

School Performance Framework: Technical Guide

Version 1.6

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This technical guide provides information about the following topics as they related to interpreting the school performance framework reports:

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1-year vs. 3-year Data

Schools receive results for two sets of school performance framework reports:

- (1) The most recent year of data (2010)
- (2) The most recent three years of data (2008-2010)

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 actually be official for the school: it is the scenario 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, it is the one under which it received a higher total number of points and plan assignment.

When using 3 years of data, the way the data is rolled up depends on the performance indicator.

Academic Achievement and Postsecondary and Workforce Readiness:

The school performance framework report uses a weighted average of the three one-year values for the three most recent years. For example, if a school had 5 out of 10 students proficient in writing in 2008, 3 out of 4 students proficient in 2009, and 1 out of 3 students proficient in 2010, the framework calculation does not just take the straight average of .50, .75 and .33. Those averages are weighted by the number of students in each denominator so that the final percentage accurately reflects the proficiency profile of that school over that three-year period.

This dataset reflects all students enrolled, before October 1, who tested in a school in any one of the three years (2008, 2009 and 2010). Students that were continuously enrolled in a school for all of these years would have their data from all of those years in the same dataset. In other words, the same students may be represented multiple times within the data set.

Academic Growth and Academic Growth Gaps

The school performance framework report uses a 3-year rollup of data that combines all the data, from those three years, into one “pile” from that school, and performs calculations on that dataset just as if it had been a single year of data. For example, the set of the school’s student growth percentiles from all grades in 2008, 2009 and 2010 in mathematics are put into one data set and ordered; the middle value of that data set is the school’s 3-year median growth percentile.

Likewise, the adequate median growth percentile, for a school, is based on the adequate growth percentiles of all its students, for a given time period. Those values themselves are based on multiple years of past data and multiple years that students have before them, to catch up or keep up.

This dataset reflects all students enrolled before October 1, who tested in a school, in any one of the three years (2008, 2009 and 2010). Students that were continuously enrolled in a school for all of these years would have their data, from all of those years, in the same dataset. In other words, the same students are represented multiple times, within the dataset.

Cut-Points for Performance Indicators

For performance indicators where a normative scoring guide is used, the school performance framework report uses the following data.

Academic Achievement

Academic achievement is the calculation of the percentage of students scoring at the proficient or advanced level. On the school performance framework, these percentages are not calculated separately for the different assessments (CSAP, CSAPA, Lectura, Escritura). Instead, the individual data points are all combined and the final result represents the total percentage of students scoring proficient or advanced, regardless of the actual assessment used.

Table 1. 1-year (2010) Percent of Students Reaching Proficient or Advanced by School

	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

Table 2. 3-year (2008-10) Percent of Students Reaching Proficient or Advanced by School

	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

Postsecondary and Workforce Readiness

Table 3. 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

Table 4. State Average (Mean) ACT Composite Score

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

Academic Growth and Academic Growth Gaps

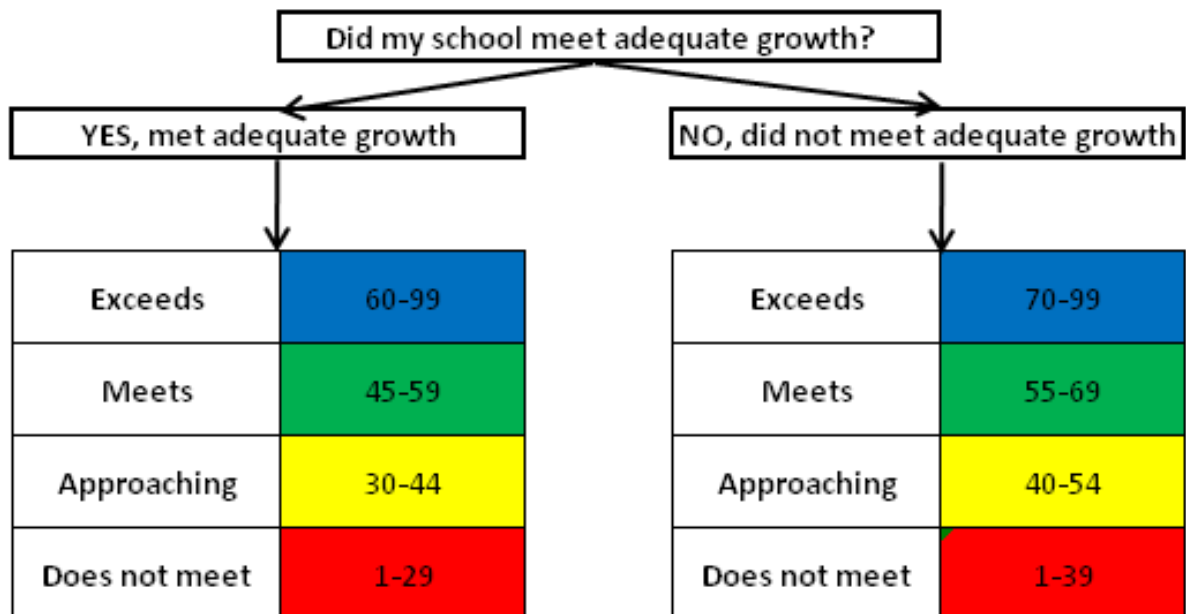
The Academic Growth and Academic Growth Gaps indicators use two different scoring guides depending on whether or not the median growth percentile of the school or subgroup meets or exceeds the adequate growth needed for that school or subgroup. Academic growth and academic growth gaps are evaluated first based on the criterion of whether or not the growth rate is adequate for the typical or median student in the school/subgroup to reach or maintain a performance level of proficient or advanced within three years or by 10th grade, whichever comes first. Academic growth and academic growth gaps are then evaluated based on a normative comparison to other schools. See the [Appendix](#) for the distribution of median growth percentiles and adequate median growth percentiles by school.

To determine where, on the scoring guide, your school falls, answer the following questions in conjunction with the chart below.

- (1) What was my school’s median growth percentile?
- (2) What was my school’s median adequate growth percentile, the growth percentile needed for the typical student in my school, to reach or maintain a performance level of proficient or advanced within three years or by 10th grade?
- (3) Did my school meet adequate growth? If yes, consider the scoring guide for “Yes, met adequate growth.” If no, consider the scoring guide for “No, did not meet adequate growth.”

Answering these questions results in a selection of an Academic Growth rating.

Table 5. Academic Growth Scoring Guide



For example:

- What was my school’s median growth percentile in elementary math? **47.5**
- What was my school’s median adequate growth percentile in elementary math? **83**
- Did my school meet adequate growth in elementary math? **No**, my growth was not adequate because my median growth percentile in elementary math is less than my median adequate growth percentile in math. **Using the NO scoring guide**, my growth in elementary math earns me a rating of **“Approaching.”**

Cut-Points and Distributions for School Plan Types

One of the goals of the School Performance Framework report is to inform a differentiated approach for state-provided support based on school performance and need. Accordingly, the School Performance Framework assigns a majority of schools (approximately 85%) to a Performance or Improvement plan; these schools still need to engage in a continuous improvement cycle, but their results have met the state’s minimum expectations. Thus, they will have greater autonomy from the state and will qualify for less support from the state. The School Performance Framework report assigns the remaining minority of schools (approximately 15%) to Priority Improvement or Turnaround plans; these schools’ results have not met the state’s minimum expectations and thus they need greater support from the state. The School Performance Framework reports enable CDE to direct school support resources in alignment with these varying levels of performance and need.

The following table gives the percentage of schools falling into each of these school plan types, based on preliminary 2009 calculations. These numbers represent what plan assignments schools would have received, based on previous years of data. See the [Appendix](#) for a graphical display of this data.

