ol Performance	e Framework 2012						Level: MH
I: DELTA COUNT	TY OPPORTUNITY SCHOOL - 215	55			Distric	ct: DELTA COUNTY 50	(J) - 0870 (3 Year ¹)
AEC: Impr	rovement (See	Performance Indicators	Rating/Plan	% of Points			
	Education Campus F) (Revised)	Academic Achievement	Does Not Meet	25.0%	(3.8 out of 15 points)		
the plan type the school is required to adopt and nent. Schools are assigned a plan based on their I framework score, which is a percentage of the points they earned out of the total points eligible h performance indicator. The overall score is then ed to the score ranges below to determine the		Academic Growth	Approaching	58.3%	(20.4 out of 35 points)		
		Academic Growth Gaps	Does Not Meet	25.0%	(3.8 out of 15 points)		
ype. Assignment	Framework Points Earned	Postsecondary and Workforce Readiness	Does Not Meet	25.0%	(8.8 out of 35 points)		
rmance vement	at or above 60% at or above 47% - below 60%	Test Participation ³	Does Not Meet 95% Participation Rate				
round	at or above 33% - below 47% below 33%	TOTAL		36.8%	(36.8 out of 100 points)		
nts earned out of	calculated using the percentage f points eligible. For schools with the total points possible are: 15			of students. I	In these cases, the points are remc	ved from both the point	s earned and the

points eligible, so scores are not negatively impacted. ³Schools 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 content area (reading, writing, math, science and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

% of Students Tested				Participation Rating				Students Tested				Total Students				
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	-	88.9%	92.8%	92.3%	-	-	Does Not Meet	Does Not Meet	-	8	64	72	-	9	69	78
Mathematics	-	88.9%	95.7%	94.9%	-	-	Meets	Meets	-	8	67	75	-	9	70	79
Writing	-	77.8%	92.9%	91.1%	-	-	Does Not Meet	Does Not Meet	-	7	65	72	-	9	70	79
Science	-	87.5%	90.9%	90.5%	-	-	Does Not Meet	Does Not Meet	-	7	50	57	-	8	55	63
Colorado ACT	-	-	98.8%	-	-	-	Meets	-	-	-	81	-	-	-	82	-

1

School

School:

Alte

This is th impleme overall f total poi in each p matched 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%

Framewo of points data on all indicators, the total points possible are: $\ensuremath{15}$ points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Improving Academic Achievement

Performance Indicators							Leve	el: Middle Scho
School: DELTA COUNTY OPPOR	RTUNITY SCHOOL						District: DELTA COUNTY 5	0(J) - 0870 (3 Yea
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	0	0		-	N<16	-	-	
Mathematics	0	0		-	N<16	-	_	
Writing	0	0		-	N<16	-	_	
Science	0	0		-	N<16	-	_	
Total	0	0	%	-				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	0	0		-	N<20	-	-	-
Mathematics	0	0		-	N<20	-	-	-
Writing	0	0		-	N<20	-	-	-
English Language Proficiency (CELAp	ro)			-				
Total	0	0	%	-				
					Subgroup	Subgroup Median Growth	Subgroup Median Adequate Growth	Made Adequate
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	N	Percentile	Percentile	Growth?
Reading	0	0	%	-				0.01111
Free/Reduced Lunch Eligible	0	0	/0	-	N<20	-		-
Minority Students	0	0			N<20	-		
Students with Disabilities	0	0			N<20	-	_	
English Learners	0	0			N<20	-	_	
Students needing to catch up	0	0		_	N<20			-
Mathematics	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<20			-
Minority Students	0	0		_	N<20	-		-
Students with Disabilities	0	0		_	N<20	-	_	_
English Learners	0	0		_	N<20	-	-	_
Students needing to catch up	0	0		_	N<20	-	_	-
Writing	0	0	%	-	-			
Free/Reduced Lunch Eligible	0	0		-	N<20	-		-
Minority Students	0	0		-	N<20	-		_
Students with Disabilities	0	0		-	N<20	-		-
English Learners	0	0		-	N<20	-		-
Students needing to catch up	0	0		-	N<20	-	-	-
Total	0	0	%	_				

