

**Aurora Public Schools  
School Readiness  
Assessment (SRA)  
Aurora Central High School**

**Mass Insight Education | 2015**



**Site Visit Dates**

September 3<sup>rd</sup>, 4<sup>th</sup>, and 10<sup>th</sup>,  
2015

**Report Submission Date**

October 2<sup>nd</sup>, 2015

**Principal  
SRA Team**

Gerardo De La Garza  
Andrea Wolfe and Mallory  
O'Connell Mass Insight  
Education

## Table of Contents

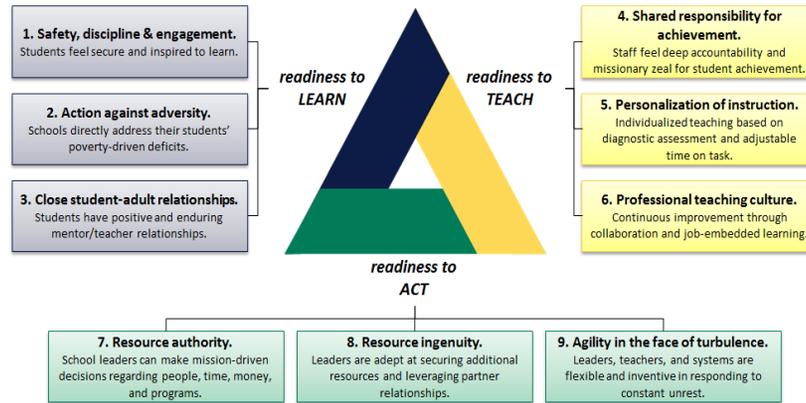
<b>Part I:</b> School Readiness Assessment Overview .....	1
<b>Part II:</b> ACHS Background Information .....	1
<b>Part III:</b> Summary of Findings .....	3
<i>Culture of Performance</i> .....	3
<i>Academic Systems</i> .....	3
<i>Talent Management</i> .....	3
<i>Operations and District Support</i> .....	3
<b>Part IV:</b> Recommendations and Action Planning.....	3

# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

## Part I: School Readiness Assessment Overview

### Framework

Mass Insight Education (MIE) conducted a School Readiness Assessment (SRA) for Aurora Central High School (ACHS) on September 3<sup>rd</sup>, 4<sup>th</sup>, and 10<sup>th</sup>, 2015. The SRA examines a school’s overall performance and effectiveness according to the research-based criteria outlined in MIE’s framework for high-performing, high-poverty schools. The purpose of the SRA is to identify school strengths, opportunities, and areas for growth and improvement to inform planning and school design activities related to participation in Aurora Public School’s (APS’) ACTION Zone.



Findings are organized to align with the four conditions in the Colorado Department of Education (CDE) District and School Performance Unit’s framework for school turnaround. These conditions include:

- **Culture of Performance:** Foster a positive learning environment that supports a focused, mission-driven approach to excellence with high levels of shared accountability.
- **Academic Systems:** Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.
- **Talent Management:** Employ dynamic leadership to develop, support, and evaluate educators in implementing mission driven instructional strategies.
- **Operations and District Support:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

<b>Culture of Performance</b>	<b>Academic Systems</b>
<b>Talent Management</b>	<b>Operations and District Support</b>

*For discussion purposes only*  
School Readiness Assessment Final Report | 3

# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

As a part of the review process, SRA reviewers synthesize findings to identify school strengths and areas of need in relation to the four conditions. This report includes a brief explanation of the SRA process and a detailed description of findings gathered from the data and document review and stakeholder input.

## Process

---

The SRA process involves three phases of data collection and review:

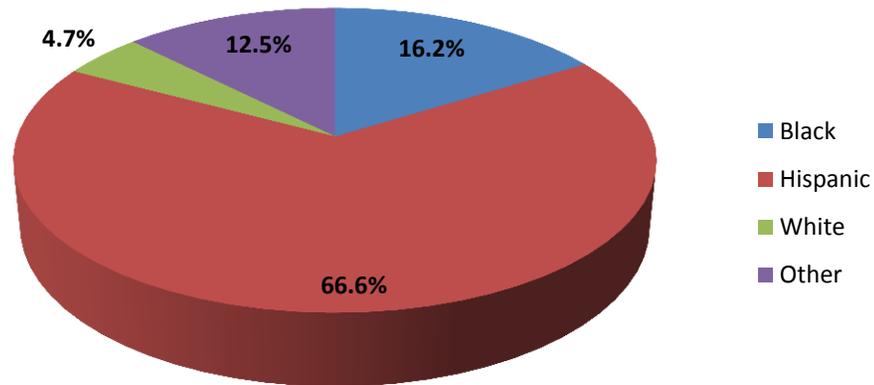
- **Pre-Site Visit:** Prior to the site visit, the MIE team reviews existing data and school audits and works with school leadership to collect any other relevant data and documents that may be helpful to understand school performance. The team reviews these materials prior to the site visit, allowing them to have a fuller understanding of the school and ask more targeted questions during the site visit.
- **Site Visit:** A team of reviewers conducts an on-site visit to meet with members of the school community. During the two-day school visit, the MIE team conducts multiple focus groups comprised of school administrators, teachers, staff, students, parents, and community members to ask targeted questions about school performance. Additionally, MIE administered an anonymous survey as an additional method to gather stakeholder input. Via focus groups, the SRA was able to talk to a representative sample of the ACHS community. Stakeholder focus groups included approximately 50% of the staff at ACHS including the entire administrative team, instructional coach, deans, core content area instructors, electives instructors, the counseling department, student representation from the upper and lower grades, and a group of community partners. **Seventy-four staff members or sixty percent of staff completed the online survey.**
- **Completion of SRA Report and Follow-up Support:** Following the on-site visit the MIE team reviews and synthesizes all available data to generate this SRA Final Report, identifying strengths and growth areas.

# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

## Part II: ACHS Background Information

### Student Enrollment and Demographic Data 2014-2015<sup>1</sup>

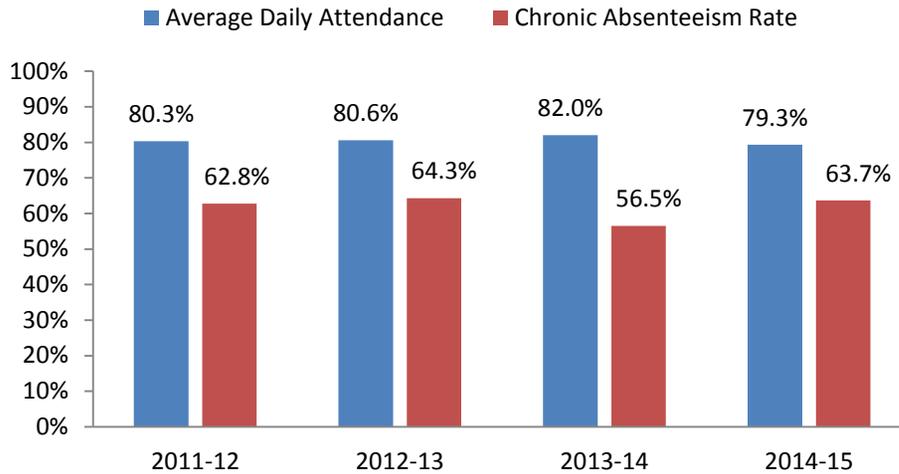
<b>Grades</b>	9-12	<b>5 Year Enrollment Trend</b>	Downward
<b>Student Enrollment</b>	2,188	<b>Mobility Rate</b>	30%
<b>% Male</b>	56.9%	<b>% ELL</b>	70.4%
<b>% Female</b>	43.1%	<b>% ESS</b>	14.0%
<b>% Free and Reduced Lunch</b>	82.4%	<b>% Gifted/Talented</b>	3.8%



<sup>1</sup> Source: Colorado Department of Education SchoolView Data Center <http://www.cde.state.co.us/schoolview>

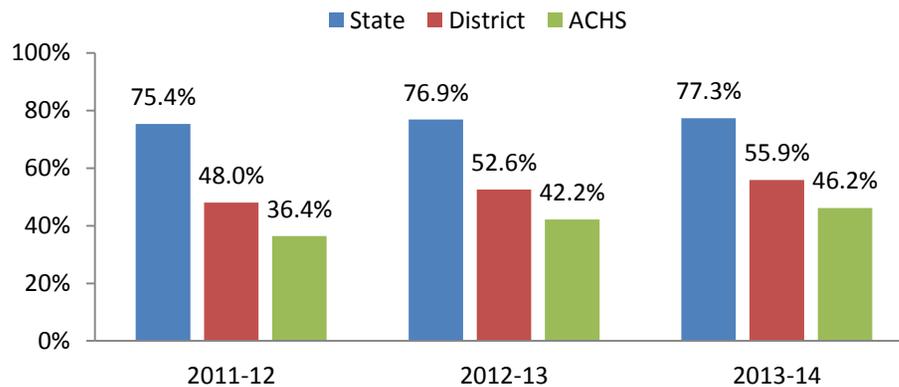
# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

## School Climate Data Trends<sup>2</sup>



While the average attendance rate at Aurora Central High School remains steady, it has not surpassed 82% in the past four years. Additionally, **chronic absenteeism is a persisting problem for nearly two-thirds of all Central students.** Schools with average daily attendance rates higher than 97% rarely have a problem with chronic absence. Although attendance remains consistent, it is well below this benchmark.

