District: BRIGHTON 27J - 0040 (1 Year***)

School: BELLE CREEK CHARTER SCHOOL - 0700

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 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	s Earned out of Points Eligible*	
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)	
Academic Growth	Meets	83.3%	(41.7 out of 50 points)	
Academic Growth Gaps	Approaching	61.1%	(15.3 out of 25 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		69.5%	(69.5 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.

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.

Level: Elementary School (1 Year***) Performance Indicators

School: BELLE CREEK CHARTER SCHOOL - 0700

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	2	4		Approaching	235	68.5%	42	
Mathematics	2	4		Approaching	234	61.1%	29	
Writing	2	4		Approaching	234	48.3%	39	
Science	2	4		Approaching	76	39.5%	38	
Total	8	16	50.0%	Approaching				

								Made Adequate
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Growth?
Reading	3	4		Meets	157	49	31	Yes
Mathematics	4	4		Exceeds	159	60	59	Yes
Writing	3	4		Meets	156	55	45	Yes
Total	10	12	83.3%	Meets				

					Subgroup	Subgroup Median Growth	Subgroup Median Adequate	Made Adequate
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	N .	Percentile	Growth Percentile	Growth?
Reading	7	12	58.3%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	54	44	42	Yes
Minority Students	3	4		Meets	76	52	37	Yes
Students w/ Disabilities	0	0	'	N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	2	4		Approaching	44	41	58	No
Mathematics	8	12	66.7%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	56	60	63	No
Minority Students	3	4		Meets	77	57	62	No
Students w/ Disabilities	0	0	'	N/A	<20 students	N/A	N/A	
English Language Learners	0	0	'	N/A	<20 students	N/A	N/A	
Students needing to catch up	2	4		Approaching	64	48	73	No
Writing	7	12	58.3%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	54	44	55	No
Minority Students	2	4		Approaching	76	49	50	No
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	3	4		Meets	73	56	66	No
Total	22	36	61.1%	Approaching				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students	
Reading	100.0%	95% Participation Rate Met	240	240	
Mathematics	100.0%	95% Participation Rate Met	239	239	
Writing	100.0%	95% Participation Rate Met	239	239	
Science	100.0%	95% Participation Rate Met	77	77	

Scoring Guide							Level: Ele	mentary Schoo
coring Guide for Per	formance Indicators on the School Performance Fran	nework Report						
Performance Indicato					Rating	Point Value	Total Possible	Framework Poin
	The school's percentage of students scoring proficier	nt or advanced was:			11.00.119			
	• at or above the 90th percentile of all schools.	it or advanced mass			Exceeds	4	16	
Academic	below the 90th percentile but at or above the 50	Oth percentile of all schools.			Meets	3	(4 for each	25
Achievement	below the 50th percentile but at or above the 1!				Approaching	2	content area)	
	below the 15th percentile of all schools.				Does Not Meet	1	,	
	If the school meets the median adequate student gro	owth percentile and its median	student growth percent	ile 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	50
Growth	If the school does not meet the median adequate stu	ident 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 Meet	1		
	If the student subgroup meets the median adequate	student growth percentile and	its student growth perce	entile 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	1	(5 for each subgroup	
Growth Gaps	If the student subgroup does not meet the median a	dequate student growth percei	ntile and its student grov	vth percentile was:			group in 3 content	25
	• at or above 70.				Exceeds	4	areas)	
	below 70 but at or above 55.				Meets	3		
	below 55 but at or above 40.				Approaching	2		
	• below 40.				Does Not Meet	1		
ut-Points for each pe	erformance indicator		Cut-Points for plan	type assignment				
Cut	Point: The school earned of the points eligible on t	his Indicator.		Cut Point: The schoo	l earned of th	e total Fram	ework points eligible	e .
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%	- below 59%			Improvement
•	at or above 37.5% - below 62.5% Approaching Points • at or above 37% - below 47%							ority Improveme
•	below 37.5%	Does Not Meet		• below 37%				Turnaround
chool plan type assig	gnments							
	Plan description							
		p (p)		ont a Priority Improv	rement and/or T	Furnaround F	Plan for longer than a	combined total
erformance Plan	The school is required to adopt and implement	a Performance Plan. A	school may not impiem	ent a Phonty improv	vernerit ana, or i	ai nai oana i	iaii ioi iongei tiiaii a	combined total (
erformance Plan nprovement Plan	The school is required to adopt and implement and implemen		ve consecutive years be		-		•	
nprovement Plan		an Improvement Plan. fi	ve consecutive years bet	fore the District or In	nstitute is requir	ed to restruc	ture or close the sch	ool. The five