2

Performance Indicators								vel: High Schoo
School: DELTA COUNTY OPPORTUNIT		Deinte Elizible	0/ Deinte	Dation		0/ Ducticiant/Advanced	District: DELTA COUNTY 50	(J) - 0870 (3 Yea
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	<u>N</u>	% Proficient/Advanced	School's Percentile	
Reading	1	4		Does Not Meet	27	22.22	1	
Mathematics	1	4		Does Not Meet	28	0	0	
Writing	1	4 4	0	Does Not Meet	28	<u> </u>	3 0	
Science	4	16	25%	Does Not Meet	20	5	0	
Total	4	10	23%	Does Not Meet				
							Median Adequate Growth	Made Adequate
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Percentile	Growth?
Reading	2	4		Approaching	21	46	83	No
Mathematics	2	4		Approaching	22	42	99	No
Writing	3	4		Meets	21	58	99	No
English Language Proficiency (CELApro)	0	0		-	N<20	-	-	-
Total	7	12	58.3%	Approaching				
					Subgroup	Subgroup Median	Subgroup Median Adequate	Made Adequat
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	N	Growth Percentile	Growth Percentile	Growth?
•				Kuting		Growth Percentile	Growth Percentile	Growth
Reading	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<20		-	-
Minority Students	0	0		-	N<20		-	-
Students with Disabilities	0	0		-	N<20		-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0	350/	-	N<20		-	-
Mathematics	1	4	25%	Does Not Meet				
Free/Reduced Lunch Eligible	0	0		-	N<20		-	-
Minority Students	0	0		-	N<20		-	-
Students with Disabilities	0	0		-	N<20		-	-
English Learners	0	0		-	N<20		-	-
Students needing to catch up	1	4		Does Not Meet	21	38	99	No
Writing	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20		-	-
English Learners	0	0		-	N<20		-	-
Students needing to catch up	0	0	0.50/	-	N<20		-	-
Total	1	4	25%	Does Not Meet				
Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating		Ν	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	1	4		Does Not Meet		181/137/92/ 40	33.7/41.6/42.4/ 42.5 %	80%
Disaggregated Graduation Rate	1	4	25%	Does Not Meet				
Free/Reduced Lunch Eligible	0.25	1		Does Not Meet		119/90/60/ 25	32.8/42.2/40/ 56 %	80%
Minority Students	0.25	1		Does Not Meet		67/55/39/ 16	28.4/32.7/33.3/ 37.5 %	80%
Students with Disabilities	0.25	1		Does Not Meet		25/ 20 /17/N<16	40/ 55 /52.9/-%	80%
English Learners	0.25	1		Does Not Meet	19	/N<16/N<16/N<16	26.3 /-/-/-%	80%
Dropout Rate	1	4		Does Not Meet		472	14.4%	3.9%
Colorado ACT Composite Score	1	4		Does Not Meet		81	15.5	20.1
Total	4	16	25%	Does Not Meet				

