

## Global Goals/Academic

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To: Board of Education

From: Dr. Chris Fiedler, Superintendent of Schools

Re: Expectations of the Board of Education – Goals – 1.2 Composite ACT Scores and 1.3 TCAP Scores in reading, writing, and math.

Date: September 23, 2014

I hereby present my Expectations of the Board of Education on our goals– 1.2 Composite ACT Scores and 1.3 TCAP Scores in reading, writing, and math in accordance with the monitoring schedule as set forth in Board policy. There will not be any science performance data presented this year due to the transition from TCAP to CMAS. I certify the information in this report is true.

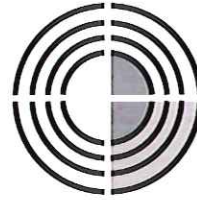
Signed: 

Dr. Chris Fiedler

Superintendent, School District 27J



**COLORADO SCHOOL DISTRICT 27J**  
**GOVERNING POLICY OF**  
**THE BOARD OF EDUCATION**



**GLOBAL GOAL: ACADEMIC**

*Date Adopted/Last Revised: May 24, 2011*

*Global Goals*

District 27J exists so that students have the knowledge and skills for present and future success with results justifying the expenditure of resources.

1. The graduation/completer rate will increase by 2% per year until 95% is attained at which it will not drop lower.
2. The district's average composite ACT score will increase by 0 .5 points per year until the score reaches 22 at which it will not drop lower.
3. Beginning in the fall of 2011, students with continuous enrollment during an academic year will achieve at least one year's academic growth grades 1-10 in reading, writing, math and science. Beginning in the fall of 2014, the core content areas of social studies and world language will have this same academic growth expectation. (One year's growth is measured from the beginning of the school year to the end of the same school year based on the results of District authorized tests.)

3.1 Beginning in the fall of 2012, the Superintendent shall not fail to recognize the importance of the core area classes when deciding the allocation of resources including funding, time, staff and materials. These allocations will take precedence over "non-core" offerings.

**INTERPRETATIONS**

*I interpret present and future success to mean that students will be successful in school, will graduate, and will possess marketable skills that will assist them in becoming contributing members of our society.*

*I interpret justifying the expenditure of resources to mean that academic achievement represents a worthwhile return on investment.*

*I interpret the district's average composite ACT score to mean the 27J composite Colorado ACT score.*

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*I interpret students with continuous enrollment during an academic year to mean students who were enrolled in a 27J school at the time the CSAP tests were administered and whose scores contribute to the 27J median student growth percentile (MSGP).*

*I interpret at least one year's academic growth to mean that the MSGP for the district is at least 50.*

*I interpret shall not fail to recognize the importance to mean that academic achievement is the district's primary mission and is the foundation for all decisions made in regard to allocation of resources.*

*I interpret core content area classes to mean reading, writing, math, science, social studies, and world language.*

*I interpret will take precedence over to mean that allocation of resources to core area classes will take priority over "non-core" offerings.*

*I interpret "non-core" offerings to mean curricular, co-curricular or extra-curricular classes or activities not included in my interpretation of core area classes.*

## SECTION ONE: ACHIEVEMENT OF GOAL: ACADEMIC

### **Expenditure of resources**

In June, the Board of Education was presented a balanced budget for approval. After years of decreasing or flat per student revenue, 27J experienced a per student revenue increase of \$188.74 for fiscal year 2013-14. School District 27J invested \$46.9 million in direct instructional professionals during the fiscal year, which is \$2.5 million greater than fiscal year 2012-13.

Of the \$46,895,886 invested in direct instruction, \$4,728,846.02 (10.1%) was invested in paraprofessionals, leaving \$42,167,039.98 (89.9%) invested in licensed teachers.

Of this total amount (\$42,167,039.98) invested in 617 licensed teachers, \$27,405,158.88 (65.0%) was invested in 401 licensed teachers in core instruction. The remaining \$14,761,881.10 (35.0%) was invested in 216 licensed teachers in non-core instruction.

In fiscal year 2013-14, \$983,029.12 was invested in middle and high school coaches. This is equal to 1.88% of the total amount invested in direct instruction.

In addition to the investment in professional instruction the District invested nearly \$5.6 million in student and instructional support services staff. The District's support of non-salary expenditures, such as school supplies, materials and professional development for the instruction, student and instructional support services staff was \$2.2 million in fiscal year 2013-14.

We have reported on an incremental basis that the budget reflects 94% of the recurring general fund resources are invested directly in schools or in direct support of schools.

With the above mentioned resources spent on instruction it is also important to remember other factors are involved in the hiring process: Board policies, budget and IDEA is included as it is required by Federal Law. These factors need to be remembered as a preface to the hiring decisions and the new employees of School District 27J and the structures of schools.

One Hundred Eighteen (118) new certified staff members were hired to begin service to the District in the fall of 2014.

Eight (8) positions of 118 positions are instructional non-core positions. The positions are:

<b>Position</b>	<b>Number</b>	<b>Position</b>	<b>Number</b>
Elementary Music	1	High School Art	1
Middle School Music	1	Agriculture	1
Elementary Technology	1	Career/Tech Ed	1
High School PE	1	Middle School PE	1

Eighteen (18) of the 118 positions are non-instructional positions. The positions are:

Position	Number	Position	Number
High School Assistant Principal	1	Instructional Teacher on Special Assignment	1
Gifted/Talented Specialist	1	Elementary Counselor	3
Elementary Psychologist	3	Elementary Assistant Principal	1
Psychologist-District Wide	1	Elementary Principal	2
Middle School Principal	1	Elementary Learning Resource Teacher	3
Middle School Counselor	1	<b>Total</b>	<b>18</b>

Eighteen (18) of the 118 positions are instructional special education positions. The positions are:

Position	Number	Position	Number
Preschool Special Education	1	High School Special Education Significant Needs	2
Elementary Special Education	7	Autism Teacher	1
Middle School Special Education – Mild/Moderate	2	Speech Language Pathologists	3

Middle School Special Education Significant Needs	1	High School Special Education - English	1

Seventy-four (74) of the 118 positions are instructional core positions. The positions include:

Position	Number	Position	Number
Kindergarten	13	High School English	5
1 <sup>st</sup> Grade	6	High School Math	5
2 <sup>nd</sup> Grade	7	High School Science	5
3 <sup>rd</sup> Grade	8	High School ELL	1
4 <sup>th</sup> Grade	6	High School French	1
5 <sup>th</sup> Grade	3	High School Social Studies	1
Middle School English	6	Middle School Math	2
Middle School Science	2	Middle School Social Studies	3

COMPLIANCE STATEMENT

**Conclusion: I report compliance**

## SECTION TWO: ACHIEVEMENT OF GOALS: ACADEMIC

**1.2 The district's average composite ACT score will increase by 0.5 points per year until the score reaches 22 at which it will not drop lower.**

### Data Reported

All students enrolled in the eleventh grade in a Colorado public school are required to take the Colorado ACT (COACT). The ACT is the standardized, college entrance achievement examination selected by the Colorado Department of Education meeting the following criteria outlined in the statute C.R.S. 22-7-409 (1.5) (a):

- selected by the Colorado Department of Education as an accountability measure and
- relied upon by institutions of higher education to test in the areas of reading, writing, mathematics and science

The following table shows 27J COACT scores for the last four years, with state COACT scores included for comparison. The COACT data, which is used in this report, reports only those students required to take the test as an 11<sup>th</sup> grade student in School District 27J. The COACT uses a scale from 1 to 36. The scores reported in the following graphs are composite scores.

COACT	2008	2009	2010	2011	2012	2013	2014
Colorado 11 <sup>th</sup>	19.4	19.6	19.4	19.9	20.0	20.1	20.3
27J - 11 <sup>th</sup> Grade	17.7	17.8	18.0	18.2	18.6	18.3	18.8
Eagle Ridge	NA	NA	NA	18.7	20.9	20.7	21.8
BHA	14.2	12.5	16.0	15.5	15.6	16.2	16.1
BHS	18.6	19.3	18.1	18.7	18.5	18.7	18.5
PVHS	16.7	17.0	17.9	17.9	18.4	17.9	18.3

The above table above shows that the 27J composite Colorado ACT score did improve by 0.5 points this year. The district average composite score increased and meets the goal outlined in the Expectations of the Board of 0.5 increase.

