




Appendix B

DPS DISTRICT LEVEL BALANCED SCORECARD

****DRAFT****

	Met Expectation
	Progress Toward Expectation
	No Progress Toward Expectation

The Denver Plan: Goal #1

Our children will learn from a highly-skilled faculty in every school that is empowered by robust professional development and real-time assessment data.

Component A: A coherent Instructional Reform Plan will set high academic expectations for all students and align curriculum, instruction, assessment, and professional development to Colorado's defined state standards.

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006-2007	Actual 2006-2007	Target 2007-2008	Actual 2007-2008	Notes/ Status	Metric Owner
All students (including ELL, SPED & HGT) who complete a rigorous 12-year course of study in the Denver Public Schools will exceed state performance standards in four core subject areas -- literacy, math, science, and social studies -- and be prepared to succeed in college.	% of kindergarten students who attend full-day kindergarten.	Full-Day K	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	% of K-2 students at or above grade level in literacy per CBLA.	Kindergarten	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 1 Grade 2	XX% XX%	XX% XX%	XX% XX%	XX% XX%	XX% XX%		
	% of K-2 students identified on CBLA as below grade level who are at or above grade level the following year.	Kindergarten Grade 1 Grade 2	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%	
Measure needed for K-2 mathematics.	Kindergarten Grade 1 Grade 2	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%		Curriculum & Instruction

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
All students (including ELL, SPED & HGT) who complete a rigorous 12-year course of study in the Denver Public Schools will exceed state performance standards in four core subject areas -- literacy, math, science, and social studies -- and be prepared to succeed in college. <i>(continued)</i>	% of 3-10 students reported to be at or above proficient level for CSAP ^{1,2} reading.	Grade 3	52%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 4	39%	XX%	XX%	XX%	XX%		
		Grade 5	44%	XX%	XX%	XX%	XX%		
		Grade 6	38%	XX%	XX%	XX%	XX%		
		Grade 7	36%	XX%	XX%	XX%	XX%		
		Grade 8	36%	XX%	XX%	XX%	XX%		
		Grade 9	35%	XX%	XX%	XX%	XX%		
	Grade 10	40%	XX%	XX%	XX%	XX%			
	% of 3-10 students reported to be at the Unsatisfactory level for CSAP reading.	Grade 3	20%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 4	29%	XX%	XX%	XX%	XX%		
		Grade 5	25%	XX%	XX%	XX%	XX%		
		Grade 6	27%	XX%	XX%	XX%	XX%		
		Grade 7	30%	XX%	XX%	XX%	XX%		
		Grade 8	29%	XX%	XX%	XX%	XX%		
		Grade 9	20%	XX%	XX%	XX%	XX%		
	Grade 10	19%	XX%	XX%	XX%	XX%			
	% of 3-10 students reported to be at or above proficient level for CSAP writing.	Grade 3	34%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 4	29%	XX%	XX%	XX%	XX%		
		Grade 5	34%	XX%	XX%	XX%	XX%		
		Grade 6	36%	XX%	XX%	XX%	XX%		
Grade 7		31%	XX%	XX%	XX%	XX%			
Grade 8		27%	XX%	XX%	XX%	XX%			
Grade 9		24%	XX%	XX%	XX%	XX%			
Grade 10	27%	XX%	XX%	XX%	XX%				
% of 3-10 students reported to be at the Unsatisfactory level for CSAP writing.	Grade 3	15%	XX%	XX%	XX%	XX%		Curriculum & Instruction	
	Grade 4	22%	XX%	XX%	XX%	XX%			
	Grade 5	13%	XX%	XX%	XX%	XX%			
	Grade 6	14%	XX%	XX%	XX%	XX%			
	Grade 7	12%	XX%	XX%	XX%	XX%			
	Grade 8	13%	XX%	XX%	XX%	XX%			
	Grade 9	12%	XX%	XX%	XX%	XX%			
Grade 10	16%	XX%	XX%	XX%	XX%				
% of 3-10 students reported to be at or above proficient level for CSAP mathematics.	Grade 3	46%	XX%	XX%	XX%	XX%		Curriculum & Instruction	
	Grade 4	43%	XX%	XX%	XX%	XX%			
	Grade 5	41%	XX%	XX%	XX%	XX%			
	Grade 6	31%	XX%	XX%	XX%	XX%			
	Grade 7	21%	XX%	XX%	XX%	XX%			
	Grade 8	17%	XX%	XX%	XX%	XX%			
	Grade 9	12%	XX%	XX%	XX%	XX%			
Grade 10	13%	XX%	XX%	XX%	XX%				