Growth; Gaps • at or above 62.5% - below 87.5% Meets Total Framework • at or above 47% - below 60% Im • at or above 37.5% - below 62.5% Approaching Points • at or above 33% - below 47% Prioriti • below 37.5% below 37.5% Does Not Meet • at or above 33% - below 47% Prioriti • at or above 33% - below 47% Prioriti 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	coring Guide										Level:
leginaria unio dialo 2000 generating of Jackett acong application of allower target 2009 if Dataseting. Academic	coring Guide for Per	formance Indicators on the School Performance Frame	ework Report								
Description Description Ear of outer the first percentice of all choices (using 200-30 baseline). Ear of outer the first percentice of all choices (using 200-30 baseline). Ear of outer the first percentice of all choices (using 200-30 baseline). Ear of outer the first percentice of all choices (using 200-30 baseline). Ear of outer the first percentice of all choices (using 200-30 baseline). Ear of outer the first percentice of all choices (using 200-30 baseline). Ear of outer the first percentice of all choices (using 200-30 baseline). Description Control outer the first percentice of all choices (using 200-30 baseline). Description Control outer the first percentice of all choices (using 200-30 baseline). Description Control outer the first percentice of all choices (using 200-30 baseline). Description Control outer the first percentice of all choices (using 200-30 baseline). Description Control outer the first percentice of all choices (using 200-30 baseline). Description Control outer the first percentice of all choices (using 200-30 baseline). Description Control outer the first percentice of all choices (using 200-30 baseline). Description Control outer the first percentice of all choices (using 200-30 baseline). Description the first percentice of all choices (using 200-30 baseline). Description Control outer the first percentice of all choices (using 200-30 baseline). Description Control outer the first percentice of all choices (using 200-30 baseline). Description <th< th=""><th>-</th><th></th><th></th><th></th><th></th><th></th><th>Ratina</th><th>Point</th><th>Value</th><th>Total Possible per FMH Leve</th><th>Framework P</th></th<>	-						Ratina	Point	Value	Total Possible per FMH Leve	Framework P
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Academic Achievement Image: market in the dist precention that are aclosed from 2009 - 10 baseline). American America							Exceeds	г — —	4	16	
Achievement I below the 50th percentile and shows the 13 mappen line (and south gazon the 13 mappen line) Age maching 2 Content and and the field of	Academic			haseline)							15
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Academic Table shool meets the median adequate student growth percentile was: TGAP CEAA 1 • I or above 60. • I or abo	Achievement			baseline).							
Academic - is above 80. - is above 8			•	wth parcantila was:			Does Not Meet				
Academic Image: Signal and Signal and Signal and Signal Academic Signa			entile und its median student gro	will percentile was.			Exceeds			14	
Academic										-	
Academic Growth • eloi w 30. ops Not Med 1 0.5 Growth • eloi w 30. •											
Growth If the school does not meet the median adequate student growth percentile and 15 median student growth percentile way: ICA English - Server 70. - Server 7	Acadomic									-	35
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• below 70 but at or above 50. • below 90. •	Growth	, , , , , , , , , , , , , , , , , , , ,	win percentile and its median stat	ient growth percentile w	wus:		Eveneda				
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If the student subgroup nets the median adequate student growth percentile and its median student growth percentile was: Image: Control of the student subgroup nets the median adequate student growth percentile was: Image: Control of the student subgroup nets the median adequate student growth percentile was: Image: Control of the student subgroup nets the median adequate student growth percentile was: Image: Control of the student subgroup nets the median adequate student growth percentile was: Image: Control of the student subgroup nets the median adequate student growth percentile was: Image: Control of the student subgroup nets the median adequate student growth percentile was: Image: Control of the student subgroup nets the student subgroup nets the median adequate student growth percentile was: Image: Control of the student subgroup nets the subgroup nets the student subgroup nets the subgroup nets the student subgroup nets the student subgroup nets the subgr										_	
