

Annotated School Performance Framework Report (High School)

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

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.

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.

School Performance Framework 2013 - PRELIMINARY DRAFT FOR DISTRICT REVIEW

School: REAL SCHOOL-H - 0003

Level: H

District: REAL DISTRICTS - 0001 (1 Year¹)

Improvement		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²					
		Academic Achievement	Approaching	50.0% (7.5 out of 15 points)					
		Academic Growth	Approaching	60.7% (21.2 out of 35 points)					
		Academic Growth Gaps	Approaching	56.7% (8.5 out of 15 points)					
		Postsecondary and Workforce Readiness	Approaching	60.9% (21.3 out of 35 points)					
Plan Assignment	Framework Points Earned	Test Participation ³		Meets 95% Participation Rate					
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.									
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 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 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).									
TOTAL 58.5% (58.5 out of 100 points)									

Test Participation Rates

Content Area	% of Students Tested			Participation Rating			Students Tested			Total Students						
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	-	-	95.3%	95.3%	-	-	Meets	Meets	-	-	1103	1103	-	-	1158	1158
Mathematics	-	-	95.5%	95.5%	-	-	Meets	Meets	-	-	1106	1106	-	-	1158	1158
Writing	-	-	96.6%	96.6%	-	-	Meets	Meets	-	-	1119	1119	-	-	1158	1158
Science	-	-	96.7%	96.7%	-	-	Meets	Meets	-	-	555	555	-	-	574	574
Colorado ACT	-	-	99.0%	99.0%	-	-	Meets	Meets	-	-	474	474	-	-	479	479

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

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

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

The framework is based on either the 1 or 3 year report. Refer to page 5.

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

Annotated SPF Report(High School)

ACCESS is the new English Language Proficiency Assessment, replacing CELApro.

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

This is the school's data for each metric on this performance indicator. The data are used to determine the number of points and the indicator ratings the school earned. How performance relates to points is described on page 4.

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.

Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW							Level: High
School: REAL SCHOOL-H - 0003	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District: REAL DISTRICTS - 0001 (1 Year) School's Percentile
Academic Achievement							
Reading	2	4		Approaching	1053	61.35	24
Mathematics	2	4		Approaching	1058	23.72	28
Writing	2	4		Approaching	1067	39.64	29
Science	2	4		Approaching	522	34.1	23
Total	8	16	50%	Approaching			
Academic Growth							
Reading	3	4		Meets	991	55	31
Mathematics	2	4		Approaching	994	40	No
Writing	2	4		Approaching	1002	51	No
English Language Proficiency (ACCESS)	1.5	2		Meets	97	61	-
Total	8.5	14	60.7%	Approaching			
Academic Growth Gaps							
Reading	13	20	65%	Meets			
Free/Reduced Lunch Eligible	3	4		Meets	582	54	Yes
Minority Students	3	4		Meets	739	55	Yes
Students with Disabilities	2	4		Approaching	84	52	No
English Learners	3	4		Meets	188	57	No
Students needing to catch up	2	4		Approaching	412	54	No
Mathematics	10	20	50%	Approaching			
Free/Reduced Lunch Eligible	2	4		Approaching	583	41	No
Minority Students	2	4		Approaching	741	40	No
Students with Disabilities	2	4		Approaching	84	45	No
English Learners	2	4		Approaching	188	44	No
Students needing to catch up	2	4		Approaching	609	41	No
Writing	11	20	55%	Approaching			
Free/Reduced Lunch Eligible	2	4		Approaching	587	51	No
Minority Students	2	4		Approaching	748	52	No
Students with Disabilities	2	4		Approaching	85	48	No
English Learners	3	4		Meets	198	58	No
Students needing to catch up	2	4		Approaching	555	53	No
Total	34	60	56.7%	Approaching			
Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	3	4		Meets	510/511/512/525	78.6/81.4/77.1/76.4%	80%
Disaggregated Graduation Rate	2.75	4	68.8%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	313/268/246/230	79.9/83.6/78.5/73%	80%
Minority Students	0.75	1		Meets	374/340/332/331	78.6/80.9/76.8/76.1%	80%
Students with Disabilities	0.5	1		Approaching	58/53/52/56	60.3/50.9/69.2/71.4%	80%
English Learners	0.75	1		Meets	39/55/48/56	74.4/85.5/75/64.3%	80%
Dropout Rate	2	4		Approaching	2688	4.1%	3.6%
Colorado ACT Composite Score	2	4		Approaching	474	18.2	20
Total	9.75	16	60.9%	Approaching			

The English language proficiency growth rating is determined only by the median growth percentile for 2013.

