



School Performance Framework Reports

Provided by SPAC



University of Colorado
Denver

School of Education
& Human Development





Introductions

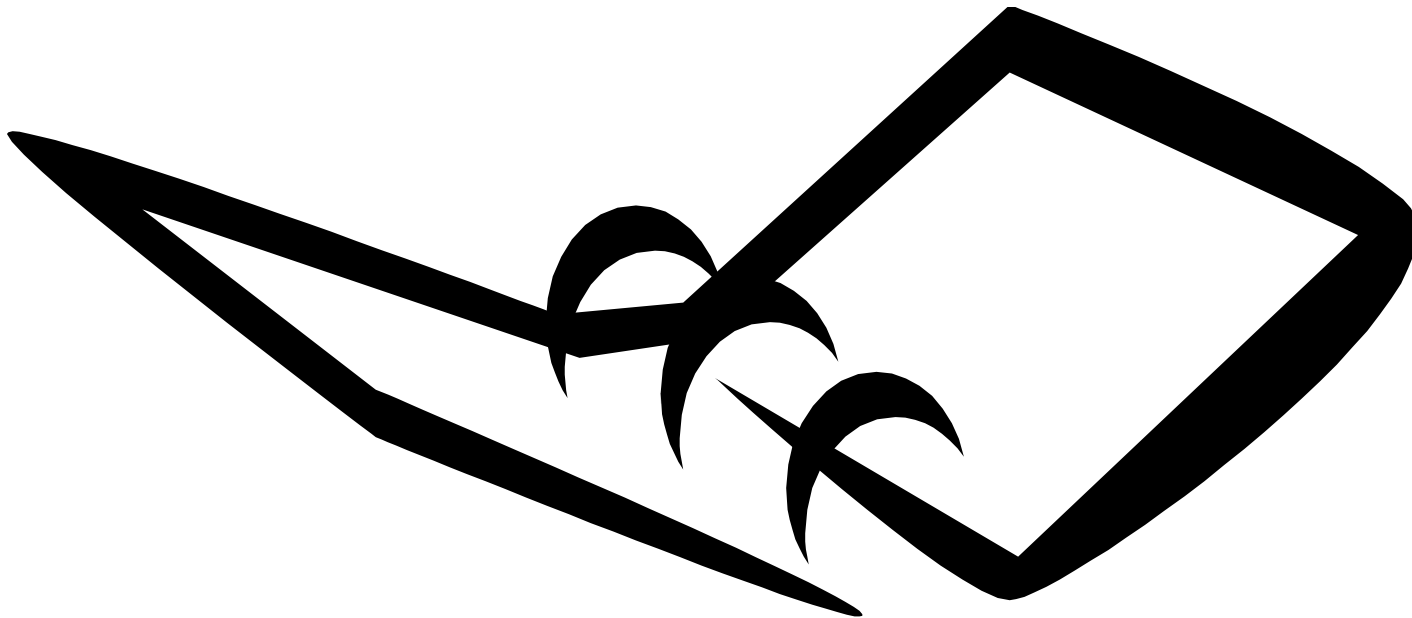
- Center for Transforming Learning and Teaching
 - *Catalyzing and co-creating the transformation of learning environments through the use of assessment so that all are engaged in learning and empowered to positively contribute in a global society.*
 - www.ctlt.org
- Julie Oxenford O'Brian, PhD Julie@ctlt.org
 - Director, CTLT
 - **SPAC, Chair-Elect**



Purpose

Prepare School Accountability
Committee members to interpret their
school's School 2014 Performance
Framework Report.

Materials





Norms

The standards of behavior by which we agree to operate while we are engaged in learning together.



Learning Objectives

- Understand the purpose of the School Performance Framework (SPF) reports.
- Interpret the data included in the SPF.
- Identify the “cut-points” used to evaluate school performance.

Agenda: School Performance Framework

Purpose

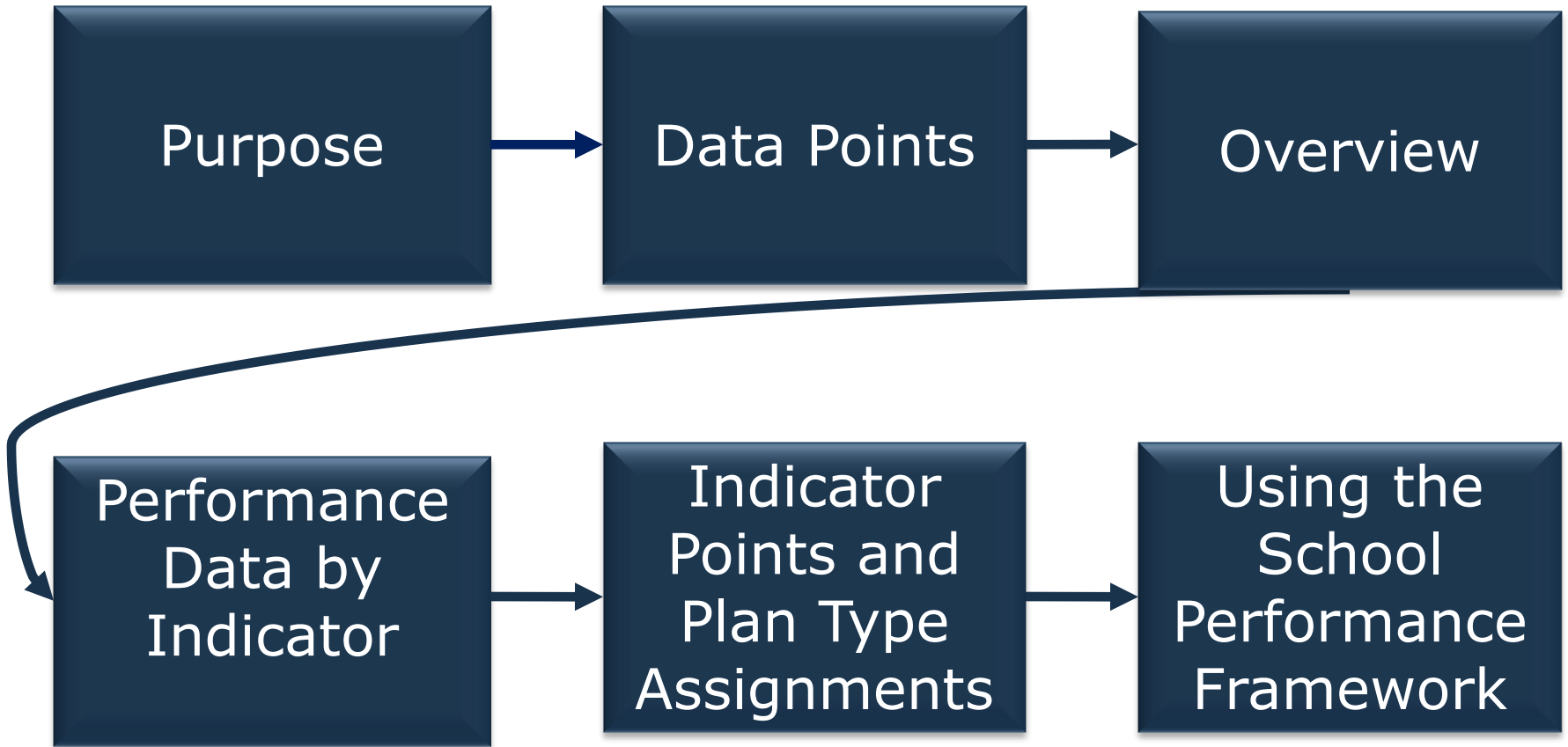
Data Points

Overview

Performance
Data by
Indicator

Indicator
Points and
Plan Type
Assignments

Using the
School
Performance
Framework





Purpose



Purposes of the School Performance Frameworks

- Focus attention on what matters most.
- Provide a body of evidence.
- Support school and district efforts to evaluate their own performance.
- Establish a common framework for accountability.
- Identify schools that need additional support.
- Meet federal ESEA accountability requirements.



Colorado K-12 Educational System Mission

All students will exit Colorado's K-12 education system ready for postsecondary education and workforce success.

--Colorado's Achievement Plan for Kids
(SB 08-212)



All Learners Ready by Exit

- Requires a measurement system that determines how well students are progressing toward and reaching that destination.
- Systems that only measure current achievement status don't provide information about **student progress**.



Focus attention on performance (four key performance indicators)

- Academic Achievement
- Academic Growth
- Academic Growth Gaps
- Postsecondary and Workforce Readiness
(high schools and districts only)

How is attention focused on the indicators?

Schools receive. . .

- Ratings for each Performance Indicator
 - Exceeds, Meets, Approaching, Does Not Meet
- Plan Type Assignments
 - Performance, Improvement, Priority Improvement, Turnaround
 - Based on performance across all indicators



What are the consequences of the plan type assignments?

- All districts and schools, regardless of plan type, must annually develop and submit a unified improvement plan.
- Districts and schools that receive a “turnaround” or “priority improvement” plan type for more than 5 consecutive years face significant action from the State Board of Education.



Data Points & Terminology



**Adequate
Growth**

**Percentile
Percentage**

STUDENT GROWTH PERCENTILE

MEDIAN STUDENT GROWTH PERCENTILE

**Median
Mean**

MEDIAN ADEQUATE GROWTH

Mean vs. Median

{73, 47, 32, 62, 82, 51, 24}

A collection of numbers---for example, growth percentiles

Mean

$$= \frac{73 + 47 + 32 + 62 + 82 + 51 + 24}{7}$$

$$= \frac{371}{7} = 53$$

The mean is also called
the average

Median

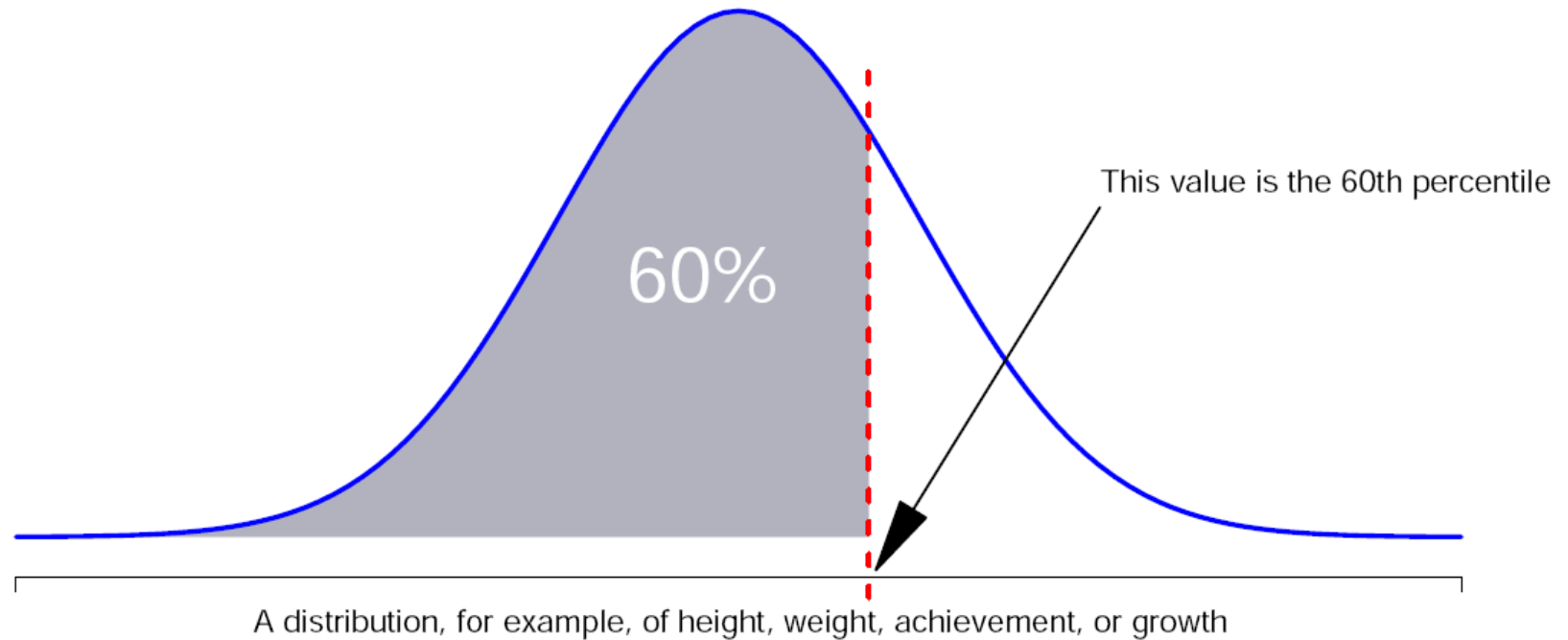
lowest ----- highest
24 32 47 **51** 62 73 82

The median is the middle number

The median is also called
the 50th percentile

The Mean and the Median both quantify the "middle" of a collection of numbers

Percentage vs. Percentile



The 60th percentile is the value below which 60 percent of the distribution lies

Student Growth Percentiles

Percentiles

- Range from 1 - 99
- Indicate the relative standing of a student's score to the norm group (i.e. how a particular compares with all others).

Student Growth Percentiles

- Indicate a student's standing relative to their *academic peers*, or students with a similar score history (how his/her recent change in scores compares to others' change in scores).



Describing Student Growth

- Interpreting growth and change requires context.
- Consider, for example, height:
 - A child might grow 2 inches between ages 3 and 4 (2 inches is a well understood quantity).
 - The 2 inch increase becomes meaningful only when compared to the growth of other 3 to 4 year olds.
- Student growth percentiles were developed to provide this kind of norm-referenced basis for interpreting student growth in learning.



What is?

Experiencing the Student Growth Percentile

- Use the Student Growth Index Cards.
- Form a group with all of the “students” with the same 3rd grade scale score – academic peers.
- Within your academic peer group get in order by 4th grade scale score.
- Turn your cards over and compare your growth percentiles.



Student Growth Percentiles

- Calculated for individual students.
- Provided in a specific content area (no cross-content area growth percentiles).
- Compare individual student's change in performance to that of his/her academic peers.
- Provide a normative basis for asking about how much growth a student could make.



More on Academic Peers

Academic peers:

- Include all students in Colorado with a similar score history (for consecutive years of available data)
- Are NOT based on student characteristics (ELL, F/RL, IEP, Race/Ethnicity, Gender)
- Uses all assessment information available about the student (and the population of students across the state)



Median Growth Percentile

- Take out your Growth Model Card. Look at the side with the school label and growth percentile.
- Form a group with the same school.
- Put yourselves in order (in a line) by growth percentile.
- Identify the person in the middle (median).
- This is the growth percentile for the “typical” student in the school.



Disaggregated Group Growth

- Disaggregated group growth is calculated the same way as school growth.
- Only students in the disaggregated group are considered (e.g. English language learners).
- The metric provided is the “median” of the student growth percentiles for that group – the **median student growth percentile**.