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Academic Growth Gaps below 30. below 40. below 40.											
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is of or above 70.							Does Not Meet		1		
 below 70 but at or above 55. below 40. below 50%. t or above 90%. t or above 65% but bleow 90%. t or below 15%. Does Not Meet 1 0.25 at or above 15% but bleow 90%. t or below 15%. Does Not Meet 3 t or below 15%. Does Not Meet 3 at or above 10%. t or below 15%. Does Not Meet 3 t or below 10%. t or above 10%. t or above 10%. t or above 10% but below 20(sing 2009-10 baseline). t or above 170 but below 15 a varrage but below 22 (using 2009-10 baseline). t or above 170 but below 15%. t or above 170 but below 15%. t or above 21%. t or above 37.%	Growth Gaps		student growth percentile and its r	nedian student growth (percent	tile was:	T :				15
 below 55 but ar or above 40. below 40. below 40. Constantion Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate wors: Overall Disaggr. at or above 80% but below 90%. at or above 80% but below 90%. Approaching 2 0.5 Does Not Meet 1 0.25 Drop out rate: The school's dropout rate was: at or above 80% but below 90%. at or above 80% but below 90%. Approaching 2 0.5 Does Not Meet 1 0.25 Drop out rate: The school's dropout rate was: at or below 10% but above 1% (using 2009-10 baseline). at or below 10% but above 1% (using 2009-10 baseline). at or below 10% but above 1% (using 2009-10 baseline). at or below 10% but above 1% (using 2009-10 baseline). at or above 17 but below 10% but above 1% (using 2009-10 baseline). below 17. Does Not Meet 1 Does Not Meet 1<td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>subject areas)</td><td></td>										subject areas)	
i below 40. poes Not Meet 1 Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was: Overall Disagr. i at or above 90%. Exceeds 4 1 i at or above 60% but below 90%. Meets 3 0.75 i at or above 60% but below 80%. Opes Not Meet 1 0.25 i below 65%. Does Not Meet 1 0.25 i i at or below 15%. Does Not Meet 3 0.45 i at or below 15%. Does Not Meet 1 0.25 i at or below 15%. Does Not Meet 1 0.25 i at or below 15%. Does Not Meet 1 0.25 i at or below 15%. Does Not Meet 1 0.25 i at or below 15%. Does Not Meet 1 0.25 i at or above 22. at or above 22. Approaching 2 0 i at or above 23.5% Exceeds 4 0 0 i at or above 25.5% <td< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td>-</td><td></td><td></td><td>_</td><td></td></td<>							-			_	
Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was: Overall Disaggr. • at or above 90%. Exceeds 4 1 • at or above 90%. Meets 3 0.75 • at or above 60% but below 90%. Approaching 2 0.5 • below 65%. Does Not Meet 1 0.25 Dropout Rate: The school's dropout rate was: Exceeds 4 1 • at or above 60% but below 90%. Exceeds 4 1 • at or above 65%. Does Not Meet 3 0.25 Dropout Rate: The school's dropout rate was: Exceeds 4 1 • at or below 10% but above the state average (using 2009-10 baseline). Meets 3 • at or above 82%. Exceeds 4 1 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 87.5% Exceeds 4 1 • at or above 87.5% Approaching 2 0 • at or above 87.5% Approaching 1 0 0 • at or above 87.5% Approaching 1 0										_	
• at or above 90%, • at or above 90%, • at or above 63% but below 90%. • At or above 63% but below 80%. • Does Not Meed 1 0.25 Ordpout Rate: The school's dropout rate was: • at or below 1%. • at or above 20%. • at or above 20%. • at or above 20%. • at or above 21%. • at or above 2									_		
 at or above 80% but below 90%. at or above 65% but below 80%. below 65%. Dropout Rate: The school's dropout rate was: at or below 1%. at or below 1%. at or below 1%. at or below 1%. below 1%. below 10% but above 1% (using 2009-10 baseline). at or below 10% but above 1% (using 2009-10 baseline). at or below 10% but above 1% (using 2009-10 baseline). at or below 10% but above the state average (using 2009-10 baseline). at or above 22. below 17. below 17. below 17. below 17. below 17. below 17. below 17. below 17. cut Points for plant type assignment: at or above 67.5%. Approaching 2 below 37.5%. below 37.5%.		Graduation Rate and Disaggregated Graduation Rate:	: The school's graduation rate,	/disaggregated grad	luation	rate wa	as:	Overall	Disaggr.		
 at or above 65% but below 80%. below 65%. books 000 Meet 0.5 Opes Not Meet 0.25 Opes Not Meet 0.25 Opes Not Meet 0.25 at or below 15%. at or below 15%. at or above 15% but above the state average (using 2009-10 baseline). at or above 10%. at or above 22. below 32. at or above 22. below 17. Approaching 2 obelow 17. below 17. below 17. below 17. below 37.5%. below 37.5%.		• at or above 90%.					Exceeds	4	1		
