Level: Elementary School

District: JEFFERSON COUNTY R-1 - 1420 (1 Year***)

School: MILLER SPECIAL EDUCATION - 5892

Improvement Plan (Revised)

All schools designated as an Alternative Education Campus (AEC) receive a default plan type of Improvement Plan, unless their district indicates otherwise. Traditional 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, matched to the scoring guide below.

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 Ed	rned out of Points Eligible*	
Academic Achievement	Does Not Meet	25.0%	(6.3 out of 25 points)	
Academic Growth			(out of points)	
Academic Growth Gaps			(out of points)	
Test Participation**	95% Participation Rate Met			
TOTAL		25.2%	(6.3 out of 25 points)	
* Schools may not be eligible for all possi	ble points on an indicator due to insufficient numl	pers of students. In thes	e cases, the points are removed from both the points earned	and the points eligible, so

^{*} 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.

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.





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

^{**} 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.

Performance Indicato		V E003						mentary Schoo
School: MILLER SPECI								(1 Year***
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	1	4		Does Not Meet	18	0.0%	N/A	
Mathematics	1	4		Does Not Meet	18	0.0%	N/A	
Writing	1	4		Does Not Meet	18	0.0%	N/A	
Science	0	0		N/A	<16 students	N/A	N/A	
Total	3	12	25.0%	Does Not Meet				
								Made Adequate
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N		Median Adequate Growth Percentile	Growth?
Reading					<20 students	N/A		
Mathematics					<20 students	N/A		
Writing					<20 students	N/A		
Total								
					Subgroup	Subgroup Median Growth		Made Adequate
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	N	Percentile	Growth Percentile	Growth?
Reading								
Free/Reduced Lunch Eligible					<20 students	N/A	N/A	
Minority Students					<20 students	N/A	N/A	
Students w/ Disabilities					<20 students	N/A	N/A	
English Language Learners					<20 students	N/A	N/A	
Students needing to catch up					<20 students	N/A	N/A	
Mathematics								
Free/Reduced Lunch Eligible					<20 students	N/A	N/A	
Minority Students					<20 students	N/A	N/A	
Students w/ Disabilities		1			<20 students	N/A	N/A	
English Language Learners					<20 students	N/A	N/A	
Students needing to catch up					<20 students	N/A	N/A	
Writing								
Free/Reduced Lunch Eligible					<20 students	N/A	N/A	
Minority Students					<20 students	N/A	N/A	
Students w/ Disabilities		'			<20 students	N/A	N/A	
English Language Learners		'			<20 students	N/A	N/A	
Students needing to catch up		'			<20 students	N/A	N/A	
Total								
Test Participation %	6 of Students Teste	d		Rating		Students Tested	Total Students	
Reading	95.4%			95% Participation Ra	ate Met	21	22	

Does Not Meet 95% Participation Rate

95% Participation Rate Met

N/A

20

21

9

Mathematics

Writing

Science

90.9%

95.4%

100.0%

22

22

9

coring Guide							Level: Ele	mentary Schoo			
coring Guide for	Performance Indicators on the School Performance Fran	nework Report									
erformance Indic	ator Scoring Guide				Rating	Point Value	Total Possible	Framework Point			
	The school's percentage of students scoring proficie	nt 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 5	Oth percentile of all schools.			Meets	3	(4 for each	25			
Achievement	below the 50th percentile but at or above the 1	5th percentile of all schools.			Approaching	2	content area)				
	below the 15th percentile of all schools.	·			Does Not Meet	1	1				
	If the school meets the median adequate student gr										
	• at or above 60.				Exceeds	4					
	below 60 but at or above 45.				Meets	3					
	below 45 but at or above 30.		Approaching	2	12						
Academic	• below 30.	• below 30.									
Growth	If the school does not meet the median adequate st	percentile 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 Meet	1							
	If the student subgroup meets the median adequate	student growth percentile an	d its student growth perc								
	• at or above 60.		Exceeds	4							
	below 60 but at or above 45.	below 60 but at or above 45.									
	below 45 but at or above 30.	below 45 but at or above 30.									
Academic	• below 30.				Does Not Meet	1	(5 for each subgroup	,			
Growth Gaps	If the student subgroup does not meet the median o	dequate student growth perce	entile and its student grov	wth 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					
ut-Points for eac	h performance indicator		Cut-Points for plan	type assignment							
	Cut Point: The school earned of the points eligible on	this Indicator.		Cut Point: The school	earned of th	ne total Fram	nework points eligible	ρ.			
Achievement;	• at or above 87.5%	Exceeds		• at or above 59%			рошоси вис	Performance			
Growth; Gaps	• at or above 62.5% - below 87.5%	Meets	Total Framework		below 59%			Improvement			
Cross and Caps	• at or above 37.5% - below 62.5%	Approaching	Points	• at or above 37% -			Pri	ority Improvement			
-	• below 37.5%	Does Not Meet	1 01110	• below 37%	, , , , , , , , , , , , , , , , , , ,			Turnaround			
chool plan type a		- Dodd Hot Middt		20.0.0.0,70							
choor plant type a	Plan description										
erformance Plan	·	a Performance Plan.	A school may not implem	nent a Priority Improv	ement and/or	Furnaround F	Plan for longer than a	combined total of			
nprovement Plar			five consecutive years be								
•	nent Plan The school is required to adopt and implement	•	consecutive school years								
urnaround Plan	The school is required to adopt and implement		school is notified that it i								

