



achieve

inspire

teach

connect

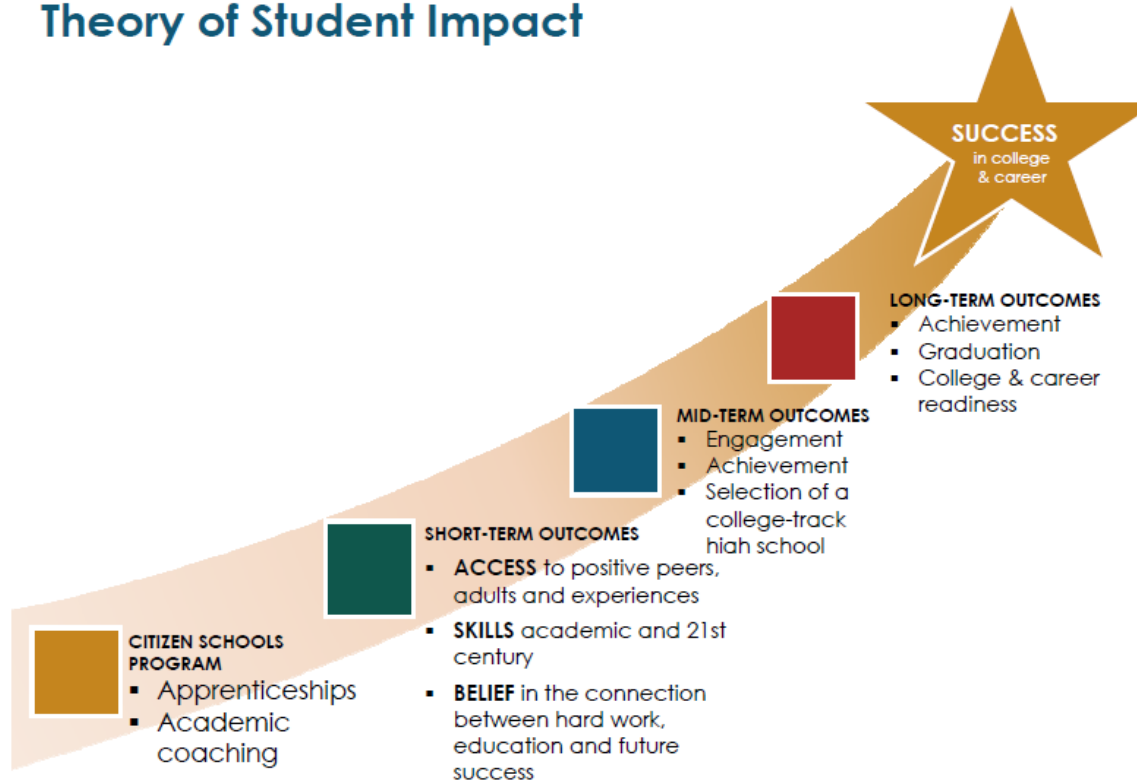
The Program Scorecard Explained

dream

August 22, 2011

Citizen Schools utilizes a Program Scorecard (PSC) to measure the impact of its programs on a core set of student outcomes that is fully aligned with the Citizen Schools Theory of Student Impact (see below):

Theory of Student Impact



Attainable yet ambitious targets are established each program year and included on the PSC. Results are then formally reported twice each program year (in January, based on fall semester performance, and in June, based on full academic year performance). Results are reported at the campus, regional and national network levels.