Individually, Brighton Heritage Academy decreased by .1 this year and Brighton High School decreased 0.2 in the composite scores.

Increases occurred at Prairie View High school and Eagle Ridge. Prairie View High School 11<sup>th</sup> graders had 18.3 composite score, while Eagle Ridge 11<sup>th</sup> graders had a 21.8 composite score.

School District 27J's disaggregated scores (tables below 2012, 2013 & 2014) show that 27J students are not performing at the Colorado state average at this time in all disaggregated groups except our Hispanic/Latino students are .5 percentage points ahead. This is not satisfactory and does not indicate a closing the achievement gap. There continues to be a distinct achievement gaps with regard to 27J's overall performance and the majority disaggregated groups.

2012 COACT Disaggregated Results

Groups	All	Male	Female	White	Hispanic / Latino
Colorado	20	19.8	20.2	21.3	17.0
27J	18.6	18.2	18.9	20.2	17.0
BHA	15.6	--	15.9	--	--
BHS	18.5	18.0	19.0	20.6	17.1
PVHS	18.4	18.2	18.6	19.7	17.0
Eagle Ridge	20.9	21.2	20.8	21.4	17.8

2013 COACT Disaggregated Results

Groups	All	Male	Female	White	Hispanic / Latino
Colorado	20.1	20.1	20.1	21.7	17.4
27J	18.3	18.3	18.4	19.8	17.1
BHA	16.2	--	15.4	--	--
BHS	18.7	18.6	18.7	20.4	17.5
PVHS	17.9	17.8	18.0	19.1	16.7
Eagle Ridge	20.7	21.5	20.0	21.7	--

-- fewer than 20 students

2014 COACT Disaggregated Results

Groups	All	Male	Female	White	Hispanic / Latino
Colorado	20.3	20.1	20.5	21.9	17.7
27J	18.8	18.8	18.9	20.4	18.2
BHA	16.1	15.9	--	--	--
BHS	18.5	18.7	18.4	19.9	17.9
PVHS	18.3	18.1	18.5	17.9	18.4
Eagle Ridge	21.8	22.1	21.6	22.4	20.9

-- fewer than 20 students

**Conclusion: I report compliance**

## SECTION TWO: ACHIEVEMENT OF GLOBAL GOAL: ACADEMIC

### **1.3 Students with continuous enrollment during an academic year will achieve at least one year's academic growth in grades 1-10 in reading, writing, math and science.**

#### Data Reported

The Colorado state law states (C.R.S. 22-7-102) that the purpose of Educational Accountability related to Standards and Assessments in Colorado is to institute an accountability system to define and measure academic quality in education. The state measures attainment of the standards in some content areas: reading, writing, and math, in grades 3-10. This year science is not included from grades 5, 8, and 10, due to the transition from TCAP to CMAS.

The Colorado Department of Education (CDE) measures growth as well as attainment. Schools and the district are accredited for the growth that students make as well as the level of performance that they attain. The growth measure that has been developed by CDE is known as the growth percentile. The growth percentiles for individual students are known as Student Growth Percentiles (SGP). The growth percentiles indicate how much growth was made relative to the state median for growth of the students. The state median for growth from one year to the next is set at 50. If a student has an SGP of 75 in math, then he/she has made more growth than 75% of his/her peers across the state. If the other has an SGP of 30 in reading, then he/she has made more growth than 30% of his/her peers.

When these scores are aggregated to give the median growth of a group of students, they are known as median student growth percentiles (MSGP). A MSGP of 50 indicates the growth that was made by the median student arranged by growth, i.e. exactly the average amount of growth.

One of the drawbacks to using the MSGP as a measure of a year's growth in a year's time is that it is a comparative measure, and therefore a moving target. To illustrate, assume that all districts are working as hard as 27J to increase the academic achievement of their students. As all districts get better at decreasing achievement gaps, the growth of the median student can be expected to increase. An MSGP of 40, therefore, will at some point represent the same amount of actual growth as an MSGP of 50 did in the past.

To partially mitigate of this issue, CDE also defines, for any given group of students, a target known as "adequate growth". This is the MSGP required to either keep students who are currently proficient in that category, or to bring students who are not yet proficient to proficiency within

three years or by 10<sup>th</sup> grade, whichever is the sooner. This information is provided at the CDE website, School View, where the adequate growth is listed along with observed growth. ([www.schoolview.org](http://www.schoolview.org))

The following table shows 27J MSGPs in reading, writing, and math. This includes all students in grades 3-10 for whom we have three consecutive years of CSAP/TCAP data, whether they are enrolled in charter or district-managed schools. For the purpose of context, the percentage of students scoring proficient and advanced in each test (%P+A), and the CDE defined observed growth are also included.

District	Observed Growth 2011	Observed Growth 2012	Observed Growth 2013	Observed Growth 2014	% P+A 2011	% P+A 2012	% P+A 2013	% P+A 2014
Reading	47	43	48	48	63	65	65	66
Writing	45	44	45	45	48	47	49	48
Math	44	49	46	44	48	51	51	51
Science	*	*	*	*	38	42	40	**

\*No growth data is available for science since it is not administered in consecutive grade levels. Currently TCAP is administered in grades 4, 8 and 10.

\*\*No TCAP was administered in Science in 2014, Science transitioned to CMAS (Colorado Measure of Academic Success).

Additional details regarding 27J students' disaggregated data performance is provided in the following tables. The first chart provides the data for 2011. On the following pages the data is provided for 2012, 2013 and 2014.

2011 SD27J Group Data	Reading		Writing		Math		Science*
	Observed Growth	% P+A	Observed Growth	% P+A	Observed Growth	% P+A	% P +A
All	47	63	45	48	44	48	38
White	46	72	47	56	47	56	50
Hispanic	47	53	44	38	42	39	26
Black	51	60	52	47	42	36	25
Asian	55	71	51	53	53	52	47

American Indian or Alaskan Native	45	57	41	44	51	46	40
SPED	45	13	41	7	41	12	4
Male	45	57	44	40	44	65	39
Female	49	69	47	41	45	67	38
Economically Disadvantaged	45	52	44	37	41	41	24
ELL	50	43	47	30	42	34	14

\*Source for science data is Alpine Achievement rather than CDE, which means that all tested students are included, rather than just students attending during October Count.

2012 SD27J Group Data	Reading		Writing		Math		Science*
	Observed Growth	% P+A	Observed Growth	% P+A	Observed Growth	% P+A	% P+A
All	43	65	44	47	49	51	42
White	45	74	45	55	51	59	52
Hispanic	41	54	43	38	46	41	27
Black	51	56	40	33	50	41	29
Asian	49	69	54	54	55	61	52
American Indian or Alaskan Native	44	64	44	40	47	40	27
SPED	40	15	41	8	41	14	4
Male	40	60	40	39	48	51	40
Female	47	71	48	56	49	50	39
Economically Disadvantaged	41	54	44	36	47	43	26
ELL	41	42	48	31	48	35	19

\*Source for science data is Alpine Achievement rather than CDE, which means that all tested students are included, rather than just students attending during October Count.

2013 SD27J Group Data	Reading		Writing		Math		Science*
	Observed Growth	% P+A	Observed Growth	% P+A	Observed Growth	% P+A	% P+A
All	48	65	45	49	46	51	40
White	48	74	46	57	48	60	51
Hispanic	46	56	44	39	44	41	28
Black	49	54	40	35	46	37	27
Asian	54	74	55	61	58	64	42
American Indian or Alaskan Native	51	57	41	41	37	36	27
SPED	42	14	37	6	39	12	5
Male	46	60	43	40	47	51	40
Female	50	71	48	57	45	51	40
Economically Disadvantaged	46	54	44	37	45	40	26
ELL	51	44	47	32	44	33	19

\*Source for science data is Alpine Achievement rather than CDE, which means that all tested students are included, rather than just students attending during October Count.