Table 6. Distributions of School Plan Types in 2009

Plan Type Assignment	Elementary		Middle		High		All Schools	
	#	%	#	%	#	%	#	%
Performance	711	69.3%	326	65.1%	247	64.2%	1284	67.2%
Improvement	194	18.9%	110	22.0%	76	19.7%	380	19.9%
Priority Improvement	79	7.7%	36	7.2%	30	7.8%	145	7.6%
Turnaround	37	3.6%	16	3.2%	29	7.5%	82	4.3%
N/A	5	.5%	13	2.6%	3	.8%	21	1.1%
Total	1026	100%	501	100%	385	100%	1912	100%

Note:

- (1) Schools receive reports for the most recent year of data (2010) and for the most recent three years of data (2008-2010). Only one of the two sets of results (1-year or 3-year) will determine the school’s plan type assignment: the scenario under which the school has data on a higher number of the key performance indicators or, if it has data for an equal number of indicators, the scenario under which it received a higher total number of framework points and plan assignment. This table reflects that plan type assignment.
- (2) Alternative Education Campuses receive a report of their data in the same framework report as other schools receive but, they do not receive a plan type assignment under this framework. An alternative framework is being developed to accommodate their unique circumstances. AECs are not included in the numbers in this table.
- (3) A small number of schools are not assigned a plan type (N/A) because they do not have sufficiently high N counts, on any performance indicators, to run calculations. CDE will work with districts to determine these schools’ plan type assignments.

The cut-points a below were used for the 2010 framework scores to arrive at this distribution.

Table 7. Framework Score Cut-Points for Elementary and Middle Schools

% of Framework Points Earned	Plan Type Assignment
at or above 59%	Performance
at or above 47% - below 59%	Improvement
at or above 37% - below 47%	Priority Improvement
below 37%	Turnaround

Table 8. Framework Score Cut-Points for High Schools

% of Framework Points Earned	Plan Type Assignment
at or above 60%	Performance
at or above 47% - below 60%	Improvement
at or above 33% - below 47%	Priority Improvement
below 33%	Turnaround

Exclusion Criteria

For the *Academic Achievement*, *Academic Growth*, and *Academic Growth Gaps* indicators, student exclusion criteria were applied prior to the final N count so that schools would not be held accountable for students that they had in their buildings for only a short time. The October 1 New to School field was used for this purpose. Students who had a “1” in this field, indicating that they were not enrolled in the school on or before October 1, were not included in any of the schools’ calculations for these three performance indicators. Students with zeroes or missing values, in this field, were included in these aggregations. All students with valid data were included; however, in the *Postsecondary and Workforce Readiness* indicator metrics and in the test participation rate.

Note that these exclusion criteria differ from those used on the School Accountability Reports, on district accreditation reports, and on federal No Child Left Behind accountability calculations from previous years.

Rules for N Count

N refers to the number of students included in the calculation of each performance indicator metric. In accordance with the Family Educational Rights and Privacy Act (FERPA), each metric requires a minimum N count in order for the data to be publicly reportable. The number of data points must also be considered when constructing a summary measure such as an average or a median; it does not make sense to do so when the number of observations is very small. The school performance framework report therefore uses minimum N counts for each metric, as shown below.

Table 9. Minimum N Counts

Performance Indicator: Measure	Minimum N
<i>Academic Achievement</i> : Reading, Writing, Mathematics, Science	16
<i>Academic Growth</i> : Reading, Writing, Mathematics	20
<i>Academic Growth Gaps</i> : Reading, Writing, Mathematics by subgroup	20
<i>Postsecondary and Workforce Readiness</i> : Graduation rate, Dropout rate	16
<i>Postsecondary and Workforce Readiness</i> : Average Colorado ACT Composite Score	16
(<i>Test Participation Rate</i> : Reading, Writing, Mathematics, Science, Colorado ACT)	20

If a school does not meet the minimum N for a metric, the data for that metric is not reported. The school will receive a rating of “N/A”, for that particular metric, and the points earned will be 0 out of 0 eligible points.

If a school does not meet the minimum N count for all of the metrics, within a performance indicator, the school is not eligible for any points in that indicator and does not receive a rating on that indicator. This reduces the overall framework points, for which the school is eligible, and the school earns 0 out of 0 framework points on that indicator. However, because the points are removed from both the points earned and the points eligible, the school’s score would not be negatively affected. Note that:

- (1) If a school meets the minimum N count for at least one metric, within a performance indicator, it will receive a rating on that performance indicator.
- (2) Although schools receive a 1-year and 3-year report of their data, only one of the two sets results in the official plan type assignment: it is the scenario under which the school has data on a higher number of the performance indicators, or, if it has data for an equal number of indicators, the one under which it received a higher total number of points.

For example:

School is not eligible for any points within one performance indicator:

- A school has more than 20 student records for the *Academic Achievement*, *Academic Growth*, and *Postsecondary and Workforce Readiness* indicator metrics. It meets the minimum N counts for these performance indicators. It is eligible for up to 15 framework points in *Academic Achievement*, 35 in *Academic Growth*, and 15 in *Postsecondary and Workforce Readiness*. However, the school has less than 20 students in each of the student subgroups in the *Academic Growth Gaps* indicator (Free/Reduced Lunch eligible, minority students, students with disabilities, English Language Learners, and students who score below proficient). It does not meet the minimum N count of 20 for any of the metrics within the *Academic Growth Gaps* indicator. It is not eligible for the 15 framework points in the *Academic Growth Gaps* indicator.
- The school is eligible for 85 total framework points (15 for *Academic Achievement* + 35 for *Academic Growth* + 15 for *Postsecondary and Workforce Readiness*). Its framework score would be the sum of the framework points it earned in each of the three eligible performance indicators out of the 85 eligible points.

School is eligible for at least one measure within a performance indicator:

- A school has more than 20 student records for the *Academic Achievement*, *Academic Growth*, and *Postsecondary and Workforce Readiness* indicator metrics. It meets the minimum N counts for these performance indicators. It is therefore eligible for up to 15 framework points in *Academic Achievement*, 35 in *Academic Growth*, and 15 in *Postsecondary and Workforce Readiness*.
- The school has more than 20 student records in each subject area in the *Growth Gaps* indicator for the minority student subgroup and the English Language Learner subgroup, but less than 20 students for the Free/Reduced Lunch eligible subgroup, the students with disabilities subgroup, and the students below proficient subgroup. The school meets the minimum N counts for only two metrics on this performance indicator. It is therefore eligible for up to 15 points in *Growth Gaps*.
- The school is eligible for 100 total framework points (15 for *Academic Achievement* + 35 for *Academic Growth* + 35 for *Academic Growth Gaps* + 15 for *Postsecondary and Workforce Readiness*). Its framework score would be the sum of the framework points it earned in each of the three eligible performance indicators, out of the 100 eligible points.

Graduation Rate

- (1) The graduation rate calculation will be amended to align with SB 09-163 in future versions.
- (2) The graduation rates, used in the 2010 school performance framework reports, reflect 2008-09 graduation rates. Because official state graduation rates are not available until November and the school performance framework report is released in August, the graduation rate reported in the school performance framework report will always be a year delayed.

The graduation rate formula begins with each school and district's entering ninth-grade class. This cohort of students is tracked and adjusted for verified transfers in and out of the district, through the end of the 12th grade year, to determine the final membership base for the graduating class. The graduation rate is calculated by dividing the number of students who receive a diploma by the adjusted membership base.

Legislation approved in 2005 changed the way the statewide graduation rate is calculated. Changes were made in the way the state counts students who leave a Colorado school district to pursue a GED (General Educational Development) certificate and to the process of verifying transfers out of a district. Previously, students bound for a GED program, outside their district, were treated as transfers and were removed from both the numerator and denominator of the graduation rate calculation. Under the new formula, used for the first time with 2006-2007 data, students who opt for a GED program remain in the membership base (or graduation rate denominator). While students who receive a GED certificate are counted as completers, they are not considered graduates and thereby reduce the graduation rate for their graduating class.