Comparison Data

Academic Achievement

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

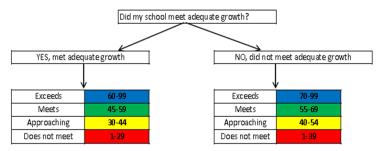
	Reading Math			Writing			Science					
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8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

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

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

Academic Growth and Academic Growth Gaps

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



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

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

State Average (Mean) Colorado ACT Composite Score

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

1-year vs. 3-year report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count.

Only one of the two sets of results (1-year or 3-year) is the one that will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.

Level: Middle School

District: BRIGHTON 27J - 0040 (1 Year***)

School: BELLE CREEK CHARTER SCHOOL - 0700

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.

Performance 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	Approaching	56.3%	(14.1 out of 25 points)	
Academic Growth	Meets	83.3%	(41.7 out of 50 points)	
Academic Growth Gaps	Meets	80.6%	(20.2 out of 25 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		76.0%	(76 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.

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.

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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.

Level: Middle School (1 Year***) **Performance Indicators**

School:	BELLE CREEK	CHARTER SCHOOL	- 0700
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Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4		Meets	141	73.8%	53	
Mathematics	2	4		Approaching	141	51.1%	48	
Writing	2	4		Approaching	141	54.6%	42	
Science	2	4		Approaching	36	47.2%	48	
Total	9	16	56.3%	Approaching				

								Made Adequate
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Growth?
Reading	4	4		Exceeds	135	64	33	Yes
Mathematics	3	4		Meets	135	62	74	No
Writing	3	4		Meets	135	59	58	Yes
Total	10	12	83.3%	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	12	12	100.0%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	53	63	49	Yes
Minority Students	4	4		Exceeds	74	68	35	Yes
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	4	4		Exceeds	44	65	61	Yes
Mathematics	9	12	75.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	53	59	83	No
Minority Students	3	4		Meets	74	62	79	No
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	3	4		Meets	65	66	94	No
Writing	8	12	66.7%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	53	45	74	No
Minority Students	4	4		Exceeds	74	63	63	Yes
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	2	4		Approaching	63	51	82	No
Total	29	36	80.6%	Meets				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students	
Reading	100.0%	95% Participation Rate Met	147	147	
Mathematics	100.0%	95% Participation Rate Met	147	147	
Writing	100.0%	95% Participation Rate Met	147	147	
Science	100.0%	95% Participation Rate Met	37	37	

