Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	2	4		Approaching	872	69.04	42
Mathematics	2	4		Approaching	870	69.66	49
Writing	2	4		Approaching	871	50.52	41
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	2	4		Approaching	544	40	30	Yes
Mathematics	1	4		Does Not Meet	542	36	48	No
Writing	2	4		Approaching	544	40	43	No
English Language Proficiency (ACCESS)	2	2		Exceeds	51	68	15	Yes
Total	7	14	50%	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	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	194	39	37	Yes
Minority Students	2	4		Approaching	323	36	32	Yes
Students with Disabilities	1	4		Does Not Meet	34	32	80	No
English Learners	2	4		Approaching	53	40	44	No
Students needing to catch up	2	4		Approaching	154	43	60	No
Mathematics	8	20	40%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	193	36	55	No
Minority Students	1	4		Does Not Meet	321	36	51	No
Students with Disabilities	2	4		Approaching	34	42	85	No
English Learners	2	4		Approaching	52	40	68	No
Students needing to catch up	2	4		Approaching	150	46	78	No
Writing	7	20	35%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	194	37	50	No
Minority Students	1	4		Does Not Meet	323	36	45	No
Students with Disabilities	1	4		Does Not Meet	34	36	82	No
English Learners	2	4		Approaching	53	40	56	No
Students needing to catch up	2	4		Approaching	260	40	59	No
Total	24	60	40%	Approaching				

94

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

Subject and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
Second Creek Elementary									
Proficient and Advanced	66%	72%	70%	49%	53%	51%	65%	72%	73%
	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth
All	37	44	36	35	43	41	30	45	29
Minority	35	46	31	36	44	34	36	45	23
White	44	46	45	32	44	53	27	47	32
Econ Disadvantaged	38	55	30	40	43	35	29	49	27
SPED	27	n < 20	n < 20	36	n < 20	n < 20	39	n < 20	n < 20
ELL	40	n < 20	n < 20	42	n < 20	n < 20	39	n < 20	n < 20
Female	42	42	36	39	47	40	31	39	31
Male	33	44	37	30	42	41	27	47	28

Growth Scores *

School: SOUTH ELEMENTARY SCHOOL - 8060   District: SCHOOL DISTRICT 27J - 0040 (1 Year[1])

Performance

Performance Indicators	Rating	% of Points Earned out of Points Eligible[2]	
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)
Academic Growth	Meets	78.6%	(39.3 out of 50 points)
Academic Growth Gaps	Meets	71.7%	(17.9 out of 25 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		69.7%	(69.7 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.

[2]Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

[3]Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Test Participation Rates

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	100.0%	-	-	100.0%	Meets	-	-	Meets	260	-	-	260	260	-	-	260
Mathematics	100.0%	-	-	100.0%	Meets	-	-	Meets	262	-	-	262	262	-	-	262
Writing	100.0%	-	-	100.0%	Meets	-	-	Meets	259	-	-	259	259	-	-	259
Science	100.0%	-	-	100.0%	Meets	-	-	Meets	78	-	-	78	78	-	-	78
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	84	-	-	84	84	-	-	84
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

96

COLORADO DEPARTMENT *of* EDUCATION

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

Official plan type based on: 1 Year SPF report

School: SOUTH ELEMENTARY SCHOOL - 8060   **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	246	63.01	32
Mathematics	2	4		Approaching	244	68.44	44
Writing	2	4		Approaching	243	42.8	29
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	141	57	43	Yes
Mathematics	2	4		Approaching	141	49	58	No
Writing	4	4		Exceeds	141	67	51	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	161	74	26	Yes
Total	11	14	78.6%	Meets				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	105	54	43	Yes
Minority Students	3	4		Meets	112	56	43	Yes
Students with Disabilities	2	4		Approaching	20	46	81	No
English Learners	3	4		Meets	72	54	45	Yes
Students needing to catch up	3	4		Meets	53	60	63	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	105	51	59	No
Minority Students	2	4		Approaching	112	49	58	No
Students with Disabilities	1	4		Does Not Meet	20	37	90	No
English Learners	2	4		Approaching	72	51	57	No
Students needing to catch up	2	4		Approaching	47	51	78	No
Writing	20	20	100%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	105	65	52	Yes
Minority Students	4	4		Exceeds	112	65	53	Yes
Students with Disabilities	4	4		Exceeds	20	72	81	No
English Learners	4	4		Exceeds	72	69	51	Yes
Students needing to catch up	4	4		Exceeds	91	71	61	Yes
Total	43	60	71.7%	Meets				

