School Performance Framework 2012

School: SOUTH MIDDLE SCHOOL - 8078

District: ADAMS-ARAPAHOE 28J - 0180 (1 Year¹)

Level: N

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lest	Framework Points Earned	Plan Assignment
	at or above 59%	Performance
тот	at or above 47% - below 59%	Improvement
	at or above 37% - below 47%	Priority Improvement
² Scho	below 37%	Turnaround

Performance Indicators	Rating/Plan	% of Points	6 of Points Earned out of Points Eligible ²								
Academic Achievement	Does Not Meet	31.3%	(7.8 out of 25 points)								
Academic Growth	Meets	71.4%	(35.7 out of 50 points)								
Academic Growth Gaps	Meets	76.7%	(19.2 out of 25 points)								
Test Participation ³	Meets 95% Participation Rate										
TOTAL		62.7%	(62.7 out of 100 points)								

²Schools 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.

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.

Test Participation Rates

Improving

Academic

Achievement

SCHOOLVIew.org

% of Students Tested					Participation Rating				Student		Total Students					
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	-	98.4%	-	98.4%	-	Meets	-	Meets	-	658	-	658	-	669	-	669
Mathematics	-	99.0%	-	99.0%	-	Meets	-	Meets	-	660	-	660	-	667	-	667
Writing	-	99.3%	-	99.3%	-	Meets	-	Meets	-	664	-	664	-	669	-	669
Science	-	96.4%	-	96.4%	-	Meets	-	Meets	-	215	-	215	-	223	-	223
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Academic Achievement Points Eigible % Points Rating N % Proficient/Advanced School's Percentile Reading 1 4 Does Not Meet 592 45.44 10 Writing 1 4 Does Not Meet 592 45.44 10 Writing 1 4 Does Not Meet 598 33.28 13 Science 1 4 Does Not Meet 194 1.237 4 Total 5 16 31.3% Ores Not Meet 194 1.237 4 Academic Growth Points Earned Points Eligible % Points Rating N Median Adequate Growth Mode Adequate Reading 3 4 Meetis 561 58 93 No Mathematics 3 4 Meetis 566 55 76 No Total 10 14 71.4% Meetis 513 57 56 Yes Academic Growth Gaps Points Earned Points Eligible % Points Rating N Percentile <t< th=""><th>Academic AchievementPoints EarnedPoints Eligible% PointsRatingN% Proficient/AdvaReading14Does Not Meet59245.44Mathematics24Approaching59530.42Writing14Does Not Meet59833.28Science14Does Not Meet19412.37Total51631.3%Does Not Meet19412.37Academic GrowthPoints EarnedPoints Eligible% PointsRatingNMedian Growth PeriodReading34Meets5605858Mathematics34Meets56158Writing34Meets56656English Language Proficiency (CELApro)12Approaching23652</th><th>10 15 13 4 Median Adequate Growth Made Adequate Growth? Secentile Percentile Growth? 56 Yes 89 No 76 No 55 No</th></t<>	Academic AchievementPoints EarnedPoints Eligible% PointsRatingN% Proficient/AdvaReading14Does Not Meet59245.44Mathematics24Approaching59530.42Writing14Does Not Meet59833.28Science14Does Not Meet19412.37Total51631.3%Does Not Meet19412.37Academic GrowthPoints EarnedPoints Eligible% PointsRatingNMedian Growth PeriodReading34Meets5605858Mathematics34Meets56158Writing34Meets56656English Language Proficiency (CELApro)12Approaching23652	10 15 13 4 Median Adequate Growth Made Adequate Growth? Secentile Percentile Growth? 56 Yes 89 No 76 No 55 No
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coring Guide										Level: N	
coring Guide for	Performance	e Indicators on the School Performance Fran	nework Report								
erformance Indi	cator Scoring	Guide	·			Rating	Point	Value	Total Possible per EMH Lev	elFramework Poin	
	The scho	ol's percentage of students scoring proficient or adv	vanced was:	5							
		above the 90th percentile of all schools (using 200				Exceeds	I .	4	16		
Academic Achievement Achievement Achievement Achievement Growth Growth Growth Gaps Academic Growth Gaps If t Growth Gaps If t Growth Gaps If t C Growth Gaps If t C C C C C C C C C C C C C C C C C C C	• belo	w the 90th percentile but at or above the 50th perc	entile of all schools (using 2009-10) baseline).		Meets		3	(4 for each	25	
Achievemen	t • belo	w the 50th percentile but at or above the 15th perc	entile of all schools (using 2009-10	0 baseline).		Approaching		2	content area)		
	• belo	w the 15th percentile of all schools (using 2009-10 l	paseline).			Does Not Meet		1	1 1		
		nool meets the median adequate student growth pe	•	owth percentile was:			TCAP	CELA			
	• at or	above 60.		·		Exceeds	4	2	14		
Academic Achievement Academic Growth Academic Growth Gaps Points for each perfor Cut Po hievement; at o owth; Gaps	• belo	w 60 but at or above 45.				Meets	3	1.5	(4 for each		
	• belo	w 45 but at or above 30.				Approaching	2	1	content area		
Academic	• belo	w 30.				Does Not Meet	1	0.5	and 2 for	50	
Growth	If the sch	nool does not meet the median adequate student gr	owth percentile and its median stu	ident growth percentile w	as:		TCAP	CELA	English		
	• at or	above 70.	•		1	Exceeds	4	2	language		
	• belo	w 70 but at or above 55.				Meets	3	1.5	proficiency)		
	• belo	w 55 but at or above 40.				Approaching	2	1			
	• belo	w 40.	Does Not Meet	1	0.5	-					
	If the stu	dent subgroup meets the median adequate student									
Academic	• at or	above 60.			Exceeds		4				
	• belo	w 60 but at or above 45.		Meets		3					
	• belo	w 45 but at or above 30.				Approaching		2	60		
	• belo	w 30.			Does Not Meet		1	(4 for each of 5			
Growth Gaps	s If the stu	dent subgroup does not meet the median adequate	student growth percentile and its	median student growth p	percentile was:				subgroups in 3	25	
-	• at or	above 70.				Exceeds	I .	4	subject areas)		
	• belo	w 70 but at or above 55.				Meets		3	1		
Academic Achievement Achievement Achievement Academic Growth Academic Growth Gaps If th Academic If th If th	• belo	w 55 but at or above 40.				Approaching		2	-		
	• belo	w 40.			Does Not Meet		1	-			
Points for eac	ch performan	ice indicator		Cut-Points for plan	type assign	ment					
	Cut Point: Tl	ne school earned of the points eligible on	this Indicator.		Cut Point: T	he school ear	rned	of the	total Framework points elig	ible.	
chievement;	 at or abov 	e 87.5%	Exceeds		• at or abov	/e 59%				Performance	
rowth; Gaps	 at or abov 	e 62.5% - below 87.5%	Meets	Total Framework	• at or abov	/e 47% - below	59%			Improvement	
	 at or abov 	e 37.5% - below 62.5%	Approaching	Points	• at or abov	bove 37% - below 47%				Priority Improvemen	
	• below 37.	5%	Does Not Meet		• below 379	N 37% Turnarou					
ool plan type	assignments										
		Plan description									
formance Plar	ו <u>ו</u>	The school is required to adopt and implement a Pe	rformance Plan.	A school may not implem	nent a Priority	Improvement a	and/or T	urnarou	ind Plan for longer than a combi	ned total of	
provement Pla	n	The school is required to adopt and implement an li	mprovement Plan.	five consecutive years be	efore the Distri	ct or Institute is	s require	ed to res	structure or close the school. The	e five	
ority Improver	nent Plan	The school is required to adopt and implement a Pr	iority Improvement Plan.	consecutive school years	commences c	n July 1 during	the sum	nmer im	mediately following the fall in w	hich the	
									· · · · ·		

