

Improvement Plan		Performance Indicators	Rating	% of Points Earned out of Points Eligible*												
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.		Academic Achievement	Does Not Meet	31.3%	( 7.8 out of 25 points )											
		Academic Growth	Meets	66.7%	( 33.4 out of 50 points )											
		Academic Growth Gaps	Meets	66.7%	( 16.7 out of 25 points )											
		Test Participation**	95% Participation Rate Met													
<table border="1"> <thead> <tr> <th>Plan Assignment</th> <th>Framework Points Earned</th> </tr> </thead> <tbody> <tr> <td>Performance</td> <td>at or above 59%</td> </tr> <tr> <td>Improvement</td> <td>at or above 47% - below 59%</td> </tr> <tr> <td>Priority Improvement</td> <td>at or above 37% - below 47%</td> </tr> <tr> <td>Turnaround</td> <td>below 37%</td> </tr> </tbody> </table>		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%	<b>TOTAL</b>		<b>57.9%</b>	<b>( 57.9 out of 100 points )</b>	
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%															

\* 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 are assigned one plan category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one subject (reading, writing, math, science, and COACT), or (2) for schools serving multiple grade levels, meet at least a 95% participation rate in all or all but one subject area when individual subject rates are rolled up across grade levels AND the school makes AYP participation (in reading and math) for each grade level overall (not including disaggregated groups).

**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) median 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 median 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: Middle School**

**School: MERRILL MIDDLE SCHOOL - 5826**

**(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	1	4		Does Not Meet	1463	35.0%	4
Mathematics	2	4		Approaching	1469	29.8%	15
Writing	1	4		Does Not Meet	1470	27.5%	7
Science	1	4		Does Not Meet	516	15.1%	6
<b>Total</b>	<b>5</b>	<b>16</b>	<b>31.3%</b>	<b>Does Not Meet</b>			

<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	2	4		Approaching	1267	54	65	No
Mathematics	3	4		Meets	1279	58	90	No
Writing	3	4		Meets	1271	56	82	No
<b>Total</b>	<b>8</b>	<b>12</b>	<b>66.7%</b>	<b>Meets</b>				

<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>
<b>Reading</b>	<b>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	966	54	76	No
Minority Students	2	4		Approaching	932	52	74	No
Students w/ Disabilities	2	4		Approaching	161	54	83	No
English Language Learners	3	4		Meets	708	56	84	No
Students needing to catch up	3	4		Meets	776	56	85	No
<b>Mathematics</b>	<b>15</b>	<b>20</b>	<b>75%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	974	59	95	No
Minority Students	3	4		Meets	941	57	95	No
Students w/ Disabilities	3	4		Meets	162	56	97	No
English Language Learners	3	4		Meets	714	63	97	No
Students needing to catch up	3	4		Meets	854	62	98	No
<b>Writing</b>	<b>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	968	55	89	No
Minority Students	2	4		Approaching	934	53	87	No
Students w/ Disabilities	2	4		Approaching	162	51	90	No
English Language Learners	3	4		Meets	706	61	92	No
Students needing to catch up	3	4		Meets	897	57	91	No
<b>Total</b>	<b>40</b>	<b>60</b>	<b>66.7%</b>	<b>Meets</b>				

<i>Test Participation</i>	<i>% of Students Tested</i>	<i>Rating</i>	<i>Students Tested</i>	<i>Total Students</i>
Reading	99.0%	95% Participation Rate Met	1657	1673
Mathematics	99.7%	95% Participation Rate Met	1665	1670
Writing	99.4%	95% Participation Rate Met	1663	1673
Science	99.1%	95% Participation Rate Met	573	578

Counts and ratings are not reported for metrics when the district/school does not meet the minimum student counts required for reportable data.

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 using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Exceeds	4	16 (4 for each content area)	25	
	• below the 90th percentile but at or above the 50th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Approaching	2			
• below the 15th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	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			
• below 55 but at or above 40.	Approaching	2				
• below 40.	Does Not Meet	1				
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-Points for plan type assignment	
Achievement; Growth; Gaps	Cut Point: The school earned ... of the points eligible on this Indicator.	Total Framework Points	Cut Point: The school earned ... of the total Framework points eligible.
	• at or above 87.5%	Exceeds	• at or above 59%
	• at or above 62.5% - below 87.5%	Meets	• at or above 47% - below 59%
	• at or above 37.5% - below 62.5%	Approaching	• at or above 37% - below 47%
	• below 37.5%	Does Not Meet	• below 37%
			Performance
			Improvement
			Priority Improvement
			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 - 2010 baseline (1-year SPF)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
<b>N of Schools</b>	<b>1008</b>	<b>479</b>	<b>327</b>	<b>1007</b>	<b>480</b>	<b>327</b>	<b>1007</b>	<b>480</b>	<b>327</b>	<b>912</b>	<b>407</b>	<b>286</b>
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 - 2008-10 baseline (3-year SPF)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
<b>N of Schools</b>	<b>1032</b>	<b>507</b>	<b>362</b>	<b>1032</b>	<b>507</b>	<b>361</b>	<b>1032</b>	<b>507</b>	<b>362</b>	<b>972</b>	<b>469</b>	<b>347</b>
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

All achievement data is compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

**Academic Growth and Academic Growth Gaps**



For Academic Growth and Academic Growth Gaps, the median growth percentile required to earn each rating depends on whether or not the school met adequate growth. Schools that met adequate growth use the rubric on the left; schools that did not meet adequate growth use the rubric on the right.

**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 insufficient student counts for some performance indicator metrics, but a report on the basis of three years of data increases the student 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. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.