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
All students (including ELL, SPED & HGT) who complete a rigorous 12-year course of study in the Denver Public Schools will exceed state performance standards in four core subject areas -- literacy, math, science, and social studies -- and be prepared to succeed in college. <i>(continued)</i>	% of 3-10 students reported to be at the Unsatisfactory level for CSAP mathematics.	Grade 3	16%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 4	23%	XX%	XX%	XX%	XX%		
		Grade 5	25%	XX%	XX%	XX%	XX%		
		Grade 6	32%	XX%	XX%	XX%	XX%		
		Grade 7	37%	XX%	XX%	XX%	XX%		
		Grade 8	50%	XX%	XX%	XX%	XX%		
		Grade 9	59%	XX%	XX%	XX%	XX%		
	Grade 10	57%	XX%	XX%	XX%	XX%			
	% of students in grades 5, 8 and 10 reported to be at or above proficient level for CSAP science.	Grade 5	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 8	20%	XX%	XX%	XX%	XX%		
		Grade 10	XX%	XX%	XX%	XX%	XX%		
	% of students in grades 5, 8 and 10 reported to be at the Unsatisfactory level for CSAP science.	Grade 5	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 8	45%	XX%	XX%	XX%	XX%		
		Grade 10	XX%	XX%	XX%	XX%	XX%		
	Measures needed for social studies course content 4-8.	Grade 4	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 5	XX%	XX%	XX%	XX%	XX%		
		Grade 6	XX%	XX%	XX%	XX%	XX%		
		Grade 7	XX%	XX%	XX%	XX%	XX%		
		Grade 8	XX%	XX%	XX%	XX%	XX%		
	Net difference in the % at or above proficient in CSAP reading among African American & White students grades 3-10.	Grade 3	-32%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 4	-36%	XX%	XX%	XX%	XX%		
		Grade 5	-32%	XX%	XX%	XX%	XX%		
		Grade 6	-40%	XX%	XX%	XX%	XX%		
		Grade 7	-37%	XX%	XX%	XX%	XX%		
		Grade 8	-36%	XX%	XX%	XX%	XX%		
		Grade 9	-37%	XX%	XX%	XX%	XX%		
		Grade 10	-37%	XX%	XX%	XX%	XX%		
	Net difference in the % at or above proficient in CSAP reading among Hispanic & White students grades 3-10.	Grade 3	-35%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 4	-45%	XX%	XX%	XX%	XX%		
		Grade 5	-43%	XX%	XX%	XX%	XX%		
		Grade 6	-52%	XX%	XX%	XX%	XX%		
		Grade 7	-47%	XX%	XX%	XX%	XX%		
		Grade 8	-47%	XX%	XX%	XX%	XX%		
		Grade 9	-48%	XX%	XX%	XX%	XX%		
		Grade 10	-47%	XX%	XX%	XX%	XX%		

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner		
All students (including ELL, SPED & HGT) who complete a rigorous 12-year course of study in the Denver Public Schools will exceed state performance standards in four core subject areas -- literacy, math, science, and social studies -- and be prepared to succeed in college. <i>(continued)</i>	Net difference in the % at or above proficient in CSAP reading among FRL & Non-FRL students grades 3-10.	Grade 3	-28%	XX%	XX%	XX%	XX%		Curriculum & Instruction		
		Grade 4	-35%	XX%	XX%	XX%	XX%				
		Grade 5	-32%	XX%	XX%	XX%	XX%				
		Grade 6	-36%	XX%	XX%	XX%	XX%				
		Grade 7	-33%	XX%	XX%	XX%	XX%				
		Grade 8	-32%	XX%	XX%	XX%	XX%				
		Grade 9	-20%	XX%	XX%	XX%	XX%				
		Grade 10	-27%	XX%	XX%	XX%	XX%				
		Net difference in the % at or above proficient in CSAP reading among ELL & Non-ELL students grades 3-10.	Grade 3	-33%	XX%	XX%	XX%	XX%			Curriculum & Instruction
			Grade 4	-38%	XX%	XX%	XX%	XX%			
	Grade 5		-43%	XX%	XX%	XX%	XX%				
	Grade 6		-41%	XX%	XX%	XX%	XX%				
	Grade 7		-37%	XX%	XX%	XX%	XX%				
	Grade 8		-37%	XX%	XX%	XX%	XX%				
	Grade 9		-36%	XX%	XX%	XX%	XX%				
	Grade 10		-41%	XX%	XX%	XX%	XX%				
	Net difference in the % at or above proficient in CSAP reading among SPED & Non-SPED students grades 3-10.		Grade 3	-41%	XX%	XX%	XX%	XX%		Curriculum & Instruction	
			Grade 4	-29%	XX%	XX%	XX%	XX%			
		Grade 5	-33%	XX%	XX%	XX%	XX%				
		Grade 6	-30%	XX%	XX%	XX%	XX%				
		Grade 7	-30%	XX%	XX%	XX%	XX%				
		Grade 8	-31%	XX%	XX%	XX%	XX%				
		Grade 9	-29%	XX%	XX%	XX%	XX%				
		Grade 10	-31%	XX%	XX%	XX%	XX%				
		Net difference in the % at or above proficient in CSAP reading among GT & Non-GT students grades 3-10.	Grade 3	-41%	XX%	XX%	XX%	XX%			Curriculum & Instruction
			Grade 4	-48%	XX%	XX%	XX%	XX%			
	Grade 5		-50%	XX%	XX%	XX%	XX%				
	Grade 6		-54%	XX%	XX%	XX%	XX%				
	Grade 7		-55%	XX%	XX%	XX%	XX%				
	Grade 8		-55%	XX%	XX%	XX%	XX%				
Grade 9	-49%		XX%	XX%	XX%	XX%					
Grade 10	-47%		XX%	XX%	XX%	XX%					
Net difference in the % at or above proficient in CSAP reading among Male & Female students grades 3-10. (Difference: Male - Female)	Grade 3		-9%	XX%	XX%	XX%	XX%		Curriculum & Instruction		
	Grade 4		-7%	XX%	XX%	XX%	XX%				
	Grade 5	-7%	XX%	XX%	XX%	XX%					
	Grade 6	-6%	XX%	XX%	XX%	XX%					
	Grade 7	-7%	XX%	XX%	XX%	XX%					
	Grade 8	-9%	XX%	XX%	XX%	XX%					
	Grade 9	-8%	XX%	XX%	XX%	XX%					
	Grade 10	-9%	XX%	XX%	XX%	XX%					