		2011-12 Program Scorecard		
OBJECTIVES	MEASURES	2010-11 RESULTS	2011-12 TARGETS	WOW!
Build ENGAGEMENT & INVESTMENT IN CITIZEN SCHOOLS	<ul style="list-style-type: none"> Achieve student enrollment target Promote student attendance Promote student retention Ensure constituent satisfaction 	<ul style="list-style-type: none"> 94% 91% ELT: 92% OST: 89% 73% ELT: 86% OST: 67% 3.9 	<ul style="list-style-type: none"> 95% 91% ELT: 92% OST: 90% 75% ELT: 90% OST: 70% 4.0 	<ul style="list-style-type: none"> 100% 92% ELT: 94% OST: 92% 80% ELT: 95% OST: 75% 4.5
Build STUDENTS' ACADEMIC SKILLS	Literacy	<ul style="list-style-type: none"> 84% 47% n/a 	<ul style="list-style-type: none"> 85% 50% +5 	<ul style="list-style-type: none"> 90% 55% +10
	Math	<ul style="list-style-type: none"> 83% 44% n/a 	<ul style="list-style-type: none"> 85% 50% +5 	<ul style="list-style-type: none"> 90% 55% +10
Build STUDENTS' 21ST CENTURY SKILLS	<ul style="list-style-type: none"> Improve oral communication skills Improve leadership skills 	<ul style="list-style-type: none"> 82% 77% 	<ul style="list-style-type: none"> 77% 77% 	<ul style="list-style-type: none"> 85% 85%
Build STUDENTS' ACCESS & BELIEFS	<ul style="list-style-type: none"> Promote students' culture of support Promote students' access to high school, college & career connections Promote students' belief in the education-to-success connection Promote students' self-efficacy 	<ul style="list-style-type: none"> 48% 45% 94% 75% 	<ul style="list-style-type: none"> 50% 50% 94% 78% 	<ul style="list-style-type: none"> 60% 60% 98% 85%
Build STUDENTS' COLLEGE PATHWAYS	<ul style="list-style-type: none"> Set 8th graders on a college pathway** 	n/a	N/A (Regional measures finalized in fall 2011)	

* Assessment results will be reported in fall 2012 when results are available. If possible, preliminary results will be reported in July on the end-of-year PSC.

** Each region is developing a college pathway measure that is a meaningful and appropriate measure given its local context. Will be reported in 2012.

Build
**ENGAGEMENT &
INVESTMENT
IN CITIZEN SCHOOLS**

What is RED Day?

- Retention Eligibility Day (RED Day) takes place once in the fall and once in the spring. (In previous years, this was known as Week 4 Day 1 or W4D1.) On this day we take an enrollment “snapshot” to determine our enrollment count for that semester.

Why is RED Day important?


- As its name indicates, students included in the **fall semester RED Day** count are “Retention Eligible” and will be counted as retained if they maintain an active enrollment status and attend at least one day of program in the last 3 weeks of the program year. (Please note: The fall semester RED Day count is used for measuring retention, not the average of fall and spring RED Day counts.)
- Several of the metrics used to calculate student outcomes on the PSC rely in part on our definition of which students qualify as retained. We report on attendance, course grades, standardized test scores, and 21st century skills for retained students only.

When is RED Day at my campus?

- If your campus is exclusively ELT or exclusively OST and therefore has only one program launch date, RED Day is the first day of the 4th week of program each semester.
- If your campus features both ELT and OST programs and has an ELT launch date earlier than the OST launch date, RED Day will be the first day of the 4th week of the OST program. (Please see example of this on the next slide.)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Aug. 22	23 ELT Launch	24	25	26	27	28
29	30	31	Sept. 1	2	3	4
5	6	7	8	9 OST Launch	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27 RED Day	28	29	30		

ENROLLMENT	
Objective	Build engagement and investment in Citizen Schools
Measure	Achieve student enrollment target
Why we measure it:	Meeting our enrollment target is an indicator of whether our program is appealing to students and families and whether we understand our “target market” at a given campus.
How we measure it:	<div style="text-align: center;"> <p>% reached of average annual enrollment goal (AAEG)</p> <p>=</p> <p><u>Average of fall enrollment and spring enrollment</u> Enrollment target</p> </div> <p>Each campus has an enrollment target that is set prior to the start of the program year.</p> <p>We average the fall and Spring RED Day “enrollment snapshots” two numbers to get what we call “average annual enrollment.” Then we divide that number by the campus goal.</p>
An Example:	<p>Enrollment target: 100</p> <p>Fall RED Day enrollment count: 95</p> <p>Spring RED Day enrollment count: 85</p> <p><u>Average</u> of fall and spring enrollment = $(95+85)/2 = 90$</p> <p>% reached of Average annual enrollment goal (AAEG) = $90/100 = 90\%$</p>
Please Remember...	Enrollment is measured relative to a target at each campus so that both small and large campuses can meet this goal.



Student enrollment info is entered into the program database by the Data Lead at each campus

ATTENDANCE

Objective Build engagement and investment in Citizen Schools

Measure Promote student **attendance**

Why we measure it: Attendance is one measure of dosage – the consistency of the exposure that students are getting to Citizen Schools programming.

