School Performance Framework 2010

Level: High School

District: THOMPSON R-2J - 1560 (3 Year***)

School: BERTHOUD HIGH SCHOOL - 0812

Performance Plan

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

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

Framework points are calculated using the percentage of points earned out of points eligible. T 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.

Performance Indicators	Rating/Plan	% of Points	s Earned out of Points Eligible*	
Academic Achievement	Meets	75.0%	(11.3 out of 15 points)	
Academic Growth	Meets	66.7%	(23.3 out of 35 points)	
Academic Growth Gaps	Approaching	53.3%	(8 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	83.3%	(29.2 out of 35 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		71.8%	(71.8 out of 100 points)	
 * Schools may not be eligible for all possible points on an inc scores are not negatively impacted. ** Schools do not receive points for test participation. Howe 				

Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category points indicate.

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. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that dropout rates, and average Colorado ACT composite scores. subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language 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 jobs upon completing high school. This Indicator reflects student graduation rates,

Academic



*** Data in this report is based on results from: 2009-10,2008-09,2007-08 Final plan type based on: 1 Year SPF report.

Academic AchievementPoints EarnedPoints Eligible% PointsRatingN% Proficient/AdvancedSchool's PercentileReading34Meets88381.6%80Mathematics34Meets88546.4%82Writing34Meets88359.6%72Science34Meets44960.8%73Total121675.0%Meets8475110Academic GrowthPoints Eligible% Points Eligible% PointsRatingNMedian Growth PercentilePercentileGrowth?Reading34Meets8475110YesMathematics24Approaching8494663NoWriting34Meets8474635YesTotal1266.7%Meets8474635Yes	Performance Indicators							Leve	el: High Schoo
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Academic Achievement bel bel	A hool's percentage of students scoring proficient or above the 90th percentile of all schools. A low the 90th percentile but at or above the 50th allow the 50th percentile but at or above the 15th allow the 50th percentile of all schools. A school meets the median adequate student grow or above 60. A low 60 but at or above 45. A low 45 but at or above 30. A low 30. A school does not meet the median adequate student or above 70. A low 70 but at or above 55. A low 40. A low 40. A student subgroup meets the median adequate student or above 60. A low 40. A low 40	th percentile of all schools. th percentile of all schools. wth percentile and its median sta lent growth percentile and its m	edian student growth p	ercentile was:	Rating Exceeds Meets Approaching Does Not Meets Meets Approaching Does Not Meets Approaching Does Not Meets Exceeds Meets Approaching Does Not Meets Approaching Does Not Meets Approaching Does Not Meets	Point Value 4 3 2 1 4 3 2 2 1 4 3 2 2 1 4 3 2 2 2 1 4 3 2 2 2 4 3 2 2 2 2 4 3 2 2 2 4 3 2 2 2 2 2 2 2 2 2	Total Possible 16 (4 for each content area) 12 (4 for each content area)	Framework Pol		
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Academic Growth Academic Growth Academic Growth Academic Growth Gaps Academic Growth Gaps Academic Growth Gaps Academic Growth Gaps Academic Academic Growth Gaps Academic Academic Growth Gaps Academic Academic Browth Gaps Academic Browth Gaps Academic Browth Br	school meets the median adequate student grow or above 60. elow 60 but at or above 45. elow 45 but at or above 30. elow 30. school does not meet the median adequate stud or above 70. elow 70 but at or above 55. elow 55 but at or above 40. elow 40. student subgroup meets the median adequate st or above 60. elow 60 but at or above 45. elow 45 but at or above 45. elow 45 but at or above 30. elow 30. student subgroup does not meet the median ade or above 70.	lent growth percentile and its m	edian student growth p	ercentile was:	Exceeds Meets Approaching Does Not Meet Exceeds Meets Approaching	3 2 1 4 3	(4 for each	35		
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Growth If the s a ta bei	school does not meet the median adequate stud or above 70. Flow 70 but at or above 55. Flow 55 but at or above 40. Flow				Exceeds Meets Approaching	4 3	1 1			
• at 0 • bel • bel<	or above 70. elow 70 but at or above 55. elow 55 but at or above 40. elow 40. student subgroup meets the median adequate st or above 60. elow 60 but at or above 45. elow 45 but at or above 30. elow 30. student subgroup does not meet the median ade or above 70.				Meets Approaching	3				
