



DENVER PUBLIC SCHOOLS

Thursday, February 7, 2008

900 Grant Street

4:30 PM

FOCUS ON ACHIEVEMENT STUDY SESSION AGENDA

1st Floor Board Room

4:30 p.m. – 8:30 p.m.	Performance Management
4:30 p.m. – 5:00 p.m.	Overview
5:00 p.m. – 5:15 p.m.	<i>Dinner</i>
5:15 p.m. – 8:00 p.m.	School Performance Framework
8:00 p.m. – 8:30 p.m.	Principal Compensation

Performance Management

Principal Institute

January 2008

Performance Management: DPS End-State Vision

- DPS will implement a comprehensive performance management system to dramatically increase student achievement, HS graduation and college readiness through tools that:
 - Monitor student, teacher, school and central office performance through reliable, objective data, such that we can replicate successful measures/programs and intervene where performance falls short;
 - Use data to reward and incentivize employees based on performance against clearly defined metrics, thereby allowing us to recruit, retain and promote our best employees;
 - Allow autonomy for leaders to accomplish goals, coupled with accountability for their performance; and
 - Create clarity and transparency on performance for customers.

Now is the Right Time for Performance Management

- We have already laid the framework:
 - Unified leadership commitment to accountability
 - Denver Plan
 - Use of Data throughout organization
 - Construction of IT infrastructure and integrated platform
 - Leadership in pay for performance
 - Community participation and support

What is Performance Management Is and Is Not

What It Is

- Clarifying goals and linking to outcomes
- Used for accreditation and aligned with standards from CDE and NCLB
- Measures to track performance
- Prioritizing initiatives and resources
- A series of management tools to review and reward performance

What It Is Not

- Something entirely new
- Punitive
- Another compliance exercise
- Externally focused

DPS Performance Management: School-Based

The school level PM system will include:

- **SCHOOL PERFORMANCE FRAMEWORK**
 - Performance measures that drive external and internal accountability and allow for school-based autonomy
 - Fulfill statutory accreditation and NCLB responsibilities with a more balanced framework that emphasizes year on year student growth
 - Serve as key management tool for principals to drive rewards and consequences and align staff to achieve a set of common results
- **DATA TOOLS FOR TEACHERS AND PRINCIPALS**
 - Data systems and tools that allow teachers and principals quick and user-friendly access to performance, attendance and benchmark information about students and classes, with ability to track progress over time

Principal Mgmt View: Student Attendance

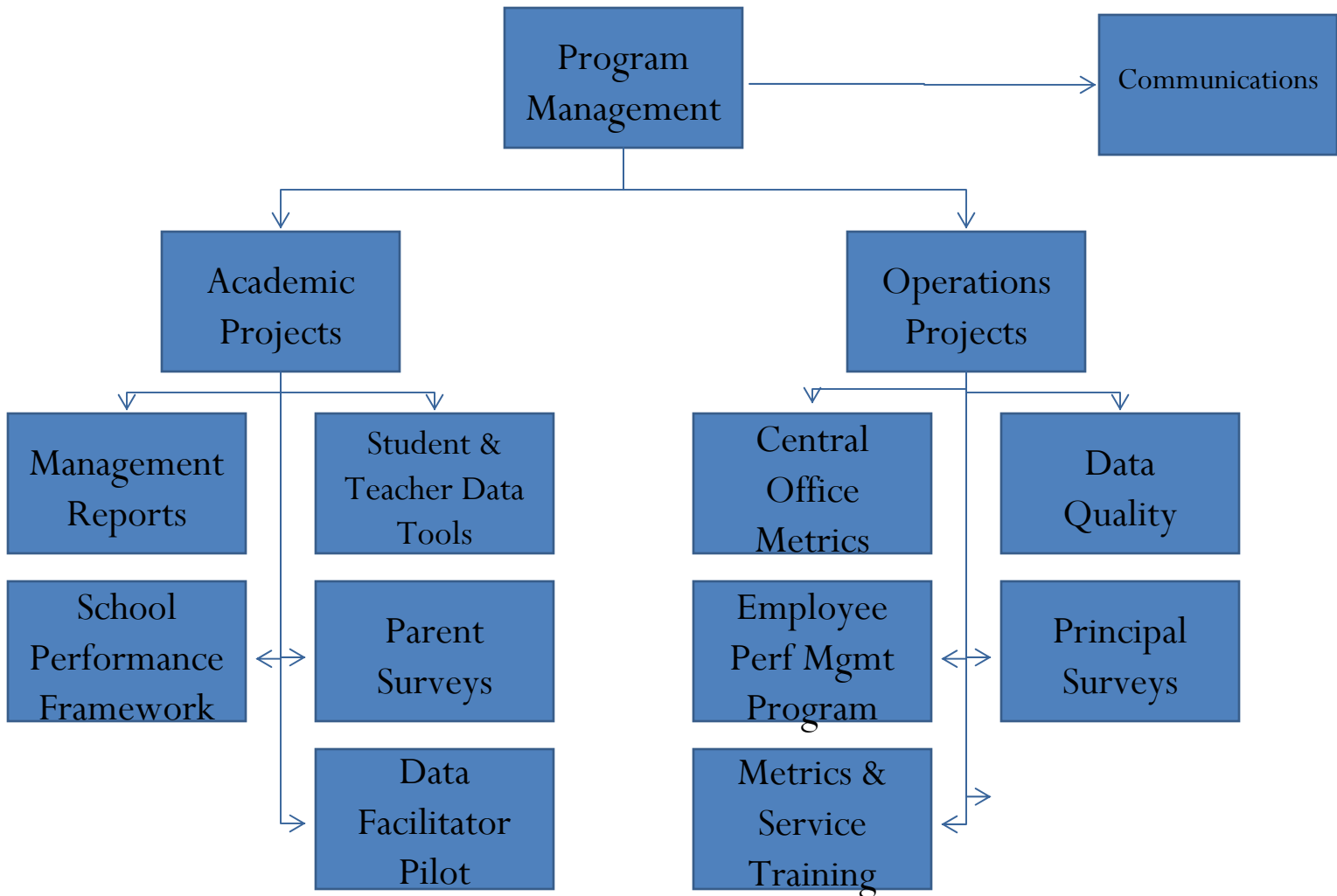
Student Name	YTD	Aug 2007	Sept 2007	Oct 2007	Nov 2007	Dec 2007	Jan 2008
Doe, Anna	94.67	97.2	87.6	100	95.4	92.3	95.5
Hall, Barbara	60.22	22.4	48.5	89.4	66.3	72.7	62
Jones, Carl	98.77	98.5	100	100	96.9	97.2	100
June, Donna	98.43	96.6	98.7	100			
Smith, Edward	95.02		89	92.3	97.4	100	96.4
Thomas, Franklin	75.73	66.5	69.4	82	74.8	88.2	73.5
Watson, Greta	99.48	100	99.4	98.2	100	99.3	100

DPS Performance Management: Central Office

Key initiatives for central office program management include:

- Finalizing individual department metrics and initiating monthly operations performance reviews
- Reviewing customer feedback through surveys of principals
- Implementing necessary IT performance reporting and tracking tools that meet customer needs
- Enhancing financial reporting capabilities
- Offering extensive employee training related to metrics and service culture
- Improving integrity of data
- Implementing pay for performance

How do the projects fit together?



Denver Public Schools



School Performance Framework

Session 1: An Introduction to SPF

January 2008



Objectives

- Understand the purpose of the School Performance Framework (SPF) and the goals for each SPF session
- Become familiar with the structure and components of the SPF
- Understand how the measures in the SPF are scored using rubrics



Purposes of the SPF

1. Provides a body of evidence related to student and school performance
2. Is the basis of school accreditation ratings required by statute
3. Aligns district goals, state requirements, and federal mandates
4. Provides information for teacher and principal compensation systems



Scope of SPF

- Two years' worth of data
- Current framework includes all schools except new schools in 2006-2007.
- Schools will receive one overall rating.
- Alternative schools: Similar structure, some measures don't apply, rubrics may differ



SPF Rollout Plan

- Session 1 — SPF Introduction
- Session 2 — School-specific data
 - ✓ SPF Review
 - ✓ The school's data and stoplights for all measures and indicators
 - ✓ Leadership implications
- Session 3 — Complete scorecard and communications plan
- June—State submission
- Early Fall—SPF 0607-0708 released to schools



SPF 1.0

- This is version 1.0.—expect improvement!
- Issues under consideration:
 - ✓ SPED under achievement gap measures
 - ✓ DRA growth
 - ✓ ELL students
 - ✓ Transition between testing languages
 - ✓ Enrollment/re-enrollment data
 - ✓ Drop-out rate
 - ✓ College acceptance rate
- Discussed with principals
- Feedback welcome



In your packet...

