School Performance Framework 2010

Level: Elementary School

District: DOUGLAS COUNTY RE 1 - 0900 (3 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 E	arned out of Points Eligible*	
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)	
Academic Growth			(out of points)	
Academic Growth Gaps			(out of points)	
Test Participation**	Does Not Meet 95% Participation Rate			
TOTAL		50.0%	(12.5 out of 25 points)	
* Schools may not be eligible for all pose negatively impacted.	sible points on an indicator due to insufficient numbers of students	. In these cases, the po	pints are removed from both the points earned	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

Academic

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.

SCHOOL**view**.örg

*** Data in this report is based on results from: 2009-10,2008-09 Final plan type based on: 3 Year SPF report.

Performance Indicate							Level: Ele	mentary Scho
School: EDCSD: COLO								(3 Year**
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	2	4		Approaching	20	70.0%	44	
Mathematics	2	4		Approaching	20	55.0%	21	
Writing	2	4		Approaching	20	50.0%	39	
Science	0	0		N/A	<16 students	N/A	N/A	
Fotal	6	12	50.0%	Approaching				
								Made Adequate
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	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	% Doints	Rating	Subgroup	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
	0		% POINTS	Kuting		Percentile	Growin Percentile	Growth
Reading	-	0		N1 / A				
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		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		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		N/A	<20 students	N/A	N/A	
Total	0	0						
Test Participation	% of Students Teste	d		Rating		Students Tested	Total Students	
Reading	92.3%			Does Not Meet 9	5% Participation Rate	24	26	
Mathematics	92.3%			Does Not Meet 9	5% Participation Rate	24	26	
Writing	92.3%			Does Not Meet 9	5% Participation Rate	24	26	
Science	91.7%			N/A		11	12	

oring Guide							Level: Ele	ementary Schoo
	Performance Indicators on the School Performance Fran cator Scoring Guide	nework Report			Rating	Point Value	Total Possible	Framework Poin
injoinnance mai	The school's percentage of students scoring proficie	nt or advanced was:			Nutility	ronn vuiue	Total Possible	Trumework Point
	• 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	
Achievemen		•			Approaching	2	content area)	
	below the 15th percentile of all schools.				Does Not Meet	1	soment a cay	
	If the school meets the median adequate student gr	owth percentile and its media	n student arowth percent	ile 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		
Academic	• below 30.				Does Not Meet	t 1	(4 for each	
Growth	If the school does not meet the median adequate st	udent growth percentile and it	s 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 an	d 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	t 1	(5 for each subgrou	р
Growth Gap	If the student subgroup does not meet the median of	dequate student growth perce	entile 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	t 1		
t-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 schoo	l earned of th	ne total Fram	ework points eligib	le.
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%		Pr	iority Improvemen
	• below 37.5%	Does Not Meet		• below 37%				Turnaround
hool plan type	assignments							
	Plan description							
erformance Plar	•	a Performance Plan.	A school may not implem	ent a Priority Improv	vement and/or	Furnaround P	lan for longer than a	a combined total o
provement Pla			five consecutive years be	· ·				
	nent Plan The school is required to adopt and implement		consecutive school years					
rnaround Plan	The school is required to adopt and implement		school is notified that it is		•		, .	

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				
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 (3 Year***)

School: EDCSD: COLORADO CYBER SCHOOL - 5405

This is the plan type the school is required to add 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 performa indicator. The overall score is then matched to 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 percentage of points earned out of points eligit For schools with data on all indicators, the to points possible are: 15 points for Acader Achievement, 35 for Academic Growth, 15 Academic Growth Gaps, and 35 for Postsecond and Workforce Readiness.

Performance Indicators	Rating/Plan	% of Points	Earned out of Points Eligible*
Academic Achievement	Approaching	58.3%	(8.7 out of 15 points)
Academic Growth			(out of points)
Academic Growth Gaps			(out of points)
Postsecondary and Workforce Readines	s Approaching	37.5%	(13.1 out of 35 points)
Test Participation**	Does Not Meet 95% Participation Rate		
TOTAL		43.6%	(21.8 out of 50 points)

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.

SCHOOL**view**.

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: 2009-10,2008-09 Final plan type based on: 3 Year SPF report.