Comparison Data

Academic Achievement

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

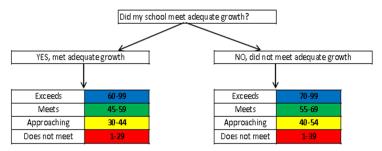
		Reading		Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	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 N		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
	it of Students	Mean Bropout 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.

School: MILLER SPECIAL EDUCATION - 5892

District: JEFFERSON COUNTY R-1 - 1420 (1 Year***)

Level: High School

Improvement Plan (Revised)

All schools designated as an Alternative Education Campus (AEC) receive a default plan type of Improvement Plan, unless their district indicates otherwise. Traditional 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, matched to the scoring guide below.

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	50.0%	(7.5 out of 15 points)	
Academic Growth			(out of points)	
Academic Growth Gaps			(out of points)	
Postsecondary and Workforce Readiness	Approaching	37.5%	(13.1 out of 35 points)	
Test Participation**	95% Participation Rate Met			
* Schools may not be eligible for all possible points on an ind		41.2%	(20.6 out of 50 points)	

scores are not negatively impacted.

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 dropout rates, and average Colorado ACT composite scores. 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,





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^{**} 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.

	Performance Indicators							Leve	l: High School
Mathematics 2 4		TION - 5892							(1 Year***)
Mathematics 2 4	Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Milling	Reading	0	-			<16 students		N/A	
Science O	Mathematics	2	4		Approaching	16		18	
	Writing	0	0		N/A	<16 students	N/A	N/A	
Raddemic Growth Points Earned Points Eligible Webins Rating National Median Adequate Growth Growth?		0	0		N/A	<16 students	N/A	N/A	
Reading	Total	2	4	50.0%	Approaching				
Reading								Anding Adamsta Cunsth	Marda Adaminta
Academic Cap Students	Academic Growth	Points Farned	Points Fliaible	% Points	Ratina	N	Median Growth Percentile		
Writing		7 Omits Larrica	i omes Englisie	701 011110	y			reneme	0.000
Total									
Total									
Academic Growth Gaps						\20 Students	ТУЛ		
Academic Growth Gaps									
Prec Reading	Academic Growth Gans	Points Farned	Points Fliaible	% Points	Ratina				Adequate
Free/Reduced Lunch Eligible		T OIITES EUTITICA	7 Omto Engiote	701 011165	nuting		Growth ercentile	Growth rescentific	<u>Growen.</u>
Minority Students						<20 students	N/A	N/A	
Students w/ Disabilities									
Engish Language Learners									
Students needing to catch up			-						
Mathemotics Free/Reduced Lunch Eligible < 20 students N/A N/A Free/Reduced Lunch Eligible < 20 students			-						
Free/Reduced Lunch Eligible						\20 Students	IN/A	IV/A	
Minority Students						<20 students	N/A	N/A	
Students w/ Disabilities									
English Language Learners									
Students needing to catch up			-						
Writing Free/Reduced Lunch Eligible < 20 students N/A N/A Minority Students < 20 students			-						
Free/Reduced Lunch Eligible <20 students N/A N/A Minority Students <20 students						\20 Students	IN/A	IV/A	
Minority Students C20 students N/A N/A N/A						c20 students	NI/A	NI/A	
Students w/ Disabilities									
English Language Learners <a <="" href="#" td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td>									
Students needing to catch up C20 students N/A N/A N/A			-						
Postsecondary and Workforce Readiness Points Earned Points Eligible % Points Rating N Rate/Score Minimum State Expectation Graduation Rate 1 4 Does Not Meet 24 45.8% 80% Dropout Rate 2 4 Approaching 158 8.2% At/below State average Colorado ACT Composite Total 3 8 37.5% Approaching Test Participation % of Students Tested Rating Students Tested Total Students Reading 88.2% N/A 15 17 Mathematics 94.1% N/A 16 17 Writing 88.2% N/A 15 17 Science 100.0% N/A 7 7			-						
Postsecondary and Workforce ReadinessPoints EarnedPoints Eligible% PointsRatingNRate/ScoreMinimum State ExpectationGraduation Rate14Does Not Meet2445.8%80%Dropout Rate24Approaching1588.2%At/below State averageColorado ACT CompositeAt/above State averageTotal3837.5%ApproachingTest Participation% of Students TestedRatingStudents TestedTotal StudentsReading88.2%N/A1517Mathematics94.1%N/A1617Writing88.2%N/A1517Science100.0%N/A77						\20 Students	14/14	IV/A	
Graduation Rate 1 4 Does Not Meet 24 45.8% 80% Dropout Rate 2 4 Approaching 158 8.2% At/below State average Colorado ACT Composite At/above State average Total 3 8 37.5% Approaching Fest Participation % of Students Tested Rating Students Tested Total Students Reading 88.2% N/A 15 17 Mathematics 94.1% N/A 16 17 Writing 88.2% N/A 15 17 Science 100.0% N/A 7 7									
Dropout Rate24Approaching1588.2%At/below State averageColorado ACT CompositeAt/above State averageTotal3837.5%ApproachingFest Participation% of Students TestedRatingStudents TestedTotal StudentsReading88.2%N/A1517Mathematics94.1%N/A1617Writing88.2%N/A1517Science100.0%N/A77		Points Earned	Points Eligible	% Points					
Colorado ACT CompositeTotal3837.5%ApproachingTest Participation% of Students TestedRatingStudents TestedTotal StudentsReading88.2%N/A1517Mathematics94.1%N/A1617Writing88.2%N/A1517Science100.0%N/A77	Graduation Rate								
Total 3 8 37.5% Approaching Test Participation % of Students Tested Rating Students Tested Total Students Reading 88.2% N/A 15 17 Mathematics 94.1% N/A 16 17 Writing 88.2% N/A 15 17 Science 100.0% N/A 7 7		2	4		Approaching	158	8.2%		
Test Participation % of Students Tested Rating Students Tested Total Students Reading 88.2% N/A 15 17 Mathematics 94.1% N/A 16 17 Writing 88.2% N/A 15 17 Science 100.0% N/A 7 7	•							At/above State average	
Reading 88.2% N/A 15 17 Mathematics 94.1% N/A 16 17 Writing 88.2% N/A 15 17 Science 100.0% N/A 7 7	Total	3	8	37.5%	Approaching				
Reading 88.2% N/A 15 17 Mathematics 94.1% N/A 16 17 Writing 88.2% N/A 15 17 Science 100.0% N/A 7 7	Test Participation %	6 of Students Tested	1		Rating		Students Tested	Total Students	
Mathematics 94.1% N/A 16 17 Writing 88.2% N/A 15 17 Science 100.0% N/A 7 7	•								
Writing 88.2% N/A 15 17 Science 100.0% N/A 7 7			-						
Science 100.0% N/A 7 7									