- PowerPoint presentation
- Five attachments:
 1. SPF indicators and measures (1 page)
 2. Sample stoplight scorecard (1 page in color)
 3. SPF rubric (12 pages)
 4. Similar school clusters (1 page)
 5. Glossary (3 pages)



The Framework

Attachment 1

Area of Interest	Indicator	Measure
<p><i>Is the educational program a success?</i></p>	<p>1. Student Progress Over Time – Growth</p>	1.1.a-b. SAR growth rating
		1.2.a-c. Growth percentile
		1.3.a-c. Growth percentile compared to similar schools
		1.4.a-c. Catch up growth
		1.5.a-c. Keep up growth
		1.6. AYP growth
	<p>2. Student Achievement Level - Status</p>	2.1.a-b. SAR overall performance rating
		2.2.a-d. AYP
		2.3.a-d. % CSAP proficient or above
		2.4.a-d. % CSAP proficient or above compared to similar schools
		2.5.a-d. CSAP achievement gaps (FRL, ELL, Special Education, and Ethnic subgroups)
		2.6. % DRA/EDL on grade level or above
	<p>3. College & Career Readiness <i>(high schools only)</i></p>	3.1. Colorado ACT
		3.2. Graduation rate
	<p>4. Student Engagement</p>	4.1. Attendance rate
		4.2. Student satisfaction (not scored at this time)



The Framework (cont.)

Area of Interest	Indicator	Measure
<i>Is the organization effective and well-run?</i>	5. School Demand	5.1. Re-enrollment
		5.2. Enrollment change
	6. Parent & Community Engagement	6.1. Parent satisfaction (not scored at this time)
		6.2. Parent response rate (not scored at this time)

School Performance Framework Measure Stoplights

Attachment 2

Random High School

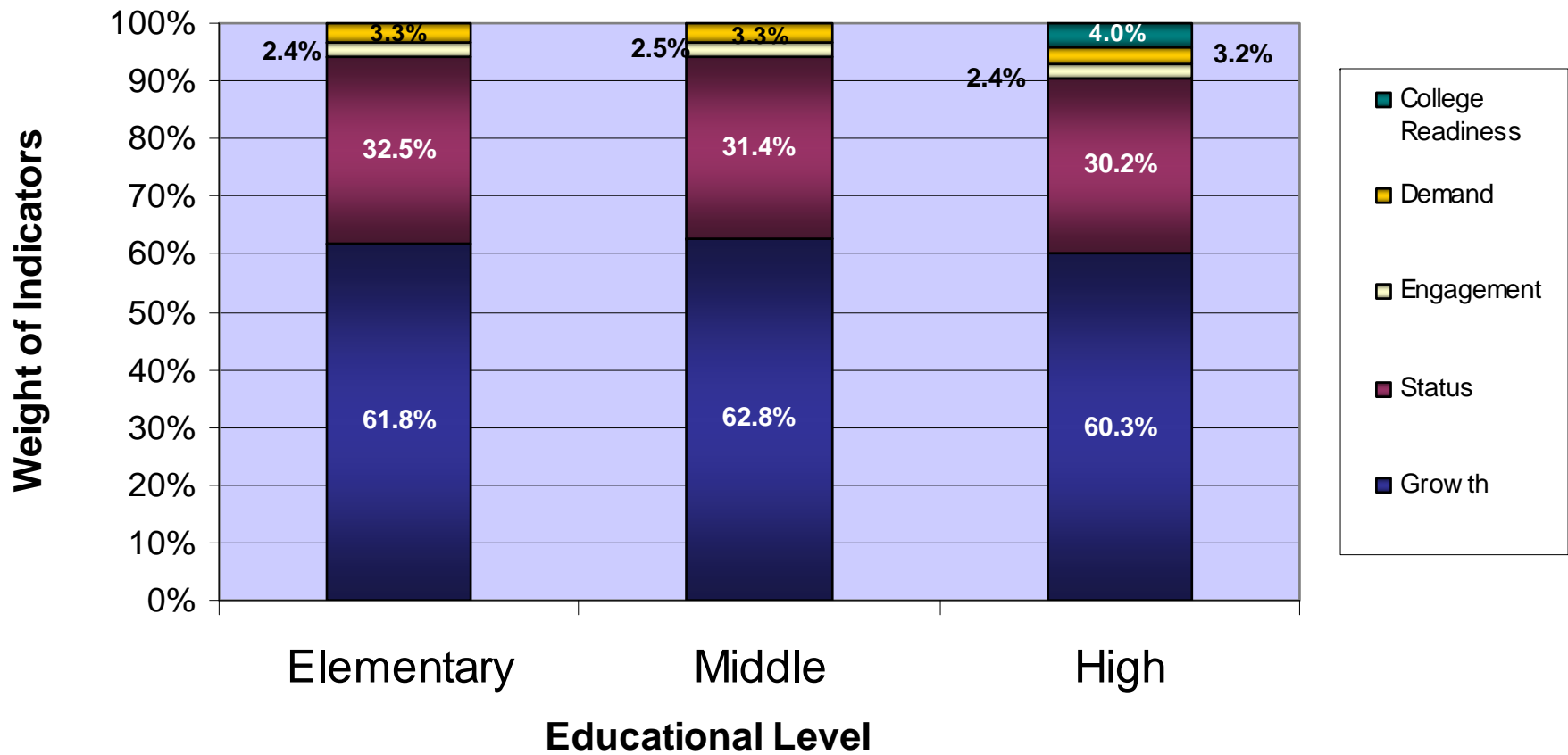
Network X

	Earned Points	Possible Points	% of Points Earned	Stoplight
1. Student Progress Over Time	24	76	32%	Does not meet
1.1a SAR Growth 2007	0	6		Does not meet
1.1b SAR Growth 2006	2	6		Approaching
1.2a Growth Percentile--Reading	2	6		Approaching
1.2b Growth Percentile--Math	2	6		Approaching
1.2c Growth Percentile--Writing	2	6		Approaching
1.3a Growth %tile Similar Schools--Reading	0	6		Does not meet
1.3b Growth %tile Similar Schools--Math	4	6		Meets
1.3c Growth %tile Similar Schools--Writing	4	6		Meets
1.4a Catch Up Growth--Reading	2	4		Approaching
1.4b Catch Up Growth--Math	2	4		Approaching
1.4c Catch Up Growth--Writing	2	4		Approaching
1.5a Keep Up Growth--Reading	2	4		Approaching
1.5b Keep Up Growth--Math	0	4		Does not meet
1.5c Keep Up Growth--Writing	0	4		Does not meet
1.6 AYP Growth	0	4		Does not meet
2. Student Achievement Level	16	38	42%	Approaching
2.1a SAR Performance 2007	1	3		Approaching
2.1b SAR Performance 2006	1	3		Approaching
2.2a AYP 2007 Reading	1	2		Approaching
2.2b AYP 2007 Math	0	2		Does not meet
2.2c AYP 2006 Reading	1	2		Approaching
2.2d AYP 2006 Math	0	2		Does not meet
2.3a CSAP Proficient+--Reading	1	2		Approaching
2.3b CSAP Proficient+--Math	1	2		Approaching
2.3c CSAP Proficient+--Writing	1	2		Approaching
2.3d CSAP Proficient+--Science	1	2		Approaching
2.4a CSAP Proficient+ Sim Schools--Reading	2	2		Meets
2.4b CSAP Proficient+ Sim Schools--Math	2	2		Meets
2.4c CSAP Proficient+ Sim Schools--Writing	2	2		Meets
2.4d CSAP Proficient+ Sim Schools--Science	2	2		Meets
2.5a Gaps--Reading	0	2		Does not meet
2.5b Gaps--Math	0	2		Does not meet
2.5c Gaps--Writing	0	2		Does not meet
2.5d Gaps--Science	0	2		Does not meet
2.6 Early Literacy--DRA				NA
3. College and Career Readiness				Does not meet
3.1 Colorado ACT	1	3		Approaching
3.2 Graduation Rate		0		
4. Student Engagement	3	3	100%	Exceeds
4.1 Attendance Rate	3	3		Exceeds
4.2 Student Satisfaction Survey				TBD
5. School Demand	4	4	100%	Exceeds
5.1 Re-Enrollment Rate	2	2		Meets
5.2 Enrollment Change	2	2		Meets
6. Parent and Community Engagement				
6.1 Parent Satisfaction Survey				TBD
6.2 Parent Response Rate				TBD



Growth scores influence the overall score *more* than status scores.

