

## PERFORMANCE MANAGEMENT<sup>93</sup>

Serving as one part in the greater mission of achieving the objectives articulated by the Denver Plan, University Prep has clear measurements to ensure we remain focused on our path of achieving the elementary foundation for a college preparatory path for every student. In alignment with the CO Charter Schools Act and No Child Left Behind, Academic Goals include explicit measures against which the academic achievement of students will be measured. We include Organizational Goals with explicit measures which underpin the school's organizational and financial success and will ensure that we can continue to provide this high quality educational option to families and students in the Near Northeast community for the long term.

### ACADEMIC GOALS

**Goal 1:** Students grow academically in reading, writing, and math at a rate that ensures they are at or above grade level by 3rd grade, and stay at or above grade level through 5th grade.

- **Measure (a):** In a cohort analysis of longitudinal growth, on average, students will show an average growth of 6 percentiles per year in core subjects of reading, writing and math on Stanford 10, until the cohort average reaches the 75<sup>th</sup> percentile.
- **Measure (b):** All ethnic and racial subgroups, FRL students, ELL students, and Special Education students, will average the same annual percentile growth as the average University Prep student based on results of the Stanford 10, a nationally norm-referenced assessment.
- **Measure (c):** Based on DRA 2 assessment given in September and May, on average, K-2 students will demonstrate 1.5 years of growth in reading comprehension and decoding.

**Goal 2:** Students meet or exceed state standards for mastery in reading, writing, and math.

- **Measure (a):** 75% of students who attend for two or more years will score Proficient/Advanced on annual CSAP Reading test in 3rd grade. Percentage of Proficient/Advanced students will increase, on average, by 5% for grades 4 and 5.
- **Measure (b):** Percentage of students who attend for two or more years who attain CSAP Reading score of Proficient/Advanced in 3rd, 4th, and 5th grades, will exceed the average percentage for Denver Public Schools District 1 by at least 15%.
- **Measure (c):** 75% of students who attend for two or more years will score Proficient/Advanced on annual CSAP Writing test in 3<sup>rd</sup> grade. The percentage of Proficient/Advanced students will increase, on average, by 5 % for grades 4 and 5.
- **Measure (d):** Percentage of students who attend for two or more years who attain CSAP Writing score of Proficient/Advanced in 3rd, 4th, and 5th grades, will exceed the average percentage for Denver Public Schools District 1 by at least 15%.
- **Measure (e):** 75% of students who attend for two or more years will score Proficient/Advanced on annual CSAP Math test in 3rd grade. Percentage of Proficient/Advanced students will increase, on average, by 5% for grades 4 and 5.
- **Measure (f):** Percentage of students who attend for two or more years who attain CSAP Math score of Proficient/Advanced in 3rd, 4th, and 5th grades, will exceed the average percentage for Denver Public Schools District 1 by at least 15%.
- **Measure (g):** Percentage of 5th grade students who have attended for all six years, from K-5, and score Proficient/Advanced on reading, writing and math CSAP will meet or exceed the average percentage of 5th graders in Douglas County School District.
- **Measure (h):** All student demographic subgroups will make Adequate Yearly Progress on state assessments according to the standards established by the No Child Left Behind Act.

---

<sup>93</sup> Please see **Appendix ZZ** for University Prep Accountability Goals in the DPS format.

## ORGANIZATIONAL GOALS

**Goal 3:** We are fully enrolled and demonstrate high levels of attendance and student retention.

- **Measure (a):** University Prep will average 95% daily student attendance each year.
- **Measure (b):** Student enrollment will be at least 100% of the projected enrollment described in the charter application beginning each year.
- **Measure (c):** Waiting list will be minimally equal to 25% of the Kindergarten and Grade 1 enrollment during Y1, and 25% of Kindergarten enrollment during each subsequent year.
- **Measure (d):** 95% of students who begin the school year will remain in the school throughout the academic year.
- **Measure (e):** 95% of students completing the school year will re-enroll the following year.

**Goal 4:** We demonstrate fiduciary and financial responsibility.

- **Measure (a):** Annual budgets demonstrate effective allocation of financial resources as measured by balanced budgets submitted to DPS. Budget reviewed monthly by Finance Committee of the Board.
- **Measure (b):** External, annual audit reports demonstrate that University Prep meets or exceeds professional accounting standards.

**Goal 5:** Parents demonstrate high satisfaction with the academic program and the clear, frequent, and open communication of University Prep.<sup>94</sup>

- **Measure (a):** Average parent satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 85 %.
- **Measure (b):** Average parent satisfaction with clear, frequent and open communication of the school, as measured by an annual survey at the end of the school year, will exceed 85%.

