School: LA JUNTA INTERMEDIATE SCHOOL - 4841 District: EAST OTERO R-1 - 2520 (3 Year[1])

Priority Improvement

Will enter Year 1* of Priority Improvement or Turnaround

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 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.

*** on July 1, 2015**

Performance Indicators	*Rating*	*% of Points Earned out of Points Eligible[2]*	
Academic Achievement	Does Not Meet	33.3%	(8.3 out of 25 points)
Academic Growth	Approaching	50.0%	(25.0 out of 50 points)
Academic Growth Gaps	Approaching	40.0%	(10.0 out of 25 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		43.3%	(43.3 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	99.8%	-	-	99.8%	Meets	-	-	Meets	1250	-	-	1250	1252	-	-	1252
Mathematics	99.8%	-	-	99.8%	Meets	-	-	Meets	1246	-	-	1246	1248	-	-	1248
Writing	99.6%	-	-	99.6%	Meets	-	-	Meets	1246	-	-	1246	1251	-	-	1251
Science	99.7%	-	-	99.7%	Meets	-	-	Meets	294	-	-	294	295	-	-	295
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	106	-	-	106	106	-	-	106
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Performance Indicators — Level: Elementary

School: LA JUNTA INTERMEDIATE SCHOOL - 4841 — District: EAST OTERO R-1 - 2520 (3 Year)

Academic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*School's Percentile*
Reading	2	4		Approaching	1190	55.21	19
Mathematics	1	4		Does Not Meet	1190	46.55	12
Writing	1	4		Does Not Meet	1186	27.82	9
Science	0	0		-	-	-	-
Total	**4**	**12**	**33.3%**	**Does Not Meet**			

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	3	4		Meets	817	48	42	Yes
Mathematics	1	4		Does Not Meet	815	33	63	No
Writing	2	4		Approaching	811	40	61	No
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	**6**	**12**	**50%**	**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	601	46	47	No
Minority Students	3	4		Meets	550	47	46	Yes
Students with Disabilities	1	4		Does Not Meet	81	28	82	No
English Learners	2	4		Approaching	46	42	57	No
Students needing to catch up	2	4		Approaching	354	47	65	No
Mathematics	**5**	**20**	**25%**	**Does Not Meet**				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	599	33	69	No
Minority Students	1	4		Does Not Meet	548	33	67	No
Students with Disabilities	1	4		Does Not Meet	79	22	92	No
English Learners	1	4		Does Not Meet	46	34	73	No
Students needing to catch up	1	4		Does Not Meet	380	36	83	No
Writing	**9**	**20**	**45%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	595	40	65	No
Minority Students	2	4		Approaching	548	41	64	No
Students with Disabilities	1	4		Does Not Meet	81	32	84	No
English Learners	2	4		Approaching	46	52	69	No
Students needing to catch up	2	4		Approaching	542	42	71	No
Total	**24**	**60**	**40%**	**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 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.
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.

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.

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

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