

Priority Improvement *(Revised)*
 Will enter Year 1* of Priority Improvement or Turnaround

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 score ranges 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.

* on July 1, 2013

Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible ²		
Academic Achievement	Does Not Meet	25.0%	(6.3 out of 25 points)	
Academic Growth	Approaching	37.5%	(18.8 out of 50 points)	
Academic Growth Gaps	Approaching	38.5%	(9.6 out of 25 points)	
Test Participation ³	Meets 95% Participation Rate			
TOTAL		34.7%	(34.7 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.

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).

Test Participation Rates

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	223	169	-	392	223	169	-	392
Mathematics	100.0%	99.4%	-	99.7%	Meets	Meets	-	Meets	222	168	-	390	222	169	-	391
Writing	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	223	169	-	392	223	169	-	392
Science	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	75	50	-	125	75	50	-	125
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹ Data in this report is based on results from: 2011-12

Final plan type based on: 3 Year SPF report.

Performance Indicators

Level: Elementary School

School: WYATT-EDISON CHARTER ELEMENTARY SCHOOL

District: DENVER COUNTY 1 - 0880 (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	222	41.44	9
Mathematics	1	4		Does Not Meet	221	44.8	11
Writing	1	4		Does Not Meet	222	28.83	11
Science	1	4		Does Not Meet	74	9.46	4
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	1	4		Does Not Meet	143	27	48	No
Mathematics	1	4		Does Not Meet	144	29	65	No
Writing	2	4		Approaching	143	43	61	No
English Language Proficiency (CELApro)	0.5	2		Does Not Meet	166	31	42	No
Total	4.5	14	32.1%	Does Not Meet				

<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	4	16	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	135	26	48	No
Minority Students	1	4		Does Not Meet	141	27	48	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	1	4		Does Not Meet	66	32	44	No
Students needing to catch up	1	4		Does Not Meet	82	27	63	No
Mathematics	4	16	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	136	30	64	No
Minority Students	1	4		Does Not Meet	142	29	65	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	1	4		Does Not Meet	67	31	54	No
Students needing to catch up	1	4		Does Not Meet	63	35	85	No
Writing	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	135	43	61	No
Minority Students	2	4		Approaching	141	43	61	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	66	47	55	No
Students needing to catch up	2	4		Approaching	105	43	72	No
Total	16	48	33.3%	Does Not Meet				

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

Performance Indicators

Level: Middle School

School: WYATT-EDISON CHARTER ELEMENTARY SCHOOL

District: DENVER COUNTY 1 - 0880 (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	169	30.77	2
Mathematics	1	4		Does Not Meet	168	26.19	10
Writing	1	4		Does Not Meet	169	28.99	9
Science	1	4		Does Not Meet	50	10	3
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	1	4		Does Not Meet	167	37	54	No
Mathematics	2	4		Approaching	162	42	88	No
Writing	2	4		Approaching	167	48	74	No
English Language Proficiency (CELEPro)	1	2		Approaching	66	43	54	No
Total	6	14	42.9%	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	5	16	31.3%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	160	36	54	No
Minority Students	1	4		Does Not Meet	166	37	54	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	1	4		Does Not Meet	95	39	62	No
Students needing to catch up	2	4		Approaching	89	45	71	No
Mathematics	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	156	42	88	No
Minority Students	2	4		Approaching	161	42	88	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	93	42	89	No
Students needing to catch up	2	4		Approaching	104	43	95	No
Writing	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	160	44	74	No
Minority Students	2	4		Approaching	166	48	74	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	95	49	75	No
Students needing to catch up	2	4		Approaching	104	53	82	No
Total	21	48	43.8%	Approaching				

Counts and ratings are not reported for metrics when the 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 per EMH Level	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 2009-10 baseline).	Exceeds	4	16 (4 for each content area)	25	
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).	Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).	Approaching	2			
	• below the 15th percentile of all schools (using 2009-10 baseline).	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>			TCAP	CELA	
	• at or above 60.	Exceeds	4	2	14 (4 for each content area and 2 for English language proficiency)	
	• below 60 but at or above 45.	Meets	3	1.5		
	• below 45 but at or above 30.	Approaching	2	1		
	• below 30.	Does Not Meet	1	0.5		
	<i>If the school does not meet the median adequate student growth percentile and its median student growth percentile was:</i>			TCAP		CELA
	• at or above 70.	Exceeds	4	2		
	• below 70 but at or above 55.	Meets	3	1.5		
	• below 55 but at or above 40.	Approaching	2	1		
	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	<i>If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was:</i>					
	• at or above 60.	Exceeds	4	60 (4 for each of 5 subgroups in 3 subject areas)	25	
	• 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 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			

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.	Rating	Total Framework Points	Cut Point: The school earned ... of the total Framework points eligible.	Plan Type
Achievement; Growth; Gaps	• at or above 87.5%	Exceeds	Total Framework Points	• 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 Type	Plan description	Notes
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

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.

Reference Data for Key Performance Indicators

Academic Achievement

The Academic Achievement Indicator reflects a school's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

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).

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	50.44	54.92	48.60	29.72	15.97	32.48	34.95	30.96	19.67	23.85	27.50
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
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 Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

	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	50.00	50.56	53.34	48.73	29.69	13.49	32.56	36.84	30.00	20.46	25.00	27.93
50th percentile	72.05	71.35	72.21	70.11	51.53	30.53	54.84	58.34	49.57	45.36	48.72	50.00
90th percentile	88.21	87.40	86.17	87.48	74.41	52.19	76.51	79.17	71.00	72.65	71.26	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.



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.