

Appendix A: Overall Framework

* The indicator options below are meant to be illustrative, but not comprehensive

Overall Academic Growth Required	Academic I Choose at least one	Academic II Choose at least one	Academic Growth Choose two	School Success and Quality Choose at least one	All Students Achieve Choose two
Growth in students proficient or above in math and reading	Percentage of students proficient or above in math and reading on state assessment	Percentage of students proficient or above in science	Percentage of students who move from basic to proficient or above in reading or math in one academic year	Percentage of students who complete advanced coursework or an experiential/laboratory learning course	Percentage point decrease in achievement gap in reading and math among students in all subgroups or between students in two targeted subgroups and the highest-performing subgroup
Subgroup Performance Required	Percentage of students proficient or above in math and reading on state-approved, norm-referenced assessment (e.g. SAT-10, NAEP)	Percentage of students proficient or above in social studies	Percentage of students who move from proficient to advanced in reading or math in one academic year	Overall percentage of time missed by students due to out-of-class or out-of-school discipline	Percentage point decrease in achievement gap in reading and math between students performing in top and bottom quartiles
Percentage of students proficient in math and reading in all subgroups	Percentage of students proficient or above on to-be-determined early elementary state assessment	Percentage of students proficient or above in music or arts	Growth in percentage of 3 rd graders proficient and above in reading	Growth in educator evaluation ratings in one academic year	Percentage point gap between rates of student discipline between white and non-white students
Progress Toward English Language Proficiency Required		Percentage of students who are advanced in science, social studies, music, or arts	Longitudinal growth in reading proficiency among students matriculating from Kindergarten to 3 rd grade	Percentage of students assigned to an educator rated effective or higher	Percentage point gap between rates of student discipline between general and low-income students
Growth in proficiency among English language learners		Percentage of students who complete advanced coursework or an experiential/laboratory learning course	Progress of lowest-performing students in reading in one academic year (e.g. moving from one score band to another)	Growth in percentage of students who are engaged in school (e.g. extracurricular activities, attendance, etc.)	Percentage point gap in 3 rd grade reading proficiency between students in two targeted subgroups and the highest-performing subgroup
			Growth among students at the low end of an achievement gap that is greater than the growth of students overall	Combined measures of student, parent, and educator satisfaction	

Appendix B: Sample Schools Worksheet

<p><i>Profile of elementary school A</i></p> <ul style="list-style-type: none"> Urban, 90%+ FRL, 75% Black, 20% Hispanic/Latino, 5% Other Grades 1-6, 435 students Performance contract results from prior year: met 3 out of 10 measures 	<p><i>Profile of elementary school B</i></p> <ul style="list-style-type: none"> Suburban, 50% FRL, 50% White, 40% Hispanic/Latino, 10% Black Grades K-5, 350 students Performance contract results from prior year: met 9 out of 10 measures
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Measures chosen (agreed to by both the school and the LEA) and performance

- White: met target established in the performance contract
- Gray: failed to meet target established in the performance contract

	Overall Academic Growth	Subgroup Performance	Progress Toward EL Proficiency	Academic I	Academic II	Academic Growth	School Success & Quality	All Students Achieve
Elementary school A	Growth in students proficient or above in math and reading	Percentage of students proficient in math and reading in all subgroups	Growth in proficiency among English language learners	State assessment	Music assessment (locally developed)	3 rd grade reading assessment (state)	Student, parent, and staff surveys (locally developed)	Decrease in achievement gap between Black students and Hispanic & Tongan students (3 rd grade reading assessment)
						Percentage of students who move from proficient to advanced in math (state assessment)		Discipline referrals between Black and Hispanic students
Elementary school B	Growth in students proficient or above in math and reading	Percentage of students proficient in math and reading in all subgroups	Growth in proficiency among English language learners	Nationally normed assessment	Science assessment (locally developed)	3 rd grade reading assessment (state)	Student, parent, and staff surveys (locally developed)	Decrease in achievement gap between Hispanic and White students (nationally normed assessment)
						Growth of lowest performing students (nationally normed assessment)		Discipline referrals between Hispanic and White students

<p><i>Summative calculation for elementary school A</i></p> <ul style="list-style-type: none"> Met 6 out of 10 measures Performance contract called for meeting 4 out of 10 measures Final grade: C+ 	<p><i>Summative calculation for elementary school B</i></p> <ul style="list-style-type: none"> Met 7 out of 10 measures Performance contract called for meeting 9 out of 10 measures Final grade: B-
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