#### School Performance Framework 2010

# Level: High School

#### School: WILEY JUNIOR-SENIOR HIGH SCHOOL - 9608

District: WILEY RE-13 JT - 2680 (3 Year\*\*\*)

Per	formance	Plan
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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	83.3%	( 29.2 out of 35 points )	
Academic Growth Gaps	Meets	72.2%	( 10.8 out of 15 points )	
Postsecondary and Workforce Readiness	Meets	75.0%	( 26.3 out of 35 points )	
Test Participation**	95% Participation Rate Met			
TOTAL		77.6%	(77.6 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 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 proficiency goal: the percentage of students proficient or advanced on Colorado's standardized 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.

SCHOOL**view**.

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

Performance Indicators							Leve	el: High Schoo
School: WILEY JUNIOR-SENIOR	<b>HIGH SCHOOL</b>	- 9608						(3 Year***
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4		Meets	111	80.2%	77	
Mathematics	3	4		Meets	111	46.0%	80	
Writing	3	4		Meets	111	59.5%	72	
Science	3	4		Meets	48	62.5%	76	
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	70 F 011123	Meets	107	50	14	Yes
Mathematics	4	4		Exceeds	107		86	No
	3	4			108	47	34	Yes
Writing			02.20/	Meets	107		54	165
Total	10	12	83.3%	Meets				
					Subgroup	Subgroup Median	Subgroup Median Adequate	Made Adequate
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	N	Growth Percentile	Growth Percentile	Growth?
Reading	8	12	66.7%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	51	53	19	Yes
Minority Students	3	4		Meets	35	52	40	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	26	53	66	No
Mathematics	11	12	91.7%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	52	72	91	No
Minority Students	3	4		Meets	36	66	95	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	4	4		Exceeds	55	78	99	No
Writing	7	12	58.3%	Approaching		·		
Free/Reduced Lunch Eligible	3	4		Meets	51	50	42	Yes
Minority Students	2	4		Approaching	35	42	65	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	38	50	85	No
Total	26	36	72.2%	Meets				
Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation	
Graduation Rate	4	4		Exceeds	63	95.2%	80%	
Dropout Rate	3	4		Meets	289	1.4%	At/below State average	
Colorado ACT Composite	2	4		Approaching	52	19.4%	At/above State average	
Total	9	12	75.0%	Meets				
Test Participation 9	% of Students Tested	1		Rating		Students Tested	Total Students	·
Reading	100.0%			95% Participati	on Rate Met	111	111	
Mathematics	100.0%			95% Participati		112	112	
Writing	100.0%			95% Participati	on Rate Met	111	111	
Science	100.0%			95% Participati	on Rate Met	49	49	
Colorado ACT	100.0%			95% Participati	on Rate Met	52	52	