Academic Achievement Achievement Achievement Below	Is percentage of students scoring proficient bove the 90th percentile of all schools. The 90th percentile but at or above the 50th percentile but at or above the 15th percentile but at or above the 15th percentile of all schools. In the 15th percentile	Oth percentile of all schools 5th percentile of all schools owth percentile and its med udent growth percentile and	s. dian studer d its media	an student growth		Exceeds Meets Approaching Does Not Mee Exceeds Meets Approaching Does Not Mee Exceeds Meets Approaching Does Not Mee Exceeds Approaching Approaching	4 3 2	16 (4 for each content area) 12 (4 for each content area)	25 50
Academic Achievement Achievement Achievement Below	bove the 90th percentile of all schools. the 90th percentile but at or above the 50 the 50th percentile but at or above the 15 the 15th percentile of all schools. of meets the median adequate student gro bove 60. 60 but at or above 45. 45 but at or above 30. 30. of does not meet the median adequate stu bove 70. 70 but at or above 55. 55 but at or above 40. 40. ent subgroup meets the median adequate bove 60.	Oth percentile of all schools 5th percentile of all schools owth percentile and its med udent growth percentile and	s. dian studer d its media	an student growth		Meets Approaching Does Not Mee Exceeds Meets Approaching Does Not Mee Exceeds Meets Approaching Approaching	3 2 t 1	(4 for each content area) 12 (4 for each	
Academic Achievement Achievement Achievement Academic Growth Academic Growth Academic Growth Academic Growth Academic Growth Academic Below below below below below ff the stude at or a below	the 90th percentile but at or above the 50th percentile but at or above the 15th percentile of all schools. If the 15th percentile of all schools. If meets the median adequate student group bove 60. If the 15th percentile of all schools. If the 15th pe	5th percentile of all schools owth percentile and its med	s. dian studer d its media	an student growth		Meets Approaching Does Not Mee Exceeds Meets Approaching Does Not Mee Exceeds Meets Approaching Approaching	3 2 t 1	(4 for each content area) 12 (4 for each	
Achievement • below • below if the school • at or a • below	the 50th percentile but at or above the 15 the 15th percentile of all schools. of meets the median adequate student gro bove 60. 60 but at or above 45. 45 but at or above 30. 30. of does not meet the median adequate stu bove 70. 70 but at or above 55. 55 but at or above 40. 40. ent subgroup meets the median adequate bove 60.	5th percentile of all schools owth percentile and its med	s. dian studer d its media	an student growth		Approaching Does Not Mee Exceeds Meets Approaching Does Not Mee Exceeds Meets Approaching	2 t 1 4 3 2 t 1	content area) 12 (4 for each	
• below If the school • at or a • below • below • below If the school • at or a • below	the 15th percentile of all schools. of meets the median adequate student grobove 60. 60 but at or above 45. 45 but at or above 30. 30. of does not meet the median adequate stubove 70. 70 but at or above 55. 55 but at or above 40. 40. ent subgroup meets the median adequate bove 60.	owth percentile and its med	dian studer d its media	an student growth		Exceeds Meets Approaching Does Not Mee Exceeds Meets Approaching Approaching	t 1 4 3 2 t 1 4 3 3 3 3 3 4 3 3 7 4 3	12 (4 for each	50
Academic Growth Academic Growth Academic Growth Academic Growth Academic Below	of meets the median adequate student grobove 60. 60 but at or above 45. 45 but at or above 30. 30. of does not meet the median adequate stubove 70. 70 but at or above 55. 55 but at or above 40. 40. ent subgroup meets the median adequate bove 60.	udent growth percentile and	d its media	an student growth		Exceeds Meets Approaching Does Not Mee Exceeds Meets Approaching	4 3 2 t 1 4 3	(4 for each	50
Academic Growth Academic Growth Growth Academic Growth Growth Academic Academic Growth Gaps Fight stude at or a below	bove 60. 60 but at or above 45. 45 but at or above 30. 30. 60 does not meet the median adequate stubove 70. 70 but at or above 55. 55 but at or above 40. 40. ent subgroup meets the median adequate bove 60.	udent growth percentile and	d its media	an student growth		Meets Approaching Does Not Mee Exceeds Meets Approaching	3 2 t 1 4 3	(4 for each	50
Academic Growth Academic Growth Growth Growth Academic Academic Growth Gaps Figure 1 below Academic Growth Gaps Figure 2 below Academic Growth Gaps Figure 2 below	60 but at or above 45. 45 but at or above 30. 30. 50 does not meet the median adequate stubove 70. 70 but at or above 55. 55 but at or above 40. 40. ent subgroup meets the median adequate bove 60.				percentile was:	Meets Approaching Does Not Mee Exceeds Meets Approaching	3 2 t 1 4 3	(4 for each	50
