Improvement 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 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	% of Points Earned out of Points Eligible*	
Academic Achievement	Approaching	43.8%	(6.6 out of 15 points)
Academic Growth	Approaching	50.0%	(17.5 out of 35 points)
Academic Growth Gaps	Approaching	53.5%	(8.0 out of 15 points)
Postsecondary and Workforce Readiness	Approaching	50.0%	(17.5 out of 35 points)
Test Participation**	95% Participation Rate Met		
TOTAL		49.6%	(49.6 out of 100 points)

* Schools may not be eligible for all possible points on an indicator due to insufficient counts 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.

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.

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*** Data in this report is based on results from: 2010-11
Final plan type based on: 3 Year SPF report.

School: LOTUS SCHOOL FOR EXCELLENCE   **(1 Year***)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	141	45.4%	12
Mathematics	1	4		Does Not Meet	143	43.4%	10
Writing	1	4		Does Not Meet	142	25.4%	8
Science	2	4		Approaching	45	20.0%	15
Total	**5**	**16**	**31.3%**	**Does Not Meet**			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	1	4		Does Not Meet	85	25	43	No
Mathematics	2	4		Approaching	88	48	59	No
Writing	1	4		Does Not Meet	88	30	43	No
Total	**4**	**12**	**33.3%**	**Does Not Meet**				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	4	16	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	54	27	44	No
Minority Students	1	4		Does Not Meet	65	25	44	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	1	4		Does Not Meet	47	25	47	No
Students needing to catch up	1	4		Does Not Meet	34	28	63	No
Mathematics	9	16	56.3%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	55	54	60	No
Minority Students	2	4		Approaching	67	50	60	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	2	4		Approaching	47	42	56	No
Students needing to catch up	3	4		Meets	39	60	76	No
Writing	4	16	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	56	20	42	No
Minority Students	1	4		Does Not Meet	68	25	45	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	1	4		Does Not Meet	48	25	42	No
Students needing to catch up	1	4		Does Not Meet	53	36	58	No
Total	**17**	**48**	**35.4%**	**Does Not Meet**				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	98.0%	95% Participation Rate Met	145	148
Mathematics	99.3%	95% Participation Rate Met	147	148
Writing	99.3%	95% Participation Rate Met	146	147
Science	100.0%	95% Participation Rate Met	46	46

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

School: LOTUS SCHOOL FOR EXCELLENCE   **(1 Year***)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	2	4		Approaching	182	51.6%	16
Mathematics	2	4		Approaching	185	41.1%	29
Writing	2	4		Approaching	182	41.2%	20
Science	2	4		Approaching	66	39.4%	33
Total	**8**	**16**	**50%**	**Approaching**			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	1	4		Does Not Meet	173	39	46	No
Mathematics	1	4		Does Not Meet	177	36	74	No
Writing	2	4		Approaching	173	41	57	No
Total	**4**	**12**	**33.3%**	**Does Not Meet**				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	**8**	**16**	**50%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	110	40	48	No
Minority Students	2	4		Approaching	141	44	49	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	2	4		Approaching	83	45	49	No
Students needing to catch up	2	4		Approaching	67	50	71	No
Mathematics	**4**	**16**	**25%**	**Does Not Meet**				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	114	37	78	No
Minority Students	1	4		Does Not Meet	143	34	75	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	1	4		Does Not Meet	85	34	75	No
Students needing to catch up	1	4		Does Not Meet	83	39	94	No
Writing	**8**	**16**	**50%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	110	44	65	No
Minority Students	2	4		Approaching	141	41	61	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	2	4		Approaching	83	40	66	No
Students needing to catch up	2	4		Approaching	98	44	80	No
Total	**20**	**48**	**41.7%**	**Approaching**				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	97.9%	95% Participation Rate Met	190	194
Mathematics	100.0%	95% Participation Rate Met	194	194
Writing	97.4%	95% Participation Rate Met	189	194
Science	100.0%	95% Participation Rate Met	70	70