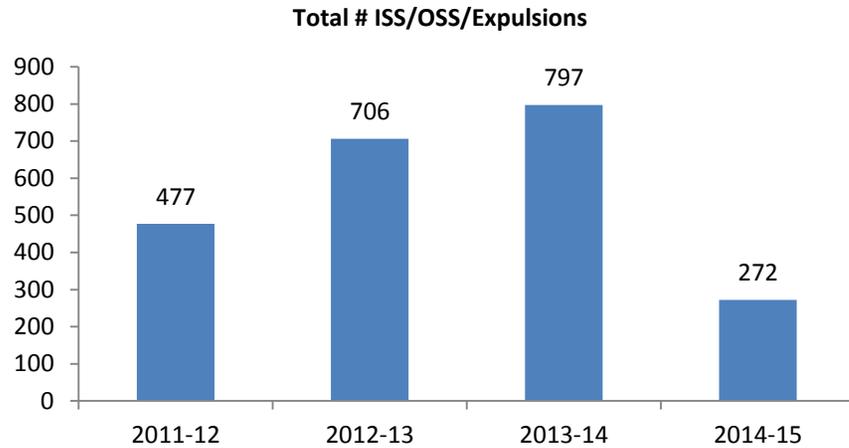
## Graduation Rates



Although the graduation rate at Aurora Central High School increased by 10 percentage points between the 2011-12SY and the 2013-14SY, **less than half of the seniors at Central graduate each year.** The school's graduation rate remains consistently lower than the district and state averages.

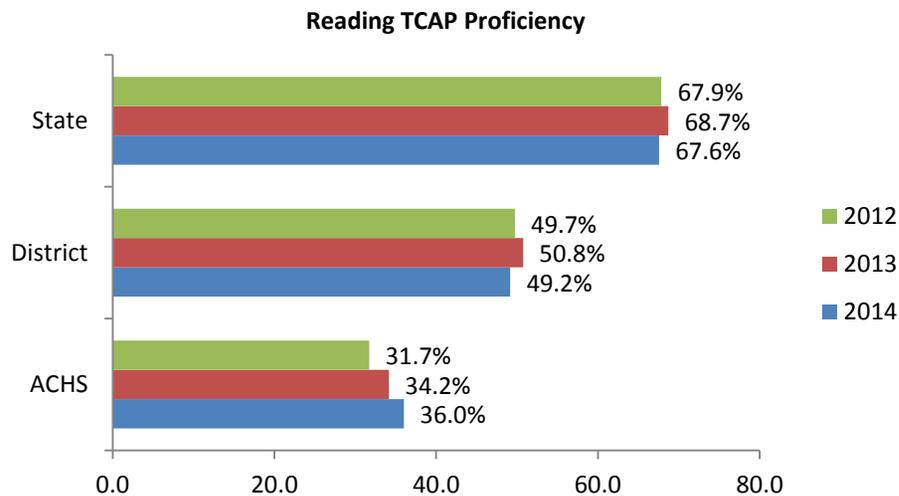
<sup>2</sup> Source: Colorado Department of Education SchoolView Data Center <http://www.cde.state.co.us/schoolview>

# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT



While the number of ISS/OSS/Expulsions at Aurora Central High School increased progressively in prior years, this number decreased by 65% from 797 in the 2013-14SY to 272 in the 2014-15SY. This positive trend **reflects the lowest number of suspensions and expulsions at Central in more than four years.**