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.

N refers to the number of students included in each sub-indicator.

Annotated SPF Report (High School)

This page has been moved to follow the Performance Indicators page in order to keep all pages with district data together.

Level: High

Graduation Rates - PRELIMINARY DRAFT FOR DISTRICT REVIEW

Graduation and Disaggregated Graduation Rates

The School Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the school and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

This School's Graduation Rate and Disaggregated Graduation Rate:

Overall Graduation Rate (1-year)

	4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	68.1	74.2	75.1
	2010	69	74.4	77.1
	2011	75.6	81.4	
	2012	78.6		

Free/Reduced Lunch Graduation Rate (1-year)

	4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	61	69	71
	2010	66.1	74.4	78.5
	2011	75.9	83.6	
	2012	79.9		

Minority Student Graduation Rate (1-year)

	4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	66.2	73.7	75.3
	2010	67.5	74.3	76.8
	2011	74.5	80.2	
	2012	78.6		

Students with Disabilities Graduation Rate (1-year)

	4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	39.3	56.1	62.5
	2010	42.3	52.8	69.2
	2011	32.7	50.9	
	2012	60.3		

English Learners Graduation Rate (1-year)

	4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	55.2	64.3	64.3
	2010	60.4	72.9	75
	2011	75.9	85.5	
	2012	74.4		

Overall Graduation Rate (3-year aggregate)

	4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	68.1	74.2	75.1
	2010	69	74.4	77.1
	2011	75.6	81.4	
	2012	78.6		
Aggregated	72.8	76.7	76.1	76.4

Free/Reduced Lunch Graduation Rate (3-year aggregate)

	4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	61	69	71
	2010	66.1	74.4	78.5
	2011	75.9	83.6	
	2012	79.9		
Aggregated	71.6	76	74.8	73

The gray boxes refer to the 4,5,6, and 7-year grad rates used to determine the "best of" rate.

Graduation Rate (3-year aggregate)

	4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	66.2	73.7	75.3
	2010	67.5	74.3	76.8
	2011	74.5	80.9	
	2012	78.6		
Aggregated	71.9	76.3	76.1	76.1

Students with Disabilities Graduation Rate (3-year aggregate)

	4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	39.3	56.1	62.5
	2010	42.3	52.8	69.2
	2011	32.7	50.9	
	2012	60.3		
Aggregated	44.2	53.4	65.7	71.4

English Learners Graduation Rate (3-year aggregate)

	4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	55.2	64.3	64.3
	2010	60.4	72.9	75
	2011	75.9	85.5	
	2012	74.4		
Aggregated	66	74.2	69.2	64.3

These tables show the 4, 5, 6, and 7-year graduation rates for the district overall and for disaggregated student groups. This page provides more detailed trend data than included in the PWR section.

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

For the 1-year SPF, schools earn points based on the highest value among the following: 2012 4-year graduation rate, 2011 5-year graduation rate, 2010 6-year graduation rate and 2009 7-year graduation rate (the shaded cells in the tables on the left). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2009, 2010, 2011 and 2012 4-year graduation rate, aggregated 2009, 2010 and 2011 5-year graduation rate, aggregated 2009 and 2010 6-year graduation rate, or 2009 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

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The “No AGP” section refers only to English language proficiency growth for the 2013 DPF