2014 SD27J Group Data	Reading		Writing		Math	
	Observed Growth	% P+A	Observed Growth	% P+A	Observed Growth	% P+A
All	48	65	45	46	43	49
White	48	75	46	57	45	60
Hispanic	47	56	43	59	42	41
Black	48	59	52	41	44	38
Asian	55	77	48	59	51	62
American Indian or Alaskan Native	62	56	53	31	52	35
SPED	43	13	40	6	37	10

Male	45	61	42	39	42	50
Female	51	72	48	57	45	51
Economically Disadvantaged	44	53	42	35	40	41
ELL	46	45	47	33	43	36

The District and School Performance Frameworks are included in this report to provide another measure of progress and view of data. On the following page the summary of the District Performance Framework is at the top of the page, along with the legend for districts. The center section of the School Performance Frameworks for years 2010 – 2014 indicate individual school data, followed by the legends for elementary/middle schools and a separate legend for high schools.

At the bottom of the page is Brighton Heritage Academy. BHA has been granted Alternative Education Campus from the Colorado Department of Education. The Alternate Education Campus School Performance Frameworks have not been released at this time. The Chart on the following page indicates that it is pending.

Individual School Performance Frameworks are attached in alphabetical order. Brighton Heritage Academy's School Performance Framework is from last year, 2013, since they have not been released at this time.

**Conclusion: I report non-compliance**

**School District 27J District and School Performance Framework Summary 2010 to 2013**

District 27J	Year	Plan Type	Overall Score	# of years		District Legend												
	2014	Improvement	57.5%	3		Accred.W/Distinction							at or above 80%					
	2013	Improvement	56.0%	1		Accredited							at or above 64% - below 80%					
	2012	Improvement	53.4%	1		Accred.W/Imp. Plan							at or above 52% - below 64%					
	2011	Improvement	54.1%	1		Accred. W/Priority Impr Plan							at or above 42% - below 52%					
	2010	Improvement	53.3%	3		Accred.W/Turnaround Plan							below 42%					
	2014				2013				2012				2011				2010	
Schools	Plan Type	Overall Score	# of years	Schools	Overall Score	# of years	Schools	Overall Score	# of years	Schools	Overall Score	# of years	Schools	Overall Score	# of years			
Belle Creek	Performance	64.4%	1	Belle Creek	63%	1	Belle Creek	64.2%	3	Belle Creek	66.2%	3	Belle Creek	69.5%	1			
BHS	Performance	62.8%	3	BHS	63%	3	Eagle Ridge	74.7%	1	Bromley East	60.3%	1	Landmark	74.5%	1			
Brantner	Performance	79.3%	3	Brantner	88.1%	1	Foundations	65.4%	1	Eagle Ridge	68.3%	1	North	67.2%	1			
Bromley East	Performance	74.3%	1	Bromley East	68.9%	1	Henderson	60%	1	Landmark	71.9%	1	Pennock	68.5%	1			
Eagle Ridge	Performance	73.2%	1	Eagle Ridge	73.5%	1	Landmark	79.3%	1	Pennock	66%	3	SE	72.6%	3			
Foundations	Performance	68.6%	3	Foundations	73%	1	Pennock	63.7%	3	SE	84.5%	1	Second Creek	60%	3			
Landmark	Performance	74.7%	1	Henderson	73.9%	1	SE	77.9%	1	South	75%	1	South	72.9%	3			
Pennock	Performance	69.6%	1	Landmark	72.5%	3	South	70.8%	1	Thimmig	70.4%	1	West Ridge	69.8%	3			
PVHS	Performance	61.0%	1	Pennock	63.2%	1	Thimmig	61%	3	West Ridge	72.1%	1	BHS	59%	3			
SE	Performance	66.0%	3	PVHS	60%	1	Turnberry	71.9%	1	BHS	59%	3	Bromley East	53.6%	3			
South	Performance	69.7%	1	SE	68.3%	3	West Ridge	76.9%	1	Foundations	54.8%	1	Henderson	50.4%	3			
Thimmig	Performance	61.1%	3	South	63.9%	3	BHS	59.7%	3	OTMS	50%	1	OTMS	53.4%	3			
Turnberry	Performance	87.0%	1	Thimmig	67%	3	Bromley East	56.4%	1	PVHS	54.9%	1	PVHS	58.4%	3			
West Ridge	Performance	73.0%	3	Turnberry	83.6%	1	PVHS	58.9%	1	PVMS	49.2%	1	PVMS	49.6%	1			
BOLT	Improvement	58.0%	3	West Ridge	75.8%	1	PVMS	47.9%	3	Second Creek	53.0%	3	Thimmig	53.6%	1			
Henderson	Improvement	49.7%	3	NE	55.4%	1	Stuart	50%	3	Stuart	51.3%	1	Turnberry	52.1%	3			
NE	Improvement	47.5%	3	North	48.5%	1	Vikan	54.6%	3	Turnberry	55.3%	1	Vikan	50.4%	1			
OTMS	Improvement	49.2%	3	OTMS	56.2%	1	NE	45.5%	1	Vikan	55.5%	1	Stuart	37.1%	1			
PVMS	Improvement	50.0%	1	Second Creek	57.4%	1	North	44.8%	3	Henderson	41.5%	3	NE	31.3%	3			
Second Creek	Improvement	47.5%	3	PVMS	46.1%	1	OTMS	45.7%	1	North	43.4%	3	Brantner	N/A				
Stuart	Improvement	49.6%	1	Stuart	45.7%	3	Second Creek	40%	3	NE	32.5%	1	Eagle Ridge	N/A				
North	Priority Impr	44.3%	1	Vikan	46.1%	3	Brantner	N/A		Brantner	N/A		Foundations	N/A				
Vikan	Priority Impr	37.5%	1															
Alt Ed Campus																		
BHA	Pending			Priority Impr	27.6%	Pending	Priority Impr	25.6%	3	Priority Impr	36.7%	3	Priority Impr	36.0%	3			
School Legend: For High School	Performance									School Legend: For Elem & Middle	Performance				at or above 59%			
	Improvement									Improvement					at or above 47% - below 59%			
	Priority Improvement									Priority Improvement					at or above 37% - below 47%			
	Turnaround									Turnaround					below 37%			

School data will be disaggregated can be found after the Action Steps that Student Achievement is striving to implement. The data will reflect three years for each school when available, the Colorado Department of Education School View website: [www.schoolview.com](http://www.schoolview.com) is the resource for this information.

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Also included is each school's School Performance Framework. The framework will provide another look at the school data, the frameworks in Appendix B illustrate how the School Performance Framework are constructed and provide information about the weight of each component of the framework. Individual School Performance Frameworks are attached in alphabetical order.

Appendix B will have Annotated School Performance Framework Reports for Elementary/Middle School and High School. The Annotated School Performance Frameworks will define the information that is provided on the School Performance Frameworks. It should be noted that elementary and middle schools are accountable for academic achievement, academic growth and academic growth gaps. High schools are accountable for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. Each of these areas will be provided a rating: Exceeds, Meets, Approaching, and Does Not Meet. These areas of accountability are combined to provide a total framework score for each school and will indicate the type of plan required when writing the Unified Improvement Plan.

