

Annotated School Performance Framework Report (High 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: High 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 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/Plan	% of Points Earned out of Points Eligible*		Progress Bar
Academic Achievement	Does Not Meet	31.3%	(4.7 out of 15 points)	<div style="width: 31.3%;">4.7 15</div>
Academic Growth	Meets	66.7%	(23.3 out of 35 points)	<div style="width: 66.7%;">23.3 35</div>
Academic Growth Gaps	Approaching	60.4%	(9.1 out of 15 points)	<div style="width: 60.4%;">9.1 15</div>
Postsecondary and Workforce Readiness	Approaching	58.3%	(20.4 out of 35 points)	<div style="width: 58.3%;">20.4 35</div>
Test Participation**	95% participation rate met			
TOTAL	Improvement	57.5%	(57.5 out of 100 points)	<div style="width: 57.5%;">57.5 100</div>

* 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.

7 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.

8 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: High 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	1	4		Does Not Meet	83	46.8%	8		
Mathematics	1	4		Does Not Meet	83	3.9%	2		
Writing	1	4		Does Not Meet	83	18.2%	4		
Science	2	4		Approaching	48	29.5%	18		
Total	5	16	31.3%	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	57	52	35	Yes	
Mathematics	2	4		Approaching	57	50	99	No	
Writing	3	4		Meets	57	58	82	No	
Total	8	12	66.7%	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	9	16	56.3%	Approaching					
Free/Reduced Lunch Eligible	2	4		Approaching	48	42	42	Yes	
Minority Students	3	4		Meets	52	52	45	Yes	
Students w/Disabilities	0	0		N/A	5	N/A	N/A	N/A	
English Language Learners	2	4		Approaching	28	46	59	No	
Students needing to catch up	2	4		Approaching	27	52	85	No	
Mathematics	8	16	50.0%	Approaching					
Free/Reduced Lunch Eligible	2	4		Approaching	48	51	99	No	
Minority Students	2	4		Approaching	52	49	99	No	
Students w/Disabilities	0	0		N/A	5	N/A	N/A	N/A	
English Language Learners	2	4		Approaching	28	40	99	No	
Students needing to catch up	2	4		Approaching	50	49	99	No	
Writing	12	16	75.0%	Meets					
Free/Reduced Lunch Eligible	3	4		Meets	48	56	83	No	
Minority Students	3	4		Meets	52	57	83	No	
Students w/Disabilities	0	0		N/A	5	N/A	N/A	N/A	
English Language Learners	3	4		Meets	28	60	89	No	
Students needing to catch up	3	4		Meets	40	59	94	No	
Total	29	48	60.4%	Approaching					
Postsecondary and Workforce Readiness									
	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation		
Graduation Rate	3	4		Meets	35	88.6%	80.0%		
Dropout Rate	3	4		Meets	179	2.2%	At/below state average		
Colorado ACT Composite	1	4		Does Not Meet	31	16.4	Above state average		
Total	7	12	58.3%	Approaching					
Test Participation									
	% of Students Tested		Rating						
Reading	100.0%		95% participation rate met						
Mathematics	99.0%		95% participation rate met						
Writing	100.0%		95% participation rate met						
Science	100.0%		95% participation rate met						
Colorado ACT	100.0%		95% participation rate met						

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*Elementary and middle schools have a different scoring guide, since they exclude 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	The school's percentage of students scoring proficient or advanced was:				16 (4 for each subject area)	15
	• 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	If the school meets the median adequate student growth percentile and its median student growth percentile was:				12 (4 for each subject area)	35
	• 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			
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:					
	• at or above 70.	Exceeds	4			
	• below 70 but at or above 55.	Meets	3			
Academic Growth Gaps	If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was:				60 (5 for each subgroup in 3 subject areas)	15
	• 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			
	If the student subgroup does not meet the median adequate student growth percentile and its median student growth percentile was:					
	• at or above 70.	Exceeds	4			
	• below 70 but at or above 55.	Meets	3			
Postsecondary and Workforce Readiness	Graduation Rate: The school's graduation rate was:				12 (4 for each sub-indicator)	35
	• at or above 90%.	Exceeds	4			
	• above 80% but below 90%.	Meets	3			
	• at or above 65% but below 80%	Approaching	2			
	• below 65%.	Does Not Meet	1			
	Dropout Rate: The school's dropout rate was:					
	• at or below 1%.	Exceeds	4			
	• at or below the state average but above 1%.	Meets	3			
	• at or below 10% but above the state average.	Approaching	2			
	• at or above 10%.	Does Not Meet	1			
	Average Colorado ACT Composite: The school's average Colorado ACT composite score was:					
	• at or above 22.	Exceeds	4			
• at or above the state average but below 22.	Meets	3				
• at or above 17 but below the state average.	Approaching	2				
• at or 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; Gaps; Postsecondary	• 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.	

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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

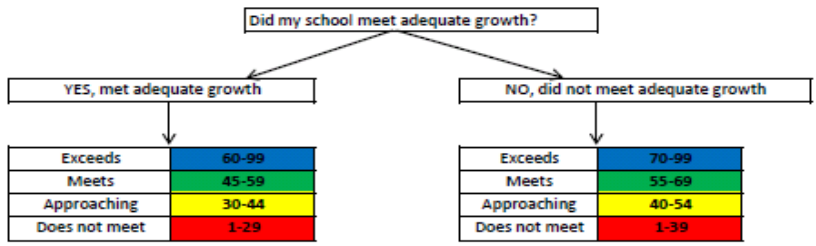
Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

	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 Use this data in conjunction with the Postsecondary and Workforce Readiness section of the Scoring Guide on page 3, comparing your school's results to the Colorado dropout rate and average ACT composite score.

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.