Scoring Guide Level: High School

Scoring Guide for Perfo	rmance Indicators on the School Performance Framework Report				
Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
	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 50th percentile of all schools.	Meets	3	(4 for each	15
Achievement	below the 50th percentile but at or above the 15th 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 growth percentile and its median student growth percentile 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	12 (4 for each	
Academic	• below 30.	Does Not Mee	t 1		
Growth	lf the school does not meet the median adequate student growth percentile and its median student growth percentile 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 student growth percentile and its student growth percentile 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	
Growth Gaps	lf the student subgroup does not meet the median adequate student growth percentile and its student growth percentile v	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		
	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
Workforce 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 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		
Cut-Points for each per					1

Cut-Points for each	n performance indicator										
	Cut Point: The school earned of the points eligible on this Indicator.										
Achievement;	• at or above 87.5%	Exceeds									
Growth; Gaps;	• at or above 62.5% - below 87.5%	Meets									
Postsecondary	• at or above 37.5% - below 62.5%	Approaching									
	• below 37.5%	Does Not Meet									

Cut-Points for pla	Cut-Points for plan type assignment									
	t Point: The school earned of the total Framework points eligible.									
	• at or above 60%	Performance								
Total Framework	• at or above 47% - below 60%	Improvement								
Points	• at or above 33% - below 47%	Priority Improvement								
	• below 33%	Turnaround								

School plan type assignmen	nts
	Plan description
Performance Plan	The school is required to adopt and implement a Performance 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.

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.

Comparison Data

Academic Achievement

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

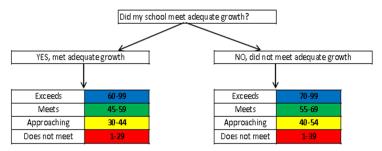
	Reading				Math			Writing			Science		
	Elem Middle High Elem Middle Hig		High	Elem	Middle	High	Elem	Middle	High				
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286	
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5	
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	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	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
	it of Students	Mean Bropout 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.