## Student Achievement Data<sup>3</sup>

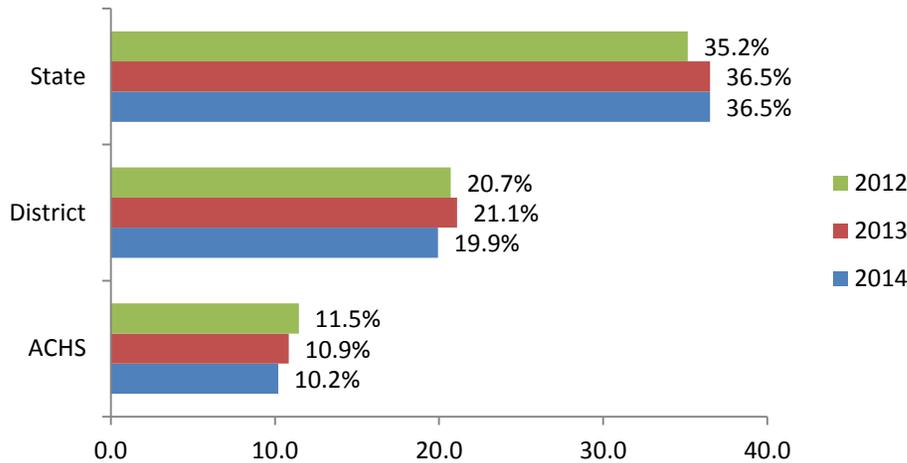


Overall proficiency at the state level has remained steady between 67-69% and district-level proficiency has remained steady around 50%. Reading proficiency at Aurora Central High School has increased progressively over the past three years, but remains significantly lower than state and district levels. The percent proficient of 36% in 2014 **reflects that nearly two-thirds of the student population is not proficient in reading.**

<sup>3</sup> Source: Colorado Department of Education SchoolView Data Center <http://www.cde.state.co.us/schoolview>

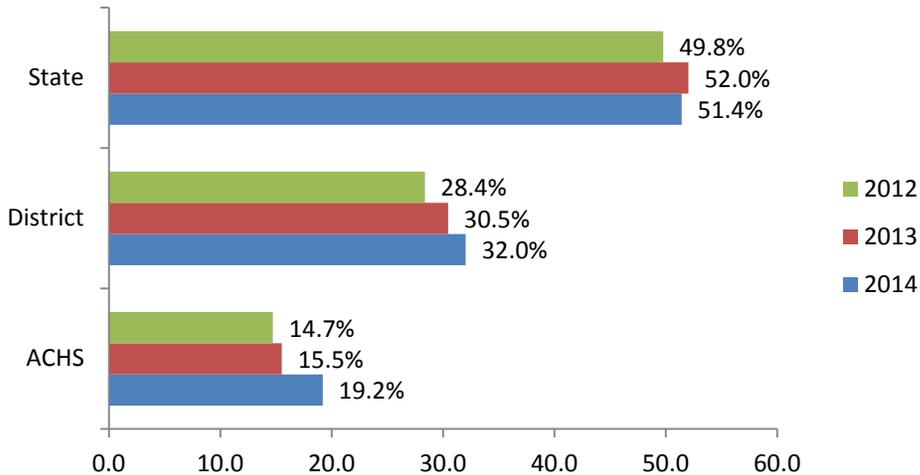
# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

**Math TCAP Proficiency**



*Math proficiency at the state level remains steady between 35-36% and proficiency at the district level remains steady around 20%. Aurora Central High School proficiency remains significantly below the district average and continues to decline. **90% of the student population at Central is not proficient in math.***

**Writing TCAP Proficiency**



*Writing proficiency at the state level remains steady between 49-52%, while proficiency at the district and school levels is trending upward. Although proficiency at Aurora Central High School has increased by 5% since 2012, proficiency remains below the state and district average.*

# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

## Part III: Summary of Main Findings

### Rating System

---

To provide detailed school level information, the MIE SRA team synthesized collected focus group and survey data and organized findings across the four conditions. Additionally, the SRA team utilizes a scale to help in the prioritization of areas of need and strength. The scale is explained below.

<b><i>Needs Improvement</i></b>	Stakeholder feedback reveals there are little or no elements present across the school, or individuals may demonstrate application of indicators but do not do so systematically.
<b><i>Developing</i></b>	Stakeholder feedback reveals that although there is some evidence related to the indicator, not all practices are consistently present across the school.
<b><i>Proficient</i></b>	Stakeholder feedback suggests that all indicators are present and implemented consistently across the school.
<b><i>Exemplary</i></b>	Stakeholder feedback reveals all indicators are consistently present across the school, and the school has a system to evaluate effectiveness and monitor and continuously improve each practice.

# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

## 1. Culture of Performance

1. Culture of Performance: Foster a positive learning environment that supports a focused, mission-driven approach to excellence with high levels of shared accountability.					
Indicators:		Needs Improvement	Developing	Proficient	Exemplary
1.1.	Executive Leadership Systems	X			
1.2.	Performance Monitoring and Accountability	X			
1.3.	Communication	X			
1.4.	School Environment Systems	X			
1.5.	Culture of Success	X			
1.6.	Shared Responsibility for Success	X			

### Strong Foundations on Which to Build:

- Key priorities for the school year: Culture and Climate, Observation and Feedback Cycles, and Data-Driven Instruction
- Continued improvements in student behavior and promotion of higher student expectations
- College and career supports for juniors and seniors