The graduation rate calculation:

Number of students receiving a regular diploma during the 2008-09 school year

(Number of students beginning 9th grade in 2005-06) + (Number of transfers in)
– (Number of verified transfers out)

Source: <http://www.cde.state.co.us/cdereval/download/PDF/2009Grads/20100113graduationrate4.pdf>

Dropout Rate

The dropout rate reflects the percentage of all students, enrolled in grades 7-12 who leave school during a single school year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in membership any time during the year.

The Colorado dropout rate is an annual rate reflecting the percentage of all students enrolled, in grades 7-12, who leave school during a single school year without subsequently attending another school or educational program. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in membership any time during the year. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students.

The dropout rate calculation:

Number of dropouts during the 2008-09 school year

Total number of students that were part of the same membership base at any
time during the 2008 – 09 school year

Source: <http://www.cde.state.co.us/cdereval/download/PDF/2009Grads/20100113graduationrate4.pdf>

Appendix A: School Performance Framework Terminology

Term	Definition
<p>Academic Achievement</p> <p>Or</p> <p>Achievement</p>	<p>A single point in time score on an assessment. Achievement for an individual is expressed as a test score (or “scale score”), or it may be described using an achievement level.</p> <p>Academic Achievement is one of four performance indicators used to evaluate schools and districts in Colorado See also: Status Score and Scale Score.</p>
<p>Achievement Level</p>	<p>Descriptions of score levels on an assessment, using ranges of scores, separated by cut points. On the CSAP tests, for example, the four achievement levels are: Unsatisfactory, Partially Proficient, Proficient and Advanced. The cut scores associated with these four achievement levels are different for each content area and grade.</p>
<p>Academic Growth</p>	<p>For an individual student, academic growth is the progress shown by the student, in a given subject area, over a given span of time. The Colorado Growth Model expresses annual growth, for an individual, with a student growth percentile in reading, writing and mathematics. For a school, district or other relevant student group, student growth is summarized using the median of the student growth percentiles for that group.</p> <p>Academic growth is one of four statewide performance indicators used to evaluate schools and districts in Colorado. This indicator contains measures of both normative and adequate growth. See also: Normative growth and Adequate growth</p>
<p>Academic Growth Gaps</p>	<p>Academic growth gaps is a Performance Indicator that reflects the academic progress of students in the following disaggregated groups: students eligible for Free/Reduced Lunch, minority students, students with disabilities, English Language Learners and low-proficiency students.</p> <p>Academic growth gaps is one of four statewide performance indicators used to evaluate schools and districts in Colorado. This indicator contains measures of both normative and adequate growth for disaggregated student groups.</p> <p>See also: Normative growth, Adequate growth, and Subgroup</p>
<p>Academic Peers</p>	<p>Students currently in the same grade, being tested in the same subject, with a similar CSAP achievement score history in that subject. More simply put, these are a particular student’s comparison group when interpreting his/her student growth percentile.</p>
<p>Achievement</p>	<p>See Academic Achievement</p>

Term	Definition
Adequate Growth	<p>A growth level (student growth percentile) sufficient for a student to reach an achievement level of proficient or advanced, in a subject area, within one, two, or three years or by 10th grade; whichever comes first.</p> <p>The performance framework reports the median adequate growth rate for a school or district. This number is the growth level sufficient for the <i>typical</i> or <i>median</i> student in that district, school, or other disaggregated group to reach a performance level of proficient or advanced, in a subject area, within one, two or three years, or by 10th grade; whichever comes first.</p>
Average	<p>A summary of a collection of numbers, calculated by adding all of the numbers together and dividing by how many numbers were in the collection. Also known as the mean.</p> <p>See also: <i>Mean, Median</i></p>
Baseline	<p>The initial value of a metric against which future values are compared to determine if progress is being made towards goals.</p>
Catch-Up Growth	<p>Growth needed for a student scoring at the unsatisfactory or partially proficient levels, in the previous year, to reach the proficient or advanced achievement level within 3 years or by 10th grade; whichever comes first.</p> <p>A student is catching up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to reach a proficient or advanced level of achievement.</p> <p>See also: <i>Keep-Up Growth, Move-Up Growth, and Adequate Growth.</i></p>
<p>Colorado ACT Composite Score</p> <p>Or</p> <p>Average Colorado ACT Composite Score</p>	<p>The composite score, on the Colorado ACT, is the rounded average of a student’s Colorado ACT scores across English, mathematics, reading, and science.</p> <p>The average Colorado ACT composite score is the average composite score for all of the students in a district or school.</p> <p>Average Colorado ACT composite score is one of the required state measures of the Postsecondary and Workforce Readiness indicator.</p>
The Colorado Growth Model	<p>The Colorado Growth Model is both:</p> <ul style="list-style-type: none"> (a) A statistical model to calculate each student’s progress on state assessments. (b) A computer-based data visualization tool for displaying student, school, and district results over the internet.

Term	Definition
CSAP	Colorado Student Assessment Program. Content areas currently tested include reading (in English and Spanish), writing (in English and Spanish), mathematics, in grades 3-10, and science in grades 5,8, and 10.
CSAPA	Colorado Student Assessment Program Alternate: the standards-based assessment used to measure academic content knowledge for students with significant cognitive disabilities. The CSAPA is given in the same content areas and grades as the CSAP.
Cut Score Or Cut Point	The number required for a school or district to earn a particular performance indicator rating on the performance framework reports. The cut point for each performance indicator level is defined on the performance framework scoring guide.
Disaggregated group	<p>A demographic subset of students.</p> <p>Colorado reports student academic growth, on the performance framework reports, for five historically disadvantaged disaggregated student groups: students eligible for Free/Reduced Lunch, minority students, students with disabilities and English Language Learners; and for students scoring below proficient.</p> <p>For federal accountability, data is disaggregated by: each race/ethnicity category, students eligible for Free/Reduced lunch, English Language Learners, and students with disabilities.</p>
Disaggregated Group Median Adequate Growth	<p>The student growth percentile sufficient for the median student in a disaggregated group to reach or maintain a level of proficient or advanced in a subject area within one, two or three years. If the disaggregated group’s median student growth percentile is high enough to reach the adequate level, this means that, as a group, students in this category are making enough growth to catch up and keep up.</p> <p>On the performance framework reports, disaggregated groups include students eligible for Free/Reduced Lunch, minority students, students with disabilities, English Language Learners and students at a performance level of unsatisfactory or partially proficient.</p> <p>See also: <i>Median Student Growth Percentile</i></p>
District Performance Framework	The framework with which the state evaluates the level to which districts meet the state’s expectations, for attainment on the performance indicators, and makes an accreditation level determination. The district’s results on the district performance framework are summarized in the district performance framework report.