District: JEFFERSON COUNTY R-1 - 1420 (1 Year***)

Level: Middle School

School: MILLER SPECIAL EDUCATION - 5892

Improvement Plan (Revised)

All schools designated as an Alternative Education Campus (AEC) receive a default plan type of Improvement Plan, unless their district indicates otherwise. Traditional 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, matched to the scoring guide below.

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

^{*} 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.

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.





^{**} 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.

Performance Indicators Level: Middle School (1 Year* School: MILLER SPECIAL EDUCATION - 5892 % Proficient/Advanced School's Percentile Academic Achievement **Points Earned** Points Eligible % Points Rating Ν 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 0 0 Total **Made Adequate Academic Growth Points Earned** Points Eligible % Points Rating N **Median Growth Percentile** Median Adequate Growth Percentile Growth? Reading <20 students N/A Mathematics <20 students N/A Writing <20 students N/A Total Subgroup Subgroup Median Growth Subgroup Median Adequate Growth Made Adequate Academic Growth Gaps Points Eligible % Points N Percentile Percentile Growth? **Points Earned** Reading Free/Reduced Lunch Eligible <20 students N/A N/A **Minority Students** <20 students N/A N/A Students w/ Disabilities <20 students N/A N/A **English Language Learners** <20 students N/A N/A Students needing to catch up <20 students N/A N/A **Mathematics** Free/Reduced Lunch Eligible <20 students N/A N/A N/A N/A **Minority Students** <20 students N/A Students w/ Disabilities <20 students N/A **English Language Learners** <20 students N/A N/A Students needing to catch up N/A N/A <20 students Writing Free/Reduced Lunch Eligible <20 students N/A N/A **Minority Students** <20 students N/A N/A N/A Students w/ Disabilities <20 students N/A **English Language Learners** <20 students N/A N/A <20 students N/A N/A Students needing to catch up

Total

Test Participation	% of Students Tested	Rating	Students Tested	Total Students	
Reading	100.0%	N/A	11	11	
Mathematics	90.9%	N/A	10	11	
Writing	100.0%	N/A	11	11	
Science	75.0%	N/A	3	4	•

	erformance Indicators on the School Performance France Fra	инежотк нероге			Rating	Point Value	Total Possible	Framework Poin
jornance maica	The school's percentage of students scoring profic	ient or advanced was:			Kuting	rome value	TOTAL POSSIBLE	Tramework Fon
	• at or above the 90th percentile of all schools.	ient of davanced was.			Exceeds	4	16	
Academic	below the 90th percentile but at or above the	50th percentile of all schools.		Meets	3	(4 for each		
Achievement	·	ne 50th percentile but at or above the 15th percentile of all schools.						
	below the 15th percentile of all schools.	·	Approaching Does Not Meet	1	content area)			
	If the school meets the median adequate student	growth percentile and its median s	student growth percentil	e was:				
	• at or above 60.	-	<u> </u>		Exceeds	4		
	below 60 but at or above 45.				Meets	3		
	below 45 but at or above 30.		Approaching	2	12			
Academic	• below 30.				Does Not Meet	1	(4 for each	
Growth	If the school does not meet the median adequate	student growth percentile and its i	median student growth p	percentile 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	1		
	If the student subgroup meets the median adequa	ate student growth percentile and i	its 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 Meet	t 1	(5 for each subgroup	
Growth Gaps	If the student subgroup does not meet the median	n adequate student growth percen	tile 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 Meet	t 1		
Points for each	performance indicator		Cut-Points for pla	n type assignment				
C	ut Point: The school earned of the points eligible o	on this Indicator.		Cut Point: The scho	ool earned of	the total Fran	mework points eligil	ole.
chievement;	• at or above 87.5%	Exceeds		• at or above 59%	6			Performance
rowth; Gaps	• at or above 62.5% - below 87.5%	Meets	Total Framework	• at or above 479	% - below 59%			Improvement
	• at or above 37.5% - below 62.5%	• at or above 37%	% - below 47%		Pi	riority Improveme		
	• below 37.5%	Does Not Meet		• below 37%				Turnaround
ool plan type as	signments							

Priority Improvement Plan The school is required to adopt and implement a Priority Improvement Plan. consecutive school years commences on July 1 during the summer immediately following the fall in which the

five consecutive years before the District or Institute is required to restructure or close the school. The five

school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

Improvement Plan

Turnaround Plan

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

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

Comparison Data

Academic Achievement

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

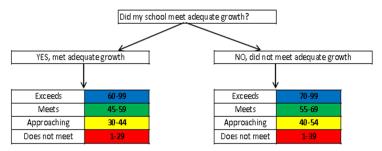
	Reading				Math			Writing			Science		
	Elem Middle High Elem Middle Hig		High	Elem	Middle	High	Elem	Middle	High				
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286	
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5	
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	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

Mean Dropout Rate
3.6
 3.9
116,953 ,238,096

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.

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