Accredited with Improvement Plan		Performance Indicators	Rating	% of Points Earned out of Points Eligible <sup>2</sup>													
<p>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.</p> <table><tr><th>Accreditation Category</th><th>Framework Points Earned</th></tr><tr><td>Accred. w/Distinction</td><td>at or above 80%</td></tr><tr><td>Accredited</td><td>at or above 64% - below 80%</td></tr><tr><td>Accred. w/Improvement Plan</td><td>at or above 52% - below 64%</td></tr><tr><td>Accred. w/Priority Impr. Plan</td><td>at or above 42% - below 52%</td></tr><tr><td>Accred. w/Turnaround Plan</td><td>below 42%</td></tr></table> <p>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.</p>		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%	Academic Achievement	Approaching	50.0%	( 7.5 out of 15 points )
		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%																
Academic Growth	Meets	66.7%	( 23.3 out of 35 points )														
Academic Growth Gaps	Approaching	50.6%	( 7.6 out of 15 points )														
Postsecondary and Workforce Readiness	Approaching	54.7%	( 19.1 out of 35 points )														
		Test Participation <sup>3</sup>	Meets 95% Participation Rate														
		TOTAL		57.5%	( 57.5 out of 100 points )												
<sup>2</sup> 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.																	
<sup>3</sup> 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 <sup>4</sup>	Meets Requirements														
		Safety <sup>4</sup>	Meets Requirements														
<sup>4</sup> 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	99.6%	99.3%	97.7%	99.1%	Meets	Meets	Meets	Meets	12105	10311	6188	28604	12148	10383	6332	28863
Mathematics	99.7%	99.4%	98.8%	99.4%	Meets	Meets	Meets	Meets	12117	10325	6257	28699	12149	10385	6333	28867
Writing	99.6%	99.3%	98.1%	99.2%	Meets	Meets	Meets	Meets	12098	10313	6217	28628	12147	10383	6335	28865
Science	99.5%	99.5%	-	99.5%	Meets	Meets	-	Meets	3794	3457	-	7251	3813	3475	-	7288
Social Studies	99.6%	99.4%	-	99.5%	Meets	Meets	-	Meets	1333	1208	-	2541	1339	1215	-	2554
Colorado ACT	-	-	96.5%	96.5%	-	-	Meets	Meets	-	-	2550	2550	-	-	2643	2643

District: SCHOOL DISTRICT 27J - 0040

(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	11678	70.29	44
Mathematics	2	4		Approaching	11672	69.56	47
Writing	2	4		Approaching	11662	52.16	42
Science	0	0		-	-	-	-
<b>Total</b>	<b>6</b>	<b>12</b>	<b>50%</b>	<b>Approaching</b>			

<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	7412	48	31	Yes
Mathematics	3	4		Meets	7461	50	50	Yes
Writing	3	4		Meets	7391	49	44	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	980	66	23	Yes
<b>Total</b>	<b>11</b>	<b>14</b>	<b>78.6%</b>	<b>Meets</b>				

<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>
<b>Reading</b>	<b>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	3	4		Meets	2907	45	39	Yes
Minority Students	3	4		Meets	3794	46	36	Yes
Students with Disabilities	1	4		Does Not Meet	683	39	76	No
English Learners	3	4		Meets	1245	47	46	Yes
Students needing to catch up	2	4		Approaching	2205	50	63	No
<b>Mathematics</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2942	49	58	No
Minority Students	2	4		Approaching	3838	49	56	No
Students with Disabilities	2	4		Approaching	698	41	84	No
English Learners	2	4		Approaching	1286	50	63	No
Students needing to catch up	3	4		Meets	2196	55	79	No
<b>Writing</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2896	47	52	No
Minority Students	3	4		Meets	3782	48	48	Yes
Students with Disabilities	1	4		Does Not Meet	681	38	79	No
English Learners	2	4		Approaching	1240	51	56	No
Students needing to catch up	2	4		Approaching	3625	50	63	No
<b>Total</b>	<b>33</b>	<b>60</b>	<b>55%</b>	<b>Approaching</b>				

**Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW**
**Level: Middle**
**District: SCHOOL DISTRICT 27J - 0040**
**(3 Year)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile	
Reading	2	4		Approaching	9885	62.67	29	
Mathematics	2	4		Approaching	9897	45.1	36	
Writing	2	4		Approaching	9885	48.25	25	
Science	0	0		-	-	-	-	
Total	6	12	50%	Approaching				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	9531	45	33	Yes
Mathematics	2	4		Approaching	9563	43	72	No
Writing	2	4		Approaching	9530	41	52	No
English Language Proficiency (ACCESS)	1	2		Approaching	337	47	55	No
Total	8	14	57.1%	Approaching				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	4028	42	45	No
Minority Students	2	4		Approaching	5084	44	41	Yes
Students with Disabilities	2	4		Approaching	807	45	82	No
English Learners	2	4		Approaching	1762	43	55	No
Students needing to catch up	2	4		Approaching	3285	47	66	No
Mathematics	8	20	40%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	4052	39	78	No
Minority Students	2	4		Approaching	5105	41	77	No
Students with Disabilities	1	4		Does Not Meet	814	38	99	No
English Learners	2	4		Approaching	1774	40	82	No
Students needing to catch up	2	4		Approaching	4486	44	92	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	4029	40	63	No
Minority Students	2	4		Approaching	5087	41	59	No
Students with Disabilities	1	4		Does Not Meet	805	39	91	No
English Learners	2	4		Approaching	1766	43	68	No
Students needing to catch up	2	4		Approaching	4502	43	78	No
Total	27	60	45%	Approaching				

**Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW**
**Level: High**
**District: SCHOOL DISTRICT 27J - 0040**
**(3 Year)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile	
Reading	2	4		Approaching	5920	63.9	25	
Mathematics	2	4		Approaching	5982	26.55	36	
Writing	2	4		Approaching	5947	41.99	33	
Science	0	0		-	-	-	-	
Total	6	12	50%	Approaching				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	5586	47	24	Yes
Mathematics	2	4		Approaching	5653	47	95	No
Writing	2	4		Approaching	5618	47	64	No
English Language Proficiency (ACCESS)	2	2		Exceeds	182	60	34	Yes
Total	9	14	64.3%	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	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	1621	45	40	Yes
Minority Students	3	4		Meets	2991	47	37	Yes
Students with Disabilities	2	4		Approaching	359	40	98	No
English Learners	2	4		Approaching	1046	49	56	No
Students needing to catch up	2	4		Approaching	2081	47	76	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1645	46	99	No
Minority Students	2	4		Approaching	3021	45	99	No
Students with Disabilities	1	4		Does Not Meet	362	39	99	No
English Learners	2	4		Approaching	1056	45	99	No
Students needing to catch up	2	4		Approaching	3573	46	99	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1634	46	80	No
Minority Students	2	4		Approaching	3006	47	76	No
Students with Disabilities	2	4		Approaching	359	42	99	No
English Learners	2	4		Approaching	1051	50	89	No
Students needing to catch up	2	4		Approaching	3041	47	92	No
Total	31	60	51.7%	Approaching				
Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation	
Graduation Rate: 4yr/5yr/6yr/7yr	2	4		Approaching	3506/2508/1675/826	74.3/77.7/78.9/79.9%	80%	
Disaggregated Graduation Rate	1.75	4	43.8%	Approaching				
Free/Reduced Lunch Eligible	0.5	1		Approaching	1263/883/581/292	68/72/72.8/74.7%	80%	
Minority Students	0.5	1		Approaching	1852/1337/876/422	68.5/72.5/74.7/74.9%	80%	
Students with Disabilities	0.25	1		Does Not Meet	296/190/127/56	46.6/57.4/58.3/60.7%	80%	
English Learners	0.5	1		Approaching	471/360/263/123	60.3/65.6/67.3/69.9%	80%	
Dropout Rate	3	4		Meets	20534	2.3%	3.9%	
Colorado ACT Composite Score	2	4		Approaching	2550	18.6	20.1	
Total	8.75	16	54.7%	Approaching				

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	72.9	77.9	79.2	<b>79.9</b>
	2011	72.9	77.6	78.7	
	2012	71.5	77.5		
	2013	79.2			

**Free/Reduced Lunch Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	67.5	74.5	73.6	<b>74.7</b>
	2011	66.3	70.3	72	
	2012	63.6	71.6		
	2013	73.2			

**Minority Student Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.6	72.4	74.6	<b>74.9</b>
	2011	68.2	73.3	74.7	
	2012	64.1	71.7		
	2013	74.7			

**Students with Disabilities Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	40.3	52.9	53.6	60.7
	2011	52.1	59.2	<b>62</b>	
	2012	50	58.8		
	2013	44.3			

**English Learners Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	61.2	67.9	69.9	<b>69.9</b>
	2011	58.2	63.1	65	
	2012	57.3	66.4		
	2013	64.9			

**Overall Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	72.9	77.9	79.2	79.9
	2011	72.9	77.6	78.7	
	2012	71.5	77.5		
	2013	79.2			
Aggregated		74.3	77.7	78.9	<b>79.9</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	67.5	74.5	73.6	74.7
	2011	66.3	70.3	72	
	2012	63.6	71.6		
	2013	73.2			
Aggregated		68	72	72.8	<b>74.7</b>

**Minority Student Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.6	72.4	74.6	74.9
	2011	68.2	73.3	74.7	
	2012	64.1	71.7		
	2013	74.7			
Aggregated		68.5	72.5	74.7	<b>74.9</b>

**Students with Disabilities Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	40.3	52.9	53.6	60.7
	2011	52.1	59.2	62	
	2012	50	58.8		
	2013	44.3			
Aggregated		46.6	57.4	58.3	<b>60.7</b>

**English Learners Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	61.2	67.9	69.9	69.9
	2011	58.2	63.1	65	
	2012	57.3	66.4		
	2013	64.9			
Aggregated		60.3	65.6	67.3	<b>69.9</b>

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

	Cut Point: The district earned ... of the points eligible on this Indicator.
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%
	• at or above 62.5% - below 87.5%
	• at or above 37.5% - below 62.5%
	• below 37.5%

## Cut-Points for Accreditation Category Assignment

	Cut Point: The district earned ... of the total Framework points eligible.
Total Framework Points	• at or above 80%
	• at or above 64% - below 80%
	• at or above 52% - below 64%
	• at or above 42% - below 52%
	• below 42%

## District Plan Type Assignments

	Plan description
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.