Adequate Growth

- What is adequate growth?
- Based on catch-up and keep-up growth
- So. . . a quick tutorial on catch-up and keep-up growth



Catching Up

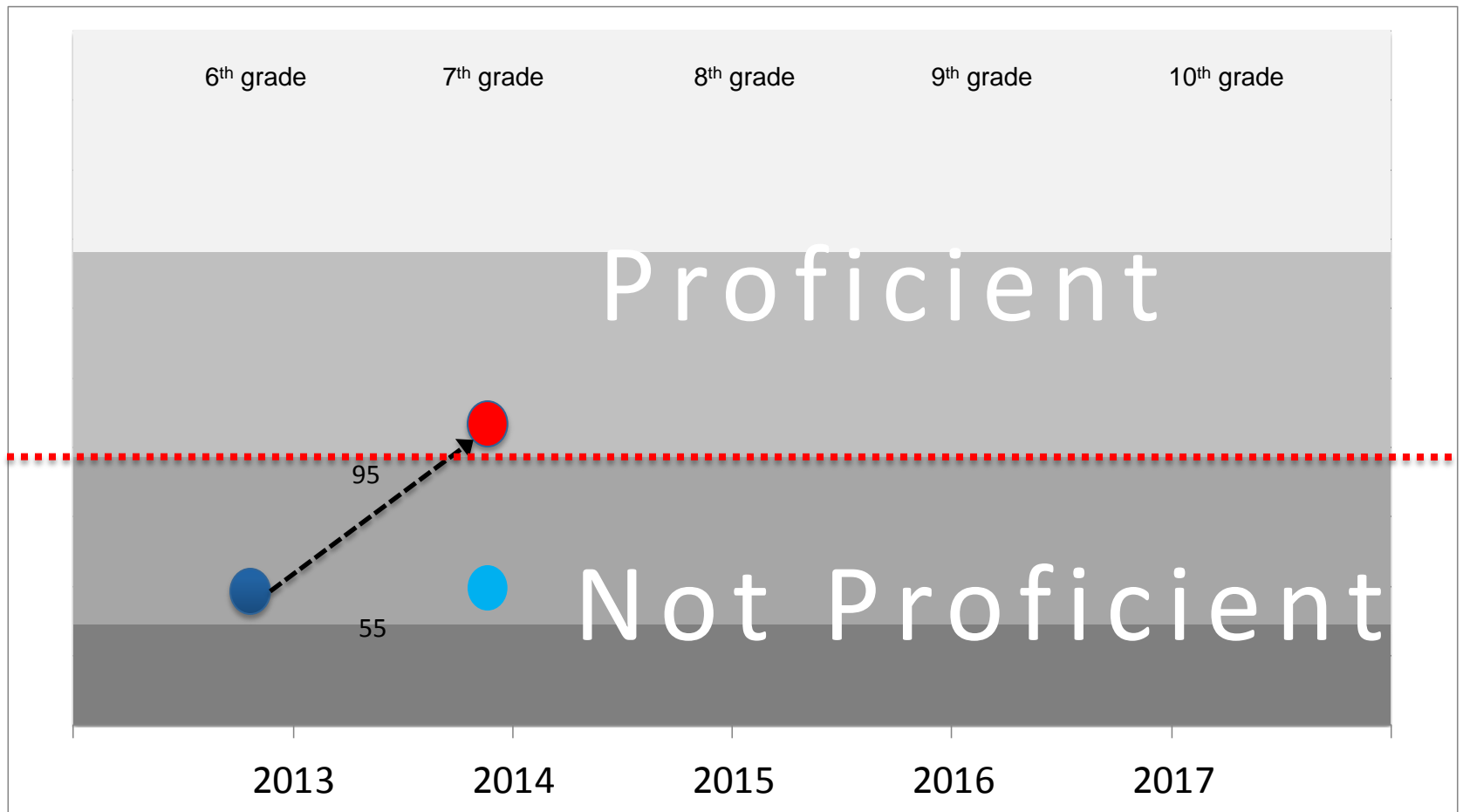
To be eligible to make catch-up growth:

- The student scores below proficient (unsatisfactory or partially proficient) in the previous year.

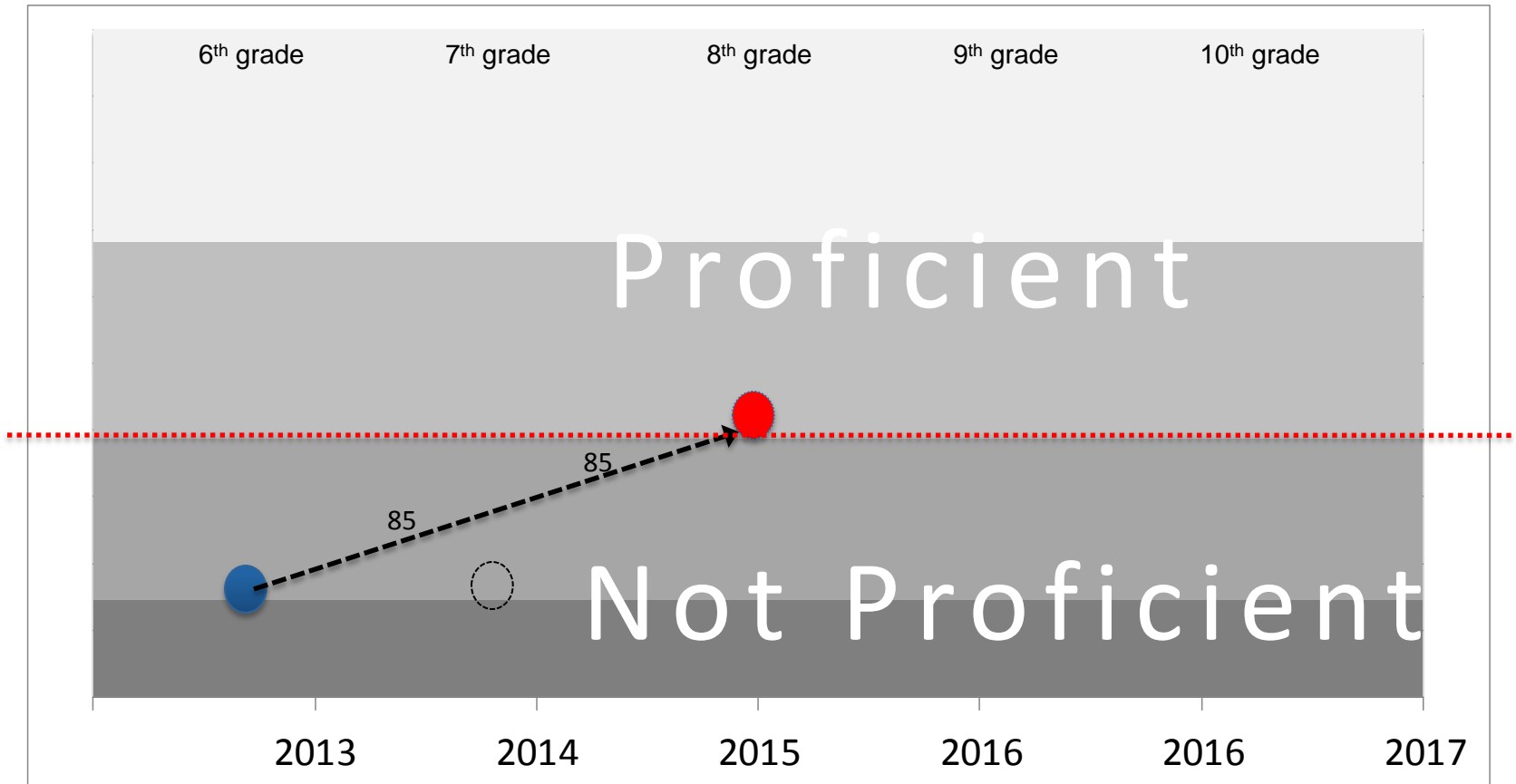
To make catch-up growth:

- The student demonstrates growth adequate to reach proficient performance within the next three years or by tenth grade, whichever comes first.