Performance Indicators		F 4 0 F						I: High School
School: EDCSD: COLORADO CY			0/ Delate	Duting		0/ Dusticiant / t	Cabaalla Damaatila	(3 Year**
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	<u>N</u> 30	% Proficient/Advanced	School's Percentile	
Reading	3			Meets		76.7%	64	
Mathematics	2	4		Approaching	31	29.0%	45	
Writing	2	4		Approaching	30	46.7%	41	
Science	0	0		N/A	<16 students	N/A	N/A	1
Total	7	12	58.3%	Approaching				
						Median Growth	Median Adequate Growth	Made Adequat
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Percentile	Percentile	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						
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	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		N/A	<20 students	N/A	11/A	
	-			N1/A	20 atual a sta	NI/A	NI / A	
Free/Reduced Lunch Eligible	0	0		N/A	<20 students	N/A	N/A	
Minority Students	0	0		N/A N/A	<20 students <20 students	N/A N/A	N/A N/A	
Students w/ Disabilities	0			-			•	
English Language Learners	0	0		N/A N/A	<20 students	N/A	N/A N/A	
Students needing to catch up Total	0	0		N/A	<20 students	N/A	N/A	
Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation	
Graduation Rate				Describer	424	42.001	80%	
Dropout Rate	1	4		Does Not Meet	131	12.2%	At/below State average	
Colorado ACT Composite	2	4		Approaching	22	20.0%	At/above State average	
Total	3	8	37.5%	Approaching				
Test Participation 9	% of Students Tested	d		Rating		Students Tested	Total Students	
Reading	53.0%			Does Not Meet 95	% Participation Rate	44	83	
Mathematics	57.0%			Does Not Meet 95	% Participation Rate	49	86	
Writing	53.0%			Does Not Meet 95	% Participation Rate	44	83	
Science	52.4%			Does Not Meet 95	% Participation Rate	22	42	
Colorado ACT	100.0%			95% Participation	Rate Met	22	22	

	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	•	15
Achievement	below the 50th percentile but at or above the 15t	n percentile of all schools.			Approaching	2	16 (4 for each content area) 12 (4 for each content area) 60 (5 for each subgrou group in 3 content areas) 12 (4 for each subgrou group in 3 content areas) 7 12 (4 for each subgrou group in 3 content areas) 7 7 8 8 8 8 8 9 8 9 8 9 8 9 8 9 8 9 9 8 9	
	• below the 15th percentile of all schools.	th perceptile and its modian 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:	1	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 (3 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	Meets	68.8%	(17.2 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		45.2%	(33.9 out of 75 points)	
* Schools may not be eligible for all poss negatively impacted.	ible points on an indicator due to insufficient numbers of students	s. In these cases, the po	pints are removed from both the points earr	ned 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.

Academic

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: 2009-10,2008-09 Final plan type based on: 3 Year SPF report.

Performance Indicato			-					Middle Schoo
School: EDCSD: COLO								(3 Year***
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4		Meets	47	78.7%	72	
Mathematics	3	4		Meets	45	57.8%	64	
Writing	3	4		Meets	46	65.2%	66	
Science	2	4		Approaching	19	31.6%	22	
Total	11	16	68.8%	Meets				
								Made Adequate
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N		Median Adequate Growth Percentile	Growth?
Reading	2	4		Approaching	38	37	17	Yes
Mathematics	1	4		Does Not Meet	36	19	57	No
Writing	1	4		Does Not Meet	37	31	36	No
Total	4	12	33.3%	Does Not Meet				
					Subgroup	Subgroup Median Growth		Made Adequate
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	N	Percentile	Growth Percentile	Growth?
Reading	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	
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 Tester	d		Rating		Students Tested	Total Students	
Reading	77.8%			Does Not Meet 95%	6 Participation Rate	56	72	
Mathematics	77.5%			Does Not Meet 95%	•	55	71	
Writing	77.8%			Does Not Meet 95%	•	56	72	
B	,,,			Does Not Meet 95%		25	31	

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 	pelow 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.			Exceeds	4					
	 below 60 but at or above 45. 	below 60 but at or above 45.								
	 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 Plai	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 <

	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.