Weight of SPF Indicators by Educational Level





Growth versus Status

- Growth: Change over time, increase/decrease
- Status: Static value at a specific time

Analogy

- Growth: You gained 5 pounds from last year to this year.
- Status: You weigh 130 pounds today.



Growth Indicator

Area of Interest	Indicator	Measure
<i>Is the educational program a success?</i>	1. Student Progress Over Time—Growth	1.1.a-b. SAR growth rating
		1.2.a-c. Growth percentile
		1.3.a-c. Growth percentile compared to similar schools
		1.4.a-c. Catch up growth
		1.5.a-c. Keep up growth
		1.6. AYP growth



Connection to the Rubric

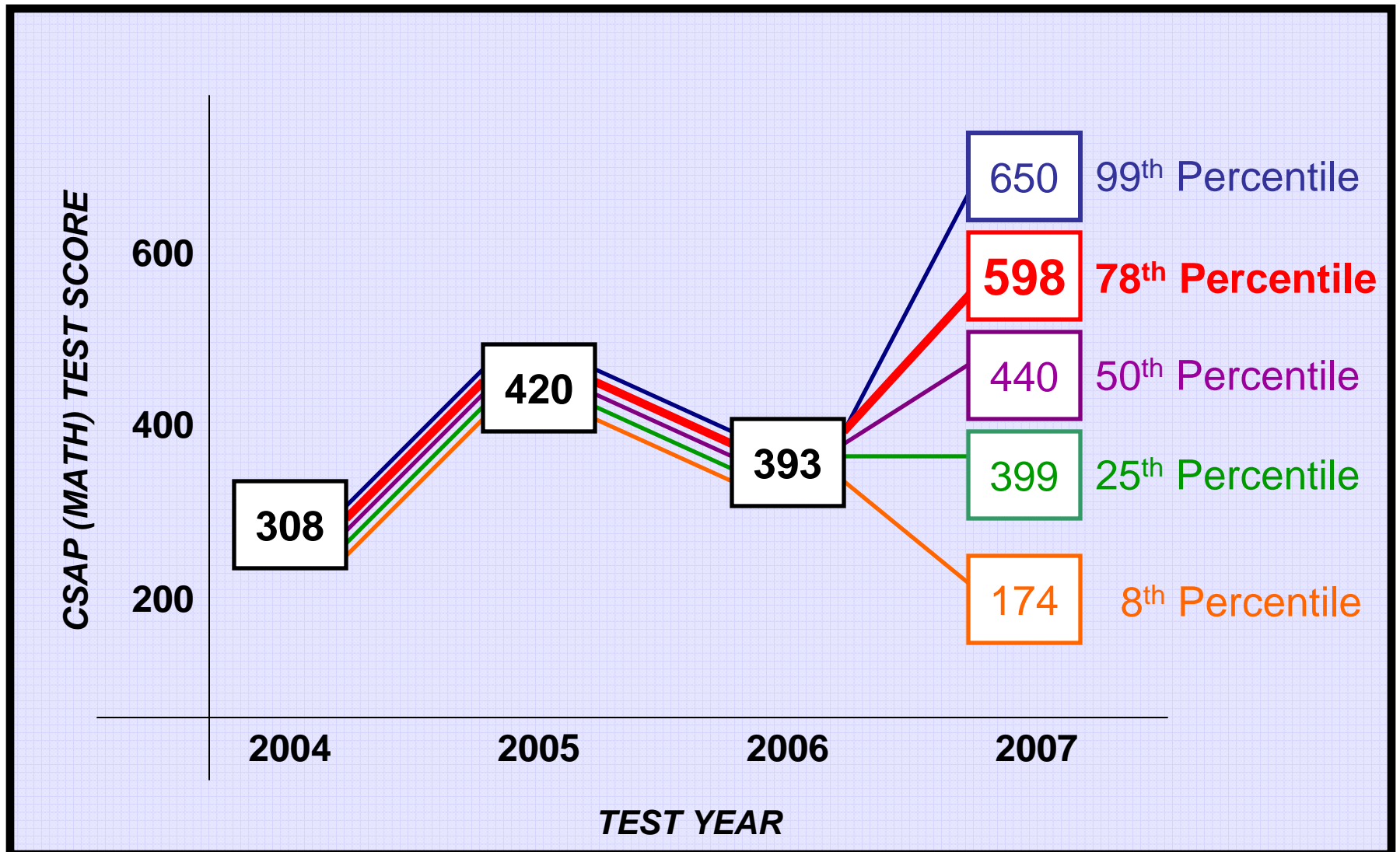
Attachment 3 page 2, measure 1.1.a

1.1.a. Did the school receive an “Improvement” Academic Growth rating on the 2007 SAR?	
0. Does not meet standard	The school received an Academic Growth rating of “Decline” or “Significant Decline.”
2. Approaching standard	The school received an Academic Growth rating of “Stable.”
4. Meets standard	The school received an Academic Growth rating of “Improvement.”
6. Exceeds standard	The school received an Academic Growth rating of “Significant Improvement.”



Growth Indicator

Determining Growth Percentile





Activity 1

Explain to your neighbor what growth percentile means.



Catch-Up and Keep-Up

2007 \ 2006	Unsatisfactory	Partially Proficient-Low	Partially Proficient-High	Proficient	Advanced
Unsatisfactory		Catch Up	Catch Up	Catch Up	Catch Up
Partially Proficient-Low			Catch Up	Catch Up	Catch Up
Partially Proficient-High				Catch Up	Catch Up
Proficient				Keep Up	Catch Up
Advanced					Keep Up



Status Indicator

Area of Interest	Indicator	Measure
<p><i>Is the educational program a success?</i></p>	<p>2. Student Achievement Level—Status</p>	<p>2.1.a-b. SAR overall performance rating</p>
		<p>2.2.a-d. AYP</p>
		<p>2.3.a-d. % CSAP proficient or above</p>
		<p>2.4.a-d. % CSAP proficient or above compared to similar schools</p>
		<p>2.5.a-d. CSAP achievement gaps (FRL, ELL, Special Education, & Ethnic subgroups)</p>
		<p>2.6. % DRA/EDL on grade level or above</p>



Similar Schools

All DPS schools are classified into clusters of similar schools based on a combination of

- % free/reduced lunch (FRL) and
- % ethnic minority.

