Performance Plan

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

Plan Assignment   Framework Points Earned

Performance   at or above 60%

Improvement   at or above 47% - below 60%

Priority Improvement at or above 33% - below 47%

Turnaround   below 33%

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible*	
Academic Achievement	**Meets**	75.0%	(11.3 out of 15 points)
Academic Growth	**Meets**	66.7%	(23.3 out of 35 points)
Academic Growth Gaps	**Approaching**	47.9%	(7.2 out of 15 points)
Postsecondary and Workforce Readiness	**Approaching**	50.0%	(17.5 out of 35 points)
Test Participation**	**95% Participation Rate Met**		
TOTAL		**59.3%**	**(59.3 out of 100 points)**

* Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

What do the performance indicators measure?

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

Academic Growth
The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps
The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Postsecondary and Workforce Readiness
The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. This Indicator reflects student graduation rates, dropout rates, and average Colorado ACT composite scores.

*** Data in this report is based on results from: 2009-10,2008-09,2007-08
Final plan type based on: 1 Year SPF report.

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1

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	3	4		Meets	530	75.3%	58
Mathematics	3	4		Meets	530	33.0%	55
Writing	3	4		Meets	524	56.5%	63
Science	3	4		Meets	281	50.9%	51
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	3	4		Meets	395	49	13	Yes
Mathematics	2	4		Approaching	395	43	86	No
Writing	3	4		Meets	390	54	42	Yes
Total	**8**	**12**	**66.7%**	**Meets**				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	144	48	27	Yes
Minority Students	2	4		Approaching	148	41	35	Yes
Students w/ Disabilities	0	0		N/A	<16 students	N/A	N/A	
English Language Learners	2	4		Approaching	30	54	72	No
Students needing to catch up	3	4		Meets	116	58	75	No
Mathematics	5	16	31.3%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	145	36	96	No
Minority Students	1	4		Does Not Meet	148	37	99	No
Students w/ Disabilities	0	0		N/A	<16 students	N/A	N/A	
English Language Learners	1	4		Does Not Meet	30	29	99	No
Students needing to catch up	2	4		Approaching	229	47	99	No
Writing	8	16	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	141	52	68	No
Minority Students	2	4		Approaching	146	48	73	No
Students w/ Disabilities	0	0		N/A	<16 students	N/A	N/A	
English Language Learners	2	4		Approaching	30	49	95	No
Students needing to catch up	2	4		Approaching	164	52	92	No
Total	**23**	**48**	**47.9%**	**Approaching**				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation
Graduation Rate	1	4		Does Not Meet[+]	107	62.6%	80%
Dropout Rate	2	4		Approaching[+]	915	6.8%	At/below State average
Colorado ACT Composite	3	4		Meets	321	21.8%	At/above State average
Total	**6**	**12**	**50.0%**	**Approaching[+]**			

Test Participation	% of Students Tested		Rating	Students Tested	Total Students
Reading	99.6%		95% Participation Rate Met	531	533
Mathematics	99.4%		95% Participation Rate Met	531	534
Writing	98.5%		95% Participation Rate Met	525	533
Science	98.6%		95% Participation Rate Met	281	285
Colorado ACT	97.9%		95% Participation Rate Met	321	328

Counts are not reported when they do not meet minimum N requirements for a metric.

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	*The school's percentage of students scoring proficient or advanced was:*			16 (4 for each content area)	15
	• at or above the 90th percentile of all schools.	Exceeds	4		
	• below the 90th percentile but at or above the 50th percentile of all schools.	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all schools.	Approaching	2		
	• below the 15th percentile of all schools.	Does Not Meet	1		
Academic Growth	*If the school meets the median adequate student growth percentile and its median student growth percentile was:*			12 (4 for each content area)	35
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Academic Growth Gaps	*If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:*			60 (5 for each subgroup group in 3 content areas)	15
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:				
	• 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		
Postsecondary and Workforce Readiness	*Graduation Rate: The school's graduation rate was:*			12 (4 for each sub-indicator)	35
	• at or above 90%.	Exceeds	4		
	• above 80% but below 90%.	Meets	3		
	• at or above 65% but below 80%	Approaching	2		
	• below 65%.	Does Not Meet	1		
	Dropout Rate: The school's dropout rate was:				
	• at or below 1%.	Exceeds	4		
	• at or below the state average but above 1%.	Meets	3		
	• at or below 10% but above the state average.	Approaching	2		
	• at or above 10%.	Does Not Meet	1		
	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 Meet	1		

Cut-Points for each performance indicator

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

Cut-Points for plan type assignment

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

School plan type assignments

	Plan description	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

Reference

Comparison Data

Academic Achievement

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

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

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

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

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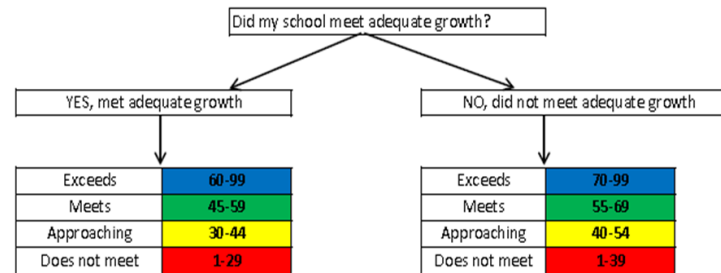
Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

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

State Average (Mean) Colorado ACT Composite Score

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

1-year vs. 3-year report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be consideredwithin 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.

+ This rating for postsecondary readiness reflects the school's data as presented to the Colorado Department of Education by the authorizing district, the Charter School Institute. The Colorado Springs Early Colleges appealed for a change to their school's postsecondary rating on their school performance framework report on the grounds that its graduation and dropout rates are inaccurate due to data incorrectly submitted by the Institute. Specifically, the school claims that 31 students who were coded as dropouts should not have been, and had they been correctly coded, the school's graduation and dropout rate would have risen to levels that met state expectations. The school requested a review of this information even though it does not impact the school's final plan type assignment (Performance Plan).

Although CDE cannot verify all of the discrepancies, a review of the data confirms that there were, indeed, errors in the end-of-year data submitted by the Charter School Institute. The Institute missed several reporting deadlines and provided CDE with data that contained significant errors or omissions.

The department offers all districts with an annual opportunity to review and certify their submitted data. This process, the student end-of-year data collection, spans a six month period during which districts review student level data provided by the State, check and correct errors, then approve the data submitted to the state. This data is then validated by CDE, and once final, it is used to calculate important data such as graduation and dropout rates. This data is the basis for ratings used on the district and school performance frameworks, and it is also reported to federal, state and local constituents for various purposes.

As a result, CDE cannot change historical data that has already been reported. It is critical to the department's data integrity that all administrative rules for data reporting and certification be carefully followed, and that all districts recognize the importance of submitting accurate data to the department. Thus, CDE has not changed the postsecondary readiness rating for this school. However, it is important for users of this school performance framework report to recognize that the postsecondary readiness indicator reflects inaccurate data.