

Performance Management with KPIs

Dedicated to Excellence



Excellence and Equity


To inspire every student

- to think
- to learn
- to achieve
- to care

College Preparedness and Success

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Cherry Creek Schools
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CollegeInColorado.org



What Works?

(Source: Adelman, C. (2006). The toolbox revisited: Paths to degree completion from high school through college. Washington D.C.: U.S. Department of Education)



"The academic intensity of the student's high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor's degree."

Of students who completed a curriculum roughly equal to or greater than the 2010 HEAR and needed no remediation:

- **95%** earned bachelor's degrees
- **41%** earned graduate degrees

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What's Missing?

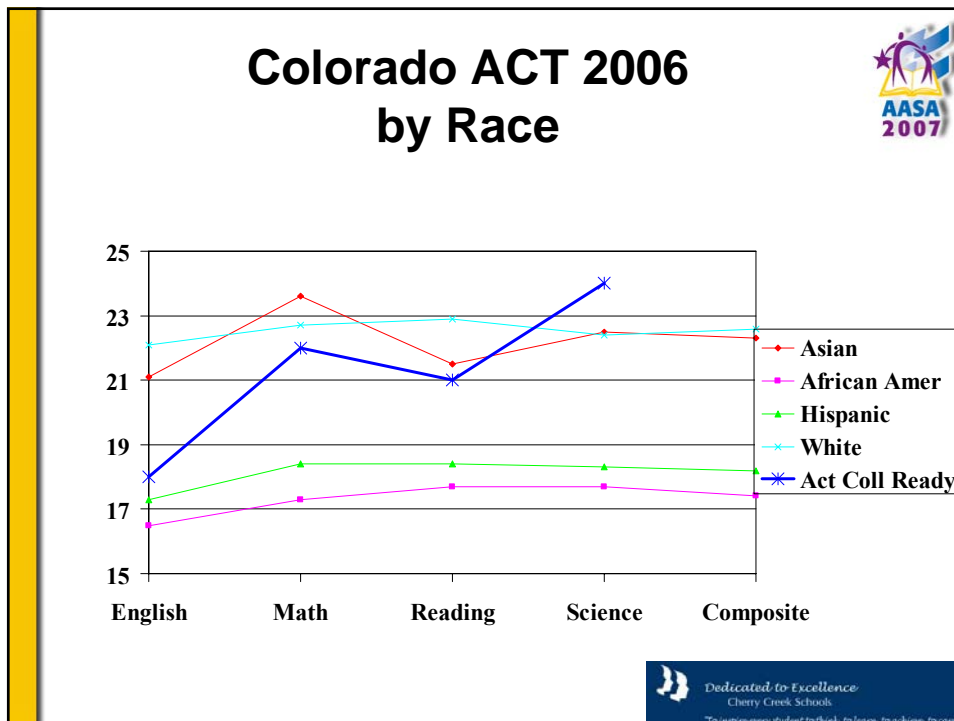
Adelman's research suggests that the predictive power of the academic intensity of high school curriculums outweigh that of Test scores and grades. (pg. 5, 2006)

By moving to top two quintiles on curriculum measure and completing math beyond Algebra II:

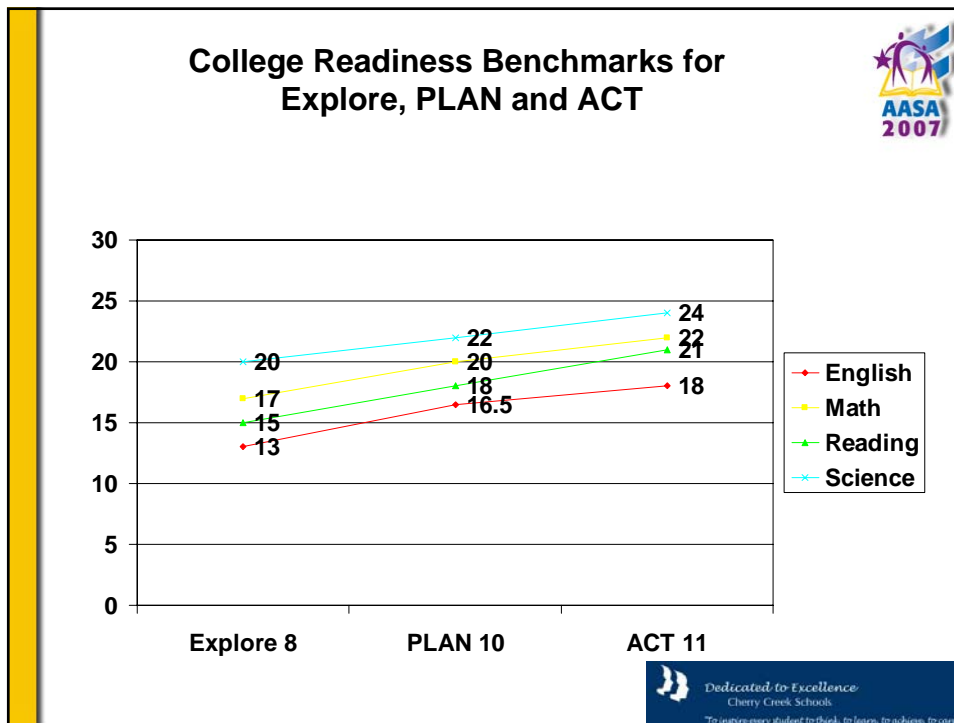
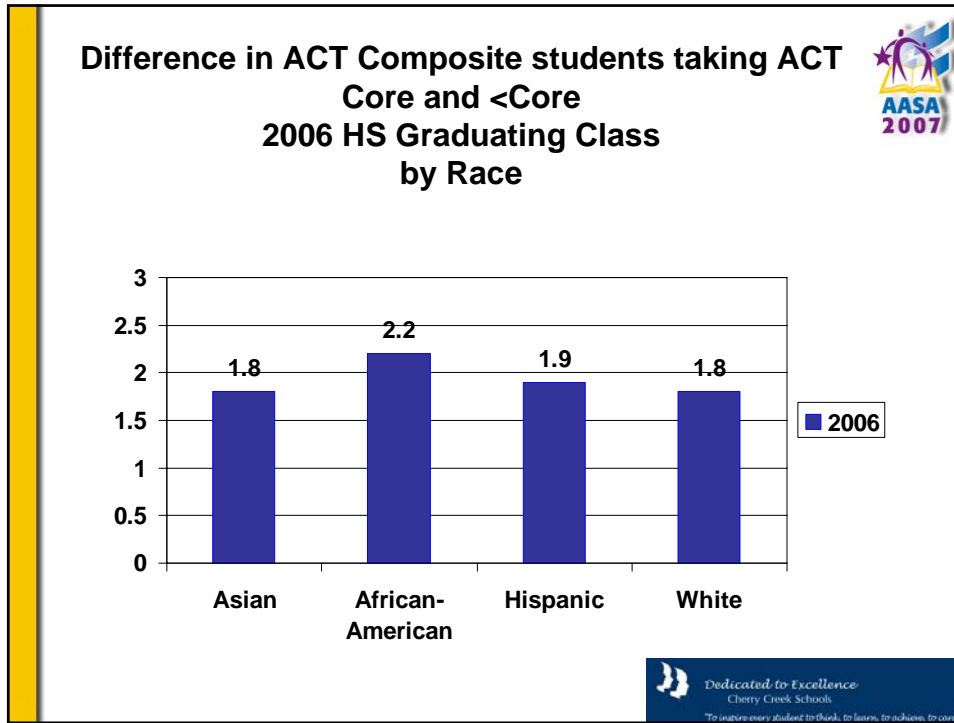
- Predicted African-American degree attainment improved from **45% to 73%**
- Predicted Latino degree attainment improved from **61% to 79%**
- These trends were “considerably greater than the influence of moving into the top two quintiles of either test scores or class rank/GPA”




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5th Grade CSAP to Colorado ACT Predictions

	English	Math	Reading	Science
CSAP	P low	PP- PP high	P	TBD
ACT	18	22	21	24



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School= **TIM**

Data Access System: READING

Recent Assessment Data (RAD) STUDENT LIST REPORT by GRADE

Report includes only students currently attending your school.


Level =
Student ID =
Track =
Program =

Gender = CSAP Low Range >= CSAP High Range <=
Ethnic = ALT Low Range >= ALT High Range <=