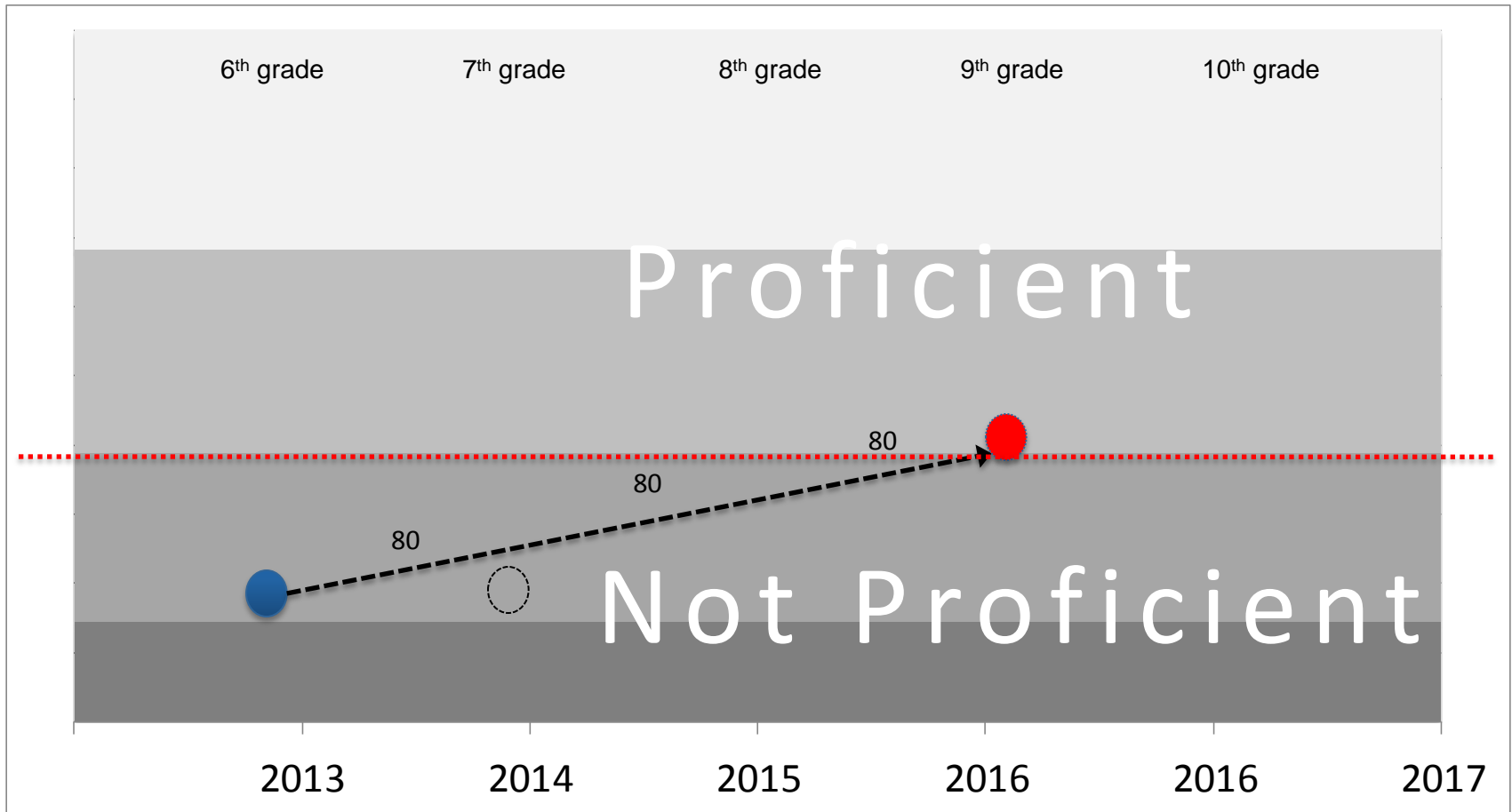
Calculating Catch-Up Growth



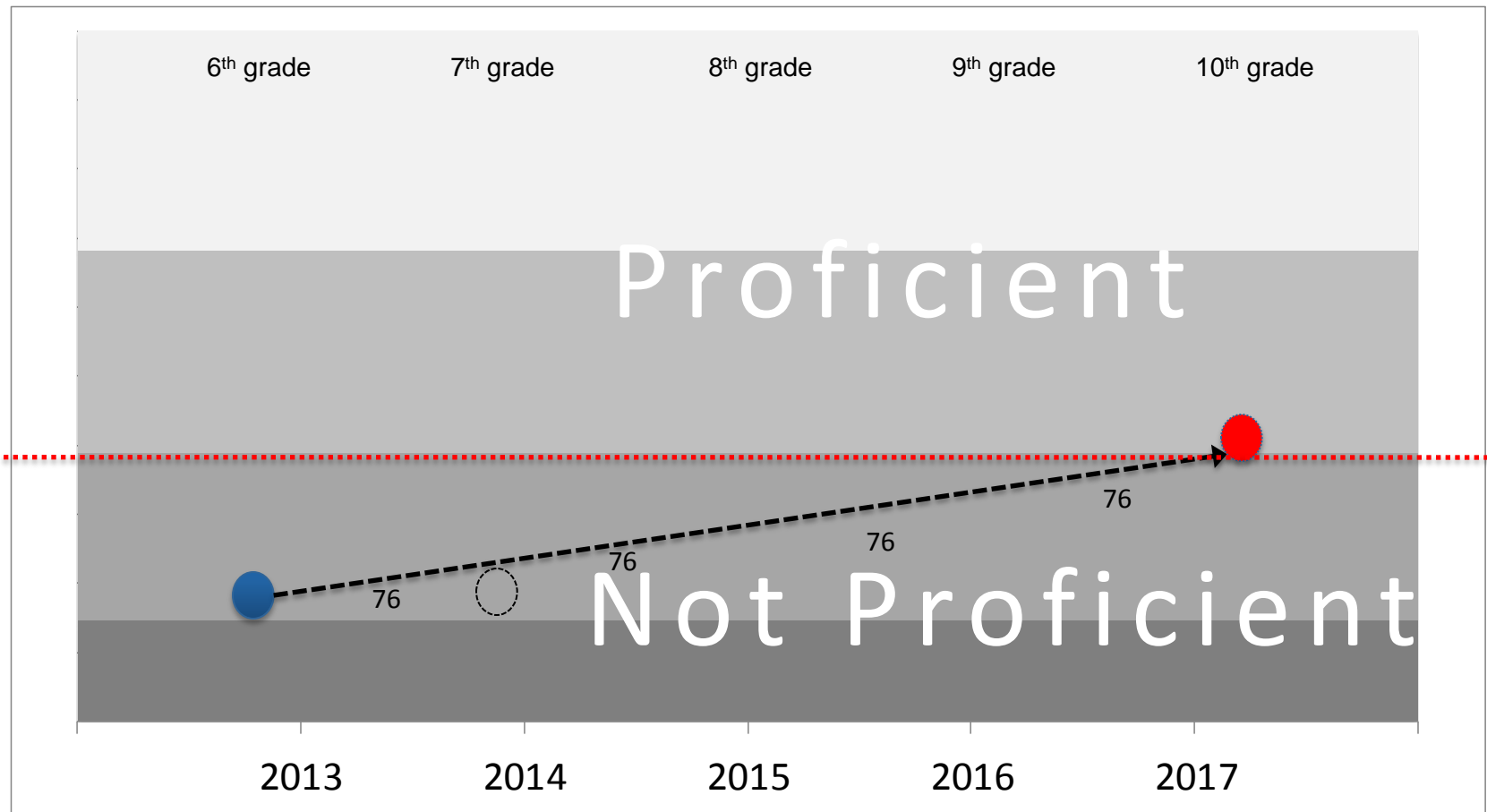
Calculating Catch-Up Growth



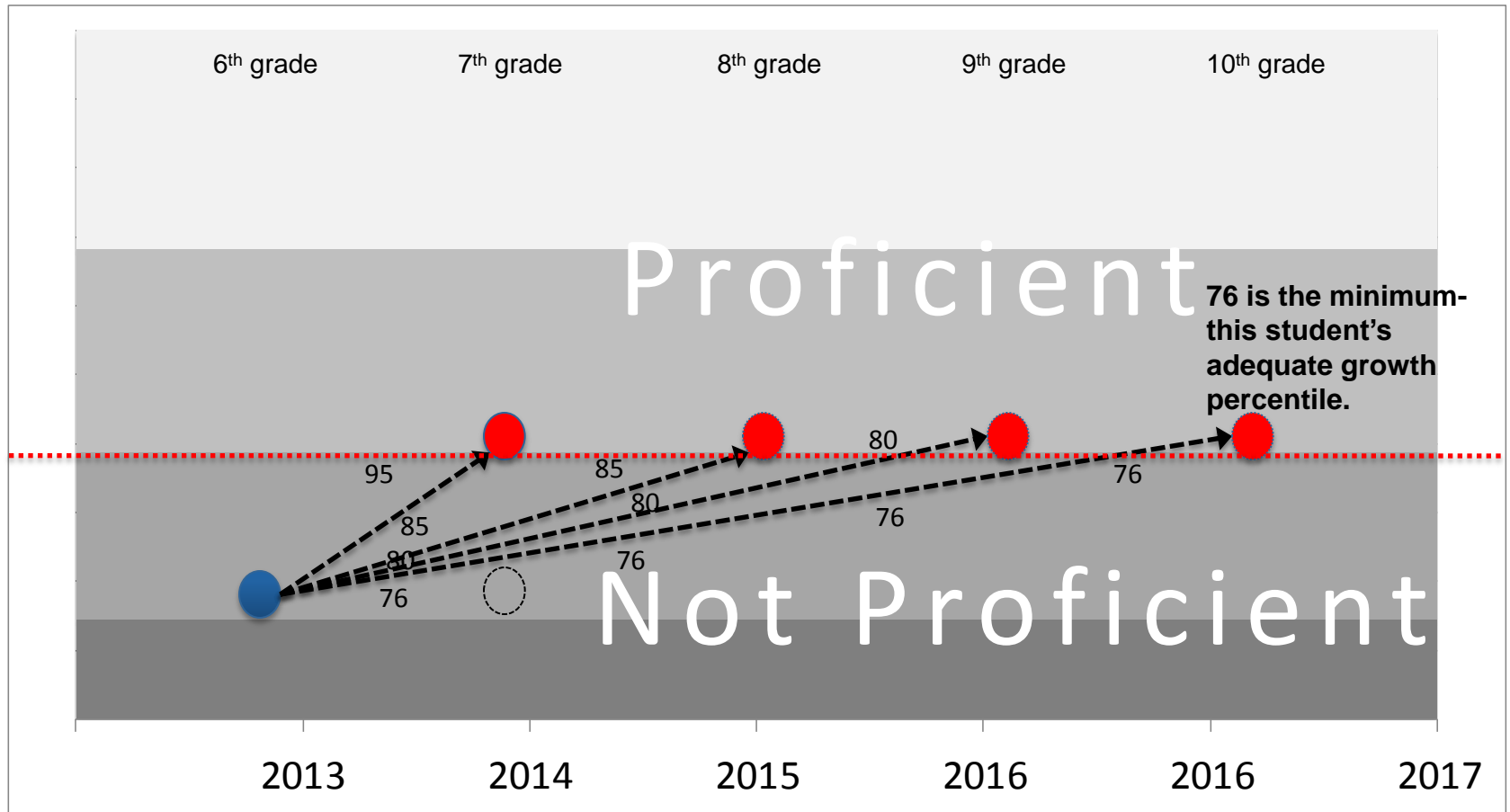
Calculating Catch-Up Growth



Calculating Catch-Up Growth



Calculating Catch-Up Growth

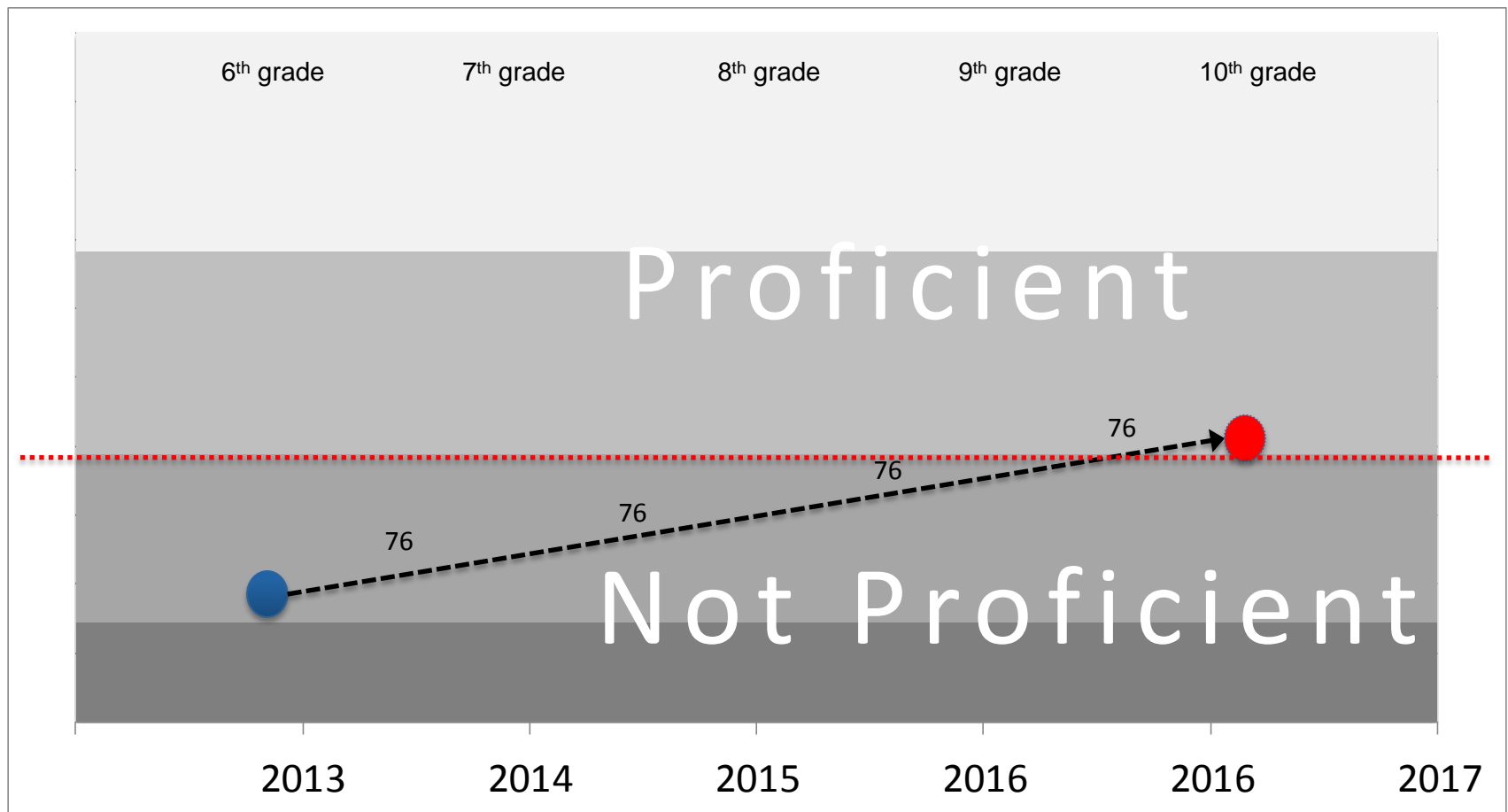




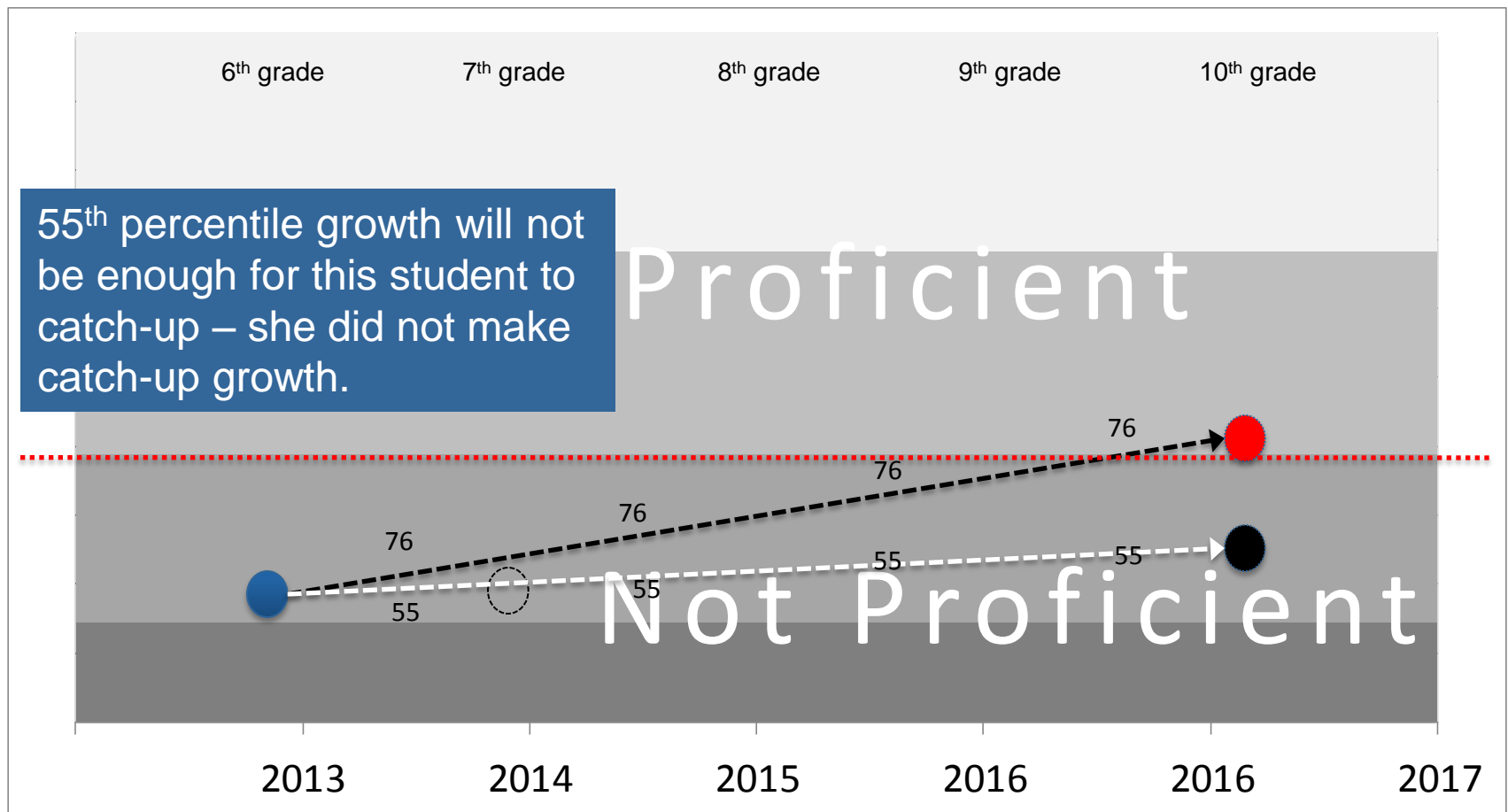
Adequate Growth Percentile for Catch-Up

- For students eligible to make catch-up growth (those who scored unsatisfactory or partially proficient in the previous year).
- Adequate Growth Percentile = the minimum growth percentile he/she would have needed to be on track to main proficiency for the next three years or through 10th grade, which ever comes first.

Calculating Catch-Up Growth



Calculating Catch-Up Growth





Keeping Up

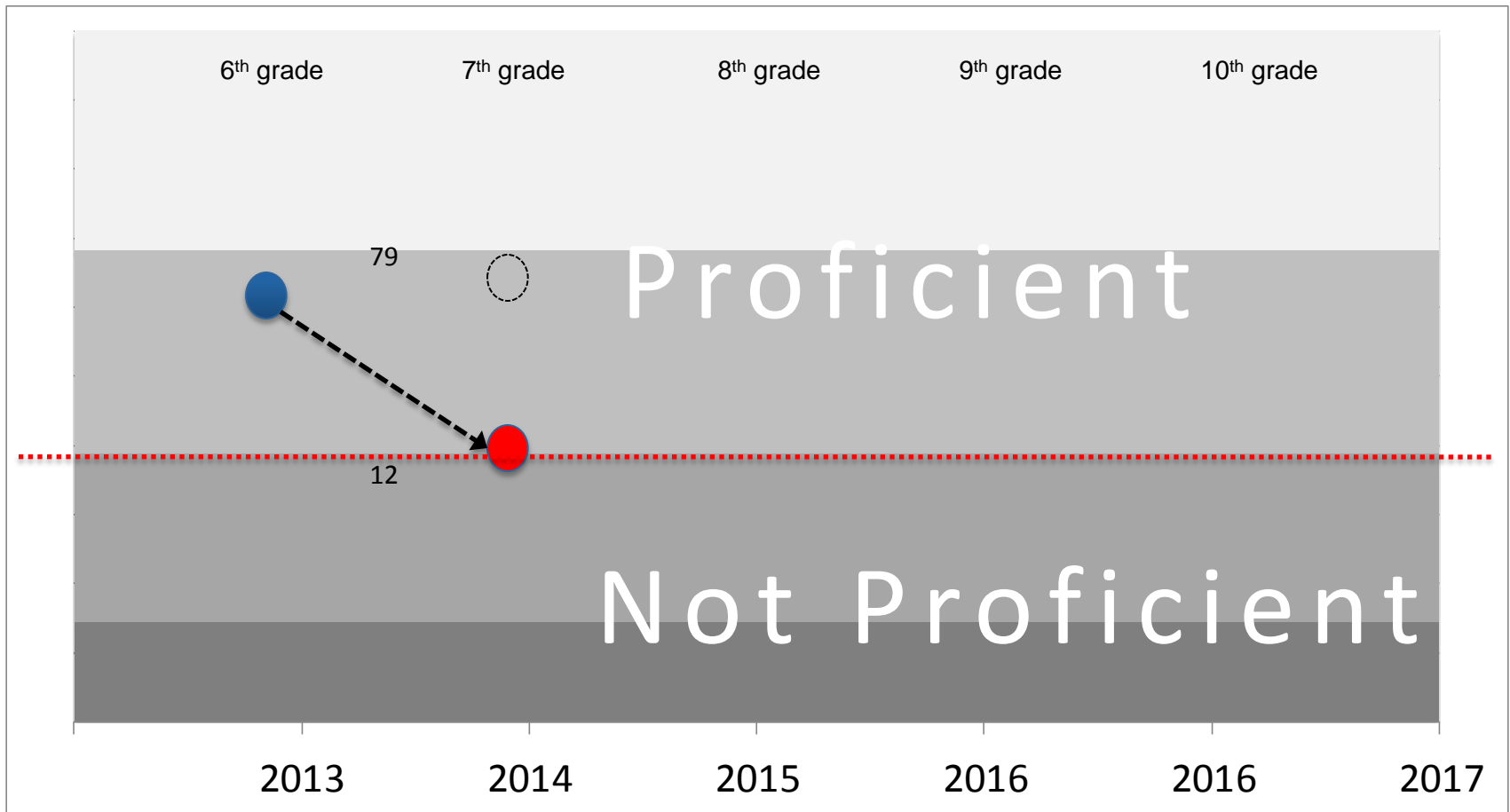
To be eligible to make Keep-Up growth:

- The student scores at the proficient or advanced level in the previous year.

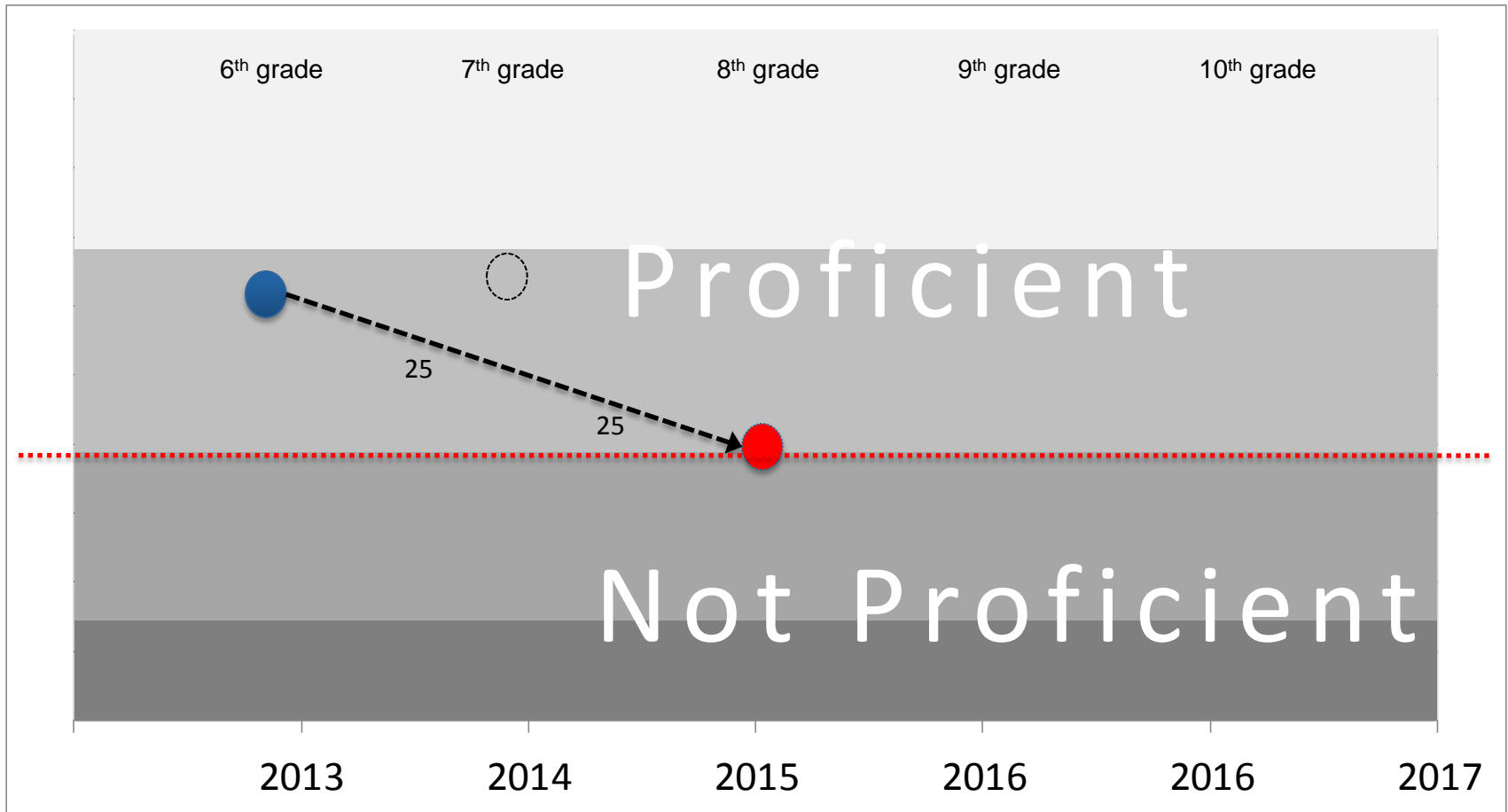
To make keep-up growth:

- The student demonstrates growth adequate to maintain proficiency for the next three years or until tenth grade, whichever comes first.

