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Mission Statement

To prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.

ANNOUNCEMENT/NOTICE
BOARD OF EDUCATION WORK SESSION
September 24, 2014
6:30 p.m.
Education Services Center – Board Room

PURPOSE:

1. Accreditation of Schools (15 minutes)
2. Concurrent Enrollment (10 minutes)
 - 2.a IHCD, Post-Secondary Options-Concurrent Enrollment
 - 2.b IHCD-R-1, Concurrent Enrollment
 - 2.c IHCD-R-2, ASCENT
 - 2.d IKCA, Weighted Grading
3. Primary Literacy Update (20 minutes)
4. New Job Description-Kids' Corner (5 minutes)
5. Charter School Annual Performance Report (15 minutes)
6. iConnect Zone Update (15 minutes)
7. Review of New Policy DIA, Online Schools and Online Programs (10 minutes)
8. Cultural Capacity Update (15 minutes)
9. Operations Update: Nutrition (10 minutes)
10. Review of New Policy KEA, KEA-R and KEA-E, Stakeholders Grievance (10 minutes)
11. Board Resolutions in Support of Bond Measure (10 minutes)
 - 11.a Ballot Issue 3A
 - 11.b Ballot Issue 3B
12. Mid-monthly Chief Officer Update (10 minutes)

DATE OF POSTING: September 18, 2014

Donna Richer
Executive Assistant to the Board of Education



BOARD OF EDUCATION AGENDA ITEM 1

BOARD MEETING OF:	September 24, 2014
PREPARED BY:	Amber Whetstine, Learning Services
TITLE OF AGENDA ITEM:	Accreditation of Schools
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Colorado Department of Education recently released District Performance Framework and School Performance Framework reports to districts in Colorado. District 49 received a rating of “Accredited” based on seven indicators; Academic Achievement, Academic Growth, Academic Growth Gaps, Post Secondary and Work Force Readiness, Test Participation, Finance and Safety. Each of the District’s schools also receives a rating from the state, indicating a proposed accreditation category and school improvement plan (Unified Improvement Plan) type. Schools are rated based on five performance indicators; Academic Achievement, Academic Growth, Academic Growth Gaps, Post Secondary and Work Force Readiness and Test Participation.

RATIONALE: District 49 will continue to offer accredited schools and use the District and School Performance Frameworks as tools to improve student achievement.

RELEVANT DATA AND EXPECTED OUTCOMES: Please see supporting documents attached.

IMPACTS ON THE DISTRICT’S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	By accrediting each of our coordinated, charter, alternative and virtual schools, the Board commits to growing and supporting our portfolio of distinct and exceptional schools.
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to action at the October 9th meeting.

APPROVED BY: Peter Hilts, CEO

DATE: September 12, 2014

2014 Accreditation Summary

	Academic Achievement	Academic Growth	Academic Growth Gaps	Postsecondary Workforce Readiness	Accreditation Rating	Percentage Points
District 49	Meets	Meets	Approaching	Meets	Accredited	70.4
Evans	Approaching	Approaching	Approaching		Improvement	52.7
Falcon Elementary	Approaching	Meets	Approaching		Performance	64.1
Meridian Ranch	Meets	Meets	Meets		Performance	74
Odyssey	Approaching	Meets	Meets		Performance	64
Remington	Meets	Meets	Meets		Performance	75.1
Ridgeview	Meets	Meets	Approaching		Performance	70.9
Stetson	Meets	Meets	Approaching		Performance	70.9
Springs Ranch	Meets	Meets	Meets		Performance	68.1
Woodmen Hills	Meets	Meets	Approaching		Performance	65.4
Falcon	Meets	Meets	Approaching		Performance	64.7
Horizon	Approaching	Meets	Approaching		Performance	64.4
Skyview	Meets	Meets	Approaching		Performance	67
Falcon High	Meets	Meets	Approaching	Meets	Performance	72.4
Sand Creek	Meets	Meets	Approaching	Meets	Performance	71.3
Vista Ridge	Meets	Meets	Approaching	Meets	Performance	71.8
Banning Lewis	Meets	Exceeds	Meets		Performance	79.5
Falcon Virtual Academy	Approaching	Approaching	Approaching	Meets	Performance	66.8
GOAL Academy					Pending AEC Framework	
Imagine Indigo Ranch	Meets	Approaching	Approaching		Performance	60.3
Patriot Learning Center					Pending AEC Framework	
Pikes Peak Expeditionar	Meets	Meets	Meets		Performance	82.4

Rocky Mt. Classical	Meets	Meets	Meets		Performance	76.8
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School: BANNING LEWIS RANCH ACADEMY - 0555

District: FALCON 49 - 1110 (1 Year¹)

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
Academic Growth	Meets	79.2%	(39.6 out of 50 points)
Academic Growth Gaps	Meets	72.2%	(18.1 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		76.5%	(76.5 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.6%	99.6%	-	99.6%	Meets	Meets	-	Meets	253	242	-	495	254	243	-	497
Mathematics	98.8%	100.0%	-	99.4%	Meets	Meets	-	Meets	251	242	-	493	254	242	-	496
Writing	99.6%	99.6%	-	99.6%	Meets	Meets	-	Meets	253	242	-	495	254	243	-	497
Science	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	78	89	-	167	78	89	-	167
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	95	81	-	176	95	81	-	176
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹ Data in this report is based on results from: 2013-14

School: BANNING LEWIS RANCH ACADEMY - 0555

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	251	80.48	72
Mathematics	3	4		Meets	249	83.13	78
Writing	3	4		Meets	251	64.94	72
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	163	48	24	Yes
Mathematics	2	4		Approaching	161	40	38	Yes
Writing	3	4		Meets	163	52	41	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	10	12	83.3%	Meets				
Free/Reduced Lunch Eligible	4	4		Exceeds	21	61	29	Yes
Minority Students	4	4		Exceeds	54	62	27	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	31	54	62	No
Mathematics	4	12	33.3%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	20	28	42	No
Minority Students	2	4		Approaching	52	41	38	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	23	38	73	No
Writing	10	12	83.3%	Meets				
Free/Reduced Lunch Eligible	4	4		Exceeds	21	67	43	Yes
Minority Students	3	4		Meets	54	58	46	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	73	56	58	No
Total	24	36	66.7%	Meets				

School: BANNING LEWIS RANCH ACADEMY - 0555

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	241	82.57	77
Mathematics	3	4		Meets	241	73.03	87
Writing	3	4		Meets	241	71.37	77
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	4	4		Exceeds	231	60	23	Yes
Mathematics	3	4		Meets	230	59	53	Yes
Writing	4	4		Exceeds	231	64	41	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	11	12	91.7%	Exceeds				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<i>Reading</i>	9	12	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	32	56	32	Yes
Minority Students	3	4		Meets	89	56	28	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	39	60	62	No
<i>Mathematics</i>	9	12	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	33	55	63	No
Minority Students	3	4		Meets	88	58	65	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	52	56	90	No
<i>Writing</i>	10	12	83.3%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	33	47	47	Yes
Minority Students	4	4		Exceeds	89	66	47	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	65	60	73	No
Total	28	36	77.8%	Meets				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

School Plan Type Assignments

	<i>Plan description</i>
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.

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
Academic Growth	Exceeds	87.5%	(43.8 out of 50 points)
Academic Growth Gaps	Meets	67.7%	(16.9 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		79.5%	(79.5 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.6%	99.9%	-	99.7%	Meets	Meets	-	Meets	772	701	-	1473	775	702	-	1477
Mathematics	99.1%	100.0%	-	99.5%	Meets	Meets	-	Meets	768	701	-	1469	775	701	-	1476
Writing	99.6%	99.6%	-	99.6%	Meets	Meets	-	Meets	772	699	-	1471	775	702	-	1477
Science	99.6%	98.6%	-	99.1%	Meets	Meets	-	Meets	231	205	-	436	232	208	-	440
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	95	81	-	176	95	81	-	176
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: BANNING LEWIS RANCH ACADEMY - 0555

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	768	82.55	76
Mathematics	3	4		Meets	764	85.08	85
Writing	3	4		Meets	768	63.54	67
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	465	46	23	Yes
Mathematics	3	4		Meets	462	45	39	Yes
Writing	3	4		Meets	466	48	37	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	9	12	75%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	9	16	56.3%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	73	47	25	Yes
Minority Students	3	4		Meets	137	52	30	Yes
Students with Disabilities	1	4		Does Not Meet	28	37	75	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	77	54	62	No
Mathematics	6	16	37.5%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	72	38	40	No
Minority Students	2	4		Approaching	136	43	47	No
Students with Disabilities	1	4		Does Not Meet	29	26	69	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	61	41	73	No
Writing	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	73	51	38	Yes
Minority Students	3	4		Meets	137	49	43	Yes
Students with Disabilities	2	4		Approaching	29	49	77	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	175	51	56	No
Total	25	48	52.1%	Approaching				

School: BANNING LEWIS RANCH ACADEMY - 0555

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	696	81.9	80
Mathematics	3	4		Meets	696	70.55	85
Writing	3	4		Meets	694	70.75	78
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	4	4		Exceeds	663	62	25	Yes
Mathematics	4	4		Exceeds	662	62	58	Yes
Writing	4	4		Exceeds	660	64	43	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	12	12	100%	Exceeds				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	15	16	93.8%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	100	60	30	Yes
Minority Students	4	4		Exceeds	230	62	30	Yes
Students with Disabilities	3	4		Meets	45	68	74	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	128	67	64	Yes
Mathematics	12	16	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	101	57	70	No
Minority Students	3	4		Meets	229	60	68	No
Students with Disabilities	3	4		Meets	45	63	89	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	187	67	85	No
Writing	13	16	81.3%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	101	52	47	Yes
Minority Students	4	4		Exceeds	229	65	48	Yes
Students with Disabilities	3	4		Meets	45	59	84	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	208	69	73	No
Total	40	48	83.3%	Meets				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	Cut Point: The school earned ... of the points eligible on this Indicator.	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	Cut Point: The school earned ... of the total framework points eligible.
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

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.

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Accredited

This is the district's official accreditation rating, which is based on the 3 Year District Performance Framework. Districts are designated an accreditation category based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the accreditation category. Additionally, failing to meet finance, safety, test administration and/or test participation assurances will result in a lower accreditation category.

Accreditation Category	Framework Points Earned
Accred. w/Distinction	at or above 80%
Accredited	at or above 64% - below 80%
Accred. w/Improvement Plan	at or above 52% - below 64%
Accred. w/Priority Impr. Plan	at or above 42% - below 52%
Accred. w/Turnaround Plan	below 42%

Framework points are calculated using the percentage of points earned out of points eligible. For districts with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	66.7% (10.0 out of 15 points)	
Academic Growth	Approaching	60.7% (21.2 out of 35 points)	
Academic Growth Gaps	Approaching	51.7% (7.8 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	85.9% (30.1 out of 35 points)	
Test Participation ³ Meets 95% Participation Rate			
TOTAL		69.1% (69.1 out of 100 points)	

² Districts 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 Districts do not receive points for test participation. However, districts are assigned one accreditation 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, social studies and COACT), or (2) for districts 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).

Finance⁴ Meets Requirements

Safety⁴ Meets Requirements

⁴ Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement (or remain Accredited with Turnaround Plan) until they meet requirements.

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	99.7%	99.5%	97.0%	98.9%	Meets	Meets	Meets	Meets	3741	3459	2677	9877	3751	3477	2759	9987
Mathematics	99.6%	99.7%	98.2%	99.2%	Meets	Meets	Meets	Meets	3738	3460	2712	9910	3753	3472	2762	9987
Writing	99.1%	99.5%	96.8%	98.6%	Meets	Meets	Meets	Meets	3719	3460	2672	9851	3752	3477	2759	9988
Science	99.8%	99.7%	-	99.8%	Meets	Meets	-	Meets	1244	1136	-	2380	1246	1139	-	2385
Social Studies	100.0%	99.7%	-	99.8%	Meets	Meets	-	Meets	1297	1199	-	2496	1297	1203	-	2500
Colorado ACT	-	-	98.8%	98.8%	-	-	Meets	Meets	-	-	1215	1215	-	-	1230	1230

District: FALCON 49 - 1110

(1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	3	4		Meets	3581	75.45	63
Mathematics	3	4		Meets	3569	74.19	60
Writing	3	4		Meets	3552	57.35	58
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	2230	48	28	Yes
Mathematics	2	4		Approaching	2227	42	43	No
Writing	3	4		Meets	2211	47	39	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	184	55	27	Yes
Total	9.5	14	67.9%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	53	47	34	Yes
Minority Students	3	4		Meets	781	50	32	Yes
Students with Disabilities	1	4		Does Not Meet	248	38	68	No
English Learners	3	4		Meets	111	49	34	Yes
Students needing to catch up	2	4		Approaching	500	52	63	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	49	43	50	No
Minority Students	2	4		Approaching	778	41	49	No
Students with Disabilities	1	4		Does Not Meet	250	30	69	No
English Learners	2	4		Approaching	109	41	51	No
Students needing to catch up	2	4		Approaching	440	45	79	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	53	46	48	No
Minority Students	3	4		Meets	770	47	42	Yes
Students with Disabilities	1	4		Does Not Meet	248	39	73	No
English Learners	3	4		Meets	110	49	44	Yes
Students needing to catch up	2	4		Approaching	911	49	61	No
Total	32	60	53.3%	Approaching				

District: FALCON 49 - 1110

(1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	3	4		Meets	3308	73.07	63
Mathematics	3	4		Meets	3311	55	67
Writing	3	4		Meets	3308	62.36	69
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	3067	49	28	Yes
Mathematics	2	4		Approaching	3067	44	64	No
Writing	3	4		Meets	3068	53	45	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	64	59	60	No
Total	9.5	14	67.9%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	61	56	34	Yes
Minority Students	3	4		Meets	1154	50	33	Yes
Students with Disabilities	2	4		Approaching	344	50	69	No
English Learners	3	4		Meets	150	55	45	Yes
Students needing to catch up	2	4		Approaching	754	53	65	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	62	55	69	No
Minority Students	2	4		Approaching	1154	45	72	No
Students with Disabilities	1	4		Does Not Meet	344	39	95	No
English Learners	2	4		Approaching	149	42	78	No
Students needing to catch up	2	4		Approaching	1182	47	90	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	63	49	47	Yes
Minority Students	3	4		Meets	1152	55	50	Yes
Students with Disabilities	2	4		Approaching	346	44	83	No
English Learners	2	4		Approaching	151	53	57	No
Students needing to catch up	2	4		Approaching	1167	52	75	No
Total	35	60	58.3%	Approaching				

District: FALCON 49 - 1110

(1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	2561	63.53	26
Mathematics	2	4		Approaching	2593	25.68	32
Writing	2	4		Approaching	2558	44.37	38
Science	0	0		-	-	-	-
Total	6	12	50%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	2268	47	20	Yes
Mathematics	1	4		Does Not Meet	2310	39	94	No
Writing	2	4		Approaching	2279	45	54	No
English Language Proficiency (ACCESS)	0.5	2		Does Not Meet	132	39	42	No
Total	6.5	14	46.4%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<i>Reading</i>	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	326	40	70	No
Minority Students	3	4		Meets	915	47	32	Yes
Students with Disabilities	2	4		Approaching	235	43	93	No
English Learners	2	4		Approaching	158	51	68	No
Students needing to catch up	2	4		Approaching	806	48	77	No
<i>Mathematics</i>	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	331	29	99	No
Minority Students	1	4		Does Not Meet	932	36	99	No
Students with Disabilities	2	4		Approaching	237	46	99	No
English Learners	1	4		Does Not Meet	158	32	99	No
Students needing to catch up	1	4		Does Not Meet	1425	38	99	No
<i>Writing</i>	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	333	37	94	No
Minority Students	2	4		Approaching	921	45	67	No
Students with Disabilities	2	4		Approaching	235	44	98	No
English Learners	2	4		Approaching	158	50	86	No
Students needing to catch up	2	4		Approaching	1089	45	92	No
Total	26	60	43.3%	Approaching				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	4	4		Exceeds	1009/931/855/802	89.9/93.7/91/91.4%	80%
Disaggregated Graduation Rate	3.75	4	93.8%	Exceeds			
Free/Reduced Lunch Eligible	1	1		Exceeds	266/256/192/185	82/90.2/84.9/85.9%	80%
Minority Students	1	1		Exceeds	352/313/278/270	87.8/93.9/88.8/90.7%	80%
Students with Disabilities	0.75	1		Meets	94/76/71/88	64.9/75/77.5/87.5%	80%
English Learners	1	1		Exceeds	33/23/18/21	93.9/100/88.9/81%	80%
Dropout Rate	4	4		Exceeds	7593	0.6%	3.6%
Colorado ACT Composite Score	2	4		Approaching	1215	18.5	20.0
Total	13.75	16	85.9%	Meets			

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

Graduation and Disaggregated Graduation Rates

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

**This District's Graduation Rate and Disaggregated Graduation Rate
Overall Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	83.4	88.9	90.9	91.4
	2011	87	89.8	91	
	2012	89.6	93.7		
	2013	89.9			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	74.5	84	84.4	85.9
	2011	79.8	81.7	84.9	
	2012	82.6	90.2		
	2013	82			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	82.1	87.7	91.1	90.7
	2011	83	87.8	88.8	
	2012	88	93.9		
	2013	87.8			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	67	78.4	83.3	87.5
	2011	70.8	69	77.5	
	2012	64.1	75		
	2013	64.9			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	76.2	81
	2011	N<16	83.3	88.9	
	2012	78.3	100		
	2013	93.9			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	83.4	88.9	90.9	91.4
	2011	87	89.8	91	
	2012	89.6	93.7		
	2013	89.9			
	Aggregated	87.7	90.9	90.9	91.4

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	74.5	84	84.4	85.9
	2011	79.8	81.7	84.9	
	2012	82.6	90.2		
	2013	82			
	Aggregated	80.3	85.9	84.7	85.9

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	82.1	87.7	91.1	90.7
	2011	83	87.8	88.8	
	2012	88	93.9		
	2013	87.8			
	Aggregated	85.5	90	89.9	90.7

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	67	78.4	83.3	87.5
	2011	70.8	69	77.5	
	2012	64.1	75		
	2013	64.9			
	Aggregated	66.5	74.5	80.7	87.5

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	76.2	81
	2011	N<16	83.3	88.9	
	2012	78.3	100		
	2013	93.9			
	Aggregated	81.9	89.1	82.1	81

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 DPF, districts earn points based on the highest value among the following: 2013 4- year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 7- year graduation rate (the shaded cells in the tables on the left). For the 3-year DPF, districts earn points based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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 DPF, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

Scoring Guide for Performance Indicators on the District Performance Framework Report

Performance Indicator	Scoring Guide		Rating	Point Value		Total Possible Points per EMH Level	Framework Points
Academic Achievement	The district's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	15
	• at or above the 90th percentile of all districts (using 2009-10 baseline).		Exceeds	4			
	• below the 90th percentile but at or above the 50th percentile of all districts (using 2009-10 baseline).		Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all districts (using 2009-10 baseline).		Approaching	2			
	• below the 15th percentile of all districts (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The district's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.		Exceeds	4	1		
	• at or above 80% but below 90%.		Meets	3	0.75		
	• at or above 65% but below 80%.		Approaching	2	0.5		
	• below 65%.		Does Not Meet	1	0.25		
	Dropout Rate: The district's dropout rate was:						
	• at or below 1%.		Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2			
	• above 10%.		Does Not Meet	1			
	Colorado ACT Composite Score: The district's average Colorado ACT composite score was:						
	• at or above 22.		Exceeds	4			
	• 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

	<i>Cut Point: The district earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Accreditation Category Assignment

	<i>Cut Point: The district earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 80%	Distinction
	• at or above 64% - below 80%	Accredited
	• at or above 52% - below 64%	Improvement
	• at or above 42% - below 52%	Priority Improvement
	• below 42%	Turnaround

District Plan Type Assignments

	<i>Plan description</i>	
Accred. w/Distinction	The district is required to adopt and implement a Performance Plan.	
Accredited	The district is required to adopt and implement a Performance Plan.	
Accred. w/Improvement Plan	The district is required to adopt and implement an Improvement Plan.	
Accred. w/Priority Impr. Plan	The district is required to adopt and implement a Priority Improvement Plan.	
Accred. w/Turnaround Plan	The district is required to adopt and implement a Turnaround Plan.	

A district may not be accredited with a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education is required to remove the district's or Institute's accreditation and direct the district's local school board or the Institute as to which actions it must take to have accreditation reinstated. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the district is notified that it is Accredited with a Priority Improvement or Turnaround Plan.

1-year vs. 3-year Report

Districts receive a 1-year and a 3-year aggregated District Performance Framework report. CDE produces a report on the basis of three years of data to enable more districts to be considered within the same performance framework. Some small districts 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 accreditation category for the district: the one under which the district 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 district'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)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Districts	175	165	167	176	165	167	175	165	167	133	135	138
15th percentile	59.26	58.87	57.14	57.99	34.46	18.30	38.48	42.37	32.85	29.46	28.57	30.27
50th percentile	71.51	70.50	71.53	70.51	50.00	32.16	54.72	56.36	48.61	48.00	45.60	48.93
90th percentile	84.37	83.57	84.78	84.60	68.84	52.06	69.66	72.27	67.56	69.72	69.09	70.39

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

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Districts	181	182	183	181	182	182	181	182	183	172	175	179
15th percentile	60.45	56.61	57.63	56.84	36.37	17.78	41.44	41.85	33.82	32.93	30.02	31.43
50th percentile	72.19	69.22	71.31	70.37	49.11	30.51	55.78	56.79	49.70	47.50	46.81	49.18
90th percentile	85.16	81.53	83.80	83.42	65.33	48.01	71.02	70.87	67.71	66.52	65.86	67.31

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this district compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the district to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn rating depends on whether or not the district met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Accredited	
This is the district's official accreditation rating, which is based on the 3 Year District Performance Framework. Districts are designated an accreditation category based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the accreditation category. Additionally, failing to meet finance, safety, test administration and/or test participation assurances will result in a lower accreditation category.	
Accreditation Category	Framework Points Earned
Accred. w/Distinction	at or above 80%
Accredited	at or above 64% - below 80%
Accred. w/Improvement Plan	at or above 52% - below 64%
Accred. w/Priority Impr. Plan	at or above 42% - below 52%
Accred. w/Turnaround Plan	below 42%
Framework points are calculated using the percentage of points earned out of points eligible. For districts with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.	

Performance Indicators		Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement		Meets	69.4%	(10.4 out of 15 points)
Academic Growth		Meets	65.5%	(22.9 out of 35 points)
Academic Growth Gaps		Approaching	53.9%	(8.1 out of 15 points)
Postsecondary and Workforce Readiness		Meets	82.8%	(29.0 out of 35 points)
Test Participation ³		Meets 95% Participation Rate		
TOTAL			70.4%	(70.4 out of 100 points)
² Districts 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 Districts do not receive points for test participation. However, districts are assigned one accreditation 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, social studies and COACT), or (2) for districts 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).				
Finance ⁴		Meets Requirements		
Safety ⁴		Meets Requirements		
⁴ Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement (or remain Accredited with Turnaround Plan) until they meet requirements.				

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	99.7%	99.6%	98.0%	99.3%	Meets	Meets	Meets	Meets	10974	10316	6542	27832	11003	10361	6678	28042
Mathematics	99.6%	99.6%	98.7%	99.4%	Meets	Meets	Meets	Meets	10959	10319	6593	27871	11000	10357	6682	28039
Writing	99.5%	99.5%	98.0%	99.2%	Meets	Meets	Meets	Meets	10950	10311	6545	27806	11004	10362	6678	28044
Science	99.7%	99.5%	-	99.6%	Meets	Meets	-	Meets	3576	3386	-	6962	3586	3402	-	6988
Social Studies	100.0%	99.7%	-	99.8%	Meets	Meets	-	Meets	1297	1199	-	2496	1297	1203	-	2500
Colorado ACT	-	-	98.7%	98.7%	-	-	Meets	Meets	-	-	3025	3025	-	-	3064	3064

District: FALCON 49 - 1110

(3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	3	4		Meets	10475	76.54	68
Mathematics	3	4		Meets	10454	75.58	69
Writing	3	4		Meets	10438	58.33	61
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	6433	47	27	Yes
Mathematics	3	4		Meets	6429	46	44	Yes
Writing	3	4		Meets	6414	48	39	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	184	55	27	Yes
Total	10.5	14	75%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	1145	45	34	Yes
Minority Students	3	4		Meets	2226	49	32	Yes
Students with Disabilities	1	4		Does Not Meet	668	37	68	No
English Learners	3	4		Meets	328	52	39	Yes
Students needing to catch up	2	4		Approaching	1463	51	62	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1141	48	52	No
Minority Students	2	4		Approaching	2226	46	50	No
Students with Disabilities	1	4		Does Not Meet	672	36	73	No
English Learners	2	4		Approaching	326	50	54	No
Students needing to catch up	2	4		Approaching	1373	50	77	No
Writing	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	1144	46	46	Yes
Minority Students	3	4		Meets	2211	47	43	Yes
Students with Disabilities	2	4		Approaching	670	42	74	No
English Learners	3	4		Meets	327	54	47	Yes
Students needing to catch up	2	4		Approaching	2655	50	60	No
Total	34	60	56.7%	Approaching				

District: FALCON 49 - 1110

(3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	3	4		Meets	9836	74.48	67
Mathematics	3	4		Meets	9840	57.56	74
Writing	3	4		Meets	9833	63.98	73
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	9091	50	26	Yes
Mathematics	2	4		Approaching	9100	46	63	No
Writing	3	4		Meets	9082	51	42	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	64	59	60	No
Total	9.5	14	67.9%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<i>Reading</i>	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	1573	47	32	Yes
Minority Students	3	4		Meets	3278	50	31	Yes
Students with Disabilities	2	4		Approaching	872	47	73	No
English Learners	3	4		Meets	396	55	45	Yes
Students needing to catch up	2	4		Approaching	2200	52	63	No
<i>Mathematics</i>	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1571	42	71	No
Minority Students	2	4		Approaching	3279	46	70	No
Students with Disabilities	2	4		Approaching	875	40	95	No
English Learners	2	4		Approaching	395	48	77	No
Students needing to catch up	2	4		Approaching	3256	47	90	No
<i>Writing</i>	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1575	44	50	No
Minority Students	3	4		Meets	3270	50	47	Yes
Students with Disabilities	2	4		Approaching	874	44	84	No
English Learners	2	4		Approaching	397	51	58	No
Students needing to catch up	2	4		Approaching	3190	52	75	No
Total	34	60	56.7%	Approaching				

District: FALCON 49 - 1110

(3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	6217	69.33	41
Mathematics	3	4		Meets	6263	31.18	52
Writing	2	4		Approaching	6221	49.01	49
Science	0	0		-	-	-	-
Total	7	12	58.3%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	5659	48	16	Yes
Mathematics	2	4		Approaching	5713	41	89	No
Writing	2	4		Approaching	5677	44	47	No
English Language Proficiency (ACCESS)	0.5	2		Does Not Meet	132	39	42	No
Total	7.5	14	53.6%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	1070	46	37	Yes
Minority Students	3	4		Meets	2187	47	24	Yes
Students with Disabilities	2	4		Approaching	474	42	90	No
English Learners	2	4		Approaching	290	53	60	No
Students needing to catch up	2	4		Approaching	1737	48	74	No
Mathematics	7	20	35%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	1074	37	99	No
Minority Students	1	4		Does Not Meet	2214	39	96	No
Students with Disabilities	2	4		Approaching	479	45	99	No
English Learners	1	4		Does Not Meet	291	35	99	No
Students needing to catch up	2	4		Approaching	3190	42	99	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1077	41	77	No
Minority Students	2	4		Approaching	2195	45	59	No
Students with Disabilities	2	4		Approaching	475	46	98	No
English Learners	2	4		Approaching	291	51	84	No
Students needing to catch up	2	4		Approaching	2462	45	91	No
Total	29	60	48.3%	Approaching				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	4	4		Exceeds	3616/2585/1655/802	87.7/90.9/90.9/91.4%	80%
Disaggregated Graduation Rate	3.25	4	81.3%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	862/609/378/185	80.3/85.9/84.7/85.9%	80%
Minority Students	1	1		Exceeds	1225/859/547/270	85.5/90/89.9/90.7%	80%
Students with Disabilities	0.75	1		Meets	325/235/161/88	66.5/74.5/80.7/87.5%	80%
English Learners	0.75	1		Meets	83/55/39/21	81.9/89.1/82.1/81%	80%
Dropout Rate	4	4		Exceeds	22334	0.8%	3.9%
Colorado ACT Composite Score	2	4		Approaching	3025	19	20.1
Total	13.25	16	82.8%	Meets			

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

Graduation and Disaggregated Graduation Rates

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

**This District's Graduation Rate and Disaggregated Graduation Rate
Overall Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	83.4	88.9	90.9	91.4
	2011	87	89.8	91	
	2012	89.6	93.7		
	2013	89.9			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	74.5	84	84.4	85.9
	2011	79.8	81.7	84.9	
	2012	82.6	90.2		
	2013	82			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	82.1	87.7	91.1	90.7
	2011	83	87.8	88.8	
	2012	88	93.9		
	2013	87.8			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	67	78.4	83.3	87.5
	2011	70.8	69	77.5	
	2012	64.1	75		
	2013	64.9			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	76.2	81
	2011	N<16	83.3	88.9	
	2012	78.3	100		
	2013	93.9			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	83.4	88.9	90.9	91.4
	2011	87	89.8	91	
	2012	89.6	93.7		
	2013	89.9			
	Aggregated	87.7	90.9	90.9	91.4

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	74.5	84	84.4	85.9
	2011	79.8	81.7	84.9	
	2012	82.6	90.2		
	2013	82			
	Aggregated	80.3	85.9	84.7	85.9

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	82.1	87.7	91.1	90.7
	2011	83	87.8	88.8	
	2012	88	93.9		
	2013	87.8			
	Aggregated	85.5	90	89.9	90.7

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	67	78.4	83.3	87.5
	2011	70.8	69	77.5	
	2012	64.1	75		
	2013	64.9			
	Aggregated	66.5	74.5	80.7	87.5

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	76.2	81
	2011	N<16	83.3	88.9	
	2012	78.3	100		
	2013	93.9			
	Aggregated	81.9	89.1	82.1	81

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 DPF, districts earn points based on the highest value among the following: 2013 4- year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 7- year graduation rate (the shaded cells in the tables on the left). For the 3-year DPF, districts earn points based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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 DPFs, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

Scoring Guide for Performance Indicators on the District Performance Framework Report

Performance Indicator	Scoring Guide		Rating	Point Value		Total Possible Points per EMH Level	Framework Points
Academic Achievement	The district's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	15
	• at or above the 90th percentile of all districts (using 2009-10 baseline).		Exceeds	4			
	• below the 90th percentile but at or above the 50th percentile of all districts (using 2009-10 baseline).		Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all districts (using 2009-10 baseline).		Approaching	2			
	• below the 15th percentile of all districts (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The district's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.		Exceeds	4	1		
	• at or above 80% but below 90%.		Meets	3	0.75		
	• at or above 65% but below 80%.		Approaching	2	0.5		
	• below 65%.		Does Not Meet	1	0.25		
	Dropout Rate: The district's dropout rate was:						
	• at or below 1%.		Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2			
	• above 10%.		Does Not Meet	1			
	Colorado ACT Composite Score: The district's average Colorado ACT composite score was:						
	• at or above 22.		Exceeds	4			
	• 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

	<i>Cut Point: The district earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Accreditation Category Assignment

	<i>Cut Point: The district earned ... of the total Framework points eligible.</i>	
Total Framework Points	• at or above 80%	Distinction
	• at or above 64% - below 80%	Accredited
	• at or above 52% - below 64%	Improvement
	• at or above 42% - below 52%	Priority Improvement
	• below 42%	Turnaround

District Plan Type Assignments

	<i>Plan description</i>	
Accred. w/Distinction	The district is required to adopt and implement a Performance Plan.	A district may not be accredited with a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education is required to remove the district's or Institute's accreditation and direct the district's local school board or the Institute as to which actions it must take to have accreditation reinstated. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the district is notified that it is Accredited with a Priority Improvement or Turnaround Plan.
Accredited	The district is required to adopt and implement a Performance Plan.	
Accred. w/Improvement Plan	The district is required to adopt and implement an Improvement Plan.	
Accred. w/Priority Impr. Plan	The district is required to adopt and implement a Priority Improvement Plan.	
Accred. w/Turnaround Plan	The district is required to adopt and implement a Turnaround Plan.	

1-year vs. 3-year Report

Districts receive a 1-year and a 3-year aggregated District Performance Framework report. CDE produces a report on the basis of three years of data to enable more districts to be considered within the same performance framework. Some small districts 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 accreditation category for the district: the one under which the district 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 district'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)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Districts	175	165	167	176	165	167	175	165	167	133	135	138
15th percentile	59.26	58.87	57.14	57.99	34.46	18.30	38.48	42.37	32.85	29.46	28.57	30.27
50th percentile	71.51	70.50	71.53	70.51	50.00	32.16	54.72	56.36	48.61	48.00	45.60	48.93
90th percentile	84.37	83.57	84.78	84.60	68.84	52.06	69.66	72.27	67.56	69.72	69.09	70.39

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

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Districts	181	182	183	181	182	182	181	182	183	172	175	179
15th percentile	60.45	56.61	57.63	56.84	36.37	17.78	41.44	41.85	33.82	32.93	30.02	31.43
50th percentile	72.19	69.22	71.31	70.37	49.11	30.51	55.78	56.79	49.70	47.50	46.81	49.18
90th percentile	85.16	81.53	83.80	83.42	65.33	48.01	71.02	70.87	67.71	66.52	65.86	67.31

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this district compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the district to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn rating depends on whether or not the district met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Improvement

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Approaching	58.3%	(14.6 out of 25 points)
Academic Growth	Approaching	53.6%	(26.8 out of 50 points)
Academic Growth Gaps	Does Not Meet	35.4%	(8.9 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		50.3%	(50.3 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	100.0%	-	-	100.0%	Meets	-	-	Meets	316	-	-	316	316	-	-	316
Mathematics	100.0%	-	-	100.0%	Meets	-	-	Meets	319	-	-	319	319	-	-	319
Writing	99.7%	-	-	99.7%	Meets	-	-	Meets	317	-	-	317	318	-	-	318
Science	100.0%	-	-	100.0%	Meets	-	-	Meets	103	-	-	103	103	-	-	103
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	118	-	-	118	118	-	-	118
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: EVANS INTERNATIONAL ELEMENTARY SCHOOL - 1618

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	291	72.51	51
Mathematics	2	4		Approaching	291	69.76	47
Writing	2	4		Approaching	290	52.41	47
Science	0	0		-	-	-	-
Total	7	12	58.3%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	179	50	31	Yes
Mathematics	1	4		Does Not Meet	179	29	41	No
Writing	2	4		Approaching	178	38	36	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	33	56	27	Yes
Total	7.5	14	53.6%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	7	16	43.8%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	78	48	30	Yes
Students with Disabilities	1	4		Does Not Meet	23	38	52	No
English Learners	1	4		Does Not Meet	20	26	30	No
Students needing to catch up	2	4		Approaching	45	48	60	No
Mathematics	4	16	25%	Does Not Meet				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	1	4		Does Not Meet	78	29	47	No
Students with Disabilities	1	4		Does Not Meet	24	17	60	No
English Learners	1	4		Does Not Meet	20	19	44	No
Students needing to catch up	1	4		Does Not Meet	35	30	82	No
Writing	6	16	37.5%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	78	42	37	Yes
Students with Disabilities	1	4		Does Not Meet	23	23	47	No
English Learners	2	4		Approaching	20	42	41	Yes
Students needing to catch up	1	4		Does Not Meet	64	36	60	No
Total	17	48	35.4%	Does Not Meet				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School Plan Type Assignments

	<i>Plan description</i>	
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.	

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Improvement

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Approaching	58.3%	(14.6 out of 25 points)
Academic Growth	Approaching	53.6%	(26.8 out of 50 points)
Academic Growth Gaps	Approaching	45.0%	(11.3 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		52.7%	(52.7 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.8%	-	-	99.8%	Meets	-	-	Meets	934	-	-	934	936	-	-	936
Mathematics	99.5%	-	-	99.5%	Meets	-	-	Meets	936	-	-	936	941	-	-	941
Writing	99.7%	-	-	99.7%	Meets	-	-	Meets	937	-	-	937	940	-	-	940
Science	99.7%	-	-	99.7%	Meets	-	-	Meets	316	-	-	316	317	-	-	317
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	118	-	-	118	118	-	-	118
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: EVANS INTERNATIONAL ELEMENTARY SCHOOL - 1618

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	2	4		Approaching	858	71.1	47
Mathematics	2	4		Approaching	855	69.01	47
Writing	3	4		Meets	856	55.96	51
Science	0	0		-	-	-	-
Total	7	12	58.3%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	521	47	31	Yes
Mathematics	1	4		Does Not Meet	521	38	47	No
Writing	2	4		Approaching	520	44	41	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	33	56	27	Yes
Total	7.5	14	53.6%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	194	43	36	Yes
Minority Students	3	4		Meets	243	47	35	Yes
Students with Disabilities	1	4		Does Not Meet	79	37	66	No
English Learners	3	4		Meets	53	46	42	Yes
Students needing to catch up	2	4		Approaching	149	49	64	No
Mathematics	7	20	35%	Does Not Meet				
Free/Reduced Lunch Eligible	2	4		Approaching	193	43	54	No
Minority Students	1	4		Does Not Meet	244	38	51	No
Students with Disabilities	1	4		Does Not Meet	80	31	77	No
English Learners	1	4		Does Not Meet	53	34	59	No
Students needing to catch up	2	4		Approaching	139	41	80	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	194	46	47	No
Minority Students	2	4		Approaching	243	44	43	Yes
Students with Disabilities	1	4		Does Not Meet	79	28	73	No
English Learners	2	4		Approaching	53	44	50	No
Students needing to catch up	2	4		Approaching	226	44	63	No
Total	27	60	45%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: FALCON ELEMENTARY SCHOOL - 2902

District: FALCON 49 - 1110 (1 Year¹)

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Approaching	58.3%	(14.6 out of 25 points)
Academic Growth	Meets	66.7%	(33.4 out of 50 points)
Academic Growth Gaps	Approaching	50.0%	(12.5 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		60.5%	(60.5 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.4%	-	-	99.4%	Meets	-	-	Meets	154	-	-	154	155	-	-	155
Mathematics	100.0%	-	-	100.0%	Meets	-	-	Meets	153	-	-	153	153	-	-	153
Writing	99.3%	-	-	99.3%	Meets	-	-	Meets	152	-	-	152	153	-	-	153
Science	100.0%	-	-	100.0%	Meets	-	-	Meets	52	-	-	52	52	-	-	52
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	53	-	-	53	53	-	-	53
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹ Data in this report is based on results from: 2013-14

School: FALCON ELEMENTARY SCHOOL - 2902

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	2	4		Approaching	149	69.13	43
Mathematics	3	4		Meets	148	73.65	57
Writing	2	4		Approaching	147	53.06	49
Science	0	0		-	-	-	-
Total	7	12	58.3%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	90	46	31	Yes
Mathematics	2	4		Approaching	92	43	49	No
Writing	3	4		Meets	91	51	46	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	4	8	50%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	27	35	30	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	21	54	72	No
Mathematics	2	4	50%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	27	46	49	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0		-	N<20	-	-	-
Writing	4	8	50%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	1	4		Does Not Meet	27	34	46	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	48	56	68	No
Total	10	20	50%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School Plan Type Assignments

	<i>Plan description</i>	
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.	
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1-year vs. 3-year Report

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Reference Data for Key Performance Indicators

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Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: FALCON ELEMENTARY SCHOOL - 2902

District: FALCON 49 - 1110 (3 Year¹)

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Approaching	58.3%	(14.6 out of 25 points)
Academic Growth	Meets	75.0%	(37.5 out of 50 points)
Academic Growth Gaps	Approaching	47.9%	(12.0 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		64.1%	(64.1 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.2%	-	-	99.2%	Meets	-	-	Meets	475	-	-	475	479	-	-	479
Mathematics	99.4%	-	-	99.4%	Meets	-	-	Meets	473	-	-	473	476	-	-	476
Writing	99.4%	-	-	99.4%	Meets	-	-	Meets	473	-	-	473	476	-	-	476
Science	98.1%	-	-	98.1%	Meets	-	-	Meets	156	-	-	156	159	-	-	159
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	53	-	-	53	53	-	-	53
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: FALCON ELEMENTARY SCHOOL - 2902

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	2	4		Approaching	446	71.75	48
Mathematics	3	4		Meets	444	75.23	62
Writing	2	4		Approaching	444	49.77	39
Science	0	0		-	-	-	-
Total	7	12	58.3%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	275	46	30	Yes
Mathematics	3	4		Meets	276	50	48	Yes
Writing	3	4		Meets	276	49	45	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	9	12	75%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	79	48	36	Yes
Minority Students	2	4		Approaching	78	36	32	Yes
Students with Disabilities	1	4		Does Not Meet	38	38	63	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	67	51	61	No
Mathematics	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	78	55	52	Yes
Minority Students	2	4		Approaching	78	48	50	No
Students with Disabilities	1	4		Does Not Meet	39	36	66	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	55	50	76	No
Writing	7	16	43.8%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	79	42	51	No
Minority Students	1	4		Does Not Meet	78	34	45	No
Students with Disabilities	2	4		Approaching	39	53	78	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	140	51	63	No
Total	23	48	47.9%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Performance		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²												
<p>This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.</p> <table><tr><th>Plan Assignment</th><th>Framework Points Earned</th></tr><tr><td>Performance</td><td>at or above 60%</td></tr><tr><td>Improvement</td><td>at or above 47% - below 60%</td></tr><tr><td>Priority Improvement</td><td>at or above 33% - below 47%</td></tr><tr><td>Turnaround</td><td>below 33%</td></tr></table> <p>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.</p>		Plan Assignment	Framework Points Earned	Performance	at or above 60%	Improvement	at or above 47% - below 60%	Priority Improvement	at or above 33% - below 47%	Turnaround	below 33%	Academic Achievement	Meets	75.0%	(11.3 out of 15 points)	<div><div></div></div>
		Plan Assignment	Framework Points Earned													
		Performance	at or above 60%													
		Improvement	at or above 47% - below 60%													
		Priority Improvement	at or above 33% - below 47%													
Turnaround	below 33%															
Academic Growth	Meets	66.7%	(23.3 out of 35 points)	<div><div></div></div>												
Academic Growth Gaps	Approaching	50.0%	(7.5 out of 15 points)	<div><div></div></div>												
Postsecondary and Workforce Readiness	Meets	86.7%	(30.3 out of 35 points)	<div><div></div></div>												
Test Participation ³		Meets 95% Participation Rate														
TOTAL			72.4%	(72.4 out of 100 points)	<div><div></div></div>											

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	-	-	99.6%	99.6%	-	-	Meets	Meets	-	-	672	672	-	-	675	675
Mathematics	-	-	99.7%	99.7%	-	-	Meets	Meets	-	-	673	673	-	-	675	675
Writing	-	-	99.7%	99.7%	-	-	Meets	Meets	-	-	673	673	-	-	675	675
Science	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Social Studies	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Colorado ACT	-	-	99.6%	99.6%	-	-	Meets	Meets	-	-	275	275	-	-	276	276

School: FALCON HIGH SCHOOL - 2908

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	635	76.22	63
Mathematics	3	4		Meets	638	37.46	60
Writing	3	4		Meets	636	57.08	66
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	578	48	11	Yes
Mathematics	2	4		Approaching	584	42	78	No
Writing	3	4		Meets	581	46	39	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	6	12	50%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	149	51	19	Yes
Students with Disabilities	1	4		Does Not Meet	44	37	91	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	135	51	72	No
Mathematics	7	12	58.3%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	152	42	90	No
Students with Disabilities	3	4		Meets	45	65	99	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	286	44	99	No
Writing	5	12	41.7%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	151	41	51	No
Students with Disabilities	1	4		Does Not Meet	45	36	99	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	208	47	90	No
Total	18	36	50%	Approaching				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/ 6yr/7yr	4	4		Exceeds	342/282/283/272	94.4/94.7/96.5/92.3%	80%
Disaggregated Graduation Rate	3	3	100%	Exceeds			
Free/Reduced Lunch Eligible	1	1		Exceeds	66/63/45/41	87.9/93.7/95.6/85.4%	80%
Minority Students	1	1		Exceeds	88/68/54/60	92/94.1/98.1/93.3%	80%
Students with Disabilities	1	1		Exceeds	37/20/24/28	75.7/70/91.7/85.7%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Dropout Rate	4	4		Exceeds	1544	0.5%	3.6%
Colorado ACT Composite Score	2	4		Approaching	275	19.9	20.0
Total	13	15	86.7%	Meets			

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

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	2010	88.8	91.9	91.9	92.3
	2011	94.7	95.8	96.5	
	2012	92.6	94.7		
	2013	94.4			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	80	82.1	82.9	85.4
	2011	87.8	91.1	95.6	
	2012	89.1	93.7		
	2013	87.9			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	88.5	91.8	93.3	93.3
	2011	96.4	98.1	98.1	
	2012	92.6	94.1		
	2013	92			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	81.5	85.2	82.1	85.7
	2011	90.9	87	91.7	
	2012	61.9	70		
	2013	75.7			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	88.8	91.9	91.9	92.3
	2011	94.7	95.8	96.5	
	2012	92.6	94.7		
	2013	94.4			
	Aggregated	92.8	94.1	94.2	92.3

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	80	82.1	82.9	85.4
	2011	87.8	91.1	95.6	
	2012	89.1	93.7		
	2013	87.9			
	Aggregated	86.7	89.8	89.5	85.4

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	88.5	91.8	93.3	93.3
	2011	96.4	98.1	98.1	
	2012	92.6	94.1		
	2013	92			
	Aggregated	92.3	94.5	95.6	93.3

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	81.5	85.2	82.1	85.7
	2011	90.9	87	91.7	
	2012	61.9	70		
	2013	75.7			
	Aggregated	77.6	81.4	86.5	85.7

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	N<16	N<16	N<16	N<16

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: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 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 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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.

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	The school's percentage of students scoring proficient or advanced was:			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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.		Exceeds	4	1		
	• at or above 80% but below 90%.		Meets	3	0.75		
	• at or above 65% but below 80%.		Approaching	2	0.5		
	• below 65%.		Does Not Meet	1	0.25		
	Dropout Rate: The school's dropout rate was:						
	• at or below 1%.		Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2			
	• above 10%.		Does Not Meet	1			
	Colorado ACT Composite Score: The school's average Colorado ACT composite score was:						
	• at or above 22.		Exceeds	4			
	• 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

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 60%
	• at or above 47% - below 60%
	• at or above 33% - below 47%
	• below 33%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Performance		Performance Indicators		Rating	% of Points Earned out of Points Eligible ²											
<p>This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.</p> <table><tr><th>Plan Assignment</th><th>Framework Points Earned</th></tr><tr><td>Performance</td><td>at or above 60%</td></tr><tr><td>Improvement</td><td>at or above 47% - below 60%</td></tr><tr><td>Priority Improvement</td><td>at or above 33% - below 47%</td></tr><tr><td>Turnaround</td><td>below 33%</td></tr></table>		Plan Assignment	Framework Points Earned	Performance	at or above 60%	Improvement	at or above 47% - below 60%	Priority Improvement	at or above 33% - below 47%	Turnaround	below 33%	Academic Achievement	Meets	75.0%	(11.3 out of 15 points)	<div><div></div></div>
		Plan Assignment	Framework Points Earned													
		Performance	at or above 60%													
		Improvement	at or above 47% - below 60%													
		Priority Improvement	at or above 33% - below 47%													
Turnaround	below 33%															
Academic Growth	Meets	66.7%	(23.3 out of 35 points)	<div><div></div></div>												
Academic Growth Gaps	Approaching	56.7%	(8.5 out of 15 points)	<div><div></div></div>												
Postsecondary and Workforce Readiness	Meets	83.3%	(29.2 out of 35 points)	<div><div></div></div>												
		Test Participation ³ Meets 95% Participation Rate														
		TOTAL		72.3%	(72.3 out of 100 points)	<div><div></div></div>										

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	-	-	99.7%	99.7%	-	-	Meets	Meets	-	-	1926	1926	-	-	1932	1932
Mathematics	-	-	99.9%	99.9%	-	-	Meets	Meets	-	-	1930	1930	-	-	1932	1932
Writing	-	-	99.8%	99.8%	-	-	Meets	Meets	-	-	1929	1929	-	-	1932	1932
Science	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Social Studies	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Colorado ACT	-	-	99.4%	99.4%	-	-	Meets	Meets	-	-	878	878	-	-	883	883

School: FALCON HIGH SCHOOL - 2908

District: FALCON 49 - 1110 (3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4		Meets	1823	78.22	72	
Mathematics	3	4		Meets	1829	38.66	68	
Writing	3	4		Meets	1826	58.05	66	
Science	0	0		-	-	-	-	
Total	9	12	75%	Meets				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	1670	51	11	Yes
Mathematics	2	4		Approaching	1679	45	78	No
Writing	3	4		Meets	1675	49	39	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	Meets				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	184	49	24	Yes
Minority Students	3	4		Meets	446	47	20	Yes
Students with Disabilities	2	4		Approaching	122	42	91	No
English Learners	3	4		Meets	22	51	19	Yes
Students needing to catch up	2	4		Approaching	397	51	70	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	184	44	94	No
Minority Students	2	4		Approaching	450	44	92	No
Students with Disabilities	2	4		Approaching	124	49	99	No
English Learners	1	4		Does Not Meet	22	38	83	No
Students needing to catch up	2	4		Approaching	824	46	99	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	184	51	60	No
Minority Students	2	4		Approaching	449	45	53	No
Students with Disabilities	2	4		Approaching	124	41	99	No
English Learners	4	4		Exceeds	22	60	50	Yes
Students needing to catch up	2	4		Approaching	617	48	89	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	4	4		Exceeds	1189/837/555/272	92.8/94.1/94.2/92.3%	80%	
Disaggregated Graduation Rate	2.5	3	83.3%	Meets				
Free/Reduced Lunch Eligible	0.75	1		Meets	211/147/86/41	86.7/89.8/89.5/85.4%	80%	
Minority Students	1	1		Exceeds	272/183/114/60	92.3/94.5/95.6/93.3%	80%	
Students with Disabilities	0.75	1		Meets	107/70/52/28	77.6/81.4/86.5/85.7%	80%	
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%	
Dropout Rate	4	4		Exceeds	4652	0.5%	3.9%	
Colorado ACT Composite Score	2	4		Approaching	878	19.9	20.1	
Total	12.5	15	83.3%	Meets				

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

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	2010	88.8	91.9	91.9	92.3
	2011	94.7	95.8	96.5	
	2012	92.6	94.7		
	2013	94.4			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	80	82.1	82.9	85.4
	2011	87.8	91.1	95.6	
	2012	89.1	93.7		
	2013	87.9			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	88.5	91.8	93.3	93.3
	2011	96.4	98.1	98.1	
	2012	92.6	94.1		
	2013	92			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	81.5	85.2	82.1	85.7
	2011	90.9	87	91.7	
	2012	61.9	70		
	2013	75.7			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	88.8	91.9	91.9	92.3
	2011	94.7	95.8	96.5	
	2012	92.6	94.7		
	2013	94.4			
	Aggregated	92.8	94.1	94.2	92.3

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	80	82.1	82.9	85.4
	2011	87.8	91.1	95.6	
	2012	89.1	93.7		
	2013	87.9			
	Aggregated	86.7	89.8	89.5	85.4

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	88.5	91.8	93.3	93.3
	2011	96.4	98.1	98.1	
	2012	92.6	94.1		
	2013	92			
	Aggregated	92.3	94.5	95.6	93.3

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	81.5	85.2	82.1	85.7
	2011	90.9	87	91.7	
	2012	61.9	70		
	2013	75.7			
	Aggregated	77.6	81.4	86.5	85.7

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	N<16	N<16	N<16	N<16

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: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 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 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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.

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.		Exceeds	4	1		
	• at or above 80% but below 90%.		Meets	3	0.75		
	• at or above 65% but below 80%.		Approaching	2	0.5		
	• below 65%.		Does Not Meet	1	0.25		
	Dropout Rate: The school's dropout rate was:						
	• at or below 1%.		Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2			
	• above 10%.		Does Not Meet	1			
	Colorado ACT Composite Score: The school's average Colorado ACT composite score was:						
	• at or above 22.		Exceeds	4			
	• 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 Point: The school earned ... of the total framework points eligible.	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds	Total Framework Points	• at or above 60%	Performance
	• at or above 62.5% - below 87.5%	Meets		• at or above 47% - below 60%	Improvement
	• at or above 37.5% - below 62.5%	Approaching		• at or above 33% - below 47%	Priority Improvement
	• below 37.5%	Does Not Meet		• below 33%	Turnaround

School Plan Type Assignments

	Plan description	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

1-year vs. 3-year Report

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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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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.

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State Mean COACT Composite Score (2009-10 baseline)

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

School: FALCON MIDDLE SCHOOL - 2906

District: FALCON 49 - 1110 (1 Year¹)

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
Academic Growth	Approaching	58.3%	(29.2 out of 50 points)
Academic Growth Gaps	Approaching	52.8%	(13.2 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		61.2%	(61.2 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	-	99.6%	-	99.6%	-	Meets	-	Meets	-	915	-	915	-	919	-	919
Mathematics	-	99.6%	-	99.6%	-	Meets	-	Meets	-	915	-	915	-	919	-	919
Writing	-	99.6%	-	99.6%	-	Meets	-	Meets	-	915	-	915	-	919	-	919
Science	-	100.0%	-	100.0%	-	Meets	-	Meets	-	304	-	304	-	304	-	304
Social Studies	-	99.7%	-	99.7%	-	Meets	-	Meets	-	340	-	340	-	341	-	341
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: FALCON MIDDLE SCHOOL - 2906

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	865	73.41	53
Mathematics	3	4		Meets	866	58.43	62
Writing	3	4		Meets	865	63.58	62
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	788	44	26	Yes
Mathematics	2	4		Approaching	788	43	61	No
Writing	3	4		Meets	788	50	42	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	7	12	58.3%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	7	12	58.3%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	217	47	30	Yes
Students with Disabilities	2	4		Approaching	110	41	59	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	170	47	63	No
Mathematics	6	12	50%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	218	48	73	No
Students with Disabilities	2	4		Approaching	111	45	87	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	285	46	87	No
Writing	6	12	50%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	216	48	50	No
Students with Disabilities	2	4		Approaching	111	43	73	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	275	45	73	No
Total	19	36	52.8%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School Plan Type Assignments

	<i>Plan description</i>	
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.	

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: FALCON MIDDLE SCHOOL - 2906

District: FALCON 49 - 1110 (3 Year¹)

Performance		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²																		
<p>This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.</p> <table><tr><th>Plan Assignment</th><th>Framework Points Earned</th></tr><tr><td>Performance</td><td>at or above 59%</td></tr><tr><td>Improvement</td><td>at or above 47% - below 59%</td></tr><tr><td>Priority Improvement</td><td>at or above 37% - below 47%</td></tr><tr><td>Turnaround</td><td>below 37%</td></tr><tr><td colspan="2">TOTAL</td></tr><tr><td></td><td>64.7%</td><td>(64.7 out of 100 points)</td><td></td></tr></table>		Plan Assignment	Framework Points Earned	Performance	at or above 59%	Improvement	at or above 47% - below 59%	Priority Improvement	at or above 37% - below 47%	Turnaround	below 37%	TOTAL			64.7%	(64.7 out of 100 points)		Academic Achievement	Meets	75.0%	(18.8 out of 25 points)	<div><div></div></div>
		Plan Assignment	Framework Points Earned																			
		Performance	at or above 59%																			
		Improvement	at or above 47% - below 59%																			
		Priority Improvement	at or above 37% - below 47%																			
Turnaround	below 37%																					
TOTAL																						
	64.7%	(64.7 out of 100 points)																				
Academic Growth	Meets	66.7%	(33.4 out of 50 points)	<div><div></div></div>																		
Academic Growth Gaps	Approaching	50.0%	(12.5 out of 25 points)	<div><div></div></div>																		
Test Participation ³	Meets 95% Participation Rate																					
TOTAL		64.7%	(64.7 out of 100 points)	<div><div></div></div>																		

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	-	99.8%	-	99.8%	-	Meets	-	Meets	-	2766	-	2766	-	2772	-	2772
Mathematics	-	99.7%	-	99.7%	-	Meets	-	Meets	-	2766	-	2766	-	2773	-	2773
Writing	-	99.7%	-	99.7%	-	Meets	-	Meets	-	2763	-	2763	-	2772	-	2772
Science	-	99.9%	-	99.9%	-	Meets	-	Meets	-	949	-	949	-	950	-	950
Social Studies	-	99.7%	-	99.7%	-	Meets	-	Meets	-	340	-	340	-	341	-	341
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: FALCON MIDDLE SCHOOL - 2906

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	2614	76.7	65
Mathematics	3	4		Meets	2614	60.94	70
Writing	3	4		Meets	2611	66.41	69
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	2394	48	24	Yes
Mathematics	2	4		Approaching	2394	46	59	No
Writing	3	4		Meets	2389	51	41	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	328	45	30	Yes
Minority Students	3	4		Meets	636	49	29	Yes
Students with Disabilities	1	4		Does Not Meet	237	37	65	No
English Learners	2	4		Approaching	43	40	47	No
Students needing to catch up	2	4		Approaching	498	48	61	No
Mathematics	8	20	40%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	328	38	67	No
Minority Students	2	4		Approaching	637	48	69	No
Students with Disabilities	1	4		Does Not Meet	238	39	91	No
English Learners	2	4		Approaching	43	43	84	No
Students needing to catch up	2	4		Approaching	776	48	88	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	327	49	51	No
Minority Students	3	4		Meets	632	50	47	Yes
Students with Disabilities	2	4		Approaching	238	40	77	No
English Learners	2	4		Approaching	43	48	69	No
Students needing to catch up	2	4		Approaching	798	50	73	No
Total	30	60	50%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Performance		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²												
<p>This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.</p> <table><tr><th>Plan Assignment</th><th>Framework Points Earned</th></tr><tr><td>Performance</td><td>at or above 60%</td></tr><tr><td>Improvement</td><td>at or above 47% - below 60%</td></tr><tr><td>Priority Improvement</td><td>at or above 33% - below 47%</td></tr><tr><td>Turnaround</td><td>below 33%</td></tr></table> <p>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.</p>		Plan Assignment	Framework Points Earned	Performance	at or above 60%	Improvement	at or above 47% - below 60%	Priority Improvement	at or above 33% - below 47%	Turnaround	below 33%	Academic Achievement	Approaching	61.1%	(9.2 out of 15 points)	<div><div></div></div>
		Plan Assignment	Framework Points Earned													
		Performance	at or above 60%													
		Improvement	at or above 47% - below 60%													
		Priority Improvement	at or above 33% - below 47%													
Turnaround	below 33%															
Academic Growth	Approaching	58.3%	(20.4 out of 35 points)	<div><div></div></div>												
Academic Growth Gaps	Approaching	53.1%	(8.0 out of 15 points)	<div><div></div></div>												
Postsecondary and Workforce Readiness	Meets	83.3%	(29.2 out of 35 points)	<div><div></div></div>												
Test Participation ³	Meets 95% Participation Rate															
		TOTAL		66.8%	(66.8 out of 100 points)	<div><div></div></div>										

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	100.0%	100.0%	100.0%	100.0%	Meets	Meets	Meets	Meets	74	134	87	295	74	134	87	295
Mathematics	100.0%	100.0%	100.0%	100.0%	Meets	Meets	Meets	Meets	74	134	87	295	74	134	87	295
Writing	100.0%	100.0%	100.0%	100.0%	Meets	Meets	Meets	Meets	74	134	87	295	74	134	87	295
Science	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	30	69	-	99	30	69	-	99
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	25	39	-	64	25	39	-	64
Colorado ACT	-	-	100.0%	100.0%	-	-	Meets	Meets	-	-	28	28	-	-	28	28

School: FALCON VIRTUAL ACADEMY - 2877

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	73	75.34	58
Mathematics	2	4		Approaching	73	69.86	47
Writing	2	4		Approaching	73	50.68	43
Science	0	0		-	-	-	-
Total	7	12	58.3%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	48	33	23	Yes
Mathematics	2	4		Approaching	48	42	47	No
Writing	3	4		Meets	48	59	42	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	7	12	58.3%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0		-	N<20	-	-	-
Mathematics	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0		-	N<20	-	-	-
Writing	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0		-	N<20	-	-	-
Total	0	0	%	-				

School: FALCON VIRTUAL ACADEMY - 2877

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	134	76.87	62
Mathematics	2	4		Approaching	134	38.06	25
Writing	2	4		Approaching	134	57.46	49
Science	0	0		-	-	-	-
Total	7	12	58.3%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	113	53	30	Yes
Mathematics	1	4		Does Not Meet	113	31	72	No
Writing	2	4		Approaching	112	46	52	No
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	6	12	50%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	6	8	75%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	25	49	37	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	30	60	63	No
Mathematics	3	8	37.5%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	1	4		Does Not Meet	25	19	66	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	54	41	94	No
Writing	4	8	50%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	25	52	59	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	48	54	77	No
Total	13	24	54.2%	Approaching				

School: FALCON VIRTUAL ACADEMY - 2877

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	84	77.38	67
Mathematics	2	4		Approaching	84	26.19	34
Writing	3	4		Meets	84	54.76	59
Science	0	0		-	-	-	-
Total	8	12	66.7%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	76	50	14	Yes
Mathematics	2	4		Approaching	76	43	93	No
Writing	3	4		Meets	76	50	46	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<i>Reading</i>	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0		-	N<20	-	-	-
<i>Mathematics</i>	2	4	50%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	45	42	99	No
<i>Writing</i>	2	4	50%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	28	53	90	No
Total	4	8	50%	Approaching				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/ 5yr/6yr/7yr	4	4		Exceeds	39/32/N<16/N<16	92.3/93.8/-/-%	80%
Disaggregated Graduation Rate	0	0	%	-			
Free/Reduced Lunch Eligible	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Minority Students	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Students with Disabilities	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Dropout Rate	4	4		Exceeds	310	1%	3.6%
Colorado ACT Composite Score	2	4		Approaching	28	19.9	20.0
Total	10	12	83.3%	Meets			

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

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	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	85.7	93.8		
	2013	92.3			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	85.7	93.8		
	2013	92.3			
	Aggregated	87.5	89.5	N<16	N<16

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	87	N<16	N<16	N<16

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	94.4	N<16	N<16	N<16

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	N<16	N<16	N<16	N<16

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	N<16	N<16	N<16	N<16

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: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 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 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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.

