School Performance Framework 2010

Level: Elementary School

District: DOUGLAS COUNTY RE 1 - 0900 (1 Year***)

School: EDCSD: COLORADO CYBER SCHOOL - 5405

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.

Priority Improvement Plan

Plan 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 Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible*		
Academic Achievement		(out of points)		
Academic Growth		(out of points)		
Academic Growth Gaps		(out of points)		
Test Participation**	95% Participation Rate Met			
TOTAL		(0 out of 0 points)	I	
negatively impacted.		ents. In these cases, the points are removed from both the points earned		

** 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.

COE Improving Academic Achievement

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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.

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Performance Indicato	rs						Level: El	ementary Scho
School: EDCSD: COLO	RADO CYBER S	SCHOOL - 540	5					(1 Year**
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	· ·
Reading	0	0		N/A	<16 students	N/A	N/A	
Mathematics	0	0		N/A	<16 students	N/A	N/A	
Writing	0	0		N/A	<16 students	N/A	N/A	
Science	0	0		N/A	<16 students	N/A	N/A	
Total	0	0						
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	0	0		N/A	<20 students	N/A		
Mathematics	0	0		N/A	<20 students	N/A		
Writing	0	0		N/A	<20 students	N/A		
Total	0	0						
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	0	0	///////////////////////////////////////	nating			i creentiic	
Free/Reduced Lunch Eligible	0	0		N/A	<20 students	N/A	N/A	
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	0	0		N/A	<20 students	N/A	N/A	
Mathematics	0	0		,		, ,		
Free/Reduced Lunch Eligible	0	0		N/A	<20 students	N/A	N/A	
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	0	0		N/A	<20 students	N/A	N/A	
Writing	0	0						
Free/Reduced Lunch Eligible	0	0		N/A	<20 students	N/A	N/A	
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	0	0		N/A	<20 students	N/A	N/A	
Total	0	0						
Test Participation %	6 of Students Teste	d		Rating		Students Tested	Total Students	
Reading	92.9%			N/A		13	14	
Mathematics	92.9%			N/A		13	14	
Writing	92.9%			N/A		13	14	
Science	88.9%			N/A		8	9	

coring Guide							Level: Ele	mentary Schoo
	Performance Indicators on the School Performance Fram	nework Report						
erformance Indi	cator Scoring Guide				Rating	Point Value	Total Possible	Framework Poin
	The school's percentage of students scoring proficien	nt or advanced was:				1 .		
	• at or above the 90th percentile of all schools.				Exceeds	4	16	
Academic	below the 90th percentile but at or above the 50				Meets	3	(4 for each	
Achievemen		oth percentile of all schools.			Approaching	2	content area)	
	below the 15th percentile of all schools.			·1	Does Not Meet	1		
	If the school meets the median adequate student gro	owth percentile and its median	student growth percenti	ne was:	Eveneda			
	• at or above 60.				Exceeds	4		
	below 60 but at or above 45.				Meets	3	12	
	below 45 but at or above 30.				Approaching	2	12	
Academic	• below 30.	d	· · · · · · · · · · · · · · · · · · ·		Does Not Meet	1	(4 for each	
Growth	If the school does not meet the median adequate stu	ident growth percentile and its	s mealan student growth	percentile was:	E su d		content area)	
	• 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		
	If the student subgroup meets the median adequate	student growth percentile and	l its student growth perce	entile was:				
	• at or above 60.				Exceeds	4		
	below 60 but at or above 45.				Meets		60	
• · · · · · · · ·	below 45 but at or above 30.				Approaching	2	60	
Academic	• below 30.	des stand destance the second			Does Not Meet	1	(5 for each subgroup	
Growth Gap		aequate student growth perce	ntile and its student grov	vth percentile was:			group in 3 content	
	• 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		
	• below 40.				Does Not Meet	1		
	h performance indicator		Cut-Points for plan					
	Cut Point: The school earned of the points eligible on t			Cut Point: The schoo	l earned of th	ne total Fram	ework points eligib	
Achievement;	at or above 87.5%	Exceeds		• at or above 59%				Performance
Growth; Gaps	• at or above 62.5% - below 87.5%	Meets	Total Framework	• at or above 47%				Improvement
	• at or above 37.5% - below 62.5%	Approaching	Points	• at or above 37%	- below 47%		Pr	iority Improvemer
	• below 37.5%	Does Not Meet		• below 37%				Turnaround
hool plan type a	assignments							
	Plan description							
erformance Plar			A school may not implem	· ·				
nprovement Pla			ive consecutive years be		•			
· ·	nent Plan The school is required to adopt and implement		consecutive school years		•		, ,	all in which the
urnaround Plan	The school is required to adopt and implement a	a Turnaround Plan. s	school is notified that it is	s required to implem	ent a Priority In	provement o	or Turnaround Plan.	