## Reference - PRELIMINARY DRAFT FOR DISTRICT REVIEW

### 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.

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

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 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

## ACHIEVEMENT OF ACADEMIC GOAL: ACTION STEPS

- 1.2 The district's average composite ACT score will increase by 0.5 points per year until the score reaches 22 at which it will not drop lower.
- 1.3 Students with continuous enrollment during an academic year will achieve at least one year's academic growth in grades 1-10 in reading, writing, math and science.

In order to achieve compliance in both 1.2 and 1.3 the following actions are in process:

1. School District 27J is focused on implementing Thinking Classrooms across the district. The Thinking Classroom is a conceptual framework used in 27J to empower our students with the power of ownership of their learning. The Action Steps established last year included long range planning and that plan was initiated last year. During the training process, formative assessments, informal observations and data checks, made by the Student Achievement Team lead us to believe that this was not significant enough change to create the leverage in instruction desired in 27J. The big picture data also demonstrated that 27J had students losing proficiency levels as they advanced in the 27J system. It was during this time that conversations were held to define what would the classroom look like that would support what we wanted to see in 27J and support the rigor and thinking required to achieve the new standards outlined by the Colorado Department of Education. The Thinking Classroom was then conceptually developed and additional conversations were ongoing to develop framework to support this effort. The Student Achievement Team then began sharing and developing a common vision for the thinking classroom.
  - a. May 30, 2012 – Board of Education presentation on the Thinking Classroom.
  - b. May 31, 2012 – A principal retreat was held to introduce the conceptual framework for the Thinking Classroom as a container for past work and learning. The Thinking Classroom is a call for action to actualize the work, learning, initiatives that have been started but never actualized.
  - c. July 25, 2012 – A planning retreat was held for principals and instructional leaders to plan their professional development around the Thinking Classroom. This provided time for principals to build capacity and plan with their team to plan and lead with the deep knowledge they have of their buildings.
  - d. May 30, 2013 – A Learning Retreat was held to refine the expectations of the Thinking Classroom and provide additional support to principals. Planning time was provided to have a larger team developing the understanding of the theory of action.

- e. July 23, 2013 – A team planning retreat to introduce the framework of Goals, Evidence and Learning Environment. This framework provides structures and support for the new standards, planning, assessment and the continued implementation of the Thinking Classroom.
  - f. July 24, 2014 – A Leadership/Principal retreat to outline expectations for Leaders in 27J. We believe that the clarity of the leader is key to achieving academic success in 27J.
  - g. Planning and support for building based professional development by the Student Achievement Team
  - h. School Support Visits will be held on an ongoing basis to support school leaders.
    - i. Administrative – Kelly Corbett and Will Pierce – Principal Support
      - 1. Mary Gomez, Peggy Robertson, Kevin West – Program Support
    - ii. Instructional Specialists – Leslie Vickers, Stacy Freeman, Susan Herll, Cindy Ritter, Lucia Gonzales, Jennifer Pember, Bethany Ager, Sherri Collier
    - iii. Teachers on Special Assignments- Sandie Yamamoto, Melissa Fike – Primary Literacy Coaches, funded by READ Act funds and Andy Roob – Personal Financial Literacy Coach, funded by Great West Financial for 2 years
    - iv. Superintendent – Chris Fiedler
  - i. Principal meetings will continue to have time focused on learning and advancing skills in principals/leaders to maintain focus on the Thinking Classroom and coaching staff towards focused instructional improvement. The 5 Leadership Skills for 27J Leaders will serve as a framework for expectations and coaching.
2. Continuing from last year, leaders in 27J are focusing on the Unified Improvement Plans and looking for the implementation benchmarks that demonstrate changes in adult behavior. This focus empowers leaders to concentrate their time and energy in improving student achievement.
- a. Unified Improvement Plans will reflect the needs of the school and provide focus and prioritization. The UIP will be written in collaboration with staff to provide alignment and direction for each school.
  - b. District Accountability will use a new model to serve the schools based on their needs and their School Performance Rating. The new accountability menu will serve the schools based on their needs and their School Performance Rating. Feedback will be provided on the Unified Improvement Plans by District Accountability and School Accountability Committees to the principals/teams. Follow up conversations, by District Accountability Representatives, will also be held with all schools to check on implementation benchmarks of their Unified Improvement Plan. Schools designated as priority improvement will present their

Unified Improvement Plan for review to the District Accountability Committee on November 2014 and will have additional visits from District Accountability members.

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- c. Progress monitoring will be ongoing, feedback and evaluation provided by Student Achievement Team. This year efforts are in place to increase the presence of the Student Achievement Team at schools to provide additional opportunities for feedback and support.
3. Continuing from past years, leaders and teachers will continue working towards the target of the 27J Instructional Model. The purpose of the Instructional Model is to ensure that all students have the knowledge, skills, and attitudes needed for present and future competence and success. This model has not been implemented, it still remains as a framework and focus for 27J's instruction.
- a. 27J Instructional Model was revised to reflect the goals and include the Intervention Flowchart and Problem Solving Teams.
  - b. Revision is shared with schools and used as the framework for instruction.
  - c. The 27J Reading and Math Assessment and Intervention Guide is a component of the Instructional Model. This guide provides staff with tools that support the implementation of the Instructional Model. The Intervention Guide was completed in 2011 and training has been completed on the interventions and the assessments. Professional development and coaching will be ongoing to continue to support staff members as they move towards implementation of the Intervention Guide and the Instructional Model.

## Appendix A

### Glossary of Terms

TERM	DEFINITION
<b>27J Instructional Model</b>	A framework that outlines instruction and intervention needed in order to deliver the curriculum to all our students, according to need rather than label.
<b>Academic Achievement</b>	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. (e.g. unsatisfactory, proficient or advanced)
<b>Academic Growth</b>	<p>For an individual student, academic growth is the progress shown by the student, in a given subject area, over a given span of time.</p> <p>The Colorado Growth Model expresses annual growth for an individual, with a student growth percentile in reading, writing, and mathematics. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping.</p>
<b>Adequate Growth</b>	A growth level (student growth percentile) sufficient for a student to reach an achievement level of proficient or advanced, in a subject area, within one, two, or three years or by 10th grade; whichever comes first.

<b>Colorado ACT Composite Score</b>	The composite score, on the Colorado ACT, is the rounded average of a student's Colorado ACT scores across English, mathematics, reading and science.
<b>Colorado Growth Model</b>	<p>The Colorado Growth Model is both:</p> <p>(a) A statistical model to calculate each student's progress on state assessments.</p> <p>(b) A computer-based data visualization tool for displaying student, school, and district results over the internet.</p>
<b>CMAS</b>	<p>Colorado Measure of Academic Success (CMAS) are the new state wide assessments. The timeline includes:</p> <p>Social Studies – 12<sup>th</sup> Grade Fall 2014 and Grades 4-7 Spring 2015</p> <p>Science – 12<sup>th</sup> Grade Fall 2014 and Grades 5-8 Spring 2015</p> <p>Reading – Grades 3-11 Spring 2015</p> <p>Writing – Grades 3-11 Spring 2015</p> <p>Math – Grades 3-11 Spring 2015</p>
<b>Disaggregated Group</b>	<p>A demographic subset of students.</p> <p>Colorado reports student academic growth on performance framework reports for five historically disadvantaged student disaggregated groups: students eligible for Free/Reduced Lunch, minority students, students with disabilities and English Language Learners; and for students scoring below proficient.</p>

<b>Formative Assessment</b>	Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning. School District 27J is implementing the Seven Strategies of Formative Assessment to define the process.