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	The school's percentage of students scoring proficient or advanced was:			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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.		Exceeds	4	1		
	• at or above 80% but below 90%.		Meets	3	0.75		
	• at or above 65% but below 80%.		Approaching	2	0.5		
	• below 65%.		Does Not Meet	1	0.25		
	Dropout Rate: The school's dropout rate was:						
	• at or below 1%.		Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2			
	• above 10%.		Does Not Meet	1			
	Colorado ACT Composite Score: The school's average Colorado ACT composite score was:						
	• at or above 22.		Exceeds	4			
	• 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

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 60%
	• at or above 47% - below 60%
	• at or above 33% - below 47%
	• below 33%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Performance		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²												
<p>This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.</p> <table><tr><th>Plan Assignment</th><th>Framework Points Earned</th></tr><tr><td>Performance</td><td>at or above 60%</td></tr><tr><td>Improvement</td><td>at or above 47% - below 60%</td></tr><tr><td>Priority Improvement</td><td>at or above 33% - below 47%</td></tr><tr><td>Turnaround</td><td>below 33%</td></tr></table> <p>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.</p>		Plan Assignment	Framework Points Earned	Performance	at or above 60%	Improvement	at or above 47% - below 60%	Priority Improvement	at or above 33% - below 47%	Turnaround	below 33%	Academic Achievement	Approaching	61.1%	(9.2 out of 15 points)	<div><div></div></div>
		Plan Assignment	Framework Points Earned													
		Performance	at or above 60%													
		Improvement	at or above 47% - below 60%													
		Priority Improvement	at or above 33% - below 47%													
Turnaround	below 33%															
Academic Growth	Approaching	50.0%	(17.5 out of 35 points)	<div><div></div></div>												
Academic Growth Gaps	Approaching	53.1%	(8.0 out of 15 points)	<div><div></div></div>												
Postsecondary and Workforce Readiness	Meets	76.8%	(26.9 out of 35 points)	<div><div></div></div>												
Test Participation ³		Meets 95% Participation Rate														
TOTAL		61.6%	(61.6 out of 100 points)	<div><div></div></div>												

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.4%	100.0%	100.0%	99.9%	Meets	Meets	Meets	Meets	170	338	234	742	171	338	234	743
Mathematics	99.4%	100.0%	100.0%	99.9%	Meets	Meets	Meets	Meets	169	338	234	741	170	338	234	742
Writing	99.4%	100.0%	100.0%	99.9%	Meets	Meets	Meets	Meets	169	338	234	741	170	338	234	742
Science	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	60	131	-	191	60	131	-	191
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	25	39	-	64	25	39	-	64
Colorado ACT	-	-	100.0%	100.0%	-	-	Meets	Meets	-	-	64	64	-	-	64	64

School: FALCON VIRTUAL ACADEMY - 2877

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	168	74.4	55
Mathematics	2	4		Approaching	167	67.07	43
Writing	2	4		Approaching	167	48.5	36
Science	0	0		-	-	-	-
Total	7	12	58.3%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	103	41	28	Yes
Mathematics	1	4		Does Not Meet	103	37	51	No
Writing	3	4		Meets	103	57	44	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	6	12	50%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	6	8	75%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	23	35	23	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	25	63	60	Yes
Mathematics	2	8	25%	Does Not Meet				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	1	4		Does Not Meet	23	26	51	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	29	31	83	No
Writing	6	8	75%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	23	46	43	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	50	61	70	No
Total	14	24	58.3%	Approaching				

School: FALCON VIRTUAL ACADEMY - 2877

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	336	74.4	57
Mathematics	2	4		Approaching	336	42.56	31
Writing	2	4		Approaching	336	55.65	43
Science	0	0		-	-	-	-
Total	7	12	58.3%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	282	52	29	Yes
Mathematics	1	4		Does Not Meet	282	35	69	No
Writing	2	4		Approaching	281	46	50	No
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	6	12	50%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	8	12	66.7%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	58	50	35	Yes
Students with Disabilities	3	4		Meets	27	55	71	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	71	54	63	No
Mathematics	3	12	25%	Does Not Meet				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	1	4		Does Not Meet	58	36	68	No
Students with Disabilities	1	4		Does Not Meet	27	14	99	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	128	33	91	No
Writing	7	12	58.3%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	58	51	58	No
Students with Disabilities	2	4		Approaching	27	40	82	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	120	56	77	No
Total	18	36	50%	Approaching				

School: FALCON VIRTUAL ACADEMY - 2877

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	209	78.47	72
Mathematics	2	4		Approaching	209	27.75	42
Writing	3	4		Meets	209	54.07	59
Science	0	0		-	-	-	-
Total	8	12	66.7%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	189	43	12	Yes
Mathematics	1	4		Does Not Meet	189	38	88	No
Writing	3	4		Meets	189	48	44	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	6	12	50%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	5	12	41.7%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	44	38	21	Yes
Students with Disabilities	1	4		Does Not Meet	24	38	86	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	46	40	77	No
Mathematics	5	12	41.7%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	1	4		Does Not Meet	44	32	97	No
Students with Disabilities	2	4		Approaching	24	51	99	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	103	44	99	No
Writing	9	12	75%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	44	53	45	Yes
Students with Disabilities	3	4		Meets	24	63	99	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	73	57	88	No
Total	19	36	52.8%	Approaching				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	3	4		Meets	80/38/N<16/N<16	87.5/89.5/-/-%	80%
Disaggregated Graduation Rate	1.75	2	87.5%	Exceeds			
Free/Reduced Lunch Eligible	0.75	1		Meets	23/N<16/N<16/N<16	87/-/-/-%	80%
Minority Students	1	1		Exceeds	18/N<16/N<16/N<16	94.4/-/-/-%	80%
Students with Disabilities	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Dropout Rate	4	4		Exceeds	573	1%	3.9%
Colorado ACT Composite Score	2	4		Approaching	64	19.8	20.1
Total	10.75	14	76.8%	Meets			

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

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	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	85.7	93.8		
	2013	92.3			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	85.7	93.8		
	2013	92.3			
	Aggregated	87.5	89.5	N<16	N<16

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	87	N<16	N<16	N<16

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	94.4	N<16	N<16	N<16

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	N<16	N<16	N<16	N<16

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	N<16	N<16	N<16	N<16

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: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 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 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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.

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.		Exceeds	4	1		
	• at or above 80% but below 90%.		Meets	3	0.75		
	• at or above 65% but below 80%.		Approaching	2	0.5		
	• below 65%.		Does Not Meet	1	0.25		
	Dropout Rate: The school's dropout rate was:						
	• at or below 1%.		Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2			
	• above 10%.		Does Not Meet	1			
	Colorado ACT Composite Score: The school's average Colorado ACT composite score was:						
	• at or above 22.		Exceeds	4			
	• 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 Point: The school earned ... of the total framework points eligible.	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds	Total Framework Points	• at or above 60%	Performance
	• at or above 62.5% - below 87.5%	Meets		• at or above 47% - below 60%	Improvement
	• at or above 37.5% - below 62.5%	Approaching		• at or above 33% - below 47%	Priority Improvement
	• below 37.5%	Does Not Meet		• below 33%	Turnaround

School Plan Type Assignments

	Plan description	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Pending AEC SPF		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
		Academic Achievement	Does Not Meet	25.0%	(3.8 out of 15 points)
		Academic Growth	Approaching	39.3%	(13.8 out of 35 points)
		Academic Growth Gaps	Does Not Meet	33.3%	(5.0 out of 15 points)
		Postsecondary and Workforce Readiness	Does Not Meet	25.0%	(8.8 out of 35 points)
Plan Assignment	Framework Points Earned	Test Participation ³			
Performance	at or above 60%	Meets 95% Participation Rate			
Improvement	at or above 47% - below 60%				
Priority Improvement	at or above 33% - below 47%				
Turnaround	below 33%				
All schools designated as an Alternative Education Campus (AEC) receive an AEC-specific SPF report that determines the plan type the school is required to adopt and implement. The plan type is based on the overall AEC framework score, which is a percentage of the total points earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the plan type.		TOTAL		31.4%	(31.4 out of 100 points)
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 type 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, social studies 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).			

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	-	-	98.9%	98.9%	-	-	Meets	Meets	-	-	634	634	-	-	641	641
Mathematics	-	-	99.2%	99.2%	-	-	Meets	Meets	-	-	638	638	-	-	643	643
Writing	-	-	98.9%	98.9%	-	-	Meets	Meets	-	-	634	634	-	-	641	641
Science	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Social Studies	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Colorado ACT	-	-	99.4%	99.4%	-	-	Meets	Meets	-	-	319	319	-	-	321	321

School: GOAL ACADEMY - 3475

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	1	4		Does Not Meet	615	40.16	6
Mathematics	1	4		Does Not Meet	619	4.36	1
Writing	1	4		Does Not Meet	615	16.26	4
Science	0	0		-	-	-	-
Total	3	12	25%	Does Not Meet			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	479	40	66	No
Mathematics	1	4		Does Not Meet	485	31	99	No
Writing	2	4		Approaching	486	40	93	No
English Language Proficiency (ACCESS)	0.5	2		Does Not Meet	94	29	50	No
Total	5.5	14	39.3%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	7	20	35%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	318	39	70	No
Minority Students	1	4		Does Not Meet	254	38	73	No
Students with Disabilities	2	4		Approaching	67	43	96	No
English Learners	1	4		Does Not Meet	72	33	81	No
Students needing to catch up	2	4		Approaching	302	42	86	No
Mathematics	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	324	29	99	No
Minority Students	1	4		Does Not Meet	258	29	99	No
Students with Disabilities	2	4		Approaching	67	51	99	No
English Learners	1	4		Does Not Meet	72	26	99	No
Students needing to catch up	1	4		Does Not Meet	431	33	99	No
Writing	7	20	35%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	325	38	94	No
Minority Students	1	4		Does Not Meet	259	38	94	No
Students with Disabilities	1	4		Does Not Meet	68	38	99	No
English Learners	2	4		Approaching	73	40	94	No
Students needing to catch up	2	4		Approaching	370	41	97	No
Total	20	60	33.3%	Does Not Meet				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	1	4		Does Not Meet	749/723/595/379	27.1/31.4/35/36.4%	80%
Disaggregated Graduation Rate	1	4	25%	Does Not Meet			
Free/Reduced Lunch Eligible	0.25	1		Does Not Meet	653/643/513/325	25.6/29.4/33.3/34.2%	80%
Minority Students	0.25	1		Does Not Meet	434/433/339/237	25.1/29.1/29.5/32.1%	80%
Students with Disabilities	0.25	1		Does Not Meet	114/84/75/38	17.5/17.9/25.3/44.7%	80%
English Learners	0.25	1		Does Not Meet	128/124/105/75	21.1/22.6/20/28%	80%
Dropout Rate	1	4		Does Not Meet	3203	22.1%	3.6%
Colorado ACT Composite Score	1	4		Does Not Meet	319	16.3	20.0
Total	4	16	25%	Does Not Meet			

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

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	2010	27.8	24	32.9	36.4
	2011	19.3	28.5	35	
	2012	19.4	31.4		
	2013	27.1			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	21.2	19.1	29.8	34.2
	2011	13.6	26.1	33.3	
	2012	17.2	29.4		
	2013	25.6			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	23.8	21.7	29.1	32.1
	2011	15.6	21.4	29.5	
	2012	16.8	29.1		
	2013	25.1			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	11.1	39.3	44.7
	2011	19.2	19.2	25.3	
	2012	7.6	17.9		
	2013	17.5			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	20	24.6	28
	2011	10.5	14.3	20	
	2012	15.9	22.6		
	2013	21.1			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	27.8	24	32.9	36.4
	2011	19.3	28.5	35	
	2012	19.4	31.4		
	2013	27.1			
	Aggregated	23.2	28.9	34.2	36.4

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	21.2	19.1	29.8	34.2
	2011	13.6	26.1	33.3	
	2012	17.2	29.4		
	2013	25.6			
	Aggregated	21	26.7	32.1	34.2

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	23.8	21.7	29.1	32.1
	2011	15.6	21.4	29.5	
	2012	16.8	29.1		
	2013	25.1			
	Aggregated	20.7	25.3	29.3	32.1

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	11.1	39.3	44.7
	2011	19.2	19.2	25.3	
	2012	7.6	17.9		
	2013	17.5			
	Aggregated	15	17.5	29.1	44.7

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	20	24.6	28
	2011	10.5	14.3	20	
	2012	15.9	22.6		
	2013	21.1			
	Aggregated	18.2	19.8	21.6	28

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: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 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 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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.

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	The school's percentage of students scoring proficient or advanced was:			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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.		Exceeds	4	1		
	• at or above 80% but below 90%.		Meets	3	0.75		
	• at or above 65% but below 80%.		Approaching	2	0.5		
	• below 65%.		Does Not Meet	1	0.25		
	Dropout Rate: The school's dropout rate was:						
	• at or below 1%.		Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2			
	• above 10%.		Does Not Meet	1			
	Colorado ACT Composite Score: The school's average Colorado ACT composite score was:						
	• at or above 22.		Exceeds	4			
	• 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

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 60%
	• at or above 47% - below 60%
	• at or above 33% - below 47%
	• below 33%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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.

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1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

Pending AEC SPF		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²		
		Academic Achievement	Does Not Meet	25.0%	(3.8 out of 15 points)	<div></div>
		Academic Growth	Approaching	39.3%	(13.8 out of 35 points)	<div></div>
		Academic Growth Gaps	Does Not Meet	31.7%	(4.8 out of 15 points)	<div></div>
		Postsecondary and Workforce Readiness	Does Not Meet	25.0%	(8.8 out of 35 points)	<div></div>
Plan Assignment	Framework Points Earned	Test Participation ³				
Performance	at or above 60%	Meets 95% Participation Rate				
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.		TOTAL		31.2%	(31.2 out of 100 points)	<div></div>

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	-	-	98.3%	98.3%	-	-	Meets	Meets	-	-	1386	1386	-	-	1410	1410
Mathematics	-	-	98.9%	98.9%	-	-	Meets	Meets	-	-	1398	1398	-	-	1414	1414
Writing	-	-	98.4%	98.4%	-	-	Meets	Meets	-	-	1388	1388	-	-	1410	1410
Science	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Social Studies	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Colorado ACT	-	-	99.4%	99.4%	-	-	Meets	Meets	-	-	784	784	-	-	789	789

School: GOAL ACADEMY - 3475

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	1	4		Does Not Meet	1325	41.28	7
Mathematics	1	4		Does Not Meet	1338	4.78	4
Writing	1	4		Does Not Meet	1328	19.13	7
Science	0	0		-	-	-	-
Total	3	12	25%	Does Not Meet			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	1047	42	64	No
Mathematics	1	4		Does Not Meet	1066	31	99	No
Writing	2	4		Approaching	1057	40	93	No
English Language Proficiency (ACCESS)	0.5	2		Does Not Meet	94	29	50	No
Total	5.5	14	39.3%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	7	20	35%	Does Not Meet				
Free/Reduced Lunch Eligible	2	4		Approaching	719	40	70	No
Minority Students	1	4		Does Not Meet	572	39	73	No
Students with Disabilities	1	4		Does Not Meet	123	39	99	No
English Learners	1	4		Does Not Meet	126	34	85	No
Students needing to catch up	2	4		Approaching	655	42	87	No
Mathematics	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	735	30	99	No
Minority Students	1	4		Does Not Meet	590	29	99	No
Students with Disabilities	2	4		Approaching	124	45	99	No
English Learners	1	4		Does Not Meet	130	28	99	No
Students needing to catch up	1	4		Does Not Meet	950	33	99	No
Writing	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	728	39	95	No
Minority Students	1	4		Does Not Meet	580	39	95	No
Students with Disabilities	1	4		Does Not Meet	125	38	99	No
English Learners	1	4		Does Not Meet	127	37	97	No
Students needing to catch up	2	4		Approaching	813	41	98	No
Total	19	60	31.7%	Does Not Meet				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	1	4		Does Not Meet	1892/1541/914/379	23.2/28.9/34.2/36.4%	80%
Disaggregated Graduation Rate	1	4	25%	Does Not Meet			
Free/Reduced Lunch Eligible	0.25	1		Does Not Meet	1393/1247/785/325	21/26.7/32.1/34.2%	80%
Minority Students	0.25	1		Does Not Meet	1060/870/535/237	20.7/25.3/29.3/32.1%	80%
Students with Disabilities	0.25	1		Does Not Meet	214/154/103/38	15/17.5/29.1/44.7%	80%
English Learners	0.25	1		Does Not Meet	264/222/162/75	18.2/19.8/21.6/28%	80%
Dropout Rate	1	4		Does Not Meet	6843	15.7%	3.9%
Colorado ACT Composite Score	1	4		Does Not Meet	784	16.4	20.1
Total	4	16	25%	Does Not Meet			

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

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	2010	27.8	24	32.9	36.4
	2011	19.3	28.5	35	
	2012	19.4	31.4		
	2013	27.1			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	21.2	19.1	29.8	34.2
	2011	13.6	26.1	33.3	
	2012	17.2	29.4		
	2013	25.6			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	23.8	21.7	29.1	32.1
	2011	15.6	21.4	29.5	
	2012	16.8	29.1		
	2013	25.1			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	11.1	39.3	44.7
	2011	19.2	19.2	25.3	
	2012	7.6	17.9		
	2013	17.5			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	20	24.6	28
	2011	10.5	14.3	20	
	2012	15.9	22.6		
	2013	21.1			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	27.8	24	32.9	36.4
	2011	19.3	28.5	35	
	2012	19.4	31.4		
	2013	27.1			
	Aggregated	23.2	28.9	34.2	36.4

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	21.2	19.1	29.8	34.2
	2011	13.6	26.1	33.3	
	2012	17.2	29.4		
	2013	25.6			
	Aggregated	21	26.7	32.1	34.2

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	23.8	21.7	29.1	32.1
	2011	15.6	21.4	29.5	
	2012	16.8	29.1		
	2013	25.1			
	Aggregated	20.7	25.3	29.3	32.1

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	11.1	39.3	44.7
	2011	19.2	19.2	25.3	
	2012	7.6	17.9		
	2013	17.5			
	Aggregated	15	17.5	29.1	44.7

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	20	24.6	28
	2011	10.5	14.3	20	
	2012	15.9	22.6		
	2013	21.1			
	Aggregated	18.2	19.8	21.6	28

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: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 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 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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.

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.		Exceeds	4	1		
	• at or above 80% but below 90%.		Meets	3	0.75		
	• at or above 65% but below 80%.		Approaching	2	0.5		
	• below 65%.		Does Not Meet	1	0.25		
	Dropout Rate: The school's dropout rate was:						
	• at or below 1%.		Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2			
	• above 10%.		Does Not Meet	1			
	Colorado ACT Composite Score: The school's average Colorado ACT composite score was:						
	• at or above 22.		Exceeds	4			
	• 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 Point: The school earned ... of the total framework points eligible.	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds	Total Framework Points	• at or above 60%	Performance
	• at or above 62.5% - below 87.5%	Meets		• at or above 47% - below 60%	Improvement
	• at or above 37.5% - below 62.5%	Approaching		• at or above 33% - below 47%	Priority Improvement
	• below 37.5%	Does Not Meet		• below 33%	Turnaround

School Plan Type Assignments

	Plan description	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: HORIZON MIDDLE SCHOOL - 4102

District: FALCON 49 - 1110 (1 Year¹)

Performance	Performance Indicators		Rating	% of Points Earned out of Points Eligible ²	
	Academic Achievement		Approaching	58.3%	(14.6 out of 25 points)
	Academic Growth		Meets	71.4%	(35.7 out of 50 points)
	Academic Growth Gaps		Approaching	56.3%	(14.1 out of 25 points)
	Test Participation ³	Meets 95% Participation Rate			
Plan Assignment		Framework Points Earned		TOTAL	
Performance		at or above 59%		64.4%	(64.4 out of 100 points)
Improvement		at or above 47% - below 59%			
Priority Improvement		at or above 37% - below 47%			
Turnaround		below 37%			

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	-	99.8%	-	99.8%	-	Meets	-	Meets	-	614	-	614	-	615	-	615
Mathematics	-	99.8%	-	99.8%	-	Meets	-	Meets	-	612	-	612	-	613	-	613
Writing	-	99.8%	-	99.8%	-	Meets	-	Meets	-	614	-	614	-	615	-	615
Science	-	99.0%	-	99.0%	-	Meets	-	Meets	-	206	-	206	-	208	-	208
Social Studies	-	99.5%	-	99.5%	-	Meets	-	Meets	-	212	-	212	-	213	-	213
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹ Data in this report is based on results from: 2013-14

Official plan type based on: 1 Year SPF report

School: HORIZON MIDDLE SCHOOL - 4102

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	2	4		Approaching	567	67.72	39
Mathematics	2	4		Approaching	565	46.73	39
Writing	3	4		Meets	567	59.26	52
Science	0	0		-	-	-	-
Total	7	12	58.3%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	530	51	32	Yes
Mathematics	2	4		Approaching	528	42	71	No
Writing	3	4		Meets	530	55	49	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	26	72	57	Yes
Total	10	14	71.4%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	9	16	56.3%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	261	46	35	Yes
Students with Disabilities	2	4		Approaching	70	52	73	No
English Learners	2	4		Approaching	43	49	55	No
Students needing to catch up	2	4		Approaching	156	49	67	No
Mathematics	7	16	43.8%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	259	41	77	No
Students with Disabilities	1	4		Does Not Meet	71	30	96	No
English Learners	2	4		Approaching	43	52	86	No
Students needing to catch up	2	4		Approaching	253	41	91	No
Writing	11	16	68.8%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	260	56	51	Yes
Students with Disabilities	2	4		Approaching	71	54	84	No
English Learners	3	4		Meets	43	58	71	No
Students needing to catch up	3	4		Meets	219	57	75	No
Total	27	48	56.3%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School Plan Type Assignments

	<i>Plan description</i>	
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.	

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Performance		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²												
<p>This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.</p> <table><tr><th>Plan Assignment</th><th>Framework Points Earned</th></tr><tr><td>Performance</td><td>at or above 59%</td></tr><tr><td>Improvement</td><td>at or above 47% - below 59%</td></tr><tr><td>Priority Improvement</td><td>at or above 37% - below 47%</td></tr><tr><td>Turnaround</td><td>below 37%</td></tr></table>		Plan Assignment	Framework Points Earned	Performance	at or above 59%	Improvement	at or above 47% - below 59%	Priority Improvement	at or above 37% - below 47%	Turnaround	below 37%	Academic Achievement	Approaching	58.3%	(14.6 out of 25 points)	<div><div></div></div>
		Plan Assignment	Framework Points Earned													
		Performance	at or above 59%													
		Improvement	at or above 47% - below 59%													
		Priority Improvement	at or above 37% - below 47%													
Turnaround	below 37%															
Academic Growth	Meets	71.4%	(35.7 out of 50 points)	<div><div></div></div>												
Academic Growth Gaps	Approaching	51.7%	(12.9 out of 25 points)	<div><div></div></div>												
Test Participation ³	Meets 95% Participation Rate															
TOTAL				63.2%	(63.2 out of 100 points)	<div><div></div></div>										

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	-	99.4%	-	99.4%	-	Meets	-	Meets	-	1873	-	1873	-	1884	-	1884
Mathematics	-	99.5%	-	99.5%	-	Meets	-	Meets	-	1873	-	1873	-	1882	-	1882
Writing	-	99.5%	-	99.5%	-	Meets	-	Meets	-	1874	-	1874	-	1884	-	1884
Science	-	99.0%	-	99.0%	-	Meets	-	Meets	-	615	-	615	-	621	-	621
Social Studies	-	99.5%	-	99.5%	-	Meets	-	Meets	-	212	-	212	-	213	-	213
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: HORIZON MIDDLE SCHOOL - 4102

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	2	4		Approaching	1717	70.76	49
Mathematics	2	4		Approaching	1717	50.32	47
Writing	3	4		Meets	1718	62.69	59
Science	0	0		-	-	-	-
Total	7	12	58.3%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	1598	52	28	Yes
Mathematics	2	4		Approaching	1600	40	67	No
Writing	3	4		Meets	1599	51	45	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	26	72	57	Yes
Total	10	14	71.4%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	426	47	33	Yes
Minority Students	3	4		Meets	732	47	34	Yes
Students with Disabilities	2	4		Approaching	181	54	77	No
English Learners	2	4		Approaching	112	49	54	No
Students needing to catch up	2	4		Approaching	445	51	63	No
Mathematics	8	20	40%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	426	39	72	No
Minority Students	1	4		Does Not Meet	730	39	73	No
Students with Disabilities	2	4		Approaching	185	40	96	No
English Learners	2	4		Approaching	112	49	85	No
Students needing to catch up	2	4		Approaching	667	43	91	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	427	43	49	No
Minority Students	3	4		Meets	731	50	48	Yes
Students with Disabilities	2	4		Approaching	183	53	87	No
English Learners	2	4		Approaching	112	51	67	No
Students needing to catch up	2	4		Approaching	588	52	74	No
Total	31	60	51.7%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: IMAGINE INDIGO RANCH - 4251

District: FALCON 49 - 1110 (1 Year¹)

Performance		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²												
<p>This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.</p> <table><tr><th>Plan Assignment</th><th>Framework Points Earned</th></tr><tr><td>Performance</td><td>at or above 59%</td></tr><tr><td>Improvement</td><td>at or above 47% - below 59%</td></tr><tr><td>Priority Improvement</td><td>at or above 37% - below 47%</td></tr><tr><td>Turnaround</td><td>below 37%</td></tr></table> <p>Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.</p>		Plan Assignment	Framework Points Earned	Performance	at or above 59%	Improvement	at or above 47% - below 59%	Priority Improvement	at or above 37% - below 47%	Turnaround	below 37%	Academic Achievement	Meets	75.0%	(18.8 out of 25 points)	<div><div></div></div>
		Plan Assignment	Framework Points Earned													
		Performance	at or above 59%													
		Improvement	at or above 47% - below 59%													
Priority Improvement	at or above 37% - below 47%															
Turnaround	below 37%															
Academic Growth	Approaching	50.0%	(25.0 out of 50 points)	<div><div></div></div>												
Academic Growth Gaps	Approaching	50.0%	(12.5 out of 25 points)	<div><div></div></div>												
Test Participation ³	Meets 95% Participation Rate															
		TOTAL		56.3%	(56.3 out of 100 points)	<div><div></div></div>										

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.3%	98.3%	-	99.0%	Meets	Meets	-	Meets	299	178	-	477	301	181	-	482
Mathematics	98.3%	98.3%	-	98.3%	Meets	Meets	-	Meets	295	178	-	473	300	181	-	481
Writing	100.0%	98.3%	-	99.4%	Meets	Meets	-	Meets	299	178	-	477	299	181	-	480
Science	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	93	44	-	137	93	44	-	137
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	96	62	-	158	96	62	-	158
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: IMAGINE INDIGO RANCH - 4251

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	288	77.78	64
Mathematics	3	4		Meets	284	78.87	68
Writing	3	4		Meets	288	55.9	54
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	173	31	23	Yes
Mathematics	1	4		Does Not Meet	171	37	39	No
Writing	1	4		Does Not Meet	173	32	36	No
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	4	12	33.3%	Does Not Meet				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	8	25%	Does Not Meet				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	1	4		Does Not Meet	74	28	34	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	35	35	66	No
Mathematics	1	4	25%	Does Not Meet				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	1	4		Does Not Meet	73	33	43	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0		-	N<20	-	-	-
Writing	2	8	25%	Does Not Meet				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	1	4		Does Not Meet	74	29	45	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	70	36	62	No
Total	5	20	25%	Does Not Meet				

School: IMAGINE INDIGO RANCH - 4251

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	167	81.44	74
Mathematics	3	4		Meets	167	55.09	55
Writing	3	4		Meets	167	69.46	73
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	158	55	26	Yes
Mathematics	2	4		Approaching	158	47	62	No
Writing	3	4		Meets	158	51	42	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	7	8	87.5%	Exceeds				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	4	4		Exceeds	52	61	30	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	35	58	63	No
Mathematics	5	8	62.5%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	53	54	66	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	58	59	86	No
Writing	5	8	62.5%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	52	50	45	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	51	50	73	No
Total	17	24	70.8%	Meets				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School Plan Type Assignments

	<i>Plan description</i>	
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.	

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: IMAGINE INDIGO RANCH - 4251

District: FALCON 49 - 1110 (3 Year¹)

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
Academic Growth	Approaching	58.3%	(29.2 out of 50 points)
Academic Growth Gaps	Approaching	49.0%	(12.3 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		60.3%	(60.3 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.8%	99.4%	-	99.6%	Meets	Meets	-	Meets	862	510	-	1372	864	513	-	1377
Mathematics	99.3%	99.0%	-	99.2%	Meets	Meets	-	Meets	857	508	-	1365	863	513	-	1376
Writing	99.9%	99.2%	-	99.6%	Meets	Meets	-	Meets	861	510	-	1371	862	514	-	1376
Science	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	252	125	-	377	252	125	-	377
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	96	62	-	158	96	62	-	158
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: IMAGINE INDIGO RANCH - 4251

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	850	76.94	63
Mathematics	3	4		Meets	845	80.36	75
Writing	3	4		Meets	849	59.13	57
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	511	41	26	Yes
Mathematics	2	4		Approaching	509	43	41	Yes
Writing	2	4		Approaching	510	41	37	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	6	12	50%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	7	16	43.8%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	48	35	29	Yes
Minority Students	2	4		Approaching	173	38	32	Yes
Students with Disabilities	1	4		Does Not Meet	26	27	79	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	105	46	59	No
Mathematics	7	16	43.8%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	48	48	47	Yes
Minority Students	1	4		Does Not Meet	172	38	45	No
Students with Disabilities	1	4		Does Not Meet	26	28	72	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	84	45	75	No
Writing	6	16	37.5%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	48	40	39	Yes
Minority Students	1	4		Does Not Meet	172	38	43	No
Students with Disabilities	1	4		Does Not Meet	26	32	81	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	205	42	59	No
Total	20	48	41.7%	Approaching				

School: IMAGINE INDIGO RANCH - 4251

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	497	82.9	82
Mathematics	3	4		Meets	495	57.98	65
Writing	3	4		Meets	497	73.84	83
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	466	53	23	Yes
Mathematics	2	4		Approaching	463	41	61	No
Writing	3	4		Meets	466	54	37	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	38	49	30	Yes
Minority Students	3	4		Meets	153	55	30	Yes
Students with Disabilities	2	4		Approaching	23	43	58	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	89	51	61	No
Mathematics	6	16	37.5%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	37	37	74	No
Minority Students	2	4		Approaching	152	46	67	No
Students with Disabilities	1	4		Does Not Meet	22	35	88	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	148	44	88	No
Writing	11	16	68.8%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	39	40	39	Yes
Minority Students	3	4		Meets	154	53	42	Yes
Students with Disabilities	3	4		Meets	22	57	83	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	133	57	73	No
Total	27	48	56.3%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
Academic Growth	Meets	66.7%	(33.4 out of 50 points)
Academic Growth Gaps	Meets	66.7%	(16.7 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		68.9%	(68.9 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	100.0%	-	-	100.0%	Meets	-	-	Meets	351	-	-	351	351	-	-	351
Mathematics	100.0%	-	-	100.0%	Meets	-	-	Meets	351	-	-	351	351	-	-	351
Writing	100.0%	-	-	100.0%	Meets	-	-	Meets	351	-	-	351	351	-	-	351
Science	100.0%	-	-	100.0%	Meets	-	-	Meets	113	-	-	113	113	-	-	113
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	117	-	-	117	117	-	-	117
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹ Data in this report is based on results from: 2013-14

School: MERIDIAN RANCH INTERNATIONAL SCHOOL - 5779

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	337	81.6	74
Mathematics	3	4		Meets	336	76.79	63
Writing	3	4		Meets	336	61.31	64
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	198	56	29	Yes
Mathematics	2	4		Approaching	197	40	45	No
Writing	3	4		Meets	198	50	42	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	7	8	87.5%	Exceeds				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	48	59	32	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	44	70	63	Yes
Mathematics	4	8	50%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	48	44	50	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	39	49	77	No
Writing	5	8	62.5%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	48	57	41	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	85	47	60	No
Total	16	24	66.7%	Meets				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School Plan Type Assignments

	<i>Plan description</i>	
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.	

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

Plan Assignment	Framework Points Earned
Performance	at or above 59%
Improvement	at or above 47% - below 59%
Priority Improvement	at or above 37% - below 47%
Turnaround	below 37%
Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.	

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
Academic Growth	Meets	75.0%	(37.5 out of 50 points)
Academic Growth Gaps	Meets	70.8%	(17.7 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		74.0%	(74.0 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.8%	-	-	99.8%	Meets	-	-	Meets	977	-	-	977	979	-	-	979
Mathematics	99.8%	-	-	99.8%	Meets	-	-	Meets	977	-	-	977	979	-	-	979
Writing	99.8%	-	-	99.8%	Meets	-	-	Meets	979	-	-	979	981	-	-	981
Science	100.0%	-	-	100.0%	Meets	-	-	Meets	329	-	-	329	329	-	-	329
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	117	-	-	117	117	-	-	117
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹ Data in this report is based on results from: 2011-12,2012-13,2013-14

School: MERIDIAN RANCH INTERNATIONAL SCHOOL - 5779

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	926	80.02	70
Mathematics	3	4		Meets	927	76.81	66
Writing	3	4		Meets	927	60.41	60
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	551	57	27	Yes
Mathematics	3	4		Meets	550	50	44	Yes
Writing	3	4		Meets	551	55	40	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	9	12	75%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<i>Reading</i>	13	16	81.3%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	41	58	32	Yes
Minority Students	4	4		Exceeds	128	60	32	Yes
Students with Disabilities	2	4		Approaching	59	51	68	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	126	70	65	Yes
<i>Mathematics</i>	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	41	44	49	No
Minority Students	3	4		Meets	128	56	51	Yes
Students with Disabilities	2	4		Approaching	59	49	72	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	103	55	76	No
<i>Writing</i>	11	16	68.8%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	41	44	48	No
Minority Students	4	4		Exceeds	128	60	43	Yes
Students with Disabilities	2	4		Approaching	59	54	77	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	234	56	60	No
Total	34	48	70.8%	Meets				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: ODYSSEY ELEMENTARY SCHOOL - 6483

District: FALCON 49 - 1110 (1 Year¹)

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)
Academic Growth	Meets	71.4%	(35.7 out of 50 points)
Academic Growth Gaps	Approaching	58.3%	(14.6 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		62.8%	(62.8 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	100.0%	-	-	100.0%	Meets	-	-	Meets	278	-	-	278	278	-	-	278
Mathematics	100.0%	-	-	100.0%	Meets	-	-	Meets	277	-	-	277	277	-	-	277
Writing	100.0%	-	-	100.0%	Meets	-	-	Meets	277	-	-	277	277	-	-	277
Science	100.0%	-	-	100.0%	Meets	-	-	Meets	100	-	-	100	100	-	-	100
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	96	-	-	96	96	-	-	96
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹ Data in this report is based on results from: 2013-14

School: ODYSSEY ELEMENTARY SCHOOL - 6483

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	2	4		Approaching	263	66.92	38
Mathematics	2	4		Approaching	262	55.34	21
Writing	2	4		Approaching	262	44.27	31
Science	0	0		-	-	-	-
Total	6	12	50%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	166	59	34	Yes
Mathematics	2	4		Approaching	166	53	56	No
Writing	3	4		Meets	167	48	47	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	24	66	28	Yes
Total	10	14	71.4%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	8	12	66.7%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	4	4		Exceeds	60	64	34	Yes
Students with Disabilities	1	4		Does Not Meet	22	39	59	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	47	59	65	No
Mathematics	7	12	58.3%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	60	52	65	No
Students with Disabilities	2	4		Approaching	22	48	76	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	56	57	80	No
Writing	6	12	50%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	60	53	50	Yes
Students with Disabilities	1	4		Does Not Meet	22	35	58	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	91	48	60	No
Total	21	36	58.3%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School Plan Type Assignments

	<i>Plan description</i>	
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.	

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: ODYSSEY ELEMENTARY SCHOOL - 6483

District: FALCON 49 - 1110 (3 Year¹)

Performance	Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
	Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)
	Academic Growth	Meets	71.4%	(35.7 out of 50 points)
	Academic Growth Gaps	Meets	63.3%	(15.8 out of 25 points)
	Test Participation ³	Meets 95% Participation Rate		
TOTAL			64.0%	(64.0 out of 100 points)

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.8%	-	-	99.8%	Meets	-	-	Meets	831	-	-	831	833	-	-	833
Mathematics	99.9%	-	-	99.9%	Meets	-	-	Meets	831	-	-	831	832	-	-	832
Writing	99.9%	-	-	99.9%	Meets	-	-	Meets	831	-	-	831	832	-	-	832
Science	99.3%	-	-	99.3%	Meets	-	-	Meets	276	-	-	276	278	-	-	278
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	96	-	-	96	96	-	-	96
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: ODYSSEY ELEMENTARY SCHOOL - 6483

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	2	4		Approaching	786	71.37	48
Mathematics	2	4		Approaching	786	62.34	34
Writing	2	4		Approaching	786	47.96	35
Science	0	0		-	-	-	-
Total	6	12	50%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	501	52	32	Yes
Mathematics	2	4		Approaching	501	52	53	No
Writing	3	4		Meets	503	48	45	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	24	66	28	Yes
Total	10	14	71.4%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	143	46	34	Yes
Minority Students	3	4		Meets	206	53	34	Yes
Students with Disabilities	1	4		Does Not Meet	57	38	63	No
English Learners	3	4		Meets	36	58	36	Yes
Students needing to catch up	3	4		Meets	142	59	62	No
Mathematics	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	142	44	55	No
Minority Students	2	4		Approaching	205	52	59	No
Students with Disabilities	2	4		Approaching	57	47	76	No
English Learners	3	4		Meets	36	56	55	Yes
Students needing to catch up	3	4		Meets	170	58	77	No
Writing	13	20	65%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	143	46	50	No
Minority Students	3	4		Meets	206	51	51	Yes
Students with Disabilities	2	4		Approaching	57	53	74	No
English Learners	4	4		Exceeds	36	64	45	Yes
Students needing to catch up	2	4		Approaching	250	51	62	No
Total	38	60	63.3%	Meets				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Pending AEC SPF		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
<div> <div>All schools designated as an Alternative Education Campus (AEC) receive an AEC-specific SPF report that determines the plan type the school is required to adopt and implement. The plan type is based on the overall AEC framework score, which is a percentage of the total points earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the plan type.</div> <div> <div>Plan Assignment</div> <div>Framework Points Earned</div> <div>Performance at or above 60%</div> <div>Improvement at or above 47% - below 60%</div> <div>Priority Improvement at or above 33% - below 47%</div> <div>Turnaround below 33%</div> </div> <div> <div>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.</div> </div> </div>		Academic Achievement	Does Not Meet	25.0%	(3.8 out of 15 points)
		Academic Growth	Approaching	37.5%	(13.1 out of 35 points)
		Academic Growth Gaps	Does Not Meet	31.3%	(4.7 out of 15 points)
		Postsecondary and Workforce Readiness	Approaching	48.3%	(16.9 out of 35 points)
		Test Participation ³	Does Not Meet 95% Participation Rate		
TOTAL				38.5%	(38.5 out of 100 points)

²Schools 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.
 ³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	-	100.0%	56.1%	78.1%	-	Meets	Does Not Meet	Does Not Meet	-	57	32	89	-	57	57	114
Mathematics	-	100.0%	98.2%	99.1%	-	Meets	Meets	Meets	-	57	56	113	-	57	57	114
Writing	-	100.0%	52.6%	76.3%	-	Meets	Does Not Meet	Does Not Meet	-	57	30	87	-	57	57	114
Science	-	100.0%	-	100.0%	-	Meets	-	Meets	-	28	-	28	-	28	-	28
Social Studies	-	100.0%	-	100.0%	-	-	-	-	-	13	-	13	-	13	-	13
Colorado ACT	-	-	100.0%	100.0%	-	-	Meets	Meets	-	-	53	53	-	-	53	53

School: PATRIOT LEARNING CENTER - 6810

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	1	4		Does Not Meet	45	33.33	2
Mathematics	1	4		Does Not Meet	45	11.11	0
Writing	1	4		Does Not Meet	45	15.56	1
Science	0	0		-	-	-	-
Total	3	12	25%	Does Not Meet			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	1	4		Does Not Meet	41	29	52	No
Mathematics	2	4		Approaching	41	40	90	No
Writing	1	4		Does Not Meet	41	36	81	No
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	4	12	33.3%	Does Not Meet				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<i>Reading</i>	1	4	25%	Does Not Meet				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	24	29	64	No
<i>Mathematics</i>	2	4	50%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	31	44	96	No
<i>Writing</i>	1	4	25%	Does Not Meet				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	34	37	85	No
Total	4	12	33.3%	Does Not Meet				

School: PATRIOT LEARNING CENTER - 6810

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	1	4		Does Not Meet	25	16	0
Mathematics	1	4		Does Not Meet	42	0	0
Writing	1	4		Does Not Meet	23	8.7	1
Science	0	0		-	-	-	-
Total	3	12	25%	Does Not Meet			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	22	52	83	No
Mathematics	1	4		Does Not Meet	38	36	99	No
Writing	2	4		Approaching	20	53	98	No
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	5	12	41.7%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0		-	N<20	-	-	-
Mathematics	1	4	25%	Does Not Meet				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	38	36	99	No
Writing	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0		-	N<20	-	-	-
Total	1	4	25%	Does Not Meet				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	3	4		Meets	103/98/83/96	64.1/84.7/72.3/81.3%	80%
Disaggregated Graduation Rate	1.25	3	41.7%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	41/39/37/36	65.9/76.9/73/75%	80%
Minority Students	0.5	1		Approaching	41/37/35/34	63.4/78.4/65.7/79.4%	80%
Students with Disabilities	0.25	1		Does Not Meet	17/N<16/N<16/N<16	58.8/-/-/%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/%	80%
Dropout Rate	2	4		Approaching	304	4.9%	3.6%
Colorado ACT Composite Score	1	4		Does Not Meet	53	16.3	20.0
Total	7.25	15	48.3%	Approaching			

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

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	2010	56.2	71.1	81.3	81.3
	2011	55.4	68.7	72.3	
	2012	62.4	84.7		
	2013	64.1			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	43.5	64	72.2	75
	2011	59.3	67.6	73	
	2012	47.1	76.9		
	2013	65.9			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	55.6	63.3	80.6	79.4
	2011	42.4	62.9	65.7	
	2012	48.6	78.4		
	2013	63.4			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	58.8			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	56.2	71.1	81.3	81.3
	2011	55.4	68.7	72.3	
	2012	62.4	84.7		
	2013	64.1			
	Aggregated	59.9	75.3	77	81.3

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	43.5	64	72.2	75
	2011	59.3	67.6	73	
	2012	47.1	76.9		
	2013	65.9			
	Aggregated	55.2	70.3	72.6	75

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	55.6	63.3	80.6	79.4
	2011	42.4	62.9	65.7	
	2012	48.6	78.4		
	2013	63.4			
	Aggregated	52.9	68.6	72.7	79.4

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	58.8			
	Aggregated	57.4	75.8	75	N<16

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	N<16	62.5	62.5	N<16

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: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 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 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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.

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	The school's percentage of students scoring proficient or advanced was:			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				
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1				
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35	
	• at or above 60.	• at or above 70.	Exceeds	4	2			
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5			
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1			
	• below 30.	• below 40.	Does Not Meet	1	0.5			
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15	
	• 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				
	• below 30.	• below 40.	Does Not Meet	1				
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	35	
	• at or above 90%.		Exceeds	4	1			
	• at or above 80% but below 90%.		Meets	3	0.75			
	• at or above 65% but below 80%.		Approaching	2	0.5			
	• below 65%.		Does Not Meet	1	0.25			
	Dropout Rate: The school's dropout rate was:							
	• at or below 1%.		Exceeds	4				
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3				
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2				
	• above 10%.		Does Not Meet	1				
	Colorado ACT Composite Score: The school's average Colorado ACT composite score was:							
	• at or above 22.		Exceeds	4				
	• 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

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 60%
	• at or above 47% - below 60%
	• at or above 33% - below 47%
	• below 33%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Pending AEC SPF		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
		Academic Achievement	Does Not Meet	25.0%	(3.8 out of 15 points)
		Academic Growth	Approaching	37.5%	(13.1 out of 35 points)
		Academic Growth Gaps	Approaching	39.6%	(5.9 out of 15 points)
		Postsecondary and Workforce Readiness	Approaching	48.4%	(16.9 out of 35 points)
Plan Assignment	Framework Points Earned	Test Participation ³ Does Not Meet 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%				
		TOTAL		39.7%	(39.7 out of 100 points)
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 type 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, social studies 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).					

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	-	100.0%	81.3%	91.1%	-	Meets	Does Not Meet	Does Not Meet	-	161	117	278	-	161	144	305
Mathematics	-	100.0%	97.9%	99.0%	-	Meets	Meets	Meets	-	161	141	302	-	161	144	305
Writing	-	100.0%	80.6%	90.8%	-	Meets	Does Not Meet	Does Not Meet	-	161	116	277	-	161	144	305
Science	-	100.0%	-	100.0%	-	Meets	-	Meets	-	81	-	81	-	81	-	81
Social Studies	-	100.0%	-	100.0%	-	-	-	-	-	13	-	13	-	13	-	13
Colorado ACT	-	-	96.8%	96.8%	-	-	Meets	Meets	-	-	150	150	-	-	155	155

School: PATRIOT LEARNING CENTER - 6810

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	1	4		Does Not Meet	137	42.34	9
Mathematics	1	4		Does Not Meet	137	23.36	8
Writing	1	4		Does Not Meet	137	25.55	6
Science	0	0		-	-	-	-
Total	3	12	25%	Does Not Meet			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	1	4		Does Not Meet	130	38	49	No
Mathematics	2	4		Approaching	130	43	89	No
Writing	1	4		Does Not Meet	130	39	71	No
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	4	12	33.3%	Does Not Meet				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	6	16	37.5%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	41	44	52	No
Minority Students	1	4		Does Not Meet	58	38	53	No
Students with Disabilities	1	4		Does Not Meet	35	28	77	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	67	46	70	No
Mathematics	6	16	37.5%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	41	36	88	No
Minority Students	1	4		Does Not Meet	58	36	90	No
Students with Disabilities	2	4		Approaching	35	47	96	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	90	48	95	No
Writing	5	16	31.3%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	41	37	64	No
Minority Students	1	4		Does Not Meet	58	37	69	No
Students with Disabilities	1	4		Does Not Meet	35	29	86	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	87	43	84	No
Total	17	48	35.4%	Does Not Meet				

School: PATRIOT LEARNING CENTER - 6810

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	1	4		Does Not Meet	82	36.59	5
Mathematics	1	4		Does Not Meet	99	1.01	1
Writing	1	4		Does Not Meet	80	11.25	2
Science	0	0		-	-	-	-
Total	3	12	25%	Does Not Meet			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	77	49	72	No
Mathematics	1	4		Does Not Meet	90	36	99	No
Writing	2	4		Approaching	75	46	95	No
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	5	12	41.7%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	25	42	78	No
Minority Students	2	4		Approaching	25	50	89	No
Students with Disabilities	2	4		Approaching	27	46	78	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	52	49	89	No
Mathematics	6	16	37.5%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	22	35	99	No
Minority Students	2	4		Approaching	29	42	99	No
Students with Disabilities	2	4		Approaching	26	42	99	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	87	36	99	No
Writing	7	16	43.8%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	25	38	97	No
Minority Students	2	4		Approaching	23	50	97	No
Students with Disabilities	2	4		Approaching	25	50	97	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	63	50	98	No
Total	21	48	43.8%	Approaching				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	3	4		Meets	359/271/174/96	59.9/75.3/77/81.3%	80%
Disaggregated Graduation Rate	1.75	4	43.8%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	125/101/73/36	55.2/70.3/72.6/75%	80%
Minority Students	0.5	1		Approaching	136/102/66/34	52.9/68.6/72.7/79.4%	80%
Students with Disabilities	0.5	1		Approaching	47/33/20/N<16	57.4/75.8/75/-%	80%
English Learners	0.25	1		Does Not Meet	N<16/16/16/N<16	-/62.5/62.5/-%	80%
Dropout Rate	2	4		Approaching	893	4.6%	3.9%
Colorado ACT Composite Score	1	4		Does Not Meet	150	16.3	20.1
Total	7.75	16	48.4%	Approaching			

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

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	2010	56.2	71.1	81.3	81.3
	2011	55.4	68.7	72.3	
	2012	62.4	84.7		
	2013	64.1			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	43.5	64	72.2	75
	2011	59.3	67.6	73	
	2012	47.1	76.9		
	2013	65.9			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	55.6	63.3	80.6	79.4
	2011	42.4	62.9	65.7	
	2012	48.6	78.4		
	2013	63.4			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	58.8			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	56.2	71.1	81.3	81.3
	2011	55.4	68.7	72.3	
	2012	62.4	84.7		
	2013	64.1			
Aggregated		59.9	75.3	77	81.3

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	43.5	64	72.2	75
	2011	59.3	67.6	73	
	2012	47.1	76.9		
	2013	65.9			
Aggregated		55.2	70.3	72.6	75

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	55.6	63.3	80.6	79.4
	2011	42.4	62.9	65.7	
	2012	48.6	78.4		
	2013	63.4			
Aggregated		52.9	68.6	72.7	79.4

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	58.8			
Aggregated		57.4	75.8	75	N<16

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
Aggregated		N<16	62.5	62.5	N<16

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: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 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 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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.

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content 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				
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1				
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35	
	• at or above 60.	• at or above 70.	Exceeds	4	2			
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5			
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1			
	• below 30.	• below 40.	Does Not Meet	1	0.5			
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15	
	• 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				
	• below 30.	• below 40.	Does Not Meet	1				
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	35	
	• at or above 90%.		Exceeds	4	1			
	• at or above 80% but below 90%.		Meets	3	0.75			
	• at or above 65% but below 80%.		Approaching	2	0.5			
	• below 65%.		Does Not Meet	1	0.25			
	Dropout Rate: The school's dropout rate was:							
	• at or below 1%.		Exceeds	4				
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3				
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2				
	• above 10%.		Does Not Meet	1				
	Colorado ACT Composite Score: The school's average Colorado ACT composite score was:							
	• at or above 22.		Exceeds	4				
	• 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 Point: The school earned ... of the total framework points eligible.	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds	Total Framework Points	• at or above 60%	Performance
	• at or above 62.5% - below 87.5%	Meets		• at or above 47% - below 60%	Improvement
	• at or above 37.5% - below 62.5%	Approaching		• at or above 33% - below 47%	Priority Improvement
	• below 37.5%	Does Not Meet		• below 33%	Turnaround

School Plan Type Assignments

	Plan description	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Performance

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
Academic Growth	Meets	83.3%	(41.7 out of 50 points)
Academic Growth Gaps	Exceeds	87.5%	(21.9 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		82.4%	(82.4 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.3%	100.0%	-	99.6%	Meets	Meets	-	Meets	146	98	-	244	147	98	-	245
Mathematics	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	147	98	-	245	147	98	-	245
Writing	99.3%	100.0%	-	99.6%	Meets	Meets	-	Meets	147	98	-	245	148	98	-	246
Science	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	56	26	-	82	56	26	-	82
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	47	34	-	81	47	34	-	81
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹ Data in this report is based on results from: 2013-14

School: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING - 6935

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	139	82.01	75
Mathematics	3	4		Meets	140	80.71	72
Writing	3	4		Meets	140	63.57	69
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	93	45	25	Yes
Mathematics	3	4		Meets	93	52	43	Yes
Writing	3	4		Meets	93	50	39	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	9	12	75%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<i>Reading</i>	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0		-	N<20	-	-	-
<i>Mathematics</i>	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0		-	N<20	-	-	-
<i>Writing</i>	4	4	100%	Exceeds				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	36	65	63	Yes
Total	4	4	100%	Exceeds				

School: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING - 6935

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	98	81.63	74
Mathematics	3	4		Meets	98	64.29	72
Writing	3	4		Meets	98	67.35	69
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	4	4		Exceeds	97	71	25	Yes
Mathematics	3	4		Meets	97	62	64	No
Writing	4	4		Exceeds	97	62	42	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	11	12	91.7%	Exceeds				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<i>Reading</i>	3	4	75%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	21	67	70	No
<i>Mathematics</i>	4	4	100%	Exceeds				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	36	71	91	No
<i>Writing</i>	3	4	75%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	32	62	78	No
Total	10	12	83.3%	Meets				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

School Plan Type Assignments

	<i>Plan description</i>
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.

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Performance

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
Academic Growth	Meets	79.2%	(39.6 out of 50 points)
Academic Growth Gaps	Meets	64.6%	(16.2 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		74.6%	(74.6 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.8%	99.6%	-	99.7%	Meets	Meets	-	Meets	450	277	-	727	451	278	-	729
Mathematics	99.8%	100.0%	-	99.9%	Meets	Meets	-	Meets	449	278	-	727	450	278	-	728
Writing	99.3%	100.0%	-	99.6%	Meets	Meets	-	Meets	448	278	-	726	451	278	-	729
Science	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	154	72	-	226	154	72	-	226
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	47	34	-	81	47	34	-	81
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING - 6935

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	442	78.05	65
Mathematics	3	4		Meets	441	76.19	65
Writing	3	4		Meets	440	59.77	59
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	279	48	26	Yes
Mathematics	3	4		Meets	280	48	46	Yes
Writing	3	4		Meets	277	47	40	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	9	12	75%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	33	47	35	Yes
Minority Students	3	4		Meets	41	52	26	Yes
Students with Disabilities	2	4		Approaching	24	50	64	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	62	50	63	No
Mathematics	7	16	43.8%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	34	30	51	No
Minority Students	3	4		Meets	41	57	54	Yes
Students with Disabilities	1	4		Does Not Meet	25	31	68	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	64	47	75	No
Writing	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	33	48	48	Yes
Minority Students	2	4		Approaching	39	40	46	No
Students with Disabilities	1	4		Does Not Meet	25	38	69	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	113	50	64	No
Total	25	48	52.1%	Approaching				

School: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING - 6935

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	277	83.75	83
Mathematics	3	4		Meets	278	64.03	75
Writing	3	4		Meets	278	66.91	71
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	4	4		Exceeds	262	65	24	Yes
Mathematics	3	4		Meets	263	64	65	No
Writing	3	4		Meets	264	56	45	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	10	12	83.3%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<i>Reading</i>	15	16	93.8%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	28	67	34	Yes
Minority Students	3	4		Meets	46	54	22	Yes
Students with Disabilities	4	4		Exceeds	20	65	53	Yes
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	58	66	66	Yes
<i>Mathematics</i>	11	16	68.8%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	27	52	75	No
Minority Students	4	4		Exceeds	46	66	63	Yes
Students with Disabilities	2	4		Approaching	20	53	85	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	99	64	86	No
<i>Writing</i>	11	16	68.8%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	28	52	50	Yes
Minority Students	3	4		Meets	46	51	46	Yes
Students with Disabilities	2	4		Approaching	20	51	56	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	90	56	76	No
Total	37	48	77.1%	Meets				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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

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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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: REMINGTON ELEMENTARY SCHOOL - 7317

District: FALCON 49 - 1110 (1 Year¹)

Performance

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
Academic Growth	Meets	75.0%	(37.5 out of 50 points)
Academic Growth Gaps	Meets	75.0%	(18.8 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		75.1%	(75.1 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.7%	-	-	99.7%	Meets	-	-	Meets	312	-	-	312	313	-	-	313
Mathematics	99.7%	-	-	99.7%	Meets	-	-	Meets	311	-	-	311	312	-	-	312
Writing	99.7%	-	-	99.7%	Meets	-	-	Meets	312	-	-	312	313	-	-	313
Science	100.0%	-	-	100.0%	Meets	-	-	Meets	120	-	-	120	120	-	-	120
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	89	-	-	89	89	-	-	89
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹ Data in this report is based on results from: 2013-14

School: REMINGTON ELEMENTARY SCHOOL - 7317

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	292	75.68	59
Mathematics	3	4		Meets	290	73.79	57
Writing	3	4		Meets	290	57.24	56
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	181	48	30	Yes
Mathematics	3	4		Meets	181	56	49	Yes
Writing	3	4		Meets	181	49	40	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	9	12	75%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	7	8	87.5%	Exceeds				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	77	48	33	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	42	60	55	Yes
Mathematics	5	8	62.5%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	77	52	54	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	43	64	79	No
Writing	6	8	75%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	77	52	42	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	77	58	60	No
Total	18	24	75%	Meets				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School Plan Type Assignments

	<i>Plan description</i>	
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.	

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: REMINGTON ELEMENTARY SCHOOL - 7317

District: FALCON 49 - 1110 (3 Year¹)

Performance

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Approaching	58.3% (14.6 out of 25 points)	
Academic Growth	Approaching	58.3% (29.2 out of 50 points)	
Academic Growth Gaps	Approaching	55.0% (13.8 out of 25 points)	
Test Participation ³	Meets 95% Participation Rate		
TOTAL		57.6% (57.6 out of 100 points)	

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.8%	-	-	99.8%	Meets	-	-	Meets	896	-	-	896	898	-	-	898
Mathematics	99.7%	-	-	99.7%	Meets	-	-	Meets	897	-	-	897	900	-	-	900
Writing	99.7%	-	-	99.7%	Meets	-	-	Meets	897	-	-	897	900	-	-	900
Science	100.0%	-	-	100.0%	Meets	-	-	Meets	310	-	-	310	310	-	-	310
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	89	-	-	89	89	-	-	89
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹Data in this report is based on results from: 2011-12,2012-13,2013-14

School: REMINGTON ELEMENTARY SCHOOL - 7317

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	828	73.91	54
Mathematics	2	4		Approaching	829	68.28	46
Writing	2	4		Approaching	828	54.35	48
Science	0	0		-	-	-	-
Total	7	12	58.3%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	513	44	30	Yes
Mathematics	3	4		Meets	515	56	52	Yes
Writing	2	4		Approaching	515	43	40	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	7	12	58.3%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	8	20	40%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	125	35	37	No
Minority Students	2	4		Approaching	241	43	34	Yes
Students with Disabilities	1	4		Does Not Meet	52	38	74	No
English Learners	2	4		Approaching	31	45	49	No
Students needing to catch up	2	4		Approaching	134	46	57	No
Mathematics	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	125	56	57	No
Minority Students	3	4		Meets	241	57	55	Yes
Students with Disabilities	2	4		Approaching	53	41	87	No
English Learners	3	4		Meets	31	64	75	No
Students needing to catch up	3	4		Meets	169	61	78	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	125	45	43	Yes
Minority Students	2	4		Approaching	240	42	44	No
Students with Disabilities	2	4		Approaching	54	40	81	No
English Learners	2	4		Approaching	31	53	59	No
Students needing to catch up	2	4		Approaching	227	52	62	No
Total	33	60	55%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

Performance

Improvement

Priority Improvement

Turnaround

School Plan Type Assignments

	<i>Plan description</i>
Performance Plan	The school is required to adopt and implement a Performance Plan.
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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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Performance

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
Academic Growth	Meets	79.2%	(39.6 out of 50 points)
Academic Growth Gaps	Meets	73.6%	(18.4 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		76.8%	(76.8 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	100.0%	99.5%	-	99.8%	Meets	Meets	-	Meets	236	191	-	427	236	192	-	428
Mathematics	100.0%	99.5%	-	99.8%	Meets	Meets	-	Meets	236	191	-	427	236	192	-	428
Writing	100.0%	99.5%	-	99.8%	Meets	Meets	-	Meets	236	191	-	427	236	192	-	428
Science	97.4%	100.0%	-	98.6%	Meets	Meets	-	Meets	74	63	-	137	76	63	-	139
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	89	68	-	157	89	68	-	157
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹ Data in this report is based on results from: 2013-14

School: ROCKY MOUNTAIN CLASSICAL ACADEMY - 7463

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	230	76.09	60
Mathematics	3	4		Meets	230	79.57	69
Writing	3	4		Meets	230	59.57	61
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	148	46	25	Yes
Mathematics	3	4		Meets	148	48	38	Yes
Writing	3	4		Meets	148	49	41	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	9	12	75%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<i>Reading</i>	8	12	66.7%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	23	45	31	Yes
Minority Students	3	4		Meets	51	56	34	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	30	53	63	No
<i>Mathematics</i>	8	12	66.7%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	23	51	43	Yes
Minority Students	3	4		Meets	52	54	48	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	23	54	79	No
<i>Writing</i>	7	12	58.3%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	23	41	43	No
Minority Students	3	4		Meets	51	51	45	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	60	47	64	No
Total	23	36	63.9%	Meets				

School: ROCKY MOUNTAIN CLASSICAL ACADEMY - 7463

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	190	81.58	74
Mathematics	3	4		Meets	190	60	67
Writing	3	4		Meets	190	71.05	77
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	172	58	23	Yes
Mathematics	3	4		Meets	172	55	64	No
Writing	4	4		Exceeds	172	64	37	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	10	12	83.3%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<i>Reading</i>	11	12	91.7%	Exceeds				
Free/Reduced Lunch Eligible	3	4		Meets	23	59	39	Yes
Minority Students	4	4		Exceeds	74	70	31	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	37	78	66	Yes
<i>Mathematics</i>	8	12	66.7%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	23	55	73	No
Minority Students	2	4		Approaching	74	54	68	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	57	64	89	No
<i>Writing</i>	11	12	91.7%	Exceeds				
Free/Reduced Lunch Eligible	3	4		Meets	23	56	56	Yes
Minority Students	4	4		Exceeds	74	64	46	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	54	75	77	No
Total	30	36	83.3%	Meets				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School Plan Type Assignments

	<i>Plan description</i>	
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.	