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Comparison Data

Academic Achievement

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

Level: High School

District: DOUGLAS COUNTY RE 1 - 0900 (1 Year***)

School: EDCSD: COLORADO CYBER SCHOOL - 5405

This is the plan type the school is required to ado and implement. Schools are assigned a plan bas on their overall framework score, which is percentage of the total points they earned out the total points eligible in each performan indicator. The overall score is then matched to t scoring guide below to determine the plan type.

Turnaround Plan

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 t percentage of points earned out of points eligib For schools with data on all indicators, the to points possible are: 15 points for Academ Achievement, 35 for Academic Growth, 15 Academic Growth Gaps, and 35 for Postseconda and Workforce Readiness.

Approaching	58.3%	(8.7 out of 15 points) (out of points) (out of points)	
		(out of points)	
Does Not Meet	25.0%	(8.8 out of 35 points)	
eet 95% Participation Rate	9		
	35.0%	(17.5 out of 50 points)	
í	eet 95% Participation Rate	eet 95% Participation Rate 35.0% icient numbers of students. In these cases, the points are	eet 95% Participation Rate

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 The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for 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.

Postsecondary and Workforce Readiness

reflects 1) normative growth: how the academic progress of the students in this school compared to college or jobs upon completing high school. This Indicator reflects student graduation rates, dropout rates, and average Colorado ACT composite scores.