97

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

SPF 2014 - 0040 - 8060, 1-Year

South Elementary									
Subject and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
Proficient and Advanced	69%	59%	63%	57%	37%	43%	73%	63%	69%
Growth Scores *		Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth
	All	46	49	57	66	53	67	43	48	49
	Minority	46	50	54	67	53	65	41	45	49
	White	43	41	61	60	52	75	51	51	50
	Econ Disadvantaged	45	49	54	59	55	65	41	49	51
	SPED	58	44	46	73	40	72	21	50	37
	ELL	46	53	54	69	55	69	41	41	51
	Female	46	44	64	65	53	70	38	50	49
	Male	46	55	49	67	49	66	49	42	49

School: SOUTHEAST ELEMENTARY SCHOOL - 8130 | District: SCHOOL DISTRICT 27J - 0040 (3 Year[1])

Performance

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

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

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

Performance Indicators	Rating	% of Points Earned out of Points Eligible[2]	
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)
Academic Growth	Meets	78.6%	(39.3 out of 50 points)
Academic Growth Gaps	Approaching	56.7%	(14.2 out of 25 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		66.0%	(66.0 out of 100 points)

[2]Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

[3]Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Test Participation Rates

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.8%	-	-	99.8%	Meets	-	-	Meets	952	-	-	952	954	-	-	954
Mathematics	99.7%	-	-	99.7%	Meets	-	-	Meets	950	-	-	950	953	-	-	953
Writing	99.9%	-	-	99.9%	Meets	-	-	Meets	953	-	-	953	954	-	-	954
Science	99.3%	-	-	99.3%	Meets	-	-	Meets	270	-	-	270	272	-	-	272
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	107	-	-	107	107	-	-	107
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

99

COLORADO DEPARTMENT *of* EDUCATION

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

Official plan type based on: 3 Year SPF report

School: SOUTHEAST ELEMENTARY SCHOOL - 8130 — District: SCHOOL DISTRICT 27J - 0040 (3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	2	4		Approaching	909	70.74	46
Mathematics	2	4		Approaching	906	68.54	46
Writing	2	4		Approaching	909	51.05	42
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	616	49	32	Yes
Mathematics	3	4		Meets	616	53	52	Yes
Writing	3	4		Meets	616	47	43	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	76	67	22	Yes
Total	11	14	78.6%	Meets				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	327	47	38	Yes
Minority Students	3	4		Meets	355	49	37	Yes
Students with Disabilities	2	4		Approaching	61	43	78	No
English Learners	3	4		Meets	99	52	41	Yes
Students needing to catch up	2	4		Approaching	182	51	63	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	327	53	58	No
Minority Students	2	4		Approaching	355	52	57	No
Students with Disabilities	2	4		Approaching	60	47	91	No
English Learners	2	4		Approaching	99	53	62	No
Students needing to catch up	3	4		Meets	180	59	79	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	326	48	50	No
Minority Students	2	4		Approaching	356	46	47	No
Students with Disabilities	1	4		Does Not Meet	59	38	80	No
English Learners	3	4		Meets	99	53	47	Yes
Students needing to catch up	2	4		Approaching	294	49	62	No
Total	34	60	56.7%	Approaching				

100

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

Southeast Elementary									
Subject and Year	**Reading 2012**	**2013**	**2014**	**Writing 2012**	**2013**	**2014**	**Math 2012**	**2013**	**2014**
Proficient and Advanced	73%	69%	71%	54%	50%	50%	73%	66%	67%
Growth Scores *		Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth
	All	54	43	50	54	39	46	70	46	49
	Minority	55	43	51	57	40	43	69	48	50
	White	55	45	51	50	38	50	74	38	51
	Econ Disadvantaged	60	38	50	51	42	43	72	44	48
	SPED	38	36	n<20	44	35	n<20	63	42	n<20
	ELL	55	58	51	70	37	52	71	47	50
	Female	57	41	52	57	41	53	75	51	51
	Male	52	43	47	50	37	42	65	39	47

School: OTHO E STUART MIDDLE SCHOOL - 6702 | District: SCHOOL DISTRICT 27J - 0040 (1 Year[1])

Improvement

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

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

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

Performance Indicators	Rating	% of Points Earned out of Points Eligible[2]	
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)
Academic Growth	Approaching	50.0%	(25.0 out of 50 points)
Academic Growth Gaps	Approaching	48.3%	(12.1 out of 25 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		49.6%	(49.6 out of 100 points)