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner	
All students (including ELL, SPED & HGT) who complete a rigorous 12-year course of study in the Denver Public Schools will exceed state performance standards in four core subject areas -- literacy, math, science, and social studies -- and be prepared to succeed in college. <i>(continued)</i>	Net difference in the % at or above proficient in CSAP writing among Hispanic & White students grades 3-10.	Grade 3	-37%	XX%	XX%	XX%	XX%		Curriculum & Instruction	
		Grade 4	-41%	XX%	XX%	XX%	XX%			
		Grade 5	-41%	XX%	XX%	XX%	XX%			
		Grade 6	-47%	XX%	XX%	XX%	XX%			
		Grade 7	-44%	XX%	XX%	XX%	XX%			
		Grade 8	-43%	XX%	XX%	XX%	XX%			
		Grade 9	-45%	XX%	XX%	XX%	XX%			
	Grade 10	-46%	XX%	XX%	XX%	XX%				
	Net difference in the % at or above proficient in CSAP writing among FRL & Non-FRL students grades 3-10.	Grade 3	-30%	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 4	-33%	XX%	XX%	XX%	XX%	XX%		
		Grade 5	-31%	XX%	XX%	XX%	XX%	XX%		
		Grade 6	-30%	XX%	XX%	XX%	XX%	XX%		
		Grade 7	-31%	XX%	XX%	XX%	XX%	XX%		
		Grade 8	-31%	XX%	XX%	XX%	XX%	XX%		
		Grade 9	-20%	XX%	XX%	XX%	XX%	XX%		
	Grade 10	-24%	XX%	XX%	XX%	XX%	XX%			
	Net difference in the % at or above proficient in CSAP writing among ELL & Non-ELL students grades 3-10.	Grade 3	-30%	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 4	-32%	XX%	XX%	XX%	XX%	XX%		
		Grade 5	-35%	XX%	XX%	XX%	XX%	XX%		
		Grade 6	-38%	XX%	XX%	XX%	XX%	XX%		
		Grade 7	-32%	XX%	XX%	XX%	XX%	XX%		
		Grade 8	-29%	XX%	XX%	XX%	XX%	XX%		
		Grade 9	-26%	XX%	XX%	XX%	XX%	XX%		
	Grade 10	-30%	XX%	XX%	XX%	XX%	XX%			
	Net difference in the % at or above proficient in CSAP writing among SPED & Non-SPED students grades 3-10.	Grade 3	-31%	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 4	-25%	XX%	XX%	XX%	XX%	XX%		
		Grade 5	-29%	XX%	XX%	XX%	XX%	XX%		
		Grade 6	-33%	XX%	XX%	XX%	XX%	XX%		
		Grade 7	-30%	XX%	XX%	XX%	XX%	XX%		
		Grade 8	-25%	XX%	XX%	XX%	XX%	XX%		
Grade 9		-22%	XX%	XX%	XX%	XX%	XX%			
Grade 10	-25%	XX%	XX%	XX%	XX%	XX%				
Net difference in the % at or above proficient in CSAP writing among GT & Non-GT students grades 3-10.	Grade 3	-45%	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction	
	Grade 4	-46%	XX%	XX%	XX%	XX%	XX%			
	Grade 5	-51%	XX%	XX%	XX%	XX%	XX%			
	Grade 6	-52%	XX%	XX%	XX%	XX%	XX%			
	Grade 7	-55%	XX%	XX%	XX%	XX%	XX%			
	Grade 8	-55%	XX%	XX%	XX%	XX%	XX%			
	Grade 9	-48%	XX%	XX%	XX%	XX%	XX%			
Grade 10	-46%	XX%	XX%	XX%	XX%	XX%				