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

School: EDCSD: COLORADO CYBER SCHOO Academic Achievement Points Earr Reading 2 Mathematics 3 Writing 2 Science 0 Total 7 Academic Growth Points Earr Reading 0 Mathematics 0 Writing 0 Total 0 Academic Growth Gaps Points Earr Reading 0 Total 0 Academic Growth Gaps Points Earr Reading 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students weding to catch up 0 Mathematics 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students needing to catch up 0 Mathematics 0 Students w/ Disabilities 0 Students w/ Disabilities 0 Students needing to catch up 0 Minority Students 0 Students w/ Disabilities	ed Points Eli 4 4 4 0 12 ed Points Eli 0 0 0 0	ligible	% Points 58.3% % Points % Points	N/A N/A N/A N/A	N 22 23 22 <16 students N <20 students <20 students	% Proficient/Advanced 68.2% 34.8% 45.4% N/A Median Growth Percentile N/A N/A	School's Percentile 36 52 38 N/A Median Adequate Growth Percentile Subgroup Median Adequate Growth Percentile N/A N/A N/A N/A N/A N/A	(1 Year***
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Total 0 Academic Growth Gaps Points Ea Reading 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Mathematics 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 Students w/ Disabilities 0 Students w/ Disabilities 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 Free/Reduced Lunch Eligible 0 Writing 0 Vriting 0 Students needing to catch up 0 Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	0 ned Points E 0 0 0 0 0	Eligible	% Points	Rating N/A N/A N/A N/A	Subgroup N <20 students <20 students <20 students	Subgroup Median Growth Percentile N/A N/A N/A	Growth Percentile N/A N/A	Adequate
Academic Growth Gaps Points Ea Reading 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Mathematics 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 Students w/ Disabilities 0 Students needing to catch up 0 Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Writing 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	ned Points E 0 0 0 0	Eligible	% Points	N/A N/A N/A N/A	N <20 students <20 students <20 students	Growth Percentile N/A N/A N/A N/A	Growth Percentile N/A N/A	Adequate
Reading0Free/Reduced Lunch Eligible0Minority Students0Students w/ Disabilities0English Language Learners0Students needing to catch up0Mathematics0Free/Reduced Lunch Eligible0Minority Students0Students w/ Disabilities0English Language Learners0Students w/ Disabilities0English Language Learners0Students needing to catch up0Writing0Free/Reduced Lunch Eligible0Minority Students0Students w/ Disabilities0Students w/ Disabilities0Students w/ Disabilities0Total0Postsecondary and Workforce ReadinessPoints EarrGraduation Rate0	0 0 0 0	Eligible	% Points	N/A N/A N/A N/A	N <20 students <20 students <20 students	Growth Percentile N/A N/A N/A N/A	Growth Percentile N/A N/A	Adequate
Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Mathematics 0 Minority Students 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 Students needing to catch up 0 Writing 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students needing to catch up 0 Writing 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 Students w/ Disabilities 0 Students w/ Disabilities 0 Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	0 0 0			N/A N/A N/A	<20 students <20 students	N/A N/A	N/A	
Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Mathematics 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students needing to catch up 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Writing 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students needing to catch up 0 Writing 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 Students w/ Disabilities 0 Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	0			N/A N/A N/A	<20 students <20 students	N/A N/A	N/A	
Students w/ Disabilities0English Language Learners0Students needing to catch up0Mathematics0Free/Reduced Lunch Eligible0Minority Students0Students w/ Disabilities0English Language Learners0Students needing to catch up0Writing0Free/Reduced Lunch Eligible0Minority Students0Students needing to catch up0Writing0Free/Reduced Lunch Eligible0Minority Students0Students w/ Disabilities0Students needing to catch up0Total0Postsecondary and Workforce ReadinessPoints EarrGraduation Rate0	0			N/A N/A	<20 students	N/A		
English Language Learners0Students needing to catch up0Mathematics0Free/Reduced Lunch Eligible0Minority Students0Students w/ Disabilities0English Language Learners0Students needing to catch up0Writing0Free/Reduced Lunch Eligible0Minority Students0Students w/ Disabilities0English Language Learners0Students w/ Disabilities0Students w/ Disabilities0Students needing to catch up0Total0Postsecondary and Workforce ReadinessPoints EarrGraduation Rate0				N/A			N/A	
Students needing to catch up 0 Mathematics 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Writing 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students needing to catch up 0 Minority Students 0 Students w/ Disabilities 0 Students w/ Disabilities 0 Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	0				<20 students			
Students needing to catch up0Mathematics0Free/Reduced Lunch Eligible0Minority Students0Students w/ Disabilities0English Language Learners0Students needing to catch up0Writing0Free/Reduced Lunch Eligible0Minority Students0Students w/ Disabilities0Students w/ Disabilities0Students w/ Disabilities0Students needing to catch up0Total0Postsecondary and Workforce ReadinessPoints EarrGraduation Rate0						N/A	N/A	
Mathematics 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Writing 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 Students w/ Disabilities 0 Students needing to catch up 0 Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	0			N/A	<20 students	N/A	N/A	
Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Writing 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students w/ Disabilities 0 Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	0			· ·		· · · · · ·		
Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Writing 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students w/ Disabilities 0 Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	0			N/A	<20 students	N/A	N/A	
Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Writing 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	0			N/A	<20 students	N/A	N/A	
English Language Learners 0 Students needing to catch up 0 Writing 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	0			N/A	<20 students	N/A	N/A	
Students needing to catch up 0 Writing 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	0			N/A	<20 students	N/A	N/A	
Writing 0 Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	0			N/A	<20 students	N/A	N/A	
Free/Reduced Lunch Eligible 0 Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	0							
Minority Students 0 Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	0			N/A	<20 students	N/A		
Students w/ Disabilities 0 English Language Learners 0 Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	0			N/A	<20 students	N/A	N/A	
English Language Learners 0 Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earn Graduation Rate 0	0			N/A	<20 students	N/A	N/A	
Students needing to catch up 0 Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	0			N/A	<20 students	N/A	N/A	
Total 0 Postsecondary and Workforce Readiness Points Earr Graduation Rate 0	0			N/A	<20 students	N/A	N/A	
Graduation Rate	0				-20 01000			
Graduation Rate	ed Points Eli	liaible	% Points	Rating	N	Rate/Score	Minimum State Expectation	
		.g	, , , , , , , , , , , , , , , , , , , ,			1010/00010	80%	
	4			Does Not Meet	131	12.2%	At/below State average	
Colorado ACT Composite 0	0			N/A	131	12.2/0	At/above State average	
Total 1	4		25.0%	Does Not Meet				
Test Participation % of Students				Rating		Students Tested	Total Students	
•	ested			-	% Participation Rate	28	49	
Reading 57.1% Mathematics 66.7%	ested				% Participation Rate	34	51	
	ested				% Participation Rate	28	49	
	ested						20	
Science 55.0% Colorado ACT 100.0%	ested			N/A	% Participation Rate	<u> </u>	13	