Level: H

Scoring Guide - PRELIMINARY DRAFT FOR DISTRICT REVIEW

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	<i>The school's percentage of students scoring proficient or advanced was:</i>			TCAP		16 (4 for each subject area)	15	
	• 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			
Academic Growth	• below the 15th percentile of all schools (using 2009-10 baseline).			Does Not Meet	1	14 (4 for each subject area and 2 for English language proficiency)	35	
	Made AGP	Did Not Make AGP	No AGP	TCAP	ACCESS			
	• at or above 60.	• at or above 70.	• at or above 65.	Exceeds	4			
	• below 60 but at or above 45.	• below 70 but at or above 55.	• below 65 but at or above 50.	Meets	3			
	• below 45 but at or above 30.	• below 55 but at or above 40.	• below 50 but at or above 35.	Approaching	2			
Academic Growth Gaps	• below 30.	• below 40.	• below 35.	Does Not Meet	1	60 (4 for each of 5 subgroups in 3 subject areas)	15	
	Made AGP	Did Not Make AGP		TCAP				
	• 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			
Postsecondary and Workforce Readiness	• below 30.	• below 40.		Does Not Meet	1	16 (4 for each sub-indicator)	35	
	<i>Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:</i>				Overall			
	• at or above 90%.				Exceeds	4		
	• at or above 80% but below 90%.				Meets	3		
	• at or above 65% but below 80%.				Approaching	2		
	• below 65%.				Does Not Meet	1		
	<i>Dropout Rate: The school's dropout rate was:</i>				Exceeds	4		
	• at or below 1%.				Meets	3		
	• at or below the state average but above 1% (using 2009-10 baseline).				Approaching	2		
	• at or below 10% but above the state average (using 2009-10 baseline).				Does Not Meet	1		
<i>Colorado ACT Composite Score: The school's average Colorado ACT composite score was:</i>								
• at or above 22.				Exceeds	4	Elementary and middle schools have a different scoring guide than high schools, since high schools include a Postsecondary and Workforce Readiness indicator.		
• at or above the state average but below 22 (using 2009-10 baseline).				Meets	3			
• at or above 17 but below the state average (using 2009-10 baseline).				Approaching	2			
• below 17.				Does Not Meet	1			

Cut-Points for Each Performance Indicator

Cut Point: The school earned ... of the points eligible on this Indicator.		Cut-Points for Plan Type Assignment	
		Total Framework Points	Cut Point: The school earned ... of the total framework points eligible.
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds	Performance
	• at or above 62.5% - below 87.5%	Meets	
	• at or above 37.5% - below 62.5%	Approaching	
	• below 37.5%	Does Not Meet	
<i>Priority Improvement and Turnaround Plan</i>		Total Framework Points	• at or above 60%
			• at or above 47% - below 60%
			• at or above 33% - below 47%
			• below 33%
			Improvement
			Priority Improvement
			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.

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Reference - PRELIMINARY DRAFT FOR DISTRICT REVIEW

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 CSAP/TCAP and CSAPA/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)

N of Schools	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
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	57.71	57.71			
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.61	79.61			

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregated

N of Schools	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
1032	507	362	1032	507	361	1032	507	361	1032	507	361	1032
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

Use this data in conjunction with the Academic Achievement section of the Scoring Guide, comparing your district's percent proficient/advanced to Colorado's percent proficient/advanced, to understand the ratings assigned.

Academic Growth and Academic Growth Gaps

This is a visual representation of the rubric the Academic Growth and Academic Growth Gaps section of the Scoring Guide. Use the column that matches with whether your district met or did not meet adequate growth.

required to earn each rating depends on whether or not the school met adequate growth (AGP). For 2012-13, Adequate Growth cannot be calculated for English language proficiency therefore English language proficiency growth is determined only by the median growth percentile.

The No AGP column has been added for the 2013 DPF for English Language proficiency (ACCESS) growth.

Indicator reflects 1) other students' academic progress in English language proficiency (ACCESS) score (equate) growth: whether this level of growth was sufficient for the typical (median) student to reach a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to meet or exceed proficiency within three years or by 10th grade, whichever comes first. The median growth percentile

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-year (2007-10)	3.6

State Mean COACT Composite Score (2009-10 baseline)

1-year (2010)	3-year (2008-11)
30.6	30.6

Use this data in conjunction with the Postsecondary and Workforce Readiness section of the Scoring Guide, comparing your district's results to the Colorado dropout rate and average ACT composite score, to understand the ratings assigned.

	Made AGP	Did Not Make AGP	No AGP
Exceeds	60-99	70-99	65-99
Meets	45-59	55-69	50-64
Approaching	30-44	40-54	35-49
Does Not Meet	1-29	1-39	1-34