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner	
All students (including ELL, SPED & HGT) who complete a rigorous 12-year course of study in the Denver Public Schools will exceed state performance standards in four core subject areas -- literacy, math, science, and social studies -- and be prepared to succeed in college. <i>(continued)</i>	Net difference in the % at or above proficient in CSAP Writing among Male & Female students grades 3-10. (Difference: Male - Female)	Grade 3	-11%	XX%	XX%	XX%	XX%		Curriculum & Instruction	
		Grade 4	-9%	XX%	XX%	XX%	XX%			
		Grade 5	-10%	XX%	XX%	XX%	XX%			
		Grade 6	-16%	XX%	XX%	XX%	XX%			
		Grade 7	-15%	XX%	XX%	XX%	XX%			
		Grade 8	-12%	XX%	XX%	XX%	XX%			
		Grade 9	-9%	XX%	XX%	XX%	XX%			
	Grade 10	-10%	XX%	XX%	XX%	XX%				
	Net difference in the % at or above proficient in CSAP math among African American & White students grades 3-10.	Grade 3	-39%	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 4	-40%	XX%	XX%	XX%	XX%	XX%		
		Grade 5	-40%	XX%	XX%	XX%	XX%	XX%		
		Grade 6	-45%	XX%	XX%	XX%	XX%	XX%		
		Grade 7	-35%	XX%	XX%	XX%	XX%	XX%		
		Grade 8	-35%	XX%	XX%	XX%	XX%	XX%		
		Grade 9	-32%	XX%	XX%	XX%	XX%	XX%		
	Grade 10	-33%	XX%	XX%	XX%	XX%	XX%			
	Net difference in the % at or above proficient in CSAP math among Hispanic & White students grades 3-10.	Grade 3	-40%	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 4	-37%	XX%	XX%	XX%	XX%	XX%		
		Grade 5	-41%	XX%	XX%	XX%	XX%	XX%		
		Grade 6	-42%	XX%	XX%	XX%	XX%	XX%		
		Grade 7	-37%	XX%	XX%	XX%	XX%	XX%		
		Grade 8	-35%	XX%	XX%	XX%	XX%	XX%		
		Grade 9	-33%	XX%	XX%	XX%	XX%	XX%		
	Grade 10	-33%	XX%	XX%	XX%	XX%	XX%			
	Net difference in the % at or above proficient in CSAP math among FRL & Non-FRL students grades 3-10.	Grade 3	-28%	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 4	-29%	XX%	XX%	XX%	XX%	XX%		
		Grade 5	-28%	XX%	XX%	XX%	XX%	XX%		
		Grade 6	-27%	XX%	XX%	XX%	XX%	XX%		
Grade 7		-26%	XX%	XX%	XX%	XX%	XX%			
Grade 8		-22%	XX%	XX%	XX%	XX%	XX%			
Grade 9		-15%	XX%	XX%	XX%	XX%	XX%			
Grade 10	-16%	XX%	XX%	XX%	XX%	XX%				
Net difference in the % at or above proficient in CSAP math among ELL & Non-ELL students grades 3-10.	Grade 3	-26%	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction	
	Grade 4	-28%	XX%	XX%	XX%	XX%	XX%			
	Grade 5	-28%	XX%	XX%	XX%	XX%	XX%			
	Grade 6	-26%	XX%	XX%	XX%	XX%	XX%			
	Grade 7	-19%	XX%	XX%	XX%	XX%	XX%			
	Grade 8	-15%	XX%	XX%	XX%	XX%	XX%			
	Grade 9	-12%	XX%	XX%	XX%	XX%	XX%			
Grade 10	-14%	XX%	XX%	XX%	XX%	XX%				

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
All students (including ELL, SPED & HGT) who complete a rigorous 12-year course of study in the Denver Public Schools will exceed state performance standards in four core subject areas -- literacy, math, science, and social studies -- and be prepared to succeed in college. <i>(continued)</i>	Net difference in the % at or above proficient in CSAP math among SPED & Non-SPED students grades 3-10.	Grade 3	-32%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 4	-30%	XX%	XX%	XX%	XX%		
		Grade 5	-32%	XX%	XX%	XX%	XX%		
		Grade 6	-27%	XX%	XX%	XX%	XX%		
		Grade 7	-19%	XX%	XX%	XX%	XX%		
		Grade 8	-14%	XX%	XX%	XX%	XX%		
		Grade 9	-11%	XX%	XX%	XX%	XX%		
	Grade 10	-12%	XX%	XX%	XX%	XX%			
	Net difference in the % at or above proficient in CSAP math among GT & Non-GT students grades 3-10.	Grade 3	-46%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	Grade 4	-49%	XX%	XX%	XX%	XX%			
	Grade 5	-51%	XX%	XX%	XX%	XX%			
	Grade 6	-53%	XX%	XX%	XX%	XX%			
	Grade 7	-50%	XX%	XX%	XX%	XX%			
	Grade 8	-49%	XX%	XX%	XX%	XX%			
	Grade 9	-36%	XX%	XX%	XX%	XX%			
	Grade 10	-30%	XX%	XX%	XX%	XX%			
	Net difference in the % at or above proficient in CSAP Math among Male & Female students grades 3-10. (Difference: Male - Female)	Grade 3	0%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	Grade 4	3%	XX%	XX%	XX%	XX%			
	Grade 5	2%	XX%	XX%	XX%	XX%			
	Grade 6	-1%	XX%	XX%	XX%	XX%			
	Grade 7	-1%	XX%	XX%	XX%	XX%			
	Grade 8	1%	XX%	XX%	XX%	XX%			
	Grade 9	2%	XX%	XX%	XX%	XX%			
	Grade 10	2%	XX%	XX%	XX%	XX%			
	Net difference in the % at or above proficient in CSAP science among African American & White students in grade 10.	Grade 5	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 8	-43%	XX%	XX%	XX%	XX%		
		Grade 10	XX%	XX%	XX%	XX%	XX%		
	Net difference in the % at or above proficient in CSAP science among Hispanic & White students in grade 5, 8 and 10.	Grade 5	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 8	-45%	XX%	XX%	XX%	XX%		
		Grade 10	XX%	XX%	XX%	XX%	XX%		
	Net difference in the % at or above proficient in CSAP science among FRL & Non-FRL students in grades 5, 8 and 10.	Grade 5	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
		Grade 8	-27%	XX%	XX%	XX%	XX%		
		Grade 10	XX%	XX%	XX%	XX%	XX%		