 bel bel	elow 70 but at or above 55. elow 55 but at or above 40. elow 40. student subgroup meets the median adequate st or above 60. elow 60 but at or above 45. elow 45 but at or above 30. elow 30. student subgroup does not meet the median ade or above 70.	tudent growth percentile and its	s student growth percen	tile was:	Meets Approaching	3				
Academic Growth Gaps	elow 55 but at or above 40. elow 40. student subgroup meets the median adequate st or above 60. elow 60 but at or above 45. elow 45 but at or above 30. elow 30. student subgroup does not meet the median ade or above 70.	tudent growth percentile and its	s student growth percen	tile was:	Approaching					
Academic Growth Gaps	elow 40. student subgroup meets the median adequate st or above 60. elow 60 but at or above 45. elow 45 but at or above 30. elow 30. student subgroup does not meet the median ade or above 70.	tudent growth percentile and its	s student growth percen	tile was:	· · · · · · · · · · · · · · · · · · ·		1			
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Academic Growth Gaps	elow 60 but at or above 45. elow 45 but at or above 30. elow 30. student subgroup does not meet the median ade or above 70.				Exceeds	4				
Academic Growth Gaps	elow 45 but at or above 30. elow 30. student subgroup does not meet the median ade or above 70.				Meets	3				
Academic • bei Growth Gaps // f the s • at a • bei • bei	elow 30. student subgroup does not meet the median ade or above 70.				Approaching	2	60			
Growth Gaps If the s at a bel bel bel bel Gradue at a bel	student subgroup does not meet the median ade or above 70.		below 45 but at of above 50. below 30.							
• at • bel • bel • bel • bel • at • ab • at	or above 70.	below 30. Does Not Meet 1 If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:								
• bel • bel • bel • draduc • at • ab										
• bel • bel Gradua • at • ab	elow 70 but at or above 55.	3	areas)							
• bel Gradua • at • ab	elow 55 but at or above 40.	2								
Gradua • at • ab	elow 40.	1	-							
• at • ab	ation Rate: The school's graduation rate was:				Does Not Meet	1 -		1		
• ab	or above 90%.				Exceeds	4				
• at	ove 80% but below 90%.				Meets	3	-	l .		
	or above 65% but below 80%				Approaching	2				
	elow 65%.				Does Not Meet	1				
	ut Rate: The school's dropout rate was:				Does Not Meet	1 -	12			
	or below 1%.				Exceeds	4	(4 for each sub-	35		
· · · · · · · · · · · · · · · · · · ·	or below the state average but above 1%.				Meets	3	indicator)			
	-					2				
	or below 10% but above the state average. or above 10%.				Approaching Does Not Meet	1				
	ge Colorado ACT Composite: The school's averag	a Colorado ACT composito scor	0.11/06:		Does Not Meet					
	or above 22.	ge colorado Acr composite scor	e wus.		Exceeds	4				
					1	3				
	or above the state average but below 22.				Meets					
	or above 17 but below the state average.				Approaching Does Not Meet	2				
	or below 17.									
-Points for each performar			Cut-Points for plan							
	The school earned of the points eligible on the	1				the total Fra	mework points eligi			
	bove 87.5%	Exceeds		• at or above 609				Performance		
	bove 62.5% - below 87.5%	Meets	Total Framework	• at or above 479				Improvemen		
	bove 37.5% - below 62.5%	Approaching	Points	• at or above 339	% - below 47%		Pr	riority Improver		
• below 3	37.5%	Does Not Meet		 below 33% 				Turnaround		
ool plan type assignments										
Pla	an description									
formance Plan Th	ne school is required to adopt and implement a f	Performance Plan. A so	hool may not impleme	nt a Priority Impro	vement and/or T	urnaround F	Plan for longer than a	combined tota		
	and the second and th		consecutive years befo	re the District or I	nstitute is require	ed to restruc	ture or close the sch	ool. The five		

Comparison Data

Academic Achievement

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2010) Reading Math Writing Elem Middle High High 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	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

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

		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	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

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

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

Science

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) is the one that will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.