

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	Meets	62.5%	(15.6 out of 25 points)	
Academic Growth	Exceeds	91.7%	(45.9 out of 50 points)	
Academic Growth Gaps	Meets	82.1%	(20.5 out of 25 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		82.0%	(82 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: WARDER ELEMENTARY SCHOOL - 9232

(3 Year*)**

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	2	4		Approaching	590	70.8%	47
Mathematics	2	4		Approaching	589	58.9%	27
Writing	3	4		Meets	586	55.3%	50
Science	3	4		Meets	136	50.0%	56
Total	10	16	62.5%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	4	4		Exceeds	426	63	29	Yes
Mathematics	4	4		Exceeds	427	72	61	Yes
Writing	3	4		Meets	423	57	42	Yes
Total	11	12	91.7%	Exceeds				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	17	20	85.0%	Meets				
Free/Reduced Lunch Eligible	4	4		Exceeds	145	64	43	Yes
Minority Students	4	4		Exceeds	146	63	35	Yes
Students w/ Disabilities	3	4		Meets	67	62	80	No
English Language Learners	2	4		Approaching	20	41	63	No
Students needing to catch up	4	4		Exceeds	144	69	67	Yes
Mathematics	17	20	85.0%	Meets				
Free/Reduced Lunch Eligible	4	4		Exceeds	144	74	69	Yes
Minority Students	4	4		Exceeds	147	70	66	Yes
Students w/ Disabilities	3	4		Meets	68	61	90	No
English Language Learners	3	4		Meets	20	64	81	No
Students needing to catch up	3	4		Meets	185	61	82	No
Writing	12	16	75.0%	Meets				
Free/Reduced Lunch Eligible	4	4		Exceeds	142	60	53	Yes
Minority Students	3	4		Meets	144	58	51	Yes
Students w/ Disabilities	2	4		Approaching	67	48	81	No
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	3	4		Meets	188	60	67	No
Total	46	56	82.1%	Meets				

<i>Test Participation</i>	<i>% of Students Tested</i>	<i>Rating</i>	<i>Students Tested</i>	<i>Total Students</i>
Reading	100.0%	95% Participation Rate Met	610	610
Mathematics	100.0%	95% Participation Rate Met	609	609
Writing	99.5%	95% Participation Rate Met	606	609
Science	100.0%	95% Participation Rate Met	143	143

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>					
	• at or above the 90th percentile of all schools.	Exceeds	4	16 (4 for each content area)	25	
	• 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	<i>If the school meets the median adequate student growth percentile and its median student growth percentile was:</i>			12 (4 for each content area)	50	
	• 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	<i>If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:</i>			60 (5 for each subgroup group in 3 content areas)	25	
	• 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.