

## School Performance Framework Terminology

Term	Definition
<p><b>Academic Achievement</b></p> <p><b>Or</b></p> <p><b>Achievement</b></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.</p>
<p><b>Academic Growth</b></p>	<p>For an individual student, academic growth is the progress shown by the student, in a particular subject area, over a given span of time.</p> <p>The Colorado Growth Model expresses annual growth, for an individual, with a student growth percentile in reading, writing, mathematics, and English language proficiency. For a school, district or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping.</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.</p> <p>See also: <b><i>Normative growth</i></b> and <b><i>Adequate growth</i></b></p>
<p><b>Academic Growth Gaps</b></p>	<p>Academic growth gaps are 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>A growth gap for any of the above disaggregated groups is defined as the difference between the median growth percentile and the median adequate growth percentile for that group.</p> <p>See also: <b><i>Normative growth, Adequate growth, Performance Indicator,</i></b> and <b><i>Subgroup</i></b></p>
<p><b>Academic Peer</b></p>	<p>Academic peers are defined as students in a particular grade with a similar TCAP score history. The concept of similar score history is discussed in the Colorado Growth Model Technical Report available on CDE’s website. The TCAP score history examined includes all past scores available for a given student. So, for a student who has had low TCAP scores (consistently at the Unsatisfactory level) for the last few years, his or her growth is compared to students who have scored similarly.</p>
<p><b>Achievement</b></p>	<p>See <b><i>Academic Achievement</i></b></p>

Term	Definition
<b>Achievement Level</b>	Descriptions of score levels on an assessment, using ranges of scores, separated by cut points. On the TCAP 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.
<b>Adequate Growth</b>	For TCAP: The growth percentile sufficient for a student to reach or maintain an achievement level of proficient or advanced, in a given subject area, within three years or by 10 <sup>th</sup> grade; whichever comes first.  See also: <b><i>Median Adequate Growth Percentile</i></b>
<b>Average</b>	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.  See also: <b><i>Mean, Median</i></b>
<b>Baseline</b>	The initial value of a metric against which future values are compared to determine if progress is being made towards goals.
<b>Catch-Up Growth</b>	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.  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.  See also: <b><i>Keep-Up Growth</i></b> and <b><i>Adequate Growth</i></b>
<b>Colorado ACT Composite Score</b>  <b>Or</b>  <b>Average Colorado ACT Composite Score</b>	The composite score, on the Colorado ACT, is the rounded average of a student's Colorado ACT scores across English, mathematics, reading and science.  The average Colorado ACT composite score is the average composite score for all of the students in a district or school. Average Colorado ACT composite score is one of the required state measures of the Postsecondary and Workforce Readiness indicator.
<b>The Colorado Growth Model</b>	The Colorado Growth Model is both: (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
<b>TCAP</b>	Transitional Colorado 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.
<b>TCAPA</b>	Transitional Colorado Assessment Program Alternate: the standards-based assessment used to measure academic content knowledge for students with significant cognitive disabilities. The TCAPA is given in the same content areas and grades as the TCAP.
<b>Cut Score</b>  <b>Or</b>  <b>Cut Point</b>	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.
<b>Disaggregated Group</b>	<p>A demographic subset of students.</p> <p>Colorado reports student academic growth, on the performance framework reports, for five historically disadvantaged student disaggregated groups: students eligible for free/reduced lunch, minority students, students with disabilities and English language learners; and for students scoring below proficient.</p>
<b>Disaggregated Group Median Adequate Growth</b>	<p>The student growth percentile sufficient for the median student in a subgroup 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 achieving 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: <b><i>Median Student Growth Percentile</i></b></p>
<b>District Performance Framework</b>	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
<p><b>Drop-Out Rate</b></p>	<p>The drop-out 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 drop-outs by a membership base, which includes all students who were in membership any time during the year.</p> <p>The Colorado drop-out 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 drop-outs 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 drop-out rate calculation excludes expelled students.</p>
<p><b>Framework Points</b></p>	<p>The point values that 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>
<p><b>Framework Score</b></p>	<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>
<p><b>Graduation Rate</b></p>	<p>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, and the graduating class is assigned by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student entering ninth grade in fall of 2006 will graduate with the Class of 2010. For accountability</p>

Term	Definition
	<p>purposes, Colorado calculates a 4, 5, 6, and 7 year graduation rate. For both 1-year and 3-year SPFs, the “best of” graduation rate is bolded and italicized on the Performance Indicators details page.</p> <p>Legislation, approved in 2005, also changed 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.</p>
<b>Growth</b>	<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 as measured by TCAP. Student growth percentiles are provided for English language proficiency as measured by ACCESS and CELApro. For a school, district, or other relevant student grouping, 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 student disaggregated group using the median of the student growth percentiles of the school, district, or student group on TCAP or CELApro.</p> <p>For TCAP: It then evaluates if that growth rate is adequate or sufficient for a student to reach or maintain an achievement level of Proficient or Advanced, in a given subject area, within three years or by 10th grade; whichever comes first.</p>