How we measure it:



Daily attendance is taken by each Team Leader and the Data Lead at each campus enters the attendance data into the database each program week.

Attendance Rate =

$$\frac{\text{Total number of days attended (retained students only)}}{\text{Total number of days enrolled (retained students only)}}$$

Attendance is calculated by dividing the total number of days that retained students attended program during the year by the total number of days that they were enrolled. Emergency Related Absences are excluded from both numbers.

An Example: Retained students at campus (calculated at end of program year): 50
 Total number of days attended at your campus (retained students only): 5,600 days
 Total number of days enrolled (retained students only): 6,400 days
Average attendance rate = 5,600 days/6,400 days = 87.5%

RETENTION

Objective Build engagement and investment in Citizen Schools

Measure Promote student **retention**

Why we measure it: Program year retention is another measure of dosage – how much sustained exposure students are getting to the Citizen Schools core program model.

How we measure it: **# of Fall RED Day students present during last 3 weeks of spring program**
Total # of Fall RED Day students



When a student withdraws from program, the Data Lead records that withdrawal in the database. That withdrawn student is then no longer eligible to be retained.

We define the set of students who are “retention eligible” as those with an active enrollment status (not expelled or withdrawn) on RED (Retention Eligible) Day.

To calculate retention, we look at how many of these students also attend for at least 1 day during the last 3 weeks of program at the end of the year.

An Example: Fall RED Day count: 100 students (100 students are “retention eligible”.)

Of these 100 students, 80 maintain an active enrollment status and attend one or more days of program within the last three weeks of the program year in the spring.

The retention rate = $80/100 = 80\%$

CONSTITUENT SATISFACTION RATING

Objective Build engagement and investment in Citizen Schools

Measure Ensure **constituent satisfaction**

Why we measure it: We believe it is important that our constituents (students, families, volunteers, staff, and partner schools) are satisfied with the program we deliver and believe that it positive impacts students. Satisfaction increases the likelihood that students and families will continue to participate in Citizen Schools or programs like it, ensuring the continued development and growth of the students we serve.

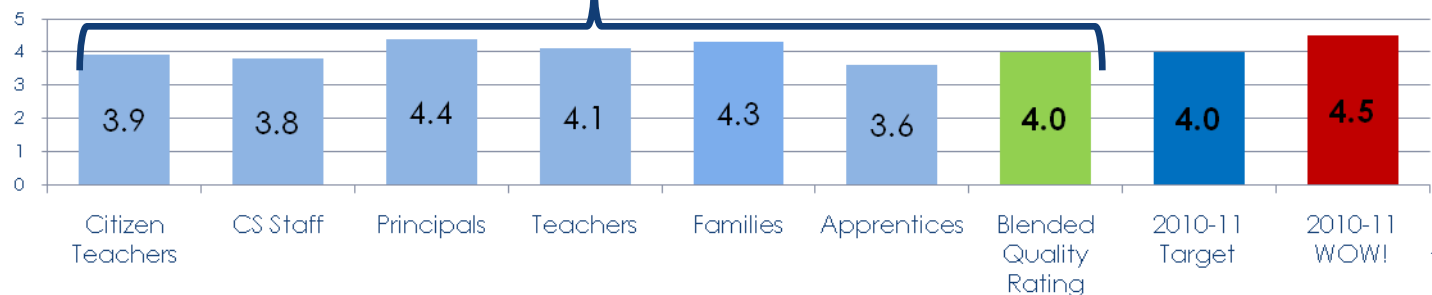
How we measure it:



At the end of each semester, Citizen Schools surveys six constituent groups: apprentices, families, Citizen Teachers, partner school teachers, partner school principals and school liaisons, and Citizen Schools staff. Each group is asked to rate the overall Citizen Schools program quality that year on a five-point scale from 1 (poor) to 5 (excellent). Each group's average response on this question is then averaged to produce the constituent satisfaction rating.