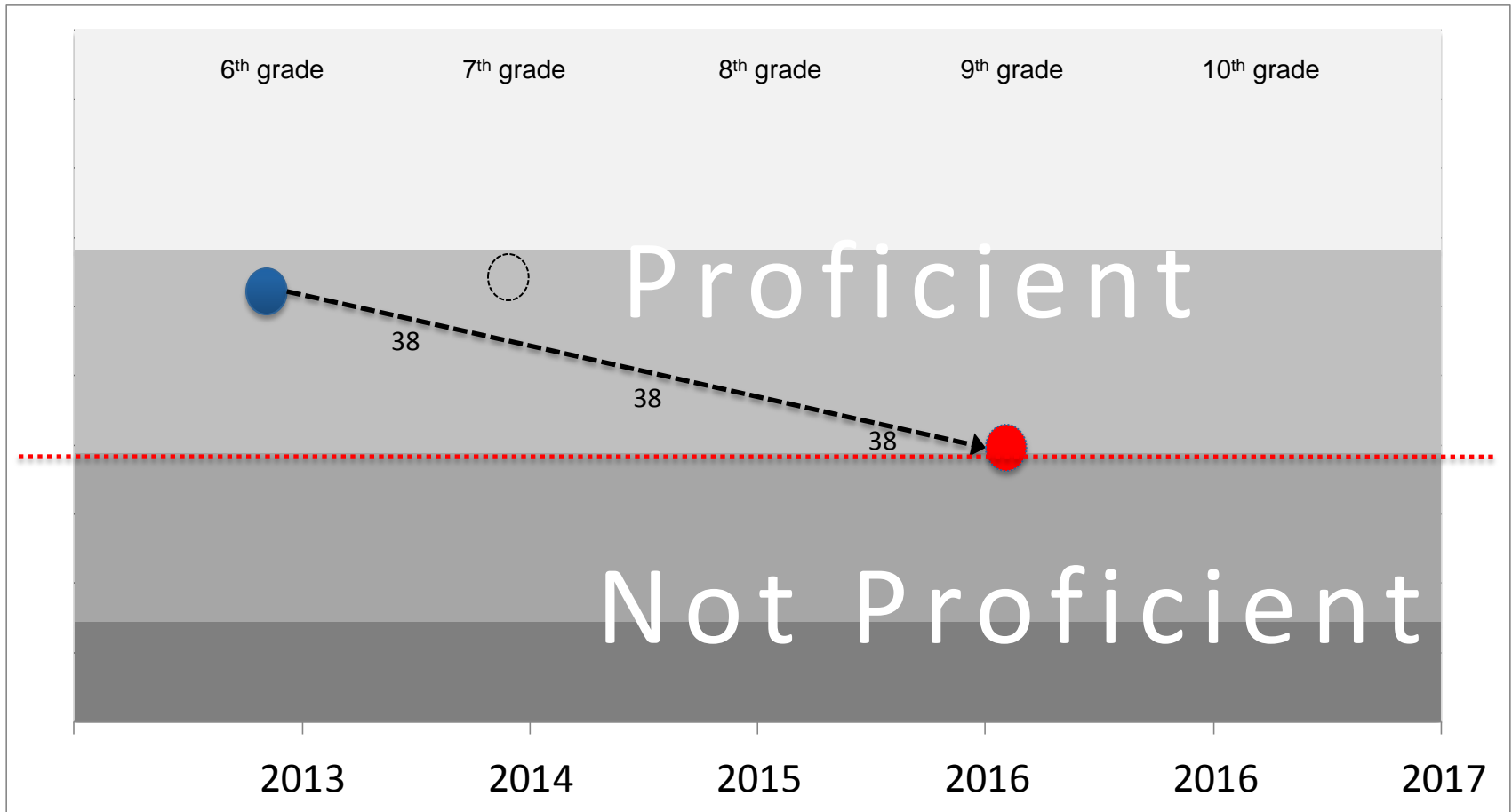
Calculating Keep-Up Growth



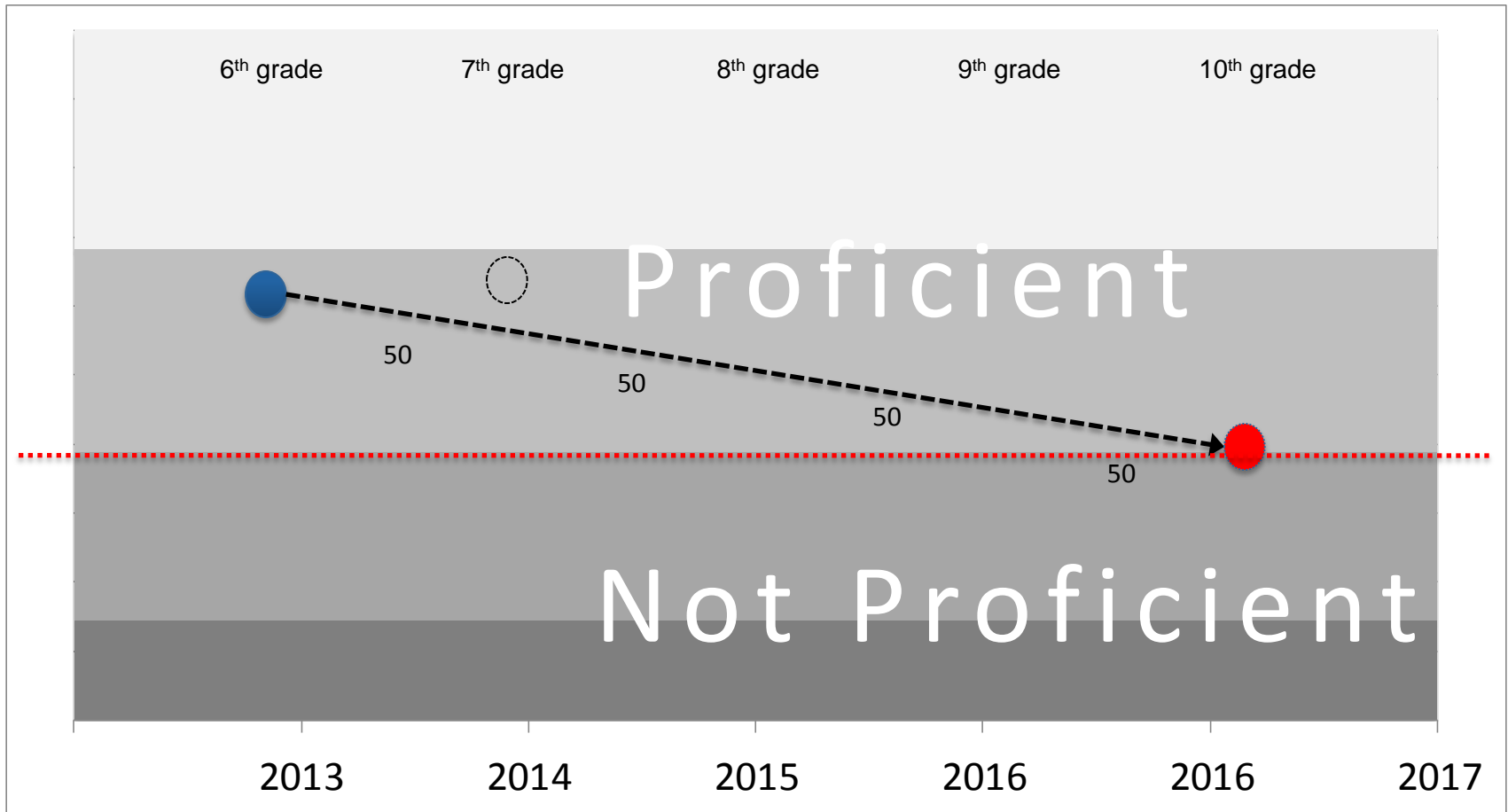
Calculating Keep-Up Growth



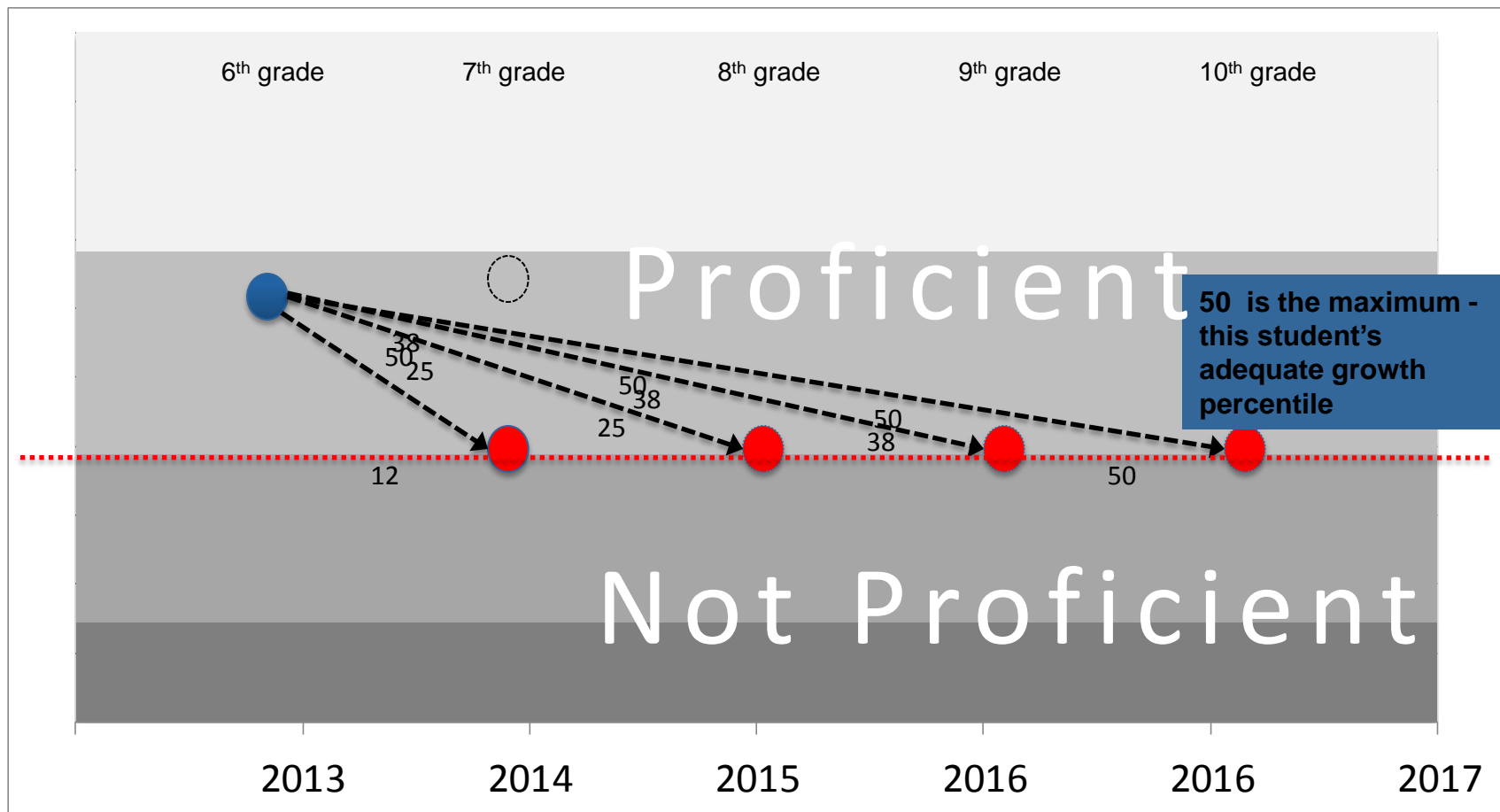
Calculating Keep-Up Growth



Calculating Keep-Up Growth



Calculating Keep-Up Growth

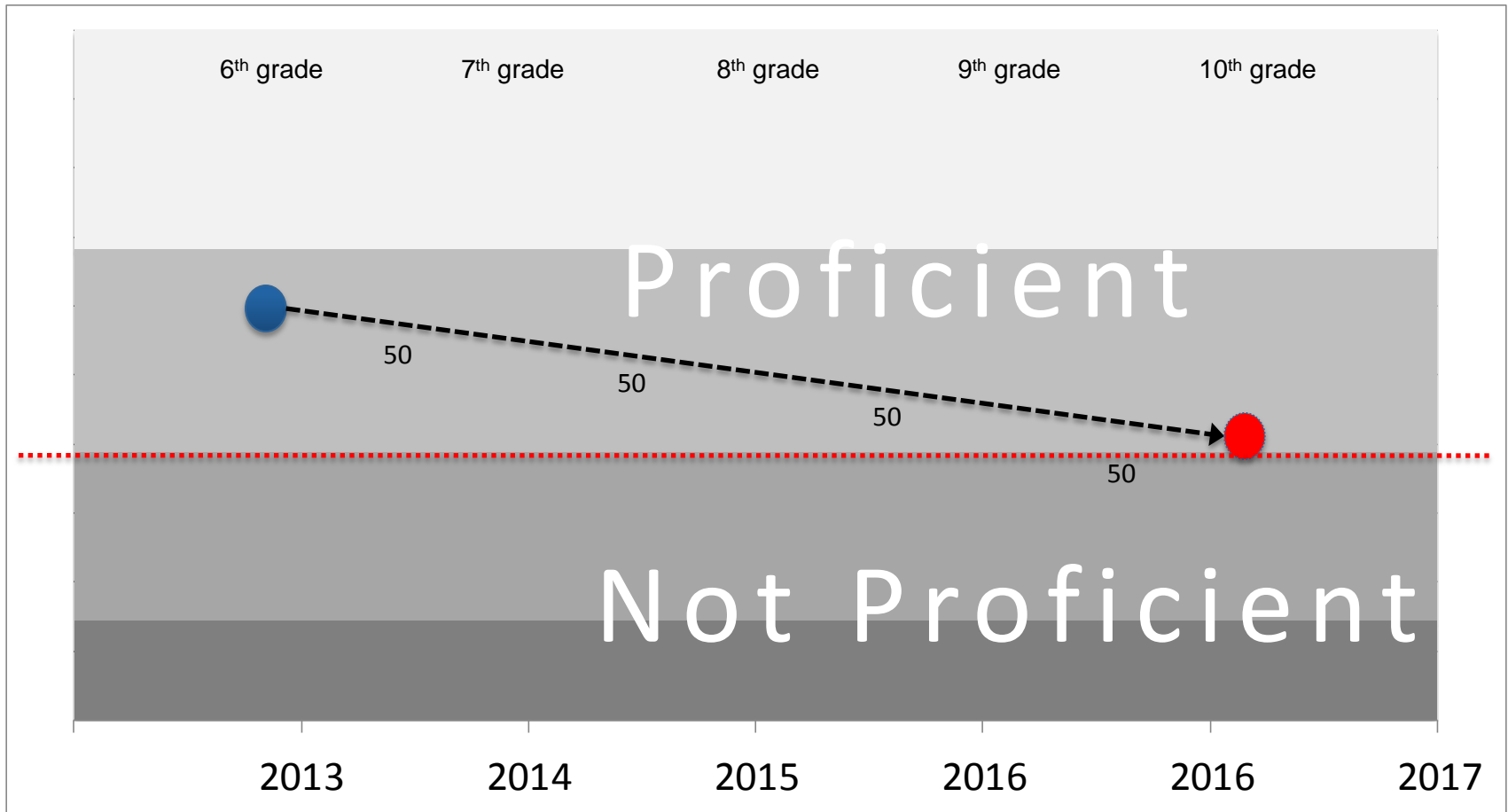




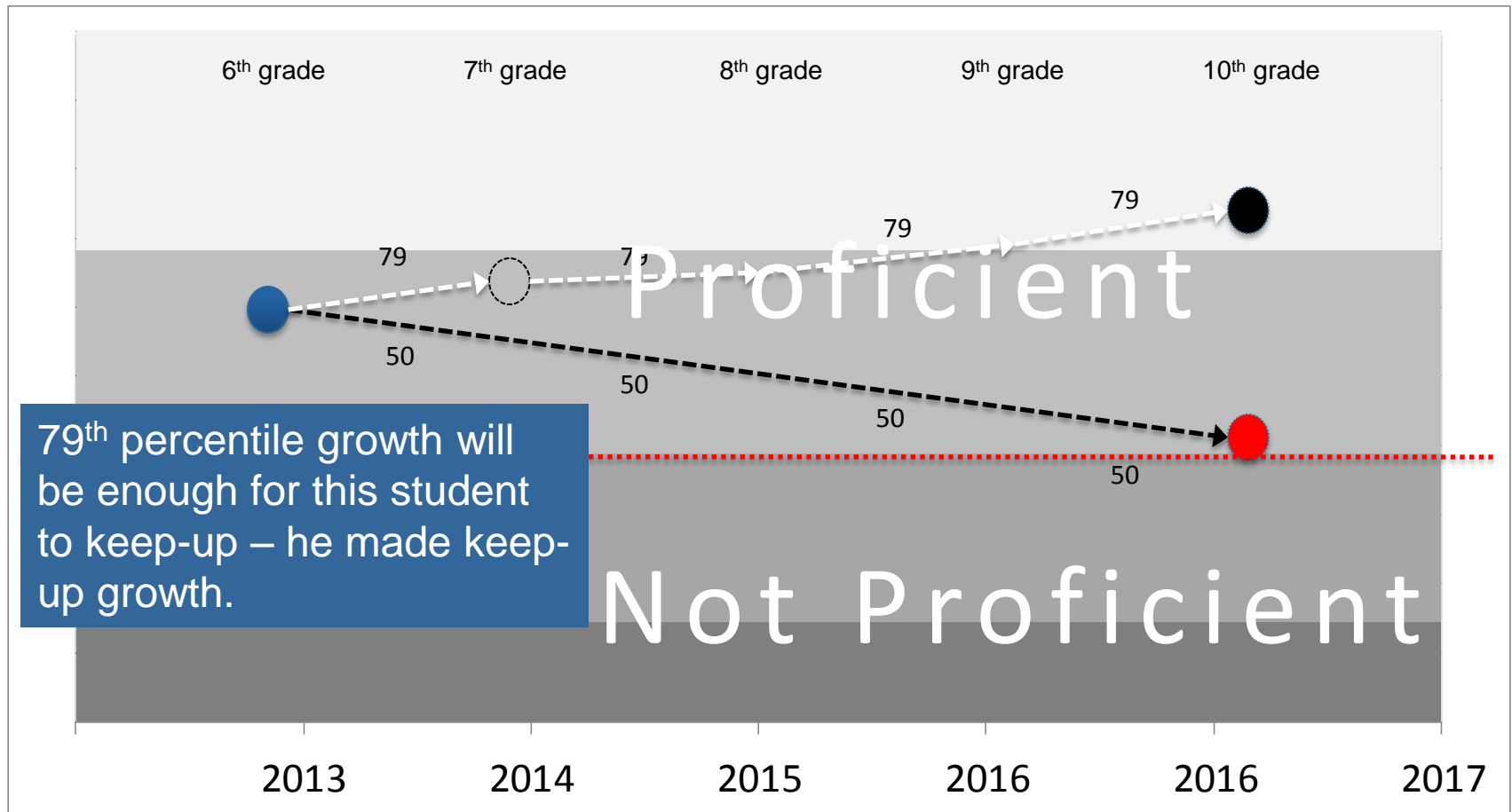
Adequate Growth for Keep-Up

- For students eligible to make keep-up growth (those who scored proficient or advanced in the previous year).
- Adequate Growth Percentile = the maximum of the growth percentiles needed for each of the next three years (or until 10th grade) he/she needed to score at least proficient for each of the next three years.

Calculating Keep-Up Growth



Calculating Keep-Up Growth



Median Adequate Growth Percentile

AGP

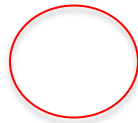
Sorted AGPs

Median AGP

45 Adequate
78 growth
99 percentiles
32 for all
11 catch-up
91 and keep-
55 up students
67
43
10
77

Search for the
middle value...

Median Adequate
Growth for this
school is 55





Move-Up Growth

To be eligible to make Move-Up growth:

- The student scores at the proficient level in the previous year.

To make move-up growth:

- The student demonstrates enough growth to move up to advanced within the next three years or by 10th grade; whichever comes first.



Check your understanding

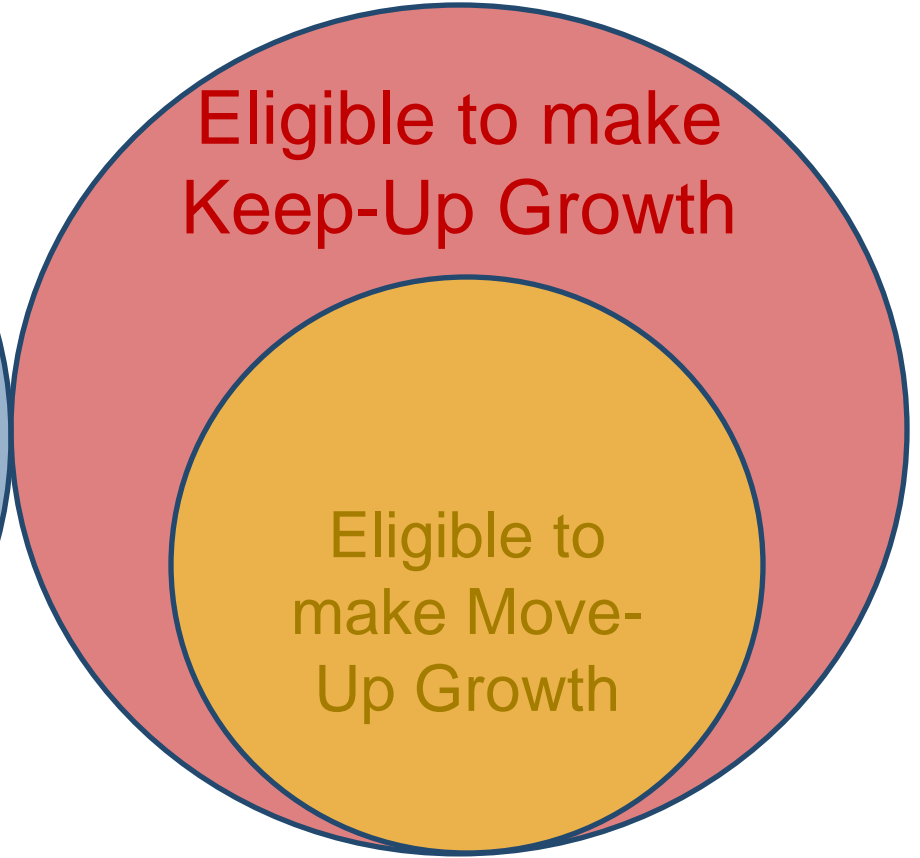
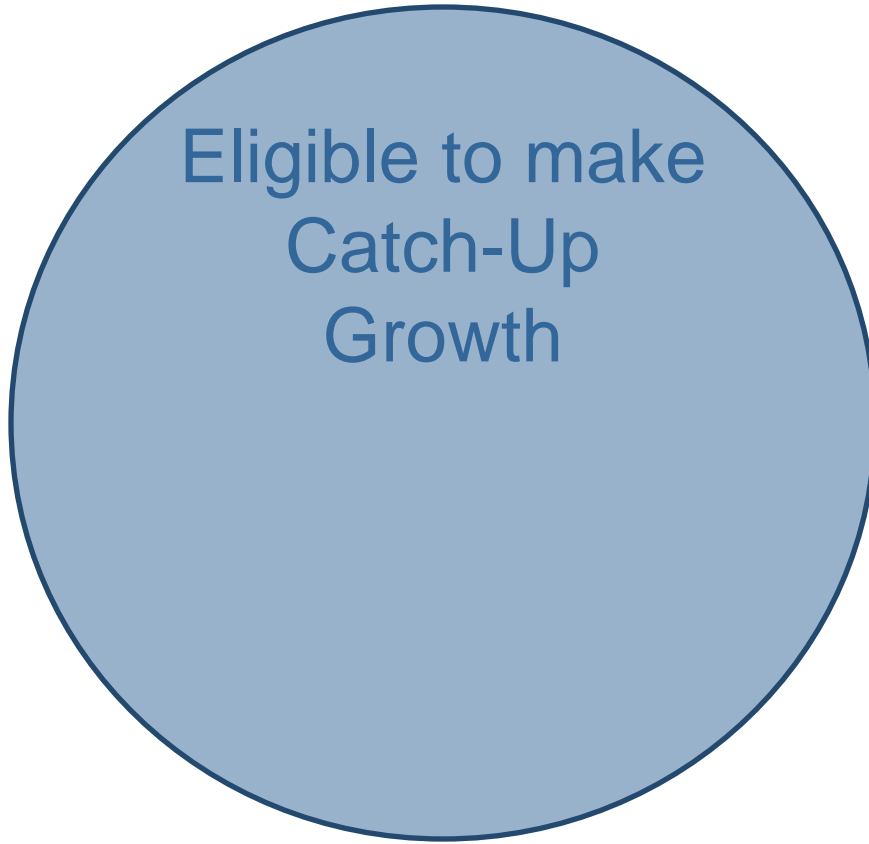
- Which students could make catch-up growth?
 - Students who scored unsatisfactory or partially proficient in the prior year.
- Which students could make keep-up growth?
 - Students who scored proficient or advanced in the prior year.
- Which students could make move-up growth?
 - Students who scored proficient in the prior year.

Catch-up ● Keep-up ● Move-Up

Eligible to make
Catch-Up
Growth

Eligible to make
Keep-Up Growth

Eligible to
make Move-
Up Growth



Percent Making Catch-Up Growth

- Denominator: The number of students who scored below proficient (unsatisfactory or partially proficient) in the previous year (i.e. students eligible for catch-up growth).
- Numerator: The number of students who made catch-up growth (i.e. demonstrated enough growth to reach proficient performance within the next three years or by tenth grade, whichever comes first).
- Performance is improving if:
 - The percent is increasing (approaching 100)
 - The denominator is getting smaller (approaching zero)
 - The numerator is increasing

Percent Making Keep-Up Growth

- Denominator: The number of students who scored proficient or advanced in the previous year (i.e. students eligible to make keep-up growth).
- Numerator: The number of students who made keep-up growth (i.e. demonstrated enough growth to maintain proficiency for the next three years or until tenth grade, whichever comes first).
- Performance is improving if:
 - The numerator is increasing
 - The percent is increasing (approaching 100)

Catch-up ● Keep-up ● Move-Up

Check your understanding: Does the sum of these percentages add up to 100?

- The percent of students making catch-up growth
- The percent of students making keep-up growth
- The percent of students making move-up growth

Why Not?



Catch-Up in Different Contexts

- School or District ***Growth Summary Reports***:
 - The percent of students in the school/district making catch-up growth
 - Number of students making catch-up growth/
the number of students eligible to make catch-up growth
- ***SPF or DPF***
 - Catch-up is a “disaggregated group” for growth.
 - For students eligible to make catch-up growth
 - Median Growth Percentile
 - Median Adequate Growth Percentile



English Language Proficiency Growth

- Sub-indicator (metric) included in the School Performance Framework Reports as of 2012
- The Colorado Growth Model methodology applied to CELApro (2012 and prior) and to ACCESS for ELLs (2013 and 2014)
- Metrics:
 - Median Growth Percentile
 - Median Adequate Growth Percentile (2014 only)



SPF Terminology

- Take out the School and District Performance Framework Terminology
- Use the following legend to mark each term
 - √ I've got it
 - ? I could use further clarification
 - * New term OR new definition for a familiar term



SPF Overview



1 year vs. 3 year Reports

- CDE has provided two different versions of the School Performance Framework Reports.
 - The most recent year of data (1 year version)
 - The most recent three years of data (3 year version)
- Why are there two different versions? Which should you use?

State Performance Indicators

Achievement

Percent proficient and advanced

- Reading (TCAP, Lectura, and TCAPA)
- Writing (TCAP, Escritura, and TCAPA)
- Math (TCAP and TCAPA)
- Science (TCAP and TCAPA)

Growth

Median and Median Adequate Growth Percentiles

- Reading, Writing, Math, (TCAP)
- English Language Proficiency (ACCESS for ELLs)

Growth Gaps

Median and Median Adequate Growth Percentiles

In Reading, Writing and Math (TCAP) for disaggregated groups:

- Poverty
- Race/Ethnicity
- Disabilities
- English Language Learners
- Below proficient

Postsecondary and Workforce Readiness

Colorado ACT

Graduation Rate

Disaggregated Graduation Rate

Dropout Rate



School Performance Framework (by page)

- Page 1: Summary of school performance, plan type assignment, and performance indicator ratings.
- Page 2: Details of school performance and ratings by indicator and sub-indicator.
- Page 3: Additional definitions and statewide reference data for Postsecondary and Workforce Readiness. *Only included for high schools.*
- Page 3 or 4: Scoring guides, including cut-scores.
- Page 4 or 5: Reference Page for cut-points for Academic Achievement, Academic Growth, and Academic Growth Gaps.