Term	Definition
Drop-Out Rate	<p>The Colorado dropout rate is an <u>annual</u> rate, reflecting the percentage of all students enrolled in grades 9-12 who leave school during a single school year, without subsequently attending another school or educational program. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in membership any time during the year. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students.</p>
Framework Points	<p>The point values schools or districts can earn on each performance indicator included in the school or district performance framework. Framework points define the relative weighting of each of the performance indicators, within the overall framework. They can be directly understood as percentage weights of the indicators when the school or district has data on all four indicators.</p> <p>For elementary and middle schools, the framework points possible are: 25 points for Academic Achievement, 50 for Academic Growth and 25 for Academic Growth Gaps.</p> <p>For high schools, the framework points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps and 35 for Postsecondary and Workforce Readiness.</p> <p>When a school or district does not have sufficient data to allow the calculation of a score on a particular performance indicator, the remaining indicators are still used, but their weighted contributions change.</p>
Framework Score	<p>The sum of the framework points a school or district earns on all of the performance indicators on the school or district performance framework. The framework score determines a school's plan type or a district's accreditation category.</p>
Graduation Rate	<p>Graduation rate is the percentage of students who received a diploma from the base membership, of a given class of students, within a district or a school. The membership base begins with each school and district's entering ninth-grade class. This cohort of students is tracked through the end of the 12th grade year. The group is adjusted based on verified transfers in and out of the district to determine the final membership base for the graduating class. The graduation rate is calculated by dividing the number of students who receive a diploma by the adjusted membership base.</p> <p>Legislation, approved in 2005, changed statewide graduation rate calculations. Changes were made in the way the state counts students who leave a Colorado school district to pursue a GED</p>

Term	Definition
	<p>(General Educational Development) certificate, and to the process of verifying transfers out of a district. Previously, students bound for a GED program outside their district were treated as transfers and were removed from both the numerator and denominator of the graduation rate calculation. Under the new formula (used for the first time with 2006-2007 data), students who opt for a GED program remain in the membership base (or graduation rate denominator). While students who receive a GED certificate are counted as completers, they are not considered graduates and thereby reduce the graduation rate for their graduating class.</p>
Growth	<p>For an individual student, growth is the progress shown by the student, in a given subject area, over a given span of time.</p> <p>The Colorado Growth Model describes how much growth a student has made relative to his/her “academic peers” by providing a student growth percentile in reading, writing and mathematics. For a school, district, or other relevant student group, student growth is summarized using the median of the student growth percentiles for that group.</p> <p>Academic growth is one of four performance indicators used to evaluate schools and districts in Colorado. On the Performance Frameworks, this academic growth indicator contains measures of both normative and adequate growth.</p> <p>The performance frameworks provide both normative and criterion-referenced (growth to a proficiency standard) measures of growth. The performance framework reports summarize growth for a school, district, or disaggregated student group using the median of the student growth percentiles of the school, district or student group. It then evaluates if that growth rate is sufficient for the <i>typical</i> or <i>median</i> student in a district, school or other disaggregated group to reach an achievement level of proficient or advanced, in a subject area, within one, two or three years, or by 10th grade, whichever comes first.</p>
Improvement Plan	<p>Senate Bill 09-163 (The Educational Accountability Act of 2009) requires all schools and districts in Colorado to implement one of four types of plans: a Performance Plan, Improvement Plan, Priority Improvement Plan or Turnaround Plan.</p> <p>Elementary and middle schools that earn at least 45% but less than 58% of their framework points, on the school performance framework, will be assigned to the “Improvement Plan” category.</p> <p>High schools that earn at least 45% but less than 60% of their framework points, on the school performance framework report,</p>

Term	Definition
	<p>will be assigned to the “Improvement Plan” category.</p> <p>Improvement plans are also required for Title I schools “on Improvement,” and districts “identified for Program Improvement” based on criteria defined by NCLB.</p> <p>The Unified Improvement Plan template (for districts and schools) is designed to meet the requirements of both SB09-163 and NCLB.</p>
Keep-Up Growth	<p>Growth needed for a student scoring at the proficient or advanced levels, in the previous year, to continue scoring at least at the proficient level in the current year and future 3 years or by 10th grade; whichever comes first.</p> <p>A student is keeping up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to maintain a proficient level of achievement.</p> <p>See also: <i>Catch-Up Growth, Move-Up Growth, and Adequate Growth.</i></p>
Lectura	<p>State 3rd and 4th grade reading assessment in Spanish; similar to CSAP reading assessment, but measuring students’ ability to read in Spanish. Lectura is administered to those students who receive their primary reading instruction in Spanish.</p>
Mean	<p>A summary measure of a collection of numbers, calculated by adding all of the numbers together and dividing by how many numbers were in the collection (commonly known as the average). See also: Average.</p>
Measure	<p>Instruments or means to assess performance in an area identified by an indicator.</p>
Median	<p>A number that summarizes a set of numbers, similar to an average. When a collection of numbers is ordered in a list from smallest to largest, the median is the middle score of the ordered list. The median is therefore the point below which 50 percent of the scores fall.</p> <p>Medians are more appropriate to calculate than averages in particular situations, such as when percentiles are grouped.</p>

Term	Definition
<p>Median Adequate Growth</p> <p>Or</p> <p>Median Adequate Growth Percentile</p>	<p>The growth (student growth percentile) sufficient for the median student in a district, school, or other group of interest to reach an achievement level of proficient or advanced, in a subject area, within three years or by 10th grade; whichever comes first.</p> <p>In the case of the performance framework, this is a relatively simple calculation. Each student, in a school, has a Catch up or a Keep up growth number. If you take the median of all these numbers, you get the growth level that would, on average, enable all students to be either catching up or keeping up; whichever they need to do.</p>
<p>Median Growth</p>	<p>Median growth summarizes student growth rates by district, school, grade level, or other group of interest. It is measured using the median student growth percentile, which is calculated by taking the individual student growth percentiles of the students, in the group of interest, and calculating the median.</p>
<p>Median Student Growth Percentile</p> <p>Or</p> <p>Median Growth Percentile (MGP)</p>	<p>Summarizes student growth by district, school, grade-level, or other group of interest. It is calculated by taking the individual Student Growth Percentiles of the students in the group of interest and calculating the median.</p> <p>See also: <i>Median</i></p>
<p>Metric</p>	<p>A numeric scale indicating the level of some variable of interest. For example, your credit score is a metric that companies use to decide whether to give you a loan.</p>
<p>Normative Growth</p>	<p>One student's growth understood in comparison to that of similar students. The Colorado Growth Model describes growth, normatively, as defined by how each student's progress compares to other students with a similar achievement history - his/her academic peers.</p>
<p>Participation Rate</p>	<p>Percentage of students, in a school or district, taking required state assessment; including: CSAP, CSAPA, Lectura, and Escritura.</p> <p>On the performance framework, schools or districts that do not meet a minimum of 95% participation rate in any subject area, on these required state assessments, are assigned a plan type one category lower than their framework points indicate.</p>
<p>Percentage/Percent</p>	<p>A way of expressing a fraction in a single number. For example, one out of seventeen is 5.9%.</p>
<p>Percentile</p>	<p>A percentile is a way of showing how a particular score compares with all the other scores, in a dataset, by ranking ranges of scores from 1 to 99. The higher the percentile, the higher ranking the score is among all the other values. Each range of scores represents 1% of the pool of scores.</p>

Term	Definition
	<p>For example, if your vocabulary knowledge is at the 60th percentile for people your age, that means that you are higher in the distribution than 60% of other people – in other words, you know more words than 60% of your peers. Conversely, 40% of people know more words than you.</p> <p>The percentile is useful because you do not need to know anything about the scales used for particular metrics or tests – if you know that your score was at the 50th percentile, you know that your score is right in the middle of all the other scores.</p>
Performance	<p>General term used to encompass growth and achievement. Used to discuss both student and school level of attainment.</p> <p>In AYP, performance refers to the achievement targets for students (the percent of students partially proficient and above).</p>
Performance Indicator	<p>A specific component of school or district quality. Colorado has identified four performance indicators that are used to evaluate all schools and districts in the state: student academic growth, student achievement, growth gaps, and postsecondary/workforce readiness.</p>
Performance Plan	<p>The type of plan required for those schools that already meet the state’s expectations, for attainment, on the performance indicators.</p> <p>Elementary and middle schools that earn at least 58%, of their framework points, on the school performance framework report are assigned to the Performance plan category.</p> <p>High schools that earn at least 60%, of their framework points, on the school performance framework report are assigned to a Performance plan category.</p>
Postsecondary and Workforce Readiness	<p>The preparedness, of students, for college or a job after completing high school.</p> <p>This is one of the performance indicators used to evaluate the performance of all schools and districts in the state. This indicator is measured by graduation rate, dropout rate, and Colorado ACT scores.</p>
Priority Improvement Plan	<p>One of the types of plans required for those schools and district that do not meet the state’s performance expectations.</p> <p>Elementary and middle schools that earn at least 35% but less than 45%, of their framework points, on the school performance framework report are assigned to a Priority Improvement Plan category.</p>

