School Performance Framework 2012

School: JOHN F KENNEDY HIGH SCHOOL - 4444

Improvement

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 score ranges below to determine the plan type.

Framework Points Earned
at or above 60%
at or above 47% - below 60%
at or above 33% - below 47%
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	Earned out of Points Eligible ²	
Academic Achievement	Approaching	37.5%	(5.6 out of 15 points)	
Academic Growth	Approaching	53.6%	(18.8 out of 35 points)	
Academic Growth Gaps	Approaching	58.3%	(8.7 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	65.6%	(23.0 out of 35 points)	
Test Participation ³	Meets 95% Participation Rate			
TOTAL		56.1%	(56.1 out of 100 points)	

²Schools 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 both the points earned and the points eligible, so scores are not negatively impacted.

³Schools do not receive points for test participation. However, schools are assigned one plan 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 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

		% of Stu	dents Tested		Participation Rating			Students Tested					Total Students			
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	-	-	98.2%	98.2%	-	-	Meets	Meets	-	-	1732	1732	-	-	1764	1764
Mathematics	-	-	98.5%	98.5%	-	-	Meets	Meets	-	-	1736	1736	-	-	1762	1762
Writing	-	-	98.2%	98.2%	-	-	Meets	Meets	-	-	1733	1733	-	-	1764	1764
Science	-	-	99.1%	99.1%	-	-	Meets	Meets	-	-	815	815	-	-	822	822
Colorado ACT	-	-	99.8%	-	-	-	Meets	-	-	-	655	-	-	-	656	-

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Level: H District: DENVER COUNTY 1 - 0880 (3 Year¹)

Academic GrowthPoints EarnedPoints Eligible% PointsRatingNMedian Growth PercentilePercentilePercentilePercentileControlRading34Meters14305743Mathematics24Approaching14275399Writing24Approaching14275380English Language Proficiency (CELApro)0.52Does Not Meet2103970Total7.51453.6%ApproachingNSubgroup MedianSubgroup Median AdequateMateAcademic Growth GapsPoints EarnedPoints Eligible% PointsRatingNGrowth PercentileGrowth PercentileReading142070%Meets890575252Free/Reduced Lunch Eligible34Meets11675748Students with Disabilities24Approaching1534496English Learners34Meets6635584Mathematics102050%Approaching11725299Students with Disabilities24Approaching11225299Students with Disabilities24Approaching11725299Students with Disabilities24Approaching11725299Students with Disabilities24Approaching11725299	Performance Indicators							Le	vel: High Schoo
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	Iotai	10.5	10	65.6%	ivieets				