[2]Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

[3]Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Test Participation Rates

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	-	99.4%	-	99.4%	-	Meets	-	Meets	-	625	-	625	-	629	-	629
Mathematics	-	98.6%	-	98.6%	-	Meets	-	Meets	-	620	-	620	-	629	-	629
Writing	-	99.4%	-	99.4%	-	Meets	-	Meets	-	625	-	625	-	629	-	629
Science	-	100.0%	-	100.0%	-	Meets	-	Meets	-	193	-	193	-	193	-	193
Social Studies	-	98.7%	-	98.7%	-	Meets	-	Meets	-	223	-	223	-	226	-	226
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

102

COLORADO DEPARTMENT *of* EDUCATION

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

Official plan type based on: 1 Year SPF report

School: OTHO E STUART MIDDLE SCHOOL - 6702 | 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	595	61.51	26
Mathematics	2	4		Approaching	591	32.49	18
Writing	2	4		Approaching	595	46.39	26
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	572	49	41	Yes
Mathematics	1	4		Does Not Meet	569	29	76	No
Writing	2	4		Approaching	573	48	55	No
English Language Proficiency (ACCESS)	1	2		Approaching	29	46	48	No
Total	7	14	50%	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	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	221	51	49	Yes
Minority Students	3	4		Meets	302	48	45	Yes
Students with Disabilities	2	4		Approaching	39	51	82	No
English Learners	3	4		Meets	64	55	58	No
Students needing to catch up	2	4		Approaching	217	54	67	No
Mathematics	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	219	28	84	No
Minority Students	1	4		Does Not Meet	301	29	80	No
Students with Disabilities	1	4		Does Not Meet	40	27	98	No
English Learners	2	4		Approaching	64	42	91	No
Students needing to catch up	1	4		Does Not Meet	301	37	93	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	223	47	69	No
Minority Students	2	4		Approaching	303	46	60	No
Students with Disabilities	2	4		Approaching	39	53	90	No
English Learners	2	4		Approaching	64	53	70	No
Students needing to catch up	2	4		Approaching	282	52	78	No
Total	29	60	48.3%	Approaching				

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

SPF 2014 - 0040 - 6702, 1-Year

Stuart Middle School									
Subject and Year	**Reading 2012**	**2013**	**2014**	**Writing 2012**	**2013**	**2014**	**Math 2012**	**2013**	**2014**
Proficient and Advanced	61%	57%	61%	46%	45%	47%	38%	30%	33%
Growth Scores *	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth
All	40	38	49	43	38	48	45	30	30
Minority	43	38	45	45	39	47	45	31	29
White	37	38	50	41	36	50	45	26	30
Econ Disadvantaged	39	40	51	47	39	48	50	29	28
SPED	50	37	51	63	37	53	37	25	27
ELL	41	44	55	53	40	53	58	34	43
Female	42	40	47	45	40	52	45	32	31
Male	39	34	54	41	37	46	45	28	29

Performance

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

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

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

Performance Indicators	Rating	% of Points Earned out of Points Eligible[2]	
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)
Academic Growth	Meets	71.4%	(35.7 out of 50 points)
Academic Growth Gaps	Approaching	51.7%	(12.9 out of 25 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		61.1%	(61.1 out of 100 points)

[2]Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

[3]Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Test Participation Rates

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.8%	-	-	99.8%	Meets	-	-	Meets	980	-	-	980	982	-	-	982
Mathematics	100.0%	-	-	100.0%	Meets	-	-	Meets	981	-	-	981	981	-	-	981
Writing	99.9%	-	-	99.9%	Meets	-	-	Meets	981	-	-	981	982	-	-	982
Science	99.4%	-	-	99.4%	Meets	-	-	Meets	325	-	-	325	327	-	-	327
Social Studies	99.2%	-	-	99.2%	Meets	-	-	Meets	119	-	-	119	120	-	-	120
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