Academic Achievement Achievement Achievement f the sch at of belo belo belo Growth Academic Growth Gaps Academic Growth Gaps Academic Growth Gaps f the sth at of belo belo belo belo belo belo belo belo	bol's percentage of students scoring proficient r above the 90th percentile of all schools. by the 90th percentile but at or above the 50th ow the 50th percentile but at or above the 15th ow the 15th percentile of all schools. hool meets the median adequate student grow r above 60. by 60 but at or above 45. by 45 but at or above 30. by 30. hool does not meet the median adequate student r above 70. by 55 but at or above 55. by 55 but at or above 40. by 55 but at or above 40. by 55 but at or above 55. by 55 but at or above 40. by 70 but at or above 55. by 55 but at or above 40.	th percentile of all schools. th percentile of all schools. wth percentile and its median s dent growth percentile and its r student growth percentile and i	nedian student growth ts student growth perc	percentile was entile was:	Exceeds Approaching Does Not Mee Exceeds Approaching Coes Not Mee Approaching Does Not Meets Approaching Does Not Mee	Point Value  4 3 2 t 1 4 4 3 4 3 2 t 1 4 4 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	2 Total Possible 16 (4 for each content area) 12 (4 for each content area) 60 (5 for each subgroup group in 3 content areas)	
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Academic Growth Gaps Growth Gaps	r above 60. w 60 but at or above 45. w 45 but at or above 30. w 30. <i>udent subgroup does not meet the median ade</i> r above 70. w 70 but at or above 55. w 55 but at or above 40. w 40.				Meets Approaching Does Not Mee was: Exceeds	3 2 t 1 4	(5 for each subgroup group in 3 content	
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belo     Graduat     at or     abov     at or     belo     Dropout ostsecondary and orkforce Readiness     • at or     • at or     or	ow 40.				Approaching	2	-	
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• at or • above • at or • belo Dropout ostsecondary and orkforce Readiness • at or •	ion nate. The sensor's graduation rate was.				Does not mee	· -		1
• abov • at or • belo Dropout ostsecondary and orkforce Readiness • at or • at or • at or • at or • at or • at or • belo • at or • at	r above 90%.				Exceeds	4	-	
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• belo Dropout ostsecondary and orkforce Readiness • at or	r above 65% but below 80%				Approaching	2	-	
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ostsecondary and orkforce Readiness • at or	Rate: The school's dropout rate was:				Does Not Mee	<u>ц</u>	12	
orkforce Readiness • at or	r below 1%.				Exceeds	4	(4 for each sub-	35
	r below the state average but above 1%.				Meets	3	indicator)	55
	r below 10% but above the state average.					2		
	r above 10%.				Approaching Does Not Mee		-	
	Colorado ACT Composite: The school's average	an Colorado ACT composito sco			DUES NUL MIEE	<u>ц т</u>	1	
	r above 22.	ge colorado Acr composite sco	ie wus.		Exceeds	4	-	
						3	-	
	r above the state average but below 22.				Meets	-	-	
	r above 17 but below the state average.				Approaching Does Not Mee	2 t 1	-	
	r below 17.					L I		
-Points for each performanc			Cut-Points for p					
	he school earned of the points eligible on th		_	-	e school earned of	the total Fra	mework points eligit	
chievement; • at or abo		Exceeds		• at or abov				Performance
	ove 62.5% - below 87.5%	Meets	Total Framewor		ve 47% - below 60%			Improvemen
	ove 37.5% - below 62.5%	Approaching	Points		ve 33% - below 47%		Pr	riority Improver
• below 37	7.5%	Does Not Meet		• below 339	%			Turnaround
ool plan type assignments								
Plan	n description							
formance Plan The	school is required to adopt and implement a f	Performance Plan. A	school may not implem	ent a Priority li	mprovement and/or	Turnaround F	Plan for longer than a	combined tota
	school is required to adopt and implement an		e consecutive years be	, fore the Distric	ct or Institute is requir	ed to restrue	cture 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 Elem Middle High Hi

	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 Scor							
	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

#### School: WILEY JUNIOR-SENIOR HIGH SCHOOL - 9608

District: WILEY RE-13 JT - 2680 (3 Year\*\*\*)

P	erfo	orm	lan	ce	P	lan

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 E	arned 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	83.3%	( 20.8 out of 25 points )	
Test Participation**	95% Participation Rate Met			
TOTAL		82.3%	( 82.3 out of 100 points )	
scores are not negatively impacted.	ible points on an indicator due to insufficient num		•	

\*\* 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 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.



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#### **Academic Growth Gaps**

The Gaps Indicator measures the academic progress of historically disadvantaged student proficiency goal: the percentage of students proficient or advanced on Colorado's standardized 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: 2009-10.2008-09.2007-08 Final plan type based on: 3 Year SPF report.