below 65%. bropout Rate: The school's dropout rate was: ostsecondary and orkforce Readines of or below 1%. of or below 10% but above the state average (using 2009-10 baseline). of or below 10% but above the state average (using 2009-10 baseline). of or below 10% but above the state average (using 2009-10 baseline). of or above 22. of or above 4.7C Composite Score: The school's average Colorado ACT composite score was: of or above 4.7L		• at or above 80% but below 90%.					Meets	3	0.75		
Dropout Rate: The school's dropout rate was: 16 • at or below 1%. Exceeds 4 • at or below 1%. Meets 3 • at or below 1%. Meets 3 • at or below 1%. Does Not Meet 1 • at or below 10%. Does Not Meet 1 • at or above 20. Exceeds 4 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 37.5% Keeeds 4 • at or above 37.5%. Exceeds 4 • at or above 37.5%. Meets 9 • at or above 37.5%. Meets 4 • at or above 37.5%. Meets 4 • at or above 37.5%. Meets 4 • at or above 37.5%. Meets 4 <tr< td=""><td></td><td>• at or above 65% but below 80%.</td><td></td><td></td><td></td><td></td><td>Approaching</td><td>2</td><td>0.5</td><td></td><td></td></tr<>		• at or above 65% but below 80%.					Approaching	2	0.5		
• at or below 1%. • Approaching 2 at or below 10%. • at or above 10%. Approaching 2 Approaching 2 below 10%. Approaching 2 below 10%. below 10%. Des Not Meet at or above 10%. below 10%.		• below 65%.					Does Not Meet	1	0.25		
orkforce Readiness • at or below the state average but above 1% (using 2009-10 baseline). Approaching 2 • at or below 10% but above the state average (using 2009-10 baseline). > boes Not Meet 1 • at or above 10%. Oper Not Meet 1 Colorado ACT Composite Score: The school's average Colorado ACT composite score was: • at or above 10%. Meets 3 • at or above 22. • at or above 10%. Meets 3 • at or above 10%. Meets 3 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 10%. Meets 3 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 10%. Meets 3 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 10%. Meets 3 • below 17. Does Not Meet 1 Does Not Meet 1 1 Does Not Meet 1 1 Does Not Meet 1 1 Does Does 0 Does </td <td></td> <td>Dropout Rate: The school's dropout rate was:</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>16</td> <td></td>		Dropout Rate: The school's dropout rate was:								16	
orkforce Readiness at or below the state average but above 1% (using 2009-10 baseline). above 10%. Colorado ACT Composite Score: The school's average Colorado ACT composite score was: at or above 22. at or above 10%. Colorado ACT Composite Score: The school's average Colorado ACT composite score was: at or above 22. at or above 10%. Approaching 2	ostsecondary and	• at or below 1%.					Exceeds		4	(4 for each sub-	35
 at or below 10% but above the state average (using 2009-10 baseline). above 10%. Does Not Meet Does Not Meet Does Not Meet Colorado ACT Composite Score: The school's average Colorado ACT composite score was:	orkforce Readines	• at or below the state average but above 1% (using 2009-1	LO baseline).				Meets		3	indicator)	
		- · · ·					Approaching		2		
Colorado ACT Composite Score: The school's average Colorado ACT composite score was: at or above 22. at or above 22. at or above 17 but below the state average but below 22 (using 2009-10 baseline). below 17 but below the state average (using 2009-10 baseline). below 17. Approaching 2 Does Not Meet 1 Points for each performance indicator Cut Point: The school earned of the points eligible on this Indicator. Cut-Points for plan type assignment Cut Point: The school earned of the points eligible on this Indicator. Cut Point: The school earned of the total Framework points eligible. • at or above 87.5% Exceeds • at or above 62.5% - below 87.5% • at or above 37.5% - below 62.5% Approaching • at or above 60% Priorit • at or above 37.5% - below 62.5% Does Not Meet • at or above 60% Priorit • at or above 37.5% - below 62.5% Does Not Meet • at or above 60% Priorit • at or above 37.5% - below 62.5% Does Not Meet • at or above 47% - below 60% Priorit • at or above 37.5% - below 62.5% Does Not Meet • at or above 33% - below 47% Priorit • below 37.5% Does Not Meet • at or above 33% - below 60% Priorit										-	