Term	Definition
	High schools that earn at least 30% but less than 45%, of their framework points, on the school performance framework report are assigned to a Priority Improvement Plan category.
Rating	On the performance framework reports, CDE’s evaluation of the extent to which the school or district has met the state’s standards on the performance indicators and their component parts. The rating levels on the performance framework reports are: Does Not Meet, Approaching, Meets, and Exceeds.
School Plan Type	The type of plan to which a school is assigned, by the state, on the school performance framework report. The school plan types are: Performance, Improvement, Priority Improvement and Turnaround. This is also the type of plan that must be adopted and implemented, for the school, by either the local board (priority improvement and turnaround) or the principal and the superintendent (performance and improvement).
School Performance Framework	The framework used, by the state, to provide information to stakeholders about each school’s performance based on the four key performance indicators: student academic growth, student achievement, achievement and growth gaps, and postsecondary/workforce readiness. Schools are assigned to a type of improvement plan based on their performance across all of the indicator areas.
Student Growth Percentile	A way of understanding a student’s current CSAP scale score based on his/her prior scores and relative to other students with similar prior scores. The student growth percentile provides a measure of academic growth (i.e. relative position change) where students who have similar academic score histories provide a baseline for understanding each student’s progress. For example, a growth percentile of 60 in mathematics means the student’s growth exceed that of 60 percent of his/her academic peers. In other words, the student’s latest score was somewhat higher than we would have expected based on past score history. Also referred to as a “growth percentile.”
Students below proficient Or Students scoring below proficient	Students who scored Unsatisfactory or Partially Proficient in the prior year’s CSAP. Adequate growth for these students would enable them to reach Proficient or Advanced within three years or by 10th grade; whichever comes first.
Subgroup	See Disaggregated group .
Subgroup Median Adequate Growth	See Disaggregated group Median Adequate Growth
Subgroup Median Growth	See Disaggregated group Median Growth
Test Participation Test Participation Rate	On the performance framework reports, the percentage of students in a school or district taking a state assessment, including: CSAP, CSAPA, Lectura or Escritura. The performance framework reports set a minimum 95% participation rate across all subject

Term	Definition
	areas. Schools or districts do not receive points for test participation; however, schools or districts that do not meet the 95% rate in any subject area are assigned a plan type one category lower than their framework points indicate.
Turnaround Plan	One of the types of plans required for those schools that do not meet state expectations for attainment on the performance indicators.

Appendix B: Guiding Questions for Interpreting the School Performance Framework

I. How did our school perform in each performance indicator area?	
Student Academic Achievement	
Reading	
• What percent of students, in our school, reached a proficient or advanced achievement level in reading?	
• For our school level (elem, middle, high), what percent proficient/advanced in reading represented the 50 th percentile of schools in Colorado (see technical guide)?	
• Did our school meet this state expectation for percent proficient or advanced in reading?	
Mathematics	
• What percent of students, in our school, reached a proficient or advanced achievement level in mathematics?	
• For our school level (elem, middle, high), what percent proficient/advanced in mathematics was at the 50 th percentile of schools in Colorado (see technical guide)?	
• Did our school meet this state expectation for percent proficient or advanced in mathematics?	
Science	
• What percent of students, in our school, reached a proficient or advanced achievement level in science?	
• For our school level (elem, middle, high), what percent proficient/advanced in science was at the 50 th percentile of schools in Colorado (see technical guide)?	
• Did our school meet this state expectation for percent proficient or advanced in science?	
Writing	
• What percent of students, in our school, reached a proficient or advanced achievement level in writing?	
• For our school level (elem, middle, high), what percent proficient/advanced in writing was at the 50 th percentile of schools in Colorado (see technical guide)?	
• Did our school meet this state expectation for percent proficient or advanced in writing?	
Student Academic Growth	
Reading	
• What was the median student growth percentile, for our school, in reading?	
• What was the adequate median student growth percentile, for our school, in reading?	
• Was the median student growth percentile, in our school, adequate for the typical student, in our school, to reach or maintain a performance level of	