School Performance Framework, Page 1

Plan Type Assignment

Indicator Ratings

Plan Type:
Improvement

This is the plan type the school is required to adopt and implement. Schools are assigned a plan based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the plan type.

| Plan Assignment | Framework Points Earned |
|----------------------|-----------------------------|
| Performance | at or above 60% |
| Improvement | at or above 45% - below 60% |
| Priority Improvement | at or above 30% - below 45% |
| Turnaround | below 30% |

Four possible plan types

| Performance Indicators | Rating/Plan | % of Points |
|---------------------------------------|----------------------------|--------------|
| Academic Achievement | Approaching | 37.5% |
| Academic Growth | Meets | 66.7% |
| Academic Growth Gaps | Approaching | 60.4% |
| Postsecondary and Workforce Readiness | Approaching | 58.3% |
| Test Participation** | 95% participation rate met | |
| TOTAL | Improvement | 58.4% |

Four possible indicator ratings



Performance Data by Indicator

SPF Page 2 – Performance by Indicator

Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW

Academic Achievement

| | Points Earned | Points Eligible | % Points | Rating | N | % Proficient/Advanced | School's Percentile |
|--------------|---------------|-----------------|------------|--------------|-----|-----------------------|---------------------|
| Reading | 3 | 4 | | Meets | 275 | 86.18 | 83 |
| Mathematics | 3 | 4 | | Meets | 274 | 89.05 | 89 |
| Writing | 3 | 4 | | Meets | 275 | 72 | 84 |
| Science | 0 | 0 | | - | - | - | - |
| Total | 9 | 16 | 56% | Meets | | | |

Academic Growth

| | Points Earned | Points Eligible | % Points | Rating | N | Median Growth Percentile | Median Adequate Growth Percentile | Made Adequate Growth? |
|---------------------------------------|---------------|-----------------|------------|--------------|-----|--------------------------|-----------------------------------|-----------------------|
| Reading | 3 | 4 | | Meets | 162 | 57 | 23 | Yes |
| Mathematics | 3 | 4 | | Meets | 162 | 55 | 33 | Yes |
| Writing | 3 | 4 | | Meets | 162 | 50 | 35 | Yes |
| English Language Proficiency (ACCESS) | 1.5 | 2 | | Meets | 24 | 59 | 41 | Yes |
| Total | 10.5 | 14 | 75% | Meets | | | | |

Performance Indicators

Academic Growth Gaps

| | Points Earned | Points Eligible | % Points | Rating | Subgroup N | Subgroup Median Growth Percentile | Subgroup Median Adequate Growth Percentile | Made Adequate Growth? |
|------------------------------|---------------|-----------------|--------------|----------------|------------|-----------------------------------|--|-----------------------|
| Reading | 8 | 8 | 100% | Exceeds | | | | |
| Free/Reduced Lunch Eligible | 0 | 0 | | - | N<20 | - | - | - |
| Minority Students | 4 | 4 | | Exceeds | 27 | 72 | 23 | Yes |
| Students with Disabilities | 0 | 0 | | - | N<20 | - | - | - |
| English Learners | 0 | 0 | | - | N<20 | - | - | - |
| Students needing to catch up | 4 | 4 | | Exceeds | 27 | 69 | 59 | Yes |
| Mathematics | 4 | 4 | 100% | Exceeds | | | | |
| Free/Reduced Lunch Eligible | 0 | 0 | | - | N<20 | - | - | - |
| Minority Students | 4 | 4 | | Exceeds | 27 | 63 | 31 | Yes |
| Students with Disabilities | 0 | 0 | | - | N<20 | - | - | - |
| English Learners | 0 | 0 | | - | N<20 | - | - | - |
| Students needing to catch up | 0 | 0 | | - | N<20 | - | - | - |
| Writing | 7 | 8 | 87.5% | Exceeds | | | | |
| Free/Reduced Lunch Eligible | 0 | 0 | | - | N<20 | - | - | - |
| Minority Students | 4 | 4 | | Exceeds | 27 | 62 | 33 | Yes |
| Students with Disabilities | 0 | 0 | | - | N<20 | - | - | - |
| English Learners | 0 | 0 | | - | N<20 | - | - | - |
| Students needing to catch up | 3 | 4 | | Meets | 47 | 57 | 57 | Yes |
| Total | 19 | 20 | 95% | Exceeds | | | | |

SPF Page 2 – Performance by Sub-Indicators

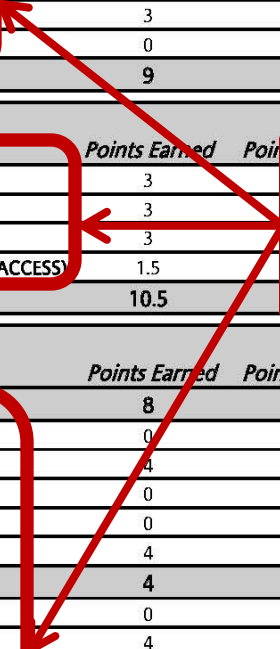
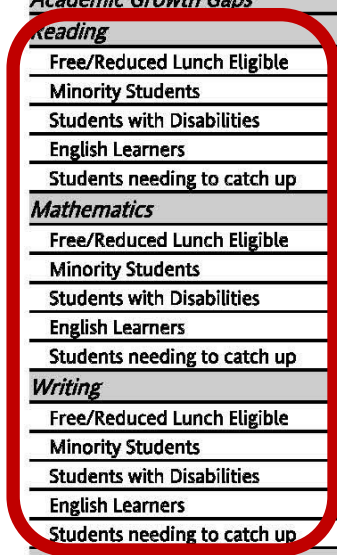
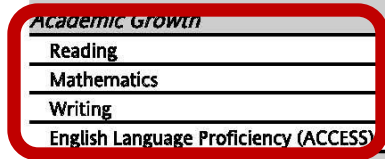
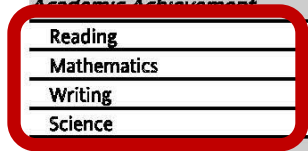
Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW

| Academic Achievement | Points Earned | Points Eligible | % Points | Rating | N | % Proficient/Advanced | School's Percentile |
|----------------------|---------------|-----------------|------------|--------------|-----|-----------------------|---------------------|
| Reading | 3 | 4 | | Meets | 275 | 86.18 | 83 |
| Mathematics | 3 | 4 | | Meets | 274 | 89.05 | 89 |
| Writing | 3 | 4 | | Meets | 275 | 72 | 84 |
| 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 | 275 | 57 | 23 | Yes |
| Mathematics | 3 | 4 | | Meets | 274 | 55 | 33 | Yes |
| Writing | 3 | 4 | | Meets | 275 | 50 | 35 | Yes |
| English Language Proficiency (ACCESS) | 1.5 | 2 | | Meets | 275 | 59 | 41 | Yes |
| Total | 10.5 | 14 | 75% | 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 | 8 | 8 | 100% | Exceeds | | | | |
| Free/Reduced Lunch Eligible | 0 | 0 | | - | N<20 | - | - | - |
| Minority Students | 4 | 4 | | Exceeds | 27 | 72 | 23 | Yes |
| Students with Disabilities | 0 | 0 | | - | N<20 | - | - | - |
| English Learners | 0 | 0 | | - | N<20 | - | - | - |
| Students needing to catch up | 4 | 4 | | Exceeds | 27 | 69 | 59 | Yes |
| Mathematics | 4 | 4 | 100% | Exceeds | | | | |
| Free/Reduced Lunch Eligible | 0 | 0 | | - | N<20 | - | - | - |
| Minority Students | 4 | 4 | | Exceeds | 27 | 63 | 31 | Yes |
| Students with Disabilities | 0 | 0 | | - | N<20 | - | - | - |
| English Learners | 0 | 0 | | - | N<20 | - | - | - |
| Students needing to catch up | 0 | 0 | | - | N<20 | - | - | - |
| Writing | 7 | 8 | 87.5% | Exceeds | | | | |
| Free/Reduced Lunch Eligible | 0 | 0 | | - | N<20 | - | - | - |
| Minority Students | 4 | 4 | | Exceeds | 27 | 62 | 33 | Yes |
| Students with Disabilities | 0 | 0 | | - | N<20 | - | - | - |
| English Learners | 0 | 0 | | - | N<20 | - | - | - |
| Students needing to catch up | 3 | 4 | | Meets | 47 | 57 | 57 | Yes |
| Total | 19 | 20 | 95% | Exceeds | | | | |

Sub-Indicators





Page 2: Sub-Indicators

Sub-indicators for each performance indicator include the following information:

- Points (earned and eligible)
- Percent of points (indicator only)
- Ratings
- N (number of students)
- School Performance Data

SPF Page 2 – Performance by Sub-Indicators

Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW

| Academic Achievement | Points Earned | Points Eligible | % Points | Rating | N | % Proficient/Advanced | School's Percentile |
|----------------------|---------------|-----------------|------------|--------------|-----|-----------------------|---------------------|
| Reading | 3 | 4 | | Meets | 278 | 87.8 | 83 |
| Mathematics | 3 | 4 | | Meets | 274 | 89.05 | 89 |
| Writing | 3 | 4 | | Meets | 275 | 72 | 84 |
| 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 | 164 | 57 | 23 | Yes |
| Mathematics | 3 | 4 | | Meets | 161 | 55 | 33 | Yes |
| Writing | 3 | 4 | | Meets | 162 | 50 | 35 | Yes |
| English Language Proficiency (ACCESS) | 1.5 | 2 | | Meets | 24 | 59 | 41 | Yes |
| Total | 10.5 | 14 | 75% | 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 | | | | | | | | |
| Free/Reduced Lunch | 0 | 0 | | - | N<20 | - | - | - |
| Minority Students | 0 | 0 | | - | N<20 | - | - | Yes |
| Students with Disabilities | 0 | 0 | | - | N<20 | - | - | - |
| English Learners | 0 | 0 | | - | N<20 | - | - | - |
| Students needing to catch up | 4 | 4 | | Exceeds | 27 | 69 | 59 | Yes |
| Mathematics | 4 | 4 | 100% | Exceeds | | | | |
| Free/Reduced Lunch Eligible | 0 | 0 | | - | N<20 | - | - | - |
| Minority Students | 4 | 4 | | Exceeds | 27 | 63 | 31 | Yes |
| Students with Disabilities | 0 | 0 | | - | N<20 | - | - | - |
| English Learners | 0 | 0 | | - | N<20 | - | - | - |
| Students needing to catch up | 0 | 0 | | - | N<20 | - | - | - |
| Writing | 7 | 8 | 87.5% | Exceeds | | | | |
| Free/Reduced Lunch Eligible | 0 | 0 | | - | N<20 | - | - | - |
| Minority Students | 4 | 4 | | Exceeds | 27 | 62 | 33 | Yes |
| Students with Disabilities | 0 | 0 | | - | N<20 | - | - | - |
| English Learners | 0 | 0 | | - | N<20 | - | - | - |
| Students needing to catch up | 3 | 4 | | Meets | 47 | 57 | 57 | Yes |
| Total | 19 | 20 | 95% | Exceeds | | | | |

Points (earned and eligible)

Percent of Points

Rating

N

School Performance Data



Defining State Expectations

1. School's performance data
2. Comparison Point
3. Definition of what level of performance meets state expectations
 - Scoring Guide on page 3 or 4 of the SPF
 - *SPF Technical Guide* includes reference data



Academic Achievement (status)

- **Sub-Indicators:** reading, math, writing, and science (blank for 2014)
- **Performance Data:** the percent of students in the school scoring at the proficient or advanced achievement level
- **Comparison:** compared to the distribution of percent proficient and advanced scoring students in all other schools* in the state
- **Scoring Guide (page 3 or 4):** sets the percentile cut-points for each rating

Example

- What would result in a rating of “Meets” for academic achievement for high schools in **mathematics**? (p. 3 or 4)

| | | |
|----------------------|--|---------------|
| Academic Achievement | <i>The school's percentage of students scoring proficient or advanced was:</i> | |
| | • at or above the 90th percentile of all schools. | Exceeds |
| | • below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline). | Meets |
| | • at or above the 15th percentile of all schools. | Approaching |
| | • below the 15th percentile of all schools. | Does Not Meet |

- Below the 90th percentile and at or above the 50th percentile of all* schools. (scoring guide, page 3 or 4 of SPF)
- For 2009-10 greater than or equal to 33.52% and less than 54.79% proficient and advanced (page 4 or 5 of SPF)

| | Math | | |
|---------------------|-------------|------------|------------|
| | Elem | Middle | High |
| N of Schools | 1007 | 480 | 327 |
| 15th percentile | 48.60 | 29.72 | 25.97 |
| 50th percentile | 70.89 | 52.48 | 33.52 |
| 90th percentile | 89.34 | 75.00 | 54.79 |

Practice

- What percent proficient and advanced would result in a rating of “Approaching” for the reading academic achievement sub-indicator at the high school level?
 - At or above the 15th percentile and below the 50th percentile of all* schools (scoring guide, page 3 or 4 of SPF).
 - For our baseline year, 2009-10, this would be greater than or equal to 54.92% and below 73.33% proficient and advanced (page 4 or 5 of the SPF).



Academic Growth

- Sub-indicators

- Reading

- Mathematics

- Writing

- English Language Proficiency (ACCESS for ELLs)

- Does not include science



Academic Growth

- **Performance data:** Median Growth Percentile and Median Adequate Growth in math, reading, writing, and English Language Proficiency
- **Comparison: Two steps**
 1. Did my school meet adequate growth? (yes or no)
 2. How did my school's growth compare to state expectations for growth?
- **Scoring guide:** sets the cut-points for median growth percentile using two tables that depend on whether or not the school met adequate growth



Adequate Growth

1. What was my school's median growth percentile?
2. What was my school's median adequate growth percentile?
3. Did my school meet adequate growth?

Scoring Guide for Academic Growth

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




High School Writing Example

- What was this school's median growth percentile in writing?
 - 56.0
- What was this school's median adequate growth percentile in writing?
 - 29.0
- Did this school meet adequate growth?
 - Yes

Cut-Points for Academic Growth

- Did we meet median adequate growth?
- Yes, so use the Made AGP scoring guide.
- What was the MGP? 56



| | 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 |



Practice (your school)

- What was your school's median growth percentile for reading?
- What was your school's median adequate growth percentile for reading?
- Did your school meet adequate growth?

Cut-Points for Academic Growth

What rating did your school receive for academic growth in reading?

| | 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 |

Growth Gaps

- **Sub-Indicators:** disaggregated groups (students eligible for free/reduced lunch, minority students, students with disabilities, English language learners, and students needing to catch up) in reading, mathematics and writing.
- **Performance data:** Median growth percentile and median adequate growth percentile for disaggregated student groups.
- **Comparison: Two Steps**
 1. Did the growth of disaggregated groups in my school meet adequate growth? (yes or no)
 2. How did the growth of disaggregated groups in my school compare to state expectations for growth?
- **Scoring guide:** sets the cut-points for median growth percentile using two tables that depend on whether or not the disaggregated group met adequate growth.

Practice Example High School

- What was the median growth percentile for students who were eligible for free/reduced lunch in **reading** in our example high school?
 - 59
- What was the median *adequate* growth percentile for students who were eligible for free/reduced lunch in **reading**?
 - 35
- Did the students who were eligible for free/reduced lunch meet adequate growth?
 - Yes
- What is this school's Growth Gaps rating for free/reduced lunch students?
 - Meets



Post-Secondary and Workforce Readiness

- Sub-indicators:
 - Graduation Rate
 - Disaggregated Graduation Rate (free/reduced lunch eligible, minority students, students with disabilities, and English language learners)
 - Drop-out Rate
 - Colorado ACT Composite Score
- Graduation Rates include: 4 yr./5 yr./6 yr./7 yr.
- Disaggregated Graduation Rates added in 2012

Graduation Rates

4-year

of students
graduating in 4
years or less

5- year

of students
graduating in 4
years or less

+ #of students
graduating in 5
years

6- year

of students
graduating in 4 years
or less

+ # of students
graduating in 5 years

+ #of students
graduating in 6 years

7-year

of students
graduating in 4 years
or less

+ # of students
graduating in 5 years

+ #of students
graduating in 6 years

+ #of students
graduating in 7 years

Number of students in 9th grade in the base cohort year
+ Transfers in
- Transfers out

State Expectations for Postsecondary and Workforce Readiness

| Performance Data | Comparison |
|-------------------------------|-------------------------------|
| Graduation Rate | Above 80% |
| Disaggregated Graduation Rate | Above 80% |
| Drop-Out Rate | At or below state average |
| Colorado ACT Composite Score | At or above the state average |

High School Practice

- What was the 5-yr. graduation rate?
 - 95.5
- What rating did that earn? Why?
 - Exceeds (it was above 90%)
- What were the disaggregated graduation rates for each group? Which rate was used for each group?
 - Free/Reduced: 76.9/85.1/82.3/75%
 - Minority: 86.4/94.4/91.7/89.2%
 - Students with Disabilities: 69/84.2/65.4/63.2%
 - English Learners: 65.5/90.3/87.9/89.3%
- What was the drop-out rate?
 - 1.0%
- What rating did that earn? Why?
 - Exceeds
- What was the average Colorado ACT composite score?
 - 22.1
- What rating did that earn? Why?
 - Exceeds



Your turn. . . Sub-Indicator Performance

- Turn to Interpreting your Schools SPF (page 4)
- Select one sub-indicator on which to focus (Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary and Workforce Readiness).
- Use the table for that sub-indicator to walk through your school's performance.



