Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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	% of Points Earned out of Points Eligible[2]	
Academic Achievement	Exceeds	93.8%	(14.1 out of 15 points)
Academic Growth	Meets	71.4%	(25.0 out of 35 points)
Academic Growth Gaps	Approaching	58.3%	(8.7 out of 15 points)
Postsecondary and Workforce Readiness	Exceeds	100.0%	(35.0 out of 35 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		**82.8%**	**(82.8 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 the points eligible, so scores are not negatively impacted.

[3]Schools do not receive points for test participation. However, schools are assigned one plan type 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	-	-	99.5%	99.5%	-	-	Meets	Meets	-	-	1389	1389	-	-	1396	1396
Mathematics	-	-	99.4%	99.4%	-	-	Meets	Meets	-	-	1388	1388	-	-	1396	1396
Writing	-	-	99.4%	99.4%	-	-	Meets	Meets	-	-	1388	1388	-	-	1396	1396
Science	-	-	99.2%	99.2%	-	-	Meets	Meets	-	-	706	706	-	-	712	712
Colorado ACT	-	-	99.9%	99.9%	-	-	Meets	Meets	-	-	673	673	-	-	674	674

COLORADO DEPARTMENT *of* EDUCATION

[1]Data in this report is based on results from: 2010-11,2011-12,2012-13

Official plan type based on: 3 Year SPF report

School: LEWIS–PALMER HIGH SCHOOL – 5100   District: LEWIS–PALMER 38 – 1080 (3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	3	4		Meets	1347	85	87
Mathematics	4	4		Exceeds	1348	56.97	93
Writing	4	4		Exceeds	1346	72.88	92
Science	4	4		Exceeds	680	72.21	90
Total	15	16	93.8%	Exceeds			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	1255	49	5	Yes
Mathematics	3	4		Meets	1254	50	39	Yes
Writing	3	4		Meets	1254	53	21	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	31	46	-	-
Total	10	14	71.4%	Meets				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	105	42	10	Yes
Minority Students	3	4		Meets	201	53	8	Yes
Students with Disabilities	2	4		Approaching	104	42	71	No
English Learners	3	4		Meets	44	48	18	Yes
Students needing to catch up	2	4		Approaching	182	44	68	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	105	46	85	No
Minority Students	2	4		Approaching	202	47	57	No
Students with Disabilities	2	4		Approaching	104	53	99	No
English Learners	2	4		Approaching	44	50	71	No
Students needing to catch up	2	4		Approaching	392	54	98	No
Writing	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	105	50	32	Yes
Minority Students	3	4		Meets	201	54	26	Yes
Students with Disabilities	2	4		Approaching	104	44	93	No
English Learners	3	4		Meets	44	58	44	Yes
Students needing to catch up	2	4		Approaching	306	50	82	No
Total	35	60	58.3%	Approaching				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/6yr/*7yr*	4	4		Exceeds	1426/1200/968/*457*	92.1/93.9/94.9/*96.9*%	80%
Disaggregated Graduation Rate	3	3	100%	Exceeds			
Free/Reduced Lunch Eligible	1	1		Exceeds	91/72/68/*34*	81.3/86.1/88.2/*97.1*%	80%
Minority Students	1	1		Exceeds	158/125/95/*37*	88.6/91.2/92.6/*94.6*%	80%
Students with Disabilities	1	1		Exceeds	92/75/65/*36*	51.1/61.3/76.9/*91.7*%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Dropout Rate	4	4		Exceeds	3413	0.5%	3.9%
Colorado ACT Composite Score	4	4		Exceeds	673	22.9	20.1
Total	15	15	100%	Exceeds			

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

SPF 2013 – 1080 – 5100, 3-Year

Graduation and Disaggregated Graduation Rates

The School Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the school and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

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	2009	92.4	94.1	95.4	*96.9*
	2010	90.9	93.3	94.5	
	2011	92.6	94.8		
	2012	93.7			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	92.4	94.1	95.4	96.9
	2010	90.9	93.3	94.5	
	2011	92.6	94.8		
	2012	93.7			
	Aggregated	92.1	93.9	94.9	*96.9*

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	80	83.3	86.7	*97.1*
	2010	81.1	86.5	89.5	
	2011	N<16	N<16		
	2012	84.2			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	80	83.3	86.7	97.1
	2010	81.1	86.5	89.5	
	2011	N<16	N<16		
	2012	84.2			
	Aggregated	81.3	86.1	88.2	*97.1*

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	84.2	92.1	92.1	*94.6*
	2010	90.9	93	93	
	2011	86.7	86.7		
	2012	91.4			

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	84.2	92.1	92.1	94.6
	2010	90.9	93	93	
	2011	86.7	86.7		
	2012	91.4			
	Aggregated	88.6	91.2	92.6	*94.6*

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	52.8	61.1	74.3	*91.7*
	2010	47.1	63.3	80	
	2011	N<16	N<16		
	2012	N<16			

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	52.8	61.1	74.3	91.7
	2010	47.1	63.3	80	
	2011	N<16	N<16		
	2012	N<16			
	Aggregated	51.1	61.3	76.9	*91.7*

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	N<16	N<16	N<16	N<16
	2010	N<16	N<16	N<16	
	2011	N<16	N<16		
	2012	N<16			

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	N<16	N<16	N<16	N<16
	2010	N<16	N<16	N<16	
	2011	N<16	N<16		
	2012	N<16			
	Aggregated	N<16	N<16	N<16	N<16

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: 2012 4-year graduation rate, 2011 5-year graduation rate, 2010 6-year graduation rate and 2009 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 2009, 2010, 2011 and 2012 4-year graduation rate, aggregated 2009, 2010 and 2011 5-year graduation rate, aggregated 2009 and 2010 6-year graduation rate, or 2009 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 here and on the Performance Indicators detail page.

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide			Rating	Point Value		Total Possible Points per EMH Level	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was:				TCAP		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	*Made AGP*	*Did Not Make AGP*	*No AGP*		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	• at or above 65.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	• below 65 but at or above 50.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	• below 50 but at or above 35.	Approaching	2	1		
	• below 30.	• below 40.	• below 35.	Does Not Meet	1	0.5		
Academic Growth Gaps	*Made AGP*	*Did Not Make AGP*			TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• at or above 60.	• at or above 70.		Exceeds	4			
	• below 60 but at or above 45.	• below 70 but at or above 55.		Meets	3			
	• below 45 but at or above 30.	• below 55 but at or above 40.		Approaching	2			
	• below 30.	• 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; Growth Gaps; Postsecondary Readiness	• 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.	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.	

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 category for the school: the one under which the school has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. 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.

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

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	34.96	30.95	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	51.63	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 (ACCESS) 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. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP). For 2012-13, Adequate Growth cannot be calculated for English language proficiency therefore English language proficiency growth is determined only by the median growth percentile.

	Made AGP	Did Not Make AGP	No AGP
Exceeds	60-99	70-99	65-99
Meets	45-59	55-69	50-64
Approaching	30-44	40-54	35-49
Does Not Meet	1-29	1-39	1-34

The Academic Growth Gaps Indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners) and students needing to catch up.

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, dropout rates, and mean Colorado ACT (COACT) composite scores.

State 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 Mean COACT Composite Score (2009-10 baseline)

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