

Priority 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 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	% of Points Earned out of Points Eligible*	
Academic Achievement	Does Not Meet	25.0%	(6.3 out of 25 points)
Academic Growth	Approaching	45.8%	(22.9 out of 50 points)
Academic Growth Gaps	Approaching	43.8%	(11.0 out of 25 points)
Test Participation**	95% Participation Rate Met		
TOTAL		40.2%	(40.2 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.

Performance Indicators

Level: Elementary School

School: CLAYTON PARTNERSHIP SCHOOL

(1 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	128	34.4%	4
Mathematics	1	4		Does Not Meet	125	44.0%	10
Writing	1	4		Does Not Meet	127	23.6%	6
Science	1	4		Does Not Meet	34	14.7%	10
Total	4	16	25%	Does Not Meet			

<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	79	46	62	No
Mathematics	2	4		Approaching	79	45	65	No
Writing	2	4		Approaching	78	42	64	No
Total	6	12	50%	Approaching				

<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	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	62	44	68	No
Minority Students	2	4		Approaching	59	44	65	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	2	4		Approaching	37	49	62	No
Students needing to catch up	2	4		Approaching	57	44	72	No
Mathematics	7	16	43.8%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	62	36	69	No
Minority Students	2	4		Approaching	59	47	68	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	2	4		Approaching	38	52	65	No
Students needing to catch up	2	4		Approaching	45	41	82	No
Writing	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	62	42	71	No
Minority Students	2	4		Approaching	59	43	71	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	2	4		Approaching	37	50	57	No
Students needing to catch up	2	4		Approaching	64	43	73	No
Total	23	48	47.9%	Approaching				

<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	144	144
Mathematics	97.9%	95% Participation Rate Met	142	145
Writing	99.3%	95% Participation Rate Met	144	145
Science	100.0%	95% Participation Rate Met	39	39

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

School: CLAYTON PARTNERSHIP SCHOOL

(1 Year***)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	121	34.7%	2
Mathematics	1	4		Does Not Meet	120	20.0%	4
Writing	1	4		Does Not Meet	121	22.3%	4
Science	1	4		Does Not Meet	31	12.9%	5
Total	4	16	25%	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	113	42	62	No
Mathematics	1	4		Does Not Meet	110	34	88	No
Writing	2	4		Approaching	113	40	78	No
Total	5	12	41.7%	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	16	56.3%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	76	42	66	No
Minority Students	2	4		Approaching	77	42	62	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	3	4		Meets	38	55	69	No
Students needing to catch up	2	4		Approaching	66	47	76	No
Mathematics	4	16	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	75	34	95	No
Minority Students	1	4		Does Not Meet	75	33	90	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	1	4		Does Not Meet	37	31	95	No
Students needing to catch up	1	4		Does Not Meet	84	35	95	No
Writing	6	16	37.5%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	76	39	82	No
Minority Students	1	4		Does Not Meet	77	39	77	No
Students w/ Disabilities	0	0		-	N<20	-	-	-
English Language Learners	2	4		Approaching	38	45	80	No
Students needing to catch up	2	4		Approaching	90	43	84	No
Total	19	48	39.6%	Approaching				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	100.0%	95% Participation Rate Met	137	137
Mathematics	99.3%	95% Participation Rate Met	135	136
Writing	100.0%	95% Participation Rate Met	138	138
Science	94.7%	95% Participation Rate Met	36	38

Scoring Guide

Level: All Levels

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>			16 (4 for each content area)	25	
	• at or above the 90th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Exceeds	4			
	• 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%	Performance
	• at or above 62.5% - below 87.5%	Meets		• at or above 47% - below 59%	Improvement
	• at or above 37.5% - below 62.5%	Approaching		• at or above 37% - below 47%	Priority Improvement
• below 37.5%	Does Not Meet		• 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 - 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



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.