School: MARTIN LUTHER KING MIDDLE COLLEGE - 5605   **District: DENVER COUNTY 1 - 0880 (3 Year***)**

Improvement Plan *(Revised)*

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	Approaching	37.5%	(5.6 out of 15 points)
Academic Growth	Meets	66.7%	(23.3 out of 35 points)
Academic Growth Gaps	Meets	63.3%	(9.5 out of 15 points)
Postsecondary and Workforce Readiness	Meets	62.5%	(21.9 out of 35 points)
Test Participation**	95% Participation Rate Met		
TOTAL		60.3%	(60.3 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.

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.

*** Data in this report is based on results from: 2009-10,2008-09,2007-08
Final plan type based on: 3 Year SPF report.

| School: MARTIN LUTHER KING MIDDLE COLLEGE | | | | | | (3 Year***) |

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	2191	32.3%	3
Mathematics	1	4		Does Not Meet	2194	24.7%	9
Writing	1	4		Does Not Meet	2188	22.8%	5
Science	1	4		Does Not Meet	781	8.2%	1
Total	**4**	**16**	**25.0%**	**Does Not Meet**			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	2041	45	60	No
Mathematics	2	4		Approaching	2040	46	90	No
Writing	2	4		Approaching	2040	47	81	No
Total	**6**	**12**	**50.0%**	**Approaching**				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	9	20	45.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1625	45	63	No
Minority Students	2	4		Approaching	1919	44	61	No
Students w/ Disabilities	1	4		Does Not Meet	269	35	90	No
English Language Learners	2	4		Approaching	1116	47	64	No
Students needing to catch up	2	4		Approaching	1368	45	73	No
Mathematics	10	20	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1620	46	92	No
Minority Students	2	4		Approaching	1919	46	91	No
Students w/ Disabilities	2	4		Approaching	271	47	99	No
English Language Learners	2	4		Approaching	1115	49	89	No
Students needing to catch up	2	4		Approaching	1408	48	97	No
Writing	10	20	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1624	47	83	No
Minority Students	2	4		Approaching	1918	47	82	No
Students w/ Disabilities	2	4		Approaching	273	43	96	No
English Language Learners	2	4		Approaching	1117	48	83	No
Students needing to catch up	2	4		Approaching	1511	48	88	No
Total	**29**	**60**	**48.3%**	**Approaching**				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	98.8%	95% Participation Rate Met	2457	2486
Mathematics	98.9%	95% Participation Rate Met	2459	2486
Writing	98.7%	95% Participation Rate Met	2454	2486
Science	98.2%	95% Participation Rate Met	877	893

Counts are not reported when they do not meet minimum N requirements for a metric.

School: MARTIN LUTHER KING MIDDLE COLLEGE (3 Year***)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	2	4		Approaching	584	63.2%	28
Mathematics	2	4		Approaching	584	17.0%	20
Writing	2	4		Approaching	585	33.8%	19
Science	2	4		Approaching	264	33.0%	20
Total	8	16	50.0%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	4	4		Exceeds	545	62	37	Yes
Mathematics	3	4		Meets	546	57	99	No
Writing	3	4		Meets	546	57	78	No
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	16	20	80.0%	Meets				
Free/Reduced Lunch Eligible	4	4		Exceeds	384	62	42	Yes
Minority Students	4	4		Exceeds	491	61	39	Yes
Students w/ Disabilities	2	4		Approaching	22	50	98	No
English Language Learners	3	4		Meets	301	59	45	Yes
Students needing to catch up	3	4		Meets	253	68	77	No
Mathematics	16	20	80.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	387	56	99	No
Minority Students	3	4		Meets	493	57	99	No
Students w/ Disabilities	4	4		Exceeds	22	70	99	No
English Language Learners	3	4		Meets	300	57	99	No
Students needing to catch up	3	4		Meets	411	59	99	No
Writing	15	20	75.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	385	57	82	No
Minority Students	3	4		Meets	492	58	80	No
Students w/ Disabilities	3	4		Meets	22	65	99	No
English Language Learners	3	4		Meets	300	59	83	No
Students needing to catch up	3	4		Meets	351	59	90	No
Total	47	60	78.3%	Meets				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation
Graduation Rate							80%
Dropout Rate	3	4		Meets	1195	1.1%	At/below State average
Colorado ACT Composite	2	4		Approaching	152	17.1	At/above State average
Total	5	8	62.5%	Meets			

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	99.2%	95% Participation Rate Met	606	611
Mathematics	99.2%	95% Participation Rate Met	606	611
Writing	99.4%	95% Participation Rate Met	607	611
Science	100.0%	95% Participation Rate Met	271	271
Colorado ACT	100.0%	95% Participation Rate Met	152	152

Counts are not reported when they do not meet minimum N requirements for a metric.

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was:			16 (4 for each content area)	15
	• 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		
	• below the 15th percentile of all schools.	Does Not Meet	1		
Academic Growth	If the school meets the median adequate student growth percentile and its median student growth percentile was:			12 (4 for each content area)	35
	• 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		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:				
	• 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		
Academic Growth Gaps	If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:			60 (5 for each subgroup group in 3 content areas)	15
	• 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		
	If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:				
	• 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		
Postsecondary and Workforce Readiness	Graduation Rate: The school's graduation rate was:			12 (4 for each sub-indicator)	35
	• 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 Meet	1		
	Dropout Rate: The school's dropout rate was:				
	• at or below 1%.	Exceeds	4		
	• at or below the state average but above 1%.	Meets	3		
	• at or below 10% but above the state average.	Approaching	2		
	• at or above 10%.	Does Not Meet	1		
	Average Colorado ACT Composite: The school's average 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 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 60%	Performance
	• at or above 47% - below 60%	Improvement
	• at or above 33% - below 47%	Priority Improvement
	• below 33%	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
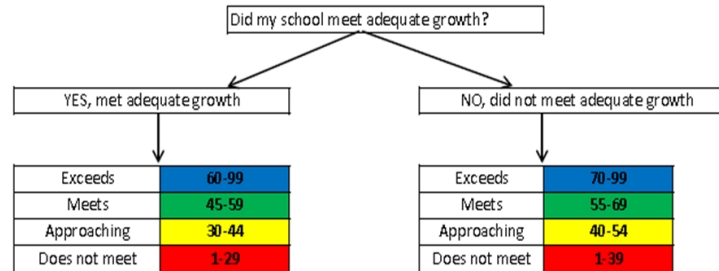
Postsecondary and Workforce Readiness

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.