Indicator Points and Plan Type Assignments



Calculating Points by Performance Indicator

- Sum the sub-indicator points to arrive at the total points earned for the indicator (i.e. for Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary and Workforce Readiness).
- Identify the points the school was eligible to earn for the indicator.
- Convert to % (points earned/points eligible for the indicator).

Sub-Indicator Points

Most indicators 0 to 4

| Points Earned | Rating |
|---------------|---------------|
| 4 | Exceeds |
| 3 | Meets |
| 2 | Approaching |
| 1 | Does not meet |
| 0 | |

English Language Proficiency Growth 0 to 2

| Points Earned | Rating |
|---------------|---------------|
| 2 | Exceeds |
| 1.5 | Meets |
| 1 | Approaching |
| .5 | Does not meet |
| 0 | |

Disaggregated Graduation Rates 0 to 1

| Points Earned | Rating |
|---------------|---------------|
| 1 | Exceeds |
| .75 | Meets |
| .50 | Approaching |
| .25 | Does not meet |
| 0 | |



Example High School


Consider the **Academic Growth Gaps** indicator. :

- How many points was this high school eligible to earn?
 - 60
- How many points were earned?
 - 43
- What percentage of points were earned for this indicator?
 - 71%
- In which sub-indicator content area did this school earn the most points?
 - Reading

Indicator Ratings

- Based on the % of points earned of the points eligible for the indicator.
- Cut-points on page 3 or 4 of the SPF

| Cut-Points for each performance indicator | | |
|---|-----------------------------------|---------------|
| <i>Cut-Point: The school earned ... of the points eligible on this indicator.</i> | | |
| Achievement; Growth; Gaps; Postsecondary and Workforce 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 |



- What rating would the high school example earn with 71.7% of points for Academic Growth Gaps?



Practice with your school

- Turn to “Indicator Points” (p. 6)
- How many points did your school on the Academic Growth indicator?
 - reading + math + writing + English language proficiency
- How many points was your school eligible to earn?
- What percent of points did your school receive on the Academic Growth indicator?
- What rating did that earn on Academic Growth?
- Could you do this for the other performance indicators (Academic Achievement, Academic Growth Gaps, Postsecondary and Workforce Readiness)?

From “Indicator Points” to “Framework” Points (SPF page 1)

Each indicator is weighted differently in determining the school’s “Framework Points” and overall plan type assignment. To calculate “Framework Points”

- Use the percent of points earned for each indicator.
- Multiply the percent of points earned by the weight the indicator (eligible points).
- Indicator weights depend on “school level”.

| Indicator | ES/MS Weight | HS Weight |
|---------------------------------------|--------------|-----------|
| Academic Achievement | 25 | 15 |
| Academic Growth | 50 | 35 |
| Academic Growth Gaps | 25 | 15 |
| Postsecondary and Workforce Readiness | 0 | 35 |



High School Example

- What percent of points did this high school earn on the Academic Growth indicator?
 - 78.6%
- What framework points did this high school earn on the Academic Growth indicator?
 - $78.6\% \times 35$ (weight for academic growth for high schools) = 27.5 framework points

Arriving at a Plan Type Assignment

1. Sum framework points for each indicator.
2. Convert this sum to a percentage (of 100).
3. Use % of framework points to determine the plan type assignment.

[See “Cut-points for plan type assignment” on page 3 or 4 to determine plan type assignment.]

| 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% | Performance |
| | • at or above 47% - below 60% | Improvement |
| | • at or above 33% - below 47% | Priority Improvement |
| | • below 30% | Turnaround |

High School Example

- What framework points did this school earn on each indicator?

□ 12.5 for Achievement 27.2 for Growth 10.8 for Growth

| <i>Performance Indicators</i> | <i>Rating</i> | <i>% of Points Earned out of Points Eligible²</i> | | |
|---------------------------------------|------------------------------|--|-----------------------------------|--|
| Academic Achievement | Meets | 83.3% | (12.5 out of 15 points) | |
| Academic Growth | Meets | 78.6% | (27.5 out of 35 points) | |
| Academic Growth Gaps | Meets | 71.7% | (10.8 out of 15 points) | |
| Postsecondary and Workforce Readiness | Exceeds | 96.9% | (33.9 out of 35 points) | |
| Test Participation ³ | Meets 95% Participation Rate | | | |
| TOTAL | | 84.7% | (84.7 out of 100 points) | |

- What plan assignment does this school receive:

□ Performance

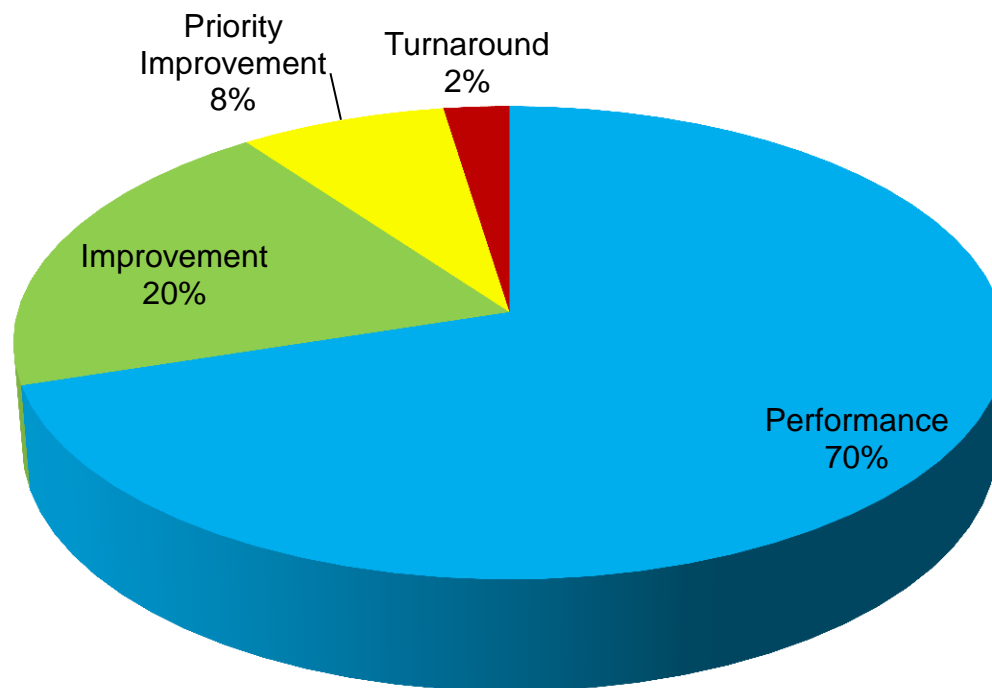


Practice with your school's data

Turn to “Framework Points”, p. 6.

- What percent of indicator points did your school earn for each indicator?
- How many “framework points” did your school earn on each indicator?
- What was the total framework points for your school earn? What percent of framework points did your school earn?
- What plan assignment did your school receive?

Distribution of School Performance Framework Plan Assignments for all School Levels





Using the School Performance Framework



Next steps with the SPF Reports

- Identify for which indicators and sub-indicators school performance
 - does not at least meet state expectations, or
 - does not at least meet school or district expectations.
- Drill down . . . into additional data related to priority sub-indicators.
- Use this data to focus improvement planning efforts.
- Use plan type assignments to target support for schools.



Additional State Data Sources

- www.schoolview.org data center and data lab.
- School Growth Summary, District Growth Summary reports (pdf)
- Colorado Growth Model (both public and private)
- Student-level TCAP files (from CTB)
- Student-level flat files (growth, CoAlt, PSWR) from CEDAR



Additional Local Data Sources

- What additional local data sources could you analyze to drill-down in areas where the SPF indicates performance has not met expectations?
- Consider:
 - Interim/benchmark assessment results
 - Progress monitoring assessment results
 - End of unit assessment results
 - Disaggregated by various student groups

Give us Feedback!!

- Oral: Share one ah ha!
- Written: Use sticky notes
 - + the aspects of this session that you liked or worked for you.
 - Δ The things you will change in your practice or that you would change about this session.
 - ? Question that you still have or things we didn't get to today.
 - ! Ideas, ah-has, innovations.
- Leave your written feedback on the parking lot.



Interpreting School Performance Framework Reports

Purposes of the School Performance Frameworks:

- Focus attention on what matters most.
- Provide a body of evidence.
- Support school and district efforts to evaluate their own performance.
- Establish a common framework for accountability.
- Identify schools that need additional support.
- Meet federal ESEA accountability requirements.

Performance Indicators

- Academic Achievement
- Academic Growth
- Academic Growth Gaps
- Postsecondary and Workforce Readiness (high schools and districts only)

Terminology

Mean vs. Median

Percentage vs. Percentile

Percentiles

- Range from 1 - 99
- Indicate the relative standing of a student's score to the norm group (i.e. how a particular compares with all others).

Student Growth Percentiles

- Indicate a student's standing relative to their academic peers, or students with a similar score history (how his/her recent change in scores compares to others' change in scores).

Catch Up Growth

To be eligible to make catch-up growth:

- The student scores below proficient (unsatisfactory or partially proficient) in the previous year.

To make catch-up growth:

- The student demonstrates growth adequate to reach proficient performance within the next three years or by tenth grade, whichever comes first.

Adequate Growth Percentile for Catch-Up

- For students eligible to make catch-up growth (those who scored unsatisfactory or partially proficient in the previous year).
- Adequate Growth Percentile = the minimum growth percentile he/she would have needed to make be on track to catch-up to proficient performance within the next three years or by 10th grade whichever comes first.

Keep Up Growth

To be eligible to make Keep-Up growth:

- The student scores at the proficient or advanced level in the previous year.

To make keep-up growth:

- The student demonstrates growth adequate to maintain proficiency for the next three years or through tenth grade, whichever comes first.

Adequate Growth Percentile for Keep-Up

- For students eligible to make keep-up growth (those who scored proficient or advanced in the previous year).
- Adequate Growth Percentile = the maximum of the growth percentiles needed for each of the next three years (or until 10th grade) he/she needed to score at least proficient for each of the next three years.

Median Adequate Growth Percentile

- Includes the adequate growth percentiles for all catch-up and keep-up students
- AGP values are sorted in order.
- The “middle” value is the Median Adequate Growth Percentile
- Can be interpreted as the adequate growth percentile for the “typical” student.

Move-Up Growth

SPF Overview

1 year vs. 3 year reports

SPF by Page

- Page 1: Summary of school performance, plan type assignment, and performance indicator ratings.
- Page 2: Details of school performance and ratings by indicator and sub-indicator.
- Page 3 (HS only): Additional definitions and statewide reference data for Postsecondary and Workforce Readiness. Only included for high schools.
- Page 3 or 4: Scoring guides, including cut-scores.
- Page 4 Or 5: Reference Page for cut-points for Academic Achievement, Academic Growth, and Academic Growth Gaps.

SPF Sub-Indicators

Academic Achievement

- Reading
- Mathematics
- Writing
- Science (blank for 2014)

Academic Growth

- Reading
- Mathematics
- Writing
- English Language Proficiency (ACCESS)

Academic Growth Gaps (Reading, Mathematics, Writing) for the following groups:

- Free/Reduced Lunch Eligible
- Minority Students
- Students with Disabilities
- English Learners
- Students needing to catch up

Postsecondary and Workforce Readiness

- Graduation Rate
- Disaggregated Graduation Rates (Free/Reduced Lunch Eligible, Minority Students, Students with Disabilities, English Learners)
- Dropout Rate
- Colorado ACT Composite Score (Average)

Information Reported for sub-indicators includes:

- Points (earned and eligible)
- Percent of points (indicator only)
- Ratings
- N (number of students)
- Schools Performance Data

Sub-Indicator “ratings” determined by:

- School performance (e.g. % of students scoring proficient or advanced)
- Comparison point (e.g. the distribution of the % of students scoring proficient or advanced at all other schools in the state).
- State defined “cut” points (scoring guide on page (elem) or 4 (high) of the SPF.

Practice:

- What was your school’s median growth percentile for reading?
- What was your school’s median adequate growth percentile for reading?
- Did your school meet adequate growth?
- What was your school’s rating for academic growth in reading?

Interpreting your School's SPF

Performance by Sub-Indicator

Academic Achievement

| Sub-Indicator | My School's Performance (% P & A) | Comparison Point | Rating |
|---------------|-----------------------------------|------------------|--------|
| Reading | | | |
| Mathematics | | | |
| Writing | | | |

For which academic achievement sub-indicators (if any) did our school rate below "meets"?

Academic Growth

| Sub-Indicator | MGP | MAGP | Made AG | Rating |
|------------------------------|-----|------|---------|--------|
| Reading | | | | |
| Mathematics | | | | |
| Writing | | | | |
| English Language Proficiency | | | | |

For which academic growth sub-indicators (if any) did our school rate below "meets"?

Academic Growth Gaps

| Sub-Indicator | MGP | MAGP | Made AG | Rating |
|------------------------------|-----|------|---------|--------|
| Reading | | | | |
| Free/Reduced Lunch Eligible | | | | |
| Minority Students | | | | |
| Students with Disabilities | | | | |
| English Learners | | | | |
| Students Needing to Catch Up | | | | |

| Sub-Indicator | MGP | MAGP | Made AG | Rating |
|------------------------------|-----|------|---------|--------|
| Mathematics | | | | |
| Free/Reduced Lunch Eligible | | | | |
| Minority Students | | | | |
| Students with Disabilities | | | | |
| English Learners | | | | |
| Students Needing to Catch Up | | | | |
| Writing | | | | |
| Free/Reduced Lunch Eligible | | | | |
| Minority Students | | | | |
| Students with Disabilities | | | | |
| English Learners | | | | |
| Students Needing to Catch Up | | | | |

For which disaggregated groups (if any) did our school rate below “meets”? In which content area(s)?

Postsecondary and Workforce Readiness

| Sub-Indicator | Performance | Comparison | Rating |
|--|-------------|------------|--------|
| Graduation Rate | | | |
| Disaggregated Graduation Rates | | | |
| • Free/Reduced Lunch Eligible | | | |
| • Minority Students | | | |
| • Students with Disabilities | | | |
| • English Learners | | | |
| Dropout Rate | | | |
| Colorado ACT Composite Score (avg.) | | | |

For which postsecondary and workforce readiness sub-indicators, if any, did our school rate below meets?