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
All students (including ELL, SPED & HGT) who complete a rigorous 12-year course of study in the Denver Public Schools will exceed state performance standards in four core subject areas -- literacy, math, science, and social studies -- and be prepared to succeed in college. <i>(continued)</i>	Net difference in the % at or above proficient in CSAP science among ELL & Non-ELL students in grades 5, 8 and 10.	Grade 5 Grade 8 Grade 10	XX% -21% XX%	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%		Curriculum & Instruction
	Net difference in the % at or above proficient in CSAP science among SPED & Non-SPED students in grades 5, 8 and 10.	Grade 5 Grade 8 Grade 10	XX% -16% XX%	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%		Curriculum & Instruction
	Net difference in the % at or above proficient in CSAP science among GT & Non-GT students in grades 5, 8 and 10.	Grade 5 Grade 8 Grade 10	XX% -52% XX%	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%		Curriculum & Instruction
	Net difference in the % at or above proficient in CSAP science among Male & Female students in grades 5, 8 and 10.	Grade 5 Grade 8 Grade 10	XX% 3% XX%	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%		Curriculum & Instruction
	% of students in transition years (2nd and 5th) performing below proficient in literacy and who participate in summer school.	Grade 2 Grade 5	XX% XX%	XX% XX%	XX% XX%	XX% XX%	XX% XX%		Curriculum & Instruction
	% of students in transition years (2nd and 5th) performing below proficient in math and who participate in summer school.	Grade 2 Grade 5	XX% XX%	XX% XX%	XX% XX%	XX% XX%	XX% XX%		Curriculum & Instruction
	% of summer school participants who demonstrate proficiency at the end of the session.	Grade 2 Grade 5	XX% XX%	XX% XX%	XX% XX%	XX% XX%	XX% XX%		Curriculum & Instruction
	Students will select from compelling curricular choices that complement core subjects.	% of students passing 3rd year or higher in foreign language.	Grade 9 Grade 10 Grade 11 Grade 12	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
Students will select from compelling curricular choices that complement core subjects. <i>(continued)</i>	% of students passing higher level courses in the arts (instrumental music, vocal music, drama, dance, graphic art or visual art).	Grade 9 Grade 10 Grade 11 Grade 12	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%		Curriculum & Instruction
	% of students passing higher level courses in technology.	Grade 9 Grade 10 Grade 11 Grade 12	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%		Curriculum & Instruction
	Need other measures here.	Grade 9 Grade 10 Grade 11 Grade 12	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%		Curriculum & Instruction
All students will complete a rigorous course of secondary school instruction in grades six through twelve.	% of students enrolled as 5th graders who continue to 6th grade.	Grade 5	85%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	% of students enrolled as 8th graders who continue to 9th grade.	Grade 8 to 9	80%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	% of 9th graders who participate in the freshman academy.	Grade 9	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	% of students earning college credit.	Grade 9 Grade 10 Grade 11 Grade 12	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%		Curriculum & Instruction
	% of students in grade 11 with reading scores on the ACT at or above 21.	Grade 11	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	% of students in grade 11 with english scores on the ACT at or above 18.	Grade 11	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	% of students in grade 11 with math scores on the ACT at or above 22.	Grade 11	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	% of students in grade 11 with science scores on the ACT at or above 24.	Grade 11	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
All students will complete a rigorous course of secondary school instruction in grades six through twelve. <i>(continued)</i>	% of students with Composite scores on the ACT at or above 16 based on the Colorado and National ACT results.	Grade 11 Grade 12	XX% XX%	XX% XX%	XX% XX%	XX% XX%	XX% XX%		Curriculum & Instruction
	% of students completing the full academic core curriculum by graduation.	Grade 12	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	% of students who enroll in AP/IB courses.	Grade 9 Grade 10 Grade 11 Grade 12	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%		Curriculum & Instruction
	Net difference in the % of African American & White students enrolled in AP/IB.	Grade 9 Grade 10 Grade 11 Grade 12	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%		Curriculum & Instruction
	Net difference in the % of Hispanic & White students enrolled in AP/IB.	Grade 9 Grade 10 Grade 11 Grade 12	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%		Curriculum & Instruction
	Net difference in the % of FRL & Non-FRL students enrolled in AP/IB.	Grade 9 Grade 10 Grade 11 Grade 12	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%		Curriculum & Instruction
	% of students enrolled in AP/IB courses who take their exams.	Grade 9 Grade 10 Grade 11 Grade 12	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%		Curriculum & Instruction
	% of students enroll in AP/IB courses who take and pass their exams.	Grade 9 Grade 10 Grade 11 Grade 12	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%		Curriculum & Instruction
	% of students passing higher level courses in English, Journalism, Writing or other literature courses.	Grade 9 Grade 10 Grade 11 Grade 12	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%		Curriculum & Instruction