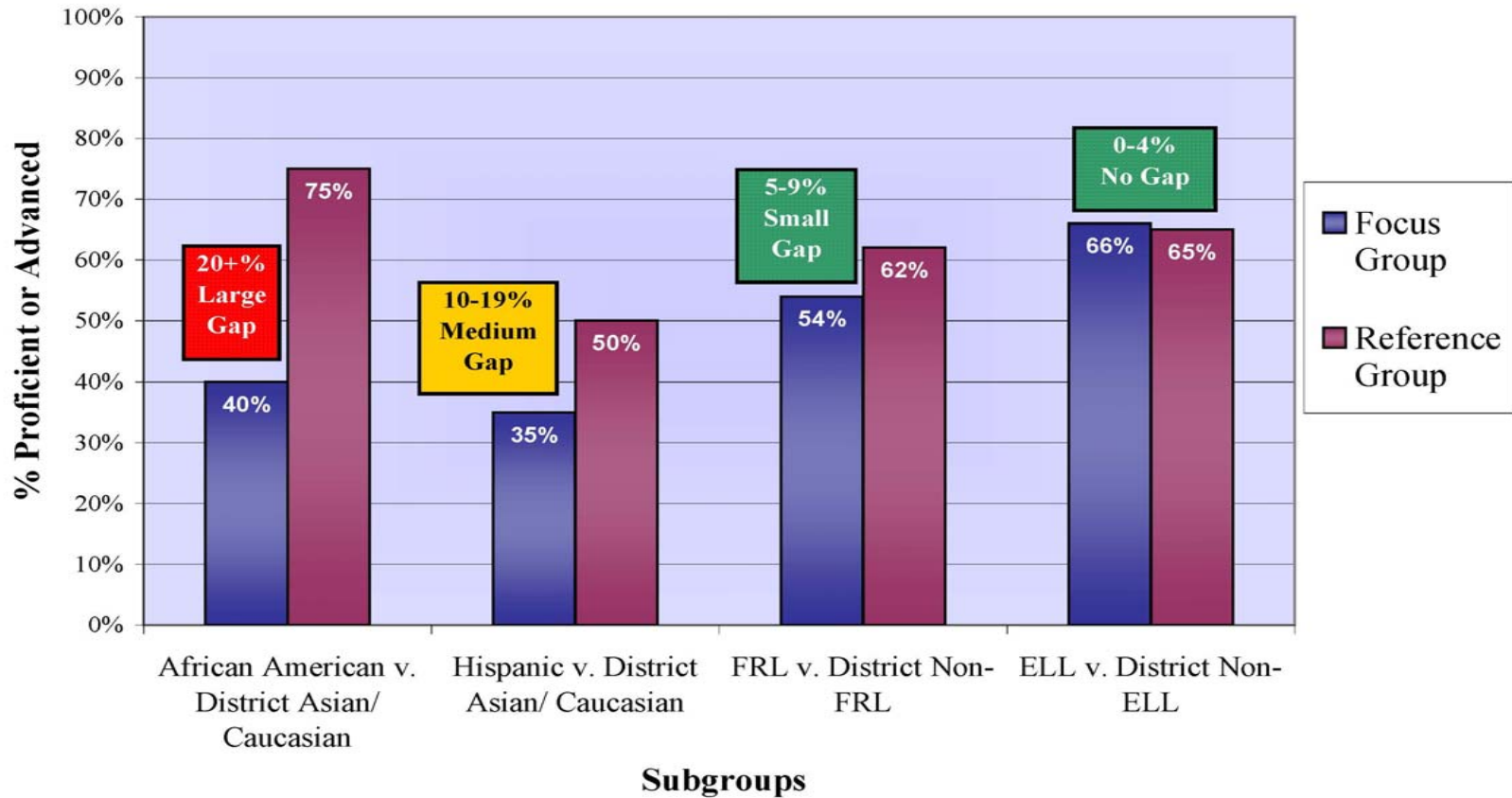
Elementary schools are divided into 5 clusters, Middle and High schools are divided into 3 clusters.

See Attachment 4.



CSAP Achievement Gaps

CSAP Achievement Gaps





Activity 2

Using the rubric's Status section, find the following:

1. If a school's average composite Colorado ACT score was 15 in 2006 and 22 in 2007, how many points will it receive for that measure?
2. How many points will a school receive for the CSAP Math gap measure, if it has
 - a small gap in for ELL,
 - a large gap for FRL,
 - a small gap for Special Ed, and
 - a medium gap for ethnic minorities?



College Readiness & Student Engagement

Area of Interest	Indicator	Measure
<i>Is the educational program a success?</i>	3. College & Career Readiness	3.1. Colorado ACT
		3.2. Graduation rate
	4. Student Engagement	4.1. Attendance rate
		4.2. Student satisfaction (not scored at this time)

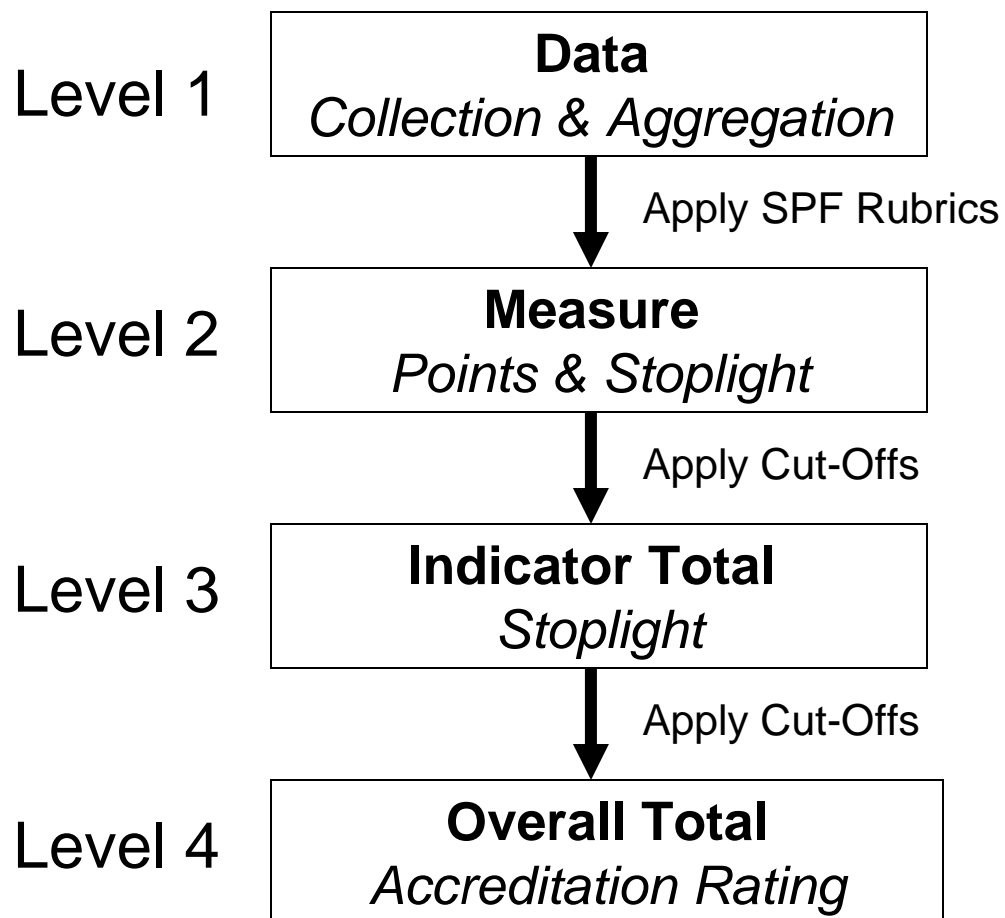


School Demand & Parent Engagement

Area of Interest	Indicator	Measure
<i>Is the organization effective and well-run?</i>	5. School Demand	5.1. Re-enrollment
		5.2. Enrollment change
	6. Parent & Community Engagement	6.1. Parent satisfaction (not scored at this time)
		6.2. Parent response rate (not scored at this time)



Computation Process





Activity 3

1. On an index card, write down the top 3 questions you want to ask about the SPF.
2. Reflect on the following:
 - Which 2 measures make the most sense to you?
 - Which 2 measures need clarification most?
 - How will you use the SPF to help you manage your school?

School Performance Framework Measure Stoplights

Random High School

Network X

	Earned Points	Possible Points	% of Points Earned	Stoplight
1. Student Progress Over Time	24	76	32%	Does not meet
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1.2a Growth Percentile--Reading	2	6		Approaching
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2.2d AYP 2006 Math	0	2		Does not meet
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2.3c CSAP Proficient+--Writing	1	2		Approaching
2.3d CSAP Proficient+--Science	1	2		Approaching
2.4a CSAP Proficient+ Sim Schools--Reading	2	2		Meets
2.4b CSAP Proficient+ Sim Schools--Math	2	2		Meets
2.4c CSAP Proficient+ Sim Schools--Writing	2	2		Meets
2.4d CSAP Proficient+ Sim Schools--Science	2	2		Meets
2.5a Gaps--Reading	0	2		Does not meet
2.5b Gaps--Math	0	2		Does not meet
2.5c Gaps--Writing	0	2		Does not meet
2.5d Gaps--Science	0	2		Does not meet
2.6 Early Literacy--DRA				NA
3. College and Career Readiness				Does not meet
3.1 Colorado ACT	1	3		Approaching
3.2 Graduation Rate		0		
4. Student Engagement	3	3	100%	Exceeds
4.1 Attendance Rate	3	3		Exceeds
4.2 Student Satisfaction Survey				TBD
5. School Demand	4	4	100%	Exceeds
5.1 Re-Enrollment Rate	2	2		Meets
5.2 Enrollment Change	2	2		Meets
6. Parent and Community Engagement				
6.1 Parent Satisfaction Survey				TBD
6.2 Parent Response Rate				TBD

Attachment 3

DENVER PUBLIC SCHOOLS

900 GRANT STREET / DENVER, CO 80203



School Performance Framework Rubrics

DPS uses the Performance Framework to determine a school's success relative to a balanced set of accreditation indicators that meet district and state requirements.

School Performance Framework Rubrics

Introduction

The purpose of this Guide is to provide detailed information about each SPF item and the decision rules used to determine whether a school **did not meet** standards, was **approaching** standards, **met** standards, or **exceeded** standards.