	ormance Indicators on the School Performance Frame	work Report			Detine	Point Value	Total Dessible	France ou state De
rformance Indicato					Rating	Point value	Total Possible	Framework Po
	The school's percentage of students scoring proficient	or davancea was:			Eveneda		10	
Acadamia	• at or above the 90th percentile of all schools.	h norcontile of all schools			Exceeds	4		15
Academic	• below the 90th percentile but at or above the 50t	•			Meets	3	16 (4 for each content area) 12 (4 for each content area) 60 (5 for each subgroup group in 3 content areas) 12 (4 for each subgroup group in 3 content areas) 12 (4 for each subgroup group in 3 content areas) 12 (4 for each subgroup group in 3 content areas)	15
Achievement	below the 50th percentile but at or above the 15t	n percentile of all schools.			Approaching	2		
	• below the 15th percentile of all schools.	th perceptile and its median stu	dant arouth narcontil		Does Not Mee	t 1		
	If the school meets the median adequate student grow	ith percentile and its median stud	ient growth percentile	e was:	Europeide			
	• at or above 60.				Exceeds	4		
	below 60 but at or above 45.				Meets	3	12	
	below 45 but at or above 30.				Approaching	2		
Academic	• below 30.				Does Not Mee	t 1	•	
Growth	If the school does not meet the median adequate stud	ent growth percentile and its mee	dian student growth p	ercentile was:	1	1 .	content area)	
	• 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 Mee	t 1		
	If the student subgroup meets the median adequate s	tudent growth percentile and its s	student growth percer	ntile was:	I	1 .		
	• at or above 60.				Exceeds	4		
	• below 60 but at or above 45.				Meets	3		
	below 45 but at or above 30.				Approaching	2		
Academic	• below 30.				Does Not Mee	t 1		
Growth Gaps	If the student subgroup does not meet the median ade	equate student growth percentile	and its student growt	h percentile was:		1		
	• 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		
	• below 40.				Does Not Mee	t 1		
	Graduation Rate: The school's graduation rate was:				•	-		
	• 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 Mee	t 1		
	Dropout Rate: The school's dropout rate was:						12	
Postsecondary and	• at or below 1%.				Exceeds	4	(4 for each sub-	35
orkforce Readiness	• at or below the state average but above 1%.				Meets	3	indicator)	
	 at or below 10% but above the state average. 				Approaching	2		
	• at or above 10%.				Does Not Mee	t 1		
	Average Colorado ACT Composite: The school's average	e Colorado ACT composite score	was:					
	• 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 Mee	t 1		
t-Points for each pe	rformance indicator		Cut-Points for pla	n type assignment				
	Point: The school earned of the points eligible on t	his Indicator.				the total Fra	mework points eligi	ble.
	at or above 87.5%	Exceeds		• at or above 60%				Performance
	at or above 62.5% - below 87.5%			Improvemen				
	at or above 37.5% - below 62.5%	Meets Approaching	Total Framework Points	 at or above 479 at or above 339 			Pr	riority Improve
	below 37.5%	Does Not Meet	i onto	• below 33%				Turnaround
		Does Not Weet		DCIOW 3370				
ool plan type assig								
	Plan description							
rformance Plan	The school is required to adopt and implement a		ool may not impleme	<i>'</i> '			0	
provement Plan	The school is required to adopt and implement an	· · · · · · · · · · · · · · · · · · ·	consecutive years befo					
arity Improvement	Plan The school is required to adopt and implement a	Priority Improvement Plan. conse	ecutive school vears c	ommences on July	1 during the sur	nmer immed	iately following the f	all in which the

Comparison Data

Academic Achievement

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

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

Level: Middle School

District: DOUGLAS COUNTY RE 1 - 0900 (1 Year***)

School: EDCSD: COLORADO CYBER SCHOOL - 5405

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.

