### School Performance Framework 2010

# Level: High School

District: JULESBURG RE-1 - 2862 (1 Year\*\*\*)

## School: JULESBURG HIGH SCHOOL - 4492

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%	Р

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.

Performance Indicators	Rating/Plan	% of Points	Earned out of Points Eligible*	
Academic Achievement	Exceeds	87.5%	( 13.1 out of 15 points )	
Academic Growth	Exceeds	100.0%	( 35 out of 35 points )	-
Academic Growth Gaps			( out of points )	
Postsecondary and Workforce Readiness	Meets	75.0%	( 26.3 out of 35 points )	
Test Participation**	95% Participation Rate Met			
TOTAL		87.5%	( 74.4 out of 85 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. 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

SCHOOLVIEW.org

\*\*\* Data in this report is based on results from: 2009-10 Final plan type based on: 3 Year SPF report.

Academic GrowthPoints EarnedPoints Eligible% PointsRatingNMedian Growth PercentilePercentilePercentileGrowth?Reading44Exceeds446712YesMathematics44Exceeds447169YesWriting44Exceeds447047YesTotal1212100.0%Exceeds447047Made AdeqAcademic Growth GapsPoints EarnedPoints Eligible% PointsRatingNSubgroup Median Growth PercentileSubgroup Median Adequate Growth PercentileMade Adeq	School: JULESBURG HIGH SCHO	DOL - 4492							(1 Year***
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Minority Students         0         0         N/A         <20 students         N/A         N/A           Students w/ Disabilities         0         0         N/A         <20 students	Free/Reduced Lunch Eligible	0	0		N/A	<20 students	N/A	N/A	
English Language Learners       0       0       N/A       <20 students       N/A       N/A         Students needing to catch up       0       0       N/A       <20 students		0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up       0       0       N/A       <20 students       N/A       N/A         Mathematics       0       0       Victor       Victor       Victor       Victor         Free/Reduced Lunch Eligible       0       0       N/A       <20 students       N/A       N/A         Students       0       0       N/A       <20 students       N/A       N/A         Students w/ Disabilities       0       0       N/A       <20 students       N/A       N/A         Students w/ Disabilities       0       0       N/A       <20 students       N/A       N/A       N/A         Students weeding to catch up       0       0       N/A       <20 students       N/A       N/A       N/A         Writing       0       0       N/A       <20 students       N/A       N/A       N/A         Students       0       0       N/A       <20 students       N/A       N/A       N/A         Students       0       0       N/A       <20 students       N/A       N/A       N/A         Students       0       0       0       N/A       <20 students       N/A       N/A       N/A         Englis	Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
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Minority Students         0         0         N/A         <20 students         N/A         N/A           Students w/ Disabilities         0         0         N/A         <20 students	Free/Reduced Lunch Eligible	0	0		N/A	<20 students	N/A	N/A	
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Writing         100.0%         95% Participation Rate Met         45         45	Reading								
	Mathematics	100.0%			95% Particip	ation Rate Met	45	45	
Science         100.0%         95% Participation Rate Met         20         20	Writing	100.0%			95% Particip	ation Rate Met		45	
	Science	100.0%			95% Participa	ation Rate Met	20	20	