The data used for SPF consist of two years worth of data (i.e., 2005-2006 baseline year and 2006-2007). When there was only one year’s worth of data available, only one year was used. **In some cases the narratives do not cover all possible outcome combinations. In such cases, we’ve supplemented an additional chart immediately below the first narrative to help guide you when scoring that particular measure.**

I. Is the Educational Program a Success?

1. Student Progress Over Time—Growth

Are students making adequate or substantial growth over time?

Student progress over time includes measures of students’ longitudinal growth using (1) the School Accountability Report academic growth rating, (2) median growth percentile, (3) similar schools analysis, (4) catch-up growth, and (5) keep-up growth.

Each measure is applicable only to schools with 16 or more SAR-included students.

1.1.a. SAR Growth: Did the school receive an “Improvement” Academic Growth rating on the 2007 SAR?	
0. Does not meet standard	The school received an Academic Growth rating of “Decline” or “Significant Decline.”
2. Approaching standard	The school received an Academic Growth rating of “Stable.”
4. Meets standard	The school received an Academic Growth rating of “Improvement.”
6. Exceeds standard	The school received an Academic Growth rating of “Significant Improvement.”

1.1.b. SAR Growth: Did the school receive an “Improvement” Academic Growth rating on the 2006 SAR?	
0. Does not meet standard	The school received an Academic Growth rating of “Decline” or “Significant Decline.”
2. Approaching standard	The school received an Academic Growth rating of “Stable.”
4. Meets standard	The school received an Academic Growth rating of “Improvement.”
6. Exceeds standard	The school received an Academic Growth rating of “Significant Improvement.”

1.2.a. Growth Percentile: Is the school's CSAP Reading median growth percentile at or above 50?	
0. Does not meet standard	The median growth percentile is less than 35.
2. Approaching standard	The median growth percentile is at or above 35 and less than 50.
4. Meets standard	The median growth percentile is at or above 50 and less than 70.
6. Exceeds standard	The median growth percentile is 70 or higher.

1.2.b. Growth Percentile: Is the school's CSAP Math median growth percentile at or above 50?	
0. Does not meet standard	The median growth percentile is less than 35.
2. Approaching standard	The median growth percentile is at or above 35 and less than 50.
4. Meets standard	The median growth percentile is at or above 50 and less than 70.
6. Exceeds standard	The median growth percentile is 70 or higher.

1.2.c. Growth Percentile: Is the school's CSAP Writing median growth percentile at or above 50?	
0. Does not meet standard	The median growth percentile is less than 35.
2. Approaching standard	The median growth percentile is at or above 35 and less than 50.
4. Meets standard	The median growth percentile is at or above 50 and less than 70.
6. Exceeds standard	The median growth percentile is 70 or higher.

1.3.a. Growth Percentile Similar Schools Analysis: Did the school have equal or better growth than similar schools on CSAP Reading?	
0. Does not meet standard	The median growth percentile is below acceptable range (more than 10 percentiles below the cluster median).
2. Approaching standard	N/A *
4. Meets standard	The median growth percentile is within acceptable range (within 10 percentiles above or below the cluster median).
6. Exceeds standard	The median growth percentile is above acceptable range (at least 10 percentiles above the cluster median).

***Note:** This stoplight is not applicable to current year as only one year's data are available.

1.3.b. Growth Percentile Similar Schools Analysis: Did the school have equal or better growth than similar schools on CSAP Math?	
0. Does not meet standard	The median growth percentile is below acceptable range (more than 10 percentiles below the cluster median).
2. Approaching standard	N/A
4. Meets standard	The median growth percentile is within acceptable range (within 10 percentiles above or below the cluster median).
6. Exceeds standard	The median growth percentile is above acceptable range (at least 10 percentiles above the cluster median).

1.3.c. Growth Percentile Similar Schools Analysis: Did the school have equal or better growth than similar schools on CSAP Writing?	
0. Does not meet standard	The median growth percentile is below acceptable range (more than 10 percentiles below the cluster median).
2. Approaching standard	N/A
4. Meets standard	The median growth percentile is within acceptable range (within 10 percentiles above or below the cluster median).
6. Exceeds standard	The median growth percentile is above acceptable range (at least 10 percentiles above the cluster median).

1.4.a. Catch-Up Growth: Was the percentage of students moving up to a higher performance level on CSAP Reading equal to or higher than the district average?	
0. Does not meet standard	The percentage of students moving to a higher CSAP performance level was below the district's 20 th percentile.
2. Approaching standard	The percentage of students moving to a higher CSAP performance level was below district average, but at or above the district's 20 th percentile.
4. Meets standard	The percentage of students moving to a higher CSAP performance level was equal to or above the district's average.

The following table depicts how two years' catch-up growth are combined into one single spotlight:

Year 2 Catch-Up \ Year 1 Catch-Up	0. BP	2. BDA	4. MEDA
0. BP	0. Does not meet	0. Does not meet	2. Approaching
2. BDA	0. Does not meet	2. Approaching	2. Approaching
4. MEDA	0. Does not meet	2. Approaching	4. Meets

Note: BP = below the district's 20th percentile; BDA = above the district's 20th percentile but below the district percentage; MEDA = meets or exceeds the district's percentage

1.4.b. Catch-Up Growth: Was the percentage of students moving up to a higher performance level on CSAP Math equal to or higher than the district average?	
0. Does not meet standard	The percentage of students moving to a higher CSAP performance level was below the district's 20 th percentile.
2. Approaching standard	The percentage of students moving to a higher CSAP performance level was below district average, but at or above the district's 20 th percentile.
4. Meets standard	The percentage of students moving to a higher CSAP performance level was equal to or above the district's average.

1.4. c. Catch-Up Growth: Was the percentage of students moving up to a higher performance level on CSAP Writing equal to or higher than the district average?	
0. Does not meet standard	The percentage of students moving to a higher CSAP performance level was below the district's 20 th percentile.
2. Approaching standard	The percentage of students moving to a higher CSAP performance level was below district average, but at or above the district's 20 th percentile.
4. Meets standard	The percentage of students moving to a higher CSAP performance level was equal to or above the district's average.

1.5.a. Keep-Up Growth: Was the percentage of students staying in the Proficient or Advanced performance level on CSAP Reading equal to or higher than the district average?	
0. Does not meet standard	The percentage of students staying at a high CSAP performance level was below the district's 20 th percentile.
2. Approaching standard	The percentage of students staying at a high CSAP performance level was below average, but at or above the district's 20 th percentile.
4. Meets standard	The percentage of students staying at a high CSAP performance level was equal to or above the district's average.

The following table depicts how two years’ keep-up growth are combined into one single stoplight:

Year 2 Year 1	0. BP	2. BDA	4. MEDA
0. BP	0. Does not meet	0. Does not meet	2. Approaching
2. BDA	0. Does not meet	2. Approaching	2. Approaching
4. MEDA	0. Does not meet	2. Approaching	4. Meets

Note: BP = below the district’s 20th percentile; BDA = above the district’s 20th percentile but below the district percentage; MEDA = meets or exceeds the district’s percentage

1.5.b. Keep-Up Growth: Was the percentage of students staying in the Proficient or Advanced performance level on CSAP Math equal to or higher than the district average?	
0. Does not meet standard	The percentage of students staying at a high CSAP performance level was below the district’s 20 th percentile.
2. Approaching standard	The percentage of students staying at a high CSAP performance level was below average, but at or above the district’s 20 th percentile.
4. Meets standard	The percentage of students staying at a high CSAP performance level was equal to or above the district’s average.

1.5.c. Keep-Up Growth: Was the percentage of students staying in the Proficient or Advanced performance level on CSAP Writing equal to or higher than the district average?	
0. Does not meet standard	The percentage of students staying at a high CSAP performance level was below the district’s 20 th percentile.
2. Approaching standard	The percentage of students staying at a high CSAP performance level was below average, but at or above the district’s 20 th percentile.
4. Meets standard	The percentage of students staying at a high CSAP performance level was equal to or above the district’s average.

1.6* AYP Growth: Given that the school did not make AYP, did the school show progress in the percentage of AYP targets made ?	
0. Does not meet standard	The change of percentage of AYP targets made was negative or no change.
2. Approaching standard	The change of percentage of AYP targets made was positive but below the district’s average of schools with positive change.
4. Meets standard	The change of percentage of AYP targets made was at or above the district’s average of schools with positive change.

*This measure is not applicable to schools who made AYP in Reading and Math in both years.

2. Student Achievement Level—Status

Is the achievement level of the school high?