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Performance

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	75.0% (18.8 out of 25 points)	
Academic Growth	Meets	70.8% (35.4 out of 50 points)	
Academic Growth Gaps	Meets	63.5% (15.9 out of 25 points)	
Test Participation ³	Meets 95% Participation Rate		
TOTAL		70.1% (70.1 out of 100 points)	

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	100.0%	99.7%	-	99.8%	Meets	Meets	-	Meets	654	580	-	1234	654	582	-	1236
Mathematics	100.0%	99.7%	-	99.8%	Meets	Meets	-	Meets	654	580	-	1234	654	582	-	1236
Writing	100.0%	99.7%	-	99.8%	Meets	Meets	-	Meets	654	580	-	1234	654	582	-	1236
Science	99.0%	100.0%	-	99.5%	Meets	Meets	-	Meets	192	174	-	366	194	174	-	368
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	89	68	-	157	89	68	-	157
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: ROCKY MOUNTAIN CLASSICAL ACADEMY - 7463

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	641	77.22	63
Mathematics	3	4		Meets	640	80.94	77
Writing	3	4		Meets	640	57.19	54
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	378	44	25	Yes
Mathematics	3	4		Meets	378	45	38	Yes
Writing	3	4		Meets	378	46	40	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	62	40	30	Yes
Minority Students	3	4		Meets	125	46	34	Yes
Students with Disabilities	1	4		Does Not Meet	32	25	62	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	69	45	61	No
Mathematics	9	16	56.3%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	62	51	47	Yes
Minority Students	3	4		Meets	126	47	46	Yes
Students with Disabilities	1	4		Does Not Meet	32	31	58	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	54	51	76	No
Writing	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	62	30	44	No
Minority Students	3	4		Meets	125	46	41	Yes
Students with Disabilities	2	4		Approaching	32	50	74	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	149	42	61	No
Total	25	48	52.1%	Approaching				

School: ROCKY MOUNTAIN CLASSICAL ACADEMY - 7463

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	575	79.13	73
Mathematics	3	4		Meets	575	58.09	65
Writing	3	4		Meets	575	70.26	78
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	530	56	24	Yes
Mathematics	2	4		Approaching	530	46	63	No
Writing	4	4		Exceeds	527	65	39	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	9	12	75%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	12	16	75%	Meets				
Free/Reduced Lunch Eligible	4	4		Exceeds	95	60	33	Yes
Minority Students	3	4		Meets	211	59	28	Yes
Students with Disabilities	2	4		Approaching	49	50	85	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	135	62	63	No
Mathematics	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	95	56	76	No
Minority Students	2	4		Approaching	211	45	68	No
Students with Disabilities	2	4		Approaching	49	49	96	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	184	56	89	No
Writing	14	16	87.5%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	94	61	51	Yes
Minority Students	4	4		Exceeds	211	64	43	Yes
Students with Disabilities	2	4		Approaching	49	53	88	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	164	73	79	No
Total	36	48	75%	Meets				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: RIDGEVIEW ELEMENTARY SCHOOL - 7339

District: FALCON 49 - 1110 (1 Year¹)

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Approaching	58.3%	(14.6 out of 25 points)
Academic Growth	Approaching	46.4%	(23.2 out of 50 points)
Academic Growth Gaps	Does Not Meet	34.4%	(8.6 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		46.4%	(46.4 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	100.0%	-	-	100.0%	Meets	-	-	Meets	342	-	-	342	342	-	-	342
Mathematics	100.0%	-	-	100.0%	Meets	-	-	Meets	342	-	-	342	342	-	-	342
Writing	94.2%	-	-	94.2%	Does Not Meet	-	-	Does Not Meet	322	-	-	322	342	-	-	342
Science	100.0%	-	-	100.0%	Meets	-	-	Meets	102	-	-	102	102	-	-	102
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	120	-	-	120	120	-	-	120
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹ Data in this report is based on results from: 2013-14

School: RIDGEVIEW ELEMENTARY SCHOOL - 7339

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	322	72.98	53
Mathematics	2	4		Approaching	322	70.5	48
Writing	2	4		Approaching	303	53.47	49
Science	0	0		-	-	-	-
Total	7	12	58.3%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	188	46	32	Yes
Mathematics	1	4		Does Not Meet	188	32	45	No
Writing	1	4		Does Not Meet	169	35	39	No
English Language Proficiency (ACCESS)	1.5	2		Meets	20	56	32	Yes
Total	6.5	14	46.4%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	4	12	33.3%	Does Not Meet				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	73	40	35	Yes
Students with Disabilities	1	4		Does Not Meet	20	25	80	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	53	35	68	No
Mathematics	3	12	25%	Does Not Meet				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	1	4		Does Not Meet	73	31	46	No
Students with Disabilities	1	4		Does Not Meet	20	17	71	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	46	28	77	No
Writing	4	8	50%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	64	43	41	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	68	45	67	No
Total	11	32	34.4%	Does Not Meet				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School Plan Type Assignments

	<i>Plan description</i>	
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.	

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: RIDGEVIEW ELEMENTARY SCHOOL - 7339

District: FALCON 49 - 1110 (3 Year¹)

Performance		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
<div>This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.</div> <div>Plan Assignment</div> <div>Framework Points Earned</div> <div>Performance at or above 59%</div> <div>Improvement at or above 47% - below 59%</div> <div>Priority Improvement at or above 37% - below 47%</div> <div>Turnaround below 37%</div> <div>Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.</div>		Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
		Academic Growth	Meets	75.0%	(37.5 out of 50 points)
		Academic Growth Gaps	Approaching	58.3%	(14.6 out of 25 points)
		Test Participation ³	Meets 95% Participation Rate		
		TOTAL		70.9%	(70.9 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.9%	-	-	99.9%	Meets	-	-	Meets	979	-	-	979	980	-	-	980
Mathematics	99.9%	-	-	99.9%	Meets	-	-	Meets	981	-	-	981	982	-	-	982
Writing	97.9%	-	-	97.9%	Meets	-	-	Meets	959	-	-	959	980	-	-	980
Science	100.0%	-	-	100.0%	Meets	-	-	Meets	317	-	-	317	317	-	-	317
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	120	-	-	120	120	-	-	120
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: RIDGEVIEW ELEMENTARY SCHOOL - 7339

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	919	75.19	58
Mathematics	3	4		Meets	920	75.76	63
Writing	3	4		Meets	899	59.4	58
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	559	49	29	Yes
Mathematics	3	4		Meets	559	46	43	Yes
Writing	3	4		Meets	540	49	39	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	20	56	32	Yes
Total	10.5	14	75%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	94	56	35	Yes
Minority Students	3	4		Meets	210	48	32	Yes
Students with Disabilities	1	4		Does Not Meet	48	31	80	No
English Learners	3	4		Meets	46	47	47	Yes
Students needing to catch up	2	4		Approaching	143	51	63	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	94	57	50	Yes
Minority Students	2	4		Approaching	211	45	46	No
Students with Disabilities	1	4		Does Not Meet	48	29	72	No
English Learners	2	4		Approaching	46	48	62	No
Students needing to catch up	2	4		Approaching	113	42	77	No
Writing	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	94	51	45	Yes
Minority Students	3	4		Meets	201	50	42	Yes
Students with Disabilities	2	4		Approaching	47	45	80	No
English Learners	3	4		Meets	45	48	48	Yes
Students needing to catch up	2	4		Approaching	218	49	62	No
Total	35	60	58.3%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: SAND CREEK HIGH SCHOOL - 7613

District: FALCON 49 - 1110 (1 Year¹)

Performance		Performance Indicators		Rating	% of Points Earned out of Points Eligible ²											
<p>This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.</p> <table><tr><th>Plan Assignment</th><th>Framework Points Earned</th></tr><tr><td>Performance</td><td>at or above 60%</td></tr><tr><td>Improvement</td><td>at or above 47% - below 60%</td></tr><tr><td>Priority Improvement</td><td>at or above 33% - below 47%</td></tr><tr><td>Turnaround</td><td>below 33%</td></tr></table>		Plan Assignment	Framework Points Earned	Performance	at or above 60%	Improvement	at or above 47% - below 60%	Priority Improvement	at or above 33% - below 47%	Turnaround	below 33%	Academic Achievement	Approaching	50.0%	(7.5 out of 15 points)	<div><div></div></div>
		Plan Assignment	Framework Points Earned													
		Performance	at or above 60%													
		Improvement	at or above 47% - below 60%													
		Priority Improvement	at or above 33% - below 47%													
Turnaround	below 33%															
Academic Growth	Approaching	58.3%	(20.4 out of 35 points)	<div><div></div></div>												
Academic Growth Gaps	Approaching	58.3%	(8.7 out of 15 points)	<div><div></div></div>												
Postsecondary and Workforce Readiness	Meets	83.3%	(29.2 out of 35 points)	<div><div></div></div>												
		Test Participation ³ Meets 95% Participation Rate														
		TOTAL		65.8%	(65.8 out of 100 points)	<div><div></div></div>										

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.

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	-	-	95.8%	95.8%	-	-	Meets	Meets	-	-	586	586	-	-	612	612
Mathematics	-	-	95.9%	95.9%	-	-	Meets	Meets	-	-	587	587	-	-	612	612
Writing	-	-	95.6%	95.6%	-	-	Meets	Meets	-	-	585	585	-	-	612	612
Science	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Social Studies	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Colorado ACT	-	-	96.5%	96.5%	-	-	Meets	Meets	-	-	273	273	-	-	283	283

School: SAND CREEK HIGH SCHOOL - 7613

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	2	4		Approaching	542	65.5	29
Mathematics	2	4		Approaching	543	24.68	30
Writing	2	4		Approaching	542	48.89	47
Science	0	0		-	-	-	-
Total	6	12	50%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	489	54	18	Yes
Mathematics	1	4		Does Not Meet	493	38	93	No
Writing	3	4		Meets	491	47	46	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	7	12	58.3%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	13	16	81.3%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	225	55	23	Yes
Students with Disabilities	3	4		Meets	48	60	88	No
English Learners	4	4		Exceeds	34	67	43	Yes
Students needing to catch up	3	4		Meets	147	57	70	No
Mathematics	5	16	31.3%	Does Not Meet				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	1	4		Does Not Meet	225	36	96	No
Students with Disabilities	1	4		Does Not Meet	48	38	99	No
English Learners	2	4		Approaching	34	42	98	No
Students needing to catch up	1	4		Does Not Meet	295	38	99	No
Writing	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	225	48	51	No
Students with Disabilities	3	4		Meets	48	58	96	No
English Learners	3	4		Meets	34	58	68	No
Students needing to catch up	2	4		Approaching	218	46	89	No
Total	28	48	58.3%	Approaching				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	4	4		Exceeds	247/241/245/419	88.7/93.8/91/92.8%	80%
Disaggregated Graduation Rate	2.5	3	83.3%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	79/82/51/101	78.5/89/88.2/89.1%	80%
Minority Students	1	1		Exceeds	106/103/94/169	87.7/95.1/90.4/91.7%	80%
Students with Disabilities	0.75	1		Meets	19/22/20/42	52.6/59.1/70/88.1%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Dropout Rate	4	4		Exceeds	1395	0.5%	3.6%
Colorado ACT Composite Score	2	4		Approaching	273	19.8	20.0
Total	12.5	15	83.3%	Meets			

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

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	2010	86.2	91.9	92.2	92.8
	2011	86.6	90.2	91	
	2012	91.4	93.8		
	2013	88.7			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	79.4	90.3	89.2	89.1
	2011	82.4	86.5	88.2	
	2012	84.7	89		
	2013	78.5			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	83.7	90.6	91.8	91.7
	2011	84.2	90.4	90.4	
	2012	90.7	95.1		
	2013	87.7			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	64	85.7	84.1	88.1
	2011	65	65	70	
	2012	54.2	59.1		
	2013	52.6			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	86.2	91.9	92.2	92.8
	2011	86.6	90.2	91	
	2012	91.4	93.8		
	2013	88.7			
	Aggregated	87.9	92	91.8	92.8

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	79.4	90.3	89.2	89.1
	2011	82.4	86.5	88.2	
	2012	84.7	89		
	2013	78.5			
	Aggregated	81.1	89	88.9	89.1

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	83.7	90.6	91.8	91.7
	2011	84.2	90.4	90.4	
	2012	90.7	95.1		
	2013	87.7			
	Aggregated	86.1	91.8	91.3	91.7

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	64	85.7	84.1	88.1
	2011	65	65	70	
	2012	54.2	59.1		
	2013	52.6			
	Aggregated	60.2	73.8	79.7	88.1

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	87.5	100	94.7	N<16

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: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 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 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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.

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	The school's percentage of students scoring proficient or advanced was:			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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.		Exceeds	4	1		
	• at or above 80% but below 90%.		Meets	3	0.75		
	• at or above 65% but below 80%.		Approaching	2	0.5		
	• below 65%.		Does Not Meet	1	0.25		
	Dropout Rate: The school's dropout rate was:						
	• at or below 1%.		Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2			
	• above 10%.		Does Not Meet	1			
	Colorado ACT Composite Score: The school's average Colorado ACT composite score was:						
	• at or above 22.		Exceeds	4			
	• 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

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 60%
	• at or above 47% - below 60%
	• at or above 33% - below 47%
	• below 33%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Performance		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²												
<p>This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.</p> <table><tr><th>Plan Assignment</th><th>Framework Points Earned</th></tr><tr><td>Performance</td><td>at or above 60%</td></tr><tr><td>Improvement</td><td>at or above 47% - below 60%</td></tr><tr><td>Priority Improvement</td><td>at or above 33% - below 47%</td></tr><tr><td>Turnaround</td><td>below 33%</td></tr></table>		Plan Assignment	Framework Points Earned	Performance	at or above 60%	Improvement	at or above 47% - below 60%	Priority Improvement	at or above 33% - below 47%	Turnaround	below 33%	Academic Achievement	Meets	66.7%	(10.0 out of 15 points)	<div><div></div></div>
		Plan Assignment	Framework Points Earned													
		Performance	at or above 60%													
		Improvement	at or above 47% - below 60%													
		Priority Improvement	at or above 33% - below 47%													
Turnaround	below 33%															
Academic Growth	Meets	66.7%	(23.3 out of 35 points)	<div><div></div></div>												
Academic Growth Gaps	Approaching	56.7%	(8.5 out of 15 points)	<div><div></div></div>												
Postsecondary and Workforce Readiness	Meets	84.4%	(29.5 out of 35 points)	<div><div></div></div>												
		Test Participation ³	Meets 95% Participation Rate													
		TOTAL		71.3%	(71.3 out of 100 points)	<div><div></div></div>										

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.

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	-	-	97.0%	97.0%	-	-	Meets	Meets	-	-	1766	1766	-	-	1820	1820
Mathematics	-	-	97.4%	97.4%	-	-	Meets	Meets	-	-	1773	1773	-	-	1821	1821
Writing	-	-	97.0%	97.0%	-	-	Meets	Meets	-	-	1765	1765	-	-	1820	1820
Science	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Social Studies	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Colorado ACT	-	-	97.9%	97.9%	-	-	Meets	Meets	-	-	828	828	-	-	846	846

School: SAND CREEK HIGH SCHOOL - 7613

District: FALCON 49 - 1110 (3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	2	4		Approaching	1656	71.2	46	
Mathematics	3	4		Meets	1661	32.27	53	
Writing	3	4		Meets	1656	50.66	52	
Science	0	0		-	-	-	-	
Total	8	12	66.7%	Meets				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	1512	49	14	Yes
Mathematics	2	4		Approaching	1519	42	87	No
Writing	3	4		Meets	1514	45	44	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	Meets				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	316	51	26	Yes
Minority Students	3	4		Meets	686	51	19	Yes
Students with Disabilities	2	4		Approaching	112	46	84	No
English Learners	4	4		Exceeds	86	61	47	Yes
Students needing to catch up	2	4		Approaching	405	53	72	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	315	43	94	No
Minority Students	2	4		Approaching	690	43	94	No
Students with Disabilities	2	4		Approaching	114	42	99	No
English Learners	2	4		Approaching	87	42	97	No
Students needing to catch up	2	4		Approaching	820	43	99	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	315	45	64	No
Minority Students	2	4		Approaching	686	46	52	No
Students with Disabilities	2	4		Approaching	112	50	97	No
English Learners	2	4		Approaching	86	52	77	No
Students needing to catch up	2	4		Approaching	622	46	88	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	4	4		Exceeds	1187/907/667/419	87.9/92/91.8/92.8%	80%	
Disaggregated Graduation Rate	3.5	4	87.5%	Exceeds				
Free/Reduced Lunch Eligible	0.75	1		Meets	317/227/153/101	81.1/89/88.9/89.1%	80%	
Minority Students	1	1		Exceeds	498/368/265/169	86.1/91.8/91.3/91.7%	80%	
Students with Disabilities	0.75	1		Meets	113/84/64/42	60.2/73.8/79.7/88.1%	80%	
English Learners	1	1		Exceeds	40/25/19/N<16	87.5/100/94.7/-%	80%	
Dropout Rate	4	4		Exceeds	4341	0.8%	3.9%	
Colorado ACT Composite Score	2	4		Approaching	828	19.5	20.1	
Total	13.5	16	84.4%	Meets				

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

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	2010	86.2	91.9	92.2	92.8
	2011	86.6	90.2	91	
	2012	91.4	93.8		
	2013	88.7			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	79.4	90.3	89.2	89.1
	2011	82.4	86.5	88.2	
	2012	84.7	89		
	2013	78.5			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	83.7	90.6	91.8	91.7
	2011	84.2	90.4	90.4	
	2012	90.7	95.1		
	2013	87.7			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	64	85.7	84.1	88.1
	2011	65	65	70	
	2012	54.2	59.1		
	2013	52.6			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	86.2	91.9	92.2	92.8
	2011	86.6	90.2	91	
	2012	91.4	93.8		
	2013	88.7			
	Aggregated	87.9	92	91.8	92.8

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	79.4	90.3	89.2	89.1
	2011	82.4	86.5	88.2	
	2012	84.7	89		
	2013	78.5			
	Aggregated	81.1	89	88.9	89.1

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	83.7	90.6	91.8	91.7
	2011	84.2	90.4	90.4	
	2012	90.7	95.1		
	2013	87.7			
	Aggregated	86.1	91.8	91.3	91.7

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	64	85.7	84.1	88.1
	2011	65	65	70	
	2012	54.2	59.1		
	2013	52.6			
	Aggregated	60.2	73.8	79.7	88.1

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	87.5	100	94.7	N<16

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: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 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 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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.

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.		Exceeds	4	1		
	• at or above 80% but below 90%.		Meets	3	0.75		
	• at or above 65% but below 80%.		Approaching	2	0.5		
	• below 65%.		Does Not Meet	1	0.25		
	Dropout Rate: The school's dropout rate was:						
	• at or below 1%.		Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2			
	• above 10%.		Does Not Meet	1			
	Colorado ACT Composite Score: The school's average Colorado ACT composite score was:						
	• at or above 22.		Exceeds	4			
	• 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 Point: The school earned ... of the total framework points eligible.	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds	Total Framework Points	• at or above 60%	Performance
	• at or above 62.5% - below 87.5%	Meets		• at or above 47% - below 60%	Improvement
	• at or above 37.5% - below 62.5%	Approaching		• at or above 33% - below 47%	Priority Improvement
	• below 37.5%	Does Not Meet		• below 33%	Turnaround

School Plan Type Assignments

	Plan description	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: STETSON ELEMENTARY SCHOOL - 8266

District: FALCON 49 - 1110 (1 Year¹)

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	66.7%	(16.7 out of 25 points)
Academic Growth	Meets	75.0%	(37.5 out of 50 points)
Academic Growth Gaps	Approaching	50.0%	(12.5 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		66.7%	(66.7 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	100.0%	-	-	100.0%	Meets	-	-	Meets	295	-	-	295	295	-	-	295
Mathematics	99.7%	-	-	99.7%	Meets	-	-	Meets	294	-	-	294	295	-	-	295
Writing	99.7%	-	-	99.7%	Meets	-	-	Meets	294	-	-	294	295	-	-	295
Science	100.0%	-	-	100.0%	Meets	-	-	Meets	98	-	-	98	98	-	-	98
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	104	-	-	104	104	-	-	104
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹ Data in this report is based on results from: 2013-14

School: STETSON ELEMENTARY SCHOOL - 8266

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	2	4		Approaching	273	71.43	49
Mathematics	3	4		Meets	272	72.79	54
Writing	3	4		Meets	272	61.4	64
Science	0	0		-	-	-	-
Total	8	12	66.7%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	173	52	27	Yes
Mathematics	3	4		Meets	173	54	45	Yes
Writing	3	4		Meets	171	50	37	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	9	12	75%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	5	12	41.7%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	66	50	29	Yes
Students with Disabilities	1	4		Does Not Meet	27	30	85	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	44	35	73	No
Mathematics	6	12	50%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	66	55	50	Yes
Students with Disabilities	1	4		Does Not Meet	27	26	86	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	49	47	83	No
Writing	7	12	58.3%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	65	47	37	Yes
Students with Disabilities	1	4		Does Not Meet	27	30	85	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	64	56	66	No
Total	18	36	50%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	
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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.

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	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

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	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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3-year (2008-10)	151,439	20.1

School: STETSON ELEMENTARY SCHOOL - 8266

District: FALCON 49 - 1110 (3 Year¹)

Performance	Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
	Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
	Academic Growth	Meets	75.0%	(37.5 out of 50 points)
	Academic Growth Gaps	Approaching	58.3%	(14.6 out of 25 points)
	Test Participation ³	Meets 95% Participation Rate		
TOTAL			70.9%	(70.9 out of 100 points)

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.7%	-	-	99.7%	Meets	-	-	Meets	892	-	-	892	895	-	-	895
Mathematics	99.6%	-	-	99.6%	Meets	-	-	Meets	887	-	-	887	891	-	-	891
Writing	99.6%	-	-	99.6%	Meets	-	-	Meets	887	-	-	887	891	-	-	891
Science	100.0%	-	-	100.0%	Meets	-	-	Meets	304	-	-	304	304	-	-	304
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	104	-	-	104	104	-	-	104
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: STETSON ELEMENTARY SCHOOL - 8266

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	827	74.61	56
Mathematics	3	4		Meets	822	74.21	60
Writing	3	4		Meets	822	61.31	62
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	507	48	28	Yes
Mathematics	3	4		Meets	506	48	44	Yes
Writing	3	4		Meets	507	52	38	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	9	12	75%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	81	45	39	Yes
Minority Students	3	4		Meets	211	49	33	Yes
Students with Disabilities	1	4		Does Not Meet	83	39	73	No
English Learners	3	4		Meets	39	52	31	Yes
Students needing to catch up	2	4		Approaching	131	47	66	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	81	43	54	No
Minority Students	2	4		Approaching	211	48	52	No
Students with Disabilities	2	4		Approaching	83	42	77	No
English Learners	1	4		Does Not Meet	39	39	43	No
Students needing to catch up	2	4		Approaching	133	51	79	No
Writing	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	81	47	47	Yes
Minority Students	3	4		Meets	210	48	42	Yes
Students with Disabilities	1	4		Does Not Meet	83	34	74	No
English Learners	4	4		Exceeds	39	60	38	Yes
Students needing to catch up	3	4		Meets	202	56	60	No
Total	35	60	58.3%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: SKYVIEW MIDDLE SCHOOL - 7960

District: FALCON 49 - 1110 (1 Year¹)

Performance	Performance Indicators		Rating		% of Points Earned out of Points Eligible ²	
	Academic Achievement		Meets		66.7%	(16.7 out of 25 points)
	Academic Growth		Meets		71.4%	(35.7 out of 50 points)
	Academic Growth Gaps		Approaching		58.3%	(14.6 out of 25 points)
	Test Participation ³		Meets 95% Participation Rate			
Plan Assignment		Framework Points Earned		TOTAL		
Performance		at or above 59%		67.0%		
Improvement		at or above 47% - below 59%		(67.0 out of 100 points)		
Priority Improvement		at or above 37% - below 47%				
Turnaround		below 37%				

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	-	99.2%	-	99.2%	-	Meets	-	Meets	-	1029	-	1029	-	1037	-	1037
Mathematics	-	99.7%	-	99.7%	-	Meets	-	Meets	-	1032	-	1032	-	1035	-	1035
Writing	-	99.3%	-	99.3%	-	Meets	-	Meets	-	1030	-	1030	-	1037	-	1037
Science	-	99.7%	-	99.7%	-	Meets	-	Meets	-	306	-	306	-	307	-	307
Social Studies	-	99.4%	-	99.4%	-	Meets	-	Meets	-	350	-	350	-	352	-	352
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹ Data in this report is based on results from: 2013-14

School: SKYVIEW MIDDLE SCHOOL - 7960

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	2	4		Approaching	971	71.06	49
Mathematics	3	4		Meets	974	55.65	56
Writing	3	4		Meets	971	60.76	56
Science	0	0		-	-	-	-
Total	8	12	66.7%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	911	45	28	Yes
Mathematics	2	4		Approaching	913	41	64	No
Writing	3	4		Meets	913	51	45	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	21	68	66	Yes
Total	10	14	71.4%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	12	16	75%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	392	50	33	Yes
Students with Disabilities	3	4		Meets	89	56	79	No
English Learners	4	4		Exceeds	71	61	34	Yes
Students needing to catch up	2	4		Approaching	235	49	67	No
Mathematics	6	16	37.5%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	392	42	69	No
Students with Disabilities	1	4		Does Not Meet	88	33	98	No
English Learners	1	4		Does Not Meet	71	35	67	No
Students needing to catch up	2	4		Approaching	336	44	91	No
Writing	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	392	55	49	Yes
Students with Disabilities	2	4		Approaching	90	41	87	No
English Learners	3	4		Meets	72	53	48	Yes
Students needing to catch up	2	4		Approaching	375	51	75	No
Total	28	48	58.3%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School Plan Type Assignments

	<i>Plan description</i>	
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.	

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: SKYVIEW MIDDLE SCHOOL - 7960

District: FALCON 49 - 1110 (3 Year¹)

Performance		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²			
<p>This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.</p> <p>Plan Assignment Framework Points Earned</p> <p>Performance at or above 59%</p>		Academic Achievement	Meets	75.0%	(18.8 out of 25 points)	<div><div></div></div>	
		Academic Growth	Meets	64.3%	(32.2 out of 50 points)	<div><div></div></div>	
		Academic Growth Gaps	Approaching	53.3%	(13.3 out of 25 points)	<div><div></div></div>	
		Test Participation ³	Meets 95% Participation Rate				
		TOTAL		64.3%	(64.3 out of 100 points)	<div><div></div></div>	

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	-	99.4%	-	99.4%	-	Meets	-	Meets	-	3105	-	3105	-	3124	-	3124
Mathematics	-	99.6%	-	99.6%	-	Meets	-	Meets	-	3109	-	3109	-	3122	-	3122
Writing	-	99.3%	-	99.3%	-	Meets	-	Meets	-	3103	-	3103	-	3124	-	3124
Science	-	99.6%	-	99.6%	-	Meets	-	Meets	-	1030	-	1030	-	1034	-	1034
Social Studies	-	99.4%	-	99.4%	-	Meets	-	Meets	-	350	-	350	-	352	-	352
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: SKYVIEW MIDDLE SCHOOL - 7960

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	2924	71.37	50
Mathematics	3	4		Meets	2928	58.95	67
Writing	3	4		Meets	2924	60.94	55
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	2710	44	26	Yes
Mathematics	2	4		Approaching	2718	46	62	No
Writing	3	4		Meets	2710	45	41	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	21	68	66	Yes
Total	9	14	64.3%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	504	42	33	Yes
Minority Students	3	4		Meets	1131	45	31	Yes
Students with Disabilities	2	4		Approaching	247	53	77	No
English Learners	3	4		Meets	195	59	36	Yes
Students needing to catch up	2	4		Approaching	690	46	65	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	503	42	71	No
Minority Students	2	4		Approaching	1133	46	69	No
Students with Disabilities	1	4		Does Not Meet	245	35	97	No
English Learners	2	4		Approaching	195	48	66	No
Students needing to catch up	2	4		Approaching	937	47	91	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	505	38	50	No
Minority Students	3	4		Meets	1128	47	47	Yes
Students with Disabilities	2	4		Approaching	247	41	87	No
English Learners	3	4		Meets	196	53	50	Yes
Students needing to catch up	2	4		Approaching	971	45	77	No
Total	32	60	53.3%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: SPRINGS RANCH ELEMENTARY SCHOOL - 8010

District: FALCON 49 - 1110 (1 Year¹)

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
Academic Growth	Meets	64.3%	(32.2 out of 50 points)
Academic Growth Gaps	Approaching	50.0%	(12.5 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		63.5%	(63.5 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.4%	-	-	99.4%	Meets	-	-	Meets	315	-	-	315	317	-	-	317
Mathematics	99.4%	-	-	99.4%	Meets	-	-	Meets	317	-	-	317	319	-	-	319
Writing	99.1%	-	-	99.1%	Meets	-	-	Meets	315	-	-	315	318	-	-	318
Science	100.0%	-	-	100.0%	Meets	-	-	Meets	95	-	-	95	95	-	-	95
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	114	-	-	114	114	-	-	114
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹ Data in this report is based on results from: 2013-14

School: SPRINGS RANCH ELEMENTARY SCHOOL - 8010

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	311	74.28	55
Mathematics	3	4		Meets	311	74.92	59
Writing	3	4		Meets	310	60.32	62
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	196	52	30	Yes
Mathematics	2	4		Approaching	196	44	42	Yes
Writing	3	4		Meets	196	49	38	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	35	42	27	Yes
Total	9	14	64.3%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	7	12	58.3%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	84	53	34	Yes
Students with Disabilities	2	4		Approaching	25	48	52	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	42	52	58	No
Mathematics	5	12	41.7%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	84	44	51	No
Students with Disabilities	1	4		Does Not Meet	25	34	54	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	37	48	76	No
Writing	6	12	50%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	84	48	41	Yes
Students with Disabilities	1	4		Does Not Meet	25	30	64	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	75	54	58	No
Total	18	36	50%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School Plan Type Assignments

	<i>Plan description</i>	
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.	

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: SPRINGS RANCH ELEMENTARY SCHOOL - 8010

District: FALCON 49 - 1110 (3 Year¹)

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
Academic Growth	Meets	64.3%	(32.2 out of 50 points)
Academic Growth Gaps	Meets	68.3%	(17.1 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		68.1%	(68.1 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.7%	-	-	99.7%	Meets	-	-	Meets	969	-	-	969	972	-	-	972
Mathematics	99.7%	-	-	99.7%	Meets	-	-	Meets	967	-	-	967	970	-	-	970
Writing	99.6%	-	-	99.6%	Meets	-	-	Meets	968	-	-	968	972	-	-	972
Science	99.7%	-	-	99.7%	Meets	-	-	Meets	308	-	-	308	309	-	-	309
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	114	-	-	114	114	-	-	114
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: SPRINGS RANCH ELEMENTARY SCHOOL - 8010

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	936	78.21	65
Mathematics	3	4		Meets	935	76.68	66
Writing	3	4		Meets	934	62.42	65
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	588	56	28	Yes
Mathematics	2	4		Approaching	587	42	41	Yes
Writing	3	4		Meets	587	55	38	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	35	42	27	Yes
Total	9	14	64.3%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	16	20	80%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	91	46	36	Yes
Minority Students	3	4		Meets	237	57	34	Yes
Students with Disabilities	2	4		Approaching	54	41	66	No
English Learners	4	4		Exceeds	49	75	34	Yes
Students needing to catch up	4	4		Exceeds	124	60	57	Yes
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	91	42	54	No
Minority Students	2	4		Approaching	237	43	49	No
Students with Disabilities	2	4		Approaching	54	45	68	No
English Learners	3	4		Meets	49	58	48	Yes
Students needing to catch up	2	4		Approaching	115	47	76	No
Writing	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	91	57	44	Yes
Minority Students	3	4		Meets	237	58	40	Yes
Students with Disabilities	1	4		Does Not Meet	54	35	71	No
English Learners	4	4		Exceeds	49	75	44	Yes
Students needing to catch up	3	4		Meets	230	56	59	No
Total	41	60	68.3%	Meets				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

School: VISTA RIDGE HIGH SCHOOL - 8791

District: FALCON 49 - 1110 (1 Year¹)

Performance		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
<p>This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.</p>		Academic Achievement	Meets	66.7%	(10.0 out of 15 points)
		Academic Growth	Meets	66.7%	(23.3 out of 35 points)
		Academic Growth Gaps	Approaching	58.3%	(8.7 out of 15 points)
		Postsecondary and Workforce Readiness	Meets	85.0%	(29.8 out of 35 points)
		Test Participation ³		Meets 95% Participation Rate	
Plan Assignment	Framework Points Earned	TOTAL			
Performance	at or above 60%			71.8%	(71.8 out of 100 points)
Improvement	at or above 47% - below 60%				
Priority Improvement	at or above 33% - below 47%				
Turnaround	below 33%				

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

²Schools 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.

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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	-	-	96.9%	96.9%	-	-	Meets	Meets	-	-	664	664	-	-	685	685
Mathematics	-	-	97.5%	97.5%	-	-	Meets	Meets	-	-	669	669	-	-	686	686
Writing	-	-	96.5%	96.5%	-	-	Meets	Meets	-	-	661	661	-	-	685	685
Science	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Social Studies	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Colorado ACT	-	-	99.3%	99.3%	-	-	Meets	Meets	-	-	267	267	-	-	269	269

School: VISTA RIDGE HIGH SCHOOL - 8791

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	2	4		Approaching	630	72.38	46
Mathematics	3	4		Meets	636	37.42	60
Writing	3	4		Meets	628	55.41	60
Science	0	0		-	-	-	-
Total	8	12	66.7%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	598	48	15	Yes
Mathematics	2	4		Approaching	605	41	82	No
Writing	3	4		Meets	599	45	40	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	11	16	68.8%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	249	49	18	Yes
Students with Disabilities	2	4		Approaching	51	42	86	No
English Learners	4	4		Exceeds	39	64	49	Yes
Students needing to catch up	2	4		Approaching	173	51	70	No
Mathematics	7	16	43.8%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	252	42	91	No
Students with Disabilities	2	4		Approaching	53	42	99	No
English Learners	2	4		Approaching	39	42	93	No
Students needing to catch up	1	4		Does Not Meet	309	39	99	No
Writing	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	250	50	42	Yes
Students with Disabilities	2	4		Approaching	51	44	97	No
English Learners	3	4		Meets	39	57	70	No
Students needing to catch up	2	4		Approaching	232	46	86	No
Total	28	48	58.3%	Approaching				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	4	4		Exceeds	278/276/237/N<16	94.6/96.4/91.6/-%	80%
Disaggregated Graduation Rate	2.75	3	91.7%	Exceeds			
Free/Reduced Lunch Eligible	1	1		Exceeds	70/62/55/N<16	90/95.2/81.8/-%	80%
Minority Students	1	1		Exceeds	109/96/94/N<16	93.6/97.9/90.4/-%	80%
Students with Disabilities	0.75	1		Meets	18/18/17/N<16	61.1/88.9/76.5/-%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Dropout Rate	4	4		Exceeds	1424	0.6%	3.6%
Colorado ACT Composite Score	2	4		Approaching	267	18.8	20.0
Total	12.75	15	85%	Meets			

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

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	2010	N<16	61.1	N<16	N<16
	2011	89.1	90.3	91.6	
	2012	95.3	96.4		
	2013	94.6			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	80.8	79.6	81.8	
	2012	90.6	95.2		
	2013	90			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	89.1	88.3	90.4	
	2012	94.9	97.9		
	2013	93.6			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	58.8	76.5	
	2012	93.8	88.9		
	2013	61.1			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	61.1	N<16	N<16
	2011	89.1	90.3	91.6	
	2012	95.3	96.4		
	2013	94.6			
	Aggregated	92.7	92.5	91.6	N<16

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	80.8	79.6	81.8	
	2012	90.6	95.2		
	2013	90			
	Aggregated	87.6	87.6	82	N<16

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	89.1	88.3	90.4	
	2012	94.9	97.9		
	2013	93.6			
	Aggregated	92.7	92.9	91	N<16

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	58.8	76.5	
	2012	93.8	88.9		
	2013	61.1			
	Aggregated	67.3	65.2	79.2	N<16

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	95.7	N<16	N<16	N<16

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: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 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 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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.

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	The school's percentage of students scoring proficient or advanced was:			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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.		Exceeds	4	1		
	• at or above 80% but below 90%.		Meets	3	0.75		
	• at or above 65% but below 80%.		Approaching	2	0.5		
	• below 65%.		Does Not Meet	1	0.25		
	Dropout Rate: The school's dropout rate was:						
	• at or below 1%.		Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2			
	• above 10%.		Does Not Meet	1			
	Colorado ACT Composite Score: The school's average Colorado ACT composite score was:						
	• at or above 22.		Exceeds	4			
	• 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

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 60%
	• at or above 47% - below 60%
	• at or above 33% - below 47%
	• below 33%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Performance		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²		
<div>This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.</div> <div><div>Plan Assignment</div><div>Framework Points Earned</div><div>Performance at or above 60%</div><div>Improvement at or above 47% - below 60%</div><div>Priority Improvement at or above 33% - below 47%</div><div>Turnaround below 33%</div><div>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.</div></div>		Academic Achievement	Meets	66.7%	(10.0 out of 15 points)	<div></div>
		Academic Growth	Approaching	50.0%	(17.5 out of 35 points)	<div></div>
		Academic Growth Gaps	Approaching	46.7%	(7.0 out of 15 points)	<div></div>
		Postsecondary and Workforce Readiness	Meets	82.8%	(29.0 out of 35 points)	<div></div>
		Test Participation ³	Meets 95% Participation Rate			
		TOTAL		63.5%	(63.5 out of 100 points)	<div></div>

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	-	-	97.8%	97.8%	-	-	Meets	Meets	-	-	1861	1861	-	-	1902	1902
Mathematics	-	-	98.4%	98.4%	-	-	Meets	Meets	-	-	1873	1873	-	-	1903	1903
Writing	-	-	97.9%	97.9%	-	-	Meets	Meets	-	-	1862	1862	-	-	1902	1902
Science	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Social Studies	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Colorado ACT	-	-	98.9%	98.9%	-	-	Meets	Meets	-	-	786	786	-	-	795	795

School: VISTA RIDGE HIGH SCHOOL - 8791

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	2	4		Approaching	1767	69.55	42
Mathematics	3	4		Meets	1780	34.33	57
Writing	3	4		Meets	1769	51.27	53
Science	0	0		-	-	-	-
Total	8	12	66.7%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	1672	47	16	Yes
Mathematics	1	4		Does Not Meet	1688	38	84	No
Writing	2	4		Approaching	1677	40	43	No
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	6	12	50%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	212	47	28	Yes
Minority Students	3	4		Meets	701	48	21	Yes
Students with Disabilities	2	4		Approaching	119	40	89	No
English Learners	3	4		Meets	101	55	50	Yes
Students needing to catch up	2	4		Approaching	510	46	71	No
Mathematics	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	213	34	94	No
Minority Students	1	4		Does Not Meet	709	36	92	No
Students with Disabilities	2	4		Approaching	122	41	99	No
English Learners	1	4		Does Not Meet	101	37	98	No
Students needing to catch up	1	4		Does Not Meet	881	37	99	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	212	39	59	No
Minority Students	2	4		Approaching	703	45	48	No
Students with Disabilities	2	4		Approaching	119	42	97	No
English Learners	2	4		Approaching	102	51	76	No
Students needing to catch up	2	4		Approaching	679	44	88	No
Total	28	60	46.7%	Approaching				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	4	4		Exceeds	798/530/251/N<16	92.7/92.5/91.6/-%	80%
Disaggregated Graduation Rate	3.25	4	81.3%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	186/121/61/N<16	87.6/87.6/82/-%	80%
Minority Students	1	1		Exceeds	300/196/100/N<16	92.7/92.9/91/-%	80%
Students with Disabilities	0.5	1		Approaching	52/46/24/N<16	67.3/65.2/79.2/-%	80%
English Learners	1	1		Exceeds	23/N<16/N<16/N<16	95.7/-/-%	80%
Dropout Rate	4	4		Exceeds	4220	0.6%	3.9%
Colorado ACT Composite Score	2	4		Approaching	786	19.1	20.1
Total	13.25	16	82.8%	Meets			

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

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	2010	N<16	61.1	N<16	N<16
	2011	89.1	90.3	91.6	
	2012	95.3	96.4		
	2013	94.6			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	80.8	79.6	81.8	
	2012	90.6	95.2		
	2013	90			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	89.1	88.3	90.4	
	2012	94.9	97.9		
	2013	93.6			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	58.8	76.5	
	2012	93.8	88.9		
	2013	61.1			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	61.1	N<16	N<16
	2011	89.1	90.3	91.6	
	2012	95.3	96.4		
	2013	94.6			
	Aggregated	92.7	92.5	91.6	N<16

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	80.8	79.6	81.8	
	2012	90.6	95.2		
	2013	90			
	Aggregated	87.6	87.6	82	N<16

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	89.1	88.3	90.4	
	2012	94.9	97.9		
	2013	93.6			
	Aggregated	92.7	92.9	91	N<16

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	58.8	76.5	
	2012	93.8	88.9		
	2013	61.1			
	Aggregated	67.3	65.2	79.2	N<16

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	95.7	N<16	N<16	N<16

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: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 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 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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.

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:			Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.		Exceeds	4	1		
	• at or above 80% but below 90%.		Meets	3	0.75		
	• at or above 65% but below 80%.		Approaching	2	0.5		
	• below 65%.		Does Not Meet	1	0.25		
	Dropout Rate: The school's dropout rate was:						
	• at or below 1%.		Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2			
	• above 10%.		Does Not Meet	1			
	Colorado ACT Composite Score: The school's average Colorado ACT composite score was:						
	• at or above 22.		Exceeds	4			
	• 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 Point: The school earned ... of the total framework points eligible.	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds	Total Framework Points	• at or above 60%	Performance
	• at or above 62.5% - below 87.5%	Meets		• at or above 47% - below 60%	Improvement
	• at or above 37.5% - below 62.5%	Approaching		• at or above 33% - below 47%	Priority Improvement
	• below 37.5%	Does Not Meet		• below 33%	Turnaround

School Plan Type Assignments

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	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

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The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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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	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Performance

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
Academic Growth	Meets	66.7%	(33.4 out of 50 points)
Academic Growth Gaps	Approaching	52.8%	(13.2 out of 25 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		65.4%	(65.4 out of 100 points)

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.5%	-	-	99.5%	Meets	-	-	Meets	369	-	-	369	371	-	-	371
Mathematics	99.2%	-	-	99.2%	Meets	-	-	Meets	371	-	-	371	374	-	-	374
Writing	98.9%	-	-	98.9%	Meets	-	-	Meets	370	-	-	370	374	-	-	374
Science	100.0%	-	-	100.0%	Meets	-	-	Meets	130	-	-	130	130	-	-	130
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	134	-	-	134	134	-	-	134
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: WOODMEN HILLS ELEMENTARY SCHOOL - 9706

District: FALCON 49 - 1110 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	342	79.82	70
Mathematics	3	4		Meets	341	79.47	69
Writing	3	4		Meets	341	61	63
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	220	46	24	Yes
Mathematics	2	4		Approaching	221	39	37	Yes
Writing	3	4		Meets	222	45	36	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	9	12	75%	Meets				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	54	58	23	Yes
Students with Disabilities	2	4		Approaching	28	46	47	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	35	70	62	Yes
Mathematics	4	12	33.3%	Does Not Meet				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	2	4		Approaching	54	40	36	Yes
Students with Disabilities	1	4		Does Not Meet	28	21	55	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	22	34	77	No
Writing	6	12	50%	Approaching				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	3	4		Meets	54	46	36	Yes
Students with Disabilities	1	4		Does Not Meet	28	39	63	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	76	47	58	No
Total	19	36	52.8%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School Plan Type Assignments

	<i>Plan description</i>	
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.	

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

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.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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 - 3-year aggregate (2008-10 baseline)

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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)

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State Mean COACT Composite Score (2009-10 baseline)

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

Performance

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²		
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)	
Academic Growth	Approaching	58.3%	(29.2 out of 50 points)	
Academic Growth Gaps	Approaching	52.1%	(13.0 out of 25 points)	
Test Participation ³	Meets 95% Participation Rate			
TOTAL		61.0%	(61.0 out of 100 points)	

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan type 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, social studies 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).

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	99.7%	-	-	99.7%	Meets	-	-	Meets	1112	-	-	1112	1115	-	-	1115
Mathematics	99.6%	-	-	99.6%	Meets	-	-	Meets	1113	-	-	1113	1117	-	-	1117
Writing	99.6%	-	-	99.6%	Meets	-	-	Meets	1115	-	-	1115	1120	-	-	1120
Science	100.0%	-	-	100.0%	Meets	-	-	Meets	371	-	-	371	371	-	-	371
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	134	-	-	134	134	-	-	134
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: WOODMEN HILLS ELEMENTARY SCHOOL - 9706

District: FALCON 49 - 1110 (3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	1039	82.19	76
Mathematics	3	4		Meets	1038	83.24	81
Writing	3	4		Meets	1038	63.68	67
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	653	40	22	Yes
Mathematics	2	4		Approaching	654	41	37	Yes
Writing	3	4		Meets	653	47	35	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	7	12	58.3%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	73	33	25	Yes
Minority Students	2	4		Approaching	159	42	22	Yes
Students with Disabilities	2	4		Approaching	76	43	47	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	98	48	58	No
Mathematics	7	16	43.8%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	72	50	42	Yes
Minority Students	2	4		Approaching	160	41	37	Yes
Students with Disabilities	1	4		Does Not Meet	75	31	55	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	72	37	74	No
Writing	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	72	47	39	Yes
Minority Students	3	4		Meets	159	47	35	Yes
Students with Disabilities	2	4		Approaching	74	40	61	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	222	50	56	No
Total	25	48	52.1%	Approaching				

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	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• 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			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	<i>Cut Point: The school earned ... of the total framework points eligible.</i>
Total Framework Points	• at or above 59%
	• at or above 47% - below 59%
	• at or above 37% - below 47%
	• below 37%

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
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1-year vs. 3-year Report

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Reference Data for Key Performance Indicators

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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)

	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	49.18	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	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	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	50.00	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

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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.

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	N of Students	Mean Rate
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3-year (2008-10)	151,439	20.1



BOARD OF EDUCATION AGENDA ITEM 2

BOARD MEETING OF:	September 24, 2014
PREPARED BY:	Mary Perez, Director of Concurrent Enrollment
TITLE OF AGENDA ITEM:	Concurrent Enrollment
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: In the Spring of 2014, District 49 decided to provide increased access to Concurrent Enrollment as another excellent academic and career preparation option for our district high school students. Our intent is to fully implement Concurrent Enrollment in the Fall of 2015, with a pilot enrollment in the Spring of 2014. District and zone leaders have presented initial concurrent enrollment overview presentations and discussed implementation implications with high school and middle school leadership, counselors, and some teachers.

RATIONALE: The Director of Concurrent Enrollment will provide an overview and proposed implementation timeline for D49 Concurrent Enrollment. The leadership recommends we update key policies IHCD A, IHCD A R-1, IHCD R-2, and IKCA to reflect the proposed plan to implement Concurrent Enrollment in all district high schools.

RELEVANT DATA AND EXPECTED OUTCOMES: This overview, and the extensive packet of relevant policies and other documents will provide sufficient discussion topics and details regarding Concurrent Enrollment policy and to move this agenda item (4 policies in boldface) forward for approval.

The attached documents include:

- CE Implementation 9-7-14
- CE Student Request Form - D49
- CE-ASCENT Overview BOE 9-7-14
- College Readiness Assess Form - 9-10th
- D49 Third Party Billing - PPCC F14
- Tuition Repayment Agreement - D49
- Expectations of CE Students - D49
- ICAP Milestones - HS 8-14-14
- ICAP Milestones - MS 8-14-14
- ICAP Milestones 2014-15
- **IHCDA Post-Secondary Options_Concurrent Enrollment**
- **IHCDA-R-1 Concurrent Enrollment**
- **IHCDA-R-2 ASCENT**
- **IKCA Weighted Grading**

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Concurrent Enrollment Third Party Billing will provide detailed spending of district funds for early college tuition & fees for all qualified students participating in the program. Concurrent Enrollment will save students & families much money & time as D49 directs PPR funding to pay for early college opportunities and as students earn college (and HS) credits which will transfer to 4 year universities or accumulate toward professional certifications and associate degree plans.
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Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Concurrent Enrollment will open more opportunities for our homeschool community students to participate in D49. Concurrent Enrollment will open opportunities for shared educational spaces with Institutions of Higher Education, providing convenient postsecondary learning opportunities on our high school campuses for our adult learning community.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Concurrent Enrollment, along with CTE and AVP, will provide competitive college, career, and financial advantages for our students and their families. Concurrent Enrollment will also add a competitive element to our D49 program offerings, which will attract excellent teachers, counselors, administrators, and families to our district and to the new postsecondary model.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	As our schools partner more carefully with local colleges, our schools will increasingly offer the level of rigor and motivation that truly prepare students to thrive in college and careers.
Rock #5 — Customize our educational systems to launch each student toward success	High school will become more relevant to students as they realize through ICAP advising and their participation in individualized course planning, that their specific career and college goals belong to them. Concurrent Enrollment provides a safe place to learn how to become a college student, with support from the District and home.

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Continue discussions regarding Concurrent Enrollment implementation, policies and revisions, with the intent of approving Concurrent Enrollment policies this Fall 2014.

APPROVED BY: Reviewed by Peter Hilts, Chief Education Officer

DATE: September 7, 2014

Title	Post-Secondary Options/ Concurrent Enrollment
Designation	IHCDA
Office/Custodian	Education/Director of Concurrent Enrollment

The Board believes that students who ~~are capable of and~~ wish to pursue college- **postsecondary** level work while in high school should be permitted to do so. **In accordance with this policy and accompanying graduation requirements for successful completion of approved postsecondary courses offered by institutions of higher education.**

~~There are two options in state law available to high school students meeting specified criteria for post-secondary study. Any student participating in either of these programs shall be granted a high school diploma upon evidence of completion of the required academic work.~~

This policy and accompanying regulation do not apply to students seeking to enroll in postsecondary courses pursuant to the Accelerating Students through Concurrent Enrollment (ASCENT) program or a “dropout recovery program” pursuant to the Concurrent Enrollment Programs Act (the Act). Students seeking to enroll in the ASCENT program or a dropout recovery program shall work with district administrators and meet the Act’s applicable requirements.

Definitions

For purposes of this policy and accompanying regulation, the following definitions shall apply:

“Concurrent enrollment” means the simultaneous enrollment of a qualified student in a district high school and in one or more postsecondary courses at an institution of higher education.

“Qualified student” means a person who is less than 21 years of age and is enrolled in the 9th grade or higher grade level and demonstrates both college readiness and personal readiness for postsecondary coursework.

“Postsecondary course” means a course offered by an institution of higher education and includes coursework resulting in the acquisition of a certificate; an associate degree of applied sciences, general studies, arts, or science; and all baccalaureate degree programs.

“Institution of higher education” means:

- A state university or college, community college, junior college, or area vocational school as described in title 23, C.R.S.;
- A postsecondary career and technical education program that offers postsecondary courses and is approved by the state board for community colleges and occupational education pursuant to applicable state law; and
- An educational institution operating in Colorado that meets the Act’s specified criteria.

Eligibility

Qualified students seeking to enroll in postsecondary courses at the district’s expense and receive high school credit for such courses shall follow the procedure(s) accompanying this policy.

~~4. Post-secondary program~~

Any 11th- or 12th-grade student who is under the age of 21 shall be eligible to apply to an institution of higher education for enrollment through the post-secondary options program if he or she:

- ~~a. Is deemed by the student and parent/guardian on the advice of the principal to be in need of course work at a higher academic level than that available at the student's designated neighborhood school or school of choice;~~
- ~~b. Is deemed by school personnel to show a high degree of maturity and responsibility, especially with regard to potential for completing post-secondary courses;~~
- ~~c. Is deemed by school personnel to be in need of a different environment;~~
- ~~d. Has given two months written notice to the District specifying the courses in which the student intends to enroll;~~
- ~~e. Is enrolled in the District and considered at least part time in their designated neighborhood school or school of choice~~

Academic Credit

Academic credit granted for postsecondary courses ~~work~~ successfully completed by a **qualified** student ~~and approved for high school credit shall count~~ qualify as high school credit toward graduation requirements, ~~and as credit toward a degree or certificate at the institutions of higher learning. Advance approval from the school principal is required for the receipt of high school credit and will not be given for courses which do not meet or exceed the district's graduation requirements. Students who have satisfied district graduation requirements prior to enrollment in a postsecondary course may not receive high school credit for such course work. In the event a student is denied high school credit, the student may appeal to the Superintendent or designee and, ultimately, to the Board of Education. A student participating in this program shall still be considered as enrolled in the district and eligible for all high school activities.~~

High school credit shall be granted for postsecondary courses that meet or exceed the district's academic standards. High school credit may be denied for a postsecondary course substantially similar to a course offered by the district unless the qualified student's enrollment in the postsecondary course is approved due to reasons deemed legitimate by the district.

Concurrent enrollment is not available for summer school.

The program is not available for summer school.

Agreement with institution of higher education

When a **qualified** student **seeks to** enroll in **postsecondary** courses at an institution of higher education ~~for and to receive~~ high school credit **for such courses**, the District and the participating institution shall enter into a written cooperative agreement **in accordance with the Act**, ~~which shall include, but not be limited to, the requirement that the student or parent/guardian shall be reimbursed by the District for the amount of tuition paid by the student or parent/guardian for the first two courses taken in any one academic term upon successful completion of the courses. The agreement shall include statements that any courses taken by students under this program also shall qualify as credit toward earning a degree or certificate at the institution of higher education.~~

Payment of tuition by student

~~Except as noted below, the student or parent/guardian shall be responsible for paying the tuition associated with postsecondary courses taken by the student. The District shall reimburse the student or parent/guardian for tuition paid for the first two postsecondary courses taken by a student for high school credit in any one academic term upon receipt of proof that the student received a passing grade upon completion of the course. The District shall not reimburse the student or parent/guardian for tuition for courses not passed, for any courses in excess of two per academic term, or for courses voluntarily dropped without consent of the Principal. The student and/or parent/guardian shall pay the regular tuition charged by the institution of higher education for the third and each additional course per academic term.~~

~~Students are responsible for all other expenses related to enrollment in the postsecondary courses.~~

~~5. Payment of tuition by district~~

~~The District shall pay tuition for the first two courses per academic term for any student who meets the criteria for participation in a postsecondary program and who is eligible for free or reduced lunch. The District may pay tuition for the first two courses per academic term for any student if the payment of tuition would constitute a financial hardship for the student or parent/guardian and the student has shown evidence of responsibility for, and commitment to, successfully completing postsecondary courses.~~

The district shall pay the tuition for up to 60 credit hours of postsecondary courses successfully completed by a qualified student and for which the qualified student receives high school credit. A qualified student may enroll in no more than 15 credit hours of postsecondary courses per academic term, unless prior authorization has been obtained from the school principal or designee.

The tuition paid by the district for the qualified student's successful completion of an approved postsecondary course shall be in accordance with the Act and the district's cooperative agreement with the institution of higher education. The institution of higher education may charge additional tuition and/or associated fees to the qualified student or the student's parent/guardian in addition to the tuition paid by the district.

Prior to paying the tuition for any **qualified** student, the District shall require the student and **student's** parent/guardian to sign an agreement **stating to repay the amount of tuition paid by the District on the student's behalf** if the student fails **(with a final grade of D or F)** or otherwise does not complete the postsecondary course for any reason without consent of the principal of the **high** school in which the student is enrolled; **the student and/or the student's parent/guardian shall repay the amount of tuition paid by the District on the student's behalf.** ~~This contract shall be enforced by the District, and the student or parent/guardian shall be responsible for reimbursing the District as provided in the agreement.~~

Transportation Costs

The District shall not provide or pay for **the qualified student's** transportation to the institution of higher education.

~~Notice to students and parents/guardians~~

Information about **concurrent enrollment options** ~~the post-secondary options program, including the appeals procedure if high school credit is denied,~~ shall be **made available** ~~distributed annually to high school students and all students in grades nine through 12 and to their parents/guardians on an annual basis.~~ Notice shall be given to allow sufficient time for students and parents to consider this option.

~~6. Reports to State Board~~

~~The Board shall comply with all reporting requirements of the State Board of Education.~~

Fast track program

~~Any student who has completed the requirements for graduation may take one or more higher education courses during the senior year. The student shall remain eligible for sanctioned high school activities if meeting the academic and residency qualifications.~~

~~Tuition for higher education courses shall be paid by the District in accordance with the formula in law. The District shall not be responsible for the costs of transportation, room and board, fees, books, or equipment.~~

- Adopted: November 7, 1991
- Revised to conform with practice: date of manual revision
- Revised: August 4, 1994
- Revised: August 10, 2000
- Revised: January 8, 2004
- Revised: May 13, 2010
- **Revised: October 9, 2014**

LEGAL REFS:

- ***C.R.S. 22-32-109 (1)(nn) (discussion of the requirements for and benefits of concurrent enrollment must be part of ICAP process)***
- C.R.S. 22-35-101 *et seq.* (concurrent enrollment programs act)
- ***1 CCR 301-86 (State Board of Education rules regarding the Administration of the Concurrent Enrollment Program)***

CROSS REFS:

- **IHBK, Preparation for Postsecondary and Workforce Success**
- **IHCDA-R Concurrent Enrollment**
- **IHCDA-R-2 ASCENT (Accelerating Students through Concurrent Enrollment)**
- **IKCA Weighted Grading**
- **IJNDAB, Instruction through Online Courses**
- **IKF, Graduation Requirements**
- **JFC, Student Withdrawal from School/Dropouts**



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Post-Secondary Options/Concurrent Enrollment
Designation	IHCDA-R-1
Office/Custodian	Education

~~Post-Secondary Options/Concurrent Enrollment~~

A student intending to enroll in **concurrent enrollment for the fall semester** ~~a post-secondary program~~ must **provide** ~~give~~ written notice to the high school principal **or designee** by February 6 prior to **the semester in which the student intends to concurrently enroll in postsecondary courses**. A student intending to enroll in **concurrent enrollment for the spring semester** must **provide** written notice to the high school principal **or designee** by August 6 prior to **the semester in which the student intends to concurrently enroll in postsecondary courses**. Concurrent Enrollment Student Request Forms are available at high school counseling offices.

~~The notice must include a description of all course work for which the student plans to enroll and will request high school graduation credit. The notice also must include a statement which explains the basis for the request to take course work at an institution of higher education.~~

The Principal or designee will determine whether the student is eligible for **concurrent enrollment based on academic and personal readiness**. ~~the postsecondary program on the basis that the student shows a high degree of maturity and responsibility with regard to completion of postsecondary courses, is in need of course work at a higher academic level, or is in need of a different learning environment.~~ The Principal or designee may request a meeting with the student and family to discuss the student's eligibility for **the program concurrent enrollment and may delay concurrent enrollment until the student is deemed college ready**. The Principal or designee may also deny concurrent enrollment for a period of time if the student is unable to successfully complete postsecondary courses and the Principal or designee determines that additional support is necessary for successful completion of future concurrent enrollment courses.

Postsecondary concurrent enrollment courses requested by the student must align with the student's Individual Career & Academic Plan (ICAP). The Principal or designee must authorize concurrent enrollment course selections and must confirm course alignment with the student's ICAP. The student must meet the same course prerequisites and course expectations as noted in the current postsecondary course catalog and course syllabus. The student is expected to comply with the policies and procedures in the Student Code of Conduct of the Institution of Higher Education.

The student, parent, Principal, and concurrent enrollment designee must sign a Concurrent Enrollment Agreement (CEA) prior to postsecondary course registration each semester. All postsecondary course/schedule changes must be communicated in writing immediately and directly to the concurrent enrollment designee. All course/schedule changes must be updated on the CEA prior to the semester Drop Date at the Institution of Higher Education.

A record of postsecondary attendance for concurrent enrollment students is required; concurrent enrollment students may be required to complete and submit an attendance form, with postsecondary instructor signature, for each postsecondary course each semester.

If the student receives a final grade of "D" or "F," or withdraws from the postsecondary course after the Institution of Higher Education Drop Date, the student's parent or guardian may be required to

pay the school district for the postsecondary course tuition that was paid by the district on the student's behalf.

~~Once the eligibility of the student for the postsecondary program is established, the Principal or designee will determine if the requested courses are appropriate for high school graduation credit. Credit will be denied for courses which do not meet graduation requirements in subject content or grade.~~

If the Principal or designee denies credit toward graduation for any of the requested courses, the student will be notified in writing of the reason within 10 working days of receipt of the enrollment notice. The student will have the ability at that time to appeal to the Chief Education Officer or designee.

If the student decides to appeal to the Chief Education Officer or designee, the appeal must be filed in the Chief Education Officer's office within 10 working days after receiving notice of denial of credit.

The Chief Education Officer or designee must notify the student in writing of his/her decision within 30 working days of the filing of the appeal. The decision of the Chief Education Officer regarding approval or denial of high school credit will be final.

Adopted: November 7, 1991

Revised to conform with practice: date of manual revision

Revised: August 4, 1994

Revised: August 10, 2000

Revised: May 13, 2010

Revised: October 27, 2011

Revised: October 9, 2014

LEGAL REF:

- 1 CCR 301-81 (*State Board of Education Rules Governing Standards for Individual Career and Academic Plans*)
- 1 CCR 301-86 (*State Board of Education Rules for the Administration of the Concurrent Enrollment Program*)
- C.R.S. 22-35-101 Concurrent Enrollment Programs Act

CROSS REF:

- IKF, Graduation Requirements
- IHCD-R Concurrent Enrollment
- IHCD-R-2 ASCENT
- IKCA Weighted Grading
- IHBK Preparation for Postsecondary and Workforce Success



BOARD-APPROVED POLICY OF DISTRICT 49

Title	ASCENT (Accelerating Students through Concurrent Enrollment)
Designation	IHCDA-R-2
Office/Custodian	Education

ASCENT is concurrent enrollment that extends the opportunity for postsecondary enrollment one year beyond the 12th grade year for qualified applicants.

Students who wish to enroll in ASCENT must:

1. be on track to complete all high school graduation requirements by the end of the 12th grade year;
2. complete 12 college credits of transcribed postsecondary coursework prior to the completion of the 12th grade year (this postsecondary coursework does not include International Baccalaureate (IB), Advanced Placement (AP), or College Level Education Program (CLEP) credits);
3. be identified by the Principal or designee as a qualified ASCENT candidate with a current/updated ICAP (Individual Career & Academic Plan);
4. be less than 21 years of age;
5. be accepted into a postsecondary degree/certification program;
6. not have previously participated in ASCENT;
7. not have been a retained 5th year senior in previous year;
8. satisfy the minimum prerequisites for ASCENT postsecondary courses
9. require no remediation for postsecondary courses.

ASCENT students will be selected by the Principal or designee based on the number of allocated ASCENT slots, students' course completion history of postsecondary courses, and other academic and personal readiness factors. The Principal or designee will confirm ASCENT selections no later than February 1 of the student's 12th grade year.

ASCENT postsecondary concurrent enrollment courses requested by the student must align with the student's Individual Career & Academic Plan (ICAP) and degree plan or professional certification course requirements. The Principal or designee must authorize concurrent enrollment course selections and confirm course alignment with the student's ICAP. The student must meet the same course prerequisites and course expectations as noted in the current postsecondary course catalog and course syllabus. The student is expected to comply with the policies and procedures in the Student Code of Conduct of the Institution of Higher Education.

Full-time ASCENT students must enroll in at least 12 postsecondary credits each semester of the ASCENT year. Part-time ASCENT students must enroll in 3-11 postsecondary credits each semester of the ASCENT year. High school diplomas will be retained until the end of the ASCENT year and will be dated the end of the ASCENT year.

The student, parent, Principal, and concurrent enrollment designee must sign an ASCENT Concurrent Enrollment Agreement prior to postsecondary course registration each semester. All course/schedule changes must be updated on the ASCENT Concurrent

Enrollment Agreement prior to the Institution of Higher Education Drop Date.

A record of postsecondary attendance for ASCENT concurrent enrollment is required; ASCENT students may be required to complete and submit an attendance form, with postsecondary instructor signature, for each postsecondary course, each semester of the ASCENT year.

If the student receives a final grade of “D” or “F,” or withdraws from the postsecondary course after the Institution of Higher Education Drop Date, the student’s parent or guardian may be required to pay the school district for the postsecondary course tuition that was paid by the district on the student’s behalf.