formance Indicator					Rating	Point Value	Total Possible	Framework Poi
	The school's percentage of students scoring proficient	or advanced was:				<u> </u>		
	• at or above the 90th percentile of all schools.				Exceeds	4	16	
Academic	below the 90th percentile but at or above the 50th	percentile of all schools.			Meets	3	(4 for each	15
Achievement	below the 50th percentile but at or above the 15th	•			Approaching	2	content area)	
	below the 15th percentile of all schools.	P			Does Not Meet	t 1	····,	
	If the school meets the median adequate student grow	th percentile and its median stu	Ident growth percentil	e was:				
	• at or above 60.	•	<u> </u>		Exceeds	4		
	below 60 but at or above 45.				Meets	3	-	
	below 45 but at or above 30.				Approaching	2	12	
Academic	• below 30.				Does Not Meet	t 1	(4 for each	35
	If the school does not meet the median adequate stude	ent arowth percentile and its me	edian student arowth r	ercentile was:		· ·	content area)	
	• at or above 70.	4						
	below 70 but at or above 55.				Exceeds Meets	3		
	below 55 but at or above 40.				Approaching	2		
	• below 40.				Does Not Meet	t 1		
	If the student subgroup meets the median adequate st	udent arowth percentile and its	student arowth perce	ntile was:	Does not mee	۹ <u>+</u>		
	• at or above 60.		student growth percer		Exceeds	4		
	below 60 but at or above 45.				Meets	3		
	below 45 but at or above 30.				Approaching	2	60	
Academic	• below 30.				Does Not Meet		(5 for each subgroup	
	If the student subgroup does not meet the median ade	quate student arowth percentil	e and its student arow	h nercentile was	Does not mee	4 -	group in 3 content	
Growth Gaps	• at or above 70.	quate statent growth percentil	e una no stadent grow		Exceeds	4	areas)	
	below 70 but at or above 55.				Meets	3	urcusj	
	<ul> <li>below 55 but at or above 40.</li> </ul>				Approaching	2		
	• below 40.				Does Not Meet	t 1		
	Graduation Rate: The school's graduation rate was:				Does Not Meet	4 <u>+</u>		
	• at or above 90%.				Exceeds	4		
	• above 80% but below 90%.				Meets	3		
	at or above 65% but below 80%				Approaching	2		
	• below 65%.				Does Not Meet	-		
	Dropout Rate: The school's dropout rate was:				Does Not Meet	<u>ч</u> т	12	
ostsecondary and	• at or below 1%.				Exceeds	4	(4 for each sub-	35
orkforce Readiness					Meets	3	indicator)	
INDICE Readiness	<ul> <li>at or below the state average but above 1%.</li> <li>at or below 10% but above the state average.</li> </ul>				1	2	indicatory	
	• at or below 10% but above the state average.				Approaching			
	Average Colorado ACT Composite: The school's average	a Calarada ACT composita score			Does Not Mee	<u>ц т</u>		
	• at or above 22.	e colorado Acr composite score	e wus.		Exceeds	4		
						3		
	• at or above the state average but below 22.				Meets	-		
	• at or above 17 but below the state average.				Approaching Does Not Meet	2 t 1		
	• at or below 17.					u 1		
	rformance indicator			n type assignment				
	Point: The school earned of the points eligible on the					the total Fra	mework points eligi	
	at or above 87.5%	Exceeds		<ul> <li>at or above 609</li> </ul>				Performance
	at or above 62.5% - below 87.5%	Meets	Total Framework					Improvement
-	at or above 37.5% - below 62.5%	Approaching	Points	<ul> <li>at or above 339</li> </ul>	% - below 47%		P	riority Improver
•	below 37.5%	Does Not Meet		<ul> <li>below 33%</li> </ul>				Turnaround
ool plan type assign	nments							
	Plan description							
formance Plan	The school is required to adopt and implement a F	Performance Plan. A sc	hool may not impleme	nt a Priority Impro	vement and/or	Turnaround F	Plan for longer than a	a combined tota
rovement Plan	The school is required to adopt and implement an	Improvement Plan. five	consecutive years before	ore the District or In	nstitute is requir	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 Hi

	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 (Mea	n) Colorado ACT C	omposite 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.

#### School Performance Framework 2010

# Level: Middle School

District: JULESBURG RE-1 - 2862 (1 Year\*\*\*)

# School: JULESBURG HIGH SCHOOL - 4492

**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 59%	Ac
Improvement	at or above 47% - below 59%	
Priority Improvement	at or above 37% - below 47%	Те
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 apoints possible are: 25 points for Academic surface Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating/Plan	% of Points Ec	arned out of Points Eligible*	
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			( out of points )	
est Participation**	95% Participation Rate Met			
OTAL		80.7%	( 60.5 out of 75 points )	
Schools may not be eligible for all possil cores are not negatively impacted.	ole points on an indicator due to insufficient num	bers of students. In the	se cases, the points are removed from both	the points earned and the points eligible, so

\*\* 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 lower than their 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 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.



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#### **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.

\*\*\* Data in this report is based on results from: 2009-10 Final plan type based on: 3 Year SPF report.

Performance Indicato	rs						Leve	: Middle Schoo
School: JULESBURG H	IIGH SCHOOL -	4492						(1 Year***
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4		Meets	29	86.2%	85	
Mathematics	3	4		Meets	29	72.4%	86	
Writing	3	4		Meets	29	79.3%	89	
Science	0	0		N/A	<16 students	N/A	N/A	
Total	9	12	75.0%	Meets				
								Made Adequate
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Growth?
Reading	4	4		Exceeds	26	72	22	Yes
Mathematics	2	4		Approaching	26	51	53	No
Writing	4	4		Exceeds	26	74	44	Yes
Total	10	12	83.3%	Meets			-	
					Subgroup	Subgroup Median Growth	Subgroup Median Adequate	Made Adequate
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	N	Percentile	Growth Percentile	Growth?
Reading	0	0						
Free/Reduced Lunch Eligible	0	0		N/A	<20 students	N/A	N/A	
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	0	0		N/A	<20 students	N/A	N/A	
Mathematics	0	0						
Free/Reduced Lunch Eligible	0	0		N/A	<20 students	N/A	N/A	
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	0	0		N/A	<20 students	N/A	N/A	
Writing	0	0						
Free/Reduced Lunch Eligible	0	0		N/A	<20 students	N/A	N/A	
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	0	0		N/A	<20 students	N/A	N/A	
Total	0	0						
Test Participation %	6 of Students Tested	1		Rating		Students Tested	Total Students	
Reading	100.0%			95% Participatio	on Rate Met	29	29	
Mathematics	100.0%			95% Participatio	on Rate Met	29	29	
Writing	100.0%			95% Participatio	on Rate Met	29	29	
Science	100.0%			N/A		13	13	