An Example:

Results from the 2009-10 program year



Build
STUDENTS'
ACADEMIC SKILLS

COURSE GRADES

Objective

Build students' academic skills

Measures

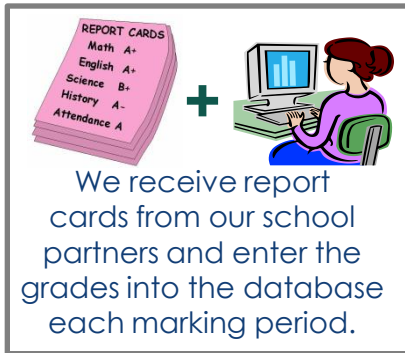
Literacy: Maintain an **A/B grade** in English Language Arts (ELA) course
Improve a **C/D/F grade** in ELA course

Math: Maintain an **A/B grade** in Math course
Improve a **C/D/F grade** in Math course

Why we measure it:

Achieving A or B grades in core courses puts students on the college track academically and may also be important in determining their placement in high school courses. Also, for struggling students, it is important to measure their academic improvement through the critical middle school grades and to help them get onto a pathway for high school success.

How we measure it:



“Maintained”: Of retained students who received an A or B grade in the first marking period, the % who also receive an A or B for their final grade.*

“Improved”: Of retained students who received a C/D/F grade in the first marking period, the % who receive a final grade* at least a partial letter grade higher.

*At schools where no final course grade is given, CS will compare the P1 grade against an average of the student's grades for all marking periods.

Examples of “maintaining”:

- Student earns a **B in Marking Period 1** and an **A- for her final grade.**
- Student earns an **A in Marking Period 1** and a **B- for his final grade.**

Examples of “improving”:

- Student earns a **C- in Marking Period 1** and a **C for her final grade.**
- Student earns a **D+ in Marking Period 1** and a **B for his final grade.**

PROFICIENCY ON STATE ASSESSMENTS

Objective

Build students' academic skills

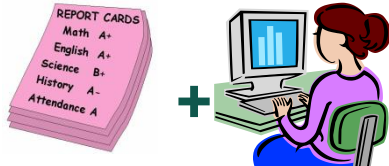
Measure

Increase **proficiency rate** on ELA state assessment
 Increase **proficiency rate** on Math state assessment

Why we measure it:

If students are improving their academic skills by attending Citizen Schools, we expect to see their test scores improve. Given the importance of achieving proficiency on state assessments for our students and their schools (particularly for schools in turnaround status), accessing this data and holding ourselves accountable to these results is a strong statement of the academic impact that Citizen Schools expects its core program model to have on students.

How we measure it:



REPORT CARDS
 Math A+
 English A+
 Science B+
 History A-
 Attendance A

We either receive student assessment results from our school partners or from publicly available sources and then enter the assessment results in the database.

- At ELT campuses we will compare the proficiency rate for each grade level served to the proficiency rate of the same grade level the year before. For example:
 - 6th grade Math proficiency rate in 2009-10 at sample school: 55%
 - 6th grade Math proficiency rate in 2010-11 at the same: 60%
- = Increase of 5 percentage points

At OST campuses where we only serve a portion of the students in a given grade, we piloted a process in the 2010-11 program year to have our campus staff access assessment results for only Citizen Schools participants since the grade level results include students that we do not serve.

Build
STUDENTS'
21ST CENTURY SKILLS

ORAL COMMUNICATION and LEADERSHIP SKILLS

Objective

Build students' 21st century skills

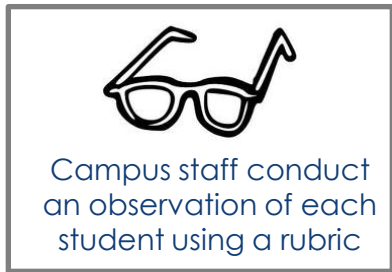
Measure

Improve **oral communication** skills
Improve **leadership** skills

Why we measure it:

We believe that 21st century skills are critical in order for students to succeed in school, in their careers, and in civic life. We also believe and, our results show, that Citizen Schools can help to develop these skills through apprenticeships and other core program elements.

How we measure it:



% of retained students who improve by a full level on Citizen Schools' oral communication or leadership rubrics from the pre-assessment to the post-assessment.

Early in the program year and again near the end of the year, students are assessed by their Team Leaders using Citizen Schools' oral communication and leadership rubrics. Total rubric scores are collapsed into six "levels" or scoring brackets.

Please See Example on next slide...

ORAL COMMUNICATION and LEADERSHIP SKILLS (cont.)