Academic Growth Growth Fithe school at or a below below below below fithe stude at or a below below below below for the stude at or a below	45 but at or above 30. 30. ol does not meet the median adequate stubove 70. 70 but at or above 55. 55 but at or above 40. 40. ent subgroup meets the median adequate bove 60.				percentile was:	Approaching Does Not Mee Exceeds Meets Approaching	2 t 1 4 3	(4 for each	50
Academic Growth Fithe school at or a below below below fithe stude at or a below below below below for the stude at or a below below below below below below for the stude at or a below	30. ol does not meet the median adequate stubove 70. 70 but at or above 55. 55 but at or above 40. 40. ent subgroup meets the median adequate bove 60.				percentile was:	Does Not Mee Exceeds Meets Approaching	t 1 4 3	(4 for each	50
Growth If the school • at or a • below • below • below If the stude • at or a • below	ol does not meet the median adequate stubove 70. 70 but at or above 55. 55 but at or above 40. 40. ent subgroup meets the median adequate bove 60.				percentile was:	Exceeds Meets Approaching	4 3		50
• at or a • below • below • below If the stude • at or a • below	bove 70. 70 but at or above 55. 55 but at or above 40. 40. ent subgroup meets the median adequate bove 60.				percentile was:	Meets Approaching	3	content area)	
• below • below • below If the stude • at or a • below • below • below • below • below If the stude • at or a • below	70 but at or above 55. 55 but at or above 40. 40. ent subgroup meets the median adequate bove 60.	student growth percentile	and its stu	udent arowth nerc		Meets Approaching	3		
Academic Growth Gaps Academic Growth Gaps Figure 1. See The Stude 1. See	55 but at or above 40. 40. ent subgroup meets the median adequate bove 60.	student growth percentile	and its stu	udent arowth nerc		Approaching			
Academic Growth Gaps Academic Growth Gaps Figure 1 below - at or a - below - at or a - below	40. ent subgroup meets the median adequate bove 60.	student growth percentile	and its stu	ident arowth nerc			2	1	
Academic Growth Gaps Academic Growth Gaps Academic Growth Gaps If the stude • at or a • below • below • below • below • below	ent subgroup meets the median adequate bove 60.	student growth percentile	and its stu	ident growth nerce					I
Academic Growth Gaps Academic Growth Gaps If the stude • at or a • below • below • below • below • below	bove 60.	student growth percentile	and its stu	ident arouth nerce		Does Not Mee	t 1		
Academic Growth Gaps If the stude • at or a • below • below • below • below • below • below				ident growth perce	entile was:				
Academic Growth Gaps If the stude • at or a • below • below • below • below • below						Exceeds	4		
Academic Growth Gaps • below • at or a • below • below • below • below • below	60 but at or above 45.					Meets	3		
Growth Gaps If the stude • at or a • below • below • below t-Points for each performance	45 but at or above 30.					Approaching	2	60 (5 for each subgroup	
• at or a • below • below • below t-Points for each performance	30.					Does Not Mee	t 1		
below below below t-Points for each performance	ent subgroup does not meet the median ac	dequate student growth pe	ercentile ar	nd its student grov	wth percentile wa	15:		group in 3 content	25
• below • below t-Points for each performance	bove 70.					Exceeds	4	areas)	
• below t-Points for each performance i	70 but at or above 55.					Meets	3		
t-Points for each performance i	55 but at or above 40.					Approaching	2		
	40.					Does Not Mee	t 1		
	indicator			Cut-Points for pla	an type assignme	ent			
	chool earned of the points eligible on t	this Indicator.					the total Fra	mework points eligib	ole.
Achievement; • at or above		Exceeds			at or above				Performance
Growth; Gaps • at or above	62.5% - below 87.5%	Meets		Total Framework	• at or above	47% - below 59%			Improvement
at or above	37.5% - below 62.5%	Approaching		Points	at or above	37% - below 47%		Pri	iority Improveme
• below 37.5%	6	Does Not Meet			• below 37%				Turnaround
ool plan type assignments									
Plan d									

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

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

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

Turnaround Plan

Comparison Data

Academic Achievement

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

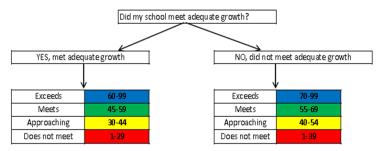
	Reading Math			Writing			Science					
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8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

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

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

Academic Growth and Academic Growth Gaps

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



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

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

State Average (Mean) Colorado ACT Composite Score

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

1-year vs. 3-year report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count.

Only one of the two sets of results (1-year or 3-year) is the one that will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.