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

									Level
	ormance Indicators on the School Performance Fram	ework Report							
erformance Indicator	Scoring Guide			R	ating	Point	Value	Total Possible per EMH Leve	elFramework Po
	The school's percentage of students scoring proficient or adv								
	 at or above the 90th percentile of all schools (using 2009) 	•		Ex	ceeds		4	16	
Academic	 below the 90th percentile but at or above the 50th percentile 	entile of all schools (using 2009-10 b	aseline).	N	/leets		3	(4 for each	15
Achievement	below the 50th percentile but at or above the 15th percentile	entile of all schools (using 2009-10 b	aseline).	Аррі	roaching		2	content area)	
	• below the 15th percentile of all schools (using 2009-10 b	aseline).		Does	Not Meet		1		
	If the school meets the median adequate student growth per	centile and its median student grow	th percentile was:			TCAP	CELA		
	• at or above 60.			Ex	ceeds	4	2	14	
	 below 60 but at or above 45. 			N	/leets	3	1.5	(4 for each	
	 below 45 but at or above 30. 			Аррі	roaching	2	1	content area	
Academic	• below 30.			Does	Not Meet	1	0.5	and 2 for	35
Growth	If the school does not meet the median adequate student gro	wth percentile and its median stude	ent growth percentile was:			TCAP	CELA	English	
	• at or above 70.			Ex	ceeds	4	2	language	
	 below 70 but at or above 55. 			N	/leets	3	1.5	proficiency)	
	 below 55 but at or above 40. 			Аррі	roaching	2	1		
	• below 40.				Not Meet	1	0.5	1	
	If the student subgroup meets the median adequate student	growth percentile and its median st	udent growth percentile was:						
	• at or above 60.	- ·	<u> </u>		Exceeds 4				
	 below 60 but at or above 45. 			N	/leets		3		
	below 45 but at or above 30.			Аррі	roaching		2	60	
Academic				Does	Not Meet		1	(4 for each of 5	
Growth Gaps	If the student subgroup does not meet the median adequate	student arowth percentile and its m	edian student arowth percen					subgroups in 3	15
0.0111. 00p0	• at or above 70.		у	1	ceeds		4	subject areas)	
	below 70 but at or above 55.				/leets		3		
	below 55 but at or above 40.				roaching		2	1	
	• below 40.				Not Meet		1	1	
	Graduation Rate and Disagaregated Graduation Rate	·· The school's graduation rate/	disagaregated araduation			Overall	Disaggr.		
	• at or above 90%.	. The sensor's gradation rate,	alsuggregated graduation		ceeds	4	1	-	
	• at or above 80% but below 90%.				Aeets	3	0.75	-	
	 at or above 65% but below 90%. 				roaching	2	0.75	-	
	• below 65%.				Not Meet	1	0.25	-	
				DUES	NULIVIEEL	1	0.25	16	
	Dropout Rate: The school's dropout rate was:							16	25
Postsecondary and	• at or below 1%.				ceeds		4	(4 for each sub-	35
Vorkforce Readiness	 at or below the state average but above 1% (using 2009- 				leets		3	indicator)	
	 at or below 10% but above the state average (using 2009) 	9-10 baseline).			roaching		2	4	
	• above 10%.			Does	Not Meet		1	4	
	Colorado ACT Composite Score: The school's average	Colorado ACT composite score	was:						
	at or above 22.			Ex	ceeds		4		
	 at or above the state average but below 22 (using 2009-2) 	10 baseline).		N	/leets		3		
	 at or above 17 but below the state average (using 2009-2 	10 baseline).		Аррі	roaching		2		
	• below 17.			Does	Not Meet		1		
ut-Points for each per	formance indicator		Cut-Points for plan t	vpe assignmen	t				l l l l l l l l l l l l l l l l l l l
	Point: The school earned of the points eligible on t	this Indicator.				arned	of the to	otal Framework points eligib	le.
	t or above 87.5%	Exceeds		at or above		.unicu	· or the t		Performance
	t or above 62.5% - below 87.5%	Meets	Total Framework			w 60%			Improvement
	t or above 37.5% - below 62.5%	Approaching	Total Framework • at or above 47% - below 60% Points • at or above 33% - below 47%			riority Improvem			
	elow 37.5%	Does Not Meet	romus	• below 33%	5570 · DEIU				Turnaround
		Dues Not Meet		- DCIOW 33%					Turnarounu
hool plan type assigr									
	Plan description								
erformance Plan	The school is required to adopt and implement a Pe	erformance Plan.	A school may not impleme	ent a Priority Impr	ovement a	and/or Tu	rnaround I	Plan for longer than a combined t	otal of
provement Plan	The school is required to adopt and implement an I	mprovement Plan.	five consecutive years before	ore the District or	Institute is	s require	d to restrue	cture or close the school. The five	
iority Improvement	Plan The school is required to adopt and implement a Pr	jority Improvement Plan.	consecutive school years o	ommences on Jul	v 1 during	the sum	ner immed	liately following the fall in which	the

Scoring Guide

Level: H

Reference

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 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 and plan assignment. Note that some 3-year reports may be based on only two years of data if that is the only data available.