• at or above 22. • at or above the state average but below 22 (using 2009-10 baseline). • Meets 3 • at or above 17 but below the state average (using 2009-10 baseline). • Approaching 2 • below 17. • Does Not Meet 1 • Does Not Meet 1 • Does Not Meet 1 • Does Not Meet 1 • Does Not Meet 1 • Does Not Meet 1 • Does Not Meet 1 • at or above 87.5% Exceeds • at or above 62.5% - below 87.5% • at or above 62.5% - below 62.5% Points • at or above 37.5% - below 62.5% Approaching • at or above 62.5% Points • at or above 60% P • below 37.5% Does Not Meet • at or above 62.5% Points • at or above 60% P • below 37.5% Does Not Meet • at or above 60% P • at or above 60% P • below 37.5% Does Not Meet • below 33% • at or above 60% P • below 33% Does Not Meet • below 33% • at or above 60% P • below 33% Does Not Meet • below 33% • below 33% • below 33% • below 33% <t< td=""><td></td><td></td><td>Colorado ACT composite score</td><td>was.</td><td></td><td></td><td>poconocinect</td><td>1</td><td>-</td><td></td><td></td></t<>			Colorado ACT composite score	was.			poconocinect	1	-		
• at or above the state average but below 22 (using 2009-10 baseline). Meets 3 • at or above 17 but below the state average (using 2009-10 baseline). Approaching 2 • below 17. Does Not Meet 1 • Cut Point: The school earned of the points eligible on this Indicator. Cut-Points for plan type assignment Cut Point: The school earned of the total Framework points eligible. • at or above 75.% Exceeds • at or above 62.5% - below 87.5% Pieces • at or above 62.5% - below 87.5% Meets • at or above 60% Pieces • at or above 62.5% - below 87.5% Meets • at or above 60% Pieces • below 37.5% - below 62.5% Does Not Meet • at or above 60% Pieces • below 37.5% - below 62.5% Does Not Meet • at or above 60% Pieces • below 37.5% - below 62.5% Does Not Meet • at or above 60% Pieces • below 37.5% - below 62.5% Does Not Meet • at or above 33% - below 60% Pieces • below 37.5% - below 62.5% Does Not Meet • at or above 33% - below 60% Pieces • below 33.5* Does Not Meet • below 33% - below 60% Pieces • below 33.5* Does Not Meet			colorado Aer composite score				Excoods	1	1	-	
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Points for each performance indicator Cut-Points for plan type assignment Cut Point: The school earned of the points eligible on this Indicator. Cut Point: The school earned of the total Framework points eligible. Achievement; Growth; Gaps • at or above 87.5% Exceeds • at or above 62.5% · below 87.5% Meets • at or above 60% Im • at or above 37.5% · below 62.5% Does Not Meet • at or above 33% · below 47% · below 60% Im • ool plan type assignments Plan description • at or abopt and implement a Performance Plan. A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of the consecutive years before the District or Institute is required to restructure or close the school. The five			o baseline).							-	
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Achievement; Growth; Gaps • at or above 87.5% Exceeds • at or above 60% •	-Points for each p	erformance indicator		Cut-Points for	plan ty	ype assi	gnment				
• at or above 62.5% - below 87.5% Meets • at or above 47% - below 60% Im • at or above 37.5% - below 62.5% Approaching • at or above 37% - below 60% Prioriti • below 37.5% Does Not Meet • below 33% - below 47% - below 60% Im ool plan type assignments Plan description Im formance 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	Cu	t Point: The school earned of the points eligible on t	his Indicator.			Cut Poi	int: The school	earned	. of the t	otal Framework points eligib	le.
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• at or above 37.5% - below 62.5% Approaching Points • at or above 33% - below 47% Priorit • below 37.5% - below 62.5% Does Not Meet • below 33% - below 47% T ool plan type assignments • below 33% • below 47% T ool plan type assignments • below 30% • below 33% • below 33% <t< td=""><td>rowth; Gaps</td><td>at or above 62.5% - below 87.5%</td><td>Meets</td><td>Total Framev</td><td>work</td><td>• at o</td><td>r above 47% - belo</td><td>ow 60%</td><td></td><td></td><td>Improvemen</td></t<>	rowth; Gaps	at or above 62.5% - below 87.5%	Meets	Total Framev	work	• at o	r above 47% - belo	ow 60%			Improvemen
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	provement Plan	The school is required to adopt and implement an Ir	nprovement Plan.	five consecutive yea	ars befo	re the Di	istrict or Institute	is required	to restru	cture or close the school. The five	
brity Improvement Plan The school is required to adopt and implement a Priority Improvement Plan. Consecutive school years commences on July 1 during the summer immediately following the fall in which the	rity Improvemen	t Plan The school is required to adopt and implement a Pri	ority Improvement Plan.	consecutive school y	years co	ommence	es on July 1 during	g the sumr	ner immed	liately following the fall in which	the