COLORADO DEPARTMENT *of* EDUCATION

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

Official plan type based on: 3 Year SPF report

School: JOHN W THIMMIG ELEMENTARY SCHOOL – 8032 District: SCHOOL DISTRICT 27J – 0040 (3 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	2	4		Approaching	929	69.64	43
Mathematics	2	4		Approaching	927	69.04	47
Writing	2	4		Approaching	928	48.71	37
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	605	45	33	Yes
Mathematics	2	4		Approaching	602	49	51	No
Writing	3	4		Meets	605	46	46	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	73	63	21	Yes
Total	10	14	71.4%	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	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	225	44	37	Yes
Minority Students	3	4		Meets	339	45	37	Yes
Students with Disabilities	1	4		Does Not Meet	65	39	76	No
English Learners	3	4		Meets	101	45	45	Yes
Students needing to catch up	2	4		Approaching	195	52	67	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	223	51	54	No
Minority Students	2	4		Approaching	337	49	57	No
Students with Disabilities	2	4		Approaching	66	42	83	No
English Learners	2	4		Approaching	100	45	59	No
Students needing to catch up	2	4		Approaching	198	52	79	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	225	46	49	No
Minority Students	2	4		Approaching	340	45	50	No
Students with Disabilities	2	4		Approaching	67	40	82	No
English Learners	2	4		Approaching	101	45	53	No
Students needing to catch up	2	4		Approaching	326	46	65	No
Total	31	60	51.7%	Approaching				

106

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

Thimmig Elementary									
Subject and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
Proficient and Advanced	73%	71%	71%	54%	48%	47%	73%	71%	68%

Growth Scores *		Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth
	All	41	51	45	49	46	46	55	53	39
	Minority	39	47	51	43	50	39	55	53	36
	White	47	53	39	53	44	49	58	50	43
	Econ Disadvantaged	38	49	47	51	41	45	60	53	41
	SPED	39	51	n<20	43	23	n<20	49	35	n<20
	ELL	39	53	48	66	45	39	55	45	31
	Female	39	48	43	53	50	46	57	53	38
	Male	43	53	48	47	43	45	54	57	42

School: TURNBERRY ELEMENTARY - 8820 | District: SCHOOL DISTRICT 27J - 0040 (1 Year[1])

Performance

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

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

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

Performance Indicators	Rating	% of Points Earned out of Points Eligible[2]	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
Academic Growth	Exceeds	92.9%	(46.5 out of 50 points)
Academic Growth Gaps	Meets	86.7%	(21.7 out of 25 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		87.0%	(87.0 out of 100 points)

[2]Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

[3]Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Test Participation Rates

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	100.0%	-	-	100.0%	Meets	-	-	Meets	362	-	-	362	362	-	-	362
Mathematics	100.0%	-	-	100.0%	Meets	-	-	Meets	361	-	-	361	361	-	-	361
Writing	100.0%	-	-	100.0%	Meets	-	-	Meets	361	-	-	361	361	-	-	361
Science	99.2%	-	-	99.2%	Meets	-	-	Meets	125	-	-	125	126	-	-	126
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	113	-	-	113	113	-	-	113
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

108

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

Official plan type based on: 1 Year SPF report

School: TURNBERRY ELEMENTARY - 8820 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	354	77.97	65
Mathematics	3	4		Meets	353	76.77	63
Writing	3	4		Meets	352	61.08	63
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	4	4		Exceeds	218	60	30	Yes
Mathematics	3	4		Meets	220	56	47	Yes
Writing	4	4		Exceeds	218	66	43	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	45	72	22	Yes
Total	13	14	92.9%	Exceeds				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	17	20	85%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	60	53	44	Yes
Minority Students	4	4		Exceeds	114	62	30	Yes
Students with Disabilities	3	4		Meets	23	62	81	No
English Learners	4	4		Exceeds	22	71	50	Yes
Students needing to catch up	3	4		Meets	63	62	69	No
Mathematics	16	20	80%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	60	53	56	No
Minority Students	3	4		Meets	115	59	51	Yes
Students with Disabilities	3	4		Meets	23	65	89	No
English Learners	4	4		Exceeds	22	77	59	Yes
Students needing to catch up	4	4		Exceeds	59	74	81	No
Writing	19	20	95%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	60	65	51	Yes
Minority Students	4	4		Exceeds	114	70	45	Yes
Students with Disabilities	3	4		Meets	23	57	77	No
English Learners	4	4		Exceeds	22	77	50	Yes
Students needing to catch up	4	4		Exceeds	91	65	65	Yes
Total	52	60	86.7%	Meets				

109

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

Subject and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014

Turnberry Elementary

Subject and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
Proficient and Advanced	67%	72%	78%	51%	53%	61%	68%	72%	77%
	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth
All	59	44	60	70	43	66	54	45	56
Minority	57	46	64	72	44	69	56	45	62
White	62	46	58	69	44	63	53	47	54
Econ Disadvantaged	54	57	53	66	77	65	47	70	53
SPED	67	n < 20	n < 20	60	n < 20	n < 20	51	n < 20	n < 20
ELL	74	n < 20	71	93	n < 20	77	76	n < 20	77
Female	50	59	63	81	61	67	60	41	60
Male	60	63	56	60	74	65	46	61	52

Growth Scores *

School: VIKAN MIDDLE SCHOOL - 9230   District: SCHOOL DISTRICT 27J - 0040 (1 Year[1])

Priority Improvement
Entering Year 2* of Priority Improvement or Turnaround

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.