### Areas of Need:

- Shared sense of collective accountability for student outcomes and curtailing focus on external factors
- Systems to support students in developing long-term goals beginning in 9<sup>th</sup> grade
- Systems to address chronic absenteeism and low student attendance
- Regular and consistent internal communication

# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

## *Summary of Culture of Performance Findings:*

### **Executive Leadership Systems**

The school leadership established 3 broad priorities for the year: culture and climate, observation and feedback cycles, and data-driven instruction. Most staff members could communicate the priorities and some staff could explain how the priorities are exhibited in daily actions such as PD selection. ***Forty-two percent of surveyed staff “agree” and “strongly agree” with the statement “School leadership establishes and focus on school mission and strategic direction with staff, students, and families”.*** Aside from these priorities, most staff interviewed were unable to articulate a manageable and clear set of goals and strategies the school is implementing to improve student achievement.

### **Performance Monitoring and Accountability**

The school year only recently began and the school leadership is new, therefore the evidence collected related to performance monitoring and accountability is limited. Currently, there are no school wide academic, behavior, or attendance goals to be monitoring, though. The school is just beginning work in this area with a data specialist on staff and has established data-driven instruction as a priority for the year. Systems exist to collect and store school-wide data on attendance and behavior, however stakeholders could not yet articulate a plan to collect and analyze school-wide academic indicator data. ***Only thirty percent of surveyed staff “agree” and “strongly agree” with the statement “The school regularly evaluates its performance against school-wide goals and benchmark targets.”***

### **Communication**

ACHS has a new leadership team in place this school year. Though the SRA visit occurred only a few weeks into the school year, staff members communicated they would like to see leadership ramp up internal communication systems. Not all staff members feel they are aware of relevant information when they need it. Teachers notice that regular communication is sporadic. Additionally, staff members would like to know more details regarding the established priorities for the year. Specifically, staff requested that school leadership would communicate plans and ideas more proactively and regularly. ***Forty-nine percent of surveyed staff “agree” and “strongly agree” with the statement “School leaders regularly communicate with staff through a variety of methods, including but not restricted to emails and meetings.”***

### **School Environment Systems**

Though student focus group participants communicated they enjoy attending Central High School, the school exhibits low student attendance rates and does not appear to have multiple, systematic strategies to increase student attendance and address chronic absenteeism. The new administrative team recognizes attendance is an issue and communicated a desire to prioritize it. Aside from isolated instances, teachers did not communicate responsibility to increase student attendance.

Students and staff overwhelmingly agree that student behavior has improved this year. Staff and students noted the increased adult presence in hallways. Students do not feel as though misbehavior is a major issue at the school beyond typical teenage behavior. Though by and large, students do not feel as though student behavior is a major issue at the school, staff disagree. ***Seventeen percent of surveyed staff “agree” and***

# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

**“strongly agree” with the statement “Student behavior is under control in classes and common spaces”**. Students also communicate they feel safe at ACHS. Staff noted the school acts quickly and responds well to crises.

The school is attempting to move toward a restorative behavior model. While staff members expressed awareness of the change, few, beyond some behavior deans communicated an understanding of the model. Teachers do not feel that they have sufficient training to implement the behavior model adequately.

## **Culture of Success**

Students, staff, and administration also acknowledge that the new administrative team is promoting higher expectations of students across the school- both in behavior and academics. However, staff could not articulate how administration is holding others accountable to the established expectations.

The guidance department attempts to increase college and career supports for students by making themselves available to meet with all juniors and seniors prior to the start of the school year and establishing a system for student visits before and after school. Though the team schedules all juniors and seniors for meetings, it is unclear how they reschedule sessions for students who are not able to attend their check-in. Similarly, the department typically provides individual students supports at the request of a student or by student and teacher referral. It is unclear how the department and school reaches students who do not proactively seek support.

Staff reported that the school does not have any systems to support students in developing long-term goals beginning in 9th grade. Students noted they did not “wake-up” and realize what they needed to do to graduate and go to college until their junior or senior year. Students would like to see the school increase opportunities for students to learn about college opportunities despite their citizenship or economic status. The Guidance Team noted they spend significant time scheduling students in a challenging master schedule and addressing significant student emotional needs.

