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 Points Earned out of Points Eligible[2]	
Academic Achievement	Approaching	58.3%	(14.6 out of 25 points)
Academic Growth	Meets	73.2%	(36.6 out of 50 points)
Academic Growth Gaps	Meets	73.1%	(18.3 out of 25 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		69.5%	(69.5 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, 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

	% of Students Tested				Participation Rating				Students Tested				Total Students			
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	100.0%	99.8%	-	99.9%	Meets	Meets	-	Meets	428	616	-	1044	428	617	-	1045
Mathematics	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	428	618	-	1046	428	618	-	1046
Writing	100.0%	99.8%	-	99.9%	Meets	Meets	-	Meets	428	616	-	1044	428	617	-	1045
Science	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	138	179	-	317	138	179	-	317
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	54	77	-	131	54	77	-	131
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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[1]Data in this report is based on results from: 2011-12,2012-13,2013-14

Official plan type based on: 1 Year SPF report

School: MOUNTAIN VISTA COMMUNITY SCHOOL – 6162 | District: HARRISON 2 – 0980 (3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	2	4		Approaching	417	64.99	33
Mathematics	2	4		Approaching	418	65.55	40
Writing	2	4		Approaching	417	47.48	34
Science	0	0		-	-	-	-
Total	6	12	50%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	250	55	37	Yes
Mathematics	2	4		Approaching	250	49	54	No
Writing	3	4		Meets	250	54	47	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	81	51	26	Yes
Total	9.5	14	67.9%	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	16	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	210	54	40	Yes
Minority Students	3	4		Meets	195	54	41	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	3	4		Meets	110	53	48	Yes
Students needing to catch up	3	4		Meets	98	56	62	No
Mathematics	9	16	56.3%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	209	51	56	No
Minority Students	2	4		Approaching	196	53	54	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	110	53	54	No
Students needing to catch up	3	4		Meets	81	61	80	No
Writing	11	16	68.8%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	210	54	49	Yes
Minority Students	3	4		Meets	195	55	49	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	3	4		Meets	110	56	53	Yes
Students needing to catch up	2	4		Approaching	144	54	61	No
Total	32	48	66.7%	Meets				

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

2

SPF 2014 - 0980 - 6162, 3-Year

School: MOUNTAIN VISTA COMMUNITY SCHOOL – 6162 | **District: HARRISON 2 – 0980 (3 Year)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	2	4		Approaching	598	69.06	45
Mathematics	3	4		Meets	598	58.7	67
Writing	3	4		Meets	598	63.88	62
Science	0	0		-	-	-	-
Total	8	12	66.7%	Meets			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	572	54	35	Yes
Mathematics	3	4		Meets	575	63	69	No
Writing	4	4		Exceeds	572	62	50	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	35	53	56	No
Total	11	14	78.6%	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	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	475	55	37	Yes
Minority Students	3	4		Meets	454	54	37	Yes
Students with Disabilities	2	4		Approaching	47	54	78	No
English Learners	3	4		Meets	199	55	41	Yes
Students needing to catch up	3	4		Meets	180	59	65	No
Mathematics	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	475	63	70	No
Minority Students	3	4		Meets	457	64	71	No
Students with Disabilities	3	4		Meets	49	63	94	No
English Learners	3	4		Meets	202	64	72	No
Students needing to catch up	3	4		Meets	219	68	92	No
Writing	18	20	90%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	475	64	52	Yes
Minority Students	4	4		Exceeds	454	63	52	Yes
Students with Disabilities	3	4		Meets	47	57	83	No
English Learners	4	4		Exceeds	199	64	54	Yes
Students needing to catch up	3	4		Meets	216	68	77	No
Total	47	60	78.3%	Meets				

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

3

SPF 2014 - 0980 - 6162, 3-Year

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)	25
	• 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*		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	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)	25
	• 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			

Cut-Points for Each Performance Indicator

	Cut Point: The school earned ... of the points eligible on this Indicator.	
Achievement; Growth; 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 five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of 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 TCAP and 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 (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