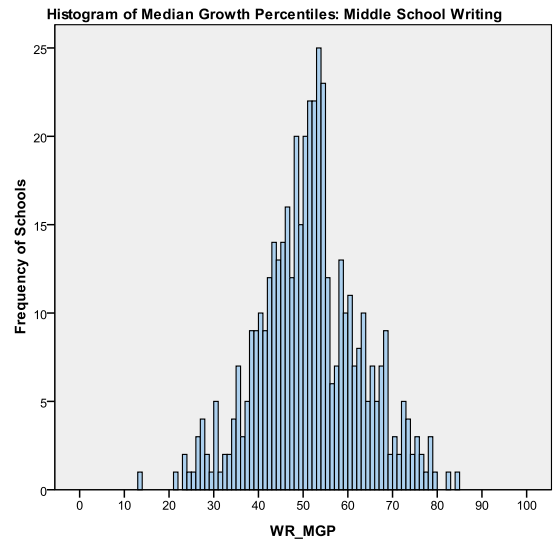
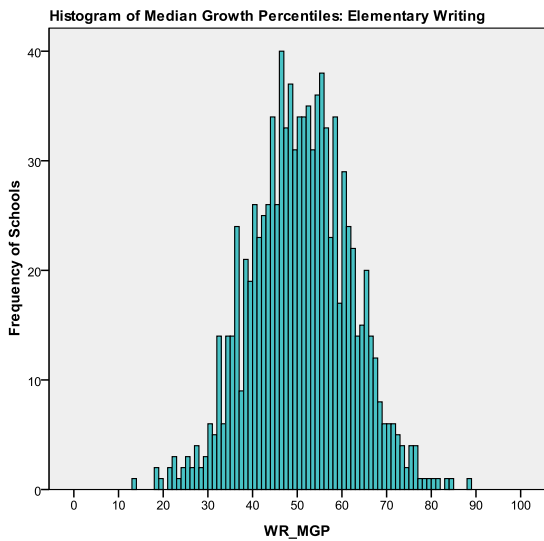
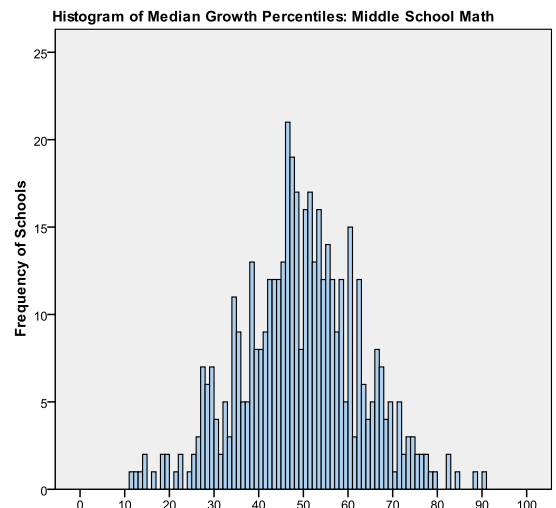
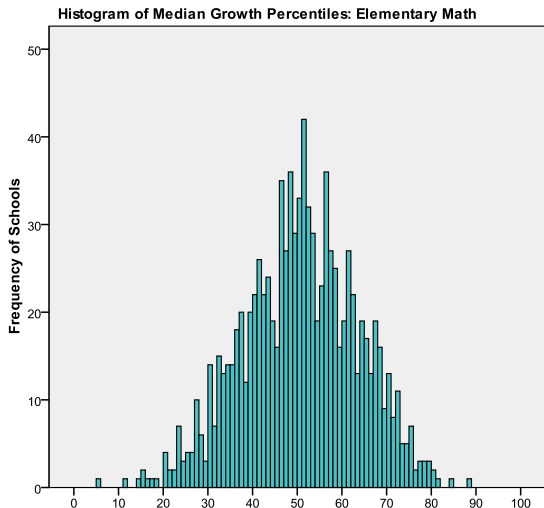
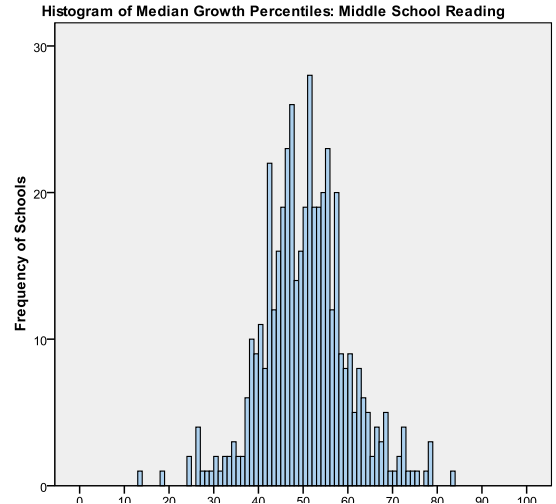
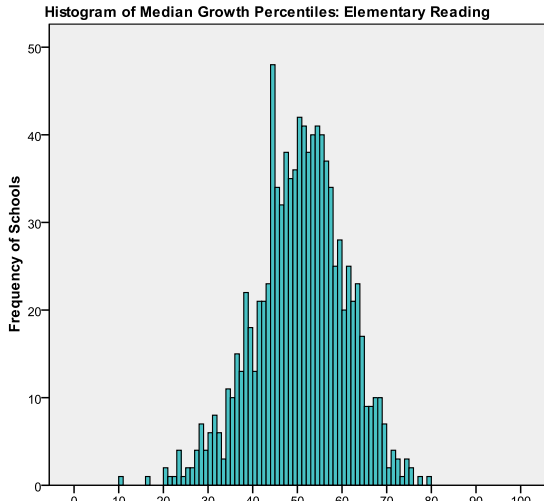
proficient or advanced within three years or by 10 th grade in reading?	
<ul style="list-style-type: none"> Did our school meet state expectations for student academic growth in reading (see academic growth scoring guide in the technical guide)? 	
Mathematics	
<ul style="list-style-type: none"> What was the median student growth percentile, for our school, in mathematics? 	
<ul style="list-style-type: none"> What was the adequate median student growth percentile, for our school, in mathematics? 	
<ul style="list-style-type: none"> Was the median student growth percentile, in our school, adequate for the typical student, in our school, to reach or maintain a performance level of proficient or advanced within three years or by 10th grade in mathematics? 	
<ul style="list-style-type: none"> Did our school meet state expectations for student academic growth in mathematics (see academic growth scoring guide in the technical guide)? 	
Writing	
<ul style="list-style-type: none"> What was the median student growth percentile, for our school, in writing? 	
<ul style="list-style-type: none"> What was the adequate median student growth percentile, for our school, in writing? 	
<ul style="list-style-type: none"> Was the median student growth percentile, in our school, adequate for the typical student, in our school, to reach or maintain a performance level of proficient or advanced within three years or by 10th grade in writing? 	
<ul style="list-style-type: none"> Did our school meet state expectations for student academic growth in writing (see academic growth scoring guide in the technical guide)? 	
Gaps in Academic Growth	
Reading	
<ul style="list-style-type: none"> What was the median student growth percentile, for each of the following disaggregated student groups, in reading: Free/Reduced Lunch Eligible, Minority Students, Students w/ Disabilities, English Language Learners, Students Below Proficient? 	
<ul style="list-style-type: none"> What was the median adequate growth percentile, for each disaggregated student group, in reading? 	
<ul style="list-style-type: none"> Which disaggregated student groups, in our school, made adequate growth in reading? Which did not? 	
<ul style="list-style-type: none"> Which disaggregated student groups, in our school, met state expectations for academic growth in reading? Which did not? (See academic growth scoring guide in the technical guide.) 	
Mathematics	
<ul style="list-style-type: none"> What was the median student growth percentile, for each of the following disaggregated student groups, in mathematics: Free/Reduced Lunch Eligible, Minority Students, Students w/ Disabilities, English Language Learners, Students Below Proficient? 	
<ul style="list-style-type: none"> What was the median adequate growth percentile, for each disaggregated student group, in mathematics? 	
<ul style="list-style-type: none"> Which disaggregated student groups, in our school, made adequate growth in mathematics? Which did not? 	
<ul style="list-style-type: none"> Which disaggregated student groups, in our school, met state expectations 	

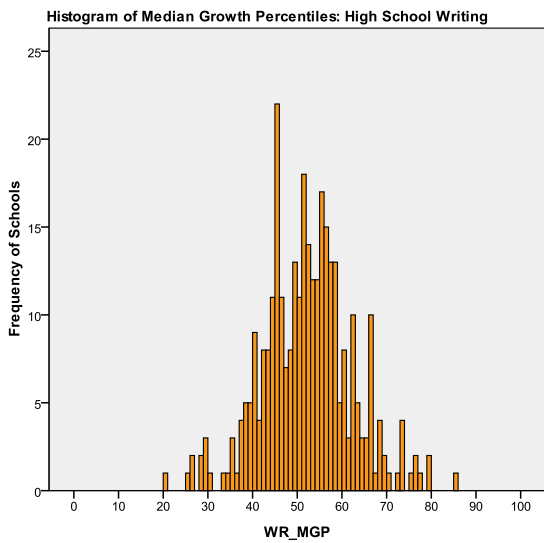
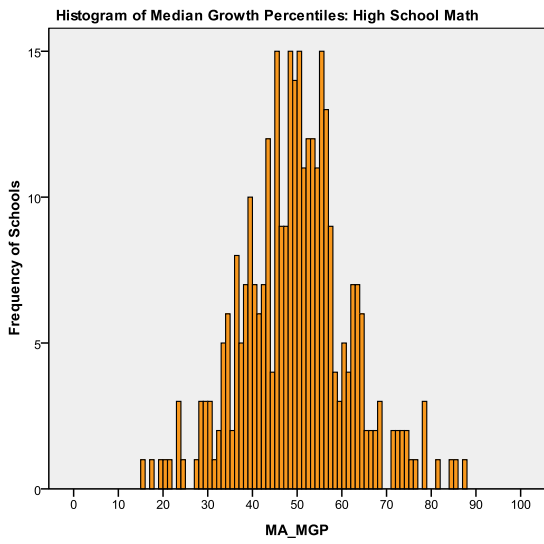
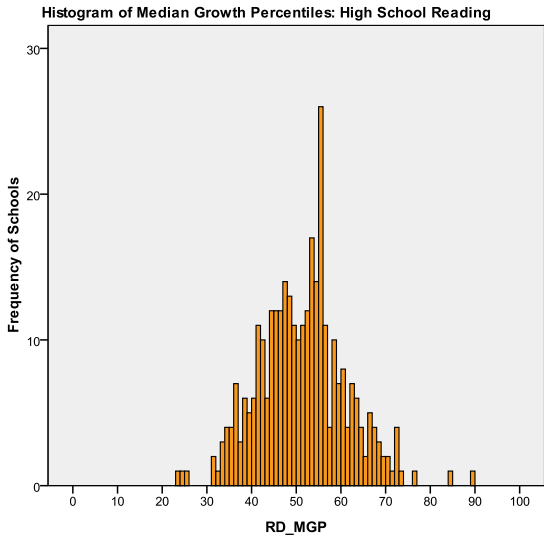
for academic growth in mathematics? Which did not? (See academic growth scoring guide in the technical guide.)	
Writing	
• What was the median student growth percentile, for each of the following disaggregated student groups, in writing: Free/Reduced Lunch Eligible, Minority Students, Students w/ Disabilities, English Language Learners, Students Below Proficient?	
• What was the median adequate growth percentile, for each disaggregated student group, in writing?	
• Which disaggregated student groups, in our school, made adequate growth in writing? Which did not?	
• Which disaggregated student groups, in our school, met state expectations for academic growth in writing? Which did not? (See academic growth scoring guide in the technical guide.)	
Post-Secondary and Workforce Readiness (High School Only)	
• What was the graduation rate at our school?	
• Did our school meet state expectations for graduation rate?	
• What was the state average drop-out rate (choose 1 year or 3 year rate in the technical guide)?	
• What was the drop-out rate at our school?	
• Did our school meet state expectations for drop-out rate?	
• What was the average Colorado ACT Composite score at our school?	
• What was the state average Colorado ACT Composite score?	
• Did our school meet state expectations for average Colorado ACT Composite score?	
II. How was the performance of our school rated for each performance indicator?	
Academic Achievement	
• How many points did our school earn for academic achievement?	
• How many points was our school eligible to earn for academic achievement?	
• What percentage of points eligible did our school earn for academic achievement?	
• What was the rating for our school for academic achievement?	
Academic Growth	
• How many points did our school earn for academic growth?	
• How many points was our school eligible to earn for academic growth?	
• What percentage of points eligible did our school earn for academic growth?	
• What was the rating, of our school, for academic growth?	
Academic Growth Gaps	
• How many points did our school earn for academic growth gaps?	