Indicator Points

1. Sum the sub-indicator points for the indicator to get the total indicator points earned.
2. Identify how many points the school was eligible to earn for the indicator.
3. Determine what percentage of points were earned out of the points eligible.
4. Determine the indicator rating (exceeds, meets, approaching, does not meet) based on the cut points for each indicator.

| Indicator | Points Earned (sum of sub-indicator points) | Points Eligible | % of points earned | Rating |
|---------------------------------------|--|-----------------|--------------------|--------|
| Academic Achievement | | | | |
| Academic Growth | | | | |
| Academic Growth Gaps | | | | |
| Postsecondary and Workforce Readiness | | | | |

Framework Points

Weights by Indicator

| Indicator | ES/MS Weight | HS Weight |
|---------------------------------------|--------------|-----------|
| Academic Achievement | 25 | 15 |
| Academic Growth | 50 | 35 |
| Academic Growth Gaps | 25 | 15 |
| Postsecondary and Workforce Readiness | 0 | 35 |

| Performance Indicator | Percent of Indicator Points Earned | Weight | Framework points |
|---------------------------------------|------------------------------------|----------|------------------|
| Academic Achievement | | 25 or 15 | |
| Academic Growth | | 50 or 35 | |
| Academic Growth Gaps | | 25 or 15 | |
| Postsecondary and Workforce Readiness | | 0 or 35 | |
| Total Framework | | | |

Cut-Points for Plan Type Assignment

| | | |
|-------------------------------|-------------------------------|----------------------|
| Total Framework Points | • at or above 60% | Performance |
| | • at or above 47% - below 60% | Improvement |
| | • at or above 33% - below 47% | Priority Improvement |
| | • below 30% | Turnaround |

Plan Type Assignment:

School Performance Framework Terminology

| Term | Definition |
|---|---|
| <p>Academic Achievement</p> <p>Or</p> <p>Achievement</p> | <p>A single point in time score on an assessment. Achievement for an individual is expressed as a test score (or “scale score”), or it may be described using an achievement level.</p> <p>Academic Achievement is one of four performance indicators used to evaluate schools and districts in Colorado.</p> |
| <p>Academic Growth</p> | <p>For an individual student, academic growth is the progress shown by the student, in a particular subject area, over a given span of time.</p> <p>The Colorado Growth Model expresses annual growth, for an individual, with a student growth percentile in reading, writing, mathematics, and English language proficiency. For a school, district or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping.</p> <p>Academic growth is one of four statewide performance indicators used to evaluate schools and districts in Colorado. This indicator contains measures of both normative and adequate growth.</p> |
| <p>Academic Growth Gaps</p> | <p>Academic growth gaps are a Performance Indicator that reflects the academic progress of students in the following disaggregated groups: students eligible for free/reduced lunch, minority students, students with disabilities, English language learners and low-proficiency students.</p> <p>A growth gap for any of the above disaggregated groups is defined as the difference between the median growth percentile and the median adequate growth percentile for that group.</p> |
| <p>Academic Peer</p> | <p>Academic peers are defined as students in a particular grade with a similar TCAP score history. The concept of similar score history is discussed in the Colorado Growth Model Technical Report available on CDE’s website. The TCAP score history examined includes all past scores available for a given student. So, for a student who has had low TCAP scores (consistently at the Unsatisfactory level) for the last few years, his or her growth is compared to students who have scored similarly.</p> |
| <p>Achievement Level</p> | <p>Descriptions of score levels on an assessment, using ranges of scores, separated by cut points. On the TCAP tests, for example, the four achievement levels are: Unsatisfactory, Partially Proficient, Proficient and Advanced. The cut scores associated with these four achievement levels are different for each content area and grade.</p> |
| <p>Adequate Growth</p> | <p>For TCAP: The growth percentile sufficient for a student to reach or maintain an achievement level of proficient or advanced, in a given subject area, within three years or by 10th grade; whichever comes first.</p> |
| <p>Catch-Up Growth</p> | <p>Growth needed for a student scoring at the Unsatisfactory or Partially Proficient levels, in the previous year, to reach the Proficient or Advanced achievement level within 3 years or by 10th grade; whichever comes first.</p> <p>A student is catching up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to reach a Proficient or Advanced level of achievement.</p> <p>See also: Keep-Up Growth and Adequate Growth</p> |
| <p>Colorado ACT Composite Score</p> <p>Or</p> | <p>The composite score, on the Colorado ACT, is the rounded average of a student’s Colorado ACT scores across English, mathematics, reading and science.</p> <p>The average Colorado ACT composite score is the average composite score for all of</p> |

| Term | Definition |
|---|---|
| Average Colorado ACT Composite Score | the students in a district or school. Average Colorado ACT composite score is one of the required state measures of the Postsecondary and Workforce Readiness indicator. |
| The Colorado Growth Model | The Colorado Growth Model is both: (a) A statistical model to calculate each student’s progress on state assessments. (b) A computer-based data visualization tool for displaying student, school, and district results over the internet. |
| TCAP | Transitional Colorado Assessment Program. Content areas currently tested include reading (in English and Spanish), writing (in English and Spanish), mathematics in grades 3-10, and science in grades 5, 8, and 10. |
| TCAPA | Transitional Colorado Assessment Program Alternate: the standards-based assessment used to measure academic content knowledge for students with significant cognitive disabilities. The TCAPA is given in the same content areas and grades as the TCAP. |
| Cut Score Cut Point | The number required for a school or district to earn a particular performance indicator rating on the performance framework reports. The cut point for each performance indicator level is defined on the performance framework scoring guide. |
| Disaggregated Group | A demographic subset of students. Colorado reports student academic growth, on the performance framework reports, for five historically disadvantaged student disaggregated groups: students eligible for free/reduced lunch, minority students, students with disabilities and English language learners; and for students scoring below proficient. |
| Disaggregated Group Median Adequate Growth | <p>The student growth percentile sufficient for the median student in a subgroup to reach or maintain a level of Proficient or Advanced in a subject area within one, two, or three years. If the disaggregated group’s median student growth percentile is high enough to reach the adequate level, this means that, as a group, students in this category are achieving enough growth to catch up and keep up.</p> <p>On the performance framework reports, disaggregated groups include students eligible for free/reduced lunch, minority students, students with disabilities, English language learners and students at a performance level of Unsatisfactory or Partially Proficient.</p> |
| Drop-Out Rate | <p>The drop-out rate reflects the percentage of all students enrolled in grades 7-12 who leave school during a single school year. It is calculated by dividing the number of drop-outs by a membership base, which includes all students who were in membership any time during the year.</p> <p>The Colorado drop-out rate is an <u>annual</u> rate, reflecting the percentage of all students enrolled in grades 9-12 who leave school during a single school year, without subsequently attending another school or educational program. It is calculated by dividing the number of drop-outs by a membership base, which includes all students who were in membership any time during the year. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the drop-out rate calculation excludes expelled students.</p> |
| Framework Points | <p>The point values that schools or districts can earn on each performance indicator included in the school or district performance framework. Framework points define the relative weighting of each of the performance indicators, within the overall framework. They can be directly understood as percentage weights of the indicators when the school or district has data on all four indicators.</p> <p>For elementary and middle schools, the framework points possible are: 25 points for</p> |

| Term | Definition |
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| | <p>Academic Achievement, 50 for Academic Growth and 25 for Academic Growth Gaps.</p> <p>For high schools, the framework points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps and 35 for Postsecondary and Workforce Readiness.</p> <p>When a school or district does not have sufficient data to allow the calculation of a score on a particular performance indicator, the remaining indicators are still used, but their weighted contributions change.</p> |
| Framework Score | <p>The sum of the framework points a school or district earns on all of the performance indicators on the school or district performance framework. The framework score determines a school’s plan type or a district’s accreditation category.</p> |
| Graduation Rate | <p>Colorado calculates “on-time” graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade, and the graduating class is assigned by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student entering ninth grade in fall of 2006 will graduate with the Class of 2010. For accountability purposes, Colorado calculates a 4, 5, 6, and 7 year graduation rate. For both 1-year and 3-year SPFs, the “best of” graduation rate is bolded and italicized on the Performance Indicators details page.</p> <p>Legislation, approved in 2005, also changed the way the state counts students who leave a Colorado school district to pursue a GED (General Educational Development) certificate, and to the process of verifying transfers out of a district. Previously, students bound for a GED program outside their district were treated as transfers and were removed from both the numerator and denominator of the graduation rate calculation. Under the new formula (used for the first time with 2006-2007 data), students who opt for a GED program remain in the membership base (or graduation rate denominator). While students who receive a GED certificate are counted as completers, they are not considered graduates and thereby reduce the graduation rate for their graduating class.</p> |
| Growth | <p>For an individual student, growth is the progress shown by the student, in a given subject area, over a given span of time.</p> <p>The Colorado Growth Model describes how much growth a student has made, relative to his/her “academic peers”, by providing a student growth percentile in reading, writing, and mathematics as measured by TCAP. Student growth percentiles are provided for English language proficiency as measured by ACCESS and CELApro. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that group.</p> <p>Academic growth is one of four performance indicators used to evaluate schools and districts in Colorado. On the Performance Frameworks, this academic growth indicator contains measures of both normative and adequate growth.</p> <p>The performance frameworks provide both normative and criterion-referenced (growth to a proficiency standard) measures of growth. The performance framework reports summarize growth for a school, district, or student disaggregated group using the median of the student growth percentiles of the school, district, or student group on TCAP or CELApro.</p> <p>For TCAP: It then evaluates if that growth rate is adequate or sufficient for a student</p> |

| Term | Definition |
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| | to reach or maintain an achievement level of Proficient or Advanced, in a given subject area, within three years or by 10th grade; whichever comes first. |
| Keep-Up Growth | <p>Growth needed for a student scoring at the Proficient or Advanced levels, in the previous year, to continue scoring minimally at the Proficient level in the current year and future 3 years or by 10th grade; whichever comes first.</p> <p>A student is keeping up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to maintain a Proficient level of achievement.</p> |
| Lectura | State 3rd and 4th grade reading assessment in Spanish; similar to TCAP reading assessment, but measuring students' ability to read in Spanish. Lectura is administered to those students who receive their primary reading instruction in Spanish. |
| Mean | A summary measure of a collection of numbers, calculated by adding all of the numbers together and dividing by how many numbers were in the collection (commonly known as the average). |
| Measure | Instruments or means to assess performance in an area identified by an indicator. |
| Median | <p>A number that summarizes a set of numbers, similar to an average. When a collection of numbers is ordered in a list from smallest to largest, the median is the middle score of the ordered list. The median is therefore the point below which 50 percent of the scores fall.</p> <p>Medians are more appropriate to calculate than averages in particular situations, such as when percentiles are grouped.</p> |
| <p>Median Adequate Growth</p> <p>Or</p> <p>Median Adequate Growth Percentile</p> | <p>The growth (student growth percentile) sufficient for the typical (median) student in a district, school, or other group of interest to reach an achievement level of Proficient or Advanced, in a subject area (reading, writing or math), within three years or by 10th grade; whichever comes first.</p> <p>Each student, in a school, will be assigned an adequate growth percentile. How that adequate growth percentile is calculated depends on if the student is below Proficient in the prior year (needing to catch-up) or if the student is Proficient or better in the prior year (needing to keep up). If you take the median of all these numbers, you get the growth level that would enable the typical student to either catch up or keep up; whichever they need to do.</p> <p>For English language proficiency growth, adequate growth percentiles were not calculated for the 2012-13 school year.</p> |
| Median Growth (Median Student Growth Percentile or Median Growth Percentile) | Median growth summarizes student growth rates by district, school, grade level, or other group of interest. It is measured using the median student growth percentile, which is calculated by taking the individual student growth percentiles of the students, in the group of interest, and calculating the median. |
| Metric | A numeric scale indicating the level of some variable of interest. For example, your credit score is a metric that companies use to decide whether to give you a loan. |
| Participation Rate | <p>Percentage of students, in a school or district, taking required state assessment; including: TCAP, TCAPA, Lectura, and Escritura.</p> <p>On the performance framework, schools or districts that do not meet a minimum of 95% participation rate in any subject area, on these required state assessments, are assigned a plan type one category lower than their framework points indicate.</p> |
| Percentage/Percent | A way of expressing a fraction in a single number. For example, one out of seventeen |

| Term | Definition |
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| | is 5.9%. |
| Percentile | <p>A percentile is a way of showing how a particular score compares with all the other scores, in a dataset, by ranking ranges of scores from 1 to 99. The higher the percentile, the higher ranking the score is among all the other values. Each range of scores represents 1% of the pool of scores.</p> <p>For example, if your vocabulary knowledge is at the 60th percentile for people your age, that means that you are higher in the distribution than 60% of other people – in other words, you know more words than 60% of your peers. Conversely, 40% of people know more words than you. The percentile is useful because you do not need to know anything about the scales used for particular metrics or tests – if you know that your score was at the 50th percentile, you know that your score is right in the middle of all the other scores.</p> |
| Performance | General term used to encompass growth and achievement. Used to discuss both student and school level of attainment. |
| Performance Indicator | A specific component of school or district quality. Colorado has identified four performance indicators that are used to evaluate all schools and districts in the state: Student Academic Growth, Student Achievement, Growth Gaps, and Postsecondary/Workforce Readiness. |
| Performance Plan | <p>The type of plan required for those schools that already meet the state’s expectations, for attainment, on the performance indicators.</p> <p>Elementary and middle schools that earn at least 58%, of their framework points, on the school performance framework report are assigned to the Performance Plan category.</p> <p>High schools that earn at least 60% of their framework points, on the school performance framework report, are assigned to a Performance Plan category.</p> |
| Postsecondary and Workforce Readiness | The preparedness, of students, for college or a job after completing high school. This is one of the performance indicators used to evaluate the performance of all schools and districts in the state. This indicator is measured by graduation rate, drop-out rate, and Colorado ACT scores. |
| Priority Improvement Plan | <p>One of the types of plans required for those schools that do not meet the state’s performance standards.</p> <p>Elementary and middle schools that earn at least 35% but less than 45%, of their framework points, on the school performance framework report are assigned to a Priority Improvement Plan category.</p> <p>High schools that earn at least 30% but less than 45%, of their framework points, on the school performance framework report are assigned to a Priority Improvement Plan category.</p> |
| Rating | On the performance framework reports, CDE’s evaluation of the extent to which the school or district has met the state’s standards on the performance indicators and their component parts. The rating levels on the performance framework reports are: Does Not Meet, Approaching, Meets, and Exceeds. |
| School Performance Framework | The framework used, by the state, to provide information to stakeholders about each school’s performance based on the four key performance indicators: Student Academic Growth, Student Achievement, Growth Gaps, and Postsecondary/Workforce Readiness. For Alternative Education Campuses, the more appropriate performance indicator of Student Engagement is used in place of Growth Gaps. Schools are assigned to a type of improvement plan based on their |

| Term | Definition |
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| | performance across all of the indicator areas. |
| School Plan Type | The type of plan to which a school is assigned, by the state, on the school performance framework report. The school plan types are: Performance, Improvement, Priority Improvement, and Turnaround. This is also the type of plan that must be adopted and implemented, for the school, by either the local board (Priority Improvement and Turnaround) or the principal and the superintendent (Performance and Improvement). |
| Student Growth Percentile | A way of understanding a student’s current score based on his/her prior scores and relative to other students with similar prior scores. The student growth percentile provides a measure of academic growth (i.e. relative position change) where students who have similar academic score histories provide a baseline for understanding each student’s progress. For example, a growth percentile of 60 in mathematics means the student’s growth exceeds that of 60 percent of his/her academic peers. In other words, the student’s latest score was somewhat higher than we would have expected based on past score history. Also referred to as a “growth percentile.” |
| Students Below Proficient | Students who scored Unsatisfactory or Partially Proficient in the prior year's TCAP. Adequate growth for these students would enable them to reach Proficient or Advanced within three years or by 10th grade; whichever comes first. |
| Turnaround Plan | One of the types of plans required for those schools that do not meet state expectations for attainment on the performance indicators. Elementary and Middle schools that earn 35% or less, of their framework points, on the school performance framework report are assigned to a Turnaround Plan category. High schools that earn less than 30%, of their framework points, on the school performance framework report are assigned to a Turnaround Plan category. |

Dear Principals and School Accountability Chairs,

It is with great excitement that we welcome you back to school for the 2014-15 school year and we look forward to supporting your efforts as leaders of your school accountability committee (SAC).

On behalf of the Co-Chairs for SPAC (our district level accountability committee) and the District Leadership team, I would like to invite you to attend our district-wide training for all school accountability chairs and principals on Wednesday, September 10th from 5:30 – 7:00 PM in the Board Room (5th floor) at the Education Center, 1829 Denver West Dr. Building 27, Golden.

As you know, we have been working to provide better clarity on the roles and responsibilities of SACs as well as to develop resources in support of consistent execution of these duties throughout Jeffco Schools. Therefore we are strongly encouraging **ALL Chairs and Principals (new and longtime SAC leaders) to attend the training this year**. PTA presidents and other members of a school's SAC are welcomed to attend as well.

The training will focus on:

- The relationship and communication between our district level accountability committee (SPAC) and school-level accountability committees.
- Expectations, roles, and responsibilities of school-level accountability committees to ensure compliance with state and district guidelines as well as to ensure collaborative parent engagement.
- A review of the School Performance Framework (SPF) and Unified Improvement Plan (UIP) as well as a conversation on how SACs can engage in the development and progress monitoring of school improvement plans.

Additionally, we are honored to have Mr. Dan McMinimee, Superintendent of Jeffco Schools, joining us for this important training.

Principals will be responsible for submitting an RSVP by Friday, September 5th.

We want to thank you for your time and dedication to our students and communities. Please mark your calendars now as we look forward to seeing you on Wednesday, September 10th.

Sincerely,

A handwritten signature in blue ink, appearing to read "Terry Elliott", is written over the typed name and title.

Terry Elliott
Chief School Effectiveness Officer
School Innovation and Effectiveness Team