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## Appendix B

School: BELLE CREEK CHARTER SCHOOL - 0700

District: SCHOOL DISTRICT 27J - 0040 (1 Year<sup>1</sup>)

Performance	Performance Indicators	Rating	% of Points Earned out of Points Eligible <sup>2</sup>			
	Academic Achievement	Approaching	54.2%	( 13.6 out of 25 points )		
	Academic Growth	Meets	69.2%	( 34.6 out of 50 points )		
	Academic Growth Gaps	Meets	64.6%	( 16.2 out of 25 points )		
	Test Participation <sup>3</sup>	Meets 95% Participation Rate				
TOTAL			64.4%	( 64.4 out of 100 points )		

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.

<sup>2</sup>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.

<sup>3</sup>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%	98.5%	-	99.3%	Meets	Meets	-	Meets	227	203	-	430	227	206	-	433
Mathematics	100.0%	99.5%	-	99.8%	Meets	Meets	-	Meets	226	205	-	431	226	206	-	432
Writing	100.0%	99.0%	-	99.5%	Meets	Meets	-	Meets	226	204	-	430	226	206	-	432
Science	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	74	63	-	137	74	63	-	137
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	72	51	-	123	72	51	-	123
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: BELLE CREEK CHARTER SCHOOL - 0700

District: SCHOOL DISTRICT 27J - 0040 (1 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	2	4		Approaching	224	66.52	38	
Mathematics	2	4		Approaching	223	63.23	34	
Writing	2	4		Approaching	223	45.29	33	
Science	0	0		-	-	-	-	
Total	6	12	50%	Approaching				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	142	47	36	Yes
Mathematics	2	4		Approaching	143	45	54	No
Writing	2	4		Approaching	142	42	49	No
English Language Proficiency (ACCESS)	2	2		Exceeds	60	70	20	Yes
Total	9	14	64.3%	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	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	60	41	47	No
Minority Students	2	4		Approaching	73	42	41	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	26	52	66	No
Students needing to catch up	2	4		Approaching	55	48	64	No
Mathematics	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	61	45	62	No
Minority Students	2	4		Approaching	74	44	60	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	27	42	73	No
Students needing to catch up	2	4		Approaching	42	54	80	No
Writing	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	60	47	56	No
Minority Students	2	4		Approaching	73	52	54	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	26	52	65	No
Students needing to catch up	2	4		Approaching	71	53	69	No
Total	24	48	50%	Approaching				

**Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW**
**Level: Middle**
**School: BELLE CREEK CHARTER SCHOOL - 0700**
**District: SCHOOL DISTRICT 27J - 0040 (1 Year)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4		Meets	200	72.5	51	
Mathematics	2	4		Approaching	202	50.99	47	
Writing	2	4		Approaching	201	57.71	49	
Science	0	0		-	-	-	-	
Total	7	12	58.3%	Approaching				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	196	59	35	Yes
Mathematics	3	4		Meets	198	60	75	No
Writing	3	4		Meets	197	55	51	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	9	12	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	14	16	87.5%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	81	61	42	Yes
Minority Students	4	4		Exceeds	102	62	38	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	3	4		Meets	36	59	54	Yes
Students needing to catch up	3	4		Meets	63	64	66	No
Mathematics	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	83	53	80	No
Minority Students	3	4		Meets	103	57	79	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	37	42	84	No
Students needing to catch up	3	4		Meets	95	59	91	No
Writing	14	16	87.5%	Exceeds				
Free/Reduced Lunch Eligible	3	4		Meets	82	58	56	Yes
Minority Students	4	4		Exceeds	102	64	53	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	4	4		Exceeds	37	73	71	Yes
Students needing to catch up	3	4		Meets	93	63	78	No
Total	38	48	79.2%	Meets				

Belle Creek Charter School - Elementary										
Subject and Year		Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
Proficient and Advanced		64%	67%	67%	39%	54%	45%	69%	69%	63%
Growth Scores *		Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth
	All	44	47	47	37	49	42	49	41	45
	Minority	44	47	41	36	48	52	51	46	43
	White	44	47	47	37	48	36	48	37	50
	Econ Disadvan taged	38	50	41	35	55	47	43	46	45
	SPED	n < 20	n < 20	n < 20	n < 20	n < 20	n < 20	n < 20	n < 20	n < 20
	ELL	45	51	52	33	53	52	45	42	42
	Female	63	50	47	52	47	45	51	42	46
	Male	43	42	46	36	52	39	49	38	41

Belle Creek Charter School - Middle										
Subject and Year		Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
Proficient and Advanced		72%	66%	71%	56%	52%	57%	53%	45%	50%
Growth Scores *		Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth
	All	57	57	59	49	47	55	54	54	60
	Minority	58	53	61	48	50	62	50	58	60
	White	57	61	52	49	45	45	58	50	60
	Econ Disadvan taged	52	58	61	49	60	58	52	66	53
	SPED	56	65	n<20	64	35	n<20	46	64	n<20
	ELL	58	60	59	58	49	73	60	63	42
	Female	63	62	59	52	51	56	51	49	64
	Male	43	46	59	36	41	53	49	59	57

School: BOLT ACADEMY - 1560

District: SCHOOL DISTRICT 27J - 0040 (3 Year<sup>1</sup>)

Improvement		Performance Indicators	Rating	% of Points Earned out of Points Eligible <sup>2</sup>	
<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> <p><b>Plan Assignment</b>                      <b>Framework Points Earned</b></p> <p>Performance                              at or above 60%</p> <p>Improvement                            at or above 47% - below 60%</p> <p>Priority Improvement                   at or above 33% - below 47%</p> <p>Turnaround                               below 33%</p> <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>		Academic Achievement	Approaching	58.3%	( 8.7 out of 15 points )
		Academic Growth	-	-	( 0.0 out of 0 points )
		Academic Growth Gaps	-	-	( 0.0 out of 0 points )
		Postsecondary and Workforce Readiness	-	-	( 0 out of 0 points )
		Test Participation <sup>3</sup>	Meets 95% Participation Rate		
TOTAL				58.0%	( 8.7 out of 15 points )

<sup>2</sup>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.

<sup>3</sup>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%	100.0%	-	-	Meets	Meets	-	-	21	21	-	-	21	21
Mathematics	-	-	100.0%	100.0%	-	-	Meets	Meets	-	-	21	21	-	-	21	21
Writing	-	-	100.0%	100.0%	-	-	Meets	Meets	-	-	21	21	-	-	21	21
Science	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Social Studies	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Colorado ACT	-	-	100.0%	100.0%	-	-	-	-	-	-	15	15	-	-	15	15

**Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW**
**Level: High**
**School: BOLT ACADEMY - 1560**
**District: SCHOOL DISTRICT 27J - 0040 (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	16	68.75	41
Mathematics	3	4		Meets	16	31.25	52
Writing	2	4		Approaching	16	37.5	25
Science	0	0		-	-	-	-
<b>Total</b>	<b>7</b>	<b>12</b>	<b>58.3%</b>	<b>Approaching</b>			

<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	0	0		-	N<20	-	-	-
Mathematics	0	0		-	N<20	-	-	-
Writing	0	0		-	N<20	-	-	-
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
<b>Total</b>	<b>0</b>	<b>0</b>	<b>%</b>	<b>-</b>				

<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>
<b>Reading</b>	<b>0</b>	<b>0</b>	<b>%</b>	<b>-</b>				
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	-	-	-
<b>Mathematics</b>	<b>0</b>	<b>0</b>	<b>%</b>	<b>-</b>				
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	-	-	-
<b>Writing</b>	<b>0</b>	<b>0</b>	<b>%</b>	<b>-</b>				
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	-	-	-
<b>Total</b>	<b>0</b>	<b>0</b>	<b>%</b>	<b>-</b>				