•	How many points was our school eligible to earn for academic growth gaps?	
•	What percentage of points eligible did our school earn for academic growth gaps?	
•	What was the rating, for our school, for academic growth gaps?	
Post-Secondary and Workforce Readiness		
•	How many points did our school earn for post-secondary and workforce readiness?	
•	How many points was our school eligible to earn for post-secondary and workforce readiness?	
•	What percentage of points eligible did our school earn for post-secondary and workforce readiness?	
•	What was the rating, for our school, for post-secondary and workforce readiness?	
III. To what type of plan was our school assigned?		
•	What percentage of eligible points did our school earn for each performance indicator (page 1 of SPF)?	
•	What was the weight for each performance indicator in percentages? Note: this varies by school level.	
•	Based on our % of points earned out of points eligible, how many weighted points did we receive for each performance indicator?	
•	What was our school's total points (out of 100) for all of the indicators?	
•	What are the cut-points for plan type assignment? (See page 3 of SPF.)	
•	Did our school receive a plan type assignment? If so, what was it? If not, why not?	

What areas for improvement did these reports reveal for our school?

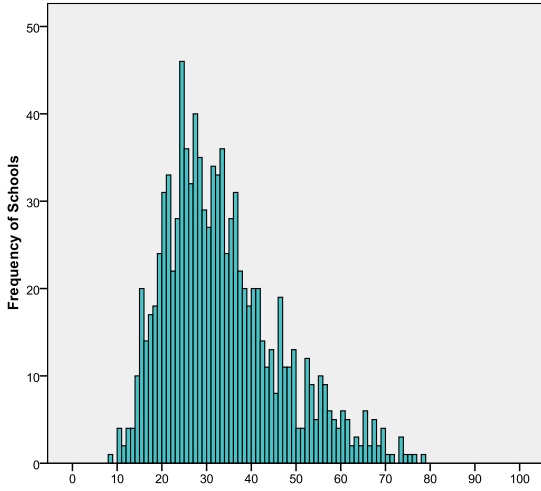
Appendix C: Median Growth Percentile by School (2009)



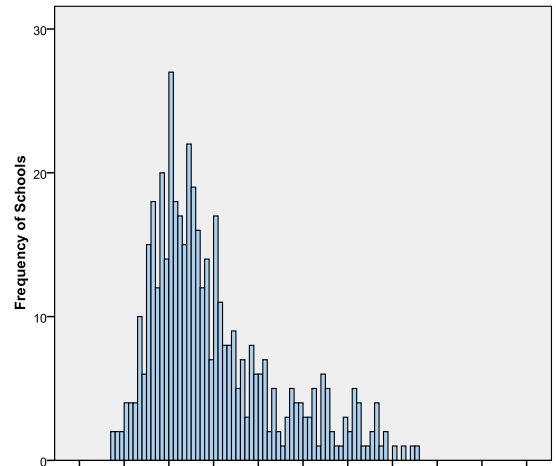


Appendix D: Median Adequate Growth Percentiles by School (2009)

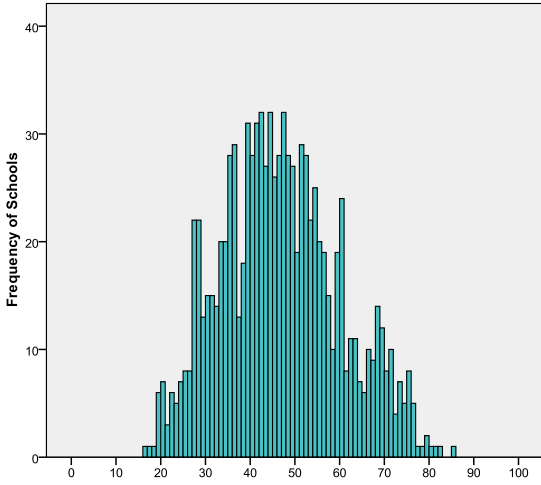
Histogram of Median Adequate Growth Percentiles: Elementary Reading



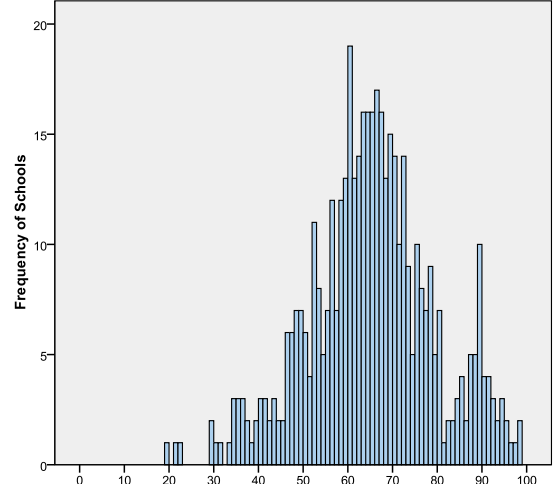
Histogram of Median Adequate Growth Percentiles: Middle School Reading



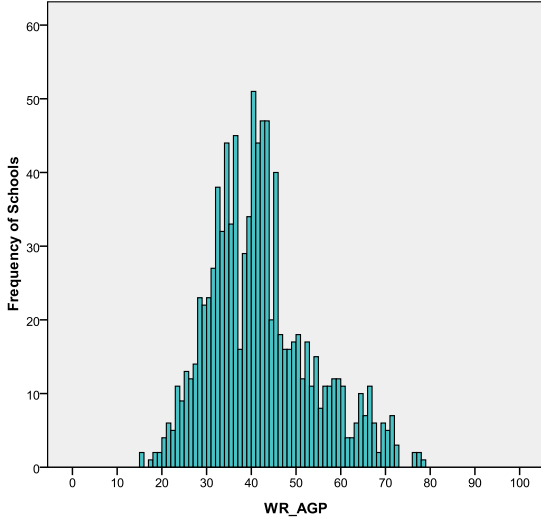
Histogram of Median Adequate Growth Percentiles: Elementary Math



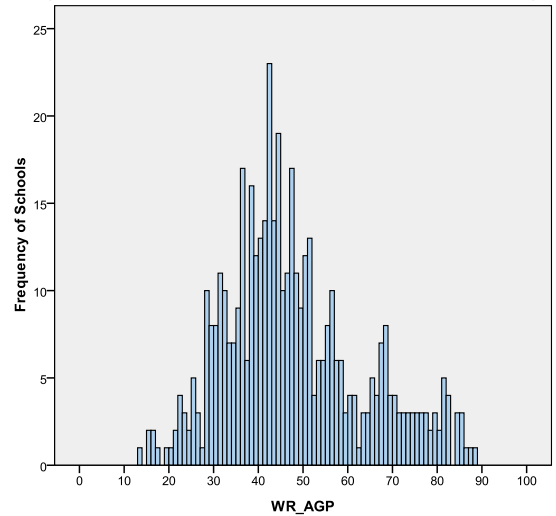
Histogram of Median Adequate Growth Percentiles: Middle School Math