Student Achievement Status includes the following state and federal measures: (1) SAR Overall Academic Performance, (2) Adequate Yearly Progress (AYP) as measured by CDE for NCLB purposes, (3) the percentage of students scoring proficient or advanced in CSAP, (4) similar schools analysis, and (5) achievement gaps for specific student subgroups (ELL, SPED, FRL, and ethnic minorities).

Each measure is applicable only to schools with 16 or more SAR-included students.

2.1.a. SAR Rating: Did the school receive an “Average”, “High”, or “Excellent” SAR in 2007?	
0. Does not meet standard	The school received an Academic Performance rating of “Unsatisfactory.”
1. Approaching standard	The school received an Academic Performance rating of “Low.”
2. Meets standard	The school received an Academic Performance rating of “Average.”
3. Exceeds standard	The school received an Academic Performance rating of “High” or “Excellent.”

2.1.b. SAR Rating: Did the school receive an “Average”, “High”, or “Excellent” SAR in 2006?	
0. Does not meet standard	The school received an Academic Performance rating of “Unsatisfactory.”
1. Approaching standard	The school received an Academic Performance rating of “Low.”
2. Meets standard	The school received an Academic Performance rating of “Average.”
3. Exceeds standard	The school received an Academic Performance rating of “High” or “Excellent.”

2.2a. 2007 Reading AYP: Did the school make Adequate Yearly Progress (AYP) in Reading in 2007?	
0. Does not meet standard	The school did not make AYP and the percentage of targets made was below district average.
1. Approaching standard	The school did not make AYP but the percentage of targets made was at or above district average.
2. Meets standard	The school made AYP.

2.2b. 2007 Math AYP: Did the school make Adequate Yearly Progress (AYP) in Math in 2007?	
0. Does not meet standard	The school did not make AYP and the percentage of targets made was below district average.
1. Approaching standard	The school did not make AYP but the percentage of targets made was at or above district average.
2. Meets standard	The school made AYP.

2.2c. 2006 Reading AYP: Did the school make Adequate Yearly Progress (AYP) in Reading in 2006?	
0. Does not meet standard	The school did not make AYP and the percentage of targets made was below district average.
1. Approaching standard	The school did not make AYP but the percentage of targets made was at or above district average.
2. Meets standard	The school made AYP.

2.2d. 2006 Math AYP: Did the school make Adequate Yearly Progress (AYP) in Math in 2006?	
0. Does not meet standard	The school did not make AYP and the percentage of targets made was below district average.
1. Approaching standard	The school did not make AYP but the percentage of targets made was at or above district average.
2. Meets standard	The school made AYP.

2.3.a. % CSAP Proficient: Was the percentage of students “Proficient” or “Advanced” at or above the district average on CSAP Reading?	
0. Does not meet standard	The percentage of students “Proficient” or “Advanced” was below the district’s 20 th percentile.
1. Approaching standard	The percentage of students “Proficient” or “Advanced” was below the district average, but at or above the district’s 20 th percentile.
2. Meets standard	The percentage of students “Proficient” or “Advanced” was equal to or above the district’s average.

More specifically, combining two year’s worth of data:

Year 2 \ Year 1	0. BP*	1. BDA	2. MEDA
0. BP*	0. Does not meet	1. Approaching	1. Approaching
1. BDA	1. Approaching	1. Approaching	1. Approaching
2. MEDA	1. Approaching	1. Approaching	2. Meets

Note 1: BP = below the district’s 20th percentile; BDA = above the district’s 20th percentile but below the district average; MEDA = meets or exceeds the district’s percentage

*Note 2: Additional criteria for the “Does not meet standard” designation are as follows: 1) an elementary school with a score above the 20th percentile threshold in year 1 and with a score below the 10th percentile threshold in year 2; and 2) a middle or high school with a score above the 20th percentile threshold in year 1 and with a score below the 15th percentile threshold in year 2.

2.3.b. % CSAP Proficient: Was the percentage of students “Proficient” or “Advanced” at or above the district average on CSAP Math?	
0. Does not meet standard	The percentage of students “Proficient” or “Advanced” was below the district’s 20 th percentile.
1. Approaching standard	The percentage of students “Proficient” or “Advanced” was below the district average, but at or above the district’s 20 th percentile.
2. Meets standard	The percentage of students “Proficient” or “Advanced” was equal to or above the district’s average.

2.3.c. % CSAP Proficient: Was the percentage of students “Proficient” or “Advanced” at or above the district average on CSAP Writing?	
0. Does not meet standard	The percentage of students “Proficient” or “Advanced” was below the district’s 20 th percentile.
1. Approaching standard	The percentage of students “Proficient” or “Advanced” was below the district average, but at or above the district’s 20 th percentile.
2. Meets standard	The percentage of students “Proficient” or “Advanced” was equal to or above the district’s average.

2.3.d. % CSAP Proficient: Was the percentage of students “Proficient” or “Advanced” at or above the district average on CSAP Science?	
0. Does not meet standard	The percentage of students “Proficient” or “Advanced” was below the district’s 20 th percentile.
1. Approaching standard	The percentage of students “Proficient” or “Advanced” was below the district average, but at or above the district’s 20 th percentile.
2. Meets standard	The percentage of students “Proficient” or “Advanced” was equal to or above the district’s average.

2.4.a. % CSAP Proficient Similar School Analysis: Did the school have equal or better achievement than similar schools on CSAP Reading?	
0. Does not meet standard	The percentage of students “Proficient” or “Advanced” was significantly (10 percent points) below the cluster average.
2. Meets standard	The percentage of students “Proficient” or “Advanced” was NOT significantly (10 percent points) below the cluster average.

More specifically, combining two year’s worth of data:

Year 1 \ Year 2	0. Below -10 percentage points	2. NOT Below -10 percentage points
0. Below -10 percentage points	0. Does not meet	1. Approaching
2. NOT Below -10 percentage points	1. Approaching	2. Meets

2.4.b. % CSAP Proficient Similar School Analysis: Did the school have equal or better achievement than similar schools on CSAP Math?	
0. Does not meet standard	The percentage of students “Proficient” or “Advanced” was significantly (10 percent points) below the cluster average.
2. Meets standard	The percentage of students “Proficient” or “Advanced” was NOT significantly (10 percent points) below the cluster average.

2.4.c. % CSAP Proficient Similar School Analysis: Did the school have equal or better achievement than similar schools on CSAP Writing?	
0. Does not meet standard	The percentage of students “Proficient” or “Advanced” was significantly (10 percent points) below the cluster average.
2. Meets standard	The percentage of students “Proficient” or “Advanced” was NOT significantly (10 percent points) below the cluster average.

2.4.d. % CSAP Proficient Similar School Analysis: Did the school have equal or better achievement than similar schools on CSAP Science?	
0. Does not meet standard	The percentage of students “Proficient” or “Advanced” was significantly (10 percent points) below the cluster average.
2. Meets standard	The percentage of students “Proficient” or “Advanced” was NOT significantly (10 percent points) below the cluster average.

2.5.a. Achievement Gaps: Did the school have small or no achievement gaps between focal groups (ELL, SPED, FRL, ethnic minorities) and reference groups (district Non-ELL, district non-SPED, district non-FRL, district Caucasian/Asian) on CSAP Reading?	
0. Does not meet standard	Large gap: subgroups are 20 percent points or more below general students.
1. Approaching standard	Medium gap: subgroups are 10 percent points or more but less than 20 percent points below general students.
2. Meets standard	Small or no gap: subgroups are less than 10 percent points below general students.

More specifically, combining two year’s worth of data:

Year 1 \ Year 2	0. Large Gap	1. Medium Gap	2. Small Gap	2. No Gap
0. Large Gap	0. Does not meet	1. Approaching	1. Approaching	1. Approaching
1. Medium Gap	1. Approaching	1. Approaching	1. Approaching	2. Meets
2. Small Gap	1. Approaching	1. Approaching	2. Meets	2. Meets
2. No Gap	1. Approaching	2. Meets	2. Meets	2. Meets

2.5.b. Achievement Gaps: Did the school have small or no achievement gaps between focal groups (ELL, SPED, FRL, ethnic minorities) and reference groups (district Non-ELL, district non-SPED, district non-FRL, district Caucasian/Asian) on CSAP Math?	
0. Does not meet standard	Large gap: subgroups are 20 percent points or more below general students.
1. Approaching standard	Medium gap: subgroups are 10 percent points or more but less than 20 percent points below general students.
2. Meets standard	Small or no gap: subgroups are less than 10 percent points below general students.