Turnaround Plan

Plan 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 Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating/Plan	% of Points E	arned out of Points Eligible*	
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)	
Academic Growth	Does Not Meet	33.3%	(16.7 out of 50 points)	
Academic Growth Gaps			(out of points)	
Test Participation**	Does Not Meet 95% Participation Rate			
TOTAL		38.9%	(29.2 out of 75 points)	
* Schools may not be eligible for all post	sible points on an indicator due to insufficient numbers of students	. In these cases, the po	oints are removed from both the points earn	ed and the points eligible, so scores are not

** 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.

COE Improving Academic Achievement

SCHOOLVIEW.org

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.

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Performance Indicato	ors						Level:	Middle Schoo
School: EDCSD: COLC	ORADO CYBER S	SCHOOL - 5405	5					(1 Year***
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	2	4		Approaching	23	69.6%	44	
Mathematics	2	4		Approaching	23	52.2%	49	
Writing	2	4		Approaching	23	56.5%	47	
Science	0	0		N/A	<16 students	N/A	N/A	
Total	6	12	50.0%	Approaching				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N		Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	21	32	19	Yes
Mathematics	1	4		Does Not Meet	21	18	61	No
Writing	1	4		Does Not Meet	21	31	48	No
Total	4	12	33.3%	Does Not Meet				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	0	0		-				
Free/Reduced Lunch Eligible	0	0		N/A	<20 students	N/A		
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	0	0		N/A	<20 students	N/A	N/A	
Mathematics	0	0						
Free/Reduced Lunch Eligible	0	0		N/A	<20 students	N/A		
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	0	0		N/A	<20 students	N/A	N/A	
Writing	0	0						
Free/Reduced Lunch Eligible	0	0		N/A	<20 students	N/A	N/A	
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	0	0		N/A	<20 students	N/A	N/A	
Total	0	0		·		·	·	
Test Participation	% of Students Tested	d		Rating		Students Tested	Total Students	
Reading	73.0%				% Participation Rate	27	37	
Mathematics	75.7%			Does Not Meet 95%		28	37	
Writing	75.7%				% Participation Rate	28	37	
Science	82.4%			N/A		14	17	

coring Guide							Level	: Middle Scho		
	Performance Indicators on the School Performance Frame cator Scoring Guide	work Report			Rating	Point Value	Total Possible	Framework Poin		
	The school's percentage of students scoring proficient	or advanced was:								
	at or above the 90th percentile of all schools.				Exceeds	4	16			
Academic	 below the 90th percentile but at or above the 50t 	h percentile of all schools.			Meets	3	(4 for each	25		
Achievement	 below the 50th percentile but at or above the 15t 	below the 50th percentile but at or above the 15th percentile of all schools.								
	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.	at or above 60.								
	 below 60 but at or above 45. 				Meets	3				
	 below 45 but at or above 30. 				Approaching	2	12			
Academic	• below 30.				Does Not Mee	t 1	(4 for each	50		
Growth	If the school does not meet the median adequate stua	lent growth percentile and its n	nedian student growth p	ercentile was:			content area)			
	• 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 Mee	t 1					
	If the student subgroup meets the median adequate s	tudent growth percentile and i	ts student growth perce	ntile was:						
	• at or above 60.				Exceeds	4				
	 below 60 but at or above 45. 				Meets	3				
	 below 45 but at or above 30. 				Approaching	2	60			
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			
	• 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				
	• below 40.				Does Not Mee	t 1				
it-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 eligi	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%		PI PI	riority Improveme		
	• below 37.5%	Does Not Meet		• below 37%				Turnaround		
hool plan type a	assignments									
	Plan description									
erformance Plan	The school is required to adopt and implement a	Performance Plan. A s	school may not impleme	nt a Priority Improv	ement and/or	Turnaround P	lan for longer than a	combined total		
provement Plan	n The school is required to adopt and implement ar	n Improvement Plan. fiv	e consecutive years befo	ore the District or In	istitute is requir	ed to restruc	ture or close the sch	ool. The five		
iority Improvem	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	nmer immed	iately following the f	fall in which the		
urnaround Plan	The school is required to adopt and implement a	Turnaround Plan. sch	hool is notified that it is	required to implem	ent a Priority In	nprovement o	or Turnaround Plan.			

Comparison Data

Academic Achievement

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

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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)

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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							

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.