	nedian student growth ts student growth perc	percentile was entile was:	Exceeds Approaching Does Not Meer Exceeds Meets Approaching Does Not Meer	Point Value 4 3 2 t 1 4 4 3 4 3 2 t 1 4 4 3 4 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4	16 (4 for each content area) 12 (4 for each content area) 60 (5 for each subgroup group in 3 content	
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orkforce Readiness • at or	r below 1%.				Exceeds	4	-	35
	r below the state average but above 1%.				Meets	3	- '	
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	r above 17 but below the state average.				Approaching Does Not Mee	2 t 1	-	
	r below 17.					L I		
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	ove 62.5% - below 87.5%	Meets	Total Framewor		ve 47% - below 60%			Improvemen
	ove 37.5% - below 62.5%	Approaching	Points		ve 33% - below 47%		Pr	riority Improver
• below 37	7.5%	Does Not Meet		• below 339	%			Turnaround
ool plan type assignments								
Plan	n description							
formance Plan The	school is required to adopt and implement a f	Performance Plan. A	school may not implem	ent a Priority li	mprovement and/or	Turnaround F	Plan for longer than a	combined tota
	school is required to adopt and implement an		e consecutive years be	, fore the Distric	ct or Institute is requir	ed to restrue	cture or close the sch	ool. The five

Comparison Data

Academic Achievement

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2010) Reading Math Writing Elem Middle High Hi

	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 (Mea	n) Colorado ACT C	omposite Score
	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

Science

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.

School Performance Framework 2010

District: BOULDER VALLEY RE 2 - 0480 (1 Year***)

Level: Middle School

Performance Plan

School: NEDERLAND MIDDLE-SENIOR HIGH SCHOOL - 6212

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 59%
Improvement	at or above 47% - below 59%
Priority Improvemen	it 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 Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating/Plan	% of Points Ec	arned out of Points Eligible*	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)	
Academic Growth	Approaching	58.3%	(29.2 out of 50 points)	
Academic Growth Gaps	Approaching	44.4%	(11.1 out of 25 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		59.1%	(59.1 out of 100 points)	
* Schools may not be eligible for all poss	ible points on an indicator due to insufficient num	bers of students. In the	ese cases, the points are removed from both t	he 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.



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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.

*** Data in this report is based on results from: 2009-10 Final plan type based on: 3 Year SPF report.

School: NEDERLAND		R HIGH SCHO	01 - 6212					(1 Year***
Academic Achievement	Points Earned	Points Eligible		Rating	N	% Proficient/Advanced	School's Percentile	(1160)
Reading	3	4	/01/01/02	Meets	149	77.2%	63	
Mathematics	3	4		Meets	150	70.7%	83	
Writing	3	4		Meets	149	65.1%	67	
Science	3	4		Meets	44	59.1%	68	
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	2	4		Approaching	145	44	17	Yes
Mathematics	2	4		Approaching	146	47	56	No
Writing	3	4		Meets	145	46	40	Yes
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	5	12	41.7%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	25	31	36	No
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	2	4		Approaching	20	43	58	No
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	2	4		Approaching	24	42	63	No
Mathematics	6	12	50.0%	Approaching			·	
Free/Reduced Lunch Eligible	2	4		Approaching	25	45	83	No
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	2	4		Approaching	20	46	94	No
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	2	4		Approaching	42	47	93	No
Writing	5	12	41.7%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	25	40	67	No
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	1	4		Does Not Meet	20	34	80	No
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	2	4		Approaching	42	41	80	No
Total	16	36	44.4%	Approaching				
Test Participation	% of Students Tested	d		Rating		Students Tested	Total Students	
Reading	97.5%			95% Participation	Rate Met	158	162	
Mathematics	98.2%			95% Participation	Rate Met	159	162	
Writing	97.5%			95% Participation	Rate Met	158	162	
Science	96.1%			95% Participation	Rate Met	49	51	

oring Guide							Level	Middle Scho	
	Performance Indicators on the School Performance Frame cator Scoring Guide	work Report			Rating	Point Value	Total Possible	Framework Poir	
	The school's percentage of students scoring proficient	or advanced was:			, <u> </u>				
	• at or above the 90th percentile of all schools.				Exceeds	4	16		
Academic	below the 90th percentile but at or above the 50th	h percentile of all schools.			Meets	3	(4 for each	25	
Achievement	 below the 50th percentile but at or above the 15th 	h percentile of all schools.			Approaching	2	content area)		
	below the 15th percentile of all schools.				Does Not Mee	t 1			
	If the school meets the median adequate student grow	wth percentile and its median s	tudent growth percentil	e was:					
	• at or above 60.				Exceeds	4			
	 below 60 but at or above 45. 				Meets	3			
	 below 45 but at or above 30. 								
Academic	• below 30.				Does Not Mee	t 1	(4 for each	50	
Growth	If the school does not meet the median adequate stud	lent growth percentile and its r	nedian student growth p	percentile was:			content area)		
	• at or above 70.								
	 below 70 but at or above 55. 								
	 below 55 but at or above 40. 			Approaching	2				
	• below 40.	Does Not Meet							
	If the student subgroup meets the median adequate s	tudent growth percentile and i	ts student growth percei	ntile was:					
	• at or above 60.				Exceeds	4			
	 below 60 but at or above 45. 				Meets	3	60		
	 below 45 but at or above 30. 				Approaching	2			
Academic	• below 30.				Does Not Mee	t 1	(5 for each subgroup	D	
Growth Gaps	If the student subgroup does not meet the median ad	equate student growth percent	ile and its student grow	th percentile was:			group in 3 content	25	
	• at or above 70.				Exceeds	4	areas)		
	 below 70 but at or above 55. 				Meets	3			
	 below 55 but at or above 40. 			Approaching	2	1			
	• below 40.				Does Not Mee	t 1			
t-Points for eac	h performance indicator		Cut-Points for pla	n type assignment					
	Cut Point: The school earned of the points eligible on th	is Indicator.		Cut Point: The scho	ol earned of	the total Fra	mework points eligil	ble.	
Achievement;	• at or above 87.5%	Exceeds		• at or above 59%	6			Performance	
Growth; Gaps	• at or above 62.5% - below 87.5%	Meets	Total Framework	• at or above 47%	6 - below 59%			Improvement	
	• at or above 37.5% - below 62.5%	Approaching	Points	• at or above 37%	6 - below 47%		Pr	riority Improvem	
	• below 37.5%	Does Not Meet		• below 37%				Turnaround	
nool plan type a	assignments								
	Plan description								
rformance Plan	The school is required to adopt and implement a	Performance Plan. A	school may not impleme	ent a Priority Improv	vement and/or	Turnaround P	Plan for longer than a	combined total	
provement Plar	n The school is required to adopt and implement a	n Improvement Plan. fiv	e consecutive years befo	ore the District or In	stitute is requir	red to restruc	ture or close the sch	ool. The five	
ority Improven	nent Plan The school is required to adopt and implement a	Priority Improvement Plan. co	nsecutive school years c	ommences on July	1 during the sur	mmer immed	iately following the f	all in which the	
rnaround Plan	The school is required to adopt and implement a		hool is notified that it is		•		, ,		

Comparison Data

Academic Achievement

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2010) Reading Math Writing Elem Middle High Hi

	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

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