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 Stude	nts Profi	cient or A	dvanced	d by Pero	centile Cu	it-Points	- 1-year	(2009-10) baselin	e)		
The Academic Achievement Indicator reflects a school's			Reading			Math			Writing			Science	
proficiency rate: the percentage of students proficient or		Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
advanced on Colorado's standardized assessments. This includes	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	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

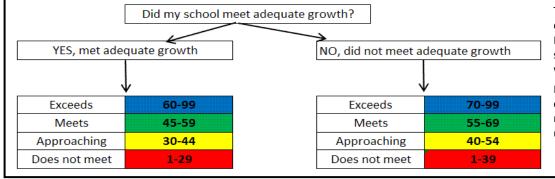
The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history 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.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This Indicator reflects student graduation rates, disaggregated graduation rates for student groups (students eligible for free/reduced lunch, minority students, students with disabilities, and English learners), dropout rates, and average Colorado ACT (COACT) composite scores.

State Average (Mean) Dropout Rate (2009-10 baseline)

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

This School's Graduation Rate and Disaggregated Graduation Rate Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	18.2	32.5	36.6	42.5
Anticipated Year	2009	33.3	42	47.1	
of Graduation	2010	32.6	48.9		
	2011	43.9			

State Average (Mean) COACT Composite Score (2009-10 baseline)

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

This School's Graduation Rate and Disaggregated Graduation Rate Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008	18.2	32.5	36.6	42.5
Anticipated Year	2009	33.3	42	47.1	
of Graduation	2010	32.6	48.9		
	2011	43.9			
	Aggregated	33.7	41.6	42.4	42.5

Free/Reduced Lunch Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008	23.8	45.8	50	56
Anticipated Year	2009	19.4	29.4	32.4	
of Graduation	2010	37.5	53.1		
	2011	45.7			
	Aggregated	32.8	42.2	40	56

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008	12.5	29.4	29.4	37.5
Anticipated Year	2009	28.6	30.4	36.4	
of Graduation	2010	N<16	N<16		
	2011	N<16			
	Aggregated	28.4	32.7	33.3	37.5
	2011	N<16		33.3	37.5

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008	N<16	N<16	N<16	N<16
Anticipated Year	2009	N<16	N<16	N<16	
of Graduation	2010	N<16	N<16		
	2011	N<16			
	Aggregated	40	55	52.9	N<16

English Learners Graduation Rate (3-year aggregate)

		-0/			
		4-year	5-year	6-year	7-year
	2008	N<16	N<16	N<16	N<16
Anticipated Year	2009	N<16	N<16	N<16	
of Graduation	2010	N<16	N<16		
	2011	N<16			
	Aggregated	26.3	N<16	N<16	N<16

All averages are 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).

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 by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

For the 1-year SPF, schools earn points based on the highest value among the following: 2011 4year graduation rate, 2010 5-year graduation rate, 2009 6-year graduation rate and 2008 7-year graduation rate (the shaded cells in the tables on the left). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2008, 2009, 2010 and 2011 4-year graduation rate, aggregated 2008, 2009 and 2010 5-year graduation rate, aggregated 2008 and 2009 6-year graduation rate, or 2008 7-year graduation rate. 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.

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	23.8	45.8	50	56
Anticipated Year	2009	19.4	29.4	32.4	
of Graduation	2010	37.5	53.1		
	2011	45.7			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	12.5	29.4	29.4	37.5
Anticipated Year	2009	28.6	30.4	36.4	
of Graduation	2010	N<16	N<16		
	2011	N<16			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	N<16	N<16	N<16	N<16
Anticipated Year	2009	N<16	N<16	N<16	
of Graduation	2010	N<16	N<16		
	2011	N<16			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	N<16	N<16	N<16	N<16
Anticipated Year	2009	N<16	N<16	N<16	
of Graduation	2010	N<16	N<16		
	2011	N<16			