* on July 1, 2015

Performance Indicators	Rating	% of Points Earned out of Points Eligible[2]		
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)	
Academic Growth	Does Not Meet	35.7%	(17.9 out of 50 points)	
Academic Growth Gaps	Does Not Meet	28.3%	(7.1 out of 25 points)	
Test Participation[3]	Meets 95% Participation Rate			
TOTAL		37.5%	(37.5 out of 100 points)	

[2]Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

[3]Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Test Participation Rates

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	-	99.6%	-	99.6%	-	Meets	-	Meets	-	558	-	558	-	560	-	560
Mathematics	-	99.6%	-	99.6%	-	Meets	-	Meets	-	558	-	558	-	560	-	560
Writing	-	99.6%	-	99.6%	-	Meets	-	Meets	-	558	-	558	-	560	-	560
Science	-	100.0%	-	100.0%	-	Meets	-	Meets	-	208	-	208	-	208	-	208
Social Studies	-	100.0%	-	100.0%	-	Meets	-	Meets	-	179	-	179	-	179	-	179
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

111

COLORADO DEPARTMENT *of* EDUCATION

School: VIKAN MIDDLE SCHOOL - 9230   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	535	54.39	18
Mathematics	2	4		Approaching	535	36.64	23
Writing	2	4		Approaching	535	39.44	18
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	2	4		Approaching	521	39	39	Yes
Mathematics	1	4		Does Not Meet	521	31	75	No
Writing	1	4		Does Not Meet	520	36	57	No
English Language Proficiency (ACCESS)	1	2		Approaching	118	49	51	No
Total	5	14	35.7%	Does Not Meet				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	7	20	35%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	344	35	52	No
Minority Students	1	4		Does Not Meet	364	37	50	No
Students with Disabilities	2	4		Approaching	54	41	79	No
English Learners	1	4		Does Not Meet	185	35	57	No
Students needing to catch up	2	4		Approaching	219	42	67	No
Mathematics	5	20	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	343	29	79	No
Minority Students	1	4		Does Not Meet	363	30	78	No
Students with Disabilities	1	4		Does Not Meet	55	32	99	No
English Learners	1	4		Does Not Meet	185	29	82	No
Students needing to catch up	1	4		Does Not Meet	277	36	92	No
Writing	5	20	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	343	36	66	No
Minority Students	1	4		Does Not Meet	363	35	64	No
Students with Disabilities	1	4		Does Not Meet	54	36	89	No
English Learners	1	4		Does Not Meet	185	35	69	No
Students needing to catch up	1	4		Does Not Meet	288	36	75	No
Total	17	60	28.3%	Does Not Meet				

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

Vikan Middle School									
Subject and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
Proficient and Advanced	62%	52%	54%	48%	41%	39%	47%	38%	36%
		Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth
Growth Scores *	All	40	37	39	40	35	36	40	32	31
	Minority	37	37	36	39	34	34	37	30	29
	White	46	39	44	43	40	38	50	42	42
	Econ Disadvantaged	38	35	35	37	35	36	38	31	29
	SPED	35	46	n<20	35	30	n<20	39	43	n<20
	ELL	34	38	35	40	35	35	36	28	29
	Female	46	45	41	44	36	38	39	31	33
	Male	37	33	38	38	35	32	42	34	30

School: WEST RIDGE ELEMENTARY - 9426   District: SCHOOL DISTRICT 27J - 0040 (3 Year[1])

Performance

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

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

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

Performance Indicators	Rating	% of Points Earned out of Points Eligible[2]	
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)
Academic Growth	Meets	75.0%	(37.5 out of 50 points)
Academic Growth Gaps	Meets	66.7%	(16.7 out of 25 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		73.0%	(73.0 out of 100 points)

