School Performance Framework 2012

School: SIDE CREEK ELEMENTARY SCHOOL - 7865

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.

Test	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 Sch	below 37%	Turnaround

				•
Performance Indicators	Rating/Plan	% of Points	Earned out of Points Eligible ²	
Academic Achievement	Meets	68.8%	(17.2 out of 25 points)	
Academic Growth	Exceeds	89.3%	(44.7 out of 50 points)	
Academic Growth Gaps	Meets	83.3%	(20.8 out of 25 points)	
Test Participation ³	Meets 95% Participation Rate			
TOTAL		82.7%	(82.7 out of 100 points)	
² Schools may not be eligible f	or all possible points on an indicat	or due to insu	fficient numbers of students. In th	hese cases, the points are removed from

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.

Improving

Academic

Achievement

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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

	% of Students Tested					Participation Rating				Student	ts Tested			Total Students				
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall		
Reading	99.7%	-	-	99.7%	Meets	-	-	Meets	932	-	-	932	935	-	-	935		
Mathematics	99.7%	-	-	99.7%	Meets	-	-	Meets	930	-	-	930	933	-	-	933		
Writing	99.6%	-	-	99.6%	Meets	-	-	Meets	931	-	-	931	935	-	-	935		
Science	99.7%	-	-	99.7%	Meets	-	-	Meets	312	-	-	312	313	-	-	313		
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

Level: E District: ADAMS-ARAPAHOE 28J - 0180 (3 Year¹)

Academic AchievementPoints EarnedPoints Eligible% PointsRatingN% Proficient/AdvancedSchool's PercentileReading24Approaching87166.1335Mathematics34Meets86971.8154Writing34Meets86956.1652Science34Meets29250.6857Total111668.8%Meets66.1357	School: SIDE CREEK ELEMENTARY	SCHOOL						District: ADAMS-ARAPAHOE 2	28J - 0180 (3 Yea
Reading 2 4 Approaching 971 66.13 35 Writing 3 4 Meets 869 71.81 54 Writing 3 4 Meets 869 56.16 52 Science 3 4 Meets 292 50.68 57 Total 11 16 68.8% Meets 292 50.68 57 Cademic Growth Points Eined Points Eined Rating N Medio Adequete Growth Percentile Made Adequete Growth Percentile Growth? Reading 3 4 Meets 549 56 37 Yes Mathematics 4 4 Exceeds 549 61 45 Yes Intal 12.5 14 89.3% Exceeds 53 53 39 Yes Reading 12.5 14 89.3% Exceeds Exceeds Total 12.5 14	Academic Achievement	Points Earned	Points Eliaible	% Points	Ratina	N	% Proficient/Advanced	School's Percentile	•
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	Students needing to catch up	3	4		Meets	283	64	69	No

coring Guide										Level:				
coring Guide for	Performanc	e Indicators on the School Performance Fran	nework Report				_	_						
erformance Indi	cator Scoring	g Guide				Rating	Point	Value	Total Possible per EMH Leve	el Framework Poir				
	The sch	ool's percentage of students scoring proficient or ad	vanced was:			. –			- -					
	• at o	r above the 90th percentile of all schools (using 200	9-10 baseline).			Exceeds		4	16					
Academic	• belo	ow the 90th percentile but at or above the 50th perc	centile of all schools (using 2009-1	10 baseline).		Meets		3	(4 for each	25				
Achievement	t • belo	ow the 50th percentile but at or above the 15th percentile but at oth percentile but at or above the 15th percentile but at or above the 1	centile of all schools (using 2009-1	Approaching	2		content area)							
	• belo	ow the 15th percentile of all schools (using 2009-10	baseline).	Does Not Meet		1								
	If the sc	hool meets the median adequate student growth pe	rcentile and its median student g		TCAP	CELA								
	• at o	r above 60.				Exceeds	4	2	14					
	• belo	ow 60 but at or above 45.				Meets	3	1.5	(4 for each					
	• belo	ow 45 but at or above 30.				Approaching	2	1	content area					
Academic	• belo	ow 30.				Does Not Meet	1	0.5	and 2 for	50				
Growth	If the sc	hool does not meet the median adequate student gr	rowth percentile and its median st	tudent growth percentile w	vas:		TCAP	CELA	English					
	• at o	r above 70.			Exceeds	4	2	language						
	• belo	ow 70 but at or above 55.				Meets	3	1.5	proficiency)					
	• belo	ow 55 but at or above 40.		Approaching	2	1								
	• belo	ow 40.				Does Not Meet	1	0.5						
	If the st	udent subgroup meets the median adequate studen	t growth percentile and its media	n student growth percentile	e was:				4					
	• at o	r above 60.		Exceeds		4								
	• belo	ow 60 but at or above 45.		Meets		3								
	• belo	ow 45 but at or above 30.				Approaching	2		60					
Academic	• belo	ow 30.				Does Not Meet		1	(4 for each of 5					
Growth Gaps	s If the st	udent subgroup does not meet the median adequate	e student growth percentile and it	s median student growth p	percentile was.	:			subgroups in 3	25				
	• at o	r above 70.			Exceeds		4	subject areas)						
	• belo	ow 70 but at or above 55.			Meets		3							
	• belo	ow 55 but at or above 40.		Approaching		2								
	• belo	ow 40.				Does Not Meet		1						
Points for eac	ch performa	nce indicator		Cut-Points for plan	type assign	ment								
	Cut Point: T	he school earned of the points eligible on	this Indicator.		Cut Point: T	he school ea	rned	of the	total Framework points elig	ible.				
chievement;	 at or above 	ve 87.5%	Exceeds		• at or abo	ve 59%				Performance				
rowth; Gaps	• at or abov	ve 62.5% - below 87.5%	Total Framework	• at or abo	ve 47% - below	59%			Improvement					
	 at or above 	ve 37.5% - below 62.5%	Approaching	Points	ve 37% - below	47%			Priority Improveme					
	• below 37		Does Not Meet		below 37	%				Turnaround				
ool 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										
Improvement Plan The school is required to adopt and implement an Improvement Plan.		mprovement Plan.	five consecutive years before the District or Institute is required to restructure or close the school. The five											
ority Improven	nent Plan	The school is required to adopt and implement a Pr	iority Improvement Plan.	consecutive school years	commences of	on July 1 during	the sum	nmer im	mediately following the fall in wh	nich the				
				consecutive school years commences on July 1 during the summer immediately following the fall in which 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					
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 Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)													
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.