If the Principal or designee denies credit toward graduation for any of the requested courses, the student will be notified in writing of the reason within 10 working days of receipt of the enrollment notice. The student will have the ability at that time to appeal to the Chief Education Officer or designee.

If the student decides to appeal to the Chief Education Officer or designee, the appeal must be filed in the Chief Education Officer’s office within 10 working days after receiving notice of denial of credit.

The Chief Education Officer or designee must notify the student in writing of his/her decision within 30 working days of the filing of the appeal. The decision of the Chief Education Officer regarding approval or denial of high school credit will be final.

- Adopted: October 9, 2014

LEGAL REF:

- 1 CCR 301-81 (*State Board of Education Rules Governing Standards for Individual Career and Academic Plans*)
- 1 CCR 301-86 (*State Board of Education Rules for the Administration of the Concurrent Enrollment Program*)
- C.R.S. 22-35-101 Concurrent Enrollment Programs Act

CROSS REF:

- IHCD-A Concurrent Enrollment
- IKF Graduation Requirements
- IHBK Preparation for Postsecondary and Workforce Success
- IKCA Weighted Grading



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Weighted Grading
Designation	IKCA
Office/Custodian	Education/Director of Concurrent Enrollment

The Board of Education believes that all high school students should pursue the most challenging and rigorous course of instruction which their individual skills and abilities will allow them to master. At the same time, the Board believes that students who are engaged in the most demanding course work offered in the curriculum should be recognized in a manner which makes them highly competitive with their peers for admission to selective colleges and universities and for scholarships and financial aid.

The term “weighted grading” is used to describe the process of assigning additional strength or numerical value to a grade which a student earns in certain courses designated as “weighted” courses. This additional numerical value will be used to compute a student’s grade point average (GPA) and class rank. Courses selected for weighting are those which are determined to be rigorous, require prerequisites, and are considered as preparation courses for college.

All Advanced Placement (AP), ~~college level Concurrent Enrollment~~, CU Succeed, and International Baccalaureate (IB) ~~courses~~, and college level Concurrent Enrollment courses will be given credit on a 5.0 weighted grade scale, with the exception of the following college courses:

1. Academic Achievement Skills (AAA)
2. Physical Education (PED)
3. Outdoor Studies (OUT)
4. Any Developmental Level course (ex: CCR092/094, ENG090, MAT050/055)

Designated honors courses will be given credit on a 4.5 weighted grading scale. Any student taking a weighted class who does not earn a passing grade will not be awarded class credit.

Students, who transfer into the District with credit in courses that meet the stipulations outlined, will have their transfer grades adjusted to the appropriate weighted grade scale.

All courses approved for weighted grades will follow a District approved curriculum and require the course final exam. Honors courses will be weighted once the curriculum has been developed to meet specific standards.

- Adopted: April 4, 2002
- Reviewed: July 8, 2010
- Revised: February 2, 2012
- Revised: April 8, 2012
- Revised: February 13, 2014
- Revised: October 9, 2014

D49 Concurrent Enrollment Program Implementation

Fall 2014	Define District Consistency <ul style="list-style-type: none"> ▪ Equitable Access (Eligibility & Course Load) ▪ Payment for Tuition & Fees (not Texts) ▪ Tuition Repayment Protocol – repayment required for grades of D, F, or W ▪ CE Courses must align with Student ICAP ▪ Transcripts: Course name/no. Conventions; HS Credits; AP Weight; Final Grades ▪ Proposed Courses to offer on HS Campuses (29 credit limit): <ul style="list-style-type: none"> ○ Tier 1 (startup) - ENG121/LIT115, MAT121/166, HIS121, COM115, CSC105 ○ Tier 2 (select 1 or 2) - ECO201, PSY101, MAT107, SOC101, GEO105
Fall/Spg	Certify/Accredit HS Teachers to teach PPCC courses on HS campuses <ul style="list-style-type: none"> ▪ Need Master's Degree in content area, or Master's Degree in other discipline <u>and</u> 18 Graduate Credits in content area ▪ Sept 15 – Teachers submit Resume & College Transcripts to Principals, if interested ▪ Incentive Options for teachers working on Master's coursework?
Oct-Nov	Concurrent Enrollment Pilot - 55 seniors enroll in CE for Spring 2015 <ul style="list-style-type: none"> ▪ Selection Criteria & Prioritization ▪ ICAP and College Advising
Jan 2015	Marketing Plan and Information Meetings
Jan 2015	Identify ASCENT Candidates for 2015-16 Academic Year Student Eligibility: <ul style="list-style-type: none"> ▪ On track to graduate at end of 12th grade ▪ Must have 12 <i>transcribed</i> college credits by graduation ▪ Selected by Principal or Administrator ▪ Can graduate with class; diploma awarded after ASCENT year ▪ No Remediation Coursework permitted ▪ Must be accepted into postsecondary degree/certification program & satisfy minimum college course prerequisites ▪ ASCENT Courses must align with Student ICAP ▪ No prior ASCENT participation ▪ FT = 12 college credits/sem; PT = 3-11 college credits/sem (homeschool PT)
Jan/Feb	College Readiness Testing & Concurrent Enrollment Student Applications <ul style="list-style-type: none"> ▪ Juniors & Sophomores - Accuplacer Jan-Feb (PPCC testing on HS campus) ▪ 8th/9th - Core Teacher Recommendation Required; Personal Readiness Rubric ▪ CE & ASCENT Student Requests submitted & reviewed by Counselors ▪ CE & ASCENT College Advising Scheduled
Feb-May	College Advising for Concurrent Enrollment & ASCENT (Student and Parent)
Apr-May	Fall 2015 Concurrent Enrollment Registration (Begins April 6)
June 2015	PPCC Falcon Campus Closure
Aug 2015	PPCC Fall College Courses Begin (August 24)

Current & Ongoing Progress:

- Submit Cooperative Agreements to PPCC & UCCS for CE/ASCENT
- Update D49 ICAP Plan
- Provide ICAP & CE Training to all MS/HS Leadership and Counselors
- Collaborate with:
 - Zone Leaders & Principals – Provide ongoing support for ICAP/CE/ASCENT
 - Von for Infinite Campus projects
 - Build College Course Master Catalog
 - Load ACT Scores for all High Schools
 - Create Uniform Transcript Format
 - Registrars & Lynette - Transcripts, EOY reporting, Oct Count
 - Finance/Accounting - Draft D49 Tuition Repayment Agreement
 - HR & Learning Services - Teacher Incentives for Graduate Level Work
 - Matt Meister – CE Marketing & Comm Plan
 - Nikki Lester – Create Career & Cert Pathways for CTE, AVP, and Career-bound students
 - PPCC - Streamline Registration Processes & review Teacher Applications
- Revise D49 Concurrent Enrollment and Grade Weighting Policies
- Build Schoology Group for CE/ASCENT Resources
 - Build Advising Handbook
 - Build CE FAQ's
 - Forms
 - Links
- Provide College Advising Training to HS Counselors
- Submit Third Party Billing to PPCC for Fall 2014 Concurrent Enrollment (FVA, SCHS, VRHS)



D49 Concurrent Enrollment Student Request Form

Students seeking D49 Concurrent Enrollment opportunities must complete a Concurrent Enrollment Student Request Form, meet college eligibility requirements and have an updated Individual Career and Academic Plan (ICAP). *Please confirm ICAP requirements with your high school counselor.* Submit concurrent enrollment requests to your counselor 60 days before the end of the semester *prior to the term in which you intend to concurrently enroll* in college level courses. Once approved for concurrent enrollment, please schedule a College Advising Appointment with your parent and high school counselor. A parent or guardian must be present during College Advising Appointments.

Student Name: _____

Grade: _____ Email: _____

Home Phone: _____ Cell Phone: _____

Postsecondary Goal: _____

College Choice(s): _____

Student's Statement of Interest:

Required Documents: *Attach the following documents to this CE Student Request Form*

- **Test Scores:** Accuplacer, ACT, SAT, AP, and/or IB test scores
- **College Readiness Assessment** – Core Teacher Recommendations (*Rising 9/10th Grade Only* – Pick up form from HS Counselor after Accuplacer has been taken)
- **Current Homeschool Transcript** (*Homeschool Students Only*)

Do you have a course(s) of interest? _____

For Office Only:

Date Received: _____

Test Scores Attached: _____ Transcript Attached: _____

Core Teacher Recommendations Completed? (*Rising 9/10th Grade Only*): _____

Attendance/Discipline: _____

Student Denied due to: _____

Recommended Student Corrective Action: _____

Approved Denied

Counselor Signature

Date

Principal or Designee Signature

Date

Follow Up:

Date Student Contacted of CE Status: _____

Person Contacting Student: _____

Concurrent Enrollment / ASCENT Overview

House Bill 09-1319 & Senate Bill 09-285 (Concurrent Enrollment Programs Act) passed, May 2009

- To Broaden **Access** to Concurrent Enrollment (CE)
- To Improve **Quality** of Programs
- To Improve **Coordination** between Secondary & Higher Ed
- To Ensure Financial **Transparency & Accountability**
- To Create “5th Year” **ASCENT** program for graduating seniors

Highlights from 2012-13 *Annual Report on Concurrent Enrollment*, published by CDE/CDHE March, 2014

- **28% Increased CE Participation** – Over 18,000 CO students participated in CE/ASCENT in 2012-13
- **84% CE Students Passed** all of their Concurrent Enrollment courses.
- **60% more** CE/ASCENT students earned some type of *Postsecondary Credential* in 2013 (775 total students)
- **92% of CO School Districts** participated in CE in 2012-13.
- **Average College Credits Attempted - 7.9** college credits (7.2 passed)

Concurrent Enrollment/ASCENT Today

- Students
 - Learn to be *College Ready* while in HS: Feel Success, Build Self-Belief, Manage Time
 - Learn to Self-advocate, Collaborate, and Communicate
 - Experience Failure in Safe Environment w/ support from District & Home
 - Explore their Areas of Interest & Career Options
 - Own their Education and actively participate in college course selections
 - Earn College & HS Credit simultaneously
 - Save Money & Time: offset 1-4 semesters of College Tuition Costs & Transfer College Credits
- 23% increased likelihood of students enrolling in college
- 10% decreased need for Remediation
- Lower number of students who do not complete high school
- Higher first year credit accumulation in college
- Higher College Retention Rates and GPA's
- High School teachers can certify as College Adjuncts (Master's with 18 Graduate Credits in Content Area)
- PPCC Fall 2014 CE/ASCENT Enrollment: 1,200 students

Making it Work

- Students must *want* the challenge (not parents)
- Individual Career & Academic Plans (ICAP) supporting students, starting in 6th grade
- Semester College Advising provided with purposeful, balanced course scheduling aligned w/ student ICAP
- School Leadership & Support, Teachers, Counselors, Parents and Students informed and equipped
- Consistency: Student Access, Payment of Tuition & Fees, Tuition Repayment Protocol, Credits & Transcripts

Open Issues

- Increase Advising FTE
- Costs for College Texts
- Identify Transportation Options
- Provide incentives to selected Teachers to become certified college adjuncts

College Readiness Assessment

Student Name: _____
(Please Print)

Grade Next Year: 9th 10th
(Please Circle)

Teachers: please use this form to provide honest, constructive feedback for the student shown above.

On a scale of 0 - 5 where **0** is considered "**Not** College Ready" and **5** is "**Definitely** College Ready", please rate the student on the following criteria:

Student: Please CLEARLY print the names of your CP teachers	Instructor Name _____	Instructor Name _____	Instructor Name _____	Instructor Name _____	Instructor Name _____
Overall Character / Student Conduct					
Maturity / Self-advocacy / Works independently					
Attendance					
Quality of Work / Work Ethic/ Time Mgmt					
Critical Thinking Ability / Methods					
Participation (Discussion, Group Dynamics)					

Instructor's Name:	Course:
Comments:	
Instructor's Name:	Course:
Comments:	
Instructor's Name:	Course:
Comments:	
Instructor's Name:	Course:
Comments:	
*Instructor's Name:	Course:
Comments:	

*Last Instructor, please place completed form _____

08/20/14



10850 East Woodmen Road · Peyton, CO 80831
Tel: 719.495.1100 · Fax: 719.494.8900

The Best District to Learn, Work and Lead

To: Pikes Peak Community College
From: District 49
Subject: Third Party Billing **Fall 2014**
Date: September 10, 2014

District 49 agrees to pay for in-state tuition with Colorado Opportunity Fund (COF) applied and general fees for the following students participating in the PPCC Concurrent Enrollment program for this **Fall 2014**:

(See attached table)

Contact:

Mary Perez, Director, Concurrent Enrollment
10255 Lambert Road
Peyton, CO 80831
719-495-5533

Billing Address:

Falcon District 49
Fran Christensen, Accounting & Grants Fiscal Manager
10850 E. Woodmen Road
Falcon, CO 80831
719-494-8903

Brett Ridgway, Chief Business Officer

Date

Mary Perez, Director, Concurrent Enrollment

Date

Peter Hilts
Chief Education Officer

Brett Ridgway
Chief Business Officer

Jack Bay
Chief Operations Officer

Monty Lammers
Falcon Zone Leader

Kim McClelland
iConnect Zone Leader

Mike Pickering
POWER Zone Leader

Sean Dorsey
Sand Creek Zone Leader



Tuition Re-Payment Agreement

In the event _____ does not successfully pass or withdraws from a
(Student Name)

Concurrent Enrollment college class(es), I, _____, hereby agree to pay
(Parent Name)

the college tuition & fees balance according to D49 Concurrent Enrollment Tuition Re-Payment guidelines. Non-passing course grades include D, F, or withdrawal. The parent/student is responsible for repayment of the college tuition based on the community college tuition rate, set by SBCCOE (State Board of Community Colleges & Occupational Education). Fees are established by the institution of higher education and are included in this repayment to D49.

I understand that failure to meet the terms of this agreement may entitle D49 to:

1. Refuse subsequent registration for any classes and/or drop current classes.
2. Withhold grades, diplomas, or other documents from being released until the unpaid balance is paid in full.

Payments are required to start within 60 days of the official grade notification. Payment in full is expected within six months. I understand that D49 will turn over collection of any delinquent balance.

I further understand that my student's account is considered by Falcon School District 49 to be an educational loan made to me to assist in the financing of my student's education, and therefore not dischargeable under the United States Bankruptcy code.

A student who fails to make full payment of tuition and fees, including incidental fees, by the due date, may be prohibited from registering for classes until full payment is made.

Parent or Guardian Signature

Date

Student Signature

Date

High School Administration Signature

Date



Expectations of High School Students In a College Setting

I _____, hereby acknowledge that my high school student,

(Print Parent Name)

_____ has been advised of the academic and personal readiness expectations

(Print Student Name)

for high school students entering into Concurrent Enrollment (CE) and taking courses in a college setting.

I confirm that the following college level expectations are different than the expectations for students attending traditional high school or home school. Parental involvement on the college campus with college instructors is authorized with the use of a FERPA form, signed by the student. I understand that I am to adhere to the policies of District 49 and the Institution of Higher Education. My success is my responsibility.

A Concurrent Enrollment Student is expected to:		Student Initials	Parent Initials
1	Be punctual, <u>attend college classes</u> , and contact instructors if absent. Communicate with college professors 2 weeks <u>before</u> a planned absence; <i>work ahead</i> , if possible.		
2	<u>Be professional</u> , mature, and thoughtful; blend in with other college students.		
3	<u>Self-advocate</u> : Schedule appointments with college instructors, visit Math, Writing, and Science Learning Centers, develop study groups, etc.		
4	<u>Manage Time & Schedule</u> : Manage college work deadlines; do not depend on college professors for reminders of pending or missing work. Be aware of differences between college and high school calendars.		
5	<u>Manage Grades</u> : It is the student's responsibility to maintain current course GPA. Final grades will be reported by college professors at the end of the semester.		
6	<u>Communicate with Us</u> : Communicate all issues that might impact academic performance or college scheduling to Concurrent Enrollment staff or advisor ASAP.		
7	Obtain/Sign <u>FERPA</u> Form if parent interaction with college instructor is necessary. It is the student's responsibility to deliver the signed form to the college instructor.		
8	Deliver <u>Mid-Term Attendance</u> forms to college instructors and return completed forms to Concurrent Enrollment Office by specified deadlines.		

Parent or Guardian Signature

Date

Student Signature

Date

Concurrent Enrollment Administration Signature

Date

D49 ICAP Grade Level Milestones

Grade 9	CIC Activity	Location in CIC (from Student Home Page)
	1. Career Cluster Survey (25 minutes)	Career Planning Tab > 1 st box is Learn About Yourself > Right side, 1 st box down is Career Cluster Survey
	2. Career Finder (10 minutes) <i>- add at least one option to your Portfolio</i>	Career Planning Tab > 2 nd box is Explore Careers > 1 st box on right side of page, 3 rd arrow is Career Finder > after choosing a specific career, click Add to Portfolio on left side of page
	3. Experience & Activities (5 minutes)	Your Portfolio Tab > 2 nd box is Your Profile > Experiences and Activities > Add an experience and/or Add an activity
	4. Your Plan of Study (30 minutes) <i>- plan classes for grades 10-12</i>	High School Planning Tab > In the Your Plan of Study box, 1 st arrow is Your Plan of Study > My Plan of Study > click a blank cell to choose classes in that area > Under Find Other Courses to Add to Your Plan of Study , click on Find Courses to view available classes in that area
	5. Postsecondary and Workforce Goal (5 minutes)	Your Portfolio Tab > D49 ICAP Milestones by Grade Level > 9 th Grade > 6 th box is Postsecondary and Workforce Goal

Grade 10	CIC Activity	Location in CIC (from Student Home Page)
	1. Explore Programs/Majors (15 minutes) <i>- add at least one option to Portfolio</i>	College Planning Tab > 3 rd box is Explore Programs and Majors > Search or Browse Programs and Majors > After choosing a specific Program, left side, 5 th box down is Save to Portfolio
	2. Compare College & Postsecondary Schools (10 minutes)	College Planning Tab > 2 nd box is Explore Postsecondary Schools > 3 rd box down is School Exploration Tools > 1 st option on right is Compare Schools
	3. Review CO Concurrent Enrollment Opportunities (5 minutes)	High School Planning Tab > In the Your Plan of Study box, 4 th arrow is Colorado Concurrent Enrollment Opportunities > Read entire article (which opens in new window)
	4. Experience & Activities (5 minutes)	Your Portfolio Tab > 2 nd box is Your Profile > Experiences and Activities > Add an Experience and/or Add an Activity
	5. Your Plan of Study <i>- review and update if needed</i> (5 – 10 minutes)	High School Planning Tab > In the Your Plan of Study box, 1 st arrow is Your Plan of Study > Review and update My Plan of Study
	6. Postsecondary and Workforce Goal (5 minutes)	Your Portfolio Tab > D49 ICAP Milestones by Grade Level > 10 th Grade > 3 rd box is Postsecondary and Workforce Goal

Grade 11

CIC Activity	Location in CIC (from Student Home Page)
1. School Finder (20 minutes) <i>- add at least one option to Portfolio</i>	College Planning Tab > 2 nd box is Explore Postsecondary Schools > 3 rd box is School Exploration Tools > School Finder > Follow instructions to choose characteristics then See Your Matching Schools > After choosing a specific school, Save to Your Portfolio is down left side of page
2. Financial Aid Planning (15 minutes)	Financial Aid Planning Tab > 1 st box is Financial Aid 101 > <i>Read through options and choose what applies to you</i>
3. Scholarship Finder (20 minutes) <i>- add at least one option to Portfolio</i>	Financial Aid Planning Tab > On right side of 2 nd box is Find Scholarships > 2 nd box is Scholarship Finder > Follow instructions to add values then See Matching Scholarships > After choosing a specific scholarship, Add to Portfolio is at top right side of box
4. College Opportunity Fund Application (5 minutes) <i>- Need Social Security number to actually apply</i>	Financial Aid Planning Tab > On right side of 2 nd box is Find Scholarships > 2 nd blue box down right side of page is College Opportunity Fund > <i>Read article</i> Your Portfolio Tab > In 3 rd box, bottom right corner is Financial Aid Planning Portfolio > 1 st box is College Opportunity Fund Application > Add a Self-Reported College Opportunity Fund Date > <i>enter today's date to show you read article</i>
5. Free Test Prep (5 minutes)	College Planning Tab > On right side of 1 st box is Test Prep > <i>Read through page</i>
6. Experience & Activities (5 minutes)	Your Portfolio Tab > 2 nd box is Your Profile > Experiences and Activities > Add an experience and/or Add an activity
7. Your Plan of Study (5 - 10 minutes) <i>- review and update if needed</i>	High School Planning Tab > In the Your Plan of Study box, 1 st arrow is Your Plan of Study > review and update My Plan of Study if needed
8. Postsecondary and Workforce Goal (5 minutes)	Your Portfolio Tab > D49 ICAP Milestones by Grade Level > 11th Grade > 8 th box is Postsecondary and Workforce Goal

D49 ICAP Grade Level Milestones

Grade 12	CIC Activity	Location in CIC (from Student Home Page)	Time Estimate for Task
	1. Postsecondary and Workforce Goal (5 minutes)	Your Portfolio Tab > D49 ICAP Milestones by Grade Level > 12th Grade > 1 st box is Postsecondary and Workforce Goal	
	2. Experience & Activities (10 minutes)	Your Portfolio Tab > 2 nd box down is Your Profile > 3 rd arrow on left is Experiences and Activities > Add an Experience and/or Add an Activity	
	3. Resume Builder (30 minutes)	Career Planning Tab > 3 rd box down is Get a Job > 1 st box on left is Resume Builder	
	4. Scholarship Finder (20 minutes)	Financial Aid Planning Tab > On right side of 2 nd box is Find Scholarships > 2 nd box is Scholarship Finder > Follow instructions to add values then See Matching Scholarships > After choosing a specific scholarship, Add to Portfolio is at top right side of box	
	6. FAFSA (15 minutes) <i>** Complete the necessary steps with your parents/guardians and submit your FAFSA</i>	Financial Aid Planning Tab > 1st box is Financial Aid 101 > In 3rd box Apply! Apply! Apply! , 1st arrow is FAFSA is the KEY! > Read entire article; Your Portfolio Tab > In 3rd box, bottom right corner is Financial Aid Planning Portfolio > 2nd box is FAFSA > Add a Self-Reported FAFSA submission date > <i>enter today's date to show you read article</i>	

D49 ICAP Grade Level Milestones

Grade 6	www.collegeincolorado.org
	Login to: www.collegeincolorado.org Account Name: "fsd" followed by your Student Number (ex: fsd123456) Password: Your Student Number (ex: 123456)

Grade 7	CIC Activity	Location in CIC (from Student Home Page)
	1. Learning Style Inventory (10 minutes)	Click on this link to take learning style inventory: http://www.educationplanner.org/students/self-assessments/learning-styles.shtml
	2. Career Key (15 minutes)	Career Planning Tab > 1 st box down is Learn About Yourself > right side, 3 rd box down is Career Key

Grade 8	CIC Activity	Location in CIC (from Student Home Page)
	1. Interest Profiler (20 minutes) <i>- add at least 3 careers to Portfolio</i>	Career Planning Tab > Learn About Yourself > 1 st box down left side of page is Interest Profiler > View Careers > After choosing a specific Career, 10 th box down left side of page is Add to Portfolio
	2. Your Plan of Study (30 minutes) <i>- Know Graduation Requirements & plan 9th grade courses only</i>	High School Planning Tab > In Your Plan of Study box, 1 st arrow is Your Plan of Study > Create Your Course Plan > Choose a Recommended Program of Study and/or Use a Career Cluster to build your plan > Under Choose Graduation Requirements to Follow , 1 st arrow to right is Continue > click a cell to choose/change classes in that area > Under Find Other Courses to Add to Your Plan of Study , choose the high school you plan to attend from the drop down menu and click on Find Courses to view available classes in that area > Click add to the left of both semesters of a course, then Save and Return to Your Plan of Study
	3. Postsecondary & Workforce Goal (5 minutes)	Your Portfolio Tab > D49 ICAP Milestones by Grade Level > 8 th Grade > 3 rd box is Postsecondary and Workforce Goal

D49 ICAP MILESTONES

Go to: www.collegeincolorado.org; Log in with account name and password:

Account Name: "fsd" followed by student number (ex: fsd12345)

Password: Student Number (ex: 12345)

- Click **Your Portfolio** Tab at top right
- Click **D49 ICAP Milestones by Grade Level**

6th Grade

1. CIC Log-in Check

7th Grade

1. Learning Style Inventory
2. Career Key

8th Grade

1. Interest Profiler
2. Your Plan of Study
3. Postsecondary & Workforce Goal

9th Grade

1. Career Cluster Survey
2. Career Finder
3. Saved Careers
4. Experience & Activities
5. *Your Plan of Study
6. *Postsecondary & Workforce Goal

10th Grade

1. Explore Programs/Majors
2. Compare College & Postsecondary Schools
3. Dual Credit Options
4. *Experience & Activities
5. *Your Plan of Study
6. *Postsecondary & Workforce Goal

11th Grade

1. School Finder
2. Financial Aid Planning
3. Scholarship Finder
4. College Opportunity Fund
5. Free Test Prep
6. *Experience & Activities
7. *Your Plan of Study
8. *Postsecondary & Workforce Goal

12th Grade

1. *Postsecondary & Workforce Goal
2. *Experience & Activities
3. Resume Builder
4. Scholarship Finder
5. FAFSA

**Update each year*

BOARD OF EDUCATION AGENDA ITEM 3

BOARD MEETING OF:	September 24, 2014
PREPARED BY:	Kristy Rigdon
TITLE OF AGENDA ITEM:	Primary Literacy Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Every child a reader by the time they leave third grade is an important mission for D49 as well as the state. The READ Act, Reading to Ensure Academic Development, was passed by the legislature in 2012 and enacted in 2013. READ Act focuses on early literacy development (K-3) for all and especially those at risk of not achieving third grade reading proficiency. Components of the Act include: LEP's must identify students with significant reading deficiencies, provide interventions for those students, involve parents as partners in reading achievement, and a part of the SPF for schools must focus on reducing the number of students with reading deficiencies. Funding is provided to districts based on the number of students with a significant reading deficiency. These funds may be used for interventions, tutoring, summer school, and full day Kindergarten. Additionally, D49 coordinated elementary schools, BLRA, and PPSEL applied and were awarded the Early Literacy Assessment Tool (ELAT) Project Grant from CDE. This grant provided online assessment tools, diagnostic measures, assessment kits, tools to analyze data, and professional development to buildings. We now have an effective, efficient, and consistent mechanism for administering, storing, and analyzing student data in order to impact instruction. Additionally, the board will be presented with current and the previous year's literacy data, and steps educators are taking to address early literacy achievement.

RATIONALE: When students leave third grade as readers they are more successful academically. If they don't, the academic gap widens leading to more pronounced issues affecting students through out their lives.

RELEVANT DATA AND EXPECTED OUTCOMES: See attached supporting documents.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Every child a reader by the time they leave third grade positively impacts students and district achievement as students progress through our schools and beyond. Without proficiency in reading skills, achievement gaps widen over time and students are unable to achieve their maximum potential.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	As a matter of best practice and the READ Act, D49 provides targeted interventions and instruction to meet student needs in literacy, a lifelong skill.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: 9/11/2014



Primary Literacy Update

Presented by Kristy Rigdon
Coordinator of Curriculum, Instruction and Assessment

Board of Education Meeting
September 24, 2014

What is reading?

To ***make meaning*** of letters, sounds, words in order to understand text.

A book, too, can be a star, a living fire to lighten the darkness, leading out into the expanding universe.” - Madeleine L’Engle



READ ACT

Reading to **E**nsure **A**cademic **D**evelopment Act

Focuses on early literacy development for all students and especially for those students at risk of not achieving third grade reading proficiency.

READ Act



- Reading Skills are critical to success in school
- Law passed in 2012, enacted 2013
- Kindergarten – Third
- Requires districts to provide targeted, scientifically or evidence based interventions to remediate a student's specific reading skill deficiencies

READ Act Components



- School/ family connections and communication
- Student progress affects Performance Frameworks
- Funding from State
 - Based on number of students with Significant Reading Deficiencies
 - Intervention, Assessment, Tutoring, Summer School, Full Day Kindergarten, and now Professional Development

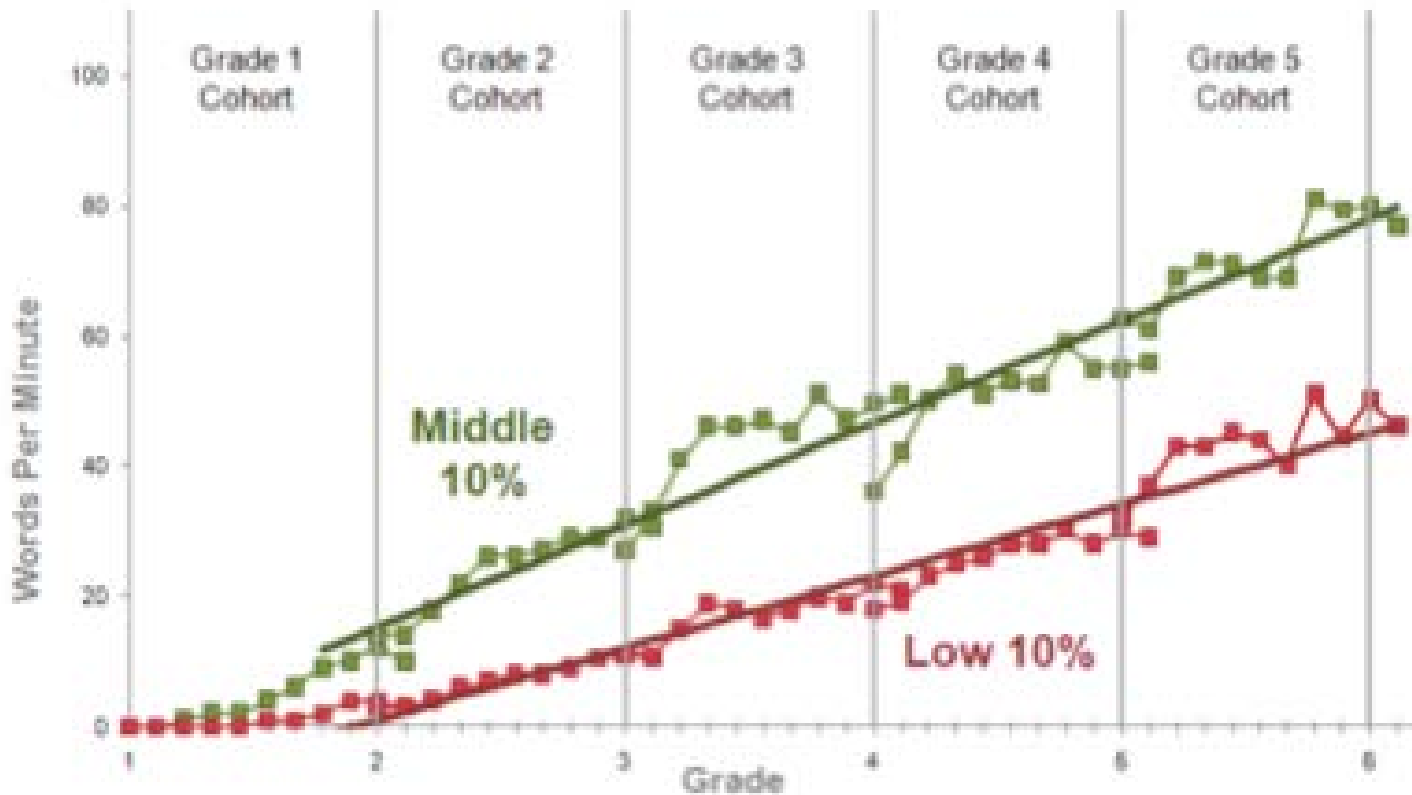
Speedboat vs. Oil Tanker

You do an intervention with a second grader, you're changing direction on a speedboat, but when you do an intervention with a fifth grader, you're changing direction on an oil tanker.

–Catherine E. Snow, professor of education,
Harvard Graduate School of Education



Learning Trajectory



Source: Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review*, 27, 740-753. [Joint publication with Educational and Child Psychology.]

Basic Early Literacy Skills

Phonemic Awareness

Phonics

Accurate and Fluent Reading of Connected Text

Reading Comprehension




Vocabulary and Language Skills

READ Act Assessment



- DIBELS Next- assessment used to identify reading skills
- From there, at risk students are given two progress monitoring probes and instruction
- Then, a diagnostic assessment is given to confirm a Significant Reading Deficiency (SRD)
 - Burst or DIBELS Deep
- READ plan is developed

Benchmark Goals

Status	Odds of Achieving Subsequent Benchmark Goals	Next Steps
 At or Above Benchmark	80% - 90%	Student is likely to make adequate progress with effective core instruction.
 Below Benchmark	40% - 60%	Student is likely to need strategic support to make adequate progress.
 Well Below Benchmark	10% - 20%	Student is likely to need intensive support to make adequate progress.

DIBELS data are only valuable if we use the information to change outcomes.

Web Reports Overview

Provide insight into students' strengths and weaknesses

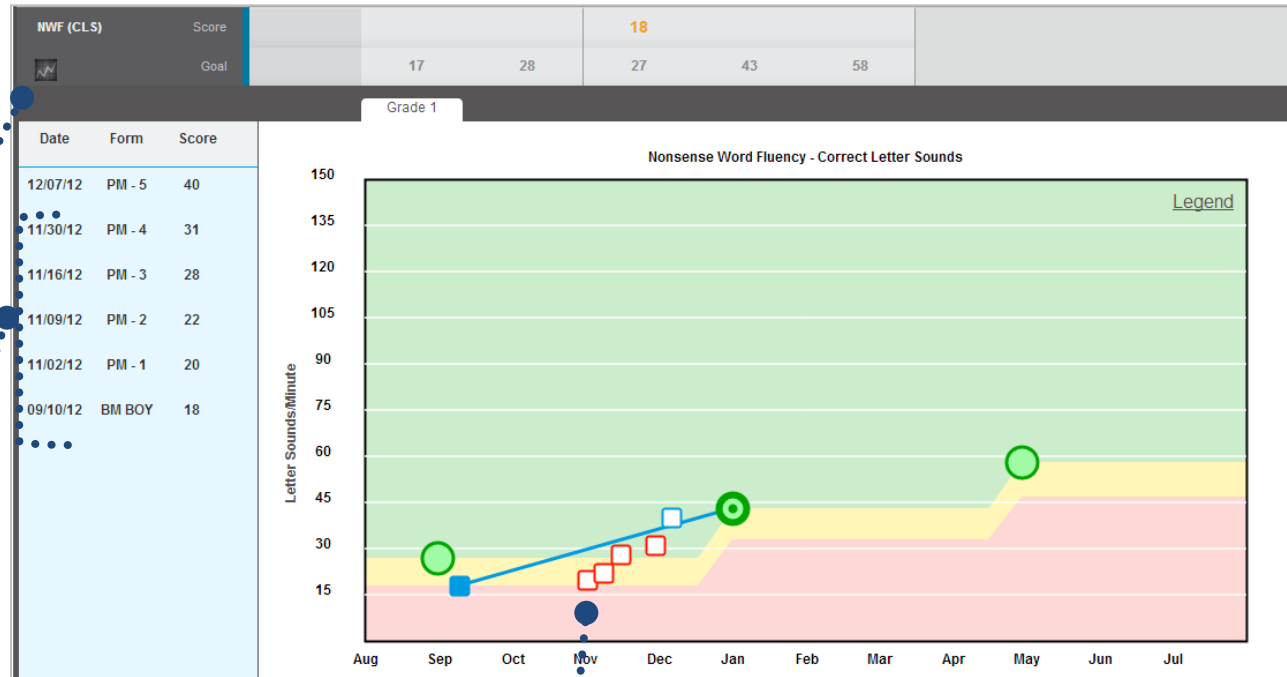
Class Summary				
DIBELS Next				
Kindergarten	BOY	MOY	EOY	PM
Name	Comp. Score	Comp. Score	Comp. Score	Recent PM History
Amith, Patrick	●	●	●	PSF
Bean, Jack	●	●	●	FSF
Cackson, Lynnyl	●	●	●	PSF
Feters, Doug	●	●	●	N/A
Gong, Simon	●	●	●	PSF
Krey, Karen	●	●	●	PSF
Grade 1	BOY	MOY	EOY	PM
Name	Comp. Score	Comp. Score	Comp. Score	Recent PM History
Bern, Ellen	●	●	●	FSF
Dyer, Jane	●	●	●	PSF
Fale, Chris	●	●	●	NWF
Grey, Karen	●	●	●	PSF
Sale, Chris	●	●	●	PSF
Vackson, Lynnyl	●	●	●	NWF
Vyer, Jane	●	●	●	PSF
Vale, Chris	●	●	●	NWF
Zyer, Jane	●	●	●	NWF
Grey, Karen	●	●	●	

- Scores
- History
- Graphs
- Support Levels
- Notes
- Response Patterns
- Motivation

Progress Monitoring History

Expand
and
Close

Probe
Results



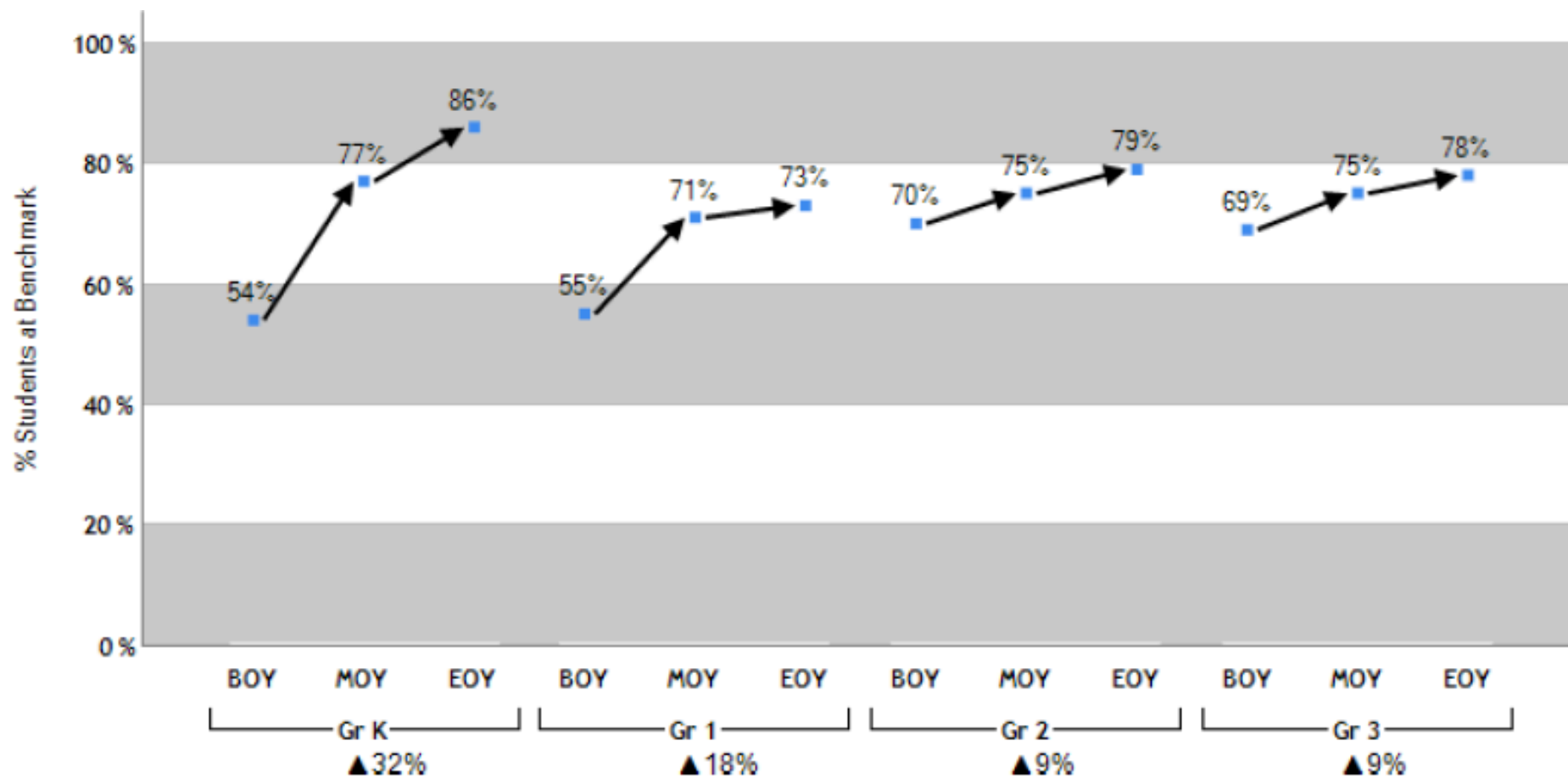
PM Scores
Between
Benchmark Goals



2013 – 2014 RESULTS

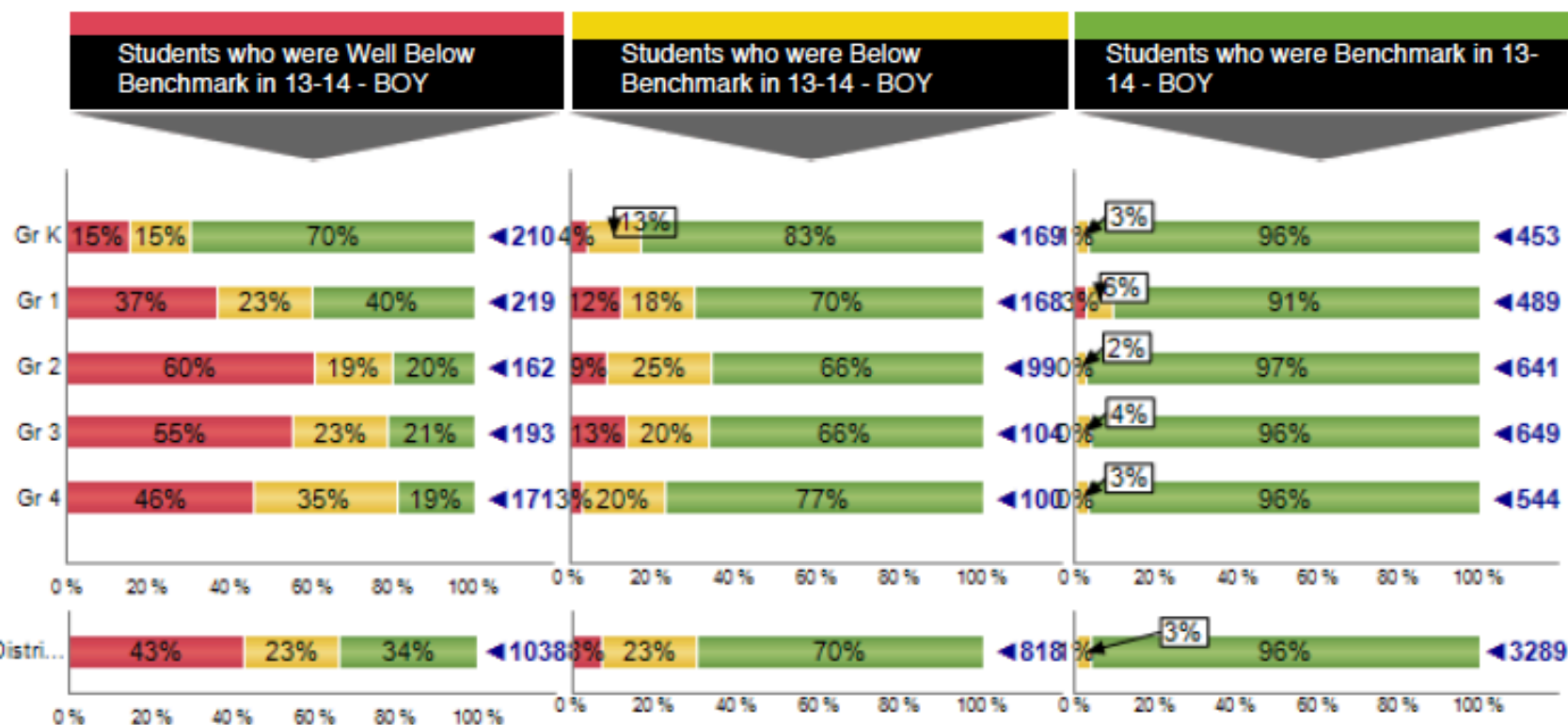
THE BEST DISTRICT TO LEARN, WORK & LEAD

2013- 2014 Growth



DIBELS Effectiveness Correlation Report 2013 - 2014

Compares students from Beginning of the Year to End of the Year

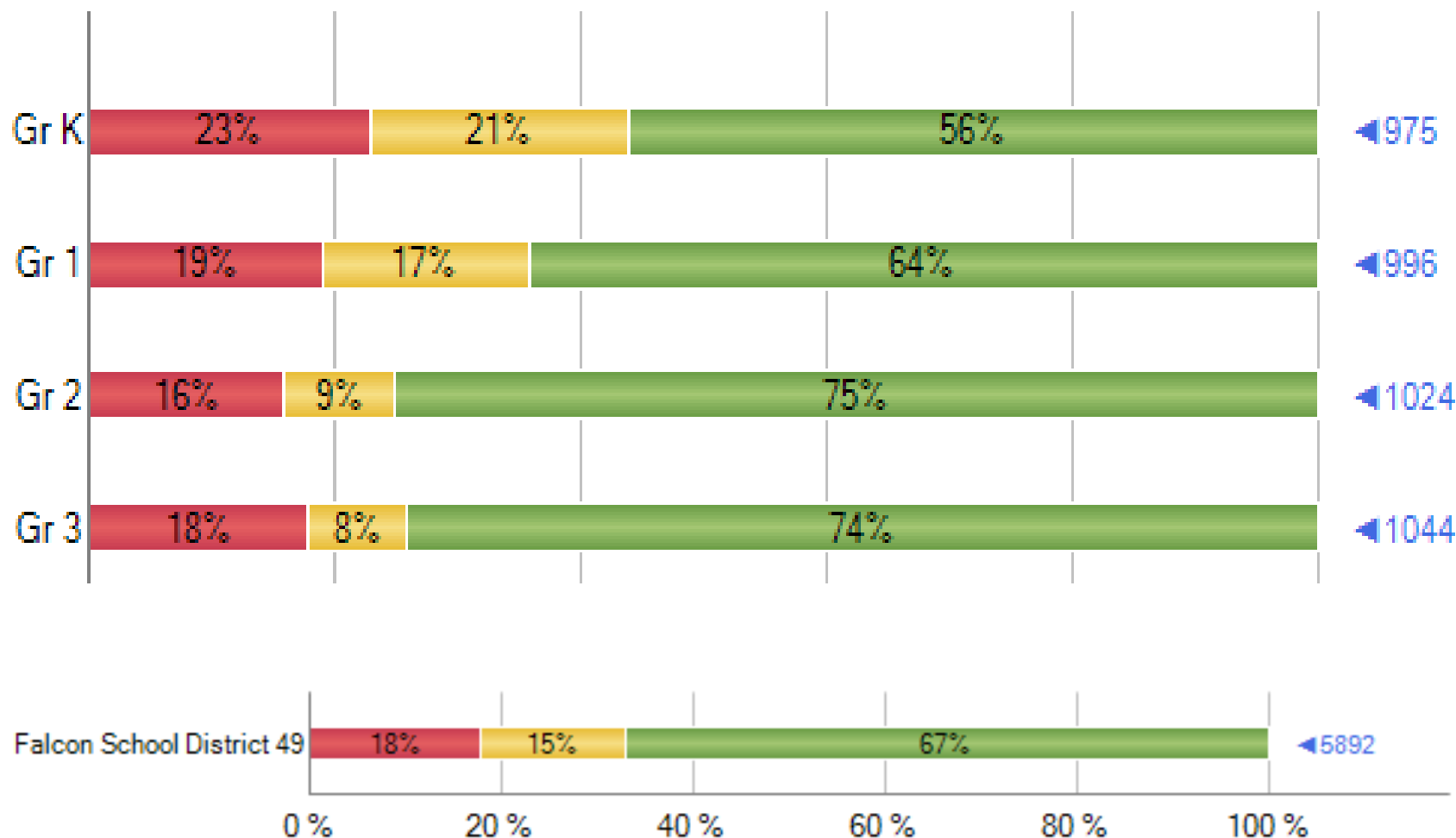




2014 – 2015 DIGGING DEEPER

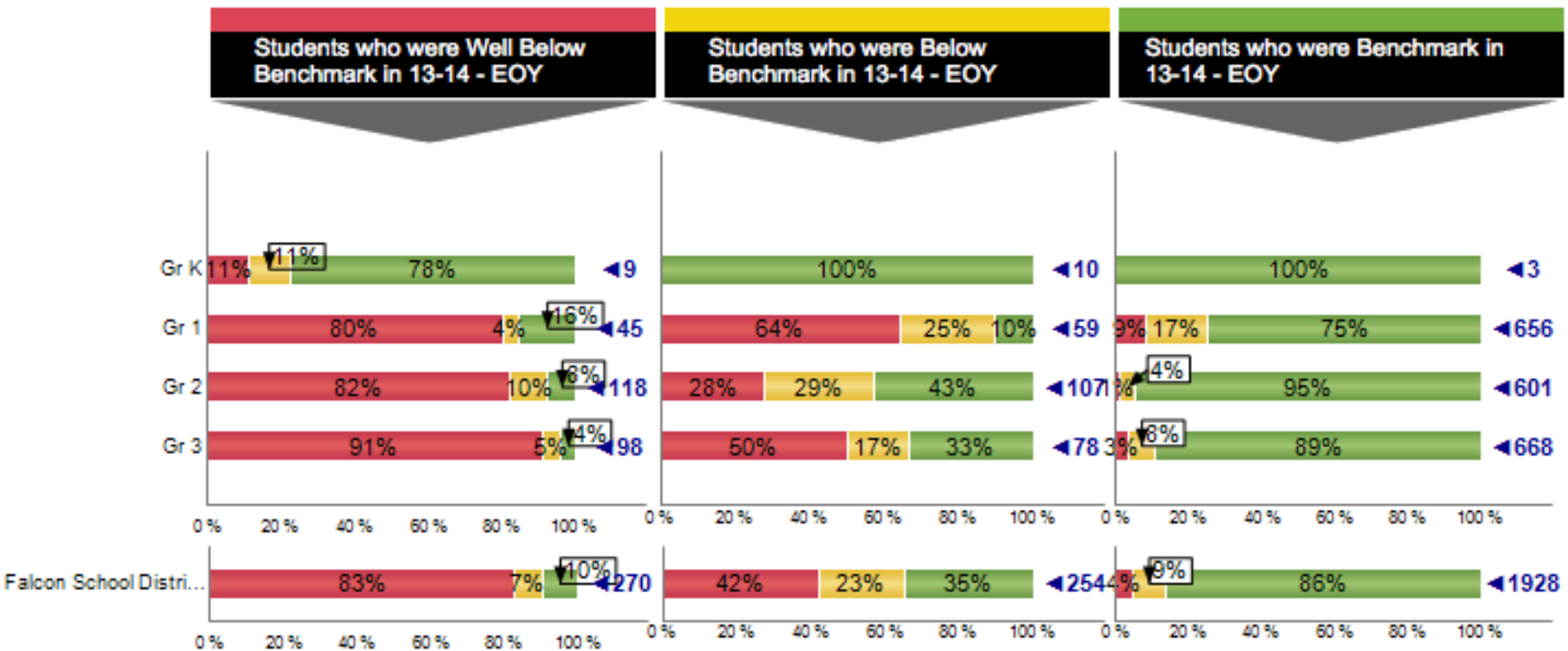
THE BEST DISTRICT TO LEARN, WORK & LEAD

2014 BOY Composite Scores by Grade Level



DIBELS Correlation Report

2014 EOY to 2014 BOY



MOVING FORWARD



- Master Trainers with CDE – Kristy Rigdon and Sue Lang
- Professional Development
 - DIBELS Deep- August, ELAT grant provided
 - Data Analysis- January, ELAT grant provided
 - READING Foundations Academy- CDE provided, D49 Host
- Conducting school visits to high performing area schools
- Literacy Survey of elementary schools
- UIP Development Support- Major Strategy addressing Early Literacy
- Intersession Literacy Camps – coordinated by Individualized Ed.
- Hanover Research on Early Literacy
- School Readiness Collaboration-Kristy Rigdon and Avelyn Green

Moving Forward



- Professional development
 - Falcon Zone bringing in Amplify trainer
 - FVA- Dyslexic experts
 - Odyssey Lex Program
- Curriculum alignment to Colorado Academic Standards- Shifts in ELA
- Interventions- Right Flight, Take Flight, Really Great READing, Reading Plus, Barton, Linda Mood Bell, etc.
- Library revitalization at Stetson
- Sand Creek Zone- Review of literacy programming
- MYOn – Online Book access, Evans Elementary

Questions?

“...and a mind needs books as a sword needs a whetstone if it is to keep its edge.”

- George R.R. Martin, *Game of Thrones*

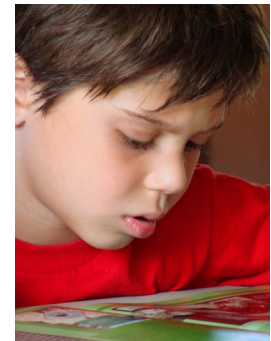
Colorado READ Act



District 49

The Colorado Reading to Ensure Academic Development Act (the READ Act), passed by the Colorado Legislature in 2012, focuses on early literacy development for all students and especially for students at risk for not achieving third grade reading proficiency. The READ Act focuses on kindergarten through third grade (K-3) literacy development, literacy assessment and individual READ plans for students identified with a significant reading deficiency.

Read to
Ensure
Academic
Development Act



The READ Act requires teachers to assess the literacy development of students in kindergarten through third grade in the areas of: phonemic awareness, phonics, vocabulary development, oral skills, reading fluency, and reading comprehension.

The READ Act requires the creation and implementation of an individual intervention plan (called a READ Plan) for students identified with a “significant reading deficiency (SRD).”

**Office of Curriculum, Instruction & Assessment
Edition III—July 2014**

The purpose of student education plans is to customize our D49 educational systems to launch each student towards success. Colorado legislation requires a variety of student education plans. The Colorado READ Act went into law July, 2013.

READ Plans are a legal requirement for students demonstrating a **significant reading deficiency** in kindergarten—third grade. Students in 4th grade who still demonstrate a significant reading disability must continue on a READ Plan until a body of evidence demonstrate grade level reading proficiency. All reading data collected throughout the year must be reported to Colorado Department of Education in June.

Legally Required Federal/Colorado Student Plans

- ♦ Individualized Education Plan (IEP) - plan to support students with special education needs
- ♦ English Language Plan (ELP) - plan to support English language learners
- ♦ Advanced Learning Plan (ALP) - plan to support formally identified gifted students
- ♦ 504 Plan - plan for students with disabilities
- ♦ Individual Career and Academic Plans (ICAP) - plan to support secondary students to ensure college/career readiness
- ♦ Individual School Readiness Plan (SRP) - plan for all preschool and kindergarten students to assess developmental and achievement domains (D49 will begin SRPs in 2014-15)
- ♦ Response to Intervention (RtI) - plan to identify specific interventions for student considered “at risk”
- ♦ Read to Ensure Academic Development Plan (READ Plan) - plan for students with significant reading disability

“Reading skills are critical to success in school. Under Colorado state law, the student qualifies for and the local education provider is required to provide targeted, scientifically or evidence-based interventions to remediate the student’s specific, diagnosed reading skill deficiencies, which interventions are designed to enable the student to achieve reading competency and attain the skills necessary to achieve the state’s achievement goals.”

Colorado Department of Education



The Colorado State School Board identified various assessments a district could use to measure reading proficiency. D49 has selected The Dynamic Indicators of Early Literacy Skills (DIBELS) Next as our interim assessment tool. DIBELS Next are a set of procedures and interim measures for assessing the acquisition of early literacy skills from kindergarten—fifth grade. They are designed to be short fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS Next may only be administered by a school professional who has been officially trained to give the assessments.

Upon determining a student has a significant reading deficiency, the READ Act states a diagnostic assessment must be administered to determine appropriate levels of intervention. The state has approved numerous diagnostic assessments. The Power Zone will utilize the DIBELS Deep assessment and zones using the Burst interventions will administer the Burst diagnostic.

Assessment Terminology:

Benchmark: A term used to identify the *minimum* level a student should attain at a specific grade level to be considered “on grade level” for reading skills. To determine a benchmark proficiency, all students must be given the same assessments within a specific assessment window. Scores on the assessments are then compared to a set of nationally normed levels. Assessment data are used to identify reading risk levels. Benchmark testing windows are set by the research team who developed DIBELS Next. There are three different testing times within the year **REQUIRED** of all kindergarten—third grade students. *See D49 Assessment Calendar for this year’s testing windows.*

Beginning of Year (BOY): The READ Act defines the beginning of the year as the first 30 days of school or enrollment. These are not calendar days but actual days students are in school.

Middle of Year (MOY): December 8th - 19th

End of Year (EOY): April 27th - May 15th

Progress Monitoring: A term used to describe testing conducted on a more frequent schedule to measure if specific reading interventions are being effective to support or improve school achievement. Progress Monitoring assessment “probes” can be either given to a student “on grade-level” or “off grade-level.” Progress Monitoring data are charted to determine if interventions are supporting achievement. *A student placed on a READ Plan must have progress monitoring assessments given every 10 days.*

Additionally, DIBELS Next progress monitoring assessments are used to substantiate if a student has a reading deficiency during the second 30 school day assessment period. (See READ Act Flow Chart)



Diagnostic Assessment: An assessment that determines the specific reading skill deficiencies. D49 will utilize the Burst diagnostic for those schools utilizing the Burst intervention program and DIBELS Deep for schools not using Burst as the intervention program.

Students new to D49 during school year: K—3 grade students who enroll in the district outside of a DIBELS Next BOY, MOY, or EOY window, **MUST** be assessed within the first 30 days of enrollment using the grade-level appropriate DIBELS Next Progress Monitoring probes.

Students in 4th Grade on a READ Plan: For 2014-15 school year, students who are in 4th grade and still are considered SRD and have a READ Plan, must continue on a READ Plan until a body of evidence demonstrates the student is reading at grade level.

SRD students in 5th—12th Grades:

In D49, schools and/or zones will determine if 5th—12th grade students will be assessed using DIBELS Next or other reading assessment tools. Schools and zones will also determine the type of plan needed for 5th—12th grade SRD students. This may be a READ Plan or RtI Plan.

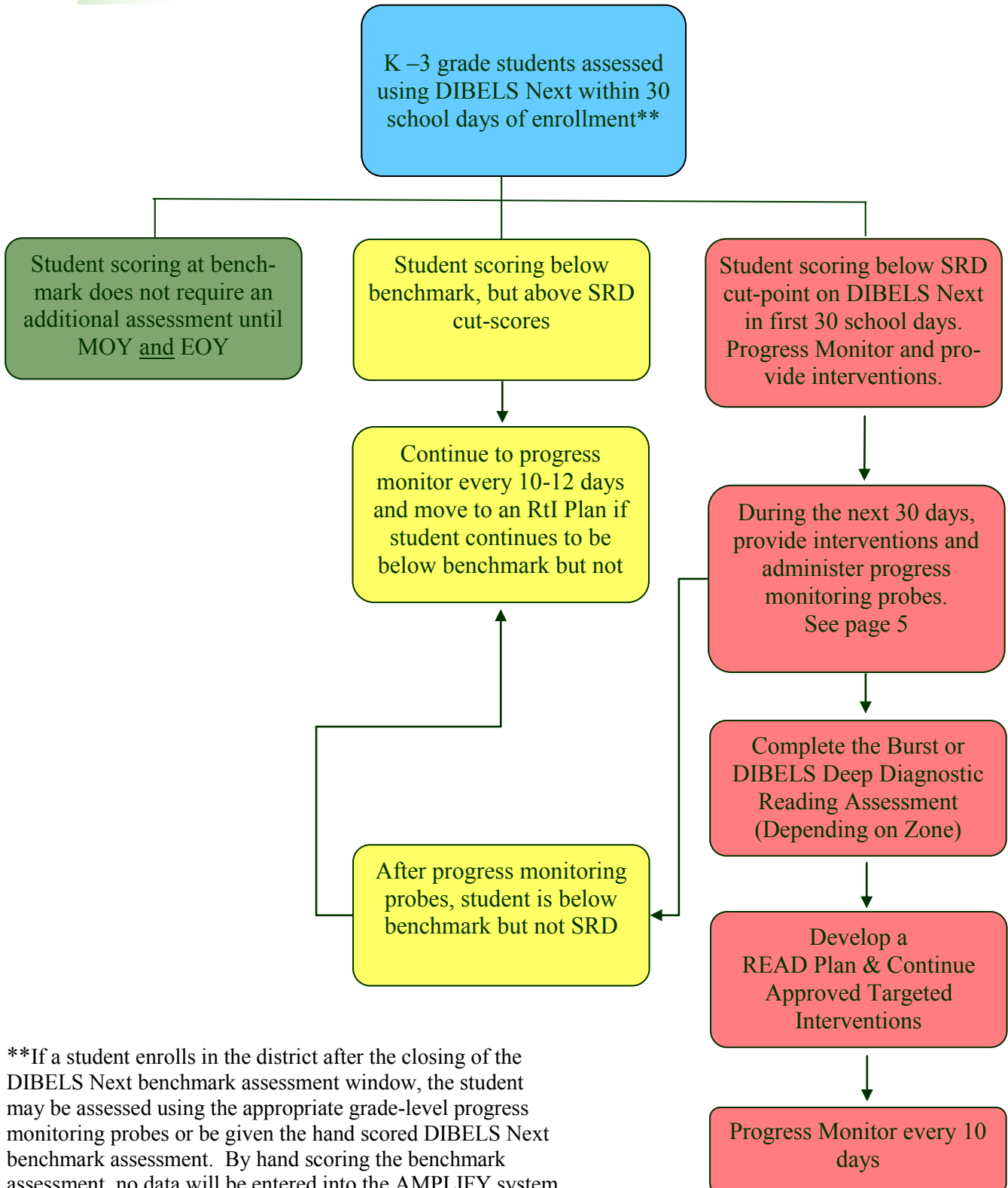
All READ Plans in D49 will be created using Alpine Achievement System.

See directions for creating a READ Plan beginning on page 19.