2.5.c. Achievement Gaps: Did the school have small or no achievement gaps between focal groups (ELL, SPED, FRL, ethnic minorities) and reference groups (district Non-ELL, district non-SPED, district non-FRL, district Caucasian/Asian) on CSAP Writing?	
0. Does not meet standard	Large gap: subgroups are 20 percent points or more below general students.
1. Approaching standard	Medium gap: subgroups are 10 percent points or more but less than 20 percent points below general students.
2. Meets standard	Small or no gap: subgroups are less than 10 percent points below general students.

2.5.d. Achievement Gaps: Did the school have small or no achievement gaps between focal groups (ELL, SPED, FRL, ethnic minorities) and reference groups (district Non-ELL, district non-SPED, district non-FRL, district Caucasian/Asian) on CSAP Science?	
0. Does not meet standard	Large gap: subgroups are 20 percent points or more below general students.
1. Approaching standard	Medium gap: subgroups are 10 percent points or more but less than 20 percent points below general students.
2. Meets standard	Small or no gap: subgroups are less than 10 percent points below general students.

2.6. DRA: Was the percentage of students at or above grade level equal to or above the district average?	
0. Does not meet standard	The percentage of students at or above grade level was below the district's 20 th percentile.
1. Approaching standard	The percentage of students at or above grade level was below the district average, but at or above the district's 20 th percentile.
2. Meets standard	The percentage of students at or above grade level was equal to or above the district's average.

More specifically, combining two year's worth of data:

Year 2 \ Year 1	0. BP	1. BDA	2. MEDA
0. BP	0. Does not meet	0. Does not meet	1. Approaching
1. DBA	0. Does not meet	1. Approaching	1. Approaching
2. MEDA	1. Approaching	1. Approaching	2. Meets

Note: BP = below the district's 20th percentile; BDA = above the district's 20th percentile but below the district average; MEDA = meets or exceeds the district's percentage

3. College and Career Readiness

Is the school adequately preparing its graduates for post-secondary success? [High schools only]

Post-secondary readiness includes two measures: (1) Colorado ACT scores; and (2) the school's graduation rate.

3.1. Colorado ACT: Was the school's average composite Colorado ACT score at or above district average?	
0. Does not meet standard	The school's Colorado ACT was less than 15.
1. Approaching standard	The school's Colorado ACT was 15 or above and below 18.
2. Meets standard	The school's Colorado ACT was 18 or above and below 21.
3. Exceeds standard	The school's Colorado ACT was 21 or above.

More specifically:

Year 2 \ Year 1	0. CACT<15	1. 15<=CACT<18	2. 18<=CACT<21	3. CACT>21
0. CACT<15	0. Does not meet	0. Does not meet	0. Does not meet	0. Does not meet
1. 15<=CACT<18	0. Does not meet	1. Approaching	1. Approaching	1. Approaching
2. 18<=CACT<21	0. Does not meet	1. Approaching	2. Meets	2. Meets
3. CACT>21	0. Does not meet	1. Approaching	2. Meets	3. Exceeds

Note: The DPS average was around 18 for the past two consecutive years. The standard deviation of the schools' performances was 3 points, resulting in a plus and minus 3 point range. These cut-off points may change each year.

3.2. Graduation Rate: Was the graduation rate in 2007 at or above the state average?	
0. Does not meet standard	The graduation rate was below the district's 25 th percentile.
1. Approaching standard	The graduation rate was above the district's 25 th percentile, but below the state's graduation rate.
2. Meets standard	The graduation rate met or exceeded the state's graduation rate.

4. Student Engagement

Are the school’s students engaged?

Student Engagement is measured by attendance rate and the student satisfaction survey results. The student satisfaction survey data are not included in the indicator total or overall total points in the current framework.

4.1. Attendance: Was the student attendance rate at or above the district average?	
0. Does not meet standard	The average student attendance rate was below the 20 th percentile.
1. Approaching standard	The average student attendance rate was below the district average, but above the district’s 20 th percentile.
2. Meets standard	The average student attendance rate was equal to or above the district’s average.
3. Exceeds Standard	The average student attendance rate was at or above the 80 th percentile.

More specifically, combining two year’s worth of data:

Year 2 \ Year 1	0. BP	1. BDA	2. MEDA	3. AP
0. BP	0. Does not meet	0. Does not meet	1. Approaching	1. Approaching
1. BDA	0. Does not meet	1. Approaching	1. Approaching	2. Meets
2. MEDA	1. Approaching	1. Approaching	2. Meets	2. Meets
3. AP	1. Approaching	2. Meets	2. Meets	3. Exceeds

Note: BP = below the district’s 20th percentile; BDA = above the district’s 20th percentile but below the district average; MEDA = meets or exceeds the district’s average; AP=at or above the district’s 80th percentile

4.2. Student Satisfaction: Did the school have at least 80% of student who responded positively in the student satisfaction survey?	
0. Does not meet standard	TBD
1. Approaching standard	TBD
2. Meets standard	TBD

II. Is the organization effective and well-run?

5. School Demand

Does the school maintain high student enrollment, interest, and demand?

Student Demand is measured by the school’s re-enrollment rate and the school’s enrollment change in relation to its capacity.

5.1. Re-Enrollment: Was the student re-enrollment rate at or above the district average in 2006 and 2007?	
0. Does not meet standard	The re-enrollment rate was below the district’s 20 th percentile.
1. Approaching standard	The re-enrollment rate was below the district average, but at or above the district’s 20 th percentile.
2. Meets standard	The re-enrollment rate was equal to or above the district’s average.

5.2. Enrollment Change: Did the school have a high enrollment rate change in relation to its capacity?	
0. Does not meet standard	The enrollment change was negative for schools at medium capacity (between 80% and 90%); the enrollment change was less than 10% for schools at low capacity (<80%).
1. Approaching standard	The enrollment change was positive for schools at medium capacity (between 80% and 90%); the enrollment change was between 10% and 15% for schools at low capacity (<80%).
2. Meets standard	The enrollment was 90% or more of adjusted program capacity; the enrollment change was 10% or more for schools at medium capacity (between 80% and 90%); the enrollment change was 15% or more for schools at low capacity (<80%).

6. Parent and Community Engagement

Are the parents and community engaged?

Parent and Community Engagement is measured by the parent satisfaction survey results. The data are not included in the indicator total or overall total points in the current framework.

6.1. Parent Satisfaction: Did the school have at least 80% of parents who responded positively in the parent satisfaction survey?	
0. Does not meet standard	TBD
1. Approaching standard	TBD
2. Meets standard	TBD

6.2 Parent Response Rate: TBD

Attachment 5

School Performance Framework Glossary

Achievement Gaps:

Gap measures are used to identify discrepancies between the performance of a specific student subgroup in a school (focus group) and the performance of the general district student population (reference groups). Performance refers to the percent of students scoring at or above proficient level in CSAP Reading/Lectura, Math, Writing/Escritura, and Science. Only the students who are SAR-included are counted in these measures. There are 7 possible focus groups and 4 reference groups: free or reduced lunch versus non-free or reduced lunch, English language learners versus non-English language learners, special education versus non-special education, African Americans versus Caucasians and Asians, Native Americans versus Caucasians and Asians, and Hispanics versus Caucasians and Asians. Only groups with 16 or more students are included in this measure. If both the African American and Hispanic groups have less than 16 students, all minority groups are aggregated to form an “At Risk Minority” focus group and is compared to the Caucasians and Asians reference group.

Adequate Yearly Progress (AYP):

Schools are rated based on the percentage of AYP targets made (also called “cells”) in Reading and Math in the previous two years.

Attendance Rate:

Each school’s student attendance rate for each of the previous two years is calculated using the data available in Infinite Campus.

AYP Growth:

The schools are rated based on the change in the percentage of the total targets made (also called “cells”).

Catch-Up Growth:

Catch-up growth refers to the percentage of students transitioning from a lower to higher performance level from one year to the next (for example, the percentage of students moving up from unsatisfactory, up from low-partially proficient, or up from high-partially proficient, etc.). This measure is limited to CSAP Reading, Math, and Writing.

Each year’s catch-up growth is calculated for all students who took two consecutive CSAP tests. The first year’s catch-up growth measures the transition from the 2005 CSAP to 2006 CSAP, and the second year’s catch-up growth measures the transition from the 2006 CSAP to the 2007 CSAP.