An Example: The 21st century skills rubrics “scoring brackets” are:

Oral Communication	
Rubric Score	Scoring Bracket
11-19	1
20-24	2
25-29	3
30-34	4
35-39	5
40-46	6

Leadership	
Rubric Score	Scoring Bracket
15-25	1
26-32	2
33-39	3
40-46	4
47-53	5
54-60	6

- A student would qualify as “showing gains” in Oral Communication if, for example, her rubric score improved from a 28 in the Fall to a 30 in the Spring because she would have improved from Scoring Bracket 3 to Scoring Bracket 4.
- A student would qualify as “showing gains” in Leadership if, for example, his rubric score improved from a 20 in the Fall to a 30 in the Spring because he would have improved from Scoring Bracket 1 to Scoring Bracket 2.
- A student who earns a rubric score that is within Scoring Bracket 6 (the highest bracket) in the fall would qualify as “showing gains” if she scored within Scoring Bracket 6 in the spring since that is the highest bracket.

Please Remember ...

While these rubrics are used to produce this Program Scorecard measure, they are also intended to serve as diagnostic tools for staff, who can target particular skills or students based on pre-assessment ratings.

Build
STUDENTS'
ACCESS & BELIEFS


CULTURE OF SUPPORT

Objective Build students' access & beliefs

Measure Promote students' **culture of support**

Why we measure it: Citizen Schools aims to help build a culture around our students that is supportive of post-secondary education. Access to this support is associated with students' ultimate educational attainment.

How we measure it:



Students complete anonymous surveys at the beginning of the program year, at the end of the fall semester, and at the end of the spring semester.

The % of students whose average rating across the following six statements was greater than or equal to the network pre-survey average of 3.4* (1 = strongly disagree to 4 = strongly agree)

- I feel safe at this school.
- I feel safe during Citizen Schools.
- My teachers make me feel my schoolwork is important.
- My family wants me to do well in school.
- My friends want to me to do well in school.
- In the last seven days, I have received recognition or praise for doing good at school.

Important changes from FY 10 to FY11: The metric used for this measure is based on a completely different question set from that which was used in FY11. Thus, percentages have very limited comparability across years.

*Also for this measure, the network average for 2010-11 is in line with the national average of Gallup's comparable measure.

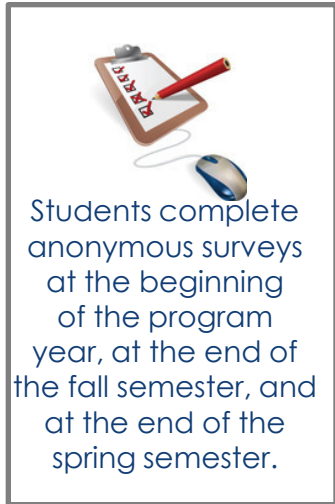
ACCESS TO HIGH SCHOOL, COLLEGE, AND CAREER CONNECTIONS

Objective Build students' access & beliefs

Measure Promote students' access to **high school, college, and career connections**

Why we measure it: One goal of Citizen Schools' program is to increase students' access to people and experiences related to high school, college, and career. We believe and research demonstrates that this access is likely to facilitate later success.

How we measure it: The % of students whose average rating across the following eight statements was greater than or equal to the network pre-survey average of 3.5* (1 = strongly disagree to 4 = strongly agree)



- Staff at Citizen Schools (like my Team Leader) care about my future.
- Adult volunteers at Citizen Schools (like the Citizen Teachers) care about my future.
- My school is preparing me for college.
- I energetically pursue my goals.
- I can find lots of ways around any problem.
- I can think of many ways to get good grades.
- I know I will graduate from high school.
- I plan to go to college.

*The network average for 2010-11 is in line with the national average of Gallup's comparable measure.

EDUCATION-TO-SUCCESS CONNECTION

Objective

Build students' access & beliefs

Measure

Promote students' belief in the **education-to-success connection**

Why we measure it:

Believing that education is important in order to reach career goals is associated with students' ultimate educational attainment, we seek to inform this belief in our apprentices.

- A 2006 analysis conducted by the Bridgespan Group found that low-income students who reported that they expected to need a bachelor's degree to pursue the career they wished to have at age 30 were 47% more likely to complete college.

How we measure it:

% of apprentices who report that doing well in school now is "important" or "very important" to their future (on a four-point scale from "not important" to "very important) on the apprentice survey.