coring Guide							Level	: Middle Scho			
	Performance Indicators on the School Performance Frame cator Scoring Guide	work Report			Rating	Point Value	Total Possible	Framework Poin			
	The school's percentage of students scoring proficient	or advanced was:									
	at or above the 90th percentile of all schools.				Exceeds	4	16				
Academic	<ul> <li>below the 90th percentile but at or above the 50t</li> </ul>	h percentile of all schools.			Meets	3	(4 for each	25			
Achievement	<ul> <li>below the 50th percentile but at or above the 15t</li> </ul>	h percentile of all schools.			Approaching	2	content area)				
	below the 15th percentile of all schools.				Does Not Mee	t 1					
	If the school meets the median adequate student grow	wth percentile and its median s	tudent growth percentil	e was:							
	• at or above 60.				Exceeds	4					
	<ul> <li>below 60 but at or above 45.</li> </ul>				Meets	3					
	<ul> <li>below 45 but at or above 30.</li> </ul>				Approaching	2	12				
Academic	• below 30.				Does Not Mee	t 1	(4 for each	50			
Growth	If the school does not meet the median adequate stua	he school does not meet the median adequate student growth percentile and its median student growth percentile was:									
	• at or above 70.										
	<ul> <li>below 70 but at or above 55.</li> </ul>	below 70 but at or above 55.									
	<ul> <li>below 55 but at or above 40.</li> </ul>										
	• below 40.			Does Not Mee	t 1						
	If the student subgroup meets the median adequate s	tudent growth percentile and i	ts student growth perce	ntile was:							
	• at or above 60.				Exceeds	4					
	<ul> <li>below 60 but at or above 45.</li> </ul>				Meets	3					
	<ul> <li>below 45 but at or above 30.</li> </ul>				Approaching	2	60				
Academic	• below 30.				Does Not Mee	t 1	(5 for each subgroup	D			
Growth Gaps	If the student subgroup does not meet the median ad	equate student growth percent	ile and its student grow	th percentile was:	•	•	group in 3 content				
	• at or above 70.				Exceeds	4	areas)				
	below 70 but at or above 55.				Meets	3					
	<ul> <li>below 55 but at or above 40.</li> </ul>				Approaching	2					
	• below 40.				Does Not Mee	t 1					
it-Points for eac	h performance indicator		Cut-Points for pla	n type assignment							
	Cut Point: The school earned of the points eligible on th	is Indicator.		Cut Point: The scho	ol earned of	the total Fra	mework points eligi	ble.			
Achievement;	• at or above 87.5%	Exceeds		<ul> <li>at or above 59%</li> </ul>	6			Performance			
Growth; Gaps	<ul> <li>at or above 62.5% - below 87.5%</li> </ul>	Meets	Total Framework	<ul> <li>at or above 47%</li> </ul>	6 - below 59%			Improvement			
	<ul> <li>at or above 37.5% - below 62.5%</li> </ul>	Approaching	Points	<ul> <li>at or above 37%</li> </ul>	6 - below 47%		PI PI	riority Improveme			
	• below 37.5%	Does Not Meet		• below 37%				Turnaround			
hool plan type a	assignments										
	Plan description										
erformance Plan	The school is required to adopt and implement a	Performance Plan. A s	school may not impleme	nt a Priority Improv	ement and/or	Turnaround P	lan for longer than a	combined total			
provement Plan	n The school is required to adopt and implement ar	n Improvement Plan. fiv	e consecutive years befo	ore the District or In	istitute is requir	ed to restruc	ture or close the sch	ool. The five			
iority Improvem	nent Plan The school is required to adopt and implement a	Priority Improvement Plan. co	nsecutive school years c	ommences on July	1 during the sur	nmer immed	iately following the f	fall in which the			
urnaround Plan	The school is required to adopt and implement a	Turnaround Plan. sch	hool is notified that it is	required to implem	ent a Priority In	nprovement o	or Turnaround Plan.				

## **Comparison Data**

## Academic Achievement

# Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2010) Reading Math Writing Elem Middle High Hi

	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.