## **Shared Responsibility for Success**

While there appears to be a clear focus on 3 established priorities for the year, the school lacks an overall sense of collective accountability. School leadership and some individuals communicated a sense of ownership and commitment to improvement; however, this sentiment is not observed school-wide. Not all staff members conveyed willingness to hold themselves and others to improving student achievement for all students. Staff appear to be committed to their own content areas, but did not articulate accountability for overall school performance. Staff members focused on external factors such as socioeconomic status, refugee and immigrant status, parental engagement, and various other personal challenges that students and families face. **Only twenty-two of surveyed staff “agree” and “strongly agree” with the statement “All staff members display commitment to, and hold each other accountable for achieving established school goals”.**

# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

## 2. Academic Systems

2. Academic Systems: Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.				
Indicators:	Needs Improvement	Developing	Proficient	Exemplary
2.1. Curriculum and Standards	X			
2.2. Data Driven Instruction	X			
2.3. Academic Planning Structure and Systems	X			
2.4. Delivery of Instruction	X			
2.5. Intervention	X			

### Strong Foundations on Which to Build:

- Emerging professional learning communities
- Staff Interest in expanding the use of common assessments
- Pride in the ACHS art department in strengthening student-adult relationships and opportunities for student enrichment

### Areas of Need:

- Standards-based instructional planning and delivery
- Vertical articulation of curriculum to prevent gaps and design of instruction around essential standards, not resources
- Increase student engagement through differentiation, culturally relevant instruction, and personalized learning opportunities
- Opportunities for intervention and design of a master schedule that supports choices in advanced coursework

### Summary of Academic Systems Findings:

#### Curriculum and Standards

While Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) serve as a reference point for teaching and learning, teachers appear to design instruction around resources rather than prioritizing and unpacking essential standards to ensure student mastery

# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

aligned with expected depth of knowledge and rigor for each grade level. Similarly, staff members noted that there is wide variation with instructional planning and delivery even within departments. Staff members feel that some teachers are permitted to use materials they are already familiar with, resulting in the use of resources and instructional strategies that are not necessarily aligned with the grade level standards or expected levels of rigor.

It is unclear how teachers account for vertical articulation to ensure there are no gaps in curriculum. Course scope and sequences are provided by the district, but teachers are free to adapt to meet the needs of their students.

## Data Driven Instruction

The leadership team and teachers communicated an interest in expanding the use of common assessments across content areas. Currently, the school relies primarily on district and state mandated assessments, though some teachers communicated they dedicate time to generate homegrown assessments. However, the lack of common assessments throughout the building means that many teachers are not regularly analyzing data on the academic progress of their students and using that information to identify needed adjustments to instruction. The school leadership has established data-driven instruction as one of three priorities for the school year, reflecting the critical nature of this gap.

## Academic Planning Structure and Systems

Professional Learning Communities at ACHS are emerging. The school leadership and instructional team communicated a strong commitment to build upon model PLC pockets. Though the school has identified PLC models, it is unclear how the school will establish clear protocols and expectations for PLC time. ***Only eighteen of surveyed staff “agree” and “strongly agree” with the statement “The school has clear protocols to ensure that common planning time is used effectively”.*** Currently, though, finding common planning time is a significant concern and the ways in which different teams use their common time varies greatly both in content and quality. Master schedule limitations affect the extent to which all grade level and department area teachers can meet.

Central appears to struggle to design a schedule that meets the individual needs of students. For students not on track to proficiency in ELA or Math, Central provides limited opportunities for intervention and credit recovery outside of one online program based class. Similarly, students at or above grade level who demonstrate readiness for advanced coursework have limited choices as a result of master scheduling. For example, most honors or advanced coursework classes are scheduled at the same time, limiting a student’s ability to select more than one advanced class.

## Delivery of Instruction

Students and staff conveyed pride over the ACHS art department. It appears as though the department works well to strengthen student-adult relationships and increase opportunities for student enrichment.

# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

School staff expressed there is a significant need to increase student engagement during instruction. This need was frequently corroborated by teachers in focus groups, who shared that they often struggle to differentiate their instruction and reach every student. Students also communicated they can often feel bored in class and wish they had opportunities to engage in more authentic, hands-on, personalized learning opportunities.

ACHS serves a very diverse student body as a result of the large refugee population and other immigrants. Despite the rich diversity, the school appears to address cultural competency effectively. While the staff communicated awareness and cultural sensitivity to the diverse student and family population, not all staff could articulate how instruction or day-to-day interactions are adjusted to best meet individual student needs.

Staff and leadership largely agree that the school could do more to support students with disabilities and English language learners. Teachers acknowledge that the staff dedicated to providing special education and ELD supports appear to be stretched thin. Outside of specialized staff – special education and language development instructors, other core and non-core academic teachers do not appear to integrate supports for students with disabilities and English language learners. **Only twenty-three percent of surveyed staff “agree” and “strongly agree” with the statement “This school adequately meets the needs of students receiving special education services.”** Similarly, only **twenty-seven percent of surveyed staff “agree” and “strongly agree” with the statement “This school adequately meets the needs of English Language Learners.”**

## Intervention

It is unclear how the school identifies students in need of additional supports and what resources the school has in place to provide remediation supports. The school is in the process of implementing multi-tiered system of supports (MTSS); however it is still in foundational stages and not yet functioning. **Nineteen percent of surveyed staff “agree” and “strongly agree” with the statement “There is a school-wide system in place to use data to identify students in need of intervention and regularly assess progress.”** Additionally, the school offers a limited range of courses for students to increase intervention and core class time. As a result there are few opportunities to meet students where they are and build them up to grade level. It is unclear if the school plans to offer extended learning opportunities (after school or Saturday) for students including intervention and remediation time.

# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

## 3. Talent Management

3. Talent Management: Employ dynamic leadership to develop, support, and evaluate educators in implementing mission driven instructional strategies.				
Indicators:	Needs Improvement	Developing	Proficient	Exemplary
3.1. Strategic Staff Placement and Allocation	X			
3.2. Distributed leadership	X			
3.3. Instructional leadership	X			
3.4. Professional Development	X			
3.5. Recruitment and Retention Strategy	X			
3.6. Evaluation Systems		X		

### Strong Foundations on Which to Build:

- Thoughtful distribution of responsibilities for staff coaching and evaluation among administrative team
- Commitment to implementing a transparent and consistent evaluation process

### Areas of Need:

- Staff recruitment and retention strategies to lower staff turnover and fill persisting vacancies
- Differentiated, data and needs-based professional development for staff
- Shared instructional vision aligned to school improvement plan

### Summary of Talent Management Findings:

#### Strategic Staff Placement and Allocation

Central has a number of staff designated to account for teacher coaching and support, and other school priorities. The principal and APs divide the responsibilities of supervising and evaluating academic departments. There is a school-based instructional coach and district coaches are also available to support. Two Administrative TOSAs are also on staff providing support for the Deans and other staff focused on behavior.

# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

## Distributive Leadership Structure

In the past, ACHS has not had a fully functioning Instructional Leadership Team (ILT). This year, the new administrative team assembled a representative team by reaching out to staff members who were poised for leadership and making an open invitation to all staff to join. The team has had a few meetings since the start of the school year, mainly focused on the school's UIP. School stakeholders recognize that they have more work to do to strengthen the role and responsibilities for the ILT.

ACHS has a large administrative team including a principal, assistant principals, an instructional coach, and behavioral deans. In schools with large administrative teams, roles and responsibilities are distributed between key personnel. The principal and assistant principals split core responsibilities at the start of the school year taking in consideration individual's past experiences and areas of expertise. For example, one assistant principal who had been at the school previously took over master scheduling since he had experience with the task. Another assistant principal oversees literacy and guidance. While the team distributed departments across the principal and assistant principal for the purposes of support and supervision, the evaluation caseload for each administrator was more heterogeneously assigned. This was done to ensure that each administrator has an understanding of staff performance across departments. While the administrative team can articulate the distribution of roles and responsibilities, staff members could not articulate an understanding of who does what. It appears that staff members approach the leader they are most comfortable with, rather than by their designated roles. ***Only thirty-six percent of surveyed staff "agree" and "strongly agree" with the statement "School leadership roles and responsibilities are clearly defined and ensure the school is highly functional, efficient, and supportive for student and staff growth".***

## Instructional Leadership

At the start of the school year, the administrative team has used classroom walkthroughs as a strategy to set some foundational instructional expectations. Specifically, the focus has been on student discourse and increasing engagement. Increasing student discourse and data-driven instruction were the two expected instructional strategies highlighted repeatedly by interviewed teachers. With the classroom walkthrough structure, the administrative team has a solid plan to monitor implementation of the instructional vision, and this was reflected in staff comments about the purpose of walkthroughs. Though there has been some movement to establish instructional expectations, not all staff feel this has been clear. ***Only thirty-two percent of surveyed staff "agree" and "strongly agree" with the statement "School leadership sets and communicates a clear instructional vision aligned to school improvement efforts and predicated on the belief that all students can perform at rigorous academic levels."***

# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

## Professional Development

There is significant time dedicated to professional development. Plans for the year include Marzano techniques, PLCs, and student engagement and motivation strategies. The staff interviewed reported mixed satisfaction with the PD; some find PD useful, while a fair number reported the opposite. ***Only thirty-four percent of surveyed staff “agree” and “strongly agree” with the statement “The school consistently offers rich and meaningful PD opportunities that are aligned to the school’s instructional priorities, student needs, and staff growth areas identified through observation”.*** The most common complaint, echoed among school leadership, is that PD is not differentiated. With such a large staff, targeting PD based on needs identified through observation, experience level and/or content area will go a long way in increasing its relevance. The school’s leadership team acknowledges that PD up to this point has been directed to the whole staff in order to set clear, school-wide expectations, but there are plans to differentiate as the school year progresses.

