Performance

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 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/Plan	% of Points Earned out of Points Eligible[2]	
Academic Achievement	Meets	75.0%	(11.3 out of 15 points)
Academic Growth	Approaching	60.7%	(21.2 out of 35 points)
Academic Growth Gaps	Approaching	51.7%	(7.8 out of 15 points)
Postsecondary and Workforce Readiness	Meets	79.7%	(27.9 out of 35 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		**68.2%**	**(68.2 out of 100 points)**

[2]Schools 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.

[3]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 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	-	-	98.5%	98.5%	-	-	Meets	Meets	-	-	953	953	-	-	968	968
Mathematics	-	-	98.7%	98.7%	-	-	Meets	Meets	-	-	955	955	-	-	968	968
Writing	-	-	98.5%	98.5%	-	-	Meets	Meets	-	-	953	953	-	-	968	968
Science	-	-	98.3%	98.3%	-	-	Meets	Meets	-	-	475	475	-	-	483	483
Colorado ACT	-	-	99.8%	-	-	-	Meets	-	-	-	434	-	-	-	435	-

School: ROCKY MOUNTAIN HIGH SCHOOL   **District: POUDRE R-1 - 1550 (1 Year)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	3	4		Meets	919	78.78	69
Mathematics	3	4		Meets	920	46.41	78
Writing	3	4		Meets	919	65.29	83
Science	3	4		Meets	461	70.5	86
Total	**12**	**16**	**75%**	**Meets**			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	873	51	9	Yes
Mathematics	2	4		Approaching	858	49	65	No
Writing	3	4		Meets	873	53	32	Yes
English Language Proficiency (CELApro)	0.5	2		Does Not Meet	22	36	65	No
Total	**8.5**	**14**	**60.7%**	**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	**13**	**20**	**65%**	**Meets**				
Free/Reduced Lunch Eligible	3	4		Meets	237	45	27	Yes
Minority Students	3	4		Meets	202	52	22	Yes
Students with Disabilities	2	4		Approaching	78	47	85	No
English Learners	3	4		Meets	75	50	20	Yes
Students needing to catch up	2	4		Approaching	176	50	74	No
Mathematics	**9**	**20**	**45%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	236	42	97	No
Minority Students	2	4		Approaching	199	45	91	No
Students with Disabilities	1	4		Does Not Meet	80	37	99	No
English Learners	2	4		Approaching	73	53	81	No
Students needing to catch up	2	4		Approaching	367	50	99	No
Writing	**9**	**20**	**45%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	237	48	64	No
Minority Students	2	4		Approaching	202	53	54	No
Students with Disabilities	1	4		Does Not Meet	78	37	97	No
English Learners	2	4		Approaching	75	49	51	No
Students needing to catch up	2	4		Approaching	263	51	89	No
Total	**31**	**60**	**51.7%**	**Approaching**				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4yr/*5yr*/6yr/7yr	4	4		Exceeds	533/*590*/606/576	88.9/*91*/90.4/90.5%	80%
Disaggregated Graduation Rate	**2.75**	**4**	**68.8%**	**Meets**			
Free/Reduced Lunch Eligible	0.75	1		Meets	132/*148*/126/108	78/*80.4*/77.8/74.1%	80%
Minority Students	0.75	1		Meets	*115*/96/93/69	*87*/80.2/86/78.3%	80%
Students with Disabilities	0.5	1		Approaching	52/68/*79*/66	69.2/69.1/*75.9*/72.7%	80%
English Learners	0.75	1		Meets	20/25/18/*16*	85/84/72.2/*87.5*%	80%
Dropout Rate	3	4		Meets	2311	1.6%	3.6%
Colorado ACT Composite Score	3	4		Meets	434	21.7	20.0
Total	**12.75**	**16**	**79.7%**	**Meets**			

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	*The school's percentage of students scoring proficient or advanced was:*				16 (4 for each content area)	15
	• at or above the 90th percentile of all schools (using 2009-10 baseline).	Exceeds	4			
	• 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	*If the school meets the median adequate student growth percentile and its median student growth percentile was:*		TCAP	CELA	14 (4 for each content area and 2 for English language proficiency)	35
	• at or above 60.	Exceeds	4	2		
	• 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		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:		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	*If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was:*				60 (4 for each of 5 subgroups in 3 subject areas)	15
	• 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			
	If the student subgroup 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			
Postsecondary and Workforce Readiness	*Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:*		Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.	Exceeds	4	1		
	• at or above 80% but below 90%.	Meets	3	0.75		
	• at or above 65% but below 80%.	Approaching	2	0.5		
	• below 65%.	Does Not Meet	1	0.25		
	Dropout Rate: The school's dropout rate was:					
	• at or below 1%.	Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).	Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).	Approaching	2			
	• above 10%.	Does Not Meet	1			
	Colorado ACT Composite Score: 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 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-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.

SPF 2012 - 1550 - 7470

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.

Did my school meet adequate growth?

YES, met adequate growth

Exceeds	60-99
Meets	45-59
Approaching	30-44
Does not meet	1-29

NO, did not meet adequate growth

Exceeds	70-99
Meets	55-69
Approaching	40-54
Does not meet	1-39

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

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 (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	88.6	90	90.1	90.5
	2009	89.4	89.6	90.4	
	2010	90.7	*91*		
	2011	88.9			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	71.1	72.5	72.9	74.1
	2009	74.1	76.6	77.8	
	2010	78	*80.4*		
	2011	78			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	75.4	79.1	79.4	78.3
	2009	82	83.9	86	
	2010	81.3	80.2		
	2011	*87*			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	64.3	70.5	69.2	72.7
	2009	77.3	71.4	*75.9*	
	2010	66.7	69.1		
	2011	69.2			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	87.5	87.5	*87.5*
	2009	76.5	72.2	72.2	
	2010	76	84		
	2011	85			

This School's Graduation Rate and Disaggregated Graduation Rate

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	88.6	90	90.1	90.5
	2009	89.4	89.6	90.4	
	2010	90.7	91		
	2011	88.9			
	Aggregated	89.4	90.2	90.3	*90.5*

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	71.1	72.5	72.9	74.1
	2009	74.1	76.6	77.8	
	2010	78	80.4		
	2011	78			
	Aggregated	75.7	*77*	75.5	74.1

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	75.4	79.1	79.4	78.3
	2009	82	83.9	86	
	2010	81.3	80.2		
	2011	87			
	Aggregated	82.2	81.3	*83.2*	78.3

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	64.3	70.5	69.2	72.7
	2009	77.3	71.4	75.9	
	2010	66.7	69.1		
	2011	69.2			
	Aggregated	69.6	70.4	*72.9*	72.7

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	87.5	87.5	87.5
	2009	76.5	72.2	72.2	
	2010	76	84		
	2011	85			
	Aggregated	80.5	81.4	79.4	*87.5*

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 4-year 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.