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
All students will complete a rigorous course of secondary school instruction in grades six through twelve. <i>(continued)</i>	% of students passing advanced courses in Social Studies	Grade 9 Grade 10 Grade 11 Grade 12	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%		Curriculum & Instruction
	% of students passing Algebra II or higher math course	Grade 9 Grade 10 Grade 11 Grade 12	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%		Curriculum & Instruction
	% of students passing Chemistry, Physics or higher science course	Grade 9 Grade 10 Grade 11 Grade 12	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%	XX% XX% XX% XX%		Curriculum & Instruction
	% of grade 8 and 9 students who have taken Algebra 1 by the end of 9th grade.	Grade 8 Grade 9	XX% XX%	XX% XX%	XX% XX%	XX% XX%	XX% XX%		Curriculum & Instruction
	% of grade 8 and 9 students who have scored a passing grade on a common Algebra 1 test by the end of 9th grade.	Grade 8 Grade 9	XX% XX%	XX% XX%	XX% XX%	XX% XX%	XX% XX%		Curriculum & Instruction
	% of students who enroll as 9th graders and graduate with that cohort.	Grade 9 to graduation in 4 years	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	% of 12th grade students who graduate.	Grade 12	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	% of HS graduates who go on to college.	Grade 12	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	% of students who drop out between 8th and 12th grade. ³	8th 9th 10th 11th 12th	XX% XX% XX% XX% XX%	XX% XX% XX% XX% XX%	XX% XX% XX% XX% XX%	XX% XX% XX% XX% XX%	XX% XX% XX% XX% XX%	XX% XX% XX% XX% XX%	

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
All DPS families will have equal access to and make informed choice among schools -- including neighborhood schools -- that are aligned in their core instructional program, but unique in their ability to meet community needs and interests.	% of families who received their first school choice.	All DPS students who applied via the formal Choice process.	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
All DPS families will have equal access to and make informed choice among schools -- including neighborhood schools -- that are aligned in their core instructional program, but unique in their ability to meet community needs and interests. <i>(continued)</i>	# of schools that met federal AYP.	All DPS Schools N = 143 Math only Reading only Math & Reading	# # #	# # #	# # #	# # #	# # #		Curriculum & Instruction
	# of schools that received a SAR rating of Excellent.	All DPS Schools N = 143	#	#	#	#	#		Curriculum & Instruction
	# of schools that received a SAR rating of Unsatisfactory.	All DPS Schools N = 143	#	#	#	#	#		Curriculum & Instruction
	# of schools not at capacity that grew year-over-year enrollment.	All DPS Schools N = XX	#	#	#	#	#		Curriculum & Instruction
	# of schools over / under capacity.	All DPS Schools N = 143 Over (x>100%) Under (x<70%)	Over: 14 Under: 38	Over: XX Under: XX	Over: XX Under: XX	Over: XX Under: XX	Over: XX Under: XX		Curriculum & Instruction

Notes:

- 1) The CSAP is identified here as the primary tool with which DPS will measure student achievement; however, the DPS will implement a comprehensive assessment strategy the includes additional quarterly and real-time assessment tools. As these tools are selected/developed, additional metrics and measures will be developed.
- 2) The CSAP baseline data cited here and through the Balanced Scorecard is from 2004-2005 CSAP test results.
- 3) Drop-out rate calculations will be consistent with the methodology used by the state of Colorado.

The Denver Plan: Goal #1

Our children will learn from a highly-skilled faculty in every school that is empowered by robust professional development and real-time assessment data.

Component B: Differentiated professional development opportunities for faculty members will support the Instructional Reform Plan and enhance teaching practices in all DPS classrooms.

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
All DPS faculty members will participate in coherent, relevant, and excellent professional development opportunities.	% of teachers who seek PDU credits under ProComp	ProComp teachers	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	% of teachers who receive PDU credits under ProComp	ProComp teachers	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	% of teachers who report on surveys that professional development enhanced their ability to increase student achievement.	All teachers	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	% of teachers retained in the district year over year.	All teachers	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction / Human Resources

The Denver Plan: Goal #1

Our children will learn from a highly-skilled faculty in every school that is empowered by robust professional development and real-time assessment data.