## Recruitment and Retention Strategy

Recruitment and retention of staff appears to be a significant problem at Central. Many of the staff members interviewed reported a high rate of turnover over many years, and there have been multiple changes in leadership in recent memory. The district does not appear to have a targeted, long-term plan for recruitment and retention at Central that can be implemented with school leadership. In addition, there continues to be a math vacancy at the school with no long-term plan to minimize loss of instruction and academic growth for students assigned to that class.

## Evaluation Systems

The leadership team is committed to implementing a transparent and consistent evaluation process in alignment with district expectations. Staff who were interviewed did not raise the evaluation system as an area of concern, and ***73% of surveyed staff “agreed” and “strongly agreed” with the statement “The school implements a formal evaluation system for staff in compliance with state, district, and union rules and regulations.”***

# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

## 4. Operations and District Support

4. Operations and District Support: Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.				
Indicators:	Needs Improvement	Developing	Proficient	Exemplary
4.1. Use of Funds	X			
4.2. Use of Time	X			
4.3. Use of Facilities and Technology	X			
4.4. Stakeholder Support	X			
4.5. Use of Partnerships	X			

### Strong Foundations on Which to Build:

- Protected common planning time for content area and grade level teams

### Areas of Need:

- Family and community involvement in student success and avenues of communication and feedback
- Focused effort to leverage partnerships to support school goals
- Efficient and effective master schedule

### Summary of Operations and District Support Findings:

#### Use of Funds

Currently, the school leader has limited autonomy regarding budget decisions. The school follows district budgetary guidance, but does not have the ability to make strategic decisions outside of those guidelines.

#### Use of Time

Numerous staff members reported that the daily schedule was a concern in terms of meeting the needs of Central’s students. Many suggested staggered start times to accommodate students’ numerous responsibilities outside of school. As noted above, the master schedule is also a

# AURORA CENTRAL HIGH SCHOOL SRA FINAL REPORT

major area of concern and does not maximize opportunities for all students to enroll in the courses they need or want to take. Finally, finding common planning time for all departments was raised as an issue repeatedly. Due to the master schedule, not all departments have a common planning time.

## **Use of Facilities and Technology**

Students and staff report that the building is clean and safe, but overcrowding is an issue. Some students and staff reported classes in which there are not enough desks and/or chairs. Additionally, ***only sixteen percent of surveyed staff “agree” and “strongly agree” with the statement “Up-to-date technology is accessible and utilized by students and teachers on a daily basis, especially to personalize learning and drive further levels of student achievement.”***

## **Stakeholder Support**

Family and community members interviewed do not feel like they have a role in supporting student success at Central. Student focus groups reported that communication from the school and/or teachers focuses on the negative - attendance, behavior, or academic issues. Community groups and parents reported that there are no avenues to clearly communicate feedback or learn about opportunities to support the school, and some have had significantly negative experiences trying to work with the school.

There do appear to be some opportunities for families and the community to participate in school activities. In particular, the art department hosts a number of events, such as concerts and art shows.

## **Use of Partnerships**

The school has hired a new Family Liaison who is working on an accounting of active community partnerships, but there is currently no focused effort to leverage partnerships to support student success and achieve school goals. Multiple community groups expressed a desire to provide support, but feel there is a lack of direction from the school on how they can help. Central appears to have strong community advocates and would benefit from a more strategic effort to direct those resources where they are most needed.

## Part IV: Recommendations and Action Planning

### Priority Areas

1. Develop a strong sense of collective accountability for student outcomes, curtail focus on external factors, and establish formal systems to continuously improve school performance and culture.
2. Increase instructional quality by 1) ensuring standards driven teaching and learning by prioritizing and unpacking essential standards to ensure student mastery 2) implementing a comprehensive assessment system across all content areas to identify student needs, monitor student progress, and inform instruction regularly; and 3) providing increased opportunities for data-driven personalized instruction, which includes multiple opportunities for students to recover and accelerate simultaneously.
3. Revise the English language development model, programming, and supports to ensure academic achievement for students.
4. Explore strategies to create multiple pathways for credit acquisition to increase opportunities for graduation for under credited students.
5. Establish new student entry and orientation structures in which students can learn about the high school experience at Central, understand high school expectations, and received targeted and coordinated supports to address specific academic and socio-emotional needs.
6. Increase focus on positive youth development (including fostering resilience, social, emotional, and cognitive competence, and self-efficacy) and leverage external resources and partnerships to support this effort.