Students complete anonymous surveys at the beginning of the program year, at the end of the fall semester, and at the end of the spring semester.

SELF-EFFICACY

Objective

Impact students' **beliefs** about themselves and their goals

Measure

5.2) % of apprentices reporting high self-efficacy

Why we measure it:

Measures students' beliefs in their ability to perform in a certain manner to reach their goals ("what do students believe they can do?"). This aligns with Citizen Schools' emphasis on effective effort.

How we measure it:

The % of students whose average rating across the following fourteen "I believe I can" statements was greater than or equal to 3.0 (1 = strongly disagree to 4 = strongly agree)



Students complete anonymous surveys at the beginning of the program year, at the end of the fall semester, and at the end of the spring semester.

- I believe I can earn all As and Bs in my classes if I try hard.
- I believe I can communicate my ideas well to others.
- I believe I can be a leader in my school and my community.
- I believe I can work well with others in a group or team.
- I believe I can stand up for myself when I need to.
- I believe I can make friends easily.
- I believe I can do nearly anything I want to if I work hard at it.
- I believe I can live up to the expectations I have for myself.
- I believe I can live up to the expectations that others have for me.
- I believe I can overcome challenges that would prevent me from achieving my dreams.
- I believe I can learn from my failures and challenges.
- I believe I can graduate from high school and go to college.
- I believe I will find a good job after I graduate from college.
- I believe I can have a successful career when I am an adult.

Please Remember ...

As apprentices learn more about what it will take to achieve their goals, their sense of self-efficacy could actually decline.

Build
STUDENTS'
COLLEGE PATHWAYS

COLLEGE PATHWAY

Objective Build students' college pathways

Measure Set 8th graders on a college pathway

How we measure it: This is a “new and improved” measure. Each region is in the process of finalizing a measure that reflects the regional context of college pathways and is measurable. For example, a region might decide that an 8th grader would be considered on a college pathway if:

- He/she attends a “Tier 1”/rigorous/competitive college preparatory school (which would include well-established charters such as KIPP and YES Prep); and/or
- He/she is enrolled in the college-/honors-/pre-AP-track of coursework at his/her “neighborhood” high school; and/or
- He/she is enrolled in a supplemental, significant college preparatory program beginning in 9th grade (such as Breakthrough Collaborative, Gear Up, AVID, College Summit).

Since much of this data is not available until the fall of the students 9th grade year, this measure will be reported in the fall, after the rest of the PSC results are released in July of each program year. The results are just as important as the other PSC results but given the availability of the data, we must wait to report the results until the fall.

Additional highlights of the Program Scorecard (PSC) process

To track progress towards goals and improve **program quality** throughout the program year, Citizen Schools utilizes this set of key program quality indicators of student outcomes. These indicators are aligned with our Core Program Model Visions of Excellence and help us ensure we meet our year-long goals.

Objectives	Program quality indicators	Tools	Targets	Results
Deliver EFFECTIVE INSTRUCTION	% of IR rows rated at Developing Proficiency or above	Instructional Rubric (IR)	n/a	Round 1: Round 2: Round 3: Round 4: Round 5:
Implement EFFECTIVE PROGRAM ELEMENTS	% of apprenticeships rated High Quality	Assessing Apprenticeship Quality Tool (AAQT)	TBD	Fall Week 4: Fall Final: Spring Week 4: Spring Final:
Build HEALTHY SCHOOL PARTNERSHIPS	% of school partnerships rated Healthy or Very Healthy	School Partnership Health Rubric (SPHR)	TBD	Midyear: End-of-year:

INSTRUCTION

Objective Deliver effective instruction

Why we measure it: Effective instruction is a leading indicator of student success

How we measure it: **% of IR rows rated at Developing Proficiency or above**



IR ratings are entered into the Cornerstone system or an Excel spreadsheet by the CD or the Data Lead at each campus 5x/year.

Campus Directors (and, in some schools Deputy CDs) use the Instructional Rubric to rate each team leader unsatisfactory, beginning proficiency, developing proficiency, proficient or WOW! five times each year at the culmination of five regionally set observation “rounds”. While each staff member’s development will follow an individual path, CDs may use the IR Developmental Arc to compare staff ratings to a common team leader learning curve to help assess whether that staff member is on track in the development of their instructional skills.

Please Remember...

