School Performance Framework 2014

School: CHERRY CREEK CHARTER ACADEMY - 1571

Performance

This is the plan type the school is required to adopt and implement, based on the 1 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 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	% of Point	s Earned out of Points Eligible ²	
Academic Achievement	Exceeds	95.8%	(24.0 out of 25 points)	
Academic Growth	Meets	83.3%	(41.7 out of 50 points)	
Academic Growth Gaps	Meets	77.8%	(19.5 out of 25 points)	
Test Participation ³	Meets 95% Participation Rate			

TOTAL	85.2%	(85.2 out of 100 points)	
² Schools may not be eligible for all possible points or	n an indicator due to ir	sufficient numbers of students	n these cases, the points are removed

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 the points eligible, so scores are not negatively impacted.

³Schools 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, social studies 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 Participation Rating % of Students Tested Students Tested Total Students Middle Middle Content Area Elem Middle High Overall Elem High Overall Elem High Overall Elem Middle High Overall Reading 100.0% 99.7% 99.9% Meets Meets Meets 561 381 942 561 382 943 ----Mathematics 99.7% 381 561 382 943 99.8% 99.8% Meets Meets Meets 560 _ 941 --_ 561 381 561 382 943 Writing 100.0% 99.7% -99.9% Meets Meets -Meets _ 942 _ Science 100.0% 100.0% -100.0% Meets Meets -Meets 177 106 -283 177 106 -283 Social Studies 100.0% 100.0% -100.0% Meets Meets -Meets 52 52 _ 104 52 52 -104 Colorado ACT --_ --_ _ ---_ ---_ -



COLORADO Department of Education District: CHERRY CREEK 5 - 0130 (3 Year¹)

Academic Achievement Points Earned Points Eligible % Proficient/Advanced School's Percentile Reading 4 4 Exceeds 561 91.62 94 Mathematics 4 4 Exceeds 560 91.73 95 Writing 3 4 Meets 561 71.84 84 Science 0 0 - - - - Total 11 12 91.7% Exceeds 551 54 84 Academic Growth Points Eligible % Points Rating N Median Growth Percentile Percentile Growth? Reading 3 4 Meets 351 54 18 Yes Mathematics 3 4 Meets 352 50 27 Yes English Language Proficiency (ACCESS) 0 0 - N Percentile Growth? Reading 8 12 65.7% Meets 145 5	Academic Achievement Points Earned Points Eigible % Points Rating N % Proficient/Advanced School's Percentile Reading 4 4 Exceeds 561 91.62 34 Mathematics 4 4 Exceeds 560 91.79 95 Writing 3 4 Meets 561 71.84 84 Science 0 0 - - - - Total 11 12 91.7% Exceeds - - Academic Growth Points Earned Points Eigible % Points Rating N Median Growth Percentile Meedequat Mathematics 3 4 Meets 352 50 27 Yes. Writing 3 4 Meets 352 50 27 Yes. Writing 3 4 Meets 352 50 27 Yes. Growth Subgroup Median Growth Subgroup Median Adequate	Performance Indicators							Le	vel: Elementary
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Performance Indicators								Level: Middle
School: CHERRY CREEK CHARTER	RACADEMY - 1	571					District: CHERRY CREE	< 5 - 0130 (3 Yea
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	4	4		Exceeds	381	93.18	97	
Mathematics	4	4		Exceeds	381	89.76	98	
Writing	4	4		Exceeds	381	86.61	96	
Science	0	0		-	_	-	-	
Total	12	12	100%	Exceeds				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	376	57	16	Yes
Mathematics	4	4		Exceeds	376	70	40	Yes
Writing	4	4		Exceeds	374	60	27	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	11	12	91.7%	Exceeds				
					Subgroup	Subgroup Median Growth	Subgroup Median Adequate	Made Adequate
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	N	Percentile	Growth Percentile	Growth?
Reading	9	12	75%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	4	4		Exceeds	133	61	18	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	3	4		Meets	59	56	21	Yes
Students needing to catch up	2	4		Approaching	24	52	58	No
Mathematics	12	12	100%	Exceeds				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	4	4		Exceeds	133	70	41	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	4	4		Exceeds	59	79	47	Yes
Students needing to catch up	4	4		Exceeds	41	78	86	No
Writing	10	12	83.3%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	131	58	31	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	4	4		Exceeds	58	60	29	Yes
Students needing to catch up	3	4		Meets	53	67	70	No
Total	31	36	86.1%	Meets				

Scoring Guide for Pe	Scoring Guide for Performance Indicators on the School Performance Framework Report								
Performance Indicator	Scoring Guide	Scoring Guide				Total Possible Points per EMH Level	Framework Points		
	The school's percentage of students scoring proficient or	advanced was:		T	CAP				
Academic	• at or above the 90th percentile of all schools (using 20	09-10 baseline).	Exceeds		4	16			
Achievement	• below the 90th percentile but at or above the 50th per	centile of all schools (using 2009-10 baseline).	Meets		3	(4 for each	25		
	• below the 50th percentile but at or above the 15th per	centile 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				
	Made AGP	Did Not Make AGP		TCAP	ACCESS				
Academic	• at or above 60.	• at or above 70.	Exceeds	4	2	14			
Growth	 below 60 but at or above 45. 	below 70 but at or above 55.	Meets	3	1.5	(4 for each subject	50		
	 below 45 but at or above 30. 	below 55 but at or above 40.	Approaching	2	1	area and 2 for English			
	• below 30.	• below 40.	Does Not Meet	1	0.5	language proficiency)			
	Made AGP	Did Not Make AGP		T	CAP				
Academic	• at or above 60.	• at or above 70.	Exceeds		4	60			
Growth Gaps	 below 60 but at or above 45. 	below 70 but at or above 55.	Meets	3		(4 for each of 5	25		
	 below 45 but at or above 30. 	below 55 but at or above 40.	Approaching		2	subgroups in 3			
	• below 30.	• below 40.	Does Not Meet		1	subject areas)			

Cut-Points for Each Per	formance Indicator	Cut-Points for Plan Type Assignment				
Cut Point: The school earned of the points eligible on this Indicator.				Cut Point: The school earned of the total framework	points eligible.	
Achievement;	• at or above 87.5%	Exceeds	Total	• at or above 59%	Performance	
Growth; Growth Gaps	• at or above 62.5% - below 87.5%	Meets	Framework	 at or above 47% - below 59% 	Improvement	
	• at or above 37.5% - below 62.5%	Approaching	Points	 at or above 37% - below 47% 	Priority Improvement	
	• below 37.5%	Does Not Meet		• below 37%	Turnaround	

ichool 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 State Board of Education must direct the authorizing district's local school board					
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the					
Turnaround Plan The school is required to adopt and implement a Turnaround Plan.		summer immediately following the fall in which the 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 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

	Percent of Students	Proficien	t or Adv	anced by	y Percen	ntile Cut-	Points -	1-year (2	2009-10	baseline)		
The Academic Achievement Indicator reflects a school's		Reading				Math			Writing			Science	
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	N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
includes results from TCAP and CoAlt in reading,	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
mathematics, writing, and science, and results from	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
Lectura and 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	Proficien	t or Adv	anced by	y Percen	ntile Cut-	Points -	3-year a	ggregate	(2008-1	0 baseli	ne)	
Data for all indicators are compared to baselines from		Reading		Math		Writing			Science				
the first year the performance framework reports were		Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
released.	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
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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 (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 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 certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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