READ Act Flow Chart



SRD = Significant Reading Deficiency

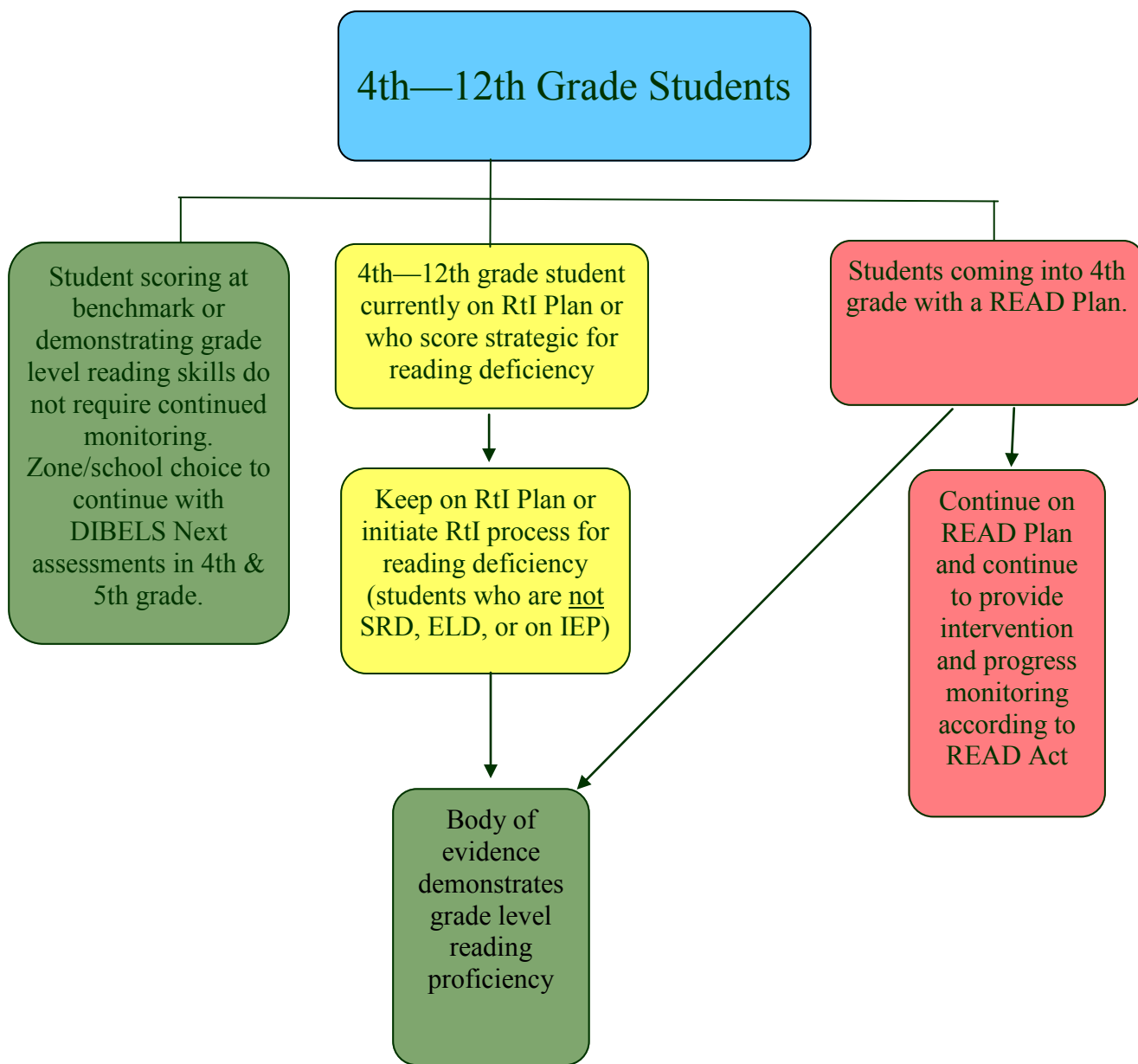


**If a student enrolls in the district after the closing of the DIBELS Next benchmark assessment window, the student may be assessed using the appropriate grade-level progress monitoring probes or be given the hand scored DIBELS Next benchmark assessment. By hand scoring the benchmark assessment, no data will be entered into the AMPLIFY system until the next window opens.”

READ Act Flow Chart



SRD = Significant Reading Deficiency



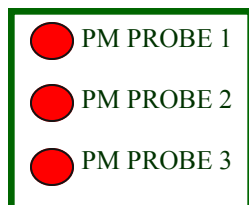
Confirming SRD with Progress Monitoring Probes



When examining beginning of year data, use the following flowchart to determine if the data confirms a Significant Reading Deficiency and the need for a READ Plan.

By following the paths below, schools still fall within the 60 instructional days to identify SRD while at the same time quickly responding to the instructional needs of students. In order to identify a student with a Significant Reading Deficiency, the student must first be given the DIBELS benchmark assessment and a composite score must be calculated. If the student falls below the cut score you must confirm that the student has an SRD with a progress monitoring probe (not another composite score). Intervention and progress monitoring (every 5 days for intensive students) should begin as soon as the composite score is calculated, therefore the scenarios below will provide guidance on how to interpret multiple progress monitoring probes in order to distinguish between students who are truly SRD and those who are benefiting from the intervention and demonstrating growth toward goals.

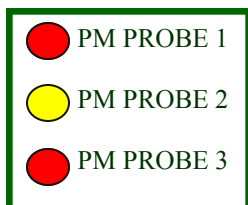
Scenario #1



1. Confirmation of SRD
2. Instructional change is needed immediately
3. Give the Burst/DIBELS Deep diagnostic assessment
4. Create READ Plan



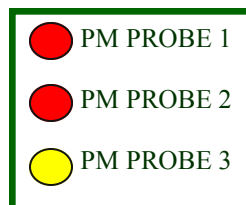
Scenario #2



1. Confirmation of
2. Instructional change is Needed
3. Give the Burst/DIBELS Deep diagnostic assessment
4. Create READ Plan



Scenario #3



4th PROBE NEEDED



Take 5 more instructional days to determine SRD	
SRD Confirmed CHANGE instruction Give the Burst/DIBELS Deep diagnostic assessment Create READ Plan	Not SRD but still needs monitoring to ensure growth toward proficiency Continue to PM every 5 instructional days Follow with RtI



CONSIDERATIONS:

- ◇ Confirmation of SRD must occur **with a grade level progress monitor probe(s)** that is (are) appropriate for the time of year and grade level student.
- ◇ Progress monitoring for instructional purposes may be off grade level.

Cut Points to Determine Reading Deficiency

Cut points have been created by the authors of DIBELS Next to determine if a student has a significant reading deficiency. The score that is used to determine if a student is at risk of having a significant reading deficiency is the **DIBELS Next Composite Score**. Therefore, all the required grade level assessments must be administered in order to obtain a composite score.

DIBELS Next Composite Cut-Scores:

	Beginning of Year	Middle of Year	End of Year
Kindergarten	12	84	88
1st Grade	96	99	110
2nd Grade	108	144	179
3rd Grade	179	234	279

The table above identifies the cut-scores that may indicate a significant reading deficiency. Students who fall below these scores on the DIBELS Next Benchmark assessment must be reassessed within 30 school days utilizing the on-grade level progress monitoring probe(s) that initially brought down the composite score.

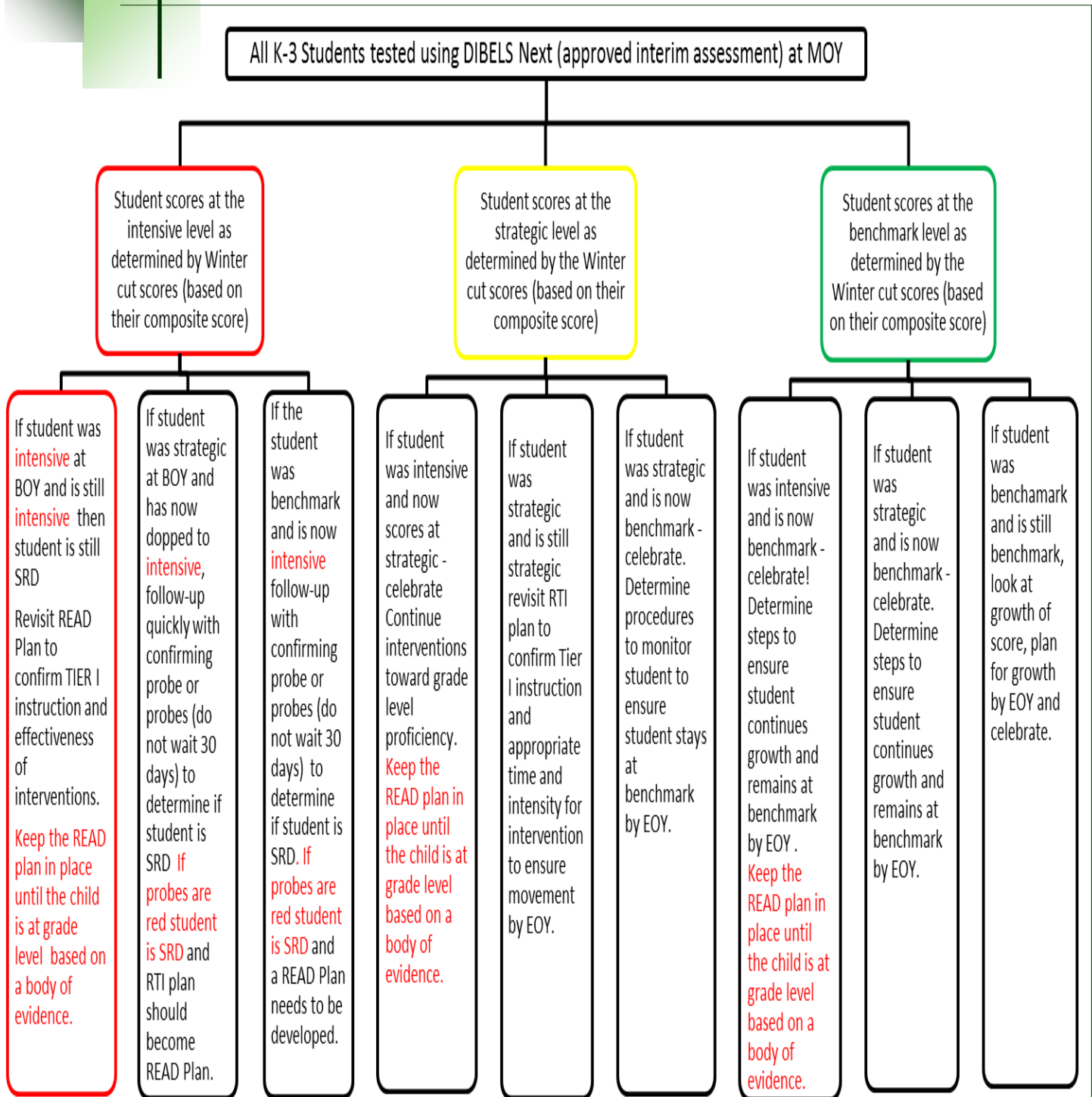
A READ Plan must be developed for a student with a SRD within 60 school days of enrollment or the beginning of the year. It is recommended READ Plans be completed and shared with parents during the October conference. All students on a READ Plan, must have a February conference scheduled individually with parents to review the student's progress and/or discuss retention as a possible intervention.

For 2014- 2015, Kindergarten students determined to have an SRD may be placed on a READ plan in time for October conferences but no later than December 19, 2014, the end of the MOY Benchmark Window. Refer to zone guidance on when to write a READ Plan for Kindergarteners.

Significant Reading Deficiencies and the need for a READ Plan can be determined after any benchmark period. Use the following flowcharts to identify if data indicates an SRD Determination.

Students may NOT be removed from a READ Plan until a body of evidence demonstrates the student is now reading at grade level. This body of evidence must

Identifying Students with a SRD at the Middle of the Year



READ Plans:

A READ Plan is created upon determining a student has an SRD, [defined in section 3.0 of the State Board Rules.](#)

A student comes off a READ Plan based on a body of evidence demonstrating grade level proficiency, which at a minimum Includes the score of the interim assessment, [defined in section 4.0 of the State Board Rules.](#)

Identifying Students with a SRD at the End of the Year



As the State Board rules indicate a child should be identified as having an SRD once they score in the intensive range on an approved interim assessment, followed up by confirming probes from that same interim assessment. In the spring students are identified as SRD by their spring benchmark score, even if the confirming probes do not indicate a significant reading deficiency. Schools/Districts will report the benchmark score and those students falling below the cut score will be identified in your data collection as having a significant reading deficiency.

Points to consider:













Students newly identified as having a significant reading deficiency at the end of the year should comprise a small number of students.

Students who newly score at this intensive range at this time of the year will most likely have other data indicating that they are at risk.

This spring there will be some students on READ plans who are not currently identified as SRD. These students have made progress and are no longer below the cut scores. To remove a student from a READ Plan you are looking for a body of evidence (determined locally) which indicates grade level proficiency.

STEPS to take upon identification of SRD this spring:

Begin a READ Plan with the minimum data, knowing that you will still follow-up with confirming probes and diagnostic results by the end of this school year or beginning of the year next year, as outlined in the State Board rules. This will ensure that students do not get lost in the process or that if they move districts there is the beginning of a READ Plan to follow them.

PREVIOUS INTENSIVE STUDENT: 			PREVIOUS STRATEGIC STUDENT: 			PREVIOUS BENCHMARK STUDENTS: 		
New Score in Spring:			New Score in Spring:			New Score in Spring:		
RED 	YELLOW 	GREEN 	RED 	YELLOW 	GREEN 	RED 	YELLOW 	GREEN 
Student is still SRD, READ Plan remains in place. This is a great candidate for summer school interventions	Student is not SRD but remains on READ Plan until a body of evidence indicates grade level proficiency. The benchmark score by itself does not indicate grade level proficiency.	Student is not SRD but remains on READ plan until a body of evidence indicates grade level proficiency. The benchmark score by itself does not indicate grade level proficiency.	Student is SRD – start confirming process if there is time. Begin READ Plan- great candidate for summer school if offered. This student will be flagged in the state data as SRD	Student is not SRD. RTI plan stays in place to move student to grade level proficiency.	Student is not SRD and RTI is working.	Student is SRD (this should be very rare), start confirming process if there is time. Begin READ Plan.	Student is not SRD. Start on RTI Plan and any summer interventions.	Student is not SRD – continue with CORE instruction.



Parents as Partners



Upon the determination that a student has a SRD, the Location Education Provider (LEP) shall ensure that the student receives a READ Plan, the teacher and any other skilled school professionals, if possible meet with the student's parent to:

- A. Discuss the information specified below under communication, numbers 1-7 (this information can be communicated orally and should to the extent practicable be provided in writing, in a language the parent understands.)
- B. Jointly create the student's READ Plan.

Communication shall include the following:

1. The state's goal is for all children in Colorado to graduate from high school having attained skill levels that adequately prepare them for postsecondary studies or for the workforce and research demonstrates that achieving reading competency by third grade is a critical milestone in achieving this goal.
2. The nature of the student's significant reading deficiency, including a clear explanation of what the significant reading deficiency is and the basis upon which the teacher identified the significant reading deficiency.
3. If the student enters fourth grade without achieving reading competency, he or she is significantly more likely to fall behind in all subject areas beginning in fourth grade and continuing in later grades. If the student's reading skill deficiencies are not remediated, it is likely that the student will not have the skills necessary to complete the course work required to graduate from high school.
4. Reading skills are critical to success in school. Under state law, the student qualifies for and the LEP is required to provide targeted, scientifically based or evidence-based interventions to remediate the student's specific, diagnosed reading skill deficiencies, which interventions are designed to enable the student to achieve reading competency and attain the skills necessary to achieve the state's academic achievement goals.
5. The student's READ Plan will include targeted, scientifically based or evidence-based intervention instruction to address and remediate the student's specific, diagnosed reading skill deficiencies.
6. The parent plays a central role in supporting the student's efforts to achieve reading competency, the parent is strongly encouraged to work with the student's teacher in implementing the READ Plan, and, to supplement the intervention instruction the student receives in school, the READ Plan will include strategies the parent is encouraged to use at home to support the student's reading success.
7. There are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, if the student continues to have a significant reading deficiency at the end of the school year, under state law, the parent, the student's teacher, and other personnel of the LEP are required to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.



Parents as Partners



Additional Considerations for Parents:

Additionally the teacher and the other personnel of the LEP are encouraged to communicate and discuss information concerning resources that are available through the LEP or through other entities within the community that may support the student in achieving reading competency.

If the Parents are Unable to Meet:

If, after **making 3 documented attempts**, the teacher is unable to meet with the student's parent to create the READ Plan, the teacher and any other skilled school professionals the LEP may choose to select shall create the Student's READ Plan and ensure that the student's parent receives the following information in a language the parent understands (if practicable):

- A. A written copy of the READ Plan with a clear, written explanation of the scientifically based or evidence-based reading instructional programming and other reading-related services the student will receive under the plan and the strategies that the parent is encouraged to apply in assisting the student in achieving reading competency.
- B. A written explanation of the information included in the talking points (numbers 1-7).

On-Going Communication for Parents:

The LEP shall ensure that the parent of each student who has a READ Plan receives ongoing, regular updates from the student's teacher, which may occur through existing methods of communication, concerning the results of the intervention instruction described in the plan and the student's progress in achieving reading competency. The student's teacher is encouraged to communicate with the parent concerning the parent's progress in implementing the home reading strategies identified in the student's READ Plan. To the extent practicable, the teacher shall communicate with the parent in a language the parent understands.

READ Act and Retention:

The READ Act provides guidance for deciding to advance students with significant reading deficiencies. It also requires that parents can choose retention as an intervention strategy for students who are significantly below grade level. Parents have the decision making authority for advancement decisions for grades K-3 until 2016-17. Beginning in 2016-17, for students completing third grade, the superintendent can make the final decision for advancement.

For students completing grades K-3 with a significant reading deficiency, within 45 days of the end of the school year, personnel of the local education provider shall provide to the student's parent a written notice that there are serious implications to a student entering fourth grade with a significant reading deficiency. The parent, teacher, and other personnel shall meet and decide whether the student will advance to the next grade level. If there is not agreement, the parent shall decide, unless a district has a more rigorous decision making process in place (Refer to D49 Board of Education Policy IKE). If, after making three documented attempts to schedule the meeting with the parent, personnel of the school are unable to do so, or if the parent does not attend the scheduled meeting, the school personnel shall decide, based on the student's body of evidence, whether the student will advance to the next grade level.



Rules Pertaining to READ Act

According to the READ Act, once it is determined a student has a significant reading deficiency (SRD), an in-depth reading diagnostic assessment must be performed to identify specific reading skill deficiencies. For the 2014-15 school year, D49 will be utilizing the Burst Diagnostic Assessment for all schools utilizing the Burst Intervention materials and the DIBELS Deep assessment for schools utilizing other state approved intervention materials.

The student's READ plan will include targeted, scientifically- or evidence-based intervention instruction to address and remediate the student's specific, diagnosed reading skill deficiencies. Colorado Department of Education will provide districts with a list of approved instructional materials to be used for targeted reading interventions. Students on a READ Plan must be given progress monitoring probes every **10 days**.

If a student is identified with a significant reading deficiency for a second consecutive year, the district must ensure that the student receives reading instruction that includes additional, more rigorous strategies and interventions to assist the student in attaining reading competency including, but not limited to, increased daily time for reading instruction and the option to receive reading instruction in conjunction with and supported through other subjects.

The READ Act requires all districts to report specific student, school, and district level data to the Colorado Department of Education (CDE). This report includes the benchmark assessment data for each student kindergarten—3rd grade, students on a READ Plan, students who were not able to be assessed using the DIBELS Next assessment and the reason why the student wasn't assessed, students recommended for retention, students who were actually retained, students in 4th grade still on a READ Plan.

State Supports for Effective Implementation:

District 49 is in the second year of receiving the Early Literacy Assessment Tool Project Grant to assist in the implementation of READ Act. There are specific requirements of this grant the district must follow. This includes attending specific trainings, following the deadlines established for testing, and the progress monitoring of students. The grant allows schools to choose the interventions to use with students. However, the grant stipulates the use of DIBELS Next, DIBELS progress monitoring and the use of the Burst or DIBELS Deep diagnostic assessment.

The Early Literacy Fund provides districts with per-pupil funding to help fund programs to meet the needs of students with a significant reading deficiency. The legislation has guidelines for using the funds. Two per-pupil disbursements will be made to schools for students on a READ Plan. One in January and a second in June.

Districts and schools will be held accountable for student progress in the Performance Frameworks and be expected to address requirements in their Unified Improvement Plans (UIPs).



2014 - 15 Assessment Calendar



DIBELS Next Beginning of Year Benchmark: Within first 30 school days ~
July 31—September 12

Update existing READ Plans after benchmark and diagnostic testing are completed.

Progress Monitoring for At Risk Students : Ongoing *Within 30 days of initial benchmark assessment (at least two Progress monitoring probes possible within this time).*

Identify SRD students and complete Burst or DIBELS Deep diagnostic: *By October 31.*
**Most schools will complete this step in time to present READ Plans at Fall Conferences.*

Identify and report all students on a READ Plan to Central Office: *December 18*

Develop new READ Plans and enter in Alpine: *By December 19.*

DIBELS Next Middle of Year: *December 8—December 19*

Develop READ Plans for Kindergartners: *No later than December 19, 2014. Refer to zone guidance for timeline.*

Conversation and notification to parent of student on READ Plan of serious implications of SRD (see page 12): *February Conference*

DIBELS Next End of Year: *April 27—May 15*

Students on a READ Plan must have progress monitoring probes administered every 10 days when utilizing Burst or Lexia Interventions.

Strategic students (yellow composition) must have Progress Monitoring probes administered every 10-12 days.

Data from progress monitoring must be added regularly to the READ Plan.

Refer to suggested D49 parent notification letter for guiding the conversation regarding the serious implications of a SRD during the February conference.

District 49 English Learners (ELs) receive a multi-tiered system of support. The student receives the majority of his/her instruction within the classroom setting. Additionally, the English Language Development (ELD) professional provides the teacher with suggested language acquisition strategies and may provide direct language instruction through pullout services. All District 49 EL students have an individualized English Language Plan (ELP). The ELP is created by the ELD professional and is shared with the classroom teachers, EL students, staff and parents. The ELP is created in the Alpine Achievement System. It identifies goals and strategies to ensure the EL student's linguistic needs are being met.

22-7-1206. Reading to ensure academic development plan - contents - implementation. (1) (a) A TEACHER....THE TEACHER AND ANY OTHER PERSONNEL SHALL CREATE THE PLAN IN COLLABORATION WITH THE STUDENT'S PARENT, IF POSSIBLE, AND AS SOON AS POSSIBLE AFTER THE STUDENT'S SIGNIFICANT READING DEFICIENCY IS IDENTIFIED...

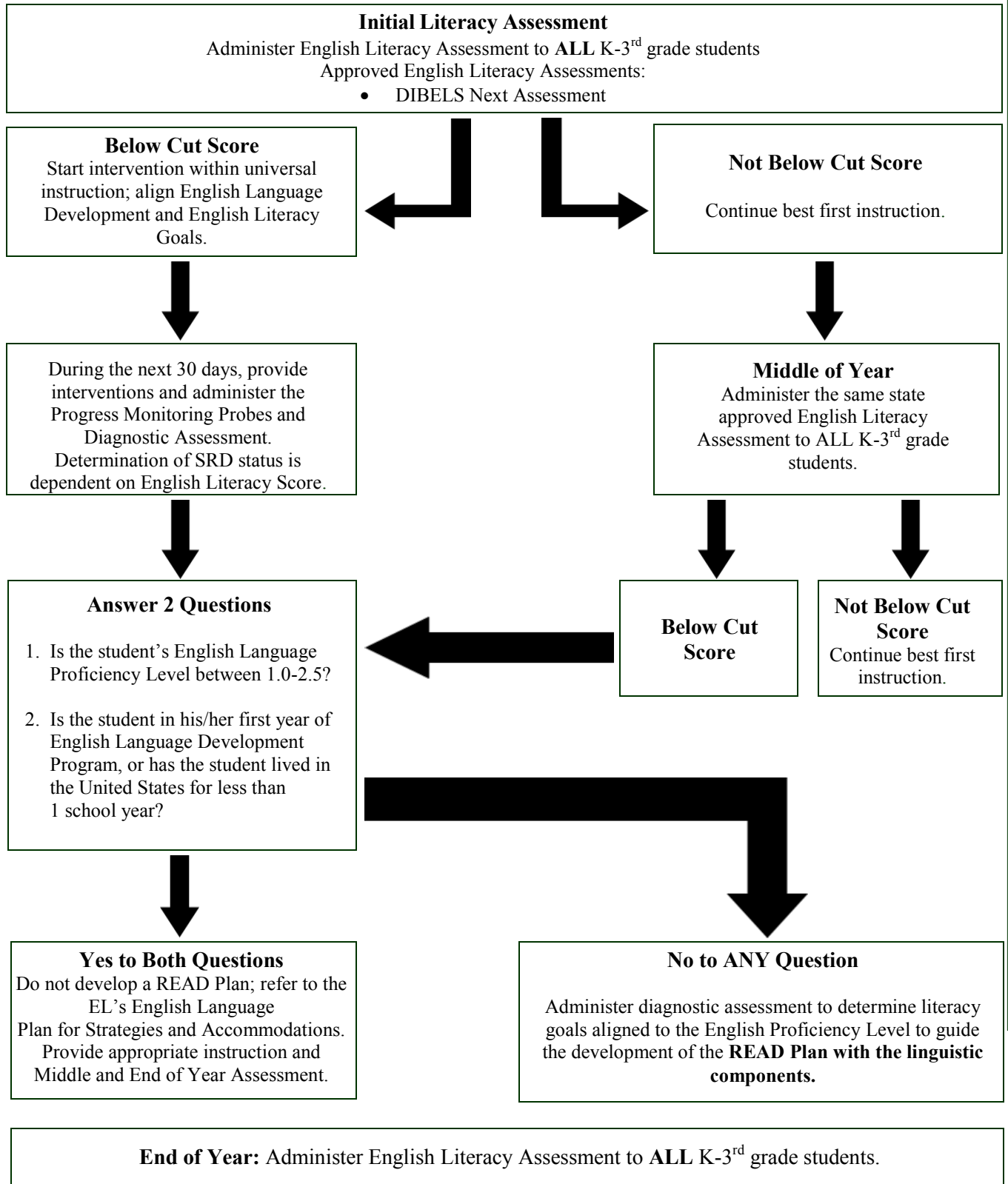
If an EL student is identified with an SRD (Significant Reading Deficiency) the District 49 classroom teachers **and** ELD personnel will collaboratively create the **READ Plan** together in the Alpine Achievement. The **Read Plan** will become a supporting document to be used for the delivery of appropriate instruction in the mainstream classroom and ELD classroom as it contains linguistic components required to meet the needs of English Learners. EL students on a **READ Plan** must be provided an additional level of instructional support using state-approved intervention materials. Because the mainstream classroom teacher is providing the appropriate interventions and assessments in reading, the mainstream classroom teacher will manage the **READ Plan** in the Alpine Achievement System.

Students who are classified as non-English proficient (NEP) and in their first year in a U.S. school can qualify to be exempted from SRD status based on local determination of need (see flow chart).

Within the READ Act, students determined to have an SRD may be considered for retention or non-advancement. **English Learners are exempt** per 22-7-1207.

Advancement-Decision – (2)(b) THE STUDENT IS A STUDENT WITH LIMITED ENGLISH PROFICIENCY, AS DEFINED IN SECTION 22-24-103, AND THE STUDENT'S SIGNIFICANT READING DEFICIENCY IS DUE PRIMARILY TO THE STUDENT'S LANGUAGE SKILLS.

Determining A Significant Reading Deficiency for English Learners





READ Plan and Students with Special Needs



How does the READ Act impact students with disabilities?

Under the federal Individuals with Disabilities Education Act (IDEA), which is incorporated into Colorado's Exceptional Children's Education Act (ECEA), an Individualized Education Program (IEP) is a statement of the student's **special education and related services** [34 CFR 300.320; ECEA Rule 4.03]. Since the READ Act is an arm of general education, it is seen as supplemental to students who have an Individual Education Program (IEP). Nothing in the READ Act makes students with disabilities exempt from or otherwise not entitled to the benefits of the READ Act; some students may have both.

How is our district implementing a READ Plan for students that may need both, a READ plan and an IEP?

For the 2014-15 school year, students with an IEP who also require a READ plan will have separate plans; the IEP and the READ plan. However, the READ Plan will be generated in Alpine and the information used for state reporting purposes, while the mandated components of the READ Plan are incorporated into the IEP. (See associated flow chart).

Creation, implementation and monitoring of an IEP remain the responsibility of the case manager. For students who may also require a READ plan, the process of documenting and crafting the READ Plan will also be the responsibility of the special education case manager.

For students who have an identified significant cognitive disability and cannot access the DIBELS Next assessment, Significant Reading Deficiency (SRD) status cannot be determined and a READ Plan would not be required.

How does this impact students?

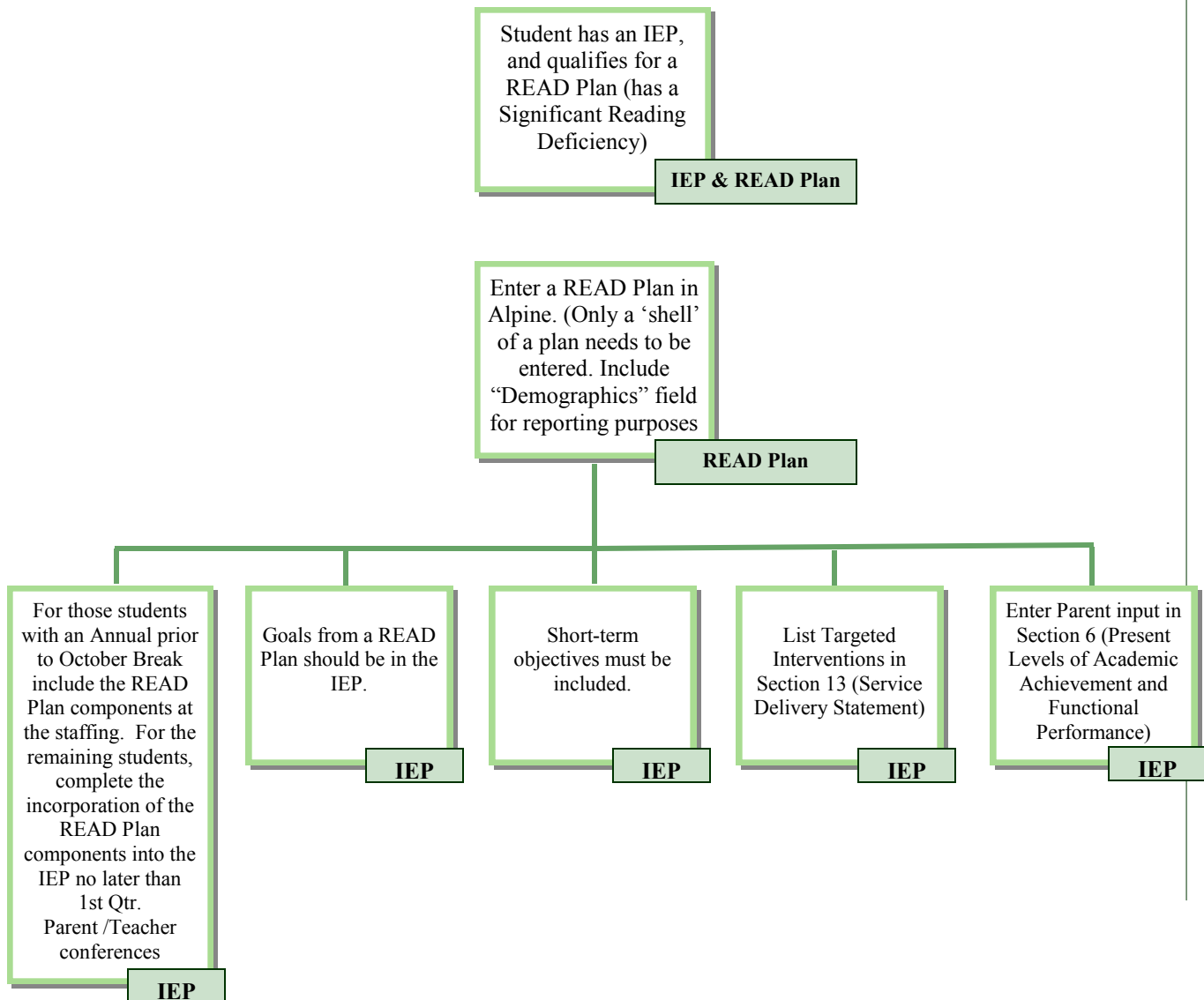
Students on a READ Plan must be provided an additional level of instructional support using state-approved intervention materials. The length of time that a special education teacher works with a student can count as the additional intervention time *if the teacher is using the approved intervention materials*. If the special education teacher is not using approved intervention materials or is working towards other IEP goals, the student must be provided with the specified 30 minutes of additional reading intervention instruction and progress monitoring by a classroom teacher or reading interventionist to accommodate the requirements of the READ Act.

<http://www.cde.state.co.us/coloradoliteracy/approvedinterventionsprograms>

READ Plan Guidance for Special Education Teachers 2014-15



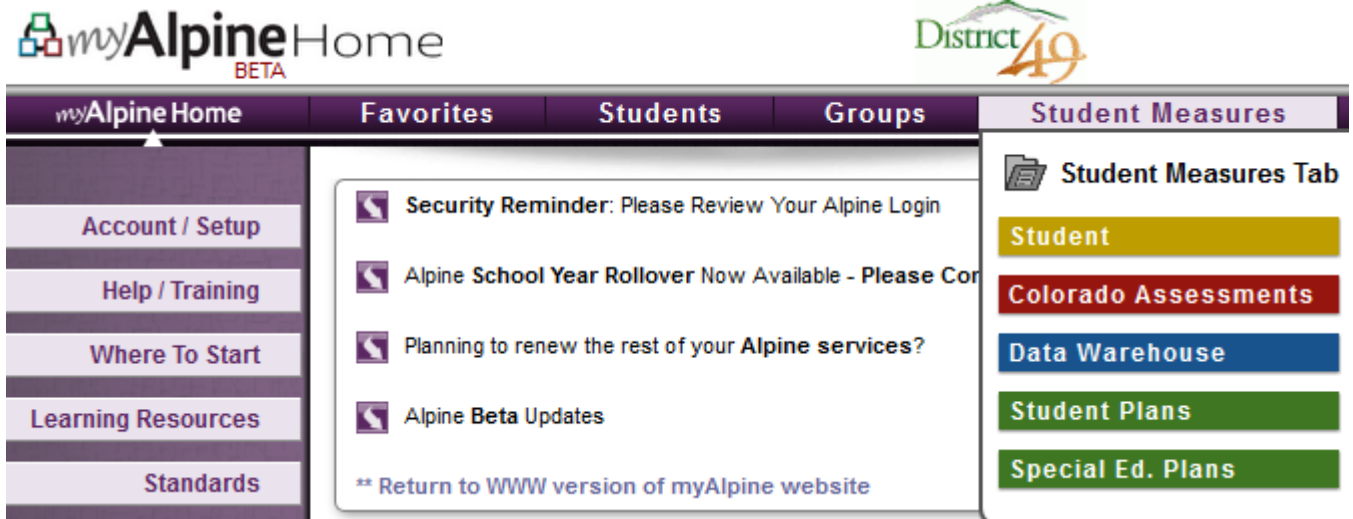
Pursuant to the Colorado READ Plan requirements, students may be entitled to both an IEP and a READ Plan if eligible. In the previous school-year we asked special education teachers to have a READ Plan in addition to the IEP. This year however, it is our intention to streamline the essential components found in a READ Plan into the student's IEP. Special Education teachers are expected to be responsible for both the IEP and the READ Plan.



Creating a READ Plan



READ Plans are created in Alpine. Log-on to Alpine. Under the Student Measures pull down to Student Plans.



Click the Browse box.

Student Data (View/Enter/Edit) >>> **Browse** -

Find the name of the student and click the green + sign.



A new READ Plan will be created. The plan will automatically populate with the student's name, grade, student ID, etc.

To see the entire plan, click the "open" button.

Actions	
Close Form	Display Form
Return Without Changes	<input checked="" type="radio"/> Collapsed <input type="radio"/> Opened

Under "Demographics," pull down the to correct gender. If the student is also on an IEP, 504 or is identified GT, pull down to "yes." If the student is ELL, pull down to the student's language category (NEP, LEP).



Creating a READ Plan



In “Background Information About Student” text box, a short narrative should be written to summarize the child’s academic strengths and weaknesses, school experiences, and any other information that might be helpful and beneficial in addressing the needs of the student.

Click the Assessment button to select all important assessment data that should be added to the plan. Once you select the data to include, click Finalize.

Document any classroom accommodation(s) the student is receiving or any assessment accommodations the student should receive. Remember, accommodations on state assessments cannot be made unless it is a standard practice in daily instruction.

Under “Screening Assessment” enter the DIBELS Next information from the benchmark assessments. If multiple benchmark assessments were used to determine SRD, note each set of data in the separate areas 1—3.

Enter data from the Probe Assessments.

Enter the data from the Diagnostic Assessment.

Rank the priority of skills based on data from the assessments. A ranking of one indicates the highest priority.

Identify and record the first goal that will be created for the student. The READ Plan should only focus on one major goal at a time. Once the goal has been attained, the date of attainment is noted and a new goal is developed and written under Goal 2.

Within a goal, separate objectives will be developed. Again, the student should only be working on one objective at a time. Indicate when progress monitoring has occurred and the data collected. Once the objective has been attained, move on to the next objective that is a component of Goal 1. If both the major goal and the objectives have been attained, move on to Goal 2.

Creating a READ Plan



Strategy - Reading Strategies	
1	Click To Select Strategy
2	Click To Select Strategy
3	Click To Select Strategy

Phonemic Awareness

Phoneme Identification

Phoneme Manipulation

Phoneme Segmentation

Auditory Sequencing

Phonics

Fluency

Under Reading Strategies, click the button to select a strategy. A pop-up box will appear. Select the component of reading that is the focus of the current goal. Click the drop down arrow. The secondary components will appear. Click the area of current focus. A large information chart will appear. Look through the strategies and select the one that will be the focus strategy. Click the purple name of the strategy and it will populate automatically in the plan.

Type in the name of the Core Reading Program (i.e. Treasures) that you are using with all students in your class.

Under “Intervention” record the intervention program being used with the student, identifying the Tier, the program, and the effectiveness of the intervention.

The seven sections in the Family Component area must be discussed with the parent and the plan must indicate parent communication has occurred. The plan must document each time parent correspondence has occurred.

If the student is receiving any supplemental services (Before or after school tutoring, homework club, or receiving services from an external provider) this section of the plan must be completed.

If you wish to upload any other supporting documents, you can click the Browse button to upload documents into the plan.

****Office Use:** This section **MUST** be completed at the end of the year. You must indicate if the student is being recommended for retention and if the student was retained. This information is reported to the state.

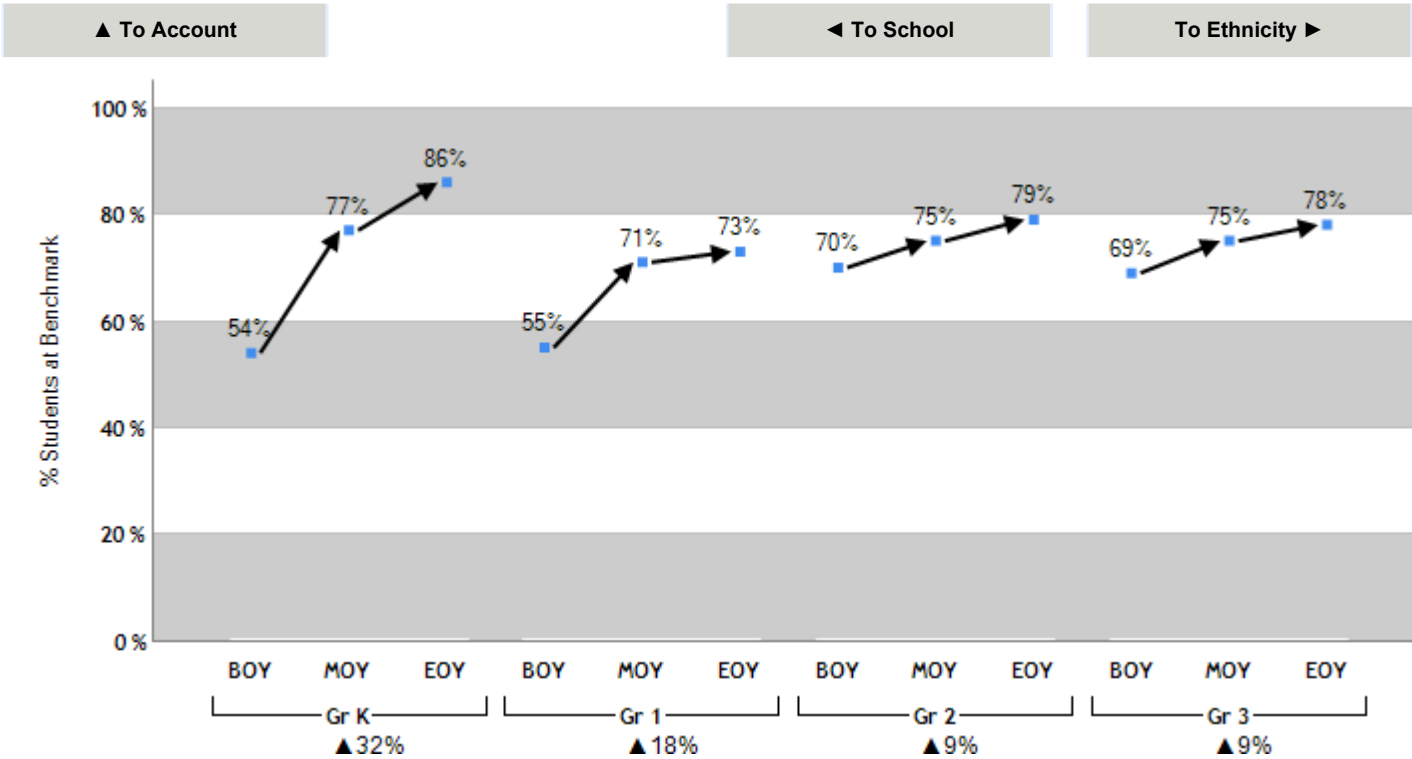
Additionally, you must indicate the Intervention Services implemented to support this student.

Indicate next planned date of plan review and make sure to pull down to YES to activate the plan. Click SAVE and close.

Growth on mCLASS:DIBELS
By Grade For Falcon School District 49

Falcon School Distri..., CO

Student Population	Time	Measure
Districts: Falcon School District 49	Students enrolled on test day	mCLASS:DIBELS Composite Score
Grade: All Grades	3 Periods	→ % of students at: Benchmark
Subject: Official Class	2013-2014	
	*Refresh date: 09/08/2014	
	X No Results/ Restricted	



Growth on mCLASS:DIBELS
By Grade For Falcon School District 49

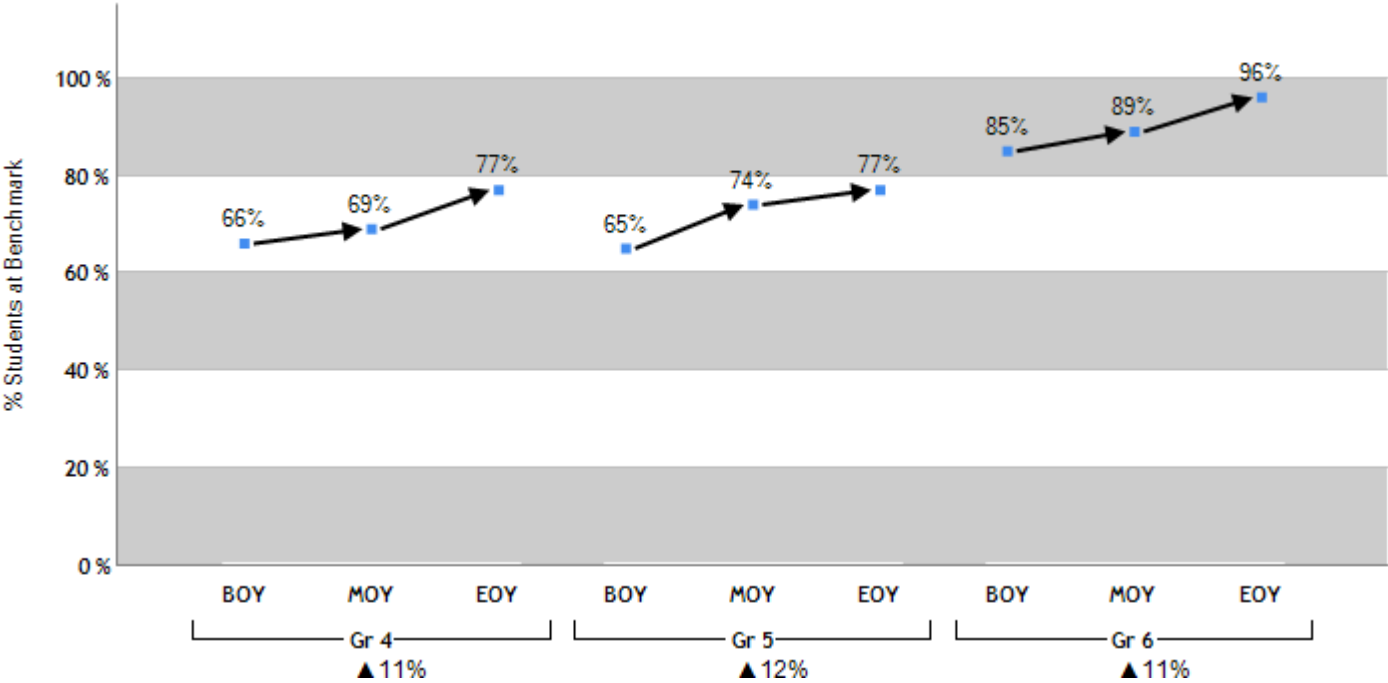
Falcon School Distri..., CO

Student Population	Time	Measure
Districts: Falcon School District 49	Students enrolled on test day	mCLASS:DIBELS Composite Score
Grade: All Grades	3 Periods	→ % of students at: Benchmark
Subject: Official Class	2013-2014	
	*Refresh date: 09/08/2014	
	X No Results/ Restricted	

▲ To Account

◀ To School

To Ethnicity ▶

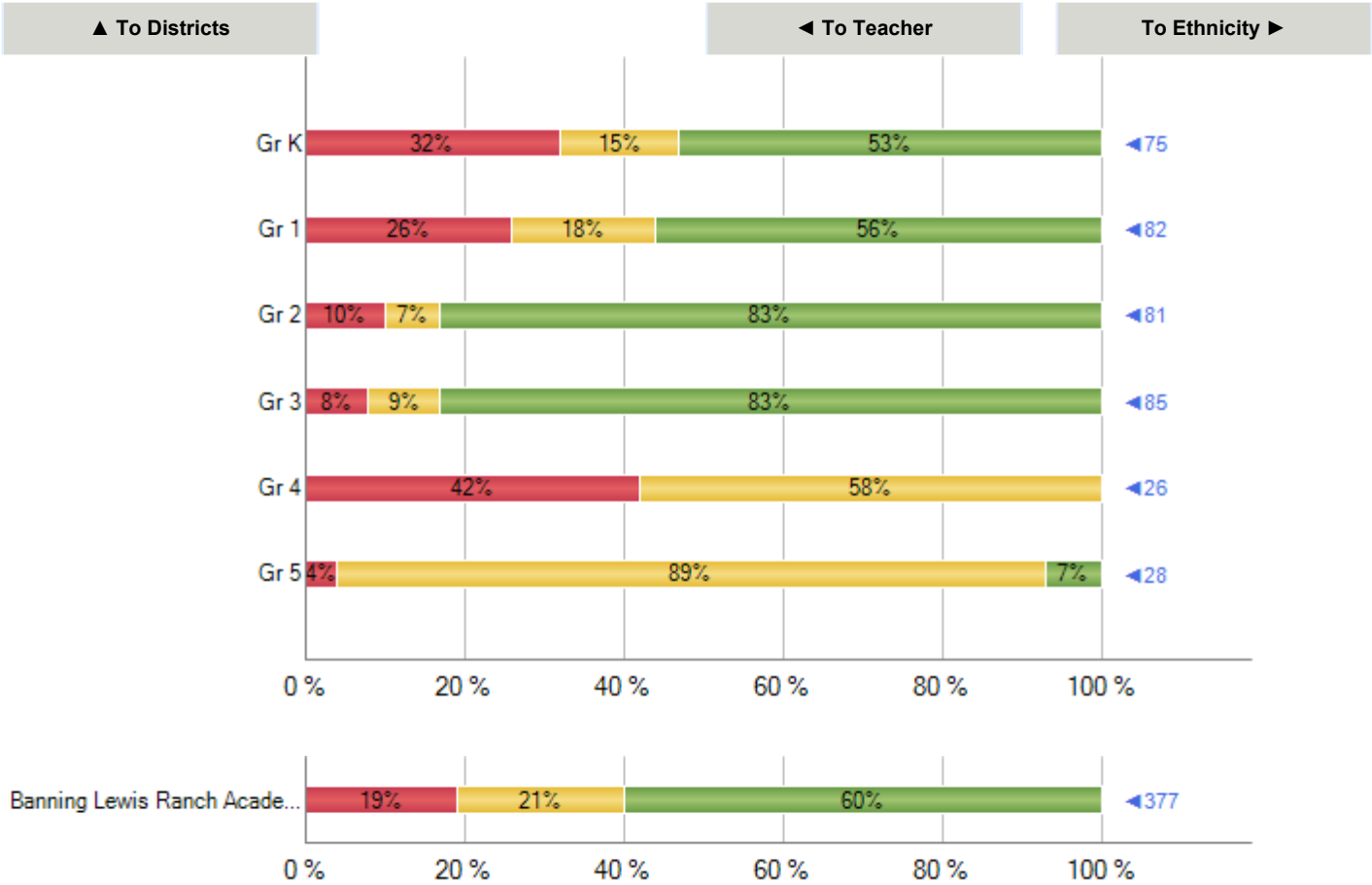


Comparing Populations on mCLASS:DIBELS

By Grade For 12 Schools

Falcon School Distri..., CO

Student Population	Time	Measure
Districts: Falcon School District 49 School: Banning Lewis Ranch Academy	Students enrolled on test day 14-15 BOY *Refresh date: 09/09/2014	mCLASS:DIBELS Composite Score ◀ Total Students Assessed Well Below Benchmark Below Benchmark Benchmark
Grade: All Grades Subject: Official Class		



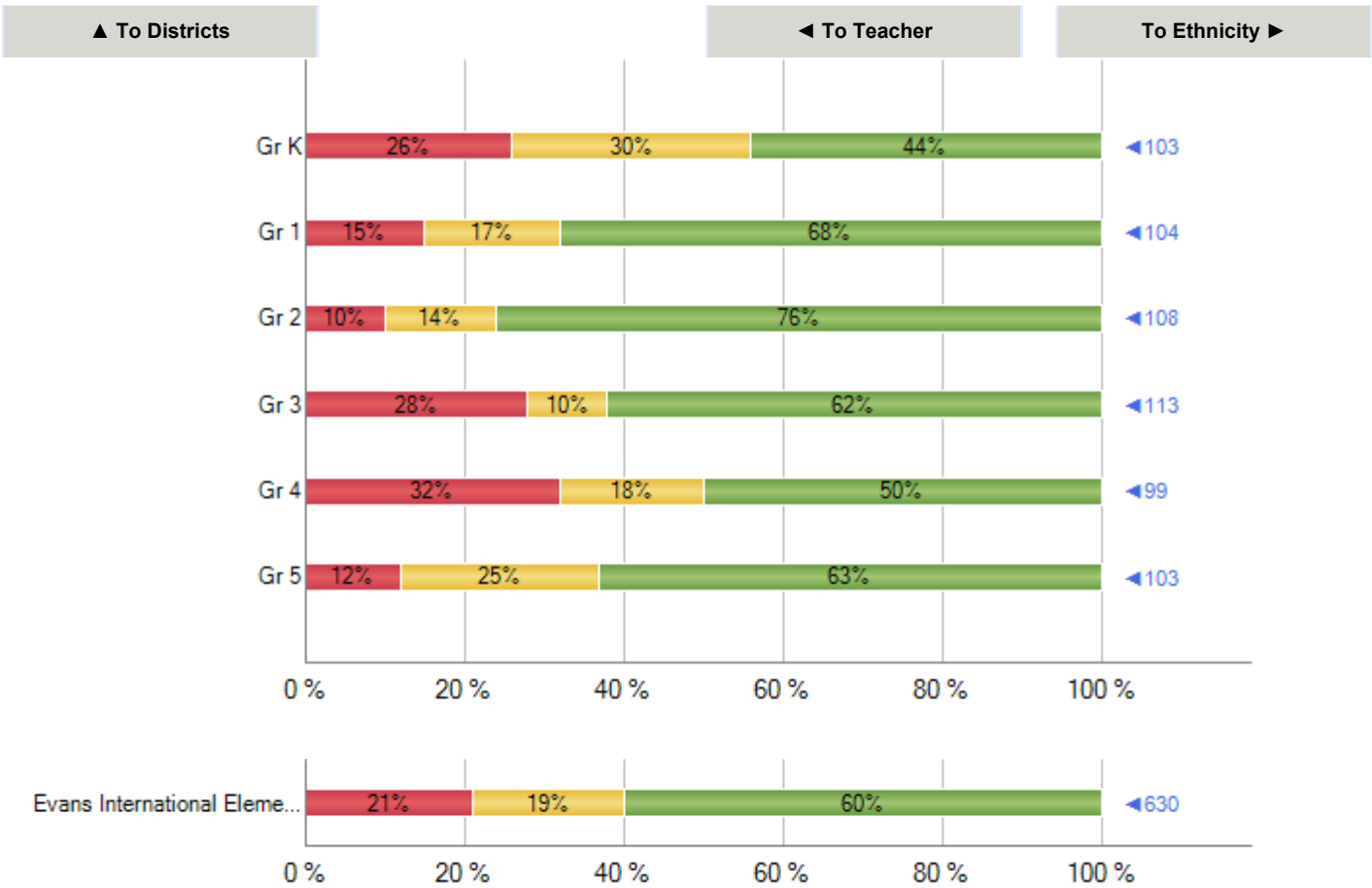
Institutions with no data are not included.

Comparing Populations on mCLASS:DIBELS

By Grade For 12 Schools

Falcon School Distri..., CO

Student Population	Time	Measure
Districts: Falcon School District 49 School: Evans International Elementary	Students enrolled on test day 14-15 BOY *Refresh date: 09/09/2014	mCLASS:DIBELS Composite Score ◀ Total Students Assessed Well Below Benchmark Below Benchmark Benchmark
Grade: All Grades Subject: Official Class		



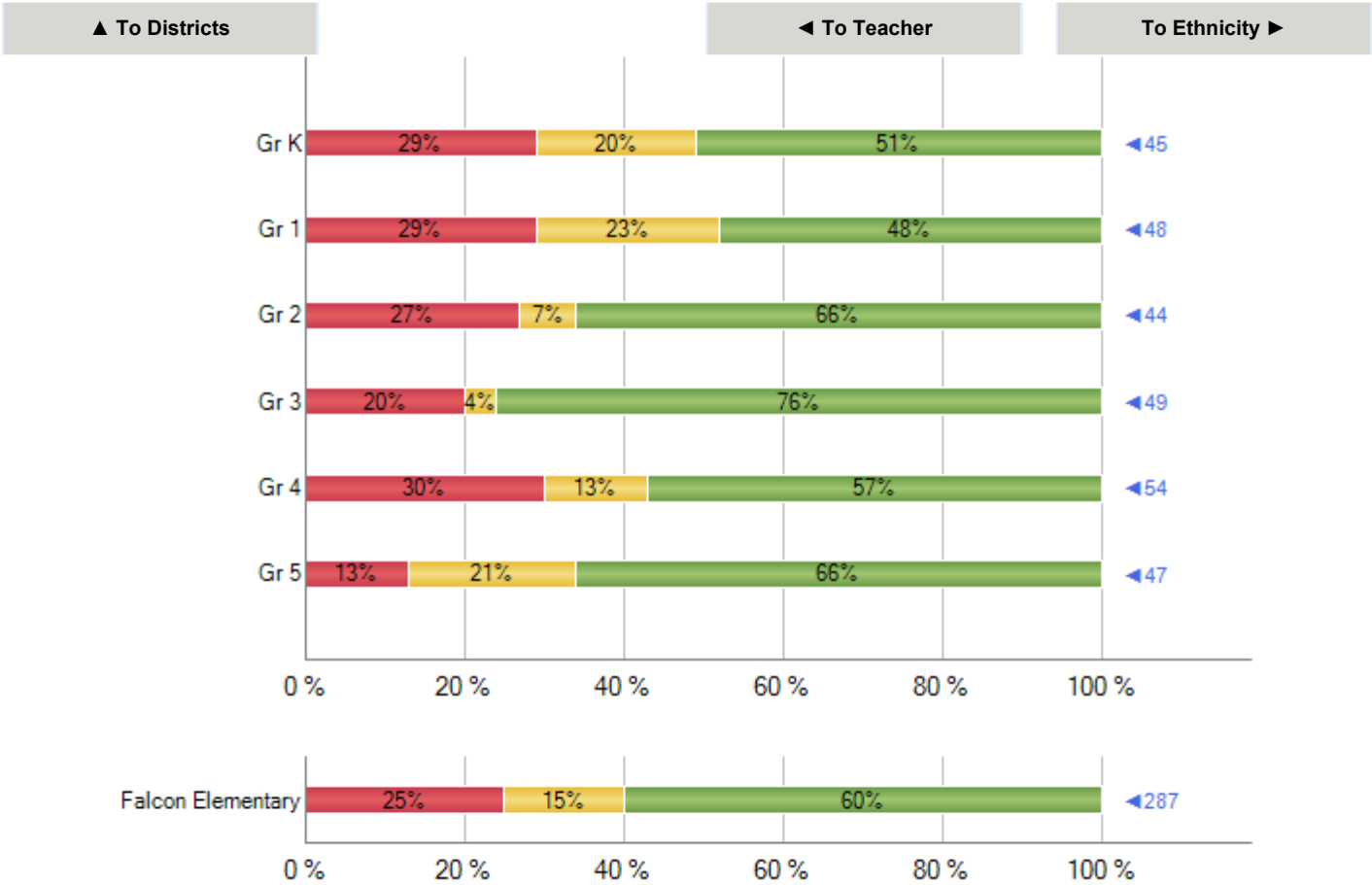
Institutions with no data are not included.

Comparing Populations on mCLASS:DIBELS

By Grade For 12 Schools

Falcon School Distri..., CO

Student Population	Time	Measure
Districts: Falcon School District 49 School: Falcon Elementary	Students enrolled on test day 14-15 BOY *Refresh date: 09/09/2014	mCLASS:DIBELS Composite Score ◀ Total Students Assessed Well Below Benchmark Below Benchmark Benchmark
Grade: All Grades Subject: Official Class		



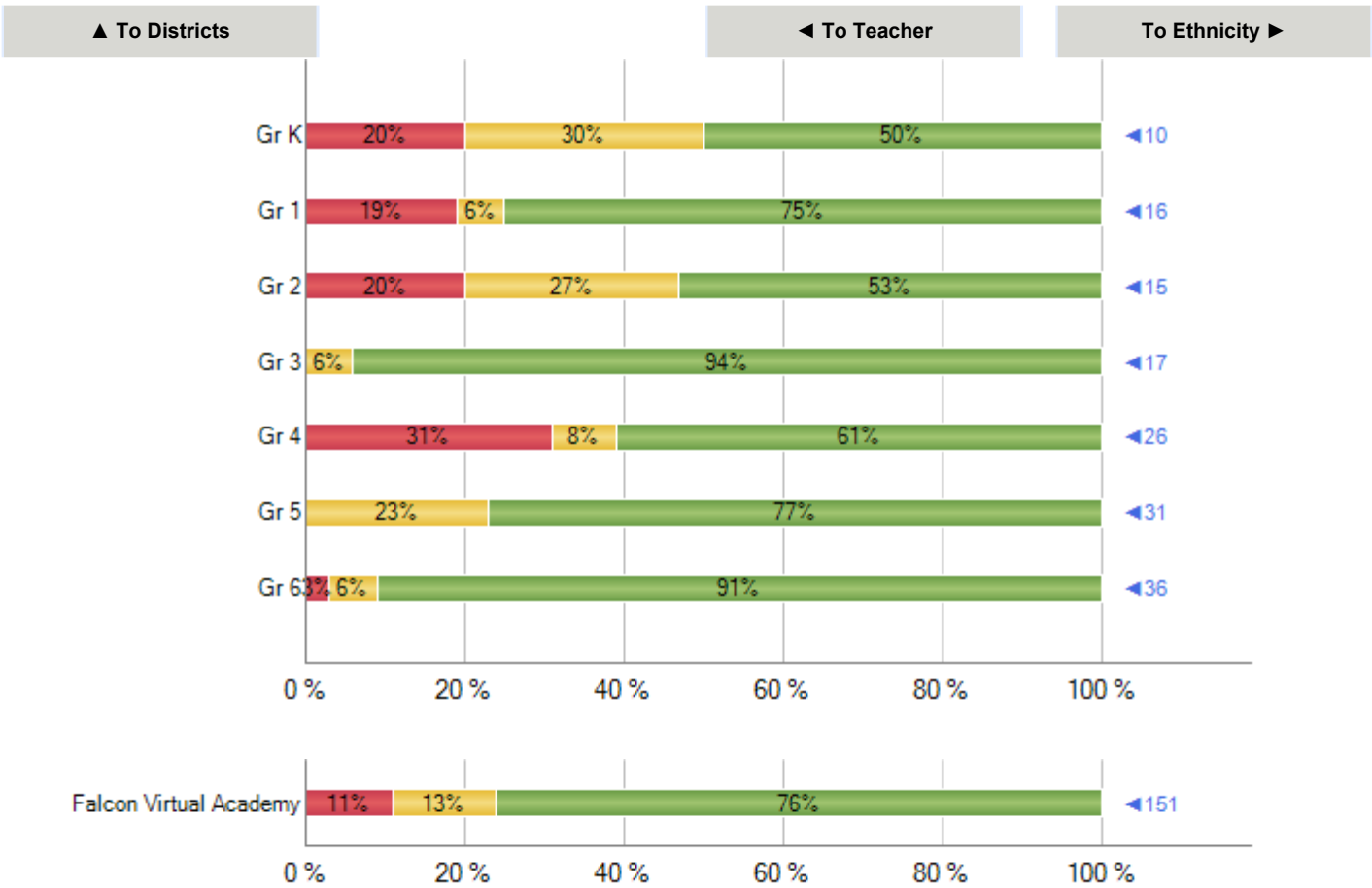
Institutions with no data are not included.