[2]Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

[3]Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Test Participation Rates

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.7%	-	-	99.7%	Meets	-	-	Meets	1023	-	-	1023	1026	-	-	1026
Mathematics	99.8%	-	-	99.8%	Meets	-	-	Meets	1024	-	-	1024	1026	-	-	1026
Writing	99.7%	-	-	99.7%	Meets	-	-	Meets	1023	-	-	1023	1026	-	-	1026
Science	99.7%	-	-	99.7%	Meets	-	-	Meets	316	-	-	316	317	-	-	317
Social Studies	99.1%	-	-	99.1%	Meets	-	-	Meets	113	-	-	113	114	-	-	114
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

114

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

Official plan type based on: 3 Year SPF report

School: WEST RIDGE ELEMENTARY – 9426   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	991	81.23	73
Mathematics	3	4		Meets	992	80.54	75
Writing	3	4		Meets	991	63.57	67
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	611	52	26	Yes
Mathematics	3	4		Meets	612	54	41	Yes
Writing	3	4		Meets	610	54	39	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	27	45	26	Yes
Total	10.5	14	75%	Meets				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	139	49	33	Yes
Minority Students	3	4		Meets	267	52	29	Yes
Students with Disabilities	1	4		Does Not Meet	39	28	69	No
English Learners	3	4		Meets	47	57	37	Yes
Students needing to catch up	2	4		Approaching	112	54	55	No
Mathematics	13	20	65%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	140	45	48	No
Minority Students	3	4		Meets	268	51	45	Yes
Students with Disabilities	2	4		Approaching	39	43	86	No
English Learners	3	4		Meets	47	57	55	Yes
Students needing to catch up	3	4		Meets	107	61	78	No
Writing	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	138	46	46	Yes
Minority Students	3	4		Meets	266	58	44	Yes
Students with Disabilities	2	4		Approaching	39	54	78	No
English Learners	4	4		Exceeds	46	60	47	Yes
Students needing to catch up	3	4		Meets	246	58	57	Yes
Total	40	60	66.7%	Meets				

115

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

SPF 2014 – 0040 – 9426, 3-Year

West Ridge Elementary									
Subject and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
Proficient and Advanced	82%	83%	80%	65%	58%	61%	82%	82%	78%
Growth Scores *		Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth	Observed Growth
	All	54	53	51	55	58	45	59	56	41
	Minority	50	54	57	55	60	41	56	48	36
	White	57	54	46	50	54	45	61	61	39
	Econ Disadvantaged	45	58	46	54	62	29	51	43	36
	SPED	n < 20	n < 20	n < 20	n < 20	n < 20	n < 20	n < 20	n < 20	n < 20
	ELL	41	n < 20	n < 20	58	63	n < 20	58	n < 20	n < 20
	Female	59	43	52	58	63	57	59	55	39
	Male	45	57	45	51	53	43	57	59	42

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 to take 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. The 5 Leadership Skills include: personal clarity, responsibility, perspective, facilitation and coaching, and emotional intelligence.

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.

    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 fully implemented, it still remains as a framework and focus for 27J's instruction. This model serves as a graphic organizer that all staff can use as a schema to frame expectations from the state and federal government, the intervention guides, new learning and focus of instruction as 27J leadership in Student Achievement has clarity around expectations.

    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.

4. In the spring of 2013 a small group the participated in a facilitated meeting to gain clarity on how we can serve all students toward our goal of graduation and post-secondary options. One goal of the day was to gain clarity around what school setting is best for each student. With the addition of BOLT and the Bridge program, and 27J's other high schools, we needed to support student choice and selection between schools. The work group included members of the community, schools and support staff. A vision statement was drafted: *We believe that multiple educational environments and support are essential to maximize our kids learning and growth.* Several priorities were developed that day and work groups were established to support the priorities of educational options and services, relationships and structures. The work groups will be beginning this fall to support the focused work identified. All the work and meeting is reflected in the river drawing summary hanging in the ESC basement.

5. The Student Achievement Team is also using data from DIBELS assessment required by the Colorado Department of Education for the implementation of the READ Act. In Appendix C a DIBELS report compares grade level students for the Beginning of the Year 13-14

(BOY), End of the Year 13-14 (EOY) and Beginning of the Year 14-15 (BOY). All grade levels showed great reduction in the student identified with well below benchmark scores, indicated in red.

Total number of students considered to be students with a "Significant Reading Deficit" decreased from 999 in the spring of 2013 to 790 in the spring of 2014.   These were the numbers turned into the Colorado Department of Education in compliance with the READ Act.

