School Performance Framework 2010

Level: High School

District: ADAMS-ARAPAHOE 28J - 0180 (3 Year***)

School: AURORA CENTRAL HIGH SCHOOL - 1458

Priority Improvement Plan (Revised)

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%
Improvement	at or above 47% - below 60%
Priority Improvement	at or above 33% - below 47%
Turnaround	below 33%

Framework points are calculated using the percentage of points earned out of points eligible. For 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	Does Not Meet	25.0%	(3.8 out of 15 points)	
Academic Growth	Approaching	50.0%	(17.5 out of 35 points)	
Academic Growth Gaps	Approaching	50.0%	(7.5 out of 15 points)	
Postsecondary and Workforce Readiness	Does Not Meet	25.0%	(8.8 out of 35 points)	
Test Participation**	Does Not Meet 95% Participation Rate			
TOTAL		37.6%	(37.6 out of 100 points)	
* Schools may not be eligible for all possible points on an incongatively impacted. ** Schools do not receive points for test participation. Howe				

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, rates, and average Colorado ACT composite scores. 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.

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, dropout

> *** Data in this report is based on results from: 2009-10,2008-09,2007-08 Final plan type based on: 3 Year SPF report.

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• bel • bel • bel • draduc • at • ab												
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• bel Gradua • at • ab	elow 55 but at or above 40.											
Gradua • at • ab	elow 40.	-										
• 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%.	3	-									
	or above 65% but below 80%	2										
	elow 65%.	1										
	ut Rate: The school's dropout rate was:				Does Not Meet	1 -	12					
	or below 1%.	4	(4 for each sub-	35								
· · · · · · · · · · · · · · · · · · ·	or below the state average but above 1%.				Exceeds Meets	3	indicator)	55				
	-					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.