

Annotated School Performance Framework Report (Elementary/Middle School)

1 The four key performance indicators for which schools are held accountable.

2 Different indicators are worth different amounts of total framework points. For schools with data on all indicators, the total eligible points across all indicators is 100. For schools with incomplete data (because of small numbers of students), the total eligible points may be less than 100.

3 The percentage of points earned out of the points for which the school was eligible. See page 2 for data used to calculate this percentage. This percentage determines the school's rating on this indicator.

4 Multiply the percentage of points earned by the indicator's point total to get weighted points for the school on this indicator.

School Performance Framework Report 2010 - initial Level: Elementary School
 School: ABC SCHOOL - 0000 District: ABC DISTRICT - 0000 (1 year***)

Improvement Plan

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 scoring guide below to determine the plan type.

Plan Type 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*		Progress Bar
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)	<div style="width: 50%;"><div style="width: 12.5%;"></div></div> 12.5 25
Academic Growth	Approaching	58.3%	(29.2 out of 50 points)	<div style="width: 58.3%;"><div style="width: 29.2%;"></div></div> 29.2 50
Academic Growth Gaps	Approaching	48.3%	(12.1 out of 25 points)	<div style="width: 48.3%;"><div style="width: 15.6%;"></div></div> 15.6 25
Test Participation**		95% participation rate met		
TOTAL	Improvement	53.8%	(53.8 out of 100 points)	<div style="width: 53.8%;"><div style="width: 53.8%;"></div></div> 53.8 100

* 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.
 ** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

5 The type of plan the state has assigned to the school to implement, based on the data presented in this report.

6 Schools that do not meet the 95% test participation rate for any subject area tests are assigned a plan one category lower than what they would have earned.

6 The sum of the total framework points earned out of points for which the school was eligible is converted to a percentage. This determines the final plan assignment.

5 The sum of the total framework points earned across all indicators.

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2 The school can earn between 1 to 4 points for each metric depending on its rating. Schools with too few students may have fewer points eligible.

1 This is the school's data for each metric on this performance indicator. The data is used to determine the number of points and the indicator ratings the school earned. How performance relates to points is described on page 3.

3 The school's points are added together and converted to a percentage for this indicator. This percentage is shown on page 1 as the school's overall rating on this indicator.

4 Growth gaps are calculated for five different subgroups in three subject areas: reading, math and writing. Each row shows the median growth percentile and what would be the adequate mediate growth percentile needed for each subgroup to catch up or keep up.

5 The ratings for the Growth and Growth Gaps indicators are determined by the median growth percentile and the median adequate growth percentile. See page 3 for details regarding how these metrics result in different ratings.

6 N refers to the number of students included in each row of data.

Performance Indicators - initial **Level: Elementary School**
School: ABC SCHOOL - 0000 **District: ABC DISTRICT - 0000 (1 year)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	2	4		Approaching	305	60.0%	25
Mathematics	2	4		Approaching	305	55.4%	23
Writing	2	4		Approaching	305	45.6%	31
Science	2	4		Approaching	92	28.3%	24
Total	8	16	50.0%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	187	42	34	Yes
Mathematics	2	4		Approaching	188	40	52	No
Writing	3	4		Meets	188	58	45	Yes
Total	7	12	58.3%	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	8	20	40.0%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	111	38	47	No
Minority Students	2	4		Approaching	89	40	47	No
Students w/Disabilities	1	4		Does Not Meet	25	37	78	No
English Language Learners	2	4		Approaching	46	46	47	No
Students needing to catch up	2	4		Approaching	65	43	70	No
Mathematics	5	20	25.0%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	112	37	60	No
Minority Students	1	4		Does Not Meet	90	38	64	No
Students w/Disabilities	1	4		Does Not Meet	25	18	77	No
English Language Learners	1	4		Does Not Meet	46	37	66	No
Students needing to catch up	1	4		Does Not Meet	76	39	79	No
Writing	16	20	80.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	112	55	54	Yes
Minority Students	3	4		Meets	90	56	52	Yes
Students w/Disabilities	2	4		Approaching	25	46	79	No
English Language Learners	4	4		Exceeds	46	62	57	Yes
Students needing to catch up	4	4		Exceeds	108	61	60	Yes
Total	29	60	48.3%	Approaching				

Test Participation	% of Students Tested	Rating
Reading	99.7%	95% participation rate met
Mathematics	99.7%	95% participation rate met
Writing	99.7%	95% participation rate met
Science	99.0%	95% participation rate met

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*High schools have a different scoring guide, since they include a Postsecondary and Workforce Readiness indicator.

Scoring Guide for Performance Indicators on the School Performance Framework Report					
Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	<i>The school's percentage of students scoring proficient or advanced was:</i>			16 (4 for each subject area)	25
	• at or above the 90th percentile of all schools.	Exceeds	4		
	• below the 90th percentile but at or above the 50th percentile of all schools.	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all schools.	Approaching	2		
Academic Growth	• below the 15th percentile of all schools.	Does Not Meet	1	12 (4 for each subject area)	50
	<i>If the school meets the median adequate student growth percentile and its median student growth percentile was:</i>				
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	<i>If the school does not meet the median adequate student growth percentile and its median student growth percentile was:</i>				
	• at or above 70.	Exceeds	4		
• below 70 but at or above 55.	Meets	3			
Academic Growth Gaps	• below 55 but at or above 40.	Approaching	2	60 (5 for each subgroup in 3 subject areas)	25
	• below 40.	Does Not Meet	1		
	<i>If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was:</i>				
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	<i>If the student subgroup does not meet the median adequate student growth percentile and its median student growth percentile was:</i>				
• 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; 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 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.	

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Reference

Comparison data

Academic Achievement

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2010)

	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	49.2	50.4	54.9	48.6	29.7	16	32.5	35	31	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50	47.5	48	50
90th percentile	89.1	88.2	87.2	89.3	75	54.8	76.8	79.7	72.2	76	75.1	72.4

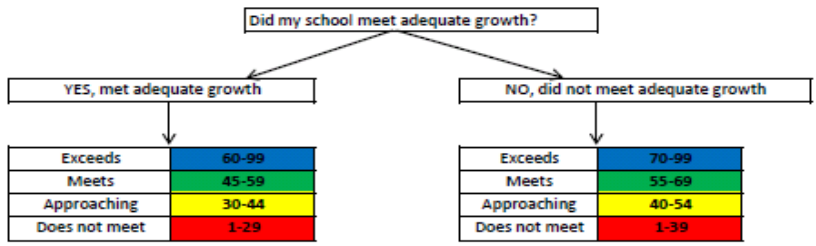
Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

	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	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30	20.5	25	27.9
50th percentile	72	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71	72.6	71.3	71.5

1 Use this data in conjunction with the Academic Achievement section of the Scoring Guide on page 3, comparing your school's percent proficient/advanced to Colorado's percent proficient/advanced.

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



2 This is a visual representation of the information under the Academic Growth and Academic Growth Gaps section of the Scoring Guide on page 3. Use the column that matches with whether your school met or did not meet adequate growth.

Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

	N of Students	Mean Dropout Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

State Average (Mean) Colorado ACT Composite Score

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

3 This Postsecondary and Workforce Readiness data only applies to high school performance framework reports.

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) is the one that 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. The years of data included in a report are indicated on page 1.