Comparing Populations on mCLASS:DIBELS

By Grade For 12 Schools

Falcon School Distri..., CO

Student Population	Time	Measure
Districts: Falcon School District 49 School: Falcon Virtual Academy	Students enrolled on test day 14-15 BOY *Refresh date: 09/09/2014	mCLASS:DIBELS Composite Score ◀ Total Students Assessed Well Below Benchmark Below Benchmark Benchmark
Grade: All Grades Subject: Official Class		



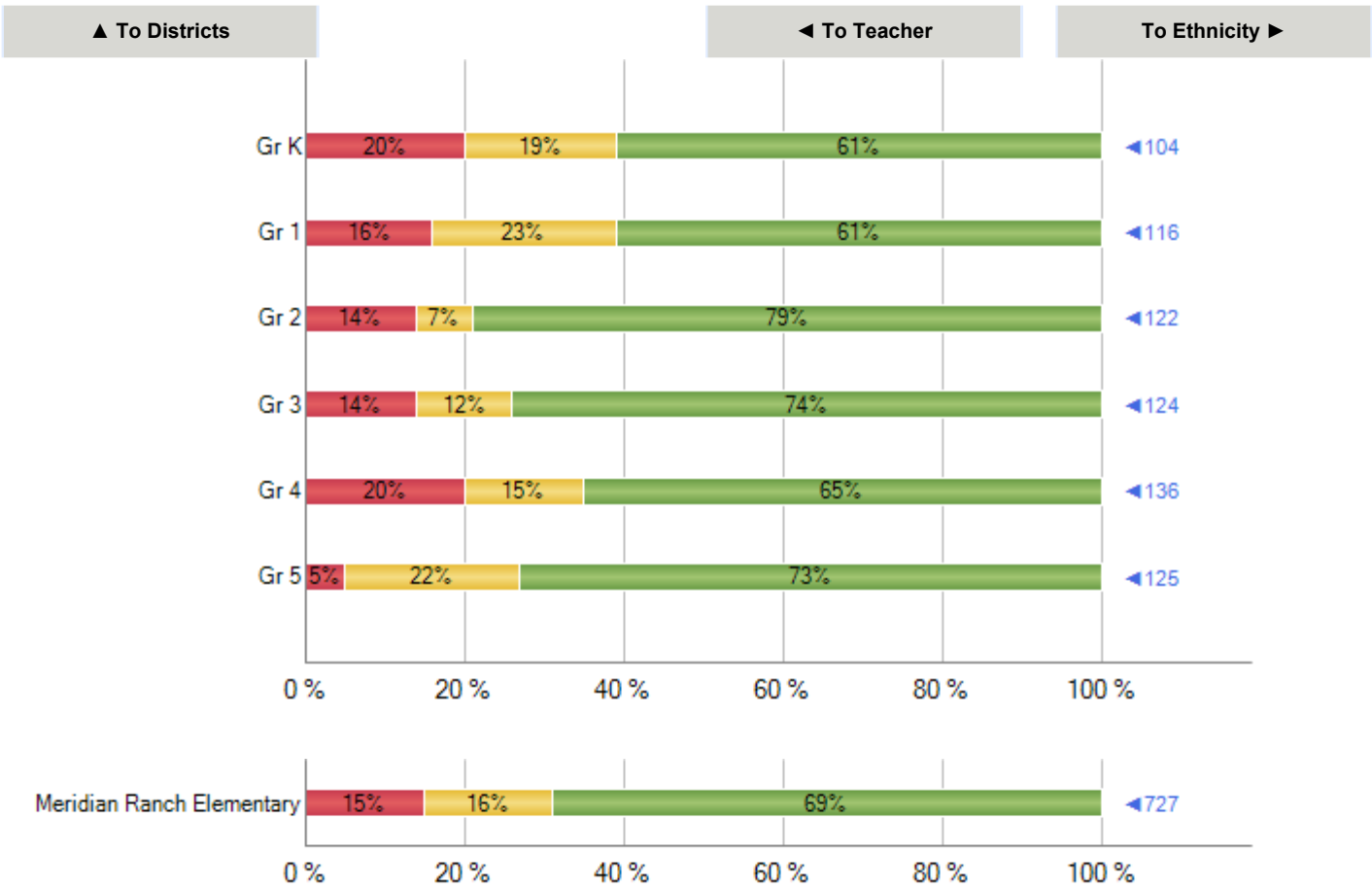
Institutions with no data are not included.

Comparing Populations on mCLASS:DIBELS

By Grade For 12 Schools

Falcon School Distri..., CO

Student Population	Time	Measure
Districts: Falcon School District 49 School: Meridian Ranch Elementary	Students enrolled on test day 14-15 BOY *Refresh date: 09/09/2014	mCLASS:DIBELS Composite Score ◀ Total Students Assessed Well Below Benchmark Below Benchmark Benchmark
Grade: All Grades Subject: Official Class		



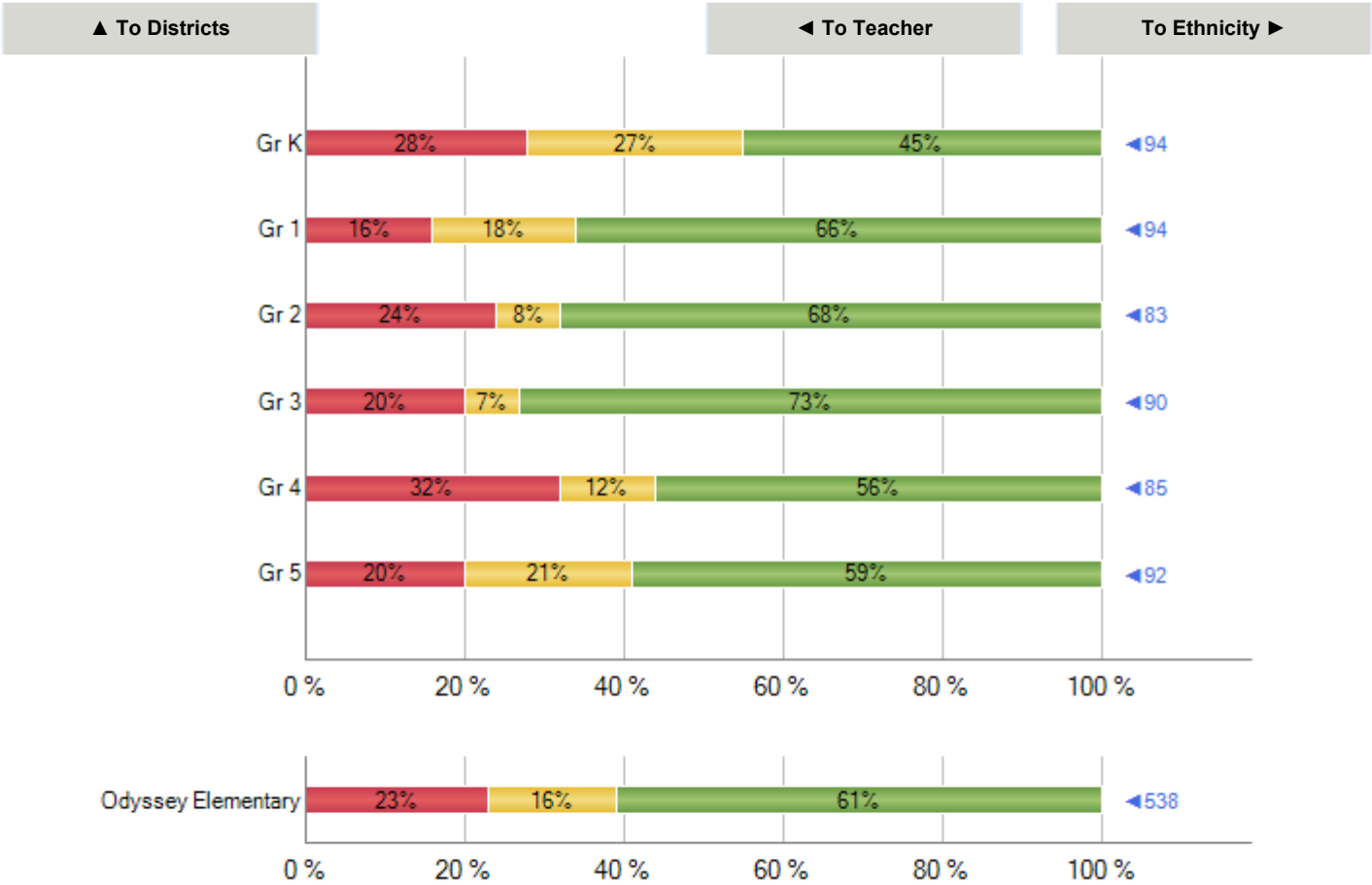
Institutions with no data are not included.

Comparing Populations on mCLASS:DIBELS

By Grade For 12 Schools

Falcon School Distri..., CO

Student Population	Time	Measure
Districts: Falcon School District 49 School: Odyssey Elementary	Students enrolled on test day 14-15 BOY *Refresh date: 09/09/2014	mCLASS:DIBELS Composite Score ◀ Total Students Assessed Well Below Benchmark Below Benchmark Benchmark
Grade: All Grades Subject: Official Class		



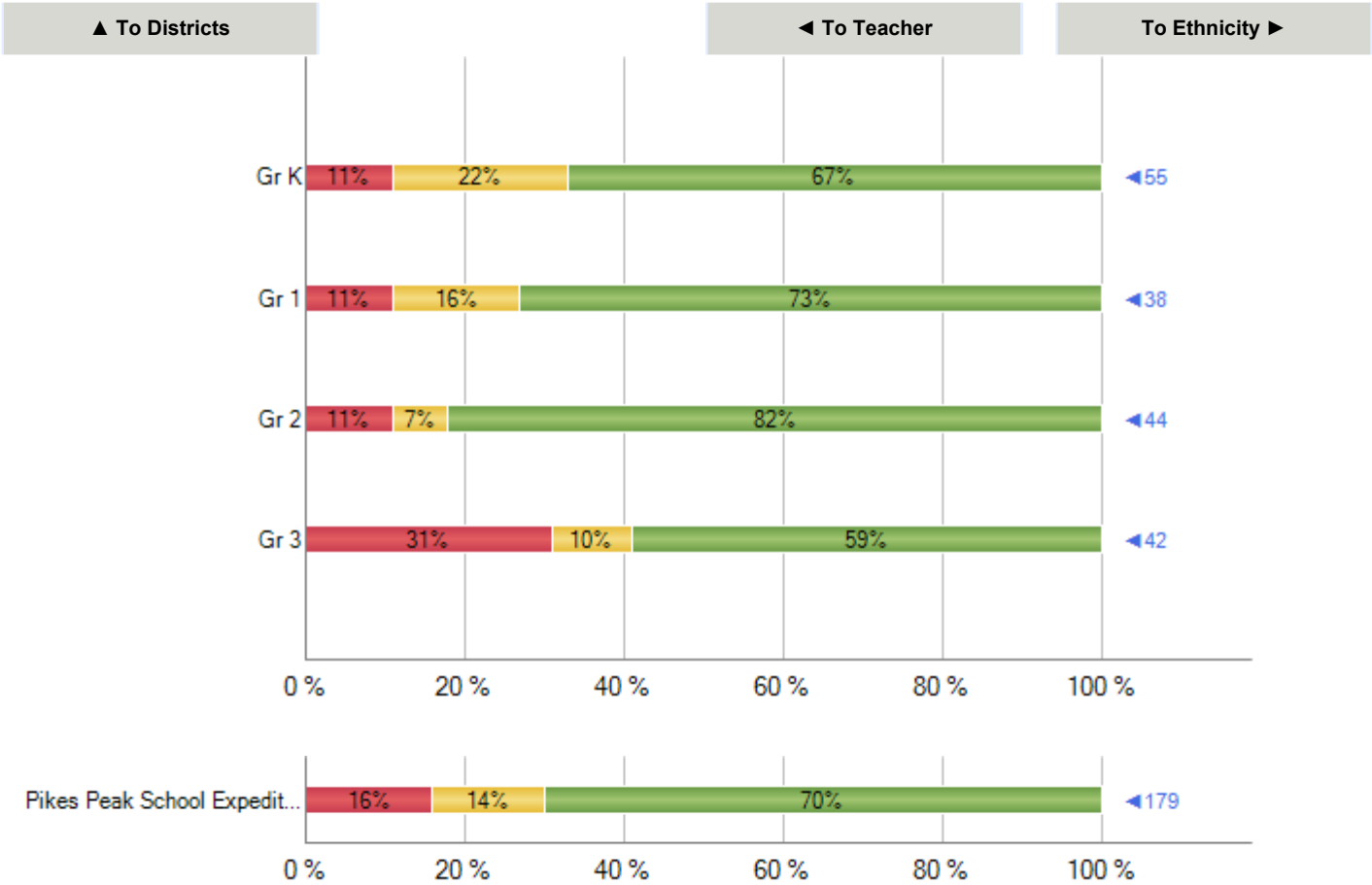
Institutions with no data are not included.

Comparing Populations on mCLASS:DIBELS

By Grade For 12 Schools

Falcon School Distri..., CO

Student Population	Time	Measure
Districts: Falcon School District 49 School: Pikes Peak School Expeditionary Learning	Students enrolled on test day 14-15 BOY *Refresh date: 09/09/2014	mCLASS:DIBELS Composite Score ◀ Total Students Assessed Well Below Benchmark Below Benchmark Benchmark
Grade: All Grades Subject: Official Class		



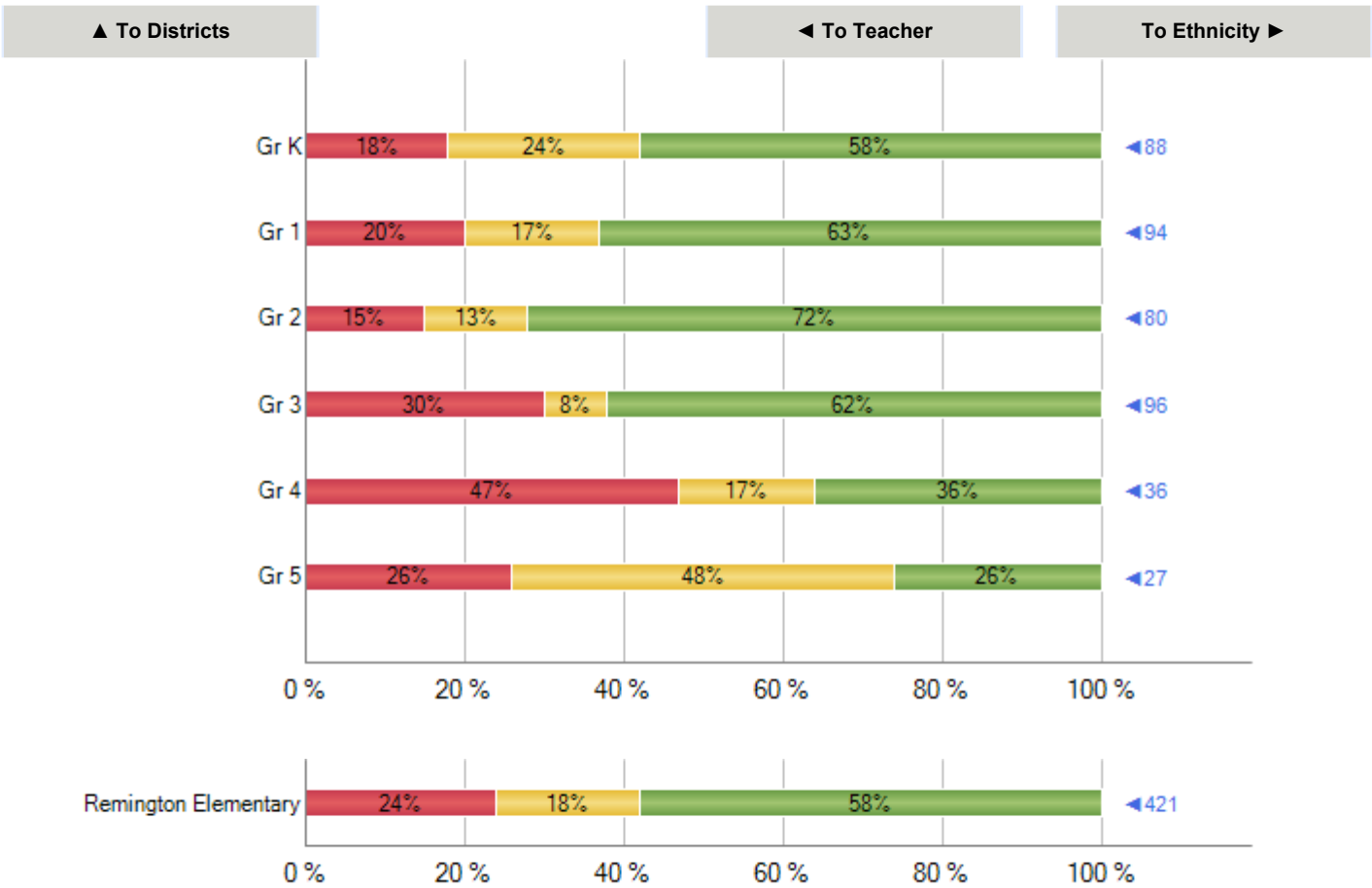
Institutions with no data are not included.

Comparing Populations on mCLASS:DIBELS

By Grade For 12 Schools

Falcon School Distri..., CO

Student Population	Time	Measure
Districts: Falcon School District 49 School: Remington Elementary	Students enrolled on test day 14-15 BOY *Refresh date: 09/09/2014	mCLASS:DIBELS Composite Score ◀ Total Students Assessed Well Below Benchmark Below Benchmark Benchmark
Grade: All Grades Subject: Official Class		



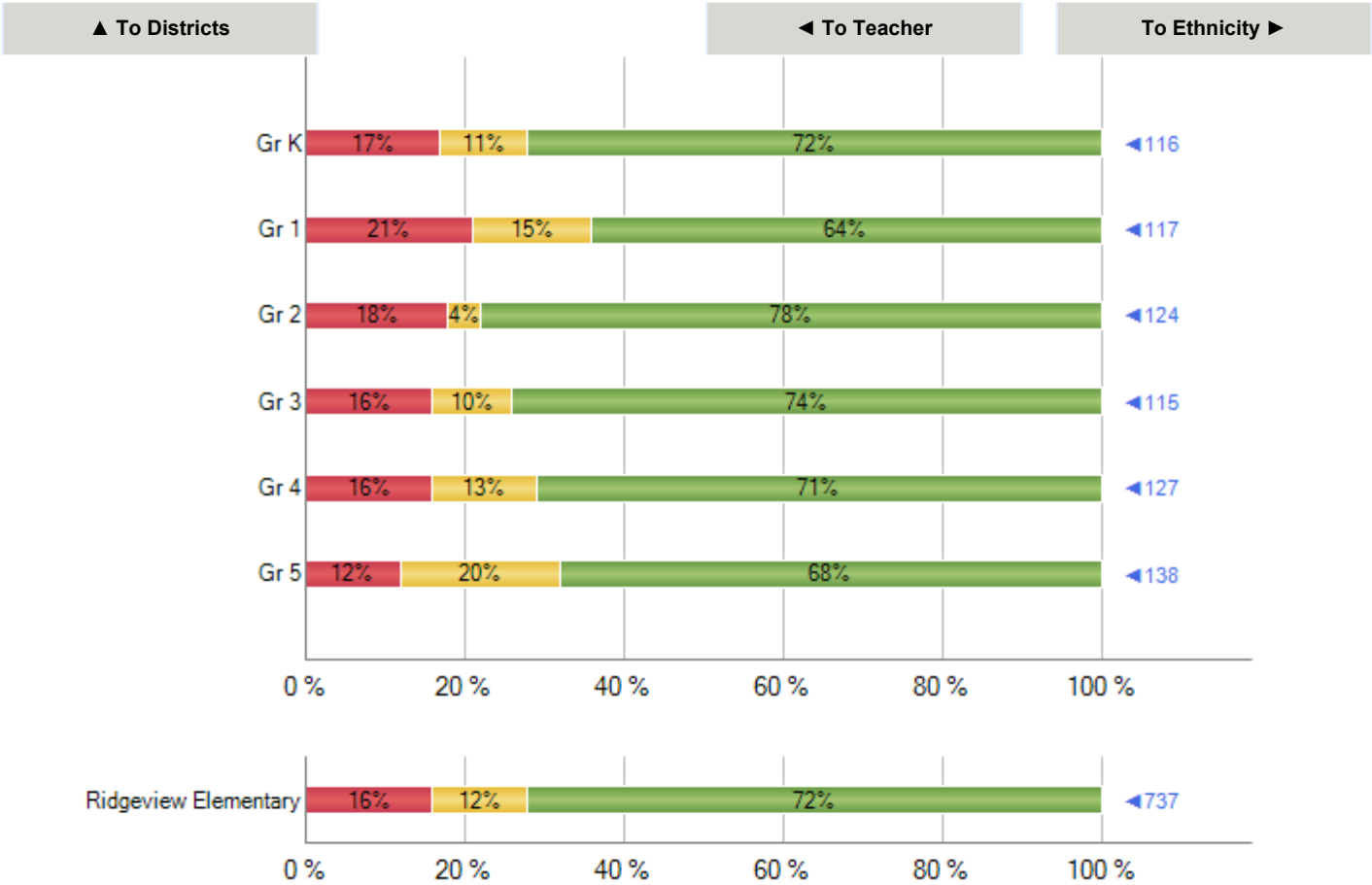
Institutions with no data are not included.

Comparing Populations on mCLASS:DIBELS

By Grade For 12 Schools

Falcon School Distri..., CO

Student Population	Time	Measure
Districts: Falcon School District 49 School: Ridgeview Elementary	Students enrolled on test day 14-15 BOY *Refresh date: 09/09/2014	mCLASS:DIBELS Composite Score ◀ Total Students Assessed Well Below Benchmark Below Benchmark Benchmark
Grade: All Grades Subject: Official Class		



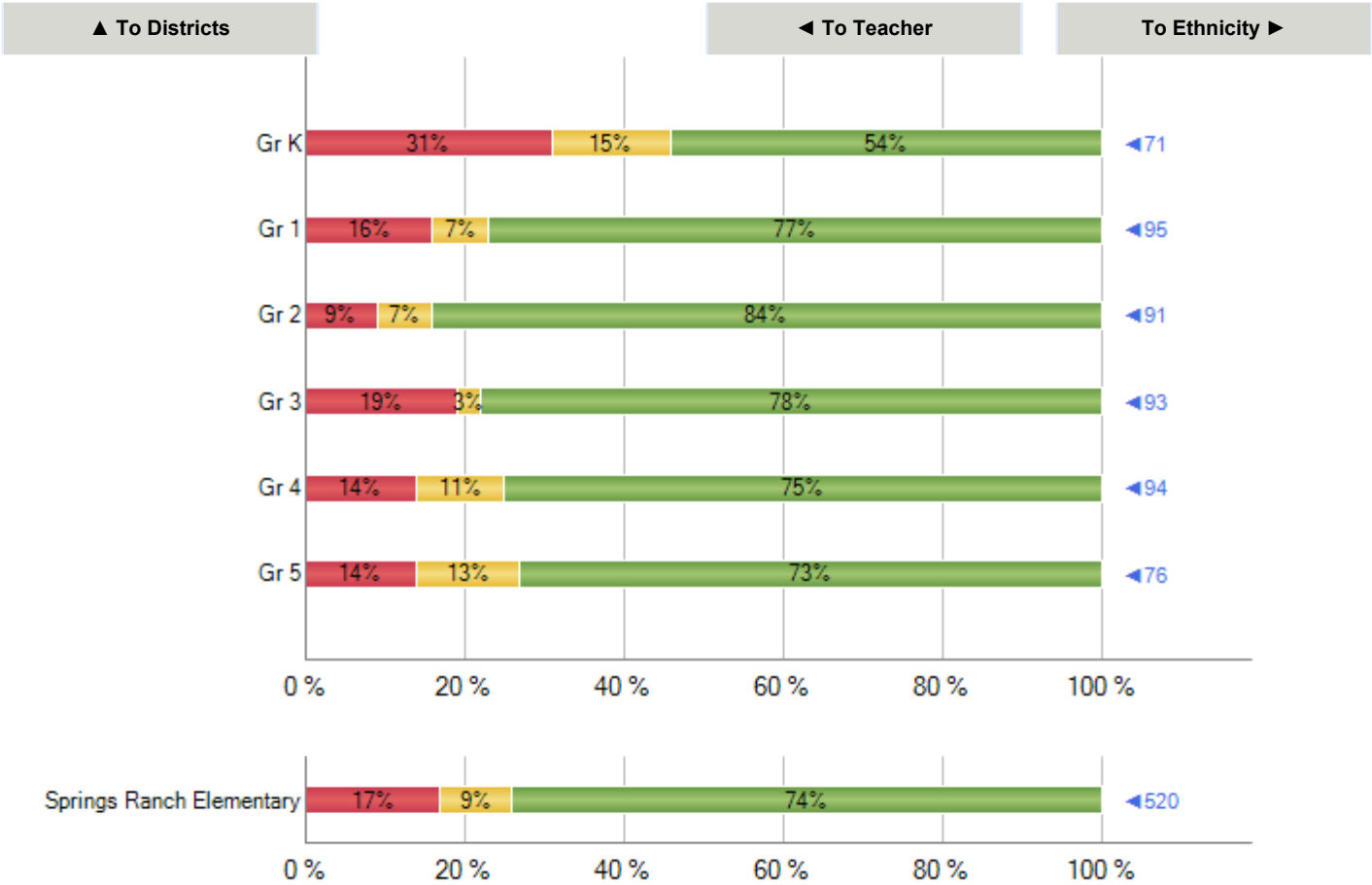
Institutions with no data are not included.

Comparing Populations on mCLASS:DIBELS

By Grade For 12 Schools

Falcon School Distri..., CO

Student Population	Time	Measure
Districts: Falcon School District 49 School: Springs Ranch Elementary	Students enrolled on test day 14-15 BOY *Refresh date: 09/09/2014	mCLASS:DIBELS Composite Score ◀ Total Students Assessed Well Below Benchmark Below Benchmark Benchmark
Grade: All Grades Subject: Official Class		



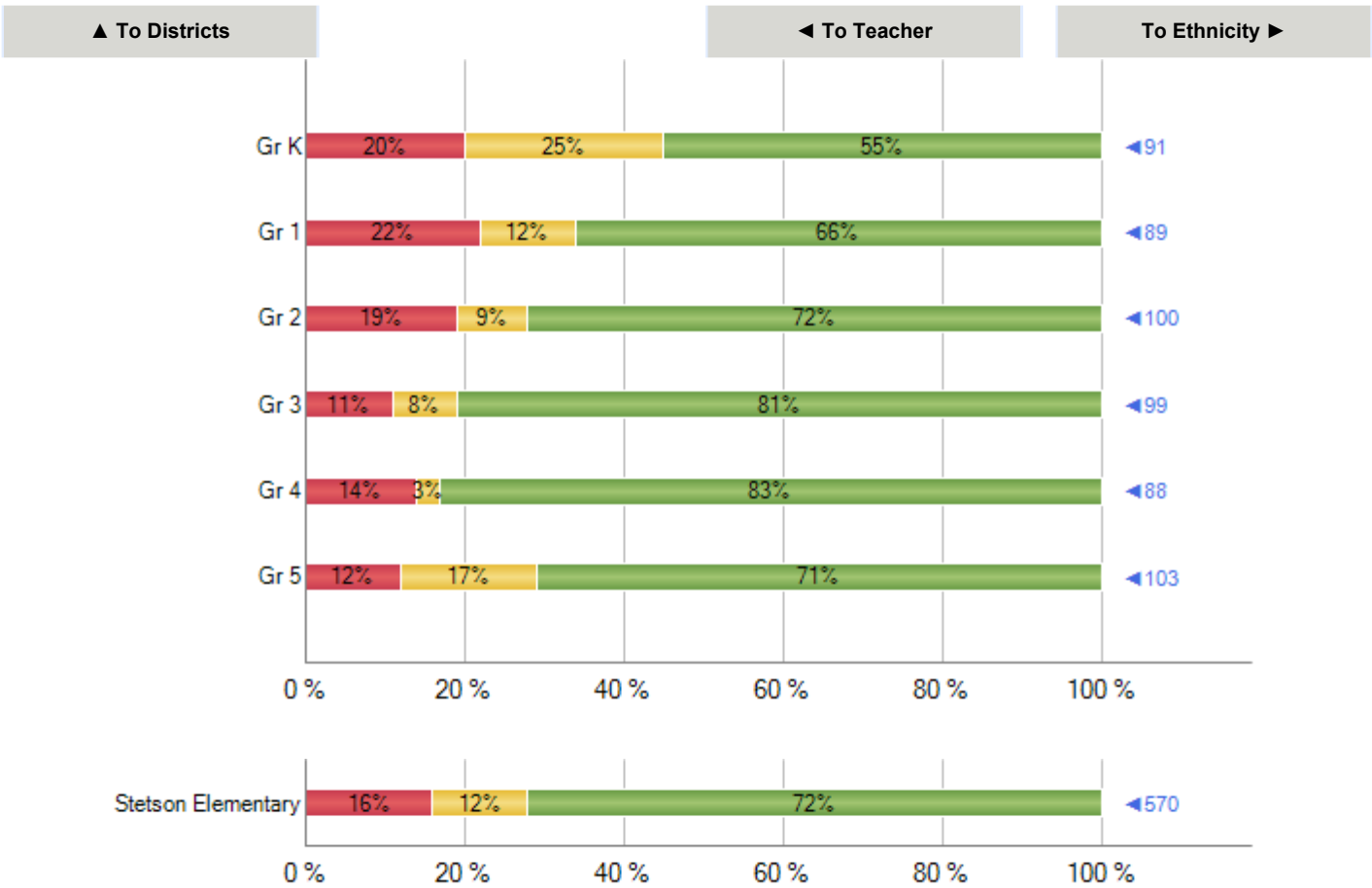
Institutions with no data are not included.

Comparing Populations on mCLASS:DIBELS

By Grade For 12 Schools

Falcon School Distri..., CO

Student Population	Time	Measure
Districts: Falcon School District 49 School: Stetson Elementary	Students enrolled on test day 14-15 BOY *Refresh date: 09/09/2014	mCLASS:DIBELS Composite Score ◀ Total Students Assessed Well Below Benchmark Below Benchmark Benchmark
Grade: All Grades Subject: Official Class		



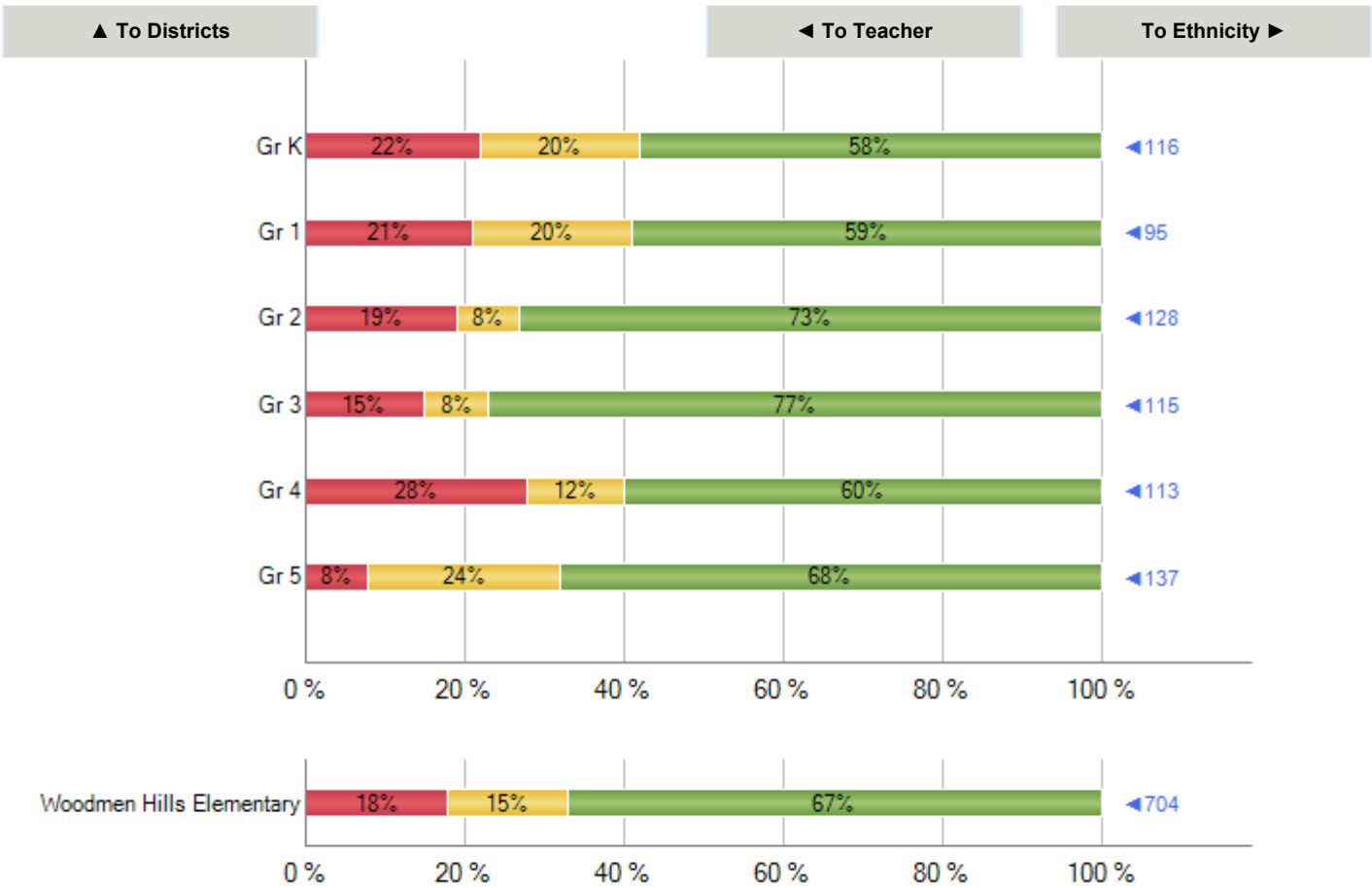
Institutions with no data are not included.

Comparing Populations on mCLASS:DIBELS

By Grade For 12 Schools

Falcon School Distri..., CO

Student Population	Time	Measure
Districts: Falcon School District 49 School: Woodmen Hills Elementary	Students enrolled on test day 14-15 BOY *Refresh date: 09/09/2014	mCLASS:DIBELS Composite Score ◀ Total Students Assessed Well Below Benchmark Below Benchmark Benchmark
Grade: All Grades Subject: Official Class		



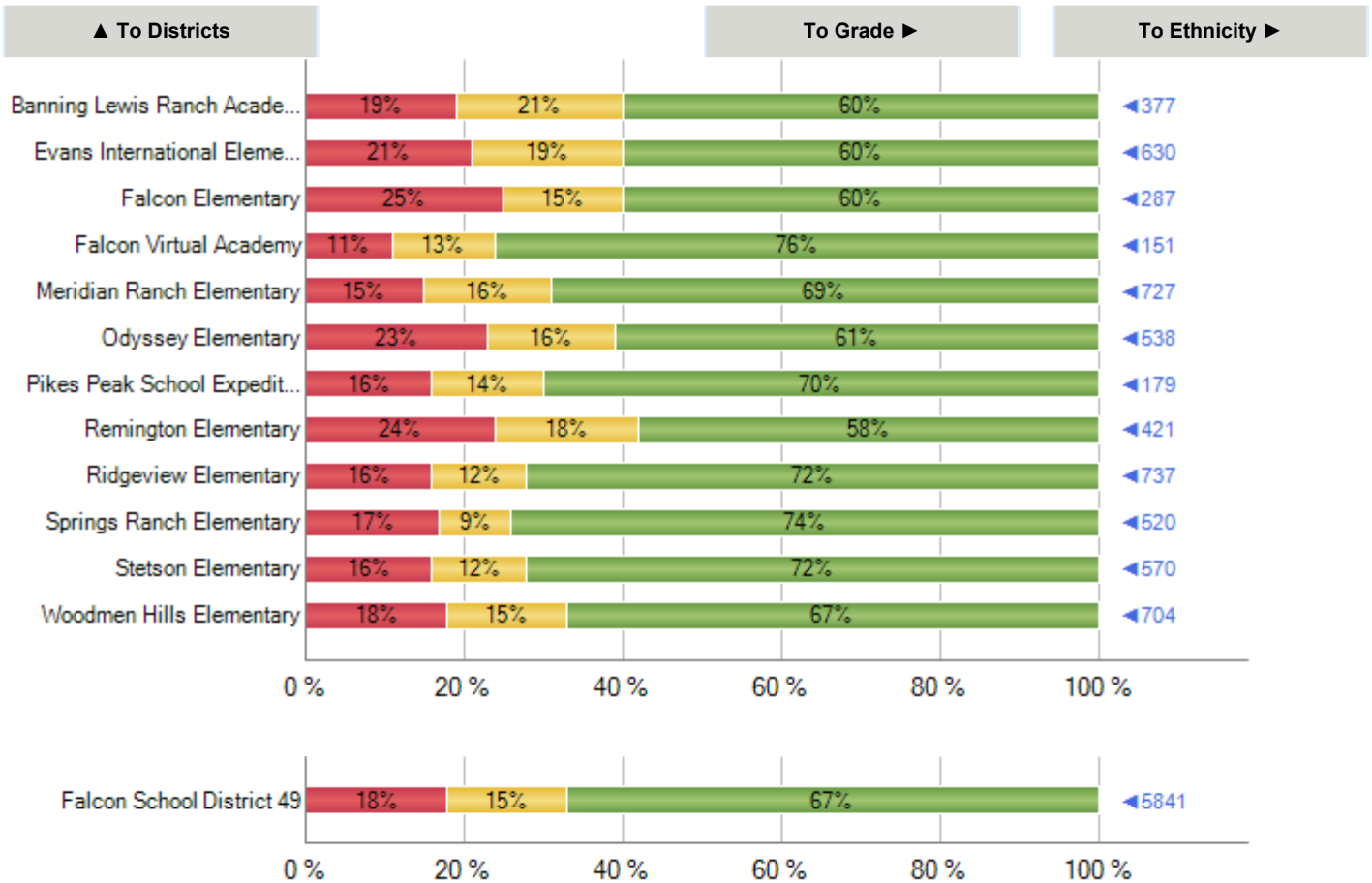
Institutions with no data are not included.

Comparing Populations on mCLASS:DIBELS

By School For Falcon School District 49

Falcon School Distri..., CO

Student Population	Time	Measure
Districts: Falcon School District 49 School: 12 Schools	Students enrolled on test day 14-15 BOY *Refresh date: 09/09/2014	mCLASS:DIBELS Composite Score <div> <div>Total Students Assessed</div> <div>Well Below Benchmark</div> <div>Below Benchmark</div> <div>Benchmark</div> </div>
Grade: All Grades Subject: Official Class		



Institutions with no data are not included.

Page 1 of 1

Correlation/Effectiveness on mCLASS:DIBELS

By Grade For Falcon School District 49

Falcon School Distri..., CO

Student Population

Districts: Falcon School District 49

Grade: All Grades

Subject: Official Class

Measure 1 **Time 1**

13-14 - BOY
DIBELS Next
Composite Score

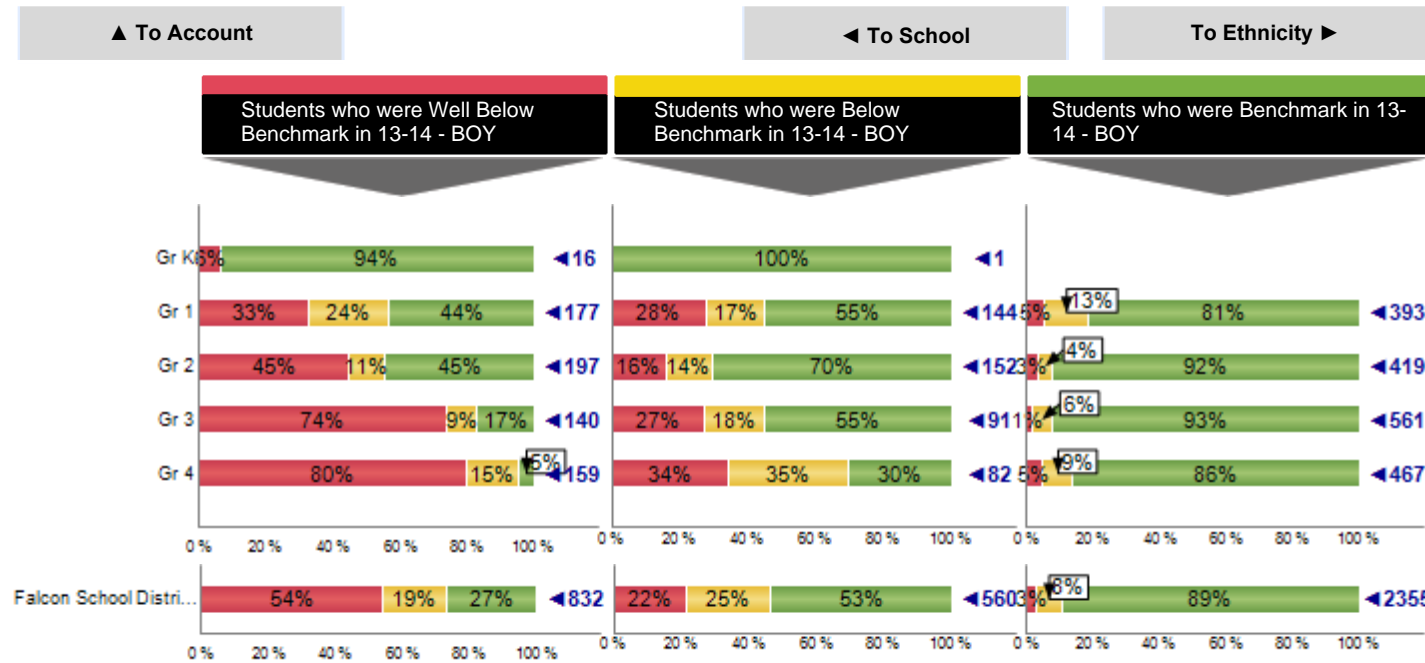
Measure 2 **Time 2**

14-15 - BOY
DIBELS Next
Composite Score

Well Below Benchmark
Below Benchmark
Benchmark

Students enrolled on test day

*Refresh date: 09/16/2014



Correlation/Effectiveness on mCLASS:DIBELS

By Grade For Falcon School District 49

Falcon School Distri..., CO

Student Population

Districts: Falcon School District 49

Grade: All Grades

Subject: Official Class

Measure 1 **Time 1**

13-14 - BOY
DIBELS Next
Composite Score

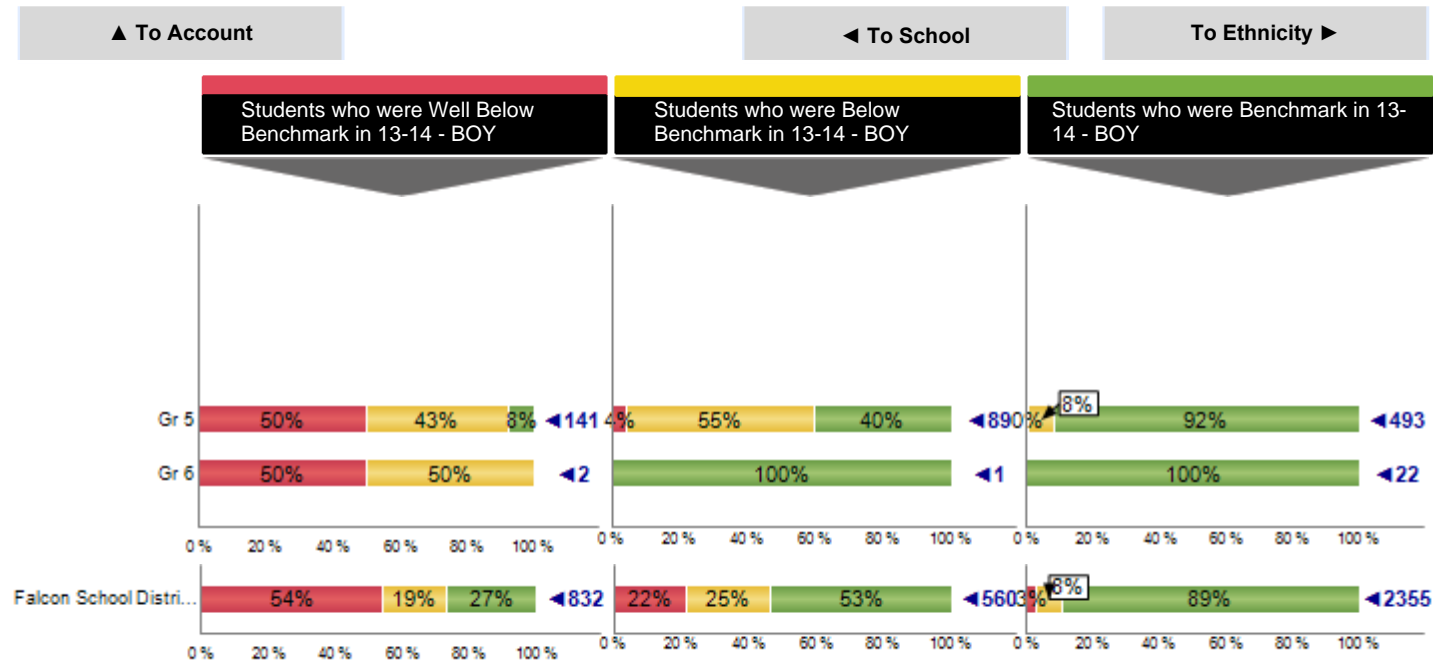
Measure 2 **Time 2**

14-15 - BOY
DIBELS Next
Composite Score

Well Below Benchmark
Below Benchmark
Benchmark

Students enrolled on test day

*Refresh date: 09/16/2014



Institutions with no data are not included.

Correlation/Effectiveness on mCLASS:DIBELS

By Grade For Falcon School District 49

Falcon School Distri..., CO

Student Population

Districts: Falcon School District 49

Grade: All Grades

Subject: Official Class

Measure 1 **Time 1**

13-14 - EOY
DIBELS Next
Composite Score

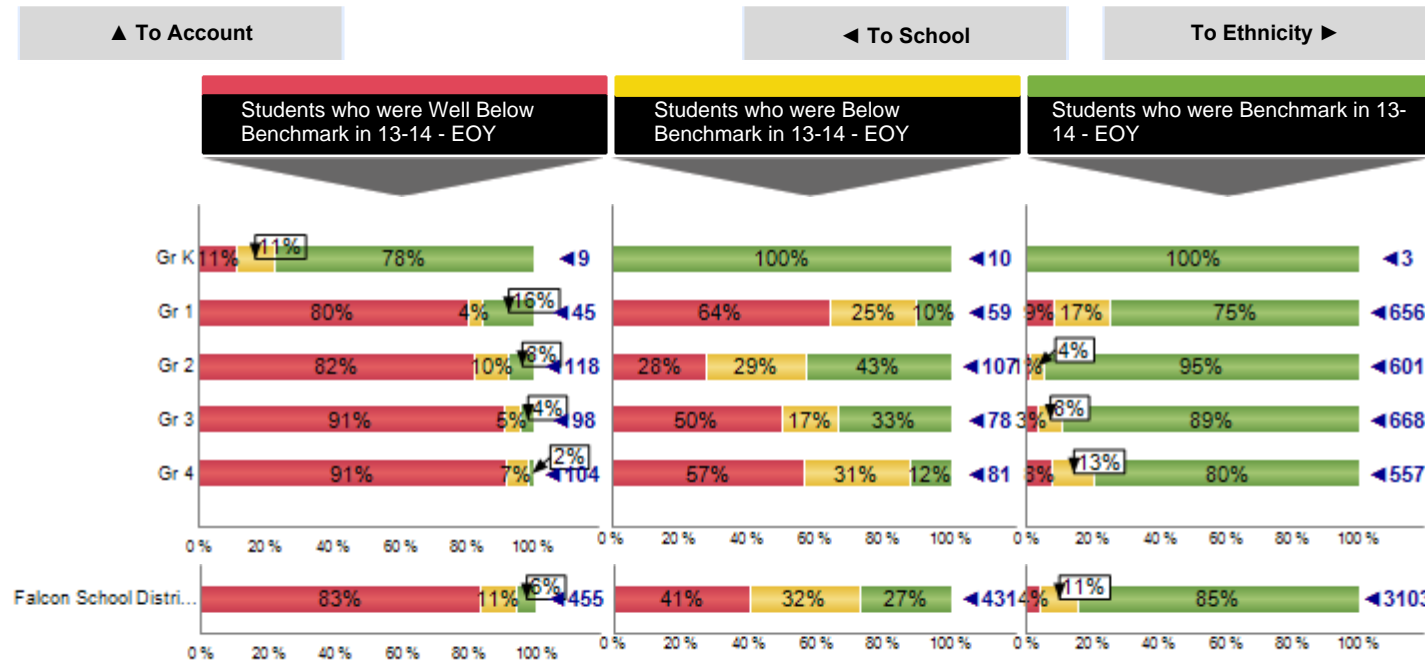
Measure 2 **Time 2**

14-15 - BOY
DIBELS Next
Composite Score

Well Below Benchmark
Below Benchmark
Benchmark

Students enrolled on test day

*Refresh date: 09/16/2014



Correlation/Effectiveness on mCLASS:DIBELS

By Grade For Falcon School District 49

Falcon School Distri..., CO

Student Population

Districts: Falcon School District 49

Grade: All Grades

Subject: Official Class

Measure 1 **Time 1**

13-14 - EOY
DIBELS Next
Composite Score

Measure 2 **Time 2**

14-15 - BOY
DIBELS Next
Composite Score

Well Below Benchmark
Below Benchmark
Benchmark

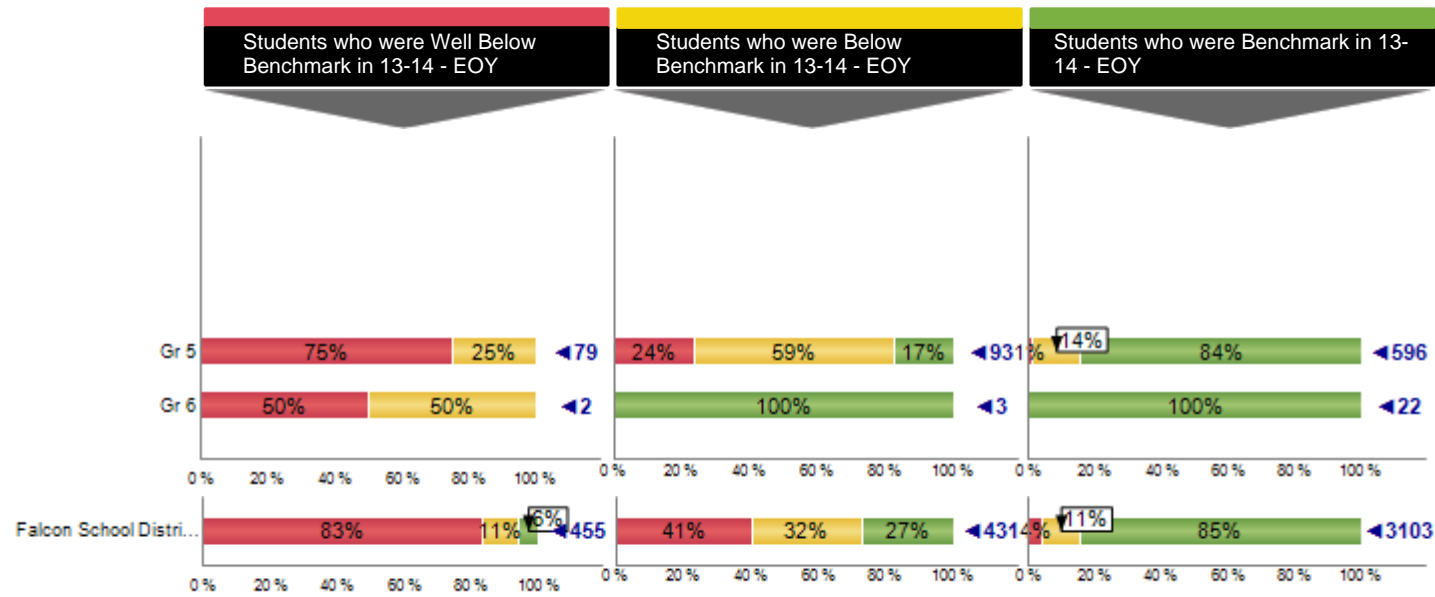
Students enrolled on test day

*Refresh date: 09/16/2014

[▲ To Account](#)

[◀ To School](#)

[To Ethnicity ▶](#)



BOARD OF EDUCATION AGENDA ITEM 4

BOARD MEETING OF:	September 24, 2014
PREPARED BY:	Sean Dorsey, Zone Leader
TITLE OF AGENDA ITEM:	Before and After School Program Job Description-Before and After School Program Manager
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Sand Creek Zone is in the midst of implementing a before and after school program to serve the families in the Zone. A new job description has been developed and now requires Board approval.

RATIONALE: Kids' Corner Before and After School Program provides quality before and after school care on scheduled school days, as well as during early release and assessment/professional development days to working families that require our services. In an effort to continue to enhance the level of service to patrons, Kids' Corner requires a dedicated program manager.

RELEVANT DATA AND EXPECTED OUTCOMES: Kids Corner is a self-sustained program with revenue paying for personnel.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best</u> district in Colorado to learn, work and lead	<u>X</u>
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	<u>X</u>

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: Professional/Technical Range 1-salary paid through tuition revenue

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this item for action at the October 9th regular board meeting.

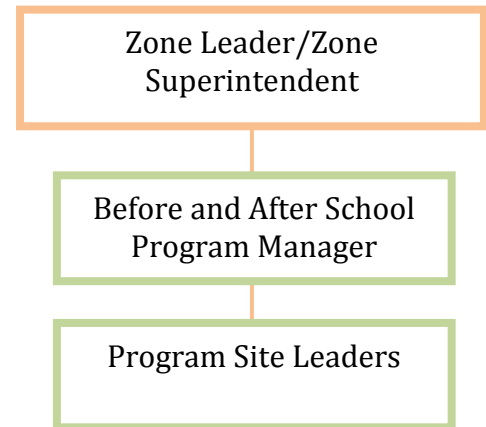
APPROVED BY: Peter Hilts, CEO

DATE: September 12, 2014

Before and After School Program Manager

Job Title:	Before and After School Program Manager
Job Code:	
Initial:	
Revised:	
Work Year:	261 Days – Full-Time/Full-Year
Office:	Zone Operations
Department:	Sand Creek Zone
Reports To:	Innovation Zone Leader/Zone Superintendent
FLSA Status:	Exempt
Pay Range:	Professional Technical Range 1

Related Organization Chart



SUMMARY:

The Before and After School Program Manager is directly accountable for all operational aspects of a group of sites including, ensuring quality care and education for children; achievement of financial targets; applying rigorous, proactive cost controls; incorporating active continuous improvement of quality of operations; demonstrating results in employee development and contribution; delivering excellent customer service by conducting instructor observations and providing prompt feedback; developing and retaining business; keeping accurate records of student attendance and program results; and ensuring legal compliance.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The following statements of duties and responsibilities describe the general nature and level of work being performed by the leader filling this position. These statements are not an exhaustive list of all duties and responsibilities required by this position.

- Maintains positive communication with parents. Recognizes parent concerns, evaluates courses of action and responds professionally to the needs of the parents.
- Models and fosters an environment of customer service, strengthening partnerships with teachers, educational specialists, school/district administrators, and parent/teacher organizations.
- Actively partners with school personnel, zone leader, and principal to create marketing strategies that maximize utilization and enrollment. Responds to all enrollment inquiries and provides facility tours and detailed information about the program.
- Consistently grows the business with new enrollment per location and retention.
- Visits each program at least twice per month to ensure quality programming. Provides necessary feedback to site staff and helps devise site action plans when necessary.
- Ensures compliances with all Falcon School District 49 department procedures.

- Ensures compliance with Falcon School District 49 contract and state regulations regarding the care of children. Keeps supervisor informed of all necessary information regarding the care and safety of children.
- Ensures appropriate and effective staffing of program. Anticipates staffing needs and prepares staffing schedule to ensure that state regulations are met at all times. Leads interviewing process and makes hiring recommendations.
- Orients and trains all program staff to ensure staff comply with all applicable federal and state laws, company policies and procedures, proper implementation of curriculum, and licensing requirements when necessary.
- Manages staff performance, including setting expectations, providing corrective feedback and performing evaluations per District policy and procedures.
- Tracks all monetary transactions with clients and ensures that all related record keeping requirements are met. Enforces company tuition requirements and appropriately imposes policy regarding non-payment of tuition.
- Achieves financial results. Maintains and has knowledge of budget analysis, expense reviews, P&L analysis, and general ledger reconciliations. Makes necessary changes by flexing personnel and variable cost expenses to the revenue generation.
- Performs other duties as assigned.

EDUCATION AND TRAINING:

- Four (4) year college degree with a major in recreation, education with a specialty in art, elementary or early childhood education, or a subject in the human field or
- Two (2) years of college training and six (6) months of satisfactory and verifiable full-time experience in the care and supervision of 4 or more children or
- Three (3) year of satisfactory and verifiable full-time experience in the care and supervision of 4 or more children. Must complete six (6) semester hours, nine clock hours in course work from regionally accredited college or university or 40 clock hours of training in course work applicable to school-age children within the first 9 months of employment.

SKILLS and KNOWLEDGE:

- Must be qualified by demonstrated knowledge, training and experience to fulfill the responsibilities of the program. This will include but not be limited to: outstanding interpersonal skills, customer service skills and extensive knowledge of financial management skills.

CERTIFICATES, LICENSES, & REGISTRATIONS:

- Criminal background check required for hire.
- Driver license with specific endorsements, if needed, for van and/or short bus driving
- Valid auto insurance
- First aid and CPR within first month of employment

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- General office equipment
- Equipment specific to a before and after school site program

SUPERVISION AND TECHNICAL RESPONSIBILITIES:

- Will oversee site staff at various locations. Evaluation of staff in collaboration with Zone Leader/Zone Superintendent to be performed one time per year at a minimum. Coaching and strength building within Kids Corner staff to be done on an ongoing basis.

PHYSICAL DEMANDS:

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. The district may make reasonable accommodations to enable individuals with disabilities to perform the essential functions.

Must be capable of bending, crouching or kneeling at children's level. Must be able to lift children weighing up to 50 (fifty) pounds. Must be able to reach at and above shoulder height. Must be capable of frequent changes of positions throughout work shift. Must be able to walk with children and play sitting and outdoor games with children. Must be willing to drive a van or short bus if needed during summer and school breaks.

WORK ENVIRONMENT:

- Must be able to travel to each location in personal vehicle
- Must be able to sit for long periods of time or stand for periods at a time
- Must be able to give direction to all site staff and act in a lead role
- Noise level at various sites may be moderate to noisy at times

MENTAL FUNCTIONS:

While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, copy, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, compile and negotiate.

BOARD OF EDUCATION AGENDA ITEM 5

BOARD MEETING OF:	September 24, 2014
PREPARED BY:	Kim McClelland
TITLE OF AGENDA ITEM:	Charter School Annual Performance Report
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: One of the indicators of a good charter school authorizer, according to the National Association of Charter School Authorizers (NACSA), is the use of an Annual Performance Report (APR) to monitor charter schools. The District uses an online tool developed for monitoring its charter schools, called School Briefcase. School Briefcase's functions include housing primary documents, monitoring compliance items, discussing important issues among school leaders and District staff, and generating reports. This is the first year the BOE is receiving a charter school APR. This report is meant to give board members an understanding of what is being monitored in the District's charter schools and generally how they schools are performing. For more than a year, District staff have been encouraging the charter school governing board's to monitor if they are achieving their vision and mission through performance metrics included in a board dashboard. Each school has provided a dashboard that is attached to the APR. The process for developing the APR includes a review period in which charter school leaders were able to review the report and offer comments, if they wished. In the future, APRs will include more items. The focus, currently, is to ensure school leaders are entering their information into School Briefcase and compliance items are completed in a timely manner.

RATIONALE: NACSA best practices indicate charter school performance should be regularly monitored and reported to the community. The District uses a tool called School Briefcase to, in part, provide monitoring and oversight of its charter schools. This first APR is a summation of these activities.

RELEVANT DATA AND EXPECTED OUTCOMES: The 2013-2014 District 49 Charter School Annual Performance Report is attached.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	The District holds a high standard for academic performance for its charter schools. An APR is one way to ensure academic success because it focuses on performance metrics.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	The District has five operating charter schools with two more approved and set to open in the future.
Rock #5 — Customize our educational systems to launch each student toward success	The District's charter schools offer high quality and diverse options for families.

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: For discussion only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 24, 2014



ANNUAL PERFORMANCE REPORT

D49 Charter Schools

2013-2014 School Year

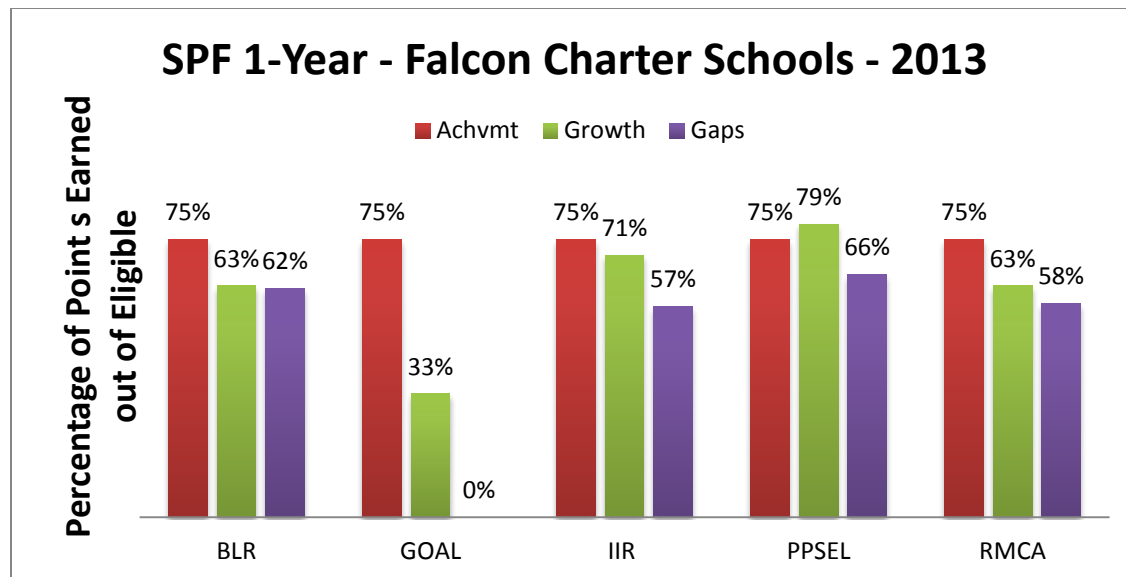
PART ONE: ACADEMICS

1.1 SCHOOL PERFORMANCE DATA

*Source: School 1-Year SPF from 2014.

