## Improvement

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.

| 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 | 60.7% | ( 30.4 out of 50 points ) |
| Academic Growth Gaps | Approaching | 61.7% | ( 15.4 out of 25 points ) |
| Test Participation [3] | Meets 95% Participation Rate | | |
| TOTAL | | 52.1% | ( 52.1 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 | 99.7% | - | - | 99.7% | Meets | - | - | Meets | 659 | - | - | 659 | 661 | - | - | 661 |
| Mathematics | 100.0% | - | - | 100.0% | Meets | - | - | Meets | 662 | - | - | 662 | 662 | - | - | 662 |
| Writing | 99.8% | - | - | 99.8% | Meets | - | - | Meets | 660 | - | - | 660 | 661 | - | - | 661 |
| Science | 100.0% | - | - | 100.0% | Meets | - | - | Meets | 158 | - | - | 158 | 158 | - | - | 158 |
| Colorado ACT | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

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[1] Data in this report is based on results from:  2009-10,2010-11,2011-12

Final plan type based on:  1 Year SPF report.

**School:  HARRINGTON ELEMENTARY SCHOOL**        **District: DENVER COUNTY 1 - 0880 (3 Year)**

| Academic Achievement | Points Earned | Points Eligible | % Points | Rating | N | % Proficient/Advanced | School's Percentile |
|---|---|---|---|---|---|---|---|
| Reading | 1 | 4 | | Does Not Meet | 616 | 31.17 | 2 |
| Mathematics | 1 | 4 | | Does Not Meet | 617 | 42.46 | 8 |
| Writing | 1 | 4 | | Does Not Meet | 616 | 24.03 | 5 |
| Science | 1 | 4 | | Does Not Meet | 150 | 8.67 | 3 |
| **Total** | **4** | **16** | **25%** | **Does Not Meet** | | | |

| Academic Growth | Points Earned | Points Eligible | % Points | Rating | N | Median Growth Percentile | Median Adequate Growth Percentile | Made Adequate Growth? |
|---|---|---|---|---|---|---|---|---|
| Reading | 2 | 4 | | Approaching | 436 | 50 | 62 | No |
| Mathematics | 2 | 4 | | Approaching | 442 | 52 | 68 | No |
| Writing | 3 | 4 | | Meets | 437 | 58 | 72 | No |
| English Language Proficiency (CELApro) | 1.5 | 2 | | Meets | 545 | 50 | 42 | Yes |
| **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** | **10** | **20** | **50%** | **Approaching** | | | | |
| Free/Reduced Lunch Eligible | 2 | 4 | | Approaching | 417 | 48 | 62 | No |
| Minority Students | 2 | 4 | | Approaching | 424 | 50 | 62 | No |
| Students with Disabilities | 2 | 4 | | Approaching | 79 | 45 | 85 | No |
| English Learners | 2 | 4 | | Approaching | 303 | 50 | 63 | No |
| Students needing to catch up | 2 | 4 | | Approaching | 306 | 53 | 72 | No |
| **Mathematics** | **12** | **20** | **60%** | **Approaching** | | | | |
| Free/Reduced Lunch Eligible | 2 | 4 | | Approaching | 422 | 52 | 68 | No |
| Minority Students | 2 | 4 | | Approaching | 430 | 53 | 68 | No |
| Students with Disabilities | 2 | 4 | | Approaching | 81 | 52 | 87 | No |
| English Learners | 3 | 4 | | Meets | 307 | 57 | 66 | No |
| Students needing to catch up | 3 | 4 | | Meets | 244 | 58 | 84 | No |
| **Writing** | **15** | **20** | **75%** | **Meets** | | | | |
| Free/Reduced Lunch Eligible | 3 | 4 | | Meets | 417 | 57 | 72 | No |
| Minority Students | 3 | 4 | | Meets | 425 | 58 | 72 | No |
| Students with Disabilities | 3 | 4 | | Meets | 79 | 56 | 89 | No |
| English Learners | 3 | 4 | | Meets | 303 | 61 | 73 | No |
| Students needing to catch up | 3 | 4 | | Meets | 350 | 61 | 78 | No |
| **Total** | **37** | **60** | **61.7%** | **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** | *The school's percentage of students scoring proficient or advanced was:* | | | | | | |
| | • at or above the 90th percentile of all schools (using 2009-10 baseline). | | Exceeds | 4 | | 16 | 25 |
| | • below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline). | | Meets | 3 | | (4 for each | |
| | • below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline). | | Approaching | 2 | | content area) | |
| | • 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 | 50 |
| | • at or above 60. | | Exceeds | 4 | 2 | (4 for each | |
| | • below 60 but at or above 45. | | Meets | 3 | 1.5 | content area | |
| | • below 45 but at or above 30. | | Approaching | 2 | 1 | and 2 for | |
| | • below 30. | | Does Not Meet | 1 | 0.5 | English | |
| | *If the school does not meet the median adequate student growth percentile and its median student growth percentile was:* | | | TCAP | CELA | language | |
| | • at or above 70. | | Exceeds | 4 | 2 | proficiency) | |
| | • 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 | 25 |
| | • at or above 60. | | Exceeds | 4 | | (4 for each of 5 | |
| | • below 60 but at or above 45. | | Meets | 3 | | subgroups in 3 | |
| | • below 45 but at or above 30. | | Approaching | 2 | | subject areas) | |
| | • 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 | | | |

### 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 59% | Performance |
| | • at or above 47% - below 59% | Improvement |
| | • at or above 37% - below 47% | Priority Improvement |
| | • below 37% | Turnaround |

### 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 |
| **Improvement Plan** | The school is required to adopt and implement an Improvement Plan. | five consecutive years before the District or Institute is required to restructure or close the school. The five |
| **Priority 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 |
| **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. |

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# Reference

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.

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