Term	Definition
<b>Improvement Plan</b>	<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, 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 ESEA.</p> <p>The Unified Improvement Plan template (for districts and schools) is designed to meet the requirements of both SB09-163 and ESEA.</p>
<b>Keep-Up Growth</b>	<p>Growth needed for a student scoring at the Proficient or Advanced levels, in the previous year, to continue scoring minimally 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: <b>Catch-Up Growth</b> and <b>Adequate Growth</b></p>
<b>Lectura</b>	<p>State 3rd and 4th grade reading assessment in Spanish; similar to TCAP 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>
<b>Mean</b>	<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).</p> <p>See also: <b>Average</b></p>
<b>Measure</b>	<p>Instruments or means to assess performance in an area identified by an indicator.</p>
<b>Median</b>	<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>

Term	Definition
	Medians are more appropriate to calculate than averages in particular situations, such as when percentiles are grouped.
<p><b>Median Adequate Growth</b></p> <p><b>Or</b></p> <p><b>Median Adequate Growth Percentile</b></p>	<p>The growth (student growth percentile) sufficient for the typical (median) student in a district, school, or other group of interest to reach an achievement level of Proficient or Advanced, in a subject area (reading, writing or math), within three years or by 10th grade; whichever comes first.</p> <p>Each student, in a school, will be assigned an adequate growth percentile. How that adequate growth percentile is calculated depends on if the student is below Proficient in the prior year (needing to catch-up) or if the student is Proficient or better in the prior year (needing to keep up). If you take the median of all these numbers, you get the growth level that would enable the typical student to either catch up or keep up; whichever they need to do.</p> <p>For English language proficiency growth, adequate growth percentiles were not calculated for the 2012-13 school year.</p>
<p><b>Median Growth (Median Student Growth Percentile or Median Growth Percentile)</b></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><b>Metric</b></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><b>Normative Growth</b></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><b>Participation Rate</b></p>	<p>Percentage of students, in a school or district, taking required state assessment; including: TCAP, TCAPA, 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><b>Percentage/Percent</b></p>	<p>A way of expressing a fraction in a single number. For example, one out of seventeen is 5.9%.</p>
<p><b>Percentile</b></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>

<b>Term</b>	<b>Definition</b>
	<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>
<b>Performance</b>	<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>
<b>Performance Indicator</b>	<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>
<b>Performance Plan</b>	<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>
<b>Postsecondary and Workforce Readiness</b>	<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, drop-out rate, and Colorado ACT scores.</p>
<b>Priority Improvement Plan</b>	<p>One of the types of plans required for those schools that do not meet the state’s performance standards.</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</p>



Term	Definition
	category.  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.
<b>Rating</b>	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.
<b>School Performance Framework</b>	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, Growth Gaps, and Postsecondary/Workforce Readiness. For Alternative Education Campuses, the more appropriate performance indicator of Student Engagement is used in place of Growth Gaps. Schools are assigned to a type of improvement plan based on their performance across all of the indicator areas.
<b>School Plan Type</b>	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).
<b>Student Growth Percentile</b>	A way of understanding a student’s current 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 exceeds 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.”
<b>Students Below Proficient</b>  <b>Or</b>  <b>Students Scoring Below Proficient</b>	Students who scored Unsatisfactory or Partially Proficient in the prior year's TCAP. Adequate growth for these students would enable them to reach Proficient or Advanced within three years or by 10th grade; whichever comes first.
<b>Subgroup</b>	See <i>Disaggregated Group</i>
<b>Subgroup Median Adequate Growth</b>	See <i>Disaggregated Group Median Adequate Growth</i>
<b>Subgroup Median Growth</b>	See <i>Disaggregated Group Median Growth</i>

Term	Definition
<p><b>Test Participation</b></p> <p><b>Or</b></p> <p><b>Test Participation Rate</b></p>	<p>On the performance framework reports, the percentage of students in a school or district taking a state assessment, including: TCAP, TCAPA, Lectura or Escritura. The performance framework reports set a minimum 95% participation rate across all subject 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.</p>
<p><b>Turnaround Plan</b></p>	<p>One of the types of plans required for those schools that do not meet state expectations for attainment on the performance indicators.</p> <p>Elementary and Middle schools that earn 35% or less, of their framework points, on the school performance framework report are assigned to a Turnaround Plan category.</p> <p>High schools that earn less than 30%, of their framework points, on the school performance framework report are assigned to a Turnaround Plan category.</p> <p>In Colorado’s state accountability system, schools that are assigned to the Turnaround Plan category must engage in one of the following strategies:</p> <ul style="list-style-type: none"> <li>• Employ a lead turnaround partner that uses research-based strategies and has a proven record of success working with schools under similar circumstances, which turnaround partner will be immersed in all aspects of developing and collaboratively executing the plan and will serve as a liaison to other school partners;</li> <li>• Reorganize the oversight and management structure within the school to provide greater, more effective support;</li> <li>• Seek recognition as an innovation school or clustering with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act;</li> <li>• Hire a public or private entity that uses research-based strategies and has a proven record of success working with schools under similar circumstances to manage the school pursuant to a contract with the local school board or the Charter School Institute;</li> <li>• For a school that is not a charter school, convert to a charter school;</li> <li>• For a charter school, renegotiate and significantly restructure the charter school’s charter contract; and/or</li> <li>• Other actions of comparable or greater significance or effect,</li> </ul>

<b>Term</b>	<b>Definition</b>
	including those interventions required for low-performing schools under the Elementary and Secondary Education Act of 1965 and accompanying guidance (i.e., “turnaround model,” “restart model,” “school closure,” “transformation model”).