Appendix A

Glossary of Terms

TERM	DEFINITION
27J Instructional Model	A framework that outlines instruction and intervention needed in order to deliver the curriculum to all our students, according to need rather than label.
Academic Achievement	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)
Academic Growth	For an individual student, academic growth is the progress shown by the student, in a given subject area, over a given span of time. 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.
Adequate Growth	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.
Colorado ACT Composite Score	The composite score, on the Colorado ACT, is the rounded average of a student's Colorado ACT scores across English, mathematics, reading and science.

Colorado Growth Model	The Colorado Growth Model is both: (a) A statistical model to calculate each student's progress on state assessments. (b) A computer-based data visualization tool for displaying student, school, and district results over the internet.
CMAS	Colorado Measure of Academic Success (CMAS) are the new state wide assessments. The timeline includes: Social Studies – 12th Grade Fall 2014 and Grades 4-7 Spring 2015 Science – 12th Grade Fall 2014 and Grades 5-8 Spring 2015 Reading – Grades 3-11 Spring 2015 Writing – Grades 3-11 Spring 2015 Math – Grades 3-11 Spring 2015
Disaggregated Group	A demographic subset of students. 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.
Formative Assessment	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.

Appendix B

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide		Rating	Point Value		Total Possible Points per EMH Level	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each subject area)	25
	• at or above the 90th percentile of all schools (using 2009-10 baseline).		Exceeds	4			
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).		Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).		Approaching	2			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• at or above 60.	• at or above 70.	Exceeds	4			
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3			
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

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

Cut-Points for Plan Type Assignment

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

School Plan Type Assignments

	Plan description
Performance Plan	The school is required to adopt and implement a Performance Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.

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

124

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide		Rating	Point Value		Total Possible Points per EMH Level	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was:			TCAP		16 (4 for each content area)	25
	• at or above the 90th percentile of all schools (using 2009-10 baseline).		Exceeds	4			
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).		Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).		Approaching	2			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	Made AGP	Did Not Make AGP		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	Made AGP	Did Not Make AGP		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• at or above 60.	• at or above 70.	Exceeds	4			
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3			
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2			
	• below 30.	• below 40.	Does Not Meet	1			

Cut-Points for Each Performance Indicator

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

Cut-Points for Plan Type Assignment

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

School Plan Type Assignments

	Plan description
Performance Plan	The school is required to adopt and implement a Performance Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.

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

125

Graduation and Disaggregated Graduation Rates

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

This School's Graduation Rate and Disaggregated Graduation Rate:

Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2010	87.5	90.3	91.1	*92.5*
Anticipated Year	2011	80.6	81.7	83.2	
of Graduation	2012	73.8	79.7		
	2013	81.7			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2010	87.5	90.3	91.1	92.5
Anticipated Year	2011	80.6	81.7	83.2	
of Graduation	2012	73.8	79.7		
	2013	81.7			
	Aggregated	80.8	83.8	86.9	*92.5*

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2010	81.3	86.8	87.1	*89.4*
Anticipated Year	2011	72.4	66.1	68.2	
of Graduation	2012	60.3	70.5		
	2013	74.8			

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

		4-year	5-year	6-year	7-year
	2010	81.3	86.8	87.1	89.4
Anticipated Year	2011	72.4	66.1	68.2	
of Graduation	2012	60.3	70.5		
	2013	74.8			
	Aggregated	71.4	73	76.6	*89.4*

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2010	82.4	88.5	89.7	*89.7*
Anticipated Year	2011	76.1	77.4	79	
of Graduation	2012	64.7	73		
	2013	77.4			

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2010	82.4	88.5	89.7	89.7
Anticipated Year	2011	76.1	77.4	79	
of Graduation	2012	64.7	73		
	2013	77.4			
	Aggregated	74.9	79.1	83.6	*89.7*

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2010	52.9	57.9	63.2	*84.2*
Anticipated Year	2011	54.8	52.9	60.6	
of Graduation	2012	47.4	61.9		
	2013	39.5			

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2010	52.9	57.9	63.2	84.2
Anticipated Year	2011	54.8	52.9	60.6	
of Graduation	2012	47.4	61.9		
	2013	39.5			
	Aggregated	47.3	56.8	61.5	*84.2*

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2010	70.2	80.9	83.7	*83.7*
Anticipated Year	2011	70.9	70.5	72.9	
of Graduation	2012	54.8	66.7		
	2013	67.7			

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2010	70.2	80.9	83.7	83.7
Anticipated Year	2011	70.9	70.5	72.9	
of Graduation	2012	54.8	66.7		
	2013	67.7			
	Aggregated	66.5	72.8	77.8	*83.7*