Component D: A best-in-class organization will demonstrate the capacity to recruit, hire, develop, and retain highly qualified teachers, principals, and support staff.

<i>Objective</i>	<i>Measure</i>	<i>Subgroups</i>	<i>Baseline 2005-2006</i>	<i>Target 2006- 2007</i>	<i>Actual 2006- 2007</i>	<i>Target 2007- 2008</i>	<i>Actual 2007- 2008</i>	<i>Notes/ Status</i>	<i>Metric Owner</i>
Develop a customer-focused culture within the HR department, emphasizing continuous improvement and customer service to principals, teachers, other school and central employees.	Functional performance measures will be developed and tracked annually for the Human Resources department.	Employee Groups							Human Resources
	% of positive respondents to transaction-based HR surveys.	Employee Groups	XX%	XX%	XX%	XX%	XX%		Human Resources
Maximize DPS' ability to recruit and hire the most capable teachers.	% NCLB highly-qualified teachers	Elementary	95.1%	XX%	XX%	XX%	XX%		Human Resources
		Middle	81.6%	XX%	XX%	XX%	XX%		
		High (by class)	92.2%	XX%	XX%	XX%	XX%		
		High (by teacher)	80.6%	XX%	XX%	XX%	XX%		
		SPED	XX%	XX%	XX%	XX%	XX%		
	Paraprofessionals	52.7%	XX%	XX%	XX%	XX%			
	% new teachers hired by:	April	XX%	XX%	XX%	XX%	XX%		Human Resources
May		22.8%	XX%	XX%	XX%	XX%			
August		90.1%	XX%	XX%	XX%	XX%			
% hard-to-staff teachers hired by:	February	XX%	XX%	XX%	XX%	XX%		Human Resources	
	April	XX%	XX%	XX%	XX%	XX%			
	May August	XX% XX%	XX% XX%	XX% XX%	XX% XX%	XX% XX%			
% direct placements made after:	May	XX%	XX%	XX%	XX%	XX%		Human Resources	
	August	XX%	XX%	XX%	XX%	XX%			
% teachers hired as a result of higher education partnerships.	All Teachers		XX%	XX%	XX%	XX%		Human Resources	

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
Maximize DPS' ability to recruit and hire the most capable teachers. <i>(continued)</i>	% of teacher turnover.	Retirement	XX%	XX%	XX%	XX%	XX%		Human Resources
		Resignation	XX%	XX%	XX%	XX%			
		Non-Renewed	XX%	XX%	XX%	XX%			
		Termination	XX%	XX%	XX%	XX%			
	Teacher diversity by %:	African American	XX%	XX%	XX%	XX%	XX%		Human Resources
		Asian	XX%	XX%	XX%	XX%			
		Hispanic	XX%	XX%	XX%	XX%			
		White	XX%	XX%	XX%	XX%			
		Other	XX%	XX%	XX%	XX%			
Teacher years of experience by %:	0-3 Years	XX%	XX%	XX%	XX%	XX%		Human Resources	
	4-8 Years	XX%	XX%	XX%	XX%				
	9-12 Years	XX%	XX%	XX%	XX%				
	13+ Years	XX%	XX%	XX%	XX%				

The Denver Plan: Goal #2

Highly-trained principals and assistant principals will serve as instructional leaders of the faculty in DPS schools.

Component A: The Denver Public Schools will articulate a well-defined role for both the principal and assistant principal position, establishing instructional leadership as their primary professional responsibility.

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
Redefine the principal and assistant principal roles.	% of principals who report on surveys that at least 75% of their time is spent on instructional leadership.	All principals	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction
	% of assistant principals who report on surveys that at least 75% of their time is spent on instructional leadership.	All assistant principals	XX%	XX%	XX%	XX%	XX%		Curriculum & Instruction

The Denver Plan: Goal #2

Highly-trained principals and assistant principals will serve as instructional leaders of the faculty in DPS schools.

Component B: A best-in-class organization will launch a strategic effort to attract and retain the best principals and assistant principals.

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner	
Execute proven principal and assistant principal recruitment practices.	% of new principals hired by:	April	XX%	XX%	XX%	XX%	XX%		Human Resources	
		May	XX%	XX%	XX%	XX%	XX%			
		August	XX%	XX%	XX%	XX%	XX%			
	% of new assistant principals hired by:	April	XX%	XX%	XX%	XX%	XX%	XX%		Human Resources
		May	XX%	XX%	XX%	XX%	XX%	XX%		
August		XX%	XX%	XX%	XX%	XX%	XX%			
% principals/assistant principals hired as a result of higher education partnerships.	Principals APs	XX% XX%	XX% XX%	XX% XX%	XX% XX%	XX% XX%	XX% XX%		Human Resources	
% of principal turnover.	Retirement Resignation Termination		XX%	XX%	XX%	XX%	XX%		Human Resources	
			XX%	XX%	XX%	XX%	XX%			
			XX%	XX%	XX%	XX%	XX%			
% of assistant principal turnover.	Retirement Resignation Termination		XX%	XX%	XX%	XX%	XX%		Human Resources	
			XX%	XX%	XX%	XX%	XX%			
			XX%	XX%	XX%	XX%	XX%			

The Denver Plan: Goal #2

Highly-trained principals and assistant principals will serve as instructional leaders of the faculty in DPS schools.