Performance Indicate							Level	: Middle Scho
School: WILEY JUNIC								(3 Year**
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4		Meets	126	77.0%	67	
Mathematics	2	4		Approaching	126	46.0%	39	
Writing	3	4		Meets	126	65.9%	68	
Science	2	4		Approaching	62	40.3%	34	
Total	10	16	62.5%	Meets				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	4	4		Exceeds	126	62	28	Yes
Mathematics	3	4		Meets	126	67	76	No
Writing	4	4		Exceeds	126	64	47	Yes
Total	11	12	91.7%	Exceeds				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	11	12	91.7%	Exceeds				
Free/Reduced Lunch Eligible	3	4		Meets	70	59	33	Yes
Minority Students	4	4		Exceeds	30	66	32	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	31	68	65	Yes
Mathematics	10	12	83.3%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	70	67	78	No
Minority Students	4	4		Exceeds	30	70	77	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	69	63	92	No
Writing	9	12	75.0%	Meets			·	
Free/Reduced Lunch Eligible	3	4		Meets	70	54	51	Yes
Minority Students	3	4		Meets	30	51	50	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	3	4		Meets	43	59	78	No
Total	30	36	83.3%	Meets				
Test Participation	% of Students Tested	d		Rating		Students Tested	Total Students	
Reading	100.0%			95% Participatio	on Rate Met	127	127	
Mathematics	100.0%			95% Participatio		127	127	
Writing	100.0%			95% Participatio		127	127	
Science	100.0%			95% Participatio		62	62	

coring Guide							Level	Middle Scho		
	Performance Indicators on the School Performance Frame cator Scoring Guide	work Report			Rating	Point Value	Total Possible	Framework Poir		
	The school's percentage of students scoring proficient	The school's percentage of students scoring proficient or advanced was:								
	• at or above the 90th percentile of all schools.	at or above the 90th percentile of all schools.								
Academic	below the 90th percentile but at or above the 50th	below the 90th percentile but at or above the 50th percentile of all schools.								
Achievement	• below the 50th percentile but at or above the 15t	below 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.									
	<ul> <li>below 60 but at or above 45.</li> </ul>				Meets	3				
	<ul> <li>below 45 but at or above 30.</li> </ul>				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 stud	lent growth percentile and its n	nedian student growth p	percentile was:			content area)			
	• at or above 70.				Exceeds	4		l -		
	<ul> <li>below 70 but at or above 55.</li> </ul>	below 70 but at or above 55.								
	• below 55 but at or above 40.	below 55 but at or above 40.								
	• below 40.		Does Not Mee	t 1						
	If the student subgroup meets the median adequate s	tudent growth percentile and i	ts student growth percei	ntile was:						
	• at or above 60.	at or above 60.								
	<ul> <li>below 60 but at or above 45.</li> </ul>	below 60 but at or above 45.								
	<ul> <li>below 45 but at or above 30.</li> </ul>				Approaching	2	60 (5 for each subgroup group in 3 content	25		
Academic	• below 30.				Does Not Mee	t 1				
Growth Gaps	If the student subgroup does not meet the median ad	equate student growth percent	ile and its student grow	th percentile was:						
	• at or above 70.				Exceeds	4	areas)			
	<ul> <li>below 70 but at or above 55.</li> </ul>				Meets	3				
	• below 55 but at or above 40.				Approaching	2				
	• below 40.				Does Not Mee	t 1				
t-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 eligil	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%						
	• at or above 37.5% - below 62.5%	Approaching	Points	• at or above 37%	6 - below 47%		Pr	riority Improvem		
	• below 37.5%				Turnaround					
hool plan type a	issignments									
	Plan description									
rformance Plan	The school is required to adopt and implement a	Performance Plan. A s	school may not impleme	ent a Priority Improv	vement and/or	Turnaround P	Plan for longer than a	combined total		
provement Plan	n The school is required to adopt and implement ar	n Improvement Plan. fiv	e consecutive years befo	ore the District or In	stitute is requir	red to restruc	ture or close the sch	ool. The five		
iority Improven	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	mmer immed	iately following the f	all in which the		
rnaround Plan	The school is required to adopt and implement a		hool is notified that it is		•		, ,			

## **Comparison Data**

## Academic Achievement

# Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2010) Reading Math Writing Elem Middle High Hi

	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
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