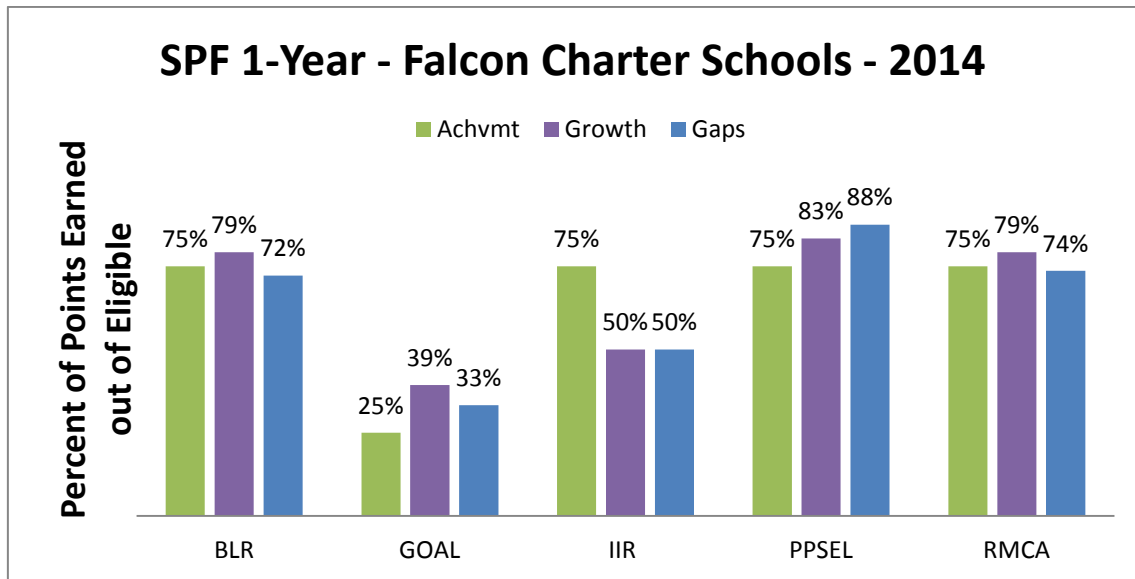
2013 SPF Comparison

	Rating	Achvmt	Growth	Gaps	Engagmt	PSWR
BLR	<i>Performance</i>	75.0%	62.5%	61.8%	NA	NA
GOAL	<i>Improvement - AEC</i>	75.0%	33.3%	NA	62.5%	41.7%
IIR	<i>Performance</i>	75.0%	70.8%	56.9%	NA	NA
PPSEL	<i>Performance</i>	75.0%	79.2%	65.6%	NA	NA
RMCA	<i>Performance</i>	75.0%	62.5%	57.7%	NA	NA



2014 SPF Comparison

	Rating	Achvmt	Growth	Gaps	Engagmt	PSWR
BLR	<i>Performance</i>	75%	79%	72%	NA	NA
GOAL	<i>Turn Around - AEC</i>	25%	39%	33%	NA	25.00%
IIR	<i>Performance</i>	75%	50%	50%	NA	NA
PPSEL	<i>Performance</i>	75%	83%	88%	NA	NA
RMCA	<i>Performance</i>	75%	79%	74%	NA	NA



2013 MPG Comparison

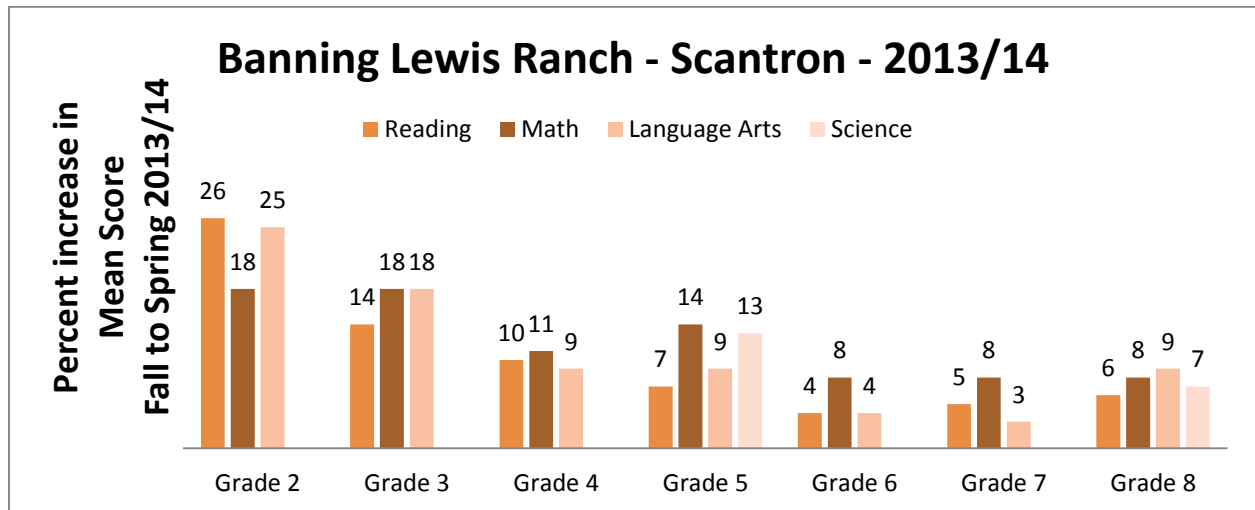
	Reading MGP	Math MGP	Writing MGP	Total % Points
District Avg.	47	46	52	67.9%
BLR	40	35	45	50%
GOAL	41	29	40	NA
IIR	45	47	44	66.7%
PPSEL	51	52	50	75%
RMCA	50	37	53	66.7%

2014 MGP Comparison

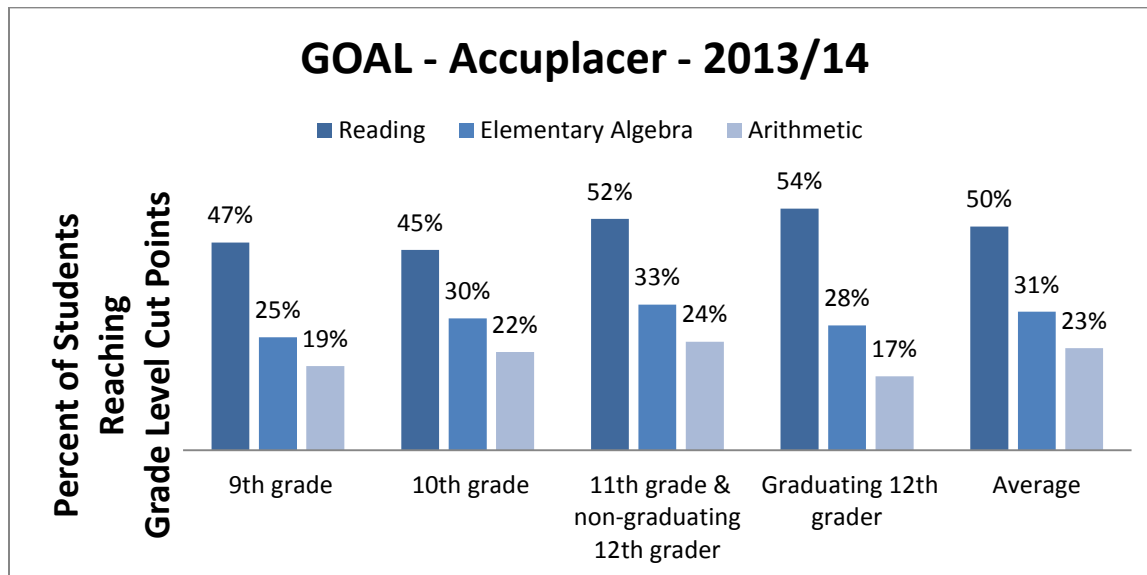
	Reading MGP	Math MGP	Writing MGP	Total % Points
District Avg.	48	42	47	67.9%
BLR	50	40	52	66.7%
GOAL	40	31	40	39.3%
IIR	31	37	32	33.3%
PPSEL	45	52	50	75%
RMCA	46	48	49	75%

1.2 LOCAL DATA

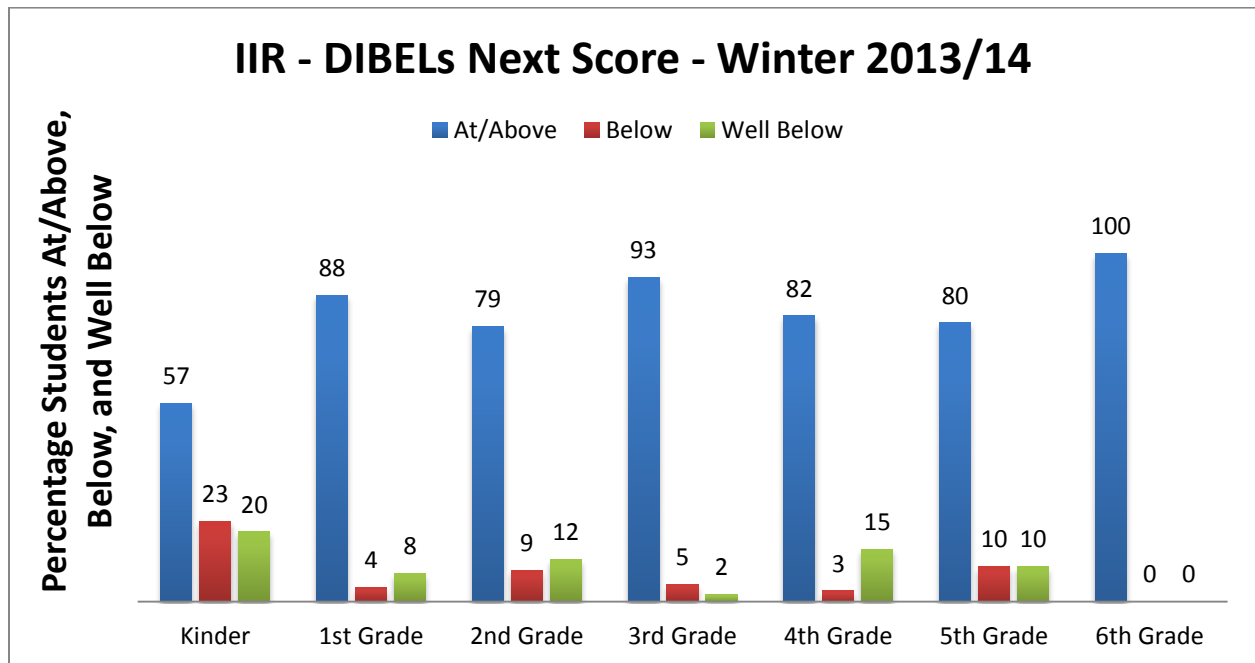
BANNING LEWIS RANCH – LOCAL DATA



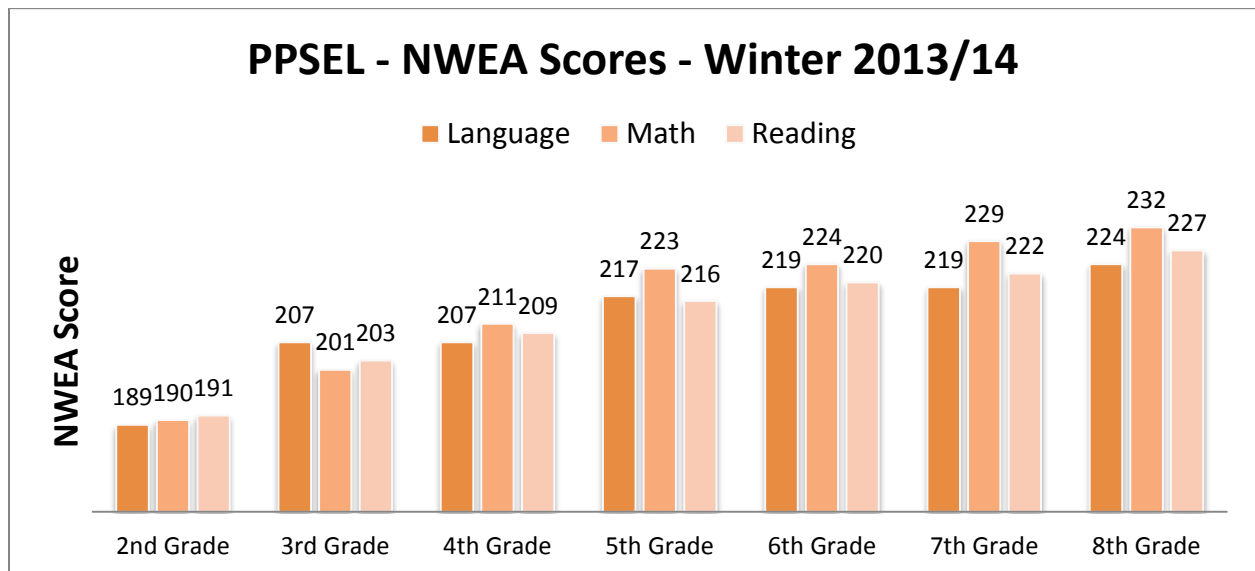
GOAL - LOCAL DATA



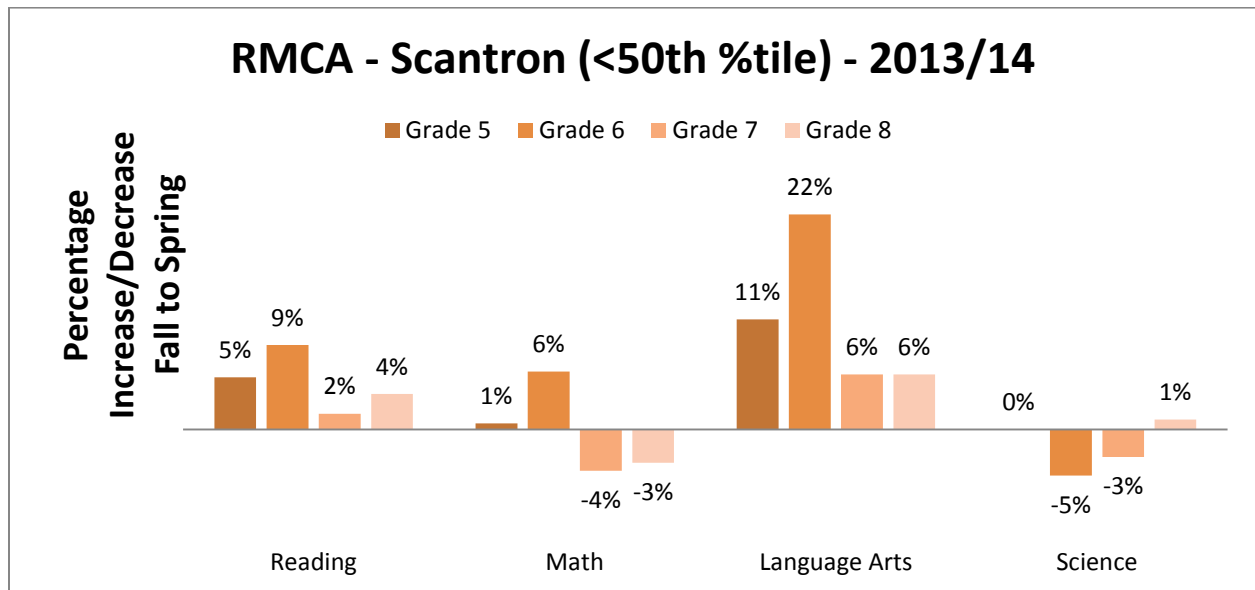
IIR – LOCAL DATA



PPSEL - LOCAL DATA



RMCA - LOCAL DATA



1.3 STUDENT DISCIPLINE DATA

	ISS	ISS % of Students	OSS	OSS % of Students	Expulsions
BLR	16	2.17	27	3.66	0
GOAL	3	0.10	0	0.00	0
IIR	0	0.00	12	1.40	0
PPSEL	1	0.25	0	0.00	0
RMCA	0	0.00	22	3.26	0

PART TWO: FINANCE AND OPERATIONS

2.1 ANNUAL FINANCIAL AUDIT

Audit Submitted	
BLRA	Y
GOAL Academy	Y
IIR	Y
PPSEL	Y
RMCA	Y

2.2 RESERVES MAINTAINED

TABOR Reserve Met	
BLRA	Y
GOAL	Y
IIR	Y
PPSEL	Y
RMCA	Y

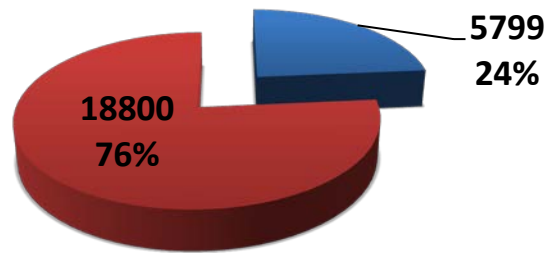
2.3 ENROLLMENT (TOTAL FTE)

	Building Capacity	Head Count Oct 1
BLRA	725	737
GOAL	NA	3132
IIR	850	858
PPSEL	475	397
RMCA	1120	675*

* This number does not include the 297 homeschool students associated with RMCA.

Head Count Oct 1

- D49 Charter School Attendance
- D49 Public School Attendance



Note: Statewide 9.15% of students attended a public charter school in 2013-2014.

2.4 ORGANIZATIONAL CHART

	Submitted
BLRA	Y
GOAL	Y
IIR	Y
PPSEL	Y
RMCA	Y

PART THREE: GOVERNANCE

3.1 POLICY COMPLIANCE

	Bylaws	Anti-nepotism	Excess Benefits	Conflict of Interest	Open Meetings
BLRA	X	X	X	X	X
GOAL Academy	X	X	X	X	X
IIR	X	X	X	X	X
PPSEL	X	X	X	X	X
RMCA	X	X	X	X	X

3.2 BOARD DISCLOSURE FORM

Board Certification Forms	
BLRA	4 of 7* total
GOAL Academy	7 of 7 total
IIR	2 of 5** total
PPSEL	7 of 7 total
RMCA	7 of 7 total

* BLRA plans 3 board appointments in September.

** IIR is currently in the process to seat 3 new board members.

3.3 BOARD STRATEGIC PLAN

Strategic Plan Submitted	
BLRA	Y
GOAL Academy	Y
IIR	Y
PPSEL	Y
RMCA	Y

3.4 BOARD SCHOOL DASHBOARD (ATTACHED TO APR)


PART FOUR: EDUCATION SERVICE PROVIDER-OPERATED SCHOOLS (IF APPLICABLE)

4.1 MANAGEMENT AGREEMENT

	ESP Agreement on File	ESP Agreement in Compliance
BLRA	Y	Y
IIR	Y	Y

5.0 Appendices

Appendix A – Falcon School Compliance Summary



[Back to the district home](#) [Welcome, d49-klm](#) | [Log off](#)

[District Home](#) [Schools](#) [Discussions](#) [Reports](#) [Documents](#) [Team](#)

Colorado Springs D49

Discussions

[Start New Discussion](#)

Discussion	Response	Created On
new test	0 Responses	Aug 19, 2014
Charter Communication Where do we put in the information when a parent calls the District? So that it's logged and t...	0 Responses	Feb 20, 2014

Schools

2013-14

School Name	Compliance Items Completed	Compliance Percentage Completed	Compliance Items Overdue	Compliance Items Due in 14 days	Completed Reports	Completed Documents
RMCA	1	6%	14	0	2	8 %
GOAL Academy	6	46%	6	0	3	18 %
Imagine	3	20%	11	0	1	10 %
Banning Lewis Ranch	5	38%	6	0	3	6 %
PPSEL	5	36%	6	0	2	12 %

1 2 ≥

Reports

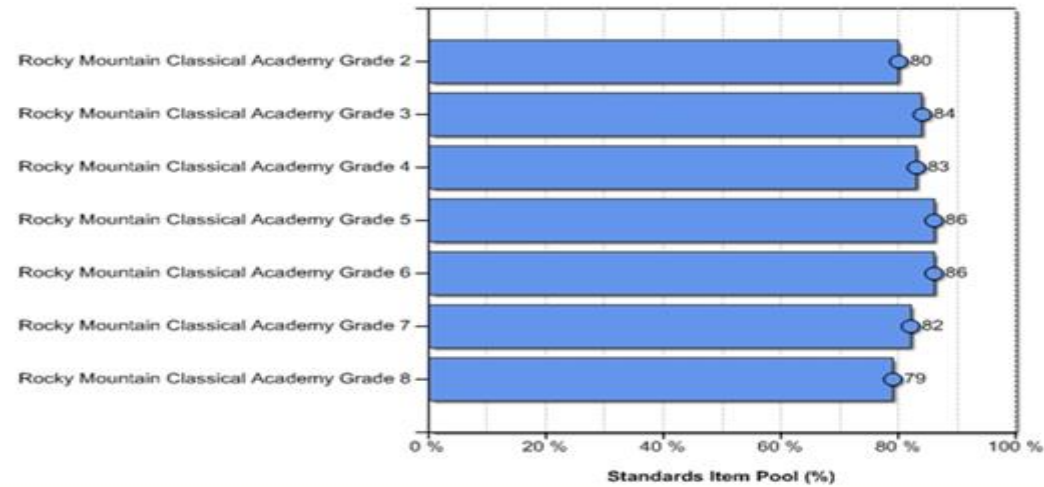
2014-15

Academics	Financial	Governance	Operational Reporting
Student Discipline Data	Enrollment	Board Members	Parent/Community Concerns

Appendix B – Dashboards from BLRA, GOAL Academy, PPSEL, and RMCA

Rocky Mountain Classical Academy Dashboard

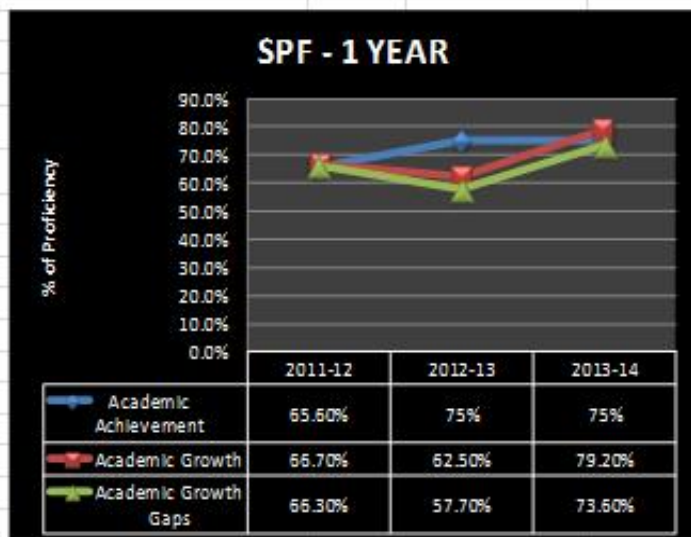
Reading Overall SIP
Report Date: 05-17-2014



RMCA - 2014 SCHOOL PERFORMANCE FRAMEWORK

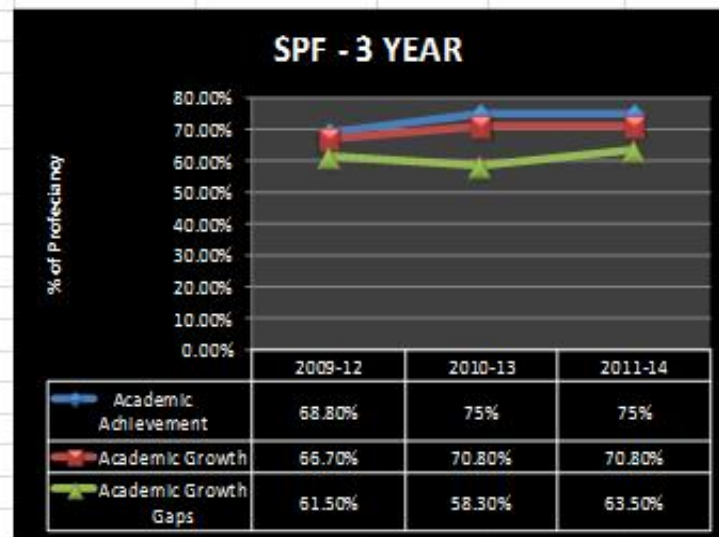
1 year	2011-12	2012-13	2013-14
Performance Indicators	Rating	Rating	Rating
Academic Achievement	Meets	Meets	Meets
Academic Growth	Meets	Meets	Meets
Academic Growth Gaps	Meets	Approaching	Meets
	65.60%	75%	75%
	66.70%	62.50%	79.20%
	66.30%	57.70%	73.60%
	66.40%	64.50%	76.80%

3 year	2009-12	2010-13	2011-14
Performance Indicators	Rating	Rating	Rating
Academic Achievement	Meets	Meets	Meets
Academic Growth	Meets	Meets	Meets
Academic Growth Gaps	Approaching	Approaching	Meets
	68.80%	75%	75%
	66.70%	70.80%	70.80%
	61.50%	58.30%	63.50%
	66%	68.80%	70.10%



READING

Growth percentile by grade

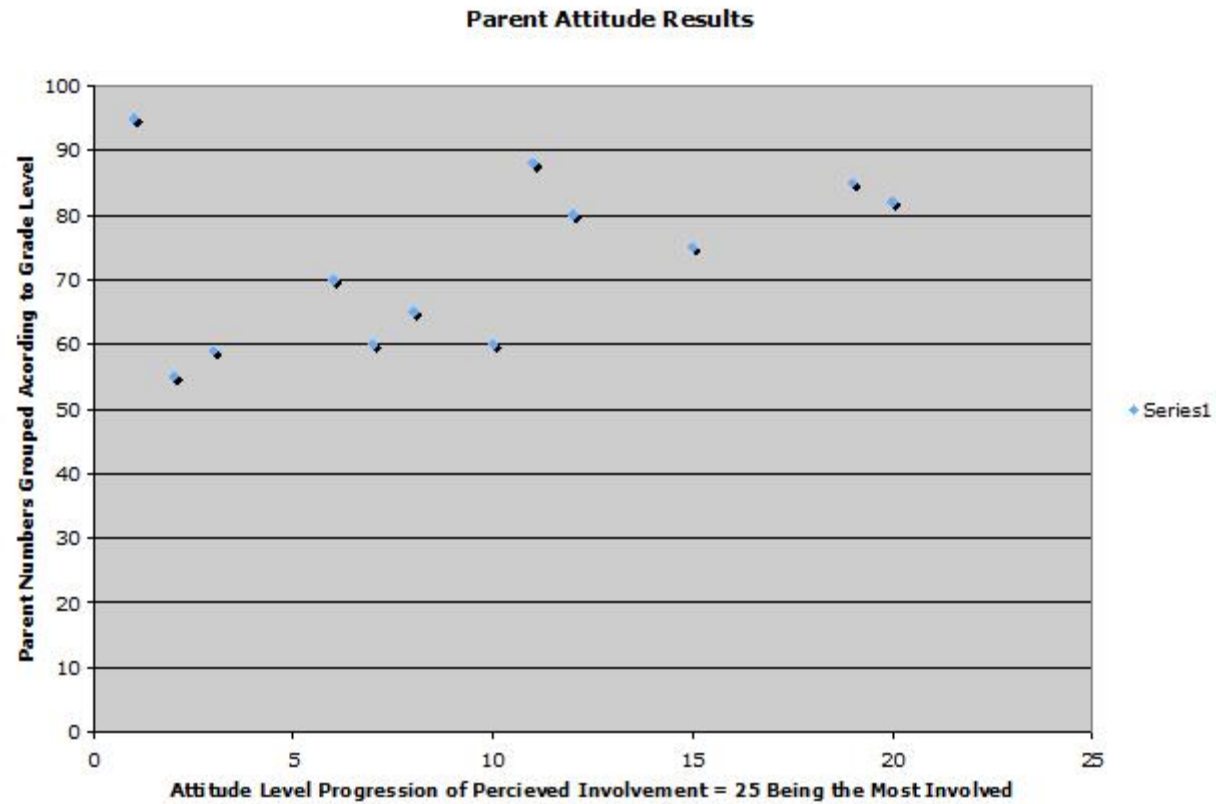


WRITING

Growth percentile by grade

Graph 1

Survey Results for Parental Attitudes in Relation to Involvement in the School Community



Banning Lewis Ranch Academy
We are champions of tradition and innovative education.
October 2013

Category	Measure - CTQ	Status	Result	Target
Instructional Quality	Classroom Observations		0	20
	Teacher Vacancies		0	0
	Teacher Attendance		0%	95%
	Principal/CIS-Teacher Data Discussions		0	18
	Full Staff Meetings		0	2
	Grade Level Team Meetings		0	18
	HQT Requirements		100%	100%
Student/School Culture	Student Engagement Rate		0%	99%
	Student attendance		0%	95%
Customer Satisfaction	Parent Survey Results		9.01	9

Measurement Definitions
Summative meetings are nearly complete with final reports being shared with staff.
.5 counselor, 1 4th grade teacher, 1 5th grade teacher, and 1 MS Science teacher have been hired. We are still looking for 2 primary teachers.
Average daily attendance rate for staff.
5 week plans (intentional instruction plans) and Quarterly Instructional Reviews were the point of topic for data meetings this month.
Staff meetings were held 4.8.14, 4.18.14, and 5.13.14
team meetings per month K-8
% of teachers meeting HQT requirements
% of students engaged in classroom instruction/activity through class observations
average daily attendance rate for students.
Client score (on scale of 0-10) based on overall teacher satisfaction for the school year (N=1176).

Key:	CTQ - Critical to Quality	 100% of target	 Within 10% of target	 More than 10% of target
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June Highlights

755 students are currently fully enrolled for next school year. This number will come down some as people move out at the end of the school year. Our target enrollment goal continues to be 750.
The TRA application was reviewed by D49's review team. The founding committee was interviewed on June 5 and the team has been working on responses to the questions asked. An amendment will be submitted to the authorizer by June 17 and the committee will defend the application in front of the D49 at the work session on June 25.
D49 has committed to allocating an additional Para-professional to our Special Education service team.
SY1415 order processing has begun. New curriculum, furniture, technology and supplies are being prepared for delivery prior to the beginning of Pre-Service (July 21 for all returning staff).

July Highlights

755 students are currently fully enrolled for next school year. This number will come down some as people move out at the end of the school year. Our target enrollment goal continues to be 750.
TRA application remains in the hands of D49 BOE. It has now been defended twice in front of their board. The founding committee will work with D49 Attorney to determine if there are options to consider that would benefit both the charter committee and the school district. Action is expected at the July 23rd board meeting.
Orders for SY1415 have been coming in over the past month. Nearly all items needed to begin the school year have been received.
Preservice training is to begin for all staff on July 21. A variety of trainings and activities are planned. Curriculum and instructional alignment to common core standards, grading, and assessment building will be the major focus.

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The National Charter School Conference travel and lodging arrangements are set. Eric, Andy, Amy, Rosie, Heather, and Steven are registered to attend the conference at the end of the month.
The vacant board seat applications are available and ready for interested candidates. The information about the positions has been posted at the school and on the website. The notice was also sent to the BLRA email list.
5 students were retained per the PPR policy. 4 of these students have elected to withdraw from BLRA. The one student who will remain has submitted an action plan for review to ensure a more successful attempt will be made next school year.
The YMCA contract for 1415 has been issued and is ready for a signature. There are no changes to the contract from the previous year.
11 staff members attended Capturing Kids Hearts training on June 3-5. These were staff members who were unable to attend last July. It was a great training and really great to have nearly the entire staff now trained.

We've had a number of repairs needed to the outdoor sprinkler system over the past month. Some have been significant in cost - around \$2k. We'll monitor the maintenance fund and consider a budget revision if needed.
Mosaica has hired a local accountant to service the 3 brick and mortar schools in Colorado. She is will begin full-time work on July 21. She will begin preparing for the annual audit and will work through updates to our fincial statements.
BLRA staffing is full for the 1415 school year.
Banning Lewis Ranch Academy received the Mosaica Award during the recent Senior Leadership Retreat. This is the highest award one school can earn within the corporation. It is given to the school who best implements the Mosaica Model. Mosaica is currently operating 105 school programs throughout the world.

Category	Measure - CTQ	Status	Result	Target
Student/School Culture	Student Discipline Referrals		0 MS 0 ES	20 MS 20 ES
	Positive Behavior Supports-student recognition daily/ weekly/monthly-school wide		daily/weekly /monthly	daily/weekly/ monthly
Staff Development/ Trainings Held	20 Professional Development days have been scheduled for 2013-2014 school year.		20	20
School Improvement Plan	UIP development and implementation		Yes	Yes
Governance Training	BOD training modules		on-going	on-going
Charter Review	Completed 2011.			
SAC Committee	meet quarterly		1.0	at least quarterly

4th quarter and end of the year awards took place on May 29.
4 Staff members attended a Teen Leadership conference. We will be implementing a Teen Leadership course as an elective specials course.
An updated UIP was submitted to the district as requested.
Training took place with board members and D49 authorizers on 11/12/13. Board members were trained in governance, policy, and authorizer procedures. 5 board members were in attendance along with Mr. Franko.
SAC meeting was held 5.14.14. End of the year data and safety were the topics of conversation.

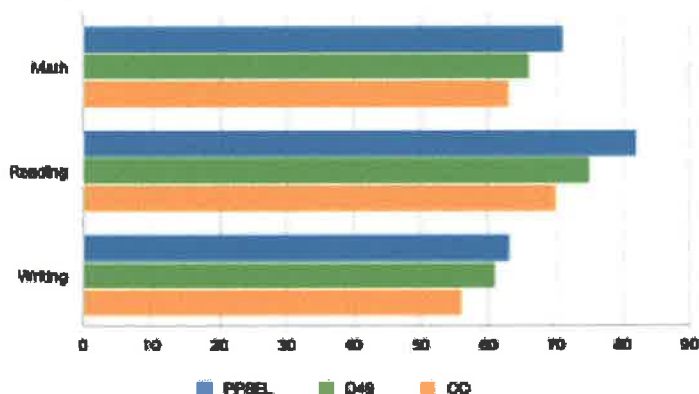


Mission:

Pikes Peak School of Expeditionary Learning's mission is to develop motivated, independently thinking individuals who demonstrate strong character, academic achievement, social confidence and service to the community by utilizing the Expeditionary Learning Model.

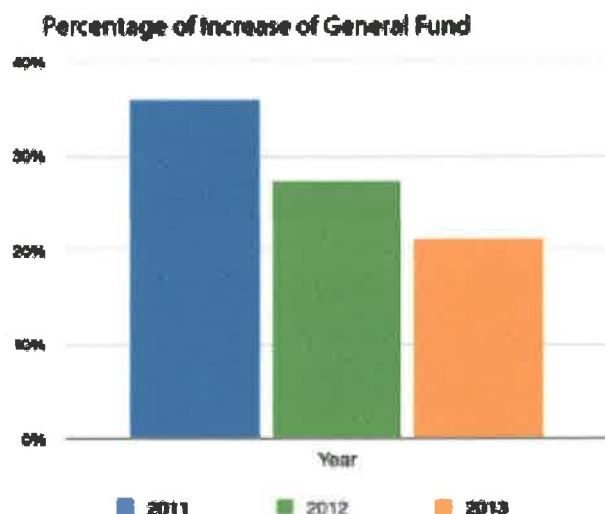
Academic:

PPSEL 8th Grade students scored in the top 1% of the state in Reading.



Financial:

PPSEL has been able to increase its General Fund over the last three years. The increase is significant in that it will allow the school to remain financially viable and stable when facing potential budget cuts at the State level or when facing other fiscal issues. The graph doesn't imply less money in the General Fund, it is noting the percentage of increase we were able to add each year.



Vision:

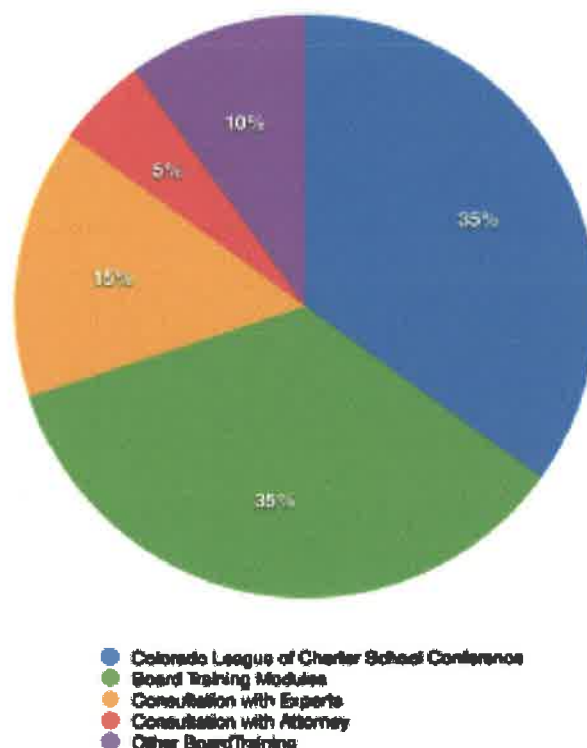
Our vision is to be a community that actively cultivates character in a challenging and engaging learning environment.

Culture:

- "Crew Meetings" in homeroom to discuss Character Traits
- 100% of students participate in "Families"--a structure used to have grade-level heterogeneously mixed groups for the purpose of students knowing other students in all grade levels and so that students create a bond with a teacher other than just their homeroom teacher.
- Community circle is a bi-monthly all-school assembly that deals with Character Traits and other community events.

Governance:

PPSEL School board is committed to its own education and improvement. The following data shows the allocations of time the school board has put into training.





DIRECTOR'S REPORT

June 24, 2014

ACADEMICS

<p>Academic and Learning Services - Rich Mestas</p>	<p>Key department work projects and estimated completion dates:</p> <p>The Academic team has been working to align all curriculum offerings with our growth and competency metrics (CMAS/ACCUPLACER). As we transition from a credit based system to a competency system, it is critical to ensure that we are meeting the students where they are in Literacy and Math skills. We are using the ACCUPLACER as a landmark to align to, meaning we are taking the skills valued for entry into post-secondary options and ensuring that we are training our students on these skill sets so that they can be successful. I am happy to announce that we have committed to Odysseyware as our primary curriculum and are in the process of streamlining our courses to support maximum growth for all students.</p> <p>Key department issues and what the department is doing to improve / correct the issue:</p> <p>We are working with the Quality Assurance/Project Management department to ensure that we have a quality student/specialist communication and documentation tool. Write now we are hoping to use Google Air as this tool and are looking for ways to upload this communication into our school information system.</p>
<p>Core Content Areas</p>	<p>English: <u>Amanda Jacobs</u> - Key work projects and estimated completion dates: Building next year's OW classes; creating GOAL U presentations; Finalizing end of year reports for course completions and other such data; creating English website Key issues and what you are doing to improve / correct the issue: None.</p> <p>Math: <u>Melissa Brown & Alan Van Norman</u> - Key work projects and estimated completion dates: Continue department planning for next school year and end of year closeout. End of year checklist, completed by 6/20; review of general high school offerings and math remediation in OdysseyWare, completed by 6/16; negotiate TTM license reduction for 14-15, completed by 6/20; finalize AIP and training with literacy team, completed by 7/18; create syllabi and course descriptions, completed by 7/18.</p> <p>Key issues and what you are doing to improve / correct the issue: None at this time.</p> <p>Science: <u>Megan Turner</u> - Key work projects and estimated completion dates: Build classes: all outlines are complete and assignments identified. Syllabi are 75% complete (Due 7/25). Create GOAL U presentation, all materials ordered (Due 6/18). Complete all tasks on Specialist End of the Year Checklist (Due 6/20). Create Science google site (soft launch 7/9, launch date 8/4). Send Leadership end of the year data (6/20). Key issues and what you are doing to improve / correct the issue: Working with Coordinators to finalize Specialist coverage for fall. Working with Coordinators to adopt sites in an effort to increase communication and customer service.</p> <p>Social Studies: <u>Cameron McLaughlin</u> - Key work projects and estimated completion dates:</p> <ul style="list-style-type: none"> History class implementation was a huge success with over 25 completions.

	<ul style="list-style-type: none"> Finalizing Community end-of-year data (searching for completions, archiving AAI data, etc.): 6/20/14 Modifying/streamlining OW courses to Core competencies: 7/25/14 Modifying SS Electives courses to align more closely to SS competencies: 7/25/14 <p>Key issues and what you are doing to improve / correct the issue:</p> <ul style="list-style-type: none"> Cameron has been hired as the AD in Greeley so the department is functioning with reduced staff. Interviews for the position are taking place and position should be filled before 7/7/14. <p>Electives: Desarae Romero-</p> <p>Key work projects and estimated completion dates: Course completions as of 6/17 are totaling 4,230. June 2014 in Pueblo the Area REP (Recovery, Education, Prevention) Summer 2014 course is developed to help with engagement over the summer months</p> <p>Key issues and what you are doing to improve / correct the issue: Working on ideas to improve the working relationships between the Elective specialist team and site teams. Elective Department will man a table/booth at GOAL University. Staff will be available to meet and greet and have some fun take-aways from the booth. Focus over the summer will be on working on trimming down Elective courses in Odysseyware and creating comprehensive student aides to assist students in the classes (guided notes/tutorials).</p>
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Associate Academic Officers

REGION	# Active Students	# of credits awarded last 30 days (15th through 15th)	Other important information to share. (Comments for Students, Staff, Parents) (Upcoming events) Etc.
Aryn Henneke <i>Ft. Collins Greeley Longmont Loveland</i>	258	359.5	<p>Key Regional work projects and estimated completion dates: New Loveland site - set up technology, furniture, ready July 14 for enrollment and orientation New Fort Morgan site - set up technology, ready July 14 for enrollment and orientation New Longmont site - finalizing lease on old Sylvan Learning Center, move, ready July 14 for enrollment and orientation New Greeley site - finalize GOAL 3.0 construction plans for Summer '14 - hopefully ready Aug 4</p> <p>Key department issues and what the department is doing to improve / correct the issue: No issues that need corrected</p>
Jill Toussaint	469	Pueblo region	<p>Key Regional work projects and estimated completion dates: Pueblo region working on opening Pueblo West site, pending final terms negotiated by Paul Jones. Anticipated 7.15.14.</p>

<i>Pueblo</i>		ended at 5.55 credits per capita	<p>130 Pueblo region students were graduated, of those 95% had either college credit or workforce certificate.</p> <p>Key department issues and what the department is doing to improve / correct the issue: None at this time.</p>
Nathan Byford <i>Denver Aurora Lakewood Westminster Commerce City/Brighton</i>	343	183	<p>Key department work projects and estimated completion dates: NEW Brighton Site! Currently being negotiated and ready to hire Kelly Vinyard for the Site Manager position.</p> <p>Negotiating Denver, Lakewood, and Westminster Zone leases. Denver (if approved) would move to an endcap in the Tramway center. Lakewood (if approved) will be in the same shopping complex but facing Wadsworth.</p> <p>Key department issues and what the department is doing to improve / correct the issue: Staff attrition: Working with ADs on plans to hire the right candidates for sustainable work as coaches.</p>
Ramon Arriaga <i>Colorado Springs Fountain</i>	441	346.5	<p>Key department work projects and estimated completion dates: Relocating in Fountain actively looking for a bigger site . Finish moving into the South Academy, New Furniture for Citadel Mall site. Remodel of Chapel</p> <p>Key department issues and what the department is doing to improve / correct the issue: Marketing/Recruiting/ Staff PD/GOAL U</p>
Steve Alvarado <i>Canon City Pagosa Cortez Alamosa La Junta Trinidad Lamar</i>	350		<p>Key department work projects and estimated completion dates:</p> <p>The La Junta site has been moved onto the ranch.</p> <p>Key department issues and what the department is doing to improve / correct the issue:</p> <p>None at this time.</p>
Kevin MacVittie <i>Craig Grand Junction</i>	171	315.25	<p>Key department work projects and estimated completion dates:</p> <ul style="list-style-type: none"> • Approved End of Year Checklist - Complete by 6/20/14 • Marketing/Enrollment/Orientation Plans - Complete by 6/20/14 • Gaming Committee - MyGOAL launch by 7/14/14 • Expectations for 2014-2015 (Site/Regional) communicate on 6/18 to staff (includes goals for attendance, student communication, organizational initiatives, individual, site, and regional success). • Expansion of Gunnison focus - planning for a physical site in town for August/September of 2014. • Working through shortages at the Coach level in Craig and Grand Junction - will have open spots filled by August 2014. <p>Key department issues and what the department is doing to improve / correct the issue: None at this time.</p>

STUDENT SUPPORT SERVICES

<p>Title 1 & Wraparound Services- Terri Martinez-McGraw</p>	<p>Key department work projects and estimated completion dates:</p> <ul style="list-style-type: none"> 13-14 Truancy District Court <ul style="list-style-type: none"> 107 total statewide cases 17 Aged out 16 Inactive due to student success 7 released due to student success 9 transferred out of GOAL 13-14 Statewide Intervention referrals <ul style="list-style-type: none"> 761 statewide 13-14 Mental Health referrals <ul style="list-style-type: none"> 673 statewide 13-14 Tier 3 EOTS referrals statewide <ul style="list-style-type: none"> 315 statewide <p>Key department issues and what the department is doing to improve / correct the issue: None at this time.</p>
<p>Experiential and Service Learning - Jay Zarr</p>	<p>Key department work projects and estimated completion dates: The Costa Rica trip is completed. Currently plans are being made for an international trip July 2015.</p> <p>6 GOAL Venture dates have been decided and posted.</p> <p>Job descriptions for new positions for the EL logistics person and a regional field specialist have been submitted to Ken and Kim.</p> <p>Key department issues and what the department is doing to improve / correct the issue: Not at this time.</p>
<p>ELL/Migrant- Brandon Darrow</p>	<p>Key department work projects and estimated completion dates:</p> <ul style="list-style-type: none"> EL Certificate - Courses created and posted in Public School Works EL Curricula - EL courses built in OW, Enrollment Guide completed for EL courses, Course Catalog completed for EL courses, Syllabi completed for EL Courses EL Tubs - WAPT, RS workbooks, KCAT Materials EL Stipend processed and sent to HR Bilingual Tutors - BT Dashboard Created, Live Help Button requested, Tech purchased (headsets, computer, printer) <p>Key department issues and what the department is doing to improve / correct the issue: None at this time.</p>
<p>ESS/GT/504/RTL- Mary Jo Bollinger Archie Neil</p>	<p>Key department work projects and estimated completion dates:</p> <p>87 Special Education students withdrew for the following reasons:</p> <ul style="list-style-type: none"> 3 - aged out 2 - Did not qualify, transferred to regular education. 17 - Transferred to another school 10 - Moved out of state. 2 - Transferred to home schooling 6 - Transferred to a Colorado Correctional facility. 37 - Dropped out. 4 - Refused SPED services 6 - Transferred to a GED program. <p>32 - Special Education students graduated with regular diplomas.</p> <p>The department is projecting 228 students will return next year.</p> <p>Key department issues and what the department is doing to improve / correct the issue: None at this time.</p>

<p align="center">CTE- Debra Hodson</p>	<p>Key department work projects and estimated completion dates:</p> <ul style="list-style-type: none"> • CTA Reimbursement Data Collection begun • Planning for Teen Dad/Teen Mom Summer Retreat Begun • Program Approval for Construction Trades, Small Engine/ Automotive Tech, and Culinary Arts Ready for review and sent for approval to CCCS, Draft budgets and needs will follow • Career Plans of Study being aligned with Odysseyware CTE programs to be ready to print before July 1 <p>Key department issues and what the department is doing to improve / correct the issue: None at this time</p>
<p align="center">Academic Advising- Anna Nava</p>	<p>Key department work projects and estimated completion dates:</p> <ul style="list-style-type: none"> • 14-15 Full-time ASCENT awarded- update: 2 of those students have declined the offer. Trying to fill those with 2 other eligible students. • 539 graduates <ul style="list-style-type: none"> ○ 232 WorkKeys Certificate ○ 136 Concurrent enrollment credits earned ○ 65 students have earned both CCE and WorkKeys Certificate ○ 56% of graduates complete with either WorkKeys Certificate or CCE Credit ○ 5 Associate degrees earned ○ 3 Career and Technical certificates earned • ICCAPs working on end of year checklists and closeout. Completion date: June 20th • ICCAPs began cross training within their sites with the transition to the new blended model of ICAP and Interventionist. • ICCAPs preparing transcripts and schedules for all returning students in the Fall. Completion date: July 7th • End of year data: <ul style="list-style-type: none"> ○ Concurrent enrollment passer rate <ul style="list-style-type: none"> ■ Sem 1- 90.3% ■ Sem 2- 96.2% ■ Entire year- 93.3% ■ 651.25 CCE credits attempted for the year ■ 607.50 CCE credits earned for the year ○ WorkKeys Certificate testing <ul style="list-style-type: none"> ■ 326 students attempted the test statewide ■ 285 students earned a WorkKeys certificate statewide ■ 87.4% pass rate <p>Key department issues and what the department is doing to improve / correct the issue: None at this time</p>
<p align="center">Over 21/Adult Services- Joe DeVita</p>	<p>Key department work projects and estimated completion dates: 69 over 21 graduates this year. We are currently working on calling over 21 apps to bring their transcripts in to review.</p> <p>Key department issues and what the department is doing to improve / correct the issue: None at this time.</p>

COMPLIANCE/GROWTH/QUALITY

Professional Development - Larry Kerr	Key department work projects and estimated completion dates: - Working on GOAL U to finalize agenda and print program - Preparing for Flippen Training just prior to GOAL U - Level Up Program Key department issues and what the department is doing to improve / correct the issue: None at this time.
Compliance - Karla Ash	Key department work projects and estimated completion dates: AEC measures were finalized with D49, and will now negotiate for approval with CDE, these will be finalized by July 1. 70% participation with Spring Accuplacer Key department issues and what the department is doing to improve / correct the issue: None at this time
Assessment - Melissa Brown	Key department work projects and estimated completion dates: Continue review of Accuplacer data for 14-15 intervention support projections. Request in to Summit for further data analysis between growth targets and course completions/curriculum. Key department issues and what the department is doing to improve / correct the issue: None at this time.
Growth & Expansion - Randy DeHoff	Key department work projects and estimated completion dates: No report given. Key department issues and what the department is doing to improve / correct the issue: None at this time.
Quality Assurance -New Projects Anne Maldonado/	Key department work projects and estimated completion dates: <ul style="list-style-type: none"> • Student/Family Handbook being reviewed by the QA team- • All new 2014/2015 documents are being re-examined and placed in the Student/Family Handbook for the new school year- • We are reviewing all Marketing material prior to print- • QA team delays the Site visits due to June Vacation time- This will be completed after GOAL U- • QA Team has appointed a Committee Lead- Jeff Kwalik the AD from Canon City. • QA is developing the rubric for the level up incentive for GOAL Coaches- • Quality Assurance team has appointed two new committee members for the 2014/2015 school year- • QA team is looking at the process of posting students grades to transcripts. (Joe D initiative) • QA team is vetting the new student Homepage and Website prior to launch. New Projects <ul style="list-style-type: none"> • Launch of Chromebooks and build of PD Training- • Odysseyware integration • GOAL U is going to be amazing this year! This is being managed and the final touches to this years agenda is 90% complete and will be delivered to all staff and board members as an on- line App and interactive session agenda. • The project team is currently working on over 142 projects with Summit successfully. • New leases and Statewide GOAL 3.0 cosmetic upgrades are underway throughout the state- • GOAL is working with Google on there new LMS build- • GOAL is working on new partnerships with ASU's gaming and development team- Key department issues and what the department is doing to improve / correct the issue: No issues-

IT/DATA/INNOVATION

<p>IT- Mark Enos</p>	<p>Key department work projects and estimated completion dates:</p> <ul style="list-style-type: none"> • Participate in The Longmont move scheduled for June 23rd • Ordered equipment for 3 new sites • Upgrading internet connectivity and equipment in sites that are moving or expecting significant growth in the upcoming year • Established an internet standard for all locations. Working with existing contracted vendors to provide services and reduce cost per month <p>Key department issues and what the department is doing to improve / correct the issue:</p> <p>The IT team has developed several workflows to better organize and communicate the opening of a new Goal 3.0 locations. This template address and provides process for the following issues.</p> <ol style="list-style-type: none"> 1. The ordering of equipment 2. Checklist and timelines 3. Initial cost of opening a new location which allows for the tracking of changes. 4. Created a simplified workflow to obtain authorizations and manage invoices and PR's.
<p>Innovation- Dan Colussi</p>	<p>Key department work projects and estimated completion dates:</p> <ul style="list-style-type: none"> • The build of the new student home page will be complete by July 1st- • The completion of the GOAL Academy Website is 98% and will roll out in the next 10 days. • Maestro sign on page is getting a fresh new look. This is 99% complete and will roll out in the next 3 days. • Student Application page has been re designed and is complete- • All state reporting is now automated in spreadsheets and completed for the year- • Check in/Check out is being re-developed • myGOAL is in the process of being re built and will launch for the new 2014/2015 school year- <p>Key department issues and what the department is doing to improve / correct the issue: None at this time.</p>

BUSINESS SERVICES

<p>Finance - Ron Erickson Stacie Jacobsen Ruth Mondragon</p>	<p>Key department work projects and estimated completion dates:</p> <p>Sent out RFP Packets to a variety of banks and PCard vendors in the hopes of identifying a better opportunity for Goal, including opportunities to earn interest on reserves and cash back on PCard purchases.. We will have the identification and recommendations back to Administration by July 30. We continue to process all Goal's monthly billings and payments.</p> <p>Key department issues and what the department is doing to improve / correct the issue:</p> <p>None at this time.</p>
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Grants & Community Partnerships - Cheryl Anderson	<p>Key department work projects and estimated completion dates: El Pomar regional grant proposal in process with mid-July submission date. Review of non-SEA CPS grant for Summit Education Group. July 11th deadline. NB: Grant only allows for work in the 8 states that do not currently have charter school legislation.</p> <p>Key department issues and what the department is doing to improve / correct the issue: None at this time.</p>
Human Resources - Kim Nava	<p>Key department work projects and estimated completion dates: Level Up program (Academic Coaches)- On target for Jan completion RMDA- Principal hired, job descriptions for Teachers complete, posting end of week 6/20 Summit-Employee handbook complete GOAL-2014-2015 Employee handbook complete GOAL benefits- Working on open enrollment dates</p> <p>Key department issues and what the department is doing to improve / correct the issue: None at this time</p>

ENROLLMENT, RECORDS, FLEET, FACILITIES & LEASES

Admissions, Enrollment, Marketing & Communications- Janelle Quick	<p>Key department work projects and estimated completion dates:</p> <ul style="list-style-type: none"> ★ Spanish postcard to print ★ RMDA print materials ★ Order RMDA promo materials ★ Signage for new sites ★ housing for GOAL U organized ★ Map for Ranch completed ★ MEeting with all involved for Enrollment processes <p>Calendar at a Glance: ★ GOAL U - July 9-11</p> <p>Key department issues and what the department is doing to improve / correct the issue:</p> <ul style="list-style-type: none"> ★ Understanding the budgeting for individual sites for the 2014-15 school year to better assist sites in determining what events and activities to become involved in.
Records- Sylvia Cantu	<p>Key department work projects and estimated completion dates: Finishing up the diplomas for the 2014 graduates and handling records requests as they come in.</p> <p>Key department issues and what the department is doing to improve / correct the issue: None at this time</p>
Facilities / Fleet and Security- Jerry Phillips	<p><u>Facilities:</u> We have several sites moving over the next two months, to which we are preparing new checklists to make the moves are all GOAL 3.0 compliant. Also, a great deal of work continues at the ranch with GOAL U coming upon us very quickly. Most of our energy is focused in these two area.</p>

	<p>Fleet: We are continuing to improve our Pool Car System and expect full license of the software this month. We will also be doing a complete checkup on all fleet vehicles while they are at GOAL U. And as always we are on the watch for replacement vehicles.</p> <p>Security: We have just started working with Mark Enos and his team to revamp our video system and get it up and compliant with GOAL's standards.</p>
<p>Leases - Shawn Yoxey</p>	<p>Key department work projects and estimated completion dates: No report given.</p> <p>Key department issues and what the department is doing to improve / correct the issue: None at this time.</p>

La Junta Campus

<p>Campus Management Jerry Phillips</p>	<p>Key department work projects and estimated completion dates: No report given.</p> <p>Key department issues and what the department is doing to improve / correct the issue: None at this time.</p>
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D49 & CDE UPDATES

Falcon District 49	
Colorado Department of Education	



BOARD OF EDUCATION AGENDA ITEM 6

BOARD MEETING OF:	September 24, 2014
PREPARED BY:	Kim McClelland
TITLE OF AGENDA ITEM:	iConnect Zone Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The iConnect Zone will give an update on the happenings in the zone and what we are focusing on in regards to our district's strategic plan, primary literacy and the 49 pathways to launch every student to success. You will hear from each of the areas from our zone to include, FHP, PLC, FVA, and iConnect Solutions.

RATIONALE: This update will give the board information needed to update them on what is happening in the iConnect Zone.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 24, 2014



iConnect
ZONE

An interconnected solutions hub that helps maximize
individuals' learning potential.

Falcon Homeschool Program Enhancements



- Expansion in both:
 - Enrichment Program Days – addition of a third day
 - Students attend either Monday, Tuesday or Thursday
 - Approx. 160 students enrolled in FHEP
 - Academic Program Classes – addition of science/history classes
 - Employs blended learning with:
 - Physical classes on Wednesday and Friday for 1.5 hour periods
 - Asynchronous activities through Schoology while at home.
 - Approximately 60 students (50% unique enrollees)

Falcon Homeschool Program Plans



- D49 Pathways Initiative:
- iCAP support:
 - College in Colorado
 - Concurrent Enrollment
 - Opportunity for High School planning support
 - Opportunity for intentional advising



Falcon Homeschool Program Timeline



September	October	November	December	January	February	March	April	May	June
Secure enrollment information in Infinite Campus	College in Colorado for Current 6th - 12 graders			Concurrent Enrollment Information Meetings	Communicate acceptance/denial/request additional documentation with families of students who participated in Accuplacer testing	Send messaging to all FHAP and general homeschool families regarding upcoming High School Planning Meetings	April 6th - PPCC Fall Registration	Develop a course for students to take concurrently with their first semester of courses at PPCC to be hybrid with some activities on Schoology and other in-person training/mentoring/counseling events.	
Messaging to 6th - 12th grade families regarding College in Colorado	Send messaging to all FHAP and general homeschool families regarding upcoming High School Planning Meetings	High School Planning Meeting 6th - 12th grade families		Gather Concurrent Enrollment Applications	College Advising Appointments		High School Planning Meeting 6th - 12th grade families		
		Send messaging to all FHAP and general homeschool families regarding upcoming Concurrent Enrollment Information Meetings		Accuplacer Testing					
	Key:	Messaging	Event	Task	All homeschool families		Only FHP families		

Falcon Virtual Academy

Dave Knoche-FVA Principal



Patriot Learning Center



- Amanda Ortiz-Torres- PLC Assistant Principal
- Shakira Villafane Rosario– PLC 11th grader



iConnect Solutions



- Jim Bonavita- iConnect Solutions Coordinator
- Rochelle Kolhouse- iConnect TEAM Coach



Best District: Teacher Training



Online/Blended Teacher Certification Program in Schoology

- **TECHNOLOGY POWER USER** – First course in our series. Pilot roll-out was Spring '14. Offered each quarter through ERO.
- **BECOMING AN EFFECTIVE ONLINE EDUCATOR** – Second course in our series. Piloted Spring '14 and also offered each quarter through ERO.
- **FUEL ED CERTIFICATION COURSE** – Final course in our series all about online course set-up. Piloted Summer '14, offered each quarter in ERO and as needed.
- **UPCOMING PROFESSIONAL DEVELOPMENT** – For teachers who complete the training, we will offer targeted professional development on online/blended differentiation, student engagement and more.

EVERY STUDENT: DIFFERENTIATED LEARNING



Online/Blended Programs in D49; each one is unique

- Patriot Learning Center (middle school)
- Falcon Home School Program (new curriculum)
- Odyssey Elementary (pilot math program)
- Vista Ridge High School
- Falcon High School
- Sand Creek High School
- Falcon Virtual Academy (adjunct teachers)

iConnect Solutions



Online Enrollments (Excluding FVA)

Original Credit Enrollments - 1137

Credit Recovery Enrollments - 229

Breakdown by School:

FMS - 5 enrollments - 3 courses

FHS - 66 enrollments - 1 course + 69 CR enrollments

Falcon Home School - 79 enrollments - 7 courses

HMS - 3 enrollments - 3 courses

OES - 24 enrollments - 1 course

PLC - 339 enrollments - 18 courses

SCHS - 204 enrollments - 3 courses + 90 CR enrollments

VRHS - 416 enrollments - 8 courses + 70 CR enrollments

Beginning a cooperative arrangement with Yuma through CDBOCES for one student

19 teachers have been trained to teach 46 online courses throughout the district

Trust: Future Endeavors



Remainder of the school year and beyond-district wide

- **CONTINUE TRAINING** – Certification courses in Schoology/ERO each quarter and over the summer
- **IMPLEMENT SPECIALIZED PROFESSIONAL DEVELOPMENT** – Develop and offer courses online/blended for continued training and professional development for “certified” teachers.
- **TARGET ONLINE/BLENDED FOR ELEMENTARY AND MIDDLE SCHOOL** – Begin piloting more online/blended for elementary and middle school based upon successes of this year.
- **DEVELOP AN ONLINE/BLENDED TEACHER EVALUATION TOOL**-Using the state evaluation and iNacol standards tools we want to develop benchmarks and indicators for quality online/blended instruction.

QUESTIONS?



BOARD OF EDUCATION AGENDA ITEM 7

BOARD MEETING OF:	September 24, 2014
PREPARED BY:	Kim McClelland
TITLE OF AGENDA ITEM:	Policy DIA, Online Schools and Online Programs
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: On August 13, 2014, the Colorado State Board of Education passed a set of emergency rules updating rules pertaining to online education so that they align with changes to statute that resulted from HB 14-1382 (see attached).

On or about September 3, 2014 the Colorado Department of Education made available a form (see attached) which requires that online school authorizers adopt alternative documentation policies which track “student enrollment, attendance, and participation,” signed by the Chief Financial Officer and Superintendent, along with a copy of the board approved policies, to the CDE Blended and Online Learning Office no later than September 22, 2014.

RATIONALE: As Falcon School District 49 includes schools and programs that provide blended learning and differentiated instruction for students, including online instruction, this policy addresses the types of documentation the district may utilize as proof of a student’s enrollment and attendance in any district online school or online program.

RELEVANT DATA AND EXPECTED OUTCOMES: Additional count documentation may be in addition to or as a substitute to any student management system login for the district’s on-line schools and programs. All such documentation shall be used to determine whether the student is enrolled in a district online school or program on a part-time or full-time basis, in accordance with applicable state law. Supporting documentation includes: CDE Response to Emergency Rules, Online Assurance Form

IMPACTS ON THE DISTRICT’S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best</u> <u>district</u> in Colorado to learn, work and lead	Falcon school district is a leader of online learning and continues to innovate in terms of demonstrating online student active participation.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED: None

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move item 7 for action at the October 9th meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 16, 2014



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Online Schools and Online Programs (Permissible Documentation)
Designation	DIA
Office/Custodian	Education/iConnect Zone Leader

The district includes schools and programs that provide blended learning and differentiated instruction for students, including online instruction. This policy addresses the types of documentation the district may utilize as proof of a student's enrollment and attendance in any district online school or online program.