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Reference Data for Key Performance Indicators

Academic Achievement

	Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)												
The Academic Achievement Indicator reflects a school's			Reading			Math			Writing		Science		
proficiency rate: the percentage of students proficient or		Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
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.	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	34.95	30.96	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 Stude	nts Profi	cient or A	dvanced	d by Pero	centile Cu	t-Points	- 3-year	aggrega	te (2008 [.]	10 base	line)	
All achievement data is compared to baselines from the first			Reading			Math			Writing			Science	
year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).		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

71.35

87.40

72.21

86.17

70.11

87.48

51.53

74.41

30.53

52.19

54.84

76.51

58.34

79.17

49.57

71.00

48.72

71.26

45.36

72.65

50.00

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 (CELApro) 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 the next level of language proficiency on CELApro in either 1 or 2 years, depending upon the proficiency target.

72.05

88.21

50th percentile

90th percentile



The Academic Growth Gaps Indicator measures the academic progress of historically disadvantaged student groups and students needing to catch up. It disaggregates the Growth Indicator into student groups, and reflects their normative and adequate growth. The student groups include students eligible for free/reduced lunch, minority students, students with disabilities, English learners, and students needing to catch up.

For Academic Growth and Academic Growth Gaps, the median growth percentile required to earn each rating depends on whether or not the school met adequate growth. Schools that met adequate growth use the rubric on the left; schools that did not meet adequate growth use the rubric on the right.

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 for student groups (students eligible for free/reduced lunch, minority students, students with disabilities, and English learners), dropout rates, and average Colorado ACT (COACT) composite scores.

State Average (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

This School's Graduation Rate and Disaggregated Graduation Rate Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	66.4	77	79.3	80.3
Anticipated Year	2009	65.8	76.2	81.3	
of Graduation	2010	77	82		
	2011	77.4			

State Average (Mean) COACT Composite Score (2009-10 baseline)

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

This School's Graduation Rate and Disaggregated Graduation Rate Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008	66.4	77	79.3	80.3
Anticipated Year	2009	65.8	76.2	81.3	
of Graduation	2010	77	82		
	2011	77.4			
	Aggregated	71	78.2	80.3	80.3

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

		4-year	5-year	6-year	7-year
	2008	65.3	78.3	81.1	82.7
Anticipated Year	2009	59.6	72.6	79.4	
of Graduation	2010	73.8	79.9		
	2011	76.4			
	Aggregated	68.4	76.7	80.2	82.7

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008	63.1	76.3	77.8	79.2
Anticipated Year	2009	64.3	75	80.7	
of Graduation	2010	74.8	80.8		
	2011	78.2			
	Aggregated	69.4	77.2	79.2	79.2
•	2010 2011	74.8 78.2	80.8		79.2

Students with Disabilities Graduation Rate (3-year aggregate)

-		4-year	5-year	6-year	7-year
	2008	41.9	56.3	71	74.2
Anticipated Year	2009	38.6	54.7	72.5	
of Graduation	2010	48.8	56.5		
	2011	44.4			
	Aggregated	43	55.7	72	74.2

English Learners Graduation Rate (3-year aggregate)

8					
		4-year	5-year	6-year	7-year
	2008	59	76.3	78.9	81.6
Anticipated Year	2009	51.7	62.5	69.8	
of Graduation	2010	64.7	70.6		
	2011	70.6			
	Aggregated	58	68.5	73.6	81.6

All averages are compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

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: 2011 4year graduation rate, 2010 5-year graduation rate, 2009 6-year graduation rate and 2008 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 2008, 2009, 2010 and 2011 4-year graduation rate, aggregated 2008, 2009 and 2010 5-year graduation rate, aggregated 2008 and 2009 6-year graduation rate, or 2008 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 on the Performance Indicators detail page.

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	65.3	78.3	81.1	82.7
Anticipated Year	2009	59.6	72.6	79.4	
of Graduation	2010	73.8	79.9		
	2011	76.4			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	63.1	76.3	77.8	79.2
Anticipated Year	2009	64.3	75	80.7	
of Graduation	2010	74.8	80.8		
	2011	78.2			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	41.9	56.3	71	74.2
Anticipated Year	2009	38.6	54.7	72.5	
of Graduation	2010	48.8	56.5		
	2011	44.4			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	59	76.3	78.9	81.6
Anticipated Year	2009	51.7	62.5	69.8	
of Graduation	2010	64.7	70.6		
	2011	70.6			