## MEASURING AND EVALUATING ACADEMIC PROGRESS

**Nationally Norm-Referenced/Comparative.** All students take the Stanford 10 upon enrollment in September to establish a baseline performance score per individual student and grade level cohort and every May thereafter to measure longitudinal growth.<sup>95</sup>

**Diagnostic.** In K-2, we use DRA 2 and STEP, providing a data set at least every six weeks. In grades 2-5, students take six-week assessments based on CSAP Performance Frameworks. These exams comprise the year's learning outcomes (grade level and subject area scope and sequence).

**Absolute.** Reading, writing, and math CSAP assessments provide specific levels of mastery at the conclusion of each academic year in grades 3 – 5, while our interim assessments starting in grade 2 provide us with continuous snapshots regarding our preparation along the way. CSAP data is scrutinized annually to determine areas of success and opportunities for growth. All K-5 assessments provide data sets we can examine at the individual, cohort, and subgroup levels. We will use this data to consistently improve our scope and sequence, instructional strategies, curricular resources, student supports, professional development needs, and staffing decisions.

## NATURE AND FREQUENCY OF DATA ANALYSIS

Every six weeks, K-5 students take interim assessments (DRA 2 and STEP in K–2, and reading, writing and math CSAP-models in grades 3–5). Each Monday following assessments is a PD day to analyze outcomes and create action plans. Teachers also perform frequent formative assessments each week and make constant improvements and modifications to instructional plans. The Director of Curriculum and Instruction (DCI) is responsible for overseeing all data collection and analysis with

---

<sup>94</sup> A sample Parent Survey may be found in **Appendix OO**.

<sup>95</sup> "Cohort" in this context, and throughout document, shall be defined as a specific set of students who remain at the school from year to year.

the Head of School directly involved in oversight. Classroom teachers in addition to the Literacy Teachers will administer all assessments at the classroom level and in turn, input all data into our warehousing system. Upon completion of data input, the DCI will compile all assessment data in multiple formats<sup>96</sup> for whole staff analysis and action planning during full day Professional Development each Monday following administering of interim assessments. The Head of School will oversee this system to ensure its efficacy. Families receive results following each assessment outlining the performance of their child based on pre-determined learning outcomes to be mastered at discreet times throughout the year. Families receive trimester reports detailing academic achievement, attendance and alignment with University Prep’s core virtues. On a monthly basis, student achievement data is reported to the Board of Trustees through the Academic Achievement Committee. This data is accompanied by demographic, attendance and attrition data on an Academic Dashboard.<sup>97</sup> Assessment results are disaggregated by racial, socioeconomic, ELL and Special Education subgroups. Annually, the executive summary produced by the Head of School will be a publicly released document detailing all relevant assessment data in alignment with the school’s accountability plan.

## **INFORMATION SYSTEMS**

Infinite Campus, as used by DPS, will be the main warehousing software for all assessment data. Any areas in which Infinite Campus is unable to adapt to our needs will be supplemented with locally created Excel spreadsheets. Teachers are responsible for inputting student data from all assessments into our data warehousing system and the Director of Curriculum and Instruction (DCI) produces data reports that are user-friendly and readily accessible for action planning. The Head of School works closely with the DCI to ensure all reports are clearly presented and provide detailed data that may then be used to make instructional decisions. Lead founder and proposed Head of School David Singer has been meeting with Megan Marquez, Director of the DPS Technology Department, to learn more about the new systems being introduced by DPS to warehouse, report, and plan using data to drive all decisions. It is our intent to continue working with Ms. Marquez and the department to implement best practices in this realm.

## **CORRECTIVE ACTION**

Any shortcomings will trigger prompt, targeted corrective action. Each Monday following six-week assessments, PD is dedicated to analyzing assessment data<sup>98</sup> and planning appropriate action to address gaps in student achievement. During these sessions, all energies focus on analyzing assessment data (individual, sub-group and cohort) and developing instructional action plans to support deficits and push strengths. Action plans may include re-teaching a specific objective not met by the majority, altering plans in upcoming lessons to spiral skills that needs more practice, or determining a group of students who need specific tutoring in one or more areas. Congruent to the DPS Response to Intervention approach, the driving force is to “decide what instructional interventions will meet [student] needs, monitor student progress, and readjust instruction based on data.”<sup>99</sup> All teachers have an approved action plan upon completing their Monday PD, at which time the teacher and leadership team are clear on next steps to produce academic results. The Head of School and DCI monitor implementation and support staff in meeting their instructional goals as concretely laid out in the plan.

---

<sup>96</sup> Multiple formats represent all ways data is sliced for teacher review. Sub-group data is extracted so the whole school can analyze performance of each population. Cohort data is available for all grades and individual student data will be easily accessible by student name and subject area.

<sup>97</sup> Please see **Appendix V** for a sample Data Dashboard.

<sup>98</sup> A unique feature of University Prep, all assessment data is public. As a results-driven school, we make it very clear that the academic successes and/or shortcomings are all public and that we are a team who works together to drive excellence for all students in the building. Through this practice we purposefully create an accountable / “open-door” culture.

<sup>99</sup> 2009 Denver Plan. Pg. 22.