In accordance with applicable state law, the following forms of documentation are acceptable for purposes of tracking a student's enrollment, attendance and participation in educational activities to support student learning in any district online school or online program:

- Assessment
- Orientation and induction activities
- In-person educational instruction
- Synchronous and asynchronous Internet-based educational activities
- Field trips
- Concurrent enrollment
- Work study
- Peer mentoring; and
- Internship hours or similar forms of instruction

Documentation of the above-mentioned educational activities may be in addition to or as a substitute to any student management system login for the district's online schools and programs. All such documentation shall be used to determine whether the student is enrolled in a district online school or program on a part-time or full-time basis, in accordance with applicable state law.

ADOPTED: September 11, 2014 (temporary approval)

LEGAL REFS:

- C.R.S. 22-30.7-105(2)(a) (online programs and online schools must document student attendance and participation in educational activities)
- C.R.S. 22-54-104 (district total program requirements, including pupil count)
- 1 CCR 301-39 (Rules for the Administration of the Public School Finance Act of 1994)
- 1 CCR 301-71, Rule 8.0 (process for documenting students enrolled in an online program or online school)



COLORADO Department of Education

Blended and Online Learning Office
201 East Colfax Avenue
Denver, CO 80203-1799

Online Community Members Having Submitted Input to Emergency Rules

8/13/14

Today the state board of education passed a set of emergency rules updating rules pertaining to online education so that they align with changes to statute that resulted from HB 14-1382.

We were very thankful to those of you who offered input on such short notice, understanding that emergency rule-making doesn't include the same timelines and opportunities for formal feedback to the board. There were five total pieces of input received from the field. We want to summarize that feedback for you, and let you know which components of your input were reflected in the emergency rules adopted today, and which we have made note of to share with the task force to use as they give input to permanent rules. There were also some suggestions which addressed practices or processes that the State Board of Education doesn't have the authority to address in rule-making. We are providing the overview that follows in hopes of promoting transparency and supporting the 14-1382 task force as they begin meeting in the coming weeks.

Some of you provided feedback regarding confusing references to full-time and part-time student definitions which led us to notice and fix a typo in two references in the rules. We appreciate your help on this as we were moving quickly to get this submitted. The most common themes of input beyond the reference error were as follows. For each, we have indicated whether this goes beyond the scope of rule-making, is related to existing rule in school finance, or may be addressed by the task force.

- There were a set of recommendations regarding language in the definitions of online schools and programs. These definitions are in statute. The State Board of Education is required to update definitions within rules when statute changes, however they do not have the authority to change statutory definitions.
- There were also a number of you who inquired about the term "teacher-pupil" asking whether the implication of this word choice was to make it more difficult to accept asynchronous instruction in audit. As a result, some of you suggested using terms like, "teacher-directed," or, "teacher-directed synchronous or asynchronous." As current CDE audit procedures already clearly commit to allowing for both synchronous and asynchronous teacher-pupil instruction, changes in rule are not required to continue to allow that practice. Nor was there any input from the field or staff seeking to narrow that current interpretation. If the task force wants to revisit the use of this term they may do so. It is also important to note that the term "teacher-pupil" is defined in the school finance statute and rule, so the current language allows for consistency and clarity with districts and authorizers.

In addition to those two categories, there were also a number of specific questions about areas of rule that were either existing or refer directly to requirements in school finance statute and rule. Staff didn't



seek to make changes in any area of the rules outside of the updates required by HB 14-1382, and is obligated to bring forward rules that align with related existing statute and rule. This list of specific questions included the following:

- 2.03.3 which states that a student leaving within the first 25% of the course will not be counted. (not new and aligns with school finance)
- Definitions of learning centers (not new)
- References to seat time, in name or concept (in school finance)
- Repeating the same information for count in online schools and programs (that structure of the rules is not new)

Finally, there were a few suggestions regarding specific types of documentation that someone wanted to see included in rule. Given that statute now dictates that districts have that authority, adoption of such specific options in board rule - especially in emergency rule-making without adequate opportunity for district input - seemed in conflict with the nature of the statute. It could be perceived that including such specific options would limit the districts' flexibility. This same rationale led to the inclusion of the phrase, "included, but not limited to," in the rules. We believe this phrase allows local districts to explore the options identified in your input.

We want to thank you again for assisting in the emergency rule-making process, and look forward to the design of permanent rules later this year, when public input will be formalized and when the work of the taskforce can be included. We hope you are all getting off to a good start in your schools; it is an exciting time of year.

Gretchen Morgan
Executive Director of Choice and Innovation



BOARD OF EDUCATION AGENDA ITEM 8

BOARD MEETING OF:	September 24, 2014
PREPARED BY:	Dr. Louis L. Fletcher
TITLE OF AGENDA ITEM:	Cultural Capacity Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Quarterly update on progress with respect to expanding Cultural Capacity and implementing the Department of Justice agreement in District 49.

RATIONALE: Requested by the Board to support Board Member situational awareness.

RELEVANT DATA AND EXPECTED OUTCOMES: Creating awareness about relevant milestones.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Directly addresses past harassment and discrimination incidents per the DOJ agreement and mitigates conditions for repeat behavior.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Creates an environment of transparency which allows the community to observe the deliberate efforts of the District to move forward and expand capacity.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	A cultural climate which is accessible and inclusive is the hallmark of the best district to learn, work and lead.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Distinct and exceptional schools require an environment which does not cultivate harassment and discrimination.
Rock #5 — Customize our educational systems to launch each student toward success	When students can concentrate on their curricular and co-curricular activities in an accepting cultural climate, their learning outcomes should become more favorable.

FUNDING REQUIRED: None

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 12, 2014



Cultural Capacity Update

Dr. Lou Fletcher



Coordinator of Cultural
Capacity
Office: 719.495.1011
Cell: 719.229.2730

Action Plan



DOJ ACTION PLAN/Calendar 2014-2015

GOAL: Expand District 49's Cultural Capacity to Encompass the Requirements of DOJ Agreement

DEADLINE: End of School Year 2014-2015

RESOURCES: District 49 Administrators, Teachers, Staff, Parents/Guardians, and Students--Cultural Capacity Curriculum, Schoology, and face-to-face intervention--Community Stakeholders/Partners--Budget

Task	Deadline	Responsible:	Resources	Resource Category	Communication	Success Measure	Results
<i>Specified or Implied Actionable Task</i>	<i>Milestone achievement date (Achieved or Projected)</i>	<i>Stakeholders and/or Process Champion</i>	<i>Resources Required</i>	<i>Example 1. Budget 2. Stakeholders 3. Team Members, Etc.</i>	<i>District's means, methodology, and medium to communicate progress, results, and interferences</i>	<i>What is the criteria for success or failure?</i>	<i>Fully, Partially, or Not Achieved (For Partially or Not Achieved add notes on what remains to be done)</i>
Hire Compliance Officer (7-14a)	7/1/14	Chief Officers, HR, & Board	Selection Committee & Board Approval	Team members & Stakeholders	Board Meeting 10 July 2014	Candidate Acceptance	Achieved
Provide Contact Info to DOJ (7-14b)	7/1/14	Coord of Cultural Capacity (Compliance Officer)	Telephone & Email	Team members & Stakeholders	Board Meeting 10 July 2014	Confirmation from DOJ Lawyer	Achieved
Curriculum Development in Schoology (7-14c)	7/7/14	Coord of Cultural Capacity (Compliance Officer)	Learning Management System	Learning Services	Board Meeting 17 September 2014	Course Launch	In Progress
Cultural Introduction to all new Teachers (7-14c)	7/22/14	Coord of Cultural Capacity (Compliance Officer)	Vista Ridge (Black Box)	Team members & Stakeholders	Learning Services	Event Execution	Achieved
Anti-bias Intro for Resource Officers (7-14d)	7/28/14	Coord of Cultural Capacity (Compliance Officer)	Vista Ridge (Media Center)	Team members & Stakeholders	Resource Office	Event Execution	Achieved
Develop Common Discipline Matrix (8-14a)	8/1/14	Coord of Cultural Capacity (Compliance Officer)	Resource Officer, Expulsion Pgm, & Zones	Team members & Stakeholders	Designated Admin IC Trng (9-14d)	Standardized Discipline in Zones	Achieved
Develop Due Process Procedure (8-14b)	8/2/14	Coord of Cultural Capacity (Compliance Officer)	Resource Officer, Expulsion Pgm, & Zones	Team members & Stakeholders	Designated Admin IC Trng (9-14d)	Standardized Discipline in Zones	Achieved
Match IC Report Codes w/ Discipline Matrix (8-14c)	8/3/14	Coord of Cultural Capacity (Compliance Officer)	IC & Learning Services	Team members & Stakeholders	Designated Admin IC Trng (9-14d)	Standardized Discipline in Zones	Achieved
Coord Discipline Matrix and Due Process (8-14d)	8/4/14	Coord of Cultural Capacity (Compliance Officer)	Resource Officer, Expulsion Pgm, & Zones	Team members & Stakeholders	Designated Admin IC Trng (9-14d)	Standardized Discipline in Zones	Achieved
Identify Designated Administrators (8-14e)	8/25/14	Chief Officers, HR, & Board	CEO, HR, and Coord Cultural Capacity	Team members & Stakeholders	Board Meeting 17 September 2014	DA Acceptance of Responsibility	Achieved

Action Plan



Task	Deadline	Responsible:	Resources	Resource Category	Communication	Success Measure	Results
<i>Specified or Implied Actionable Task</i>	<i>Milestone achievement date (Achieved or Projected)</i>	<i>Stakeholders and/or Process Champion</i>	<i>Resources Required</i>	<i>Example 1. Budget 2. Stakeholders 3. Team Members, Etc.</i>	<i>District's means, methodology, and medium to communicate progress, results, and interferences</i>	<i>What is the criteria for success or failure?</i>	<i>Fully, Partially, or Not Achieved (For Partially or Not Achieved add notes on what remains to be done)</i>
Sign DOJ Agreement (9-14a)	9/1/14	Chief Officers, Board, & Coord Cultural Capacity	Board Approval & DOJ Acceptance	Team members & Stakeholders	Board Meeting TBD	Agreement compliance	In Progress
Establish Grievance Office (9-14b)	9/1/14	Chief Officers, Board, & Coord Cultural Capacity	Chief Officer Approval	Team members & Stakeholders	Board Meeting TBD	Policy and Process In Place	Achieved
Make Policy Recommendations (Code) (9-14c)	9/15/14	Chief Officers, Board, & Coord Cultural Capacity	Board Approval & DOJ Acceptance	Team members & Stakeholders	Board Meeting TBD	Policy and Process In Place	In Progress
District "Think" Social Media Campaign (9-14d)	9/15/14	Coord Cultural Capacity & District Athletic Dirs.	AD's, Coaches, & Student Athletes	Team members & Stakeholders	Board Meeting TBD	Policy and Process In Place	Achieved
Designated Administrator & AP IC Training (9-14e)	9/16/14	Coord Cultural Capacity & IC IC Support		Team members & Stakeholders	CEO, Zone Leaders, & Email	100% Compliance for DAs	Achieved
Hire Consultants (9-14e)	As required	Chief Officers, Board, & Coord Cultural Capacity	TBD	TBD	TBD	Consulting task achieved	In Progress
Staff Intervention Recommendations (10-14a)	10/1/14	Chief Officers, Board, & Coord Cultural Capacity	Board Approval & DOJ Acceptance	Team members & Stakeholders	Board Meeting TBD	Intervention Start Date Established	In Progress
Student Intervention Recommendations (10-14b)	10/1/14	Chief Officers, Board, & Coord Cultural Capacity	Board Approval & DOJ Acceptance	Team members & Stakeholders	Board Meeting TBD	Intervention Start Date Established	In Progress
Implement Approved Policies (10-14c)	10/1/14	Chief Officers, Board, & Coord Cultural Capacity	Chief Officer Approval	Team members & Stakeholders	Board Meeting TBD	Policy and Process Implementation	In Progress
Cultural Compass Survey	10/1/14	Chief Officers, Board, & Coord Cultural Capacity	Chief Officer Approval	Team members & Stakeholders	Climate Report	Adequate District Sample	In Progress

Action Plan



Task	Deadline	Responsible:	Resources	Resource Category	Communication	Success Measure	Results
<i>Specified or Implied Actionable Task</i>	<i>Milestone achievement date (Achieved or Projected)</i>	<i>Stakeholders and/or Process Champion</i>	<i>Resources Required</i>	<i>Example 1. Budget 2. Stakeholders 3. Team Members, Etc.</i>	<i>District's means, methodology, and medium to communicate progress, results, and interferences</i>	<i>What is the criteria for success or failure?</i>	<i>Fully, Partially, or Not Achieved (For Partially or Not Achieved add notes on what remains to be done)</i>
Develop and Implement Monitoring Pgm (11-14a)	11/1/14	Chief Officers, Board, & Coord Cultural Capacity	Board Approval & DOJ Acceptance	Team members & Stakeholders	Board Meeting TBD	Monitoring In Place and Effective	In Progress
Adminstator, Faculty & Staff Intervention (11-14b)	11/1/14	Chief Officers, Board, & Coord Cultural Capacity	Schoology	Team members & Stakeholders	Board Meeting TBD	100% Contact Documented	In Progress
Student Facing Personnel Intervention (11-14c)	11/15/14	Designated Administrators	PowerPoint Presentation	Team members & Stakeholders	Board Meeting TBD	100% Contact Documented	In Progress
Student Intervention - Grade Appropriate (12-14a)	12/1/14	Faculty	Classroom & Schoology	Team members & Stakeholders	Board Meeting TBD	100% Contact Documented	In Progress
Draft Mid-Year DOJ Report (1-15a)	1/15/15	Chief Officers, Board, & Coord Cultural Capacity	Board Approval & DOJ Acceptance	Team members & Stakeholders	Board Meeting TBD	Documentation of Interventions	In Progress
Mid-Year DOJ Report Submitted (2-1a)	2/1/15	Chief Officers, Board, & Coord Cultural Capacity	Board Approval & DOJ Acceptance	Team members & Stakeholders	Board Meeting TBD	Documentation of Interventions	In Progress



Questions?



BOARD OF EDUCATION AGENDA ITEM 9

BOARD MEETING OF:	September 24, 2014
PREPARED BY:	Jack W. Bay
TITLE OF AGENDA ITEM:	Operations Update (Nutrition Services)
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The operational support departments of the District consisting of the Safety, Nutrition Services, Transportation and Facilities provide the Board of Education a bi-annual performance update regarding the activities of the each department. This meeting the Nutrition Services will provide an update. The Transportation, Safety and Facilities departments will provide an update at a future work session.

The Nutrition Services will provide a review of the 2013-2014 fiscal year wrap-ups along with an overview of the 2014-2015 fiscal year startup progress outlining the balance of the 2014-2015 year. The director will review key performance indicators and provide a 2014-2015 business plan overview for their respective department reflecting their operational goals and objectives changes that will lead to enhanced the operational performance and propel the District towards our goal of becoming the best District to learn, work and lead.

RATIONALE: These periodic department updates keep the Board of Education and the general public abreast of the activities associated with the Safety, Nutrition Services, Transportation and Facilities/Grounds. By providing key performance indicators (KPI's), dash board report updates and other key performance informational updates periodically we assist in re-establishing the District as a trustworthy recipient of taxpayer investment.

RELEVANT DATA AND EXPECTED OUTCOMES: The Director of Nutrition Services will provide an overview of the activities for their respective departments. Each presenter will provide key performance indicators, dash board reports and other operations information that will reflect their overall efficiency and effectiveness.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	The various reports will provide transparency insight for the Nutrition Services.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The various reports will provide community stakeholders key performance information for the Nutrition Services for the 2015 fiscal year.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	By providing key performance metrics, benchmarking performance and continually reviewing operational performance the various operational departments will become recognized as the best district's to work and lead
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: The information is provided to enhance transparency with the BOE and the District's stakeholders.

APPROVED BY: Jack W. Bay, Chief Operations Officer

DATE: September 17, 2014



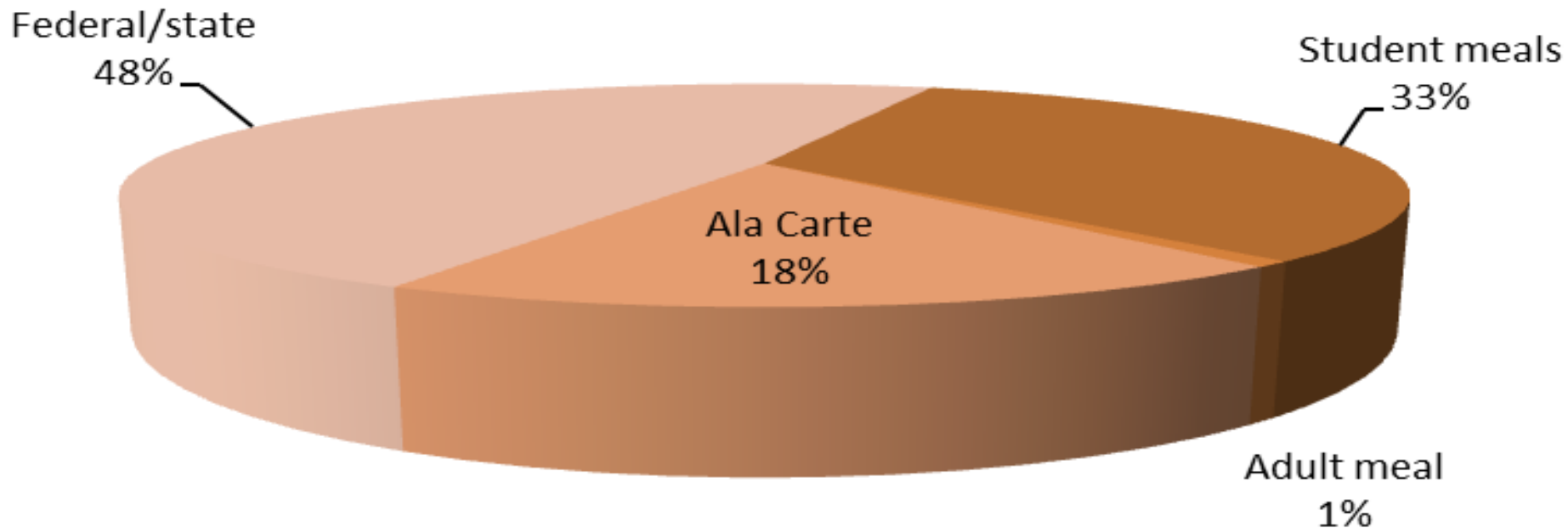
Nutrition Department Update

Monica Deines-Henderson

Total Net Income \$108,385



Revenue \$3,335,432



Smart Snack



- Took effect July 1- limits calories, sodium, fats, sugars and states the major ingredients must be either whole grain, whole grain enriched, fruit, vegetable or a protein
- Accompaniments (Condiments) must be analyzed in with the menu items for nutrient contribution.
- Fundraising requirements- State of Colorado has set 3 exempt fundraisers per building per school year.

- Colorado Healthy Beverage law is stricter than Federal regulation and has been in board policy since 2009
- Nutritional labels for all items sold to students must be maintained by the LEA
- Visited with all Zone administrators and explained the regulation and have offered support for compliance.

New Breakfast Regulations



- Whole grain or whole grain enriched item must be offered daily
- 1 cup of fruit or vegetable or combination must be offered daily the student must take $\frac{1}{2}$ cup.
- Juice is limited to how many times it can be offered as a fruit
- Meat/meat alternate is not required in the meal pattern; it can count as a grain after a grain has been offered.

Limitations of the program



- Limit financial reserves to 3 months
- Can only use funds for the operation or improvements to the Nutrition program

Paid Lunch Equality



- Regulation- 7CFR 210.14
 - School Food Authorities must prove that they are charging a fair price for the full priced meals and not offsetting the cost of the full priced meal by the Federal reimbursement for a free student. When the gap is greater than a quarter the District must raise meal prices.

Challenges for the Department



- Only one supplier of milk for the k-12 market in Colorado
- Shortage of fruits due to droughts, flooding, citrus greening causing shortages in the USDA commodity program and open market
- Shortage of beef, pork, turkey and chicken in the USDA commodity program and open market
- Tyson had two processing plants burn down which were their commodity plants- we have 10,000 lbs of chicken there that will not be assigned to another processor.

Reimbursement Rate for 2014-2015 for Lunch



- *Free- \$ 3.04*
- *Reduced- \$2.64*
- *Paid- \$0.28*

\$0.06

Certification

- *2013-2014 reimbursement rate:*

Free- \$2.93

Reduced- \$2.53

Paid- \$0.28

Current meal price:

40 cents reduced \$2.10 Elementary

\$2.40 Secondary

2014-2015 Reimbursement Rate for Breakfast



- Free- \$1.62
 - Reduced- \$1.32
 - Paid- \$0.28
- 2013-2014 reimbursement rate
 - Free- \$1.58
 - Reduced- \$1.28
 - Paid- \$0.28

Current meal prices:

\$0.30 Reduced, \$1.30 Elementary,
\$1.50 Secondary

State of Colorado Reimbursement



- Smart Start
 - \$0.30 reduced breakfast co-pay for all school age students
- Lunch Protection
 - \$0.40 reduced lunch co-pay for students preschool through 5th grade

August Comparison 2013 to 2014 Lunch



• 2013	2014
– Free Lunches: 32,315	36,562
– Reduced Lunches: 11,081	10,966
– Paid Lunches: 59,946	55,797
» Total 103,342	103,325
• % change Free- 13% increase	
Reduced- 1% decrease	
Paid- 7% decrease	

Net difference – 17 meals

August Comparison 2013 to 2014 Breakfast



• 2013	2014
– Free meals: 6,162	7,540
– Reduced meals: 1,897	2,048
– Paid meals: 2,719	2,941
» Total 10,778	12,529
• % change free- 22% increase	
reduced- 13% increase	
paid- 8% increase	

Net difference + 1,751

Administrative Review by CDE

February 2015



- Certification and Benefit Issuance
- Verification
- Meal Counting and Claiming
- Resource Management (Financial review)
- Wellness Policy
- Competitive Foods (Smart Snack)
- Food Safety
- Reporting and Recordkeeping
- Colorado State Specific Questions (PK-5)

Options



- Working with USDA to add commonsense and flexibility into the program through regulatory changes
- Removing the District from the program
 - Considerations:
 - 20.16% students are Free
 - 6.82% students are Reduced
 - 73.02% students are full priced

Federal and State Reimbursement 2013-14



- Federal meal reimbursement:
\$1,498,644.38
- State Reimbursement:
\$9,942 (pk-2 and smart start)

pk-2 and smart start is the State of Colorado's programs that cover the cost of the reduced co-pay for all breakfast and for preschoolers through second grade

Other meal revenue 2013-14



- Ala Carte:
\$590,431.50
- Paid meals:
\$1,037,324
- Reduced Co-pay:
\$ 28,926.40

2013-14 Meal Breakout

Estimated revenue for 14-15



- Lunches

- Free: $304,243 \times \$3.04 = \$924,898.72$
- Reduced: $97,170 \times \$2.64 = \$256,528.8$
- Paid: $526,959 \times \$0.34 = \$179,166.06$

» Total Estimated Federal Reimbursement
\$1,360,593.58

these rates include the \$0.06 per meal for certification.

Estimated State Reimbursement For Lunch



- PK-5: 405 students x \$0.40= \$26,730

» Estimated state reimbursement: \$ 26,730

Commodity Entitlement



- Current Commodity Entitlement is \$0.27 per reimbursable lunch sold for previous school year meals.
- Entitlement for SY 14-15 =\$264,121.86
- These funds can only be used in the National School Lunch Program.
- We do not get Commodity entitlement for breakfast.

Breakfast Funding



- Breakfast is served at 12 schools
 - School Year 13-14 qualifying students
 - 3,560 free students
 - 9,801 reduced students
 - 30,063 paid students

115,516 breakfast served District wide

- Severe Need Breakfast Programs (schools that serve more than 40% of lunches to students on free and reduced)
 - 37,585 free breakfast x \$1.93 = \$72,439.05
 - 12,806 reduced breakfast
 - x\$1.63=\$20,873.78
 - 26,098 paid breakfast x \$0.28 = \$7,307.44
 - » Total Est. Severe Need Reimbursement :
\$100,620.27

- Regular Breakfast

- 6,639 free breakfast x \$1.62 = \$10, 755.18
- 6,747 reduced breakfast x \$1.32 =\$8,906.04
- 3,965 paid breakfast x \$0.28 = \$1,110.20
 - » Total Est. Regular Reimbursement: \$20,771.42
 - » Total Est. Federal breakfast Reimbursement:
\$121,391.69
 - » Total Est. State Reimbursement for Reduced Co-Pay:
\$10, 588.80

Estimated Cost to removing District from USDA Child Nutrition Programs in Federal and State Reimbursement



\$1,884,046.20

Other Considerations



- All families would have to fill out a Family Economic Data form for the District to continue getting At Risk funding.
- Only 23% of Revenue is acquired from Ala Carte sales
- Would the District provide meals to the students who qualified for Free and Reduced
 - Where would the funds come from
 - General fund
 - Restructure meal pricing to offset free and reduced meals within the Nutrition program
 - Would the Reduced families be responsible for a co-pay for breakfast and pk-5

On the Horizon



- Reauthorization 2015

- The child nutrition programs must be reauthorized every 5 years by the United States Government. Current program is set to expire Sept. 30, 2015

- » This process sets new Federal regulations over :

- the meal patterns
 - Wellness Policies
 - Financial reporting
 - Certification and Benefit Issuance

USDA Waivers/ Ag Appropriations



- USDA has a waiver for whole grain pasta and is looking to expand to other grain items such as tortillas
- USDA is looking at removing the requirement of fruit and vegetables at breakfast and lunch be taken but continue to require them to be offered
- USDA is looking at allowing items served as part of the reimbursable meal to be allowed on ala carte sales without being tied to menu days.
- Ag Appropriations bill has language added to provide more flexibility to the meal programs for immediate relief

Recommendations



- See what the financial impact is at the end of 14-15 to the program and review removing the lowest free and reduced% high school/s from the program if it is cost supportive.
- Evaluate out come of Ag Appropriations bill
- Evaluate USDA waivers
- Immediate implement offer vs serve for fruits and vegetables is USDA grants the flexibility in the program.

- Continue to lobby Congress for reasonable changes in the child nutrition program to bring it in line with the American Dietary Guidelines for the greater good of our students.



Nutrition Department Update

Monica Deines-Henderson



Wrap-up for 2013-14

- Lunches- 928,372
- Breakfast-115,516
- Net income \$108,385

Paid Lunch Equality



- Regulation- 7CFR 210.14
 - School Food Authorities must prove that they are charging a fair price for the full priced meals and not offsetting the cost of the full priced meal by the Federal reimbursement for a free student. When the gap is greater than a quarter the District must raise meal prices.

Smart Snack



- Took effect July 1- limits calories, sodium, fats, sugars and states the major ingredients must be either whole grain, whole grain enriched, fruit, vegetable or a protein
- Accompaniments (Condiments) must be analyzed in with the menu items for nutrient contribution.
- Fundraising requirements- State of Colorado has set 3 exempt fundraisers per building per school year.

- Colorado Healthy Beverage law is stricter than Federal regulation and has been in board policy since 2009
- Nutritional labels for all items sold to students must be maintained by the LEA
- Visited with all Zone administrators and explained the regulation and have offered support for compliance.

New Breakfast Regulations



- Whole grain or whole grain enriched item must be offered daily
- 1 cup of fruit or vegetable or combination must be offered daily the student must take $\frac{1}{2}$ cup.
- Juice is limited to how many times it can be offered as a fruit
- Meat/meat alternate is not required in the meal pattern; it can count as a grain after a grain has been offered.

Administrative Review by CDE

February 2015



- Certification and Benefit Issuance
- Verification
- Meal Counting and Claiming
- Resource Management (Financial review)
- Wellness Policy
- Competitive Foods (Smart Snack)
- Food Safety
- Reporting and Recordkeeping
- Colorado State Specific Questions (PK-5)

Challenges for the Department



- Only one supplier of milk for the k-12 market in Colorado
- Shortage of fruits due to droughts, flooding, citrus greening causing shortages in the USDA commodity program and open market
- Shortage of beef, pork, turkey and chicken in the USDA commodity program and open market
- Tyson had two processing plants burn down which were their commodity plants- we have 10,000 lbs of chicken there that will not be assigned to another processor.

Options



- Working with USDA to add commonsense and flexibility into the program through regulatory changes
- Removing the District from the program
 - Considerations:
 - 20.16% students are Free
 - 6.82% students are Reduced
 - 73.02% students are full priced

Estimated Cost to removing District from USDA Child Nutrition Programs in Federal and State Reimbursement



\$1,884,046.20

Other Considerations



- All families would have to fill out a Family Economic Data form for the District to continue getting At Risk funding.
- Only 23% of Revenue is acquired from Ala Carte sales
- Would the District provide meals to the students who qualified for Free and Reduced
 - Where would the funds come from
 - General fund
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On the Horizon



- Reauthorization 2015

- The child nutrition programs must be reauthorized every 5 years by the United States Government. Current program is set to expire Sept. 30, 2015

- » This process sets new Federal regulations over :

- the meal patterns
 - Wellness Policies
 - Financial reporting
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USDA Waivers/ Ag Appropriations



- USDA has a waiver for whole grain pasta and is looking to expand to other grain items such as tortillas
- USDA is looking at removing the requirement of fruit and vegetables at breakfast and lunch be taken but continue to require them to be offered
- USDA is looking at allowing items served as part of the reimbursable meal to be allowed on ala carte sales without being tied to menu days.
- Ag Appropriations bill has language added to provide more flexibility to the meal programs for immediate relief

Recommendations



- See what the financial impact is at the end of 14-15 to the program and review removing the lowest free and reduced% high school/s from the program if it is cost supportive.
- Evaluate out come of Ag Appropriations bill
- Evaluate USDA waivers
- Immediate implement offer vs serve for fruits and vegetables is USDA grants the flexibility in the program.

- Continue to lobby Congress for reasonable changes in the child nutrition program to bring it in line with the American Dietary Guidelines for the greater good of our students.

BOARD OF EDUCATION AGENDA ITEM 10

BOARD MEETING OF:	September 24, 2014
PREPARED BY:	Paul Andersen, Director of Human Resources and Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	Proposed Stakeholder Grievance Policy KEA, KEA-R and KEA-E
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The chief officers propose the adoption of a new policy that gives parents and community members' access to a grievance process. The new policy, regulation and exhibits build on the existing employee grievance policy (GBK) and provide a clear and well-documented process for presenting and seeking resolution to grievances.

RATIONALE: In our work toward becoming the best district in Colorado to learn, work and lead, we are striving to be more intentional about connecting with stakeholders in tangible, sincere and effective ways. To that end, we have an opportunity to foster open communication with stakeholders through a clear stakeholder grievance system. While direct communication will remain the preferred method of resolving disagreement, this policy will help facilitate resolution, foster open communication, and clarify accountability for the parties involved.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>An effective stakeholder grievance process will serve to strengthen trust with our stakeholders, foster intentional stakeholder participation and support our goal to become the best district to learn, work and lead.</i>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this agenda item forward to the October regular board meeting for approval.

APPROVED BY: Peter Hilts, CEO; Brett Ridgway, CBO; Jack Bay, COO

DATE: September 11, 2014



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Stakeholder Grievance
Designation	KEA
Office/Custodian	Education Office/Chief Education Officer

District 49 values all its stakeholders, including students, parents, staff and community members, and endeavors to earn their trust. The District seeks to serve all stakeholders with fairness and respect.

The District recognizes that there will be times when stakeholders disagree with a classroom or administrative decision and sincerely desires to partner with stakeholder in resolving issues, concerns or grievances. To that end, the Board of Education has established this stakeholder grievance policy as a formal process by which stakeholders may present and seek resolution to problems, issues, or concerns (generally referred to in this policy and procedure as “grievances”) related to matters of policy.

This policy does not modify, delegate, limit, or extend the rights of the school board to act or make decisions under applicable state and federal law.

Access to the grievance policy

The grievance ~~policy~~ **process** is available to parents or those with custodial rights of District 49 students, to residents of District 49 and to full-time employees of District 49, **who will be referred to as a “concerned party” for purposes of this policy and regulations.**

What may be grieved

The Board established this grievance policy for resolution of grievances that involve one or more Board policies. It does not exist to resolve simple disagreements, personality differences or disputes over– **a classroom teacher’s or** an administrator’s legitimate decision or actions. Staff may not use the grievance process to dispute a performance evaluation or corrective action.

In bringing a grievance forward for resolution, the stakeholder will be required to specify the policy in question and whether s/he:

- ~~1. Believes-Alleges~~ the policy was violated; **or**
- ~~±2.~~ **Alleges that the policy was misapplied or inequitably applied; or**
- ~~±3.~~ Is requesting that the policy be changed; or
- ~~±4.~~ Is requesting that an exception to policy be made.

Regulations and exhibits

District administration will develop regulations to implement this policy. The regulations will strive to accomplish the following goals:

- Encourage resolution at the lowest possible level.
- Ensure a well-documented process.
- Specify time frames for the filing of and responding to grievances.
- Provide a clear process for appealing a decision to the next level of review.
- Provide general guidelines for the grounds upon which a person might base an appeal.

District administration shall provide a feedback form to be completed by the stakeholder once there is complete resolution at any level to a grievance. The results of these feedback forms will be tracked. The Chief Education Officer will provide a report to the Board of Education on a semi-annual basis.

The staff, administrators and Board will not entertain complaints about staff members that have not been

formally addressed using the appropriate grievance forms and appeals procedures. In order to satisfactorily address each grievance and to avoid convoluting the issues, stakeholders must address them separately in writing, beginning with the appropriate grievance form. If, while working through the grievance process, a stakeholder becomes concerned with the behavior or conduct of a District staff member, that concern then becomes a new matter for resolution, which must be addressed as a completely separate grievance.

The regulations, exhibits and forms associated with this policy shall be made available on the District website or in paper format upon request.

Urgent matters

While the grievance procedures designate timelines and sequence for raising concerns and receiving feedback, if a concern involves imminent danger to a student, staff member, or other member of our community, or if there is an urgent need for immediate resolution to the matter, the stakeholder is expected to immediately notify a District administrator regarding the matter and request a review by a chief officer **or his designee**.

If the chief officer **or his designee** determines that the concern does not involve imminent danger, the stakeholder will be directed back to the procedures described herein.

Timelines

The District desires to respond to grievances in a timely manner. The timelines established in the associated regulations and exhibit, at the discretion of the staff member designated at each level, may be altered to allow for an appropriately thorough review of the grievance. **Any needed time extensions should be communicated to the concerned party as soon as practicable.**

Independent review mechanism

At the outset of a grievance, a process leader will be assigned to facilitate the process when needed. When an employee files a grievance, the Coordinator of Cultural Capacity will serve as the process leader. When the grievance is initiated by any other stakeholder, the Director of Human Resources will serve as the process leader.

A chief officer or the Board of Education may request an internal review of a grievance. When this happens, the Chief Education Officer will direct either the Director of Human Resources or the Coordinator of Cultural Capacity to perform a review of the particular grievance matter and provide a report to the requestor.

Recordkeeping

The District shall maintain records associated with grievance proceedings for a minimum of three (3) years.

Good faith efforts

It is inevitable that conflicts will occur. How the parties handle conflict plays a major role in defining the culture of our district. When adults work together to resolve conflicts with civility, they model skills for students that will enable them to effectively resolve conflict.

The District expects all stakeholders to treat others with respect and courtesy, and to strive for the following with regard to grievance resolution:

1. Seek to address issues at the appropriate level. For example, a concern about the classroom should be addressed first with the teacher. School-wide issues should be addressed with the school principal.
2. While the District seeks to support and assist individual families, recognize that all decisions must factor in the impact on other students and staff.
3. Understand that the District expects school administrators to make judgment calls. Generally speaking, judgment calls will not be overturned at a higher level unless there are compelling grounds based on policy issues.

4. Accept that privacy laws or other confidentiality requirements may expressly prohibit the administration from disclosing discipline measures taken with staff or with other students. The District recognizes that this limitation on open communication can be very frustrating for both parents and administrators.

- Adopted: ~~September~~ **October 9~~11~~**, 2014

Title	Stakeholder Grievance
Designation	KEA-R
Office/Custodian	Education Office/Chief Education Officer

The conflict resolution procedures contained herein are intended to provide a clear, well-defined means of articulating and bringing forth concerns.

Classroom Level Procedure

If you have a concern, you should set up a meeting with the classroom teacher or appropriate individual with the goal of resolving the matter informally. Communication is essential to resolving concerns and conflicts. It is important that the classroom teacher or appropriate individual understands your concern so they may fully address and resolve it. It is important to explain your concerns, the resolution you are seeking and your suggested remedy.

The classroom teacher or appropriate individual shall provide you with their decision within three working days of being notified that there is a concern. This may occur over the phone, face to face or via email. **If more time is needed to appropriately address the concern, the concerned party will be notified of the needed extension as soon as practicable.**

Admin Level I: School Administrator

If the concern is not resolved to your satisfaction, you may submit a **Grievance Conflict-Resolution Request (€GRR)** Form within five working days of receipt of the Classroom Level decision. The ~~CRR-GRR~~ can be accessed on the District web site. Fill out the form thoroughly.

The school administrator **or his/her designee** will review the €GRR and contact you to arrange a meeting. The purpose of this meeting is to gain a full understanding of the situation. The staff member who provided the decision at the Classroom Level will be invited to attend the meeting. The staff member may opt to not attend.

The school administrator or his/her designee will contact you within three business days to schedule a meeting. Within 5 days after the meeting the administrator shall communicate the decision. ~~Within five working days after receiving your written concern, the school administrator shall communicate to you his/her written decision.~~ This decision shall include the school administrator's findings, conclusions, and recommendations.

Admin Level II: Zone Leader/Executive Director Level Procedure

If you are not satisfied after receiving the School Administrator's written decision, you may appeal the matter to the Zone Leader/Executive Director Level. To do this, you will need to initiate **an appeal using the online GRR form.** ~~new CRR.~~

The Zone Leader/Executive Director **or his/her designee will contact you within three business days to schedule a meeting.** will review the €GRR and contact you to set up a meeting. The purpose of this meeting is to gain a full understanding of the situation. The staff members involved in the previous levels will be invited to attend this meeting.

Within five working days after **the meeting** ~~receiving your written concern~~, the Zone Leader/Executive Director **or his/her designee** shall communicate to you his/her written decision. This decision shall include the Zone Leader's/Executive Director's findings, conclusions, and recommendations.

Admin Level III: Chief Officer Level Procedure

If you are not satisfied after receiving the Zone Leader's/Executive Director's **decision**, you may appeal the matter to the Chief Officer. To do this, you will need to initiate a new **EGRR**. The appeal shall include the decisions from all previous levels. The Chief Officer may choose select a designee to hear the matter.

After an appropriate review of the **EGRR** and previous decisions, the Chief Officer will within ten working days of receipt of the appeal contact you to arrange a meeting.

The meeting will include the staff members who provided the decisions at the previous levels and the Chief Officer or his/her designee. The meeting shall be limited to those grounds specified in the written concern signed by the stakeholder.

Within ten working days of the hearing meeting, the Chief Officer or his/her designee shall communicate his/her decision to you in writing. The decision shall include the findings and conclusions of the Chief Officer or his/her designee.

Board Level Procedure

If you are not satisfied with the decision at the Chief Officer Level, you may, within five working days, submit **at GRR to your concern to the Board of Education** and request a hearing before the Board.

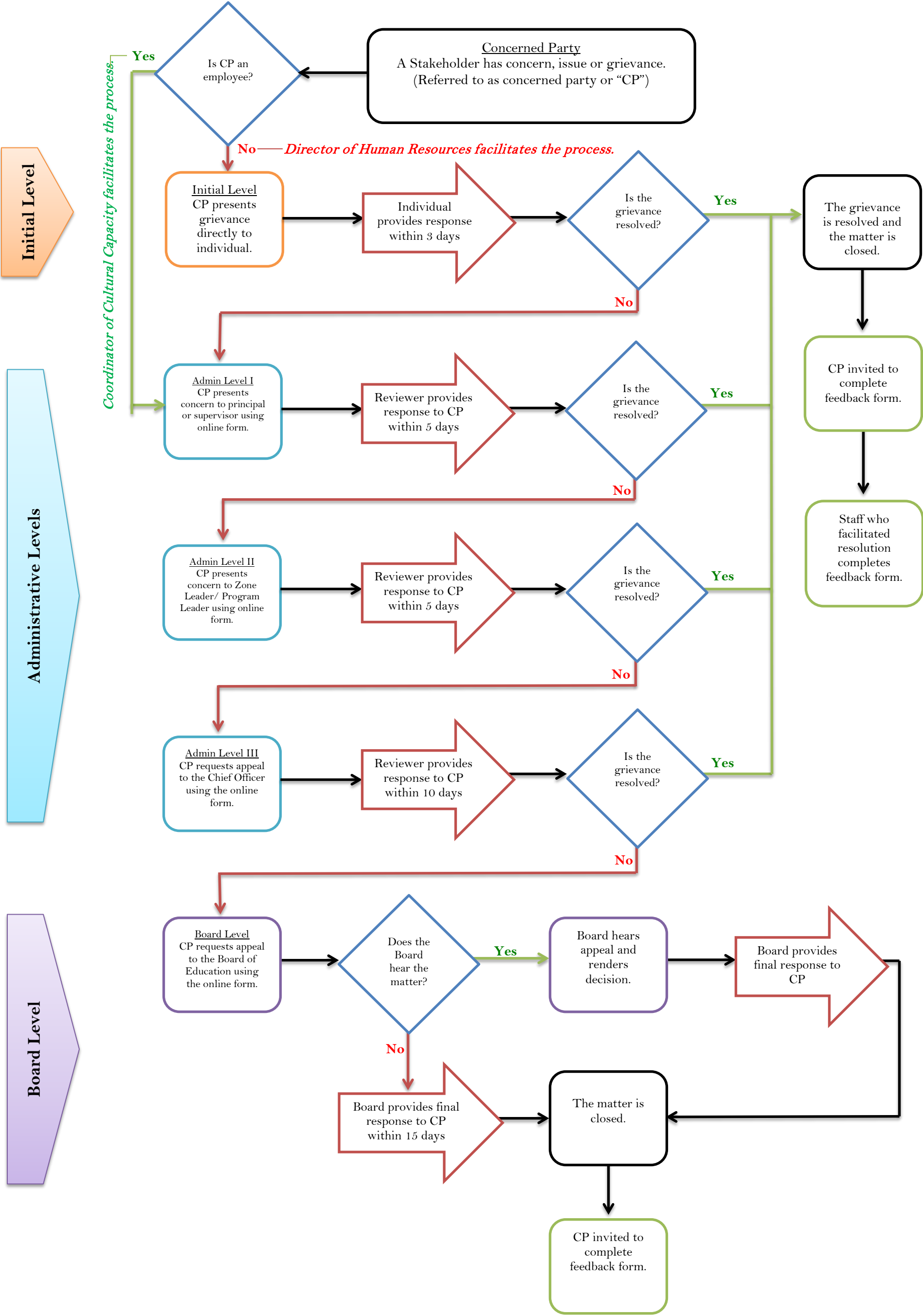
The Board president or his/her designee **may attempt to work directly with** ~~has the opportunity to work~~ the stakeholder to resolve the conflict prior to an official appeal to the entire Board of Education.

The Board shall respond to the request for a hearing no later than its next regularly scheduled meeting, provided it has received the request at least five working days prior to such meeting. If the Board agrees to hear the appeal, the hearing shall be held no later than the next regularly scheduled meeting. The hearing will include the staff members who provided decisions at any previous levels (unless a staff member opts to not attend). The meeting shall be limited to those grounds specified in the written concern signed by the stakeholder.

The Board shall render its written decision not later than fifteen working days after hearing the appeal. The Board may agree not to hear the appeal. In such instances, the decision from the Chief Officer Level shall be final.

- Adopted: September 11, 2014

Stakeholder Grievance Policy
Designation: KEA – E
Office/Custodian: Education Office/Chief Education Officer



Grievance Initiation Form

This form must be submitted within five (5) working days within the receipt of the decision from the teacher or your supervisor. If you have not attempted to resolve this concern by speaking directly with the teacher or your supervisor, please do so before you initiate this form.

STAKEHOLDER INFORMATION

Name of Person Initiating Grievance: _____ Date: _____

Email Address: _____ Reenter Email: _____

Relationship to District **(drop down menu)**

☐ Parent/Guardian

☐ Employee

☐ Community Member

☐ Other – Specify: _____

If grievance involves a student matter, please provide the name of student: _____

Specify School **(drop down menu)**

INITIAL LEVEL

Provide a description of your grievance or concern, including dates: _____

If your grievance relates to a Board or school policy or regulation, please specify the policy, regulation or procedure: _____

Describe the resolution you are seeking: _____

Please tell us about the steps you have already taken to resolve your concern:

I talked/met with the teacher/my supervisor: Yes No

Date talked/met with the teacher/my supervisor: _____

Basis for Claim and Relief Sought – explain your dispute with the response from the teacher or your supervisor:

Do you dispute the policy? Yes No

Do you dispute the facts? Yes No

Do you dispute how the policy was applied with the facts? Yes No

Click “Submit” to initiate your grievance. Thank you for using District 49’s grievance process. A District leader will contact you in the near future.

When the Stakeholder clicks “Submit”

1. System assigns reference number to the grievance
2. System sends email confirmation to Stakeholder
3. System notifies “Process Facilitators” (Director of Human Resources and Coordinator of Cultural Capacity)

ADMINISTRATIVE LEVELS

Throughout each of the administrative levels, the Stakeholder must submit an appeal through the grievance management system. The Process Facilitator will assist the Stakeholder as needed.

At each of the administrative levels, the Grievance Reviewer provides the written decision to the Stakeholder and the Process Facilitator. The Process Facilitator ensures that each written decision is uploaded to the grievance file.

Whenever the Stakeholder appeals the matter to the next level in the process, the system notifies the Process Facilitator and the next level Grievance Reviewer.

BOARD OF EDUCATION LEVEL

When a grievance reaches the Board of Education level, the Stakeholder finds the following message:

At this point in the process, it is important to be clear that the Board of Education desires to empower our principals, zone leaders and chief officers to make judgment calls and decisions regarding the operation of schools and departments.

Before appealing a grievance to the Board of Education, you must first attempt to resolve the matter at the appropriate administrative levels. If you have not already done that, please do so. If you are attempting to bypass the administrative levels in the grievance resolution process, you must provide an explanation for the Board’s consideration.

Please help our Board understand why you feel that the Board should intervene in this particular issue:

Specify your grounds for escalation to the Board (check all that apply):

- ☐ Does the Chief Officer endorse this appeal in order to promote a change or request clarification from the Board?
- ☐ Do you request that the Board permanently change a school policy?
- ☐ Do you request that an exception be made to a school policy? Explain the justification below.
- ☐ Do you allege that a conflict of interest exists with the Chief Officer’s decision?
- ☐ Do you allege a violation of the law or Board policy? Explain.
- ☐ Do you allege that a judgment call grossly violated the District’s mission and values?

STAKEHOLDER FEEDBACK

When a grievance is resolved, the Process Facilitator will invite the Stakeholder to provide feedback about the process. The invitation will include a link to a web form. The Stakeholder submits the completed survey online. The system sends the completed form to the Process Facilitators.

Grievance Process Feedback Survey

In an effort to help District 49 improve our culture and processes, please complete the following survey once you have reached satisfactory resolution of your concern. Please complete this feedback form and click “submit” at the end of the survey.

Name: _____

Email Address: _____

Grievance Reference Number: _____

Date: _____

Would you be willing to speak with a District 49 administrator in the event that questions arise based on your responses below?

Yes No

Please select your response to the questions below using the following scale:

0=N/A; 1=Extremely Dissatisfied; 2=Dissatisfied; 3=Indifferent; 4=Satisfied; 5=Extremely Satisfied

1. How satisfied are you with the level of service you received during the grievance resolution process at the:
 - a. Classroom level?
 - b. School administrative level?
 - c. Zone leader/executive director level?
 - d. Chief officer level?
 - e. Board level?
2. How satisfied are you with the grievance resolution process overall?
3. How satisfied are you with the timeframes in which your concern was handled?
4. How satisfied are you with the level of communication used throughout the grievance resolution process?
5. **(Free response text box.)** How could District 49 improve the grievance resolution process?



BOARD OF EDUCATION AGENDA ITEM 11.a

BOARD MEETING OF:	September 24, 2014
PREPARED BY:	Tammy Harold
TITLE OF AGENDA ITEM:	Resolution of Support for Ballot Issue 3A
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: After an extensive community process involving members of every school family, the larger district community, staff and elected officials, the Board of Education submitted ballot language to seek community approval of Issue 3A.

RATIONALE: Issue 3A will provide operating revenue to continue District 49's drive to become the best district to learn, work, and lead.

RELEVANT DATA AND EXPECTED OUTCOMES: The issue does not raise taxes or create any new taxes, but it permits the district to use existing revenues for critical needs such as teacher compensation, core classes, school security, and instructional technology.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	District 49 has worked hard to become fiscally sound and efficient. Issue 3A give our community a chance to affirm that District 49 is reestablishing trust.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The extended capital planning process led to a healthy and vigorous debate about the best future for District 49. The entire community was invited, and thousands participated in school-level, board, tele-town hall, and other meetings to discuss this proposal.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Issue 3A will help District 49 compete with other districts in El Paso County as we create great learning, enhance productive workplaces, and lead the way in public education.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	The mill levy money will fund programs to boost elementary literacy, vocational and professional training in secondary, and free college credits for students in high school.
Rock #5 — Customize our educational systems to launch each student toward success	With new state graduation guidelines taking effect this year, the resources from Issue 3A will give our staff the time to lead each student on an individualized pathway to college and career success.

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this resolution as an action item at the October 9 meeting.

APPROVED BY: Chief Officers

DATE: September 17, 2014



The
Best District
to Learn, Work and Lead

10850 East Woodmen Road • Peyton, CO 80831
Tel: 719.495.1100 • Fax: 719.494.8900

A RESOLUTION IN SUPPORT OF EL PASO COUNTY BALLOT ISSUE 3A (MILL LEVY)

WHEREAS, 3A continues an existing mill levy without raising existing taxes or creating any new taxes; and

WHEREAS, 3A will allow District 49 to attract and retain excellent, highly effective teachers by offering a salary and benefits package that are competitive with other school districts in El Paso County; and

WHEREAS, 3A will allow District 49 to nurture individual passions of each student on a journey of academic excellence in preparing for college and the workforce by offering classes to earn practical, vocational industry certification; and

WHEREAS, 3A will allow District 49 to focus on each student's individualized path to achieving academic excellence in preparing for college and career by offering classes to earn free college credit while in high school; and

WHEREAS, 3A will enhance multiple security measures district-wide, including securing perimeters, main entries and classrooms and providing safety training for personnel; and

WHEREAS, 3A will update technology in district classrooms to accelerate academic achievement; and

WHEREAS, a strong school district retains property and home values for residents;

NOW THEREFORE BE IT RESOLVED

that the Board of Directors of School District 49 support ballot issue 3A and strongly urge the residents of District 49 to vote yes for the measure in November.

Adopted this 9th day of October, 2014 by SCHOOL DISTRICT 49

By:

Attest By:

Tammy Harold
President, Board of Education

Marie Lavere-Wright
Secretary, Board of Education

Peter Hilts
Chief Education Officer

Brett Ridgway
Chief Business Officer

Jack Bay
Chief Operations Officer

Monty Lammers
Falcon Zone Leader

Kim McClelland
iConnect Zone Leader

Mike Pickering
POWER Zone Leader

Sean Dorsey
Sand Creek Zone Leader



BOARD OF EDUCATION AGENDA ITEM 11.b

BOARD MEETING OF:	September 24, 2014
PREPARED BY:	Tammy Harold
TITLE OF AGENDA ITEM:	Resolution of Support for Ballot Issue 3B
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: After an extensive community process involving members of every school family, the larger district community, staff and elected officials, the Board of Education submitted ballot language to seek community approval of Issue 3B.

RATIONALE: Issue 3B will provide capital revenue to continue District 49's deliberate plan to take care of the schools we have and build the precise mix of new schools we need to serve current and future growth.

RELEVANT DATA AND EXPECTED OUTCOMES: Because we have been so frugal with our resources and the capital planning committee has limited this proposal to only essential capital projects, we are able to make significant upgrades to the district's capacity for only \$1 per \$100,000 of home value. The savings to our taxpayers are two to five times more valuable than other district proposals around Colorado.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	District 49 has worked hard to become fiscally sound and efficient. Issue 3B give our community a chance to affirm the efficiency of our capital plans while growing our capacity for the future.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The extended capital planning process led to a healthy and vigorous debate about the best future for District 49. The entire community was invited, and thousands participated in school-level, board, tele-town hall, and other meetings to discuss this proposal.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Issue 3B will take care of what we have by expanding and modernizing Horizon Middle and Falcon Elementary schools, along with expansions at all three neighborhood high schools. Along with new schools, these projects will create great places to learn, the best working environment, and establish our community as a leader in public education.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	The capital bond monies will fund essential improvements, acquisitions, and construction in the areas of our district that have badly outgrown existing neighborhood school facilities.
Rock #5 — Customize our educational systems to launch each student toward success	The specialized spaces at our high schools will host programs that launch every student to success—in college, in the workforce, in military service, ministry, or community life.

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this resolution as an action item at the October 9 meeting.

APPROVED BY: Chief Officers

DATE: September 17, 2014



The
Best District
to Learn, Work and Lead

10850 East Woodmen Road • Peyton, CO 80831
Tel: 719.495.1100 • Fax: 719.494.8900

A RESOLUTION IN SUPPORT OF EL PASO COUNTY BALLOT ISSUE 3B (SCHOOL BOND)

- WHEREAS, the student population of District 49 has grown 76.77% since 2005, the last time new funds were approved for building construction; and
- WHEREAS, the citizen-led Capital Improvement Committee carefully studied District 49's capital needs and made recommendations to the Board of Education based on the most immediate needs of the district; and
- WHEREAS, District 49 appreciates the tax-sensitivity of our residents and strives to remain a trustworthy steward of taxpayer funds; and
- WHEREAS, 3B will take care of what we have by modernizing and expanding six existing neighborhood schools to extend their useful life; and
- WHEREAS, 3B will create three new excellent neighborhood schools, two elementary and one middle, will reduce the number of students currently being taught in modular units and reduce the number of students currently being displaced outside their neighborhood to attend other schools; and
- WHEREAS, 3B will allow District 49 to focus on each student's individualized path to academic excellence in preparing for college and the workforce by creating specialized spaces to expand advanced vocational programs and support science, engineering, technology and mathematics education; and
- WHEREAS, a citizen's oversight committee will provide accountability by monitoring how the funds generated by 3B are spent and will provide an annual audit on the district website; and
- WHEREAS, all funds will directly benefit our students, with no funds being spent on administration; and
- WHEREAS, a strong school district retains property and home values for residents;

NOW THEREFORE BE IT RESOLVED

that the Board of Directors of School District 49 support ballot issue 3B and strongly urge the residents of District 49 to vote yes for the measure in November.

Adopted this 9th day of October, 2014 by SCHOOL DISTRICT 49

By:

Attest By:

Tammy Harold
President, Board of Education

Marie Lavere-Wright
Secretary, Board of Education

Peter Hilts
Chief Education Officer

Brett Ridgway
Chief Business Officer

Jack Bay
Chief Operations Officer

Monty Lammers
Falcon Zone Leader

Kim McClelland
iConnect Zone Leader

Mike Pickering
POWER Zone Leader

Sean Dorsey
Sand Creek Zone Leader

BOARD OF EDUCATION AGENDA ITEM 12

BOARD MEETING OF:	September 24, 2014
PREPARED BY:	Chief Officers
TITLE OF AGENDA ITEM:	Mid-monthly Chief Officer Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The chief officers will provide an update to the board on district activity in their respective areas.

RATIONALE: To provide timely information to the board.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Major Impact
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Major Impact
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Major Impact
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Major Impact
Rock #5 — Customize our educational systems to launch each student toward success	Major Impact

FUNDING REQUIRED: No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

APPROVED BY: Jack Bay, COO, Peter Hilts, CEO, Brett Ridgway, CBO

DATE: September 16, 2014



From the desk of the Chief Operations Officer Board of Education Monthly Report

September 11, 2014

Dear Board Members,

As I prepare this operations update it is hard to believe that we are now making preparation for adverse winter weather. In the Transportation and Facilities Departments we have been reviewing our winter procedures, prepping our mobile fleet and running the snow removal equipment inventory in order to be ready for the winter conditions when they arrive.

It has been a very busy first quarter of this new fiscal year. The new turf athletic field dedication took place in late August for the soccer and football teams at Falcon High School. I want to personally thank the Falcon Community of Builders for Classrooms and Board for your support on this project. This new field will save approximately \$35,000 in annual maintenance and prep costs for the District.

We are now in the process of completing a number of 2014-2015 capital RFP's, most notably the roof replacement at Remington Elementary. Also, we have purchased five new yellow buses through a national contract pricing agreement with our capital 2014-2015 allotment as planned. These buses will be in service in the very near future. In the area of Transportation, maintaining adequate supply bus drivers has been a huge challenge. In Facilities, finding an adequate supply of building maintenance substitutes has been a challenging issue as well.

The new administrative support team for the Operations Department is now beginning to derive some efficiency benefits. The transition from restructuring was difficult. However, I commend the two individuals involved in the process for their dedication and commitment to developing an efficient Facilities Department for the District.

I would also like to thank Monica Deines-Henderson and her staff for the work in implementing all of the new national lunch program mandates. Monica is still evaluating the overall impact of these changes and recently attended a meeting with the USDA Food and Nutrition Services administrator, Audrey Rowe, to discuss the challenges and successes with implementing the new meal patterns and meeting requirements of the Healthy, Hunger-Free Kids Act.

Best wishes,

Jack W. Bay, MBA

Facilities & Maintenance

Ongoing

1. The TLC (Bus Driver) paint team will be back in action during fall break. We have 2 project requests currently.
2. Complete approved 2014-2015 capital projects by June 30, 2015.

Our Facilities, Operations and Maintenance department mission is to provide safe, comfortable, & aesthetically pleasing facilities for our students, staff and community stakeholders through timely communication, accurate analysis, and effective use of resources.



From the desk of the Chief Operations Officer Board of Education Monthly Report

September 11, 2014

3. Completing a comprehensive physical plant inventory to be integrated with our School Dude operating system.
 - a. This will be the bench marking data for our preventive maintenance and long term capital needs assessment program. - Project is 95% complete.
4. Mitigating operating or capital needs safety issues throughout the District including ADA access issues.
5. Big Rock #3 - Engaging with our peer district and outside organizations to determine best practices in our quest to become the "Best School District" to learn, work and lead.

Upcoming

1. School Dude University Fall Conference – we will be attending this operating system university conference in order to properly setup our work order, energy management, asset management and inventory system to efficiently generate our dash board reports. This will improve our overall management of our daily work program.
2. Schedule all school campus site operational/capital assets reviews with the various principals in November 2014- January 2015.
3. Revamp the job descriptions and evaluation tool for all Facilities positions.
4. Building and facilities quality assessment program will be conducted in the fall to create a quality baseline.
 - a. **Two Zones are completed. A summary report will be submitted to each building principal in late September.**
5. Replace roof at Remington Elementary School in fall 2014.
6. Installing a lightning mitigation protection system at Woodmen Hills Elementary in September 2014.
7. Staffing the restructured Safety & Health Compliance Supervisor and the Fire Electrical Supervisor BOE approved positions.
 - a. The hiring process for this key position will be completed in September 2014 for both positions.
 - i. **Fire and Electrical initial interviews have been completed.**
8. Big Rock #2 - supporting our capital bond campaign messaging, community engagement, etc.
9. Big Rock #3- Provide staff training for the Facilities and Building Maintenance teams as part of the annual comprehensive training program during fall, winter and spring and summer breaks for 2015 fiscal year.

Completed:

1. The TLC (Bus Drivers and Building Admin support) paint team completed 11 school site and 2 support office projects over the summer break.
2. Worked with a student volunteer to install dugouts for the Vista Ridge softball team.
3. Completed a mitigation plan to resolve several OCR issues that have surfaced at Vista Ridge High School in a random review in August 2013.
4. BOE approved the administration's prioritized 2014-2015 capital projects.
5. Upgraded the exterior and all modular classrooms. Completed the district wide Modular Paint Project.
 - a. 11 school campuses have had their modular classrooms painted.
6. Hired a new Executive Administrative Assistant – Jennifer Kiggins.
7. Completed a comprehensive staff and operational budget for the fiscal 2015 budget.



From the desk of the Chief Operations Officer Board of Education Monthly Report

September 11, 2014

Grounds

On Going

1. Complete approved 2014-2015 capital projects by June 30, 2015.
2. Working with the Falcon High School athletic leadership and the baseball coach to improve the baseball infield.
 - a. Action plan is in progress to mitigate concerns.
 - b.

Upcoming

1. Installation of 2 small artificial turf areas at Remington and Ridgeview Elementary.
 - a. Timeframe
 - i. Remington fall break 2014.
 - ii. Ridgeview August 2015 – pending availability of funds.
2. Reviewing and updating all department job descriptions to separate evaluation tool.
3. Preparing all equipment needed for the winter weather conditions.
4. Individual school requested projects.
 - a. Horizon Middle School Greenhouse – reviewing design and funding sources.

Completed

1. Artificial turf installation and dedication for the stadium field at Falcon High School.
2. Prepared all athletic venues for initial fall competition.

Transportation

Ongoing

1. Marketing campaign to attract new drivers.
2. Reviewing and updating all department job descriptions to separate evaluation tool.
3. Big Rock #3 - Working to improve transportation management information system to provide key performance indicators.

Upcoming

1. Enhance the transportation website.
2. Preparing for a department update for the BOE Sept 2014.
3. The annual Chili Cook-Off October 2014.
4. The annual Santa's Toy Express Event.
 - i. **Mexican Fiesta – Sept 17th**
 - ii. **Chili Cook Off - Oct 31st**
 - iii. **Soups and Bread – Nov 19th**

Completed

1. Capital purchase of 5 new busses from the 2014-2015 capital allocation.
2. Completed the new bus barn electric service capital project.
3. New bus driver orientation for July 2014 and the start of the 2014-2015 school year.
4. Annual CDE required training for all staff.
5. Updating the transportation handbook for the 2014-2015 school year.
6. Conducted the National Association for Pupil Transportation's annual bus safety poster contest with our students and staff.



From the desk of the Chief Operations Officer Board of Education Monthly Report

September 11, 2014

Nutrition Services

Ongoing

1. Continue to locate and incorporate high quality, nutritious, child friendly foods into the menu that meets the financial constraints of the program.
2. Continually monitoring and striving to exceed or meet their breakeven point at the end of fiscal 2014.
3. Working to integrate new federal school lunch program mandates.

Upcoming

1. A comprehensive department operational update planned for the September 2014 BOE meeting.

Completed

1. Leadership attended a regional conversational meeting with USDA Food and Nutrition Service administrator – Audrey Rowe
2. Attended the National School Lunch Association national conference in Boston (July 2014).
3. Summer CDE school nutrition workshops for certification and continued professional development for the Nutrition Services staff.
4. Completed their welcome back employee startup session in August 2014.