The 16 instructional and 6 professional skills (or expectations) of the Instructional Rubric are broken into 3 developmental categories – foundational, secondary, and tertiary. During the first observation round, CDs will only assess team leaders’ proficiency level on the foundational rows.

Additionally, not all rows/expectations in the Models Citizen Schools Competencies and Professionalism apply to both Teaching Fellows and Teaching Associates. Campus Directors are only required to rate the appropriate staff on those rows during Rounds 3 & 5.

Instructional Rubric (cont.)

An example from Informing Beliefs Domain:

Staff	Sets and maintains high expectations for apprentices	Invests apprentices to achieve goals	Builds effective effort with apprentices	Develops relationships to increase apprentice success	Engages family and other influencers in achieving apprentice goals
Sharon	P	BP	U	DP	DP
Ozzy	U	U	BP	BP	DP
Kelly	U	P	P	P	BP
Jack	BP	BP	BP	BP	DP
Rob	P	BP	BP	BP	BP

In this example, 9/25 rows are developing proficient and higher = 36% of IR rows rated at Developing Proficiency or above

Please Remember ...

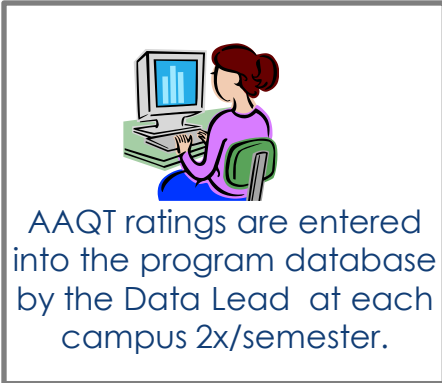
Our instructional proficiency goal is the number of proficient skills and not just staff who are rated proficient as this maximizes student exposure to instructional skill. In addition, proficient NOT WOW! is our goal with strong evidence at consistently developing proficient is sufficient for student level outcomes.

APPRENTICESHIPS

Objective Implement effective program elements

Why we measure it: High-quality apprenticeships are a leading indicator of program success

How we measure it: **% of apprenticeships that receive a 3 or higher on the final rating**



Each expectation (e.g. IB. 1) is rated individually and then added together to determine the rating for an apprenticeship. At Week 4, only the first 3 domains are rated so the overall rating is calculated by adding the ratings for each expectation together and dividing by 10 (the number of expectations).

The final rating is calculated by rating each expectation in all 4 domains individually, then multiplying the WOW! rating by 2 (to account for its importance) and adding that number to sum of the ratings of the 10 expectations in domains 1-3. That number is then divided by 12 (10 expectations plus the WOW! rating counted twice) to determine the final apprenticeship quality score.

An Example: Please see an example on the next slide...

Please Remember... CDs are the lead rater with support from the CTL. The CD and CTL should compare their ratings and decide on ratings. The week 4 rating should be used to guide improvement, but does not impact the final rating. The final rating is the rating given after the WOW! and is the score reported externally. Only week 4 and final ratings are required to be reported in Salesforce, though campuses are encouraged to rate and report ratings more frequently.

APPRENTICESHIPS (cont.)

An Example:

	Domain/Criteria 1				Domain/Criteria 2				Domain /Criteria 3		Domain/ Criteria 4		
	PP.1	PP.3	PA.1	PP.4	MEE. 2	MEE. 3	MEE. 4	PA. 2	IB.1	IB.2	WOW!	Total	To Calculate
Week 4 Rating	3	2	2	1	4	2	1	2	2	2	N/A	21	21/10 = 2.1
												Add up ratings for the 10 expectations and divide by 10	
End of Semester Rating	3	3	2	2	4	2	2	2	3	2	3	25 + 6 = 31	31/12 = 2.58
												Multiply WOW! rating by 2 and add to the total rating for the 10 expectations in domains 1-3 then divide by 12.	

Please Remember ...

While these rubrics are used to produce this leading indicator measure, they are also intended to serve as diagnostic tools for staff, who can target particular areas of apprenticeship design or co-teaching foci.

SCHOOL PARTNERSHIPS


Objective

Build healthy school partnerships

Why we measure it:

Healthy school partnerships are a leading indicator of program success

How we measure it:



Principals, MDPs, and CDs enter their ratings into a Qualtrics survey 2x/year.