Colorado ACT:

The Colorado ACT assesses post-secondary readiness for grade 11 students in the areas of reading, English, math, and science. For accreditation, the school's average composite score is used. Two years of Colorado ACT composite data were assessed to determine ratings across schools on the Colorado ACT.

Early Literacy – DRA:

The Developmental Reading Assessment (DRA/DRA2) and its Spanish counterpart, Evaluacion del desarrollo de la Lectura (EDL/EDL2) data are used as the measure of early literacy (this applies to elementary schools only). Schools are rated based on the percentage of students in Grades K-3 scoring at grade level or above.

Growth Percentile:

This measure of student longitudinal growth (in CSAP Reading, Math, and Writing) provides the percentile of each student's growth in one year compared to all other students in the state who have the same performance history. This history includes up to 3 years of available CSAP score data for each student. For each school, the median growth percentile determines the schools' performance. Only students who are SAR-included were counted in this measure. CSAP Lectura and Escritura were excluded from this measure.

Keep-Up Growth:

Keep-up growth refers to the percentage of students staying in the proficient and advanced categories. Keep-up growth was calculated for all students who took CSAP for two consecutive years. It is limited to CSAP Reading, Math, and Writing.

Each year's keep-up growth is calculated for all students who took two consecutive CSAP tests. The first year's keep-up growth counts students staying proficient or advanced from the 2005 CSAP to 2006 CSAP, and the second year's keep-up growth counts students staying proficient or advanced from the 2006 CSAP to the 2007 CSAP.

Graduation Rate:

This measure uses the graduation rates published by CDE for DPS high schools with graduating classes. Only the first year's graduation rate is used.

Parent Satisfaction:

This measure is currently under development.

Re-Enrollment Rate:

Re-enrollment refers to the percent of 2006 students who enrolled again in the school in 2007. The data are broken out by grade level, which is helpful for calculating the re-enrollment rate for those schools with multiple education levels. For those schools that are K-8, an elementary re-enrollment rate was calculated and a middle re-enrollment rate was calculated.

Last revised--2/1/2008

SAR Academic Growth rating:

This measure of student longitudinal growth is the rating reported on the state School Accountability Report.

SAR Overall Academic Performance:

This measure of student achievement status is reported on the state School Accountability Report.

Similar Schools Analysis:

This analysis determines how a school's performance compares to other schools within DPS that are similar in characteristics that are highly correlated to student achievement: the percentage of students who qualify for free- or reduced-price lunches and the percentage of students who are ethnic minorities. The October Count of year 2 is used for this analysis.

Student Achievement Status:

Student achievement status indicates the percentage of student who scored at or above proficient level. All content areas are included but are assessed separately. Where Lectura and Escritura are used, these are included as reading and writing scores so that all student literacy measures can be captured.

Student Satisfaction:

This measure is currently under development.

Attachment 4

School Performance Framework FAQ

1. When can the schools that opened in 06-07 get an SPF?
—New schools and new educational levels will not be part of SPF2007; they will be part of SPF2008 and will receive scorecards and ratings in Fall 2008. SPF2008 will use the 06-07 and 07-08 data.
2. How much of the SPF is going to change?
—The current SPF (2007) will mostly likely remain as is for this year. However, many changes will be made for SPF2008.
3. Are CSAP Lectura and Escritura used in the growth percentile measures?
—No, a student must have at least 2 CSAP Reading or Writing tests in English.
4. How do you determine how many points a school receives for the gap measures?
—For each content area, the largest gap determines the points awarded according to the rubrics' specifications.
5. Which students are counted in the SPF?
—For measures that involve test scores, only students who are SAR-included are counted.
6. Why are Benchmark data not being used but DRA are?
—Benchmark is a formative assessment used for instructional purposes only. Although DRA is also formative, it is the only measure that assesses K-2 students.
7. How often will the similar school clusters change?
—The clusters change with every SPF, using the October Count data of the year of evaluation.
8. What are the rewards and sanctions associated with the SPF ratings?
—The rewards and sanctions are currently being developed.
9. Is there a version of the scorecard for the community/parents?
—Not at this time. However, in the April Principals' Institute, you will be trained on how to communicate the SPF results with your community.
10. Whom can I contact for SPF-related questions and feedback?
—Assessment & Research Department (720)423-3736: Bob Good, Yu-Lu Hsiung, Danielle Johnson, and Maegan Daigler.

Principal Performance Compensation

February 7, 2008

TIF Grant

Objectives:

- Improve student academic achievement
- Attract, develop and retain effective teachers and principals

Highlights:

- 5 year grant ending in school year 2010-2011
- Payments are to schools with 30% or higher FRL
 - Schools with less than 30% FRL will be paid by the district
- Components will be refined over the five years
- DPS to fund increasing amounts of the compensation components over the five years
- Final recommendation to the DPS Board of Education in school year 2010-2011

Grant Components

- Establish Principal Performance Compensation System
 - Student academic achievement
 - Hard to serve schools
 - Turnaround assignments
- Develop Best Practices Documentation
 - Document best practices in distinguished schools
 - Establish partnership with New Leaders New Schools
- Expand Organizational Capacity
 - Professional development
 - Assessment tools
 - Technology solutions

Progress-to-date

- Secured future years funding with DOE
- Increased grant funding by 25% for work with New Leaders New Schools – Best Practice
- Paid principals for performance in 06-07
- Established Executive and Design Committees
- Established best practice process with NLNS
- Principal/Admin workgroups developed 07-08 program
- Obtained DOE approval of 07-08 program

'07-08 Compensation Design

- Eligibility
 - Satisfactory performance evaluation
 - Principals must be in the school for 75% of the Aug 1-May 31 school year and in the school on May 31
 - Retirees who meet the criteria will be compensated
 - Director titles in Alternative Schools will be included
- Payments
 - Annual payments except for best practices
 - Non-salary building payments
 - Amounts will vary based upon number of schools that achieve the objective

'07-08 Compensation Components

Element	Expected Awards	TIF Cost	GF Cost
Hard to Serve	50% of Schools	\$524,000	0
Overall Student Academic Growth	50% of Schools	\$480,000	\$55,000
Subject-specific Student Academic Growth	50% of Schools	\$220,000	\$25,000
Top Performing Schools	35% of Schools	\$430,000	\$125,000
Best Practice Documentation	20 Schools per year	\$220,000	\$55,000
Total		\$1,874,000	\$260,000

Hard to Serve

- Criteria
 - HS 75% or greater FRL
 - MS 85% or greater FRL
 - K-8 & Elementary 87% or greater FRL
 - All Provision 2 and Alternative Schools
- Payment
 - Principal \$6,000
 - Assistant Principal \$4,500
 - June of current school year

Overall Student Academic Growth

- **Criteria**
 - X% improvement from previous year to current year on the School Performance Framework
 - Improvement percentages will be standardized with the help of an external firm
- **Payment Ranges**
 - Principal - \$4,000-\$6,000
 - Assistant Principal - \$3,000-\$4,500
- **Payment Timing**
 - September of year following measurement timeframe e.g. September 08

Subject-specific Student Academic Growth

- Criteria
 - X% improvement from previous year to current year in a specific CSAP subject
 - CSAP performance must be school wide
 - Improvement percentages will be set at 10% for all schools initially and then standardized with the help of an external firm and adjusted accordingly
- Payment Ranges
 - Principal - \$2,000-\$3,000
 - Assistant Principal - \$1,500-\$2,250
- Payment Timing
 - September of year following measurement timeframe e.g. September 08

Top Performing Schools

- Criteria
 - Schools identified as distinguished or accredited as measured by the School Performance Framework
- Payment Ranges
 - Principal - \$6,000-\$10,000
 - Assistant Principal - \$4,500-\$7,500
 - Differentiated payments i.e. Distinguished at higher amount than next level
- Payment Timing
 - September of year following measurement timeframe e.g. September 08

Best Practice Documentation

- Two tiers
 - Tier 1 – Written and Video Documentation
 - Tier 2 – Written documentation only
- Selection process
 - CSAP growth – 15 schools
 - Self nomination process – 5 schools
- Pay ranges
 - Tier 1 – Principal \$7,000-\$10,000, AP \$5,250-\$7,500
 - Tier 2 – Principal \$6,000-\$7,000, AP \$4,500-\$5,250
- Payment
 - Half when documentation process starts and remainder when documentation completed

Next Steps

- Finalize growth percentages for School Performance Framework and CSAP components
- Communicate specific scores to each school
- Communicate performance objectives to each school
- Start work with New Leaders New Schools on best practices
- Finalize Alternative School measurements
- Establish principal database for payments