<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					-/-/-/-	-/-/-/-%	80%
Disaggregated Graduation Rate			%				
Free/Reduced Lunch Eligible				-	-/-/-/-	-/-/-/-%	80%
Minority Students				-	-/-/-/-	-/-/-/-%	80%
Students with Disabilities				-	-/-/-/-	-/-/-/-%	80%
English Learners				-	-/-/-/-	-/-/-/-%	80%
Dropout Rate						%	3.9%
Colorado ACT Composite Score	0	0		-	N<16	-	20.1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>%</b>	<b>-</b>			

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)

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

#### Free/Reduced Lunch Graduation Rate (1-year)

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
		N<16	N<16	N<16	N<16
	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)

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
		N<16	N<16	N<16	N<16
	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)

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
		N<16	N<16	N<16	N<16
	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)

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
		N<16	N<16	N<16	N<16
	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)

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
		N<16	N<16	N<16	N<16
	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

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

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
		N<16	N<16	N<16	N<16
	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

#### Minority Student Graduation Rate (3-year aggregate)

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
		N<16	N<16	N<16	N<16
	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

#### Students with Disabilities Graduation Rate (3-year aggregate)

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
		N<16	N<16	N<16	N<16
	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)

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
		N<16	N<16	N<16	N<16
	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.

School: BRANTNER ELEMENTARY SCHOOL - 1013

District: SCHOOL DISTRICT 27J - 0040 (3 Year<sup>1</sup>)

Performance	Performance Indicators	Rating	% of Points Earned out of Points Eligible <sup>2</sup>		
	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	Meets	75.0%	( 18.8 out of 25 points )	
	Test Participation <sup>3</sup>	Meets 95% Participation Rate			
TOTAL			79.3%	( 79.3 out of 100 points )	

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.

<sup>2</sup>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.

<sup>3</sup>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%	-	-	100.0%	Meets	-	-	Meets	272	-	-	272	272	-	-	272
Mathematics	100.0%	-	-	100.0%	Meets	-	-	Meets	272	-	-	272	272	-	-	272
Writing	100.0%	-	-	100.0%	Meets	-	-	Meets	272	-	-	272	272	-	-	272
Science	98.6%	-	-	98.6%	Meets	-	-	Meets	73	-	-	73	74	-	-	74
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	50	-	-	50	50	-	-	50
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School: BRANTNER ELEMENTARY SCHOOL - 1013

District: SCHOOL DISTRICT 27J - 0040 (3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	3	4		Meets	263	83.27	78
Mathematics	3	4		Meets	263	83.27	81
Writing	3	4		Meets	263	63.5	67
Science	0	0		-	-	-	-
<b>Total</b>	<b>9</b>	<b>12</b>	<b>75%</b>	<b>Meets</b>			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	158	59	24	Yes
Mathematics	4	4		Exceeds	158	62	37	Yes
Writing	3	4		Meets	158	57	39	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
<b>Total</b>	<b>10</b>	<b>12</b>	<b>83.3%</b>	<b>Meets</b>				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
<b>Reading</b>	<b>11</b>	<b>16</b>	<b>68.8%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	33	59	40	Yes
Minority Students	3	4		Meets	47	59	29	Yes
Students with Disabilities	1	4		Does Not Meet	22	32	69	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	32	62	60	Yes
<b>Mathematics</b>	<b>11</b>	<b>16</b>	<b>68.8%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	4	4		Exceeds	33	60	52	Yes
Minority Students	4	4		Exceeds	47	67	52	Yes
Students with Disabilities	1	4		Does Not Meet	22	35	82	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	31	50	83	No
<b>Writing</b>	<b>14</b>	<b>16</b>	<b>87.5%</b>	<b>Exceeds</b>				
Free/Reduced Lunch Eligible	4	4		Exceeds	33	69	57	Yes
Minority Students	4	4		Exceeds	47	67	51	Yes
Students with Disabilities	2	4		Approaching	22	44	75	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	58	72	59	Yes
<b>Total</b>	<b>36</b>	<b>48</b>	<b>75%</b>	<b>Meets</b>				

Brantner Elementary										
Subject and Year		Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
Proficient and Advanced			84%	83%		64%	64%		84%	83%
Growth Scores *		Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth
	All		70	44		53	60		74	56
	Minority		n < 20	57		n < 20	76		n < 20	68
	White		74	51		52	55		77	48
	Econ Disadvan taged		n < 20	n < 20		n < 20	n < 20		n < 20	n < 20
	SPED		n < 20	n < 20		n < 20	n < 20		n < 20	n < 20
	ELL		n < 20	n < 20		n < 20	n < 20		n < 20	n < 20
	Female		63	59		54	66		64	57
	Male		75	38		52	49		77	56

School: BRIGHTON HERITAGE ACADEMY - 1021

District: BRIGHTON 27J - 0040

**AEC: Priority Improvement**

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.

Plan Type 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 AECs with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 30 for Postsecondary and Workforce Readiness, and 20 for Student Engagement.

Performance Indicators	Rating	% of Points Earned out of Points Eligible	Total Points Earned	Total Points Eligible	Weighted Points Earned	Weighted Points Eligible
Academic Achievement	Approaching	42.9%	12	28	6.4	15
Academic Growth	Does Not Meet	25.0%	3	12	8.8	35
Student Engagement	Does Not Meet	25.0%	4	16	5	20
Postsecondary and Workforce Readiness	Approaching	50.0%	6	12	15	30
<b>TOTAL</b>	<b>AEC: Priority Improvement</b>	<b>35.2%</b>			<b>35.2</b>	<b>100</b>

**Alternative Education Campus (AEC) School Performance Framework Reports: Overview**

All Colorado schools receive a School Performance Framework (SPF) report from the Colorado Department of Education (CDE) that annually reviews the performance of the public schools in the state. The SPF report determines the plan type that the school must adopt and implement.

Some schools have specialized missions and are designated as Alternative Education Campuses (AECs). These schools serve a student population where either: (1) all students have severe limitations that preclude appropriate administration of the state assessments, (2) all students attend on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school, or (3) more than 95% of the students have either an Individual Education Program and/or meet the definition of a high-risk student, as defined in the Educational Accountability Act of 2009.

Alternative Education Campuses receive a SPF report as all traditional schools do; however, they also receive an AEC-specific SPF report that determines their plan type. This AEC SPF report takes into account the unique purposes of the schools and the unique circumstances of the challenges posed by the students enrolled in the schools. The AEC SPF includes the required state measures defined in the indicators below, but may also include optional additional measures. These additional measures must be approved by CDE, but are selected by the district, with results provided by the district. Where available, three years of data are reported.

**What do the performance indicators measure?****Academic Achievement**

The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. For AECs, this Indicator includes results from TCAP/CSAP and CoAlt/CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura. AECs may also include additional optional measures that reflect academic achievement, as approved by CDE.

**Academic Growth**

The Growth Indicator measures academic progress using the Colorado Growth Model. For AECs, this Indicator reflects median student growth percentiles: how the academic progress of the students in this school compared to that of other students statewide with a similar TCAP/CSAP score history in that subject area. AECs may also include additional optional measures that reflect academic growth, as approved by CDE.

**Student Engagement**

The Student Engagement Indicator reflects a student's sense of belonging, safety and involvement in school that leads to academic achievement, regular attendance, and postsecondary and workforce success. For AECs, this Indicator includes (1) average daily attendance and (2) truancy rates. AECs may also include additional optional measures that reflect student engagement, as approved by CDE.

**Postsecondary and Workforce Readiness**

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. For AECs, this Indicator reflects student completion rates, dropout rates, and average Colorado ACT composite scores. AECs may also include additional optional measures that reflect postsecondary and workforce readiness, as approved by CDE.

School: BRIGHTON HERITAGE ACADEMY - 1021

District: BRIGHTON 27J - 0040

## Results by School Level

The data on this page reflects the overall indicator ratings and results disaggregated for each applicable school level (elementary, middle, and high). These ratings roll up into overall performance indicator ratings and an overall plan type for the school. See page 1 for this school's overall results.