Name	CSAP RESULTS												ALT RESULTS												Tchr Ratings		NNAT	
	En	Cc	CRLA	A.P.H.	CSAP	CSAP	Sub	Comp	Thnk	Flt	Fix	NSD	Mic	Dist	ALT	ALT	Prq	Wrt	Comp	Thnk	Lt	Lt	Prf	Prf	NS	NN		
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
SI 5 CRLA					571	PP-N	BP	PA	BP	BP	PA	BP	BP	508	202	Lo	Lo	Lo	Lo	Lo	Lo	508	B	TM	FM	42		
SI 5 CRLA					570	PP-N	BP	BP	PA	BP	BP	PA	BP	508	202	Lo	Lo	Lo	Lo	Lo	Lo	508	B	TM	FM	47		
SI 5 CRLA					568	PP-N	PA	BP	BP	BP	BP	PA	PA	508	205	Av	Lo	Av	Lo	Lo	Av	508	P	TM	FM	41		
WH 5 CRLA					566	PP-N	BP	BP	PA	BP	BP	PA	BP	508	206	Av	Lo	Av	Lo	Av	Lo	508	P	TM	FM	38		
WH 5 CRLA					564	PP-N	BP	PA	PA	BP	BP	PA	BP	508	206	Av	Lo	Lo	Av	V.H	V.H	508	P	TM	FM	72		
WH 5 CRLA					563	PP-N	BP	PA	PA	BP	BP	PA	BP	508	213	Av	Av	V.H	V.H	Av	Av	508	P	TM	FM	26		
WH 5 CRLA					562	PP-N	BP	BP	PA	BP	BP	PA	BP	508	206	Av	Av	Av	Av	Av	Av	508	P	TM	FM	42		
HL 5 CRLA					559	PP-N	BP	BP	PA	BP	BP	BP	BP	508	197	Lo	Lo	V.Lo	V.Lo	V.Lo	V.Lo	508	P	TM	FM	33		
WH 5 CRLA					555	PP-N	PA	BP	BP	BP	BP	BP	PA	508	212	Av	Av	Lo	V.H	Av	508	P	TM	FM	32			
WH 5 CRLA					553	PP	BP	BP	PA	BP	BP	BP	PA	508	204	Av	V.Lo	Lo	Av	Av	508	P	TM	FM	87			
WH 5 CRLA					551	PP	BP	BP	BP	BP	BP	PA	BP	508	202	Lo	V.Lo	Lo	Av	Av	508	P	TM	FM	3			
WH 5 CRLA					547	PP	BP	PA	PA	BP	BP	PA	BP	508	203	Lo	Av	Lo	Av	Lo	508	P	TM	FM	37			
WH 5 CRLA					536	PP	BP	PA	BP	BP	BP	BP	BP	508	209	Av	Av	Av	Lo	V.H	508	P	TM	FM	8			
AL 5 CRLA					522	PP-N	BP	BP	BP	BP	BP	BP	BP	508	187	V.Lo	V.Lo	V.Lo	V.Lo	V.Lo	V.Lo	508	B	TM	FM	1		
SI 5 CRLA					521	PP-N	BP	BP	BP	BP	BP	BP	BP	508	182	V.Lo	V.Lo	V.Lo	V.Lo	V.Lo	V.Lo	508	B	TM	FM	3		
SI 5 CRLA					519	PP-N	BP	BP	BP	BP	BP	BP	BP	508	202	Lo	V.Lo	Lo	Av	Lo	Lo	508	B	TM	FM	8		
WH 5 CRLA					506	US-N	BP	BP	BP	BP	BP	BP	BP	508	195	V.Lo	V.Lo	Av	Lo	V.Lo	508	NR	TM	FM	11			
WH 5 CRLA					499	US-N	BP	BP	BP	BP	BP	BP	BP	508	179	V.Lo	V.Lo	V.Lo	V.Lo	V.Lo	V.Lo	508	B	TM	FM	43		
HL 5 CRLA					491	US-N	BP	BP	BP	BP	BP	BP	BP	508	171	V.Lo	V.Lo	V.Lo	V.Lo	V.Lo	V.Lo	508	NR	TM	FM	18		
SI 5 CRLA					414	US-N	BP	BP	BP	BP	BP	BP	BP	508	188	V.Lo	Lo	V.Lo	V.Lo	V.Lo	V.Lo	508	NR	TM	FM	8		
WH 5 CRLA					356	US	BP	BP	BP	BP	BP	BP	BP	508	188	V.Lo	Lo	V.Lo	V.Lo	V.Lo	V.Lo	508	NR	TM	FM	1		

*NOTES: Students in grades 4-5 tagged as "CRLA" are those identified by teachers as reading below grade level as of the spring of their 3rd grade year.
Students in grades 1-3 tagged as "BGL" are those identified by teachers as reading below grade level as of the spring of their K, 1st, or 2nd grade year.
"En"=English, "CC"=Black/African American, "HL"=Hispanic, "AL"=Asian American/Pacific Islander, "SI"=American Indian/Alaskan Native, "WH"=White

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