Setting Annual Targets for State Performance Indicator Areas

# Review State Expectations

The state has identified minimum expectations for school performance for each state performance indicator and sub-indicator. These expectations are provided in the School Performance Framework Reports (pgs 3-4). State expectations are defined as the minimum value for which a rating of “meets” would be assigned for the state metric included in the SPF reports for each sub-indicator. They include:

* ***Academic Achievement****:* the 50th percentile of % proficient or advanced students for Colorado schools.
* ***Academic Growth and Academic Growth Gaps*:** a median growth percentile (MGP) of 55 if MGP is < Adequate Median Growth Percentile, and 45 otherwise.
* ***Postsecondary and Workforce Readiness*:** Graduation rate at or above 80%, Drop-Out rate at or below the state average, and Colorado ACT Composite Score at or above the state average.

State expectations should be seen as a minimum for school performance. Local districts and/or local school stakeholders may identify higher expectations for school performance in each of the state-defined indicator areas.

There is no state penalty for not making annual performance targets. The sanction occurs after five consecutive years of receiving a Priority Improvement or Turnaround Plan assignment, in which case the State Board of Education may take the actions outlined in the Educational Accountability Act of 2009 (SB-163).

# Setting Academic Achievement Targets

1. Determine the content area(s) of your academic achievement priority performance challenge(s).
2. Consider the 50th percentile of Colorado schools (for the 2009-10 school year)for % proficient or advanced for:

* Your school level (elem, middle, high)
* The content area(s) that is the focus of your priority performance challenge(s).

1. Is the percent of students who score proficient or advanced on CSAP in your school at or above the typical school in Colorado (50th percentile value for the 2009-’10 school year)?
2. If so, are you satisfied with your achievement level? Has the district set higher expectations than the state minimums? Write annual targets for the next two years based on local expectations.
3. If not, how long would it take for your school to meet that level?

* Determine the timeframe for your school for meeting minimum state expectations (at most, 5 years).
* How much progress can you make in the next two years? Write annual performance targets for the next two years based on this determination.

# Setting Academic Growth and Growth Gap Targets

1. On which students do/es your priority performance challenge(s) focus?
2. For that group of students, is your school’s median growth percentile < median adequate growth percentile?

* If yes, set a median growth percentile target of not less than 55.
* If no, set a median growth percentile target for not less than 50.

Targets can be set for any state metric (e.g., % catching up, % keeping up), but should include median growth percentile.

# Setting Postsecondary and Workforce Readiness Targets

1. On which students do/es your priority performance challenge(s) focus?
2. For that group of students, is your school’s:

* graduation rate at/above 80%?
* dropout rate at/below the state average (for the 2009-‘10 school year)?
* average ACT composite score at/above the state average (for the 2009-‘10 school year)?

1. If no to any of the above, how long would it take for your school to meet that level? (at most 5 years)

* Determine the timeframe for your school for meeting minimum state expectations (at most, 5 years).
* How much progress can you make in the next two years? Write annual performance targets for the next two years based on this determination.

1. If yes, are you satisfied with your post-secondary and workforce readiness? Has your district set more ambitious expectations? Write annual performance targets for the next two years based on local expectations?