### ELEMENTARY SCHOOL LEVEL

<i>Performance Indicators</i>	<i>Rating</i>	<i>% of Points Earned out of Points Eligible</i>	<i>Total Points Earned</i>	<i>Total Points Eligible</i>	<i>Weighted Points Earned</i>	<i>Weighted Points Eligible</i>
Academic Achievement						
Academic Growth						
Student Engagement						
<b>TOTAL</b>						

### MIDDLE SCHOOL LEVEL

<i>Performance Indicators</i>	<i>Rating</i>	<i>% of Points Earned out of Points Eligible</i>	<i>Total Points Earned</i>	<i>Total Points Eligible</i>	<i>Weighted Points Earned</i>	<i>Weighted Points Eligible</i>
Academic Achievement	Does Not Meet	33.3%	4	12	6.7	20
Academic Growth	-	0.0%	0	0	0	0
Student Engagement	Does Not Meet	25.0%	2	8	7.5	30
<b>TOTAL</b>		<b>28.4%</b>			<b>14.2</b>	<b>50</b>

### HIGH SCHOOL LEVEL

<i>Performance Indicators</i>	<i>Rating</i>	<i>% of Points Earned out of Points Eligible</i>	<i>Total Points Earned</i>	<i>Total Points Eligible</i>	<i>Weighted Points Earned</i>	<i>Weighted Points Eligible</i>
Academic Achievement	Approaching	50.0%	8	16	7.5	15
Academic Growth	Does Not Meet	25.0%	3	12	8.8	35
Student Engagement	Does Not Meet	25.0%	2	8	5	20
Postsecondary and Workforce Readiness	Approaching	50.0%	6	12	15	30
<b>TOTAL</b>		<b>36.3%</b>			<b>36.3</b>	<b>100</b>

# AEC Required State Measures: Academic Achievement and Growth

Level: M

## BRIGHTON HERITAGE ACADEMY

TCAP/CSAP Academic Achievement	Points Earned	Points Eligible	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4	Does Not Meet	16	12.50%	28
Mathematics	2	4	Approaching	16	6.25%	40
Writing	1	4	Does Not Meet	16	0.00%	12
Science	0	0	-	N<16	-	-

TCAP/CSAP Academic Growth	Points Earned	Points Eligible	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?	School's Percentile
Reading	0	0	-	N<20	-	-	-	-
Mathematics	0	0	-	N<20	-	-	-	-
Writing	0	0	-	N<20	-	-	-	-

Student Engagement	Points Earned	Points Eligible	Rating	Rate/Score	School's Percentile
Average Daily Attendance	1	4	Does Not Meet	81.2	38
Truancy	1	4	Does Not Meet	12.4	36

# AEC Required State Measures Established Norms and Cut-Points: Academic Achievement and Growth

## Academic Achievement on TCAP/CSAP

Cut-point values for AEC norms by subject

To receive the indicator rating, the AEC's percent of students scoring proficient and advanced was:		Reading	Math	Writing	Science
Exceeds AEC norms	at or above the 90th percentile of all AECs	46.66	34.04	32.12	44.03
Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs	21.44	9.96	16.68	12.12
Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs	15.46	6.2	8.38	8
Does Not Meet AEC norms	below the 40th percentile of all AECs				

## Academic Growth on TCAP/CSAP

Cut-point values for AEC norms by subject

To receive the indicator rating, the AEC's median percentile was:		Reading	Math	Writing
Exceeds AEC norms	at or above the 90th percentile of all AECs	58	57.6	52.8
Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs	43.2	31.8	35.8
Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs	35.6	25	34
Does Not Meet AEC norms	below the 40th percentile of all AECs			

## Student Engagement Measures

Cut-point values for AEC norms by measure

To receive the indicator rating, the AEC's Rate/Score was:		Average Daily Attendance	Truancy
Exceeds AEC norms	at or above the 90th percentile of all AECs	93.1	0.53
Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs	86.46	7.69
Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs	81.34	12.1
Does Not Meet AEC norms	below the 40th percentile of all AECs		

Data reported on this page reflect the required state measures for the AECs

## BRIGHTON HERITAGE ACADEMY

TCAP/CSAP Academic Achievement	Points Earned	Points Eligible	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4	Does Not Meet	75	21.33%	28
Mathematics	4	4	Exceeds	73	9.59%	90
Writing	1	4	Does Not Meet	74	9.46%	38
Science	2	4	Approaching	40	12.50%	49

TCAP/CSAP Academic Growth	Points Earned	Points Eligible	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?	School's Percentile
Reading	1	4	Does Not Meet	50	27	85	No	8
Mathematics	1	4	Does Not Meet	51	27	99	No	17
Writing	1	4	Does Not Meet	50	30	97	No	20

## AEC Required State Measures Established Norms and Cut-Points: Academic Achievement and Growth

## Academic Achievement on TCAP/CSAP

## Cut-point values for AEC norms by subject

To receive the Indicator rating, the AEC's percent of students scoring proficient and advanced was:		Reading	Math	Writing	Science
Exceeds AEC norms	at or above the 90th percentile of all AECs	54.8	9.4	28.6	30.3
Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs	35.4	4.4	14.6	16.4
Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs	26.7	2	10	10.8
Does Not Meet AEC norms	below the 40th percentile of all AECs				

## Academic Growth on TCAP/CSAP

## Cut-point values for AEC norms by subject

To receive the Indicator rating, the AEC's median growth percentile was:		Reading	Math	Writing
Exceeds AEC norms	at or above the 90th percentile of all AECs	57.4	50.6	57.2
Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs	46.8	42	43.4
Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs	41.2	33.6	38.6
Does Not Meet AEC norms	below the 40th percentile of all AECs			

Data reported on this page reflect the required state measures for the AECs

# AEC Required State Measures: Student Engagement and Postsecondary and Workforce Readiness

Level: H

## BRIGHTON HERITAGE ACADEMY

Student Engagement	Points Earned	Points Eligible	Rating	Rate/Score	School's Percentile
Average Daily Attendance	1	4	Does Not Meet	81.2	38
Truancy	1	4	Does Not Meet	12.4	36

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	Rating	N	Rate/Score	School's Percentile
Completion Rate: Best of 4/5/6/7yr	1	4	Does Not Meet	233	41.2	33
Dropout Rate	2	4	Approaching	975	16.6	43
Colorado ACT Composite	3	4	Meets	63	15.9	73

Colorado calculates "on-time" completion rate as the percent of students completing 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.

For the AEC performance framework, schools earn points based on the highest value among the aggregated completion rates. The aggregated completion rates are the result of adding the completion totals for all available years and dividing by the sum of the graduation bases across all available years.

		Completion Rates for this AEC			
		4-Year	5-Year	6-Year	7-Year
Anticipated Year of Graduation/Completion	2009	25.2	35.3	39.9	40.4
	2010	22.5	36.1	43.2	
	2011	21.0	34.2		
	2012	24.2			
	Aggregated	23.4	35.3	41.2	40.4

# AEC Required State Measures Established Norms and Cut-Points: Student Engagement and Postsecondary and Workforce Readiness

## Student Engagement Measures

Cut-point values for AEC norms by measure

To receive the indicator rating, the AEC's Rate/Score was:		Average Daily Attendance	Truancy
Exceeds AEC norms	at or above the 90th percentile of all AECs	93.1	0.53
Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs	86.46	7.69
Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs	81.34	12.1
Does Not Meet AEC norms	below the 40th percentile of all AECs		

## Postsecondary and Workforce Readiness

Cut-point values for AEC norms by measure

To receive the indicator rating, the AEC's Rate/Score was:		Completion Rate	Dropout Rate	Colorado ACT
Exceeds AEC norms	at or above the 90th percentile of all AECs	72	4.5	16.6
Meets AEC norms	below the 90th percentile but at or above the 60th percentile of all AECs	55.8	11.3	15.5
Approaching AEC norms	below the 60th percentile but at or above the 40th percentile of all AECs	44.8	17.6	14.9
Does Not Meet AEC norms	below the 40th percentile of all AECs			

Data reported on this page reflect the required state measures for the AECs