

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 Earned out of Points Eligible*		
Academic Achievement	Exceeds	87.5%	(21.9 out of 25 points)	
Academic Growth	Meets	75.0%	(37.5 out of 50 points)	
Academic Growth Gaps	Meets	67.5%	(16.9 out of 25 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		76.3%	(76.3 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.

Performance Indicators

Level: Elementary School

School: BEAR CREEK K-8 SCHOOL

(3 Year*)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	3	4		Meets	1181	80.5%	71
Mathematics	3	4		Meets	1183	82.4%	80
Writing	3	4		Meets	1182	70.6%	81
Science	3	4		Meets	409	57.0%	68
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	769	48	23	Yes
Mathematics	2	4		Approaching	774	38	35	Yes
Writing	3	4		Meets	772	48	27	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	13	20	65.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	213	46	35	Yes
Minority Students	3	4		Meets	314	46	28	Yes
Students w/ Disabilities	2	4		Approaching	59	42	51	No
English Language Learners	3	4		Meets	89	52	29	Yes
Students needing to catch up	2	4		Approaching	147	45	55	No
Mathematics	8	20	40.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	215	40	50	No
Minority Students	1	4		Does Not Meet	318	38	43	No
Students w/ Disabilities	1	4		Does Not Meet	63	34	66	No
English Language Learners	2	4		Approaching	89	43	40	Yes
Students needing to catch up	2	4		Approaching	114	42	75	No
Writing	9	20	45.0%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	215	38	40	No
Minority Students	2	4		Approaching	316	44	34	Yes
Students w/ Disabilities	1	4		Does Not Meet	61	35	66	No
English Language Learners	3	4		Meets	89	54	35	Yes
Students needing to catch up	2	4		Approaching	205	45	60	No
Total	30	60	50.0%	Approaching				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	99.6%	95% Participation Rate Met	1233	1238
Mathematics	99.8%	95% Participation Rate Met	1237	1239
Writing	99.8%	95% Participation Rate Met	1236	1239
Science	99.8%	95% Participation Rate Met	427	428

Performance Indicators

Level: Middle School

School: BEAR CREEK K-8 SCHOOL

(3 Year*)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	4	4		Exceeds	1041	89.2%	92
Mathematics	4	4		Exceeds	1043	82.8%	95
Writing	4	4		Exceeds	1041	85.1%	95
Science	4	4		Exceeds	278	79.1%	95
Total	16	16	100.0%	Exceeds			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	1001	58	17	Yes
Mathematics	4	4		Exceeds	1004	64	45	Yes
Writing	3	4		Meets	1001	55	28	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	18	20	90.0%	Exceeds				
Free/Reduced Lunch Eligible	3	4		Meets	248	56	29	Yes
Minority Students	3	4		Meets	381	58	23	Yes
Students w/ Disabilities	4	4		Exceeds	79	63	63	Yes
English Language Learners	4	4		Exceeds	122	64	26	Yes
Students needing to catch up	4	4		Exceeds	142	71	58	Yes
Mathematics	18	20	90.0%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	250	65	60	Yes
Minority Students	4	4		Exceeds	382	65	53	Yes
Students w/ Disabilities	3	4		Meets	80	59	86	No
English Language Learners	4	4		Exceeds	122	70	44	Yes
Students needing to catch up	3	4		Meets	160	65	85	No
Writing	15	20	75.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	249	51	45	Yes
Minority Students	3	4		Meets	381	56	37	Yes
Students w/ Disabilities	2	4		Approaching	80	54	76	No
English Language Learners	4	4		Exceeds	122	67	37	Yes
Students needing to catch up	3	4		Meets	175	63	72	No
Total	51	60	85.0%	Meets				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	99.7%	95% Participation Rate Met	1055	1058
Mathematics	99.8%	95% Participation Rate Met	1057	1059
Writing	99.5%	95% Participation Rate Met	1055	1060
Science	100.0%	95% Participation Rate Met	278	278

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	<i>The school's percentage of students scoring proficient or advanced was:</i>			16 (4 for each content area)	25
	• 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		
Academic Growth	• below the 15th percentile of all schools.	Does Not Meet	1	12 (4 for each content area)	50
	<i>If the school meets the median adequate student growth percentile and its median student growth percentile was:</i>				
	• 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		
	<i>If the school does not meet the median adequate student growth percentile and its median student growth percentile was:</i>				
	• at or above 70.	Exceeds	4		
• below 70 but at or above 55.	Meets	3			
Academic Growth Gaps	• below 55 but at or above 40.	Approaching	2	60 (5 for each subgroup group in 3 content areas)	25
	• below 40.	Does Not Meet	1		
	<i>If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:</i>				
	• 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		
	<i>If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:</i>				
	• 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			

Cut-Points for each performance indicator

	Cut Point: The school earned ... of the points eligible on this Indicator.	
Achievement; Growth; Gaps	• 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 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	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 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.