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

For the 1-year SPF, schools earn points based on the highest value among the following: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 7-year graduation rate (the shaded cells in the tables on the left). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide		Rating	Point Value		Total Possible Points per EMH Level	Framework Points
Academic Achievement	*The school's percentage of students scoring proficient or advanced was:*			TCAP		16 (4 for each content area)	15
	• at or above the 90th percentile of all schools (using 2009-10 baseline).		Exceeds	4			
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).		Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).		Approaching	2			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	*Made AGP*	*Did Not Make AGP*		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	*Made AGP*	*Did Not Make AGP*		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• at or above 60.	• at or above 70.	Exceeds	4			
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3			
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2			
	• below 30.	• below 40.	Does Not Meet	1			
Postsecondary and Workforce Readiness	*Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:*			Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.		Exceeds	4	1		
	• at or above 80% but below 90%.		Meets	3	0.75		
	• at or above 65% but below 80%.		Approaching	2	0.5		
	• below 65%.		Does Not Meet	1	0.25		
	Dropout Rate: The school's dropout rate was:						
	• at or below 1%.		Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2			
	• above 10%.		Does Not Meet	1			
	Colorado ACT Composite Score: The school's average Colorado ACT composite score was:						
	• at or above 22.		Exceeds	4			
	• at or above the state average but below 22 (using 2009-10 baseline).		Meets	3			
	• at or above 17 but below the state average (using 2009-10 baseline).		Approaching	2			
	• below 17.		Does Not Meet	1			

Cut-Points for Each Performance Indicator

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

Cut-Points for Plan Type Assignment

	Cut Point: The school earned ... of the total framework points eligible.	
Total Framework Points	• at or above 60%	Performance
	• at or above 47% - below 60%	Improvement
	• at or above 33% - below 47%	Priority Improvement
	• below 33%	Turnaround

School Plan Type Assignments

	Plan description
Performance Plan	The school is required to adopt and implement a Performance Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.

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

127

1-year vs. 3-year Report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official plan type category for the school: the one under which the school has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. Note that some 3-year reports may be based on only two years of data if that is the only data available.

Reference Data for Key Performance Indicators

Academic Achievement

The Academic Achievement Indicator reflects a school's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

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

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.18	50.44	54.92	48.60	29.72	15.97	32.48	34.96	30.95	19.67	23.85	27.50
50th percentile	71.65	71.43	73.33	70.89	52.48	33.52	53.52	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

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

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.00	50.56	53.34	48.73	29.69	13.49	32.56	36.84	30.00	20.46	25.00	27.93
50th percentile	72.05	71.35	72.21	70.11	51.63	30.53	54.84	58.34	49.57	45.36	48.72	50.00
90th percentile	88.21	87.40	86.17	87.48	74.41	52.19	76.51	79.17	71.00	72.65	71.26	71.45

Academic Growth and Academic Growth Gaps

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

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

The Academic Growth Gaps Indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners) and students needing to catch up.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates, dropout rates, and mean Colorado ACT (COACT) composite scores.

State Mean Dropout Rate (2009-10 baseline)

	N of Students	Mean Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

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

Appendix C

Comparing Populations on mCLASS:DIBELS

By Grade For Brighton School District 27J

Brighton School Dist..., CO

Student Population	Time	Measure
Districts: Brighton School District 27J	**Students enrolled on test day**	**mCLASS:DIBELS Composite Score**
	2 Years 3 Periods	◄ **Total Students Assessed**
Grade: K,1,2,3		🟥 Well Below Benchmark
Subject: Official Class		🟨 Below Benchmark
	*Refresh date: 09/17/2014	🟩 Benchmark

▲ To Account	◄ To School	To Ethnicity ►

	Well Below	Below	Benchmark	Total
Gr K - 13-14 - BOY	30%	20%	50%	◄1377
13-14 - EOY	11%	17%	72%	◄1351
14-15 - BOY	32%	19%	49%	◄1206
Gr 1 - 13-14 - BOY	36%	16%	48%	◄1423
13-14 - EOY	18%	13%	69%	◄1434
14-15 - BOY	37%	17%	46%	◄1313
Gr 2 - 13-14 - BOY	23%	12%	65%	◄1414
13-14 - EOY	14%	13%	73%	◄1388
14-15 - BOY	24%	10%	66%	◄1305
Gr 3 - 13-14 - BOY	30%	11%	59%	◄1453
13-14 - EOY	14%	12%	74%	◄1442
14-15 - BOY	27%	13%	60%	◄1360

0 %   20 %   40 %   60 %   80 %   100 %