Turnaround Plan

The school is required to adopt and implement a Turnaround Plan.

school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

Reference

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) 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 and plan assignment. Note that some 3-year reports may be based on only two years of data if that is the only data available.

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Reference Data for Key Performance Indicators

Academic Achievement

	Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)												
The Academic Achievement Indicator reflects a school's		Reading			Math			Writing			Science		
proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes		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
results from CSAP/TCAP and CSAPA/CoAlt in reading,	15th percentile	49.18	50.44	54.92	48.60	29.72	15.97	32.48	34.95	30.96	19.67	23.85	27.50
mathematics, writing, and science, and results from Lectura and Escritura.	50th percentile	71.65	71.43	73.33	70.89	52.48	33.52	53.52	57.77	50.00	47.53	48.00	50.00
Escritura.	90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41
	Percent of Stude	nts Profi	cient or A	dvanced	d by Pero	centile Cu	t-Points	- 3-year	aggrega	te (2008-	-10 base	line)	
All achievement data is compared to baselines from the first			Reading		Math			Writing			Science		
year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).		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	50.00	50.56	53.34	48.73	29.69	13.49	32.56	36.84	30.00	20.46	25.00	27.93

71.35

87.40

72.21

86.17

70.11

87.48

51.53

74.41

30.53

52.19

54.84

76.51

58.34

79.17

49.57

71.00

48.72

71.26

45.36

72.65

50.00

71.45

Academic Growth and Academic Growth Gaps

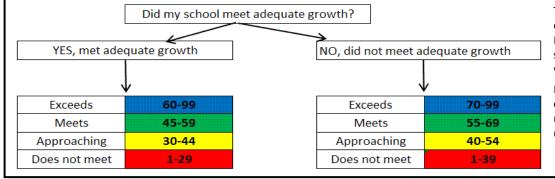
The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (CELApro) score history, and 2) criterion-referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach the next level of language proficiency on CELApro in either 1 or 2 years, depending upon the proficiency target.

72.05

88.21

50th percentile

90th percentile



The Academic Growth Gaps Indicator measures the academic progress of historically disadvantaged student groups and students needing to catch up. It disaggregates the Growth Indicator into student groups, and reflects their normative and adequate growth. The student groups include students eligible for free/reduced lunch, minority students, students with disabilities, English learners, and students needing to catch up.

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.