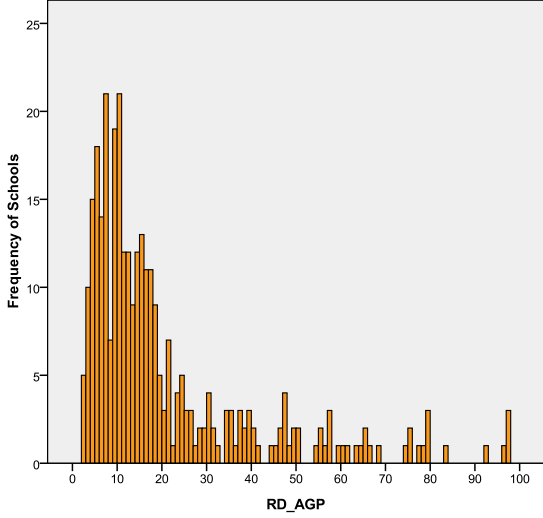
Histogram of Median Adequate Growth Percentiles: Elementary Writing



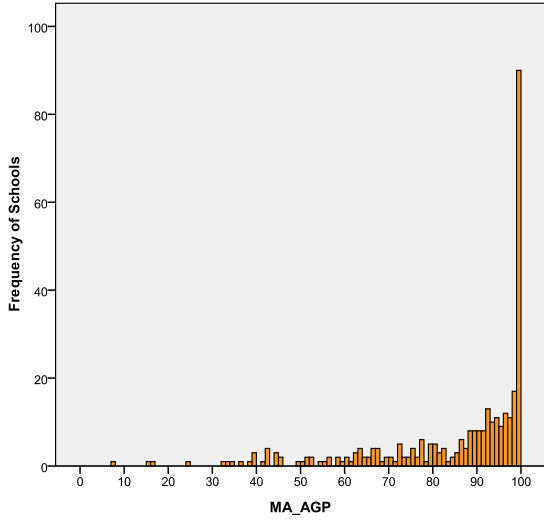
Histogram of Median Adequate Growth Percentiles: Middle School Writing



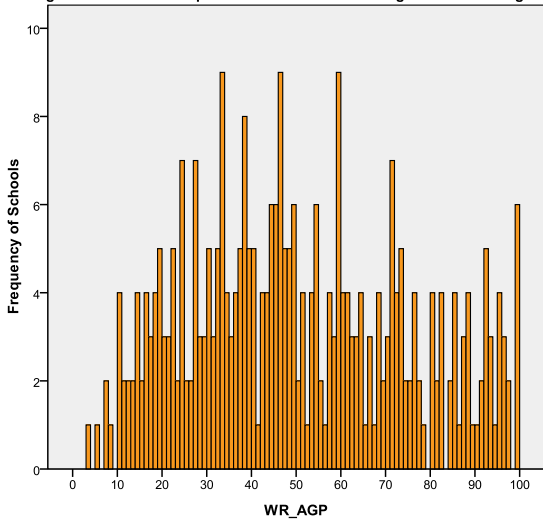
Histogram of Median Adequate Growth Percentiles: High School Reading



Histogram of Median Adequate Growth Percentiles: High School Math

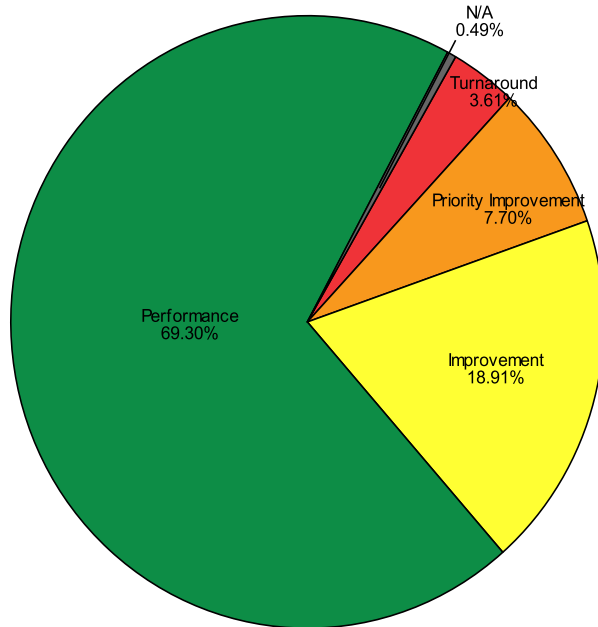


Histogram of Median Adequate Growth Percentiles: High School Writing

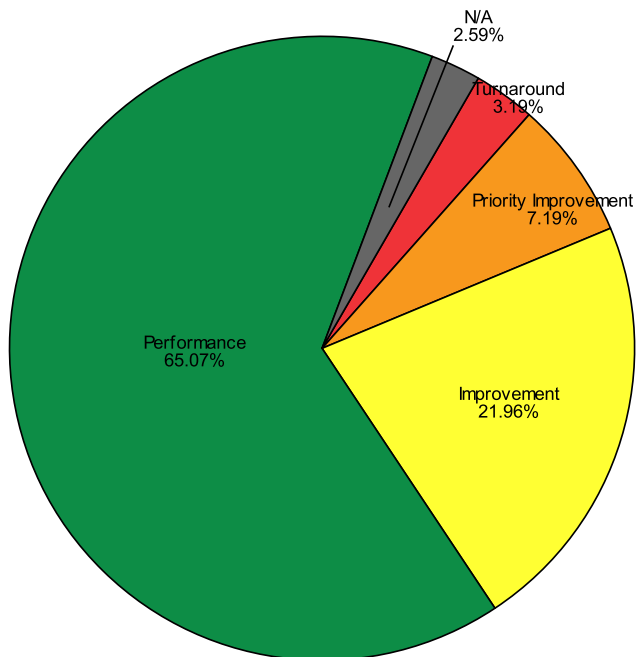


Appendix E: Plan Assignment Types by School (2009)

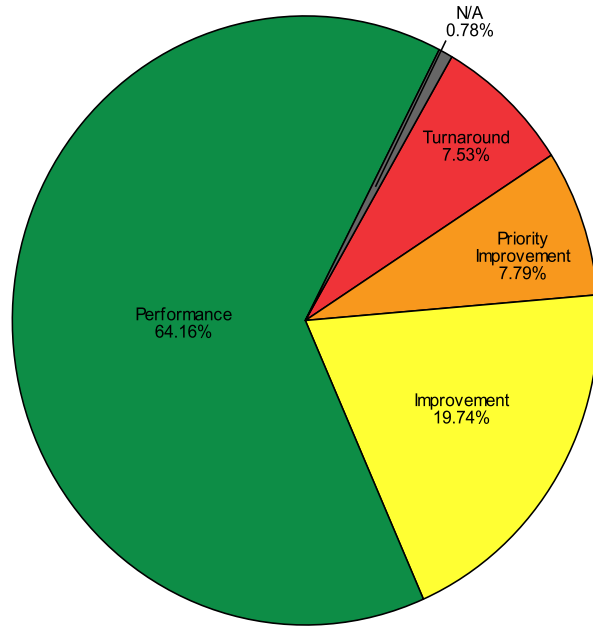
Distribution of Preliminary School Performance Framework Plan Assignments: Elementary School



Distribution of Preliminary School Performance Framework Plan Assignments: Middle School



Distribution of Preliminary School Performance Framework Plan Assignments: High School



Distribution of Preliminary School Performance Framework Plan Assignments: All School Levels