Each of the 24 rows on the Staff SPHR is rated from 1-5 depending on frequency of demonstration and initial expectation setting. The rating for all 24 rows is totaled to give an overall school partnership health score. Citizen Schools target score for healthy campuses is 80-120 points.

Each Campus Director completes the rubric for his/her campus every semester. Each Program Director completes one rubric for each campus in the region every semester.

The final score will average the scores given by the PD (50%) and CD (50%). The school principal's score will be shared with each CD (and PDs and EDs) but will not be factored into the final score.

*The Principal SPHR includes only 22 rows.

Please Remember...

At the end of each semester, each CD will receive a link to a report that will show her/his rubric responses side-by-side with those of her/his principal and/or school leaders. Additionally, the report will also show regional and network average scores and summaries. PDs and EDs will receive links to reports with full details at the campus and regional levels (along with the network average scores for comparison purposes).

- Analyzing historical trends, with particular focus on the prior program year's results, to determine targets that are ambitious yet feasible.
- Setting national and regional targets that position us to achieve continuous improvement & strategic growth.
- Setting the **WOW!** targets by looking at the top 1/4 of campuses from the previous program year for each PSC measure and then setting the 2011-12 **WOW!s** at that level. (Again, ambitious—but by no means impossible to achieve!)

Measure		Points for reaching target	Points for reaching WOW!
Achieve student enrollment target		1	1.5
Promote student attendance		1	1.5
Promote student retention		1	1.5
Ensure constituent satisfaction		1	1.5
Literacy	Maintain an A/B grade in English Language Arts (ELA) course	1	1.5
	Improve a C/D/F grade in ELA course	1	1.5
	Increase proficiency rate on ELA state assessment	1	1.5
Math	Maintain an A/B grade in Math course	1	1.5
	Improve a C/D/F grade in Math course	1	1.5
	Increase proficiency rate on Math state assessment	1	1.5
Improve oral communication skills		1	1.5
Improve leadership skills		1	1.5
Promote students' culture of support		1	1.5
Promote students' access to high school, college, and career connections		1	1.5
Promote students' belief in the education-to-success connection		1	1.5
Promote students' self-efficacy		1	1.5
Set 8 th graders on a college pathway		1	1.5
TOTAL POINTS POSSIBLE		17	25.5

- **The goal of the Program Excellence Awards is to define and celebrate excellence and achievement among our campuses and staff.** The award categories reflect our organizational priorities and values and recognize people and campuses making significant strides in educating youth and strengthening communities. More information on the Program Excellence Awards is available on WOWspace [here](#).
- Several of the awards are based in large part on PSC results, including:
 - **Outstanding Campus Award**
 - **The Shooting Star Award**
 - This award applies only to campuses with veteran Campus Directors and is awarded to the campus that has consistently met overall PSC goals, relative to regional targets, for at least two years.)
 - **No Choice But Success Award**
 - Awarded to the campus with the largest improvement in PSC score between AY10 and AY11 under the direction of the same Campus Director.
 - **Closing the Gap Award**
 - A campus is considered eligible for the "Closing the Gap" award if:
 - The campus serves proportionally more C/D/F students than the network-wide average (approximately 45%)
 - The campus meets regional attendance and retention targets
 - The winning campus will have the highest percentage of improved ELA and math C/D/F grades.

- Performance on the following PSC measures can be monitored in the **Salesforce.com Program Database** based on student data entered by the Data Lead at each campus:
 - Enrollment (continually updated)
 - Attendance (continually updated)
 - Retention (continually updated)
 - Student grades (updated at the end of each marking period)
 - 21st century skills (includes, at minimum, scores from fall and spring administrations of the rubric)
- The Research & Evaluation Department oversees data collection and produces the following reports:
 - **Mid-year report** (emailed to the network and available on the WOWspace Evaluation Library)
 - **End-of-year report** (emailed to the network and available on the WOWspace Evaluation Library)
 - **Regularly-scheduled data dashboards reports for campuses, regions, and the national network** based on leading indicators of progress towards the PSC targets

- Please visit the [Evaluation page](#) on WOWspace for results summaries, prior year results, the research that supports the importance of each of these student outcome measures.
- If you have any additional questions, please contact Mike Kubiak, Director of Research and Evaluation (michaelkubiak@citizenschools.org or 617-695-2300, ext. 1196).