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

School: LOTUS SCHOOL FOR EXCELLENCE

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	2	4		Approaching	89	65.2%	29
Mathematics	2	4		Approaching	88	17.0%	15
Writing	2	4		Approaching	88	33.0%	18
Science	2	4		Approaching	42	35.7%	25
Total	8	16	50%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	4	4		Exceeds	86	70	52	Yes
Mathematics	3	4		Meets	85	58	99	No
Writing	3	4		Meets	85	62	82	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	16	100%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	50	73	59	Yes
Minority Students	4	4		Exceeds	63	73	57	Yes
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	4	4		Exceeds	44	77	60	Yes
Students needing to catch up	4	4		Exceeds	44	75	86	No
Mathematics	12	16	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	50	64	99	No
Minority Students	3	4		Meets	63	65	99	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	3	4		Meets	44	65	99	No
Students needing to catch up	3	4		Meets	62	64	99	No
Writing	12	16	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	50	63	84	No
Minority Students	3	4		Meets	63	66	88	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	3	4		Meets	44	69	93	No
Students needing to catch up	3	4		Meets	58	64	94	No
Total	40	48	83.3%	Meets				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	0	0		N/A	-/-/-/-	-/-/-/-%	80%
Dropout Rate	3	4		Meets	141	1.4%	At/below State average
Colorado ACT Composite	1	4		Does Not Meet	21	16.6	At/above State average
Total	4	8	50.0%	Approaching			

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	98.0%	95% Participation Rate Met	98	100
Mathematics	98.0%	95% Participation Rate Met	98	100
Writing	97.0%	95% Participation Rate Met	97	100
Science	100.0%	95% Participation Rate Met	46	46
Colorado ACT	95.4%	95% Participation Rate Met	21	22

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	*The school's percentage of students scoring proficient or advanced was:*				
	• 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)	15
	• 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	*If the school meets the median adequate student growth percentile and its median student growth percentile was:*				
	• at or above 60.	Exceeds	4	12 (4 for each content area)	35
	• 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:*				
	• at or above 60.	Exceeds	4	60 (5 for each subgroup group in 3 content areas)	15
	• 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:*				
	• at or above 90%.	Exceeds	4	12 (4 for each sub-indicator)	35
	• 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% using 2009 (1-year SPF) or 2007-09 baseline (3-year SPF).	Meets	3		
	• at or below 10% but above the state average using 2009 (1-year SPF) or 2007-09 baseline (3-year SPF).	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 using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Meets	3		
	• at or above 17 but below the state average using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	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.
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.

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.

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
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 - 2008-10 baseline (3-year SPF)

	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

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).
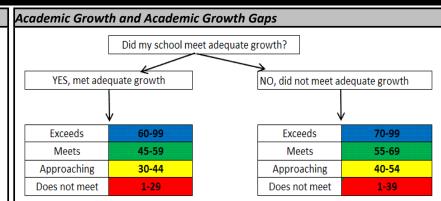
Academic Growth and Academic Growth Gaps

Did my school meet adequate growth?

YES, met adequate growth →

NO, did not meet adequate growth →

	YES, met adequate growth		NO, did not meet adequate growth	
Exceeds	60-99	Exceeds	70-99
Meets	45-59	Meets	55-69
Approaching	30-44	Approaching	40-54
Does not meet	1-29	Does not meet	1-39

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.

Postsecondary and Workforce Readiness

This School's Graduation Rate (1-year SPF)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2007	N<16	N<16	N<16	N<16
	2008	N<16	N<16	N<16	
	2009	N<16	N<16		
	2010	N<16			

This School's Graduation Rate (aggregated for 3-year SPF)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2007	N<16	N<16	N<16	N<16
	2008	N<16	N<16	N<16	
	2009	N<16	N<16		
	2010	N<16			
	Aggregated	N<16	N<16	N<16	N<16

State Average Dropout Rate-2009 (1-year SPF) or 2007-09 baseline (3-year SPF)

	N of Students	Average Dropout Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

State Average Colorado ACT Composite Score 2010 (1-year SPF) or 2008-10 baseline (3-year SPF)

	N of Students	Average Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

All averages are compared to baselines from the first year the performance framework reports were released (2010 for 1-year reports and 2008-10 for 3-year reports).

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade, and the graduating class is assigned by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student entering ninth grade in fall 2006 will graduate with the Class of 2010.

For the 1-year SPF, school earn points based on the highest value among the following: 2010 4-year graduation rate, 2009 5-year rate, 2008 6-year rate, and 2007 7-year rate (the shaded cells in the first table above). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2007, 2008, 2009 and 2010 4-year graduation rate, aggregated 2007, 2008 and 2009 5-year rate, aggregated 2007 and 2008 6-year rate, or 2007 7-year rate (the shaded cells in the second table above). For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.

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.