Component C: Differentiated professional development opportunities for principals and assistant principals will support the Instructional Reform Plan and enhance their ability to serve as instructional leaders.

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
All DPS principals and assistant principals will participate in coherent, relevant, and excellent professional development opportunities.	% of principals and assistant principals who report on surveys that professional development enhanced their ability to support teachers.	All principals All APs	XX% XX%	XX% XX%	XX% XX%	XX% XX%	XX% XX%		Curriculum & Instruction
	% of principals who led schools that demonstrated positive SAR academic performance growth within two years following leadership development training.	All principals All APs	XX% XX%	XX% XX%	XX% XX%	XX% XX%	XX% XX%		Curriculum & Instruction

The Denver Plan: Goal #3

Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

Component A: Parents will help DPS students realize success in their academic careers.

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
Ensure that every parent is encouraged and empowered to engage with DPS and knows the impact that such involvement can have on student outcomes.	% of parents who sign parent compacts.	All Parents	XX%	XX%	XX%	XX%	XX%		Community Partnerships
	% of parents who participate in at least 1 parent/teacher conference.	All Parents	XX%	XX%	XX%	XX%	XX%		Community Partnerships
	% of parents who participate in at least 1 school-related activity.	All Parents	XX%	XX%	XX%	XX%	XX%		Community Partnerships
	Among parents who complete a satisfaction survey, the % of parents who respond favorably.	All Parents	XX%	XX%	XX%	XX%	XX%		Community Partnerships

The Denver Plan: Goal #3

Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

Component B: The community will support DPS students in their quest toward academic and personal excellence.

<i>Objective</i>	<i>Measure</i>	<i>Subgroups</i>	<i>Baseline 2005-2006</i>	<i>Target 2006- 2007</i>	<i>Actual 2006- 2007</i>	<i>Target 2007- 2008</i>	<i>Actual 2007- 2008</i>	<i>Notes/ Status</i>	<i>Metric Owner</i>
All DPS students will have caring adult relationships in their lives, dedicated to their academic and personal excellence.	% of 6-8 students who are assigned to a mentor.	Grade 6 Grade 7 Grade 8	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%	XX% XX% XX%		Community Partnerships
A comprehensive network of community partnerships will provide the academic, social, and emotional support that DPS students need.	# of active community partnerships.	All community partnerships	#	#	#	#	#		Community Partnerships

The Denver Plan: Goal #3

Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

Component C: Each school will work with its community to establish an intentional school culture and positive school climate.

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
Every school community will articulate a plan for an intentional school culture ¹ .	% of teachers who respond positively on the Climate and Culture survey.		XX%	XX%	XX%	XX%	XX%		Student Services
	% of principals who respond positively on the Climate and Culture survey.		XX%	XX%	XX%	XX%	XX%		Student Services
	% of students who respond positively on the Climate and Culture survey.		XX%	XX%	XX%	XX%	XX%		Student Services
	% of students who qualify as obese, overweight or underweight.		XX%	XX%	XX%	XX%	XX%		Student Services

1) Many measures that reflect school culture, such as attendance, disciplinary actions, and mobility are not included here, but are included in other sections of the Balanced Scorecard.

The Denver Plan: Goal #3

Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

Component D: All students not subject to serious medical concerns will demonstrate excellent attendance -- 97% of eligible days.

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
The Denver community will hold a high attendance expectation for all DPS students.	% of students/families who sign student compacts.	All Students/Families	XX%	XX%	XX%	XX%	XX%		Student Services
	% of students who meet the attendance expectation (97% of eligible days).	All Students	XX%	XX%	XX%	XX%	XX%		Student Services
	% of students who demonstrate improvement toward the attendance expectation.	All Students	XX%	XX%	XX%	XX%	XX%		Student Services
	% of students who are mobile within the district at any point during the school year.	All Students	XX%	XX%	XX%	XX%	XX%		Student Services
	% of chronically truant students.	All Students	XX%	XX%	XX%	XX%	XX%		Student Services
	# of parent/mentor portal users.	All Parents/Mentors	#	#	#	#	#		Student Services
	% of parents/mentors who respond favorably to IC on satisfaction surveys.	All Parent/Mentor portal users	XX%	XX%	XX%	XX%	XX%		Student Services

The Denver Plan: Goal #3

Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

Component E: District administrators will operate DPS under a coherent, system-wide safety and security structure.

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
The district will abide by a clear and uniform policy for discipline, suspension, and expulsion of students.	# of reported disciplinary incidents.	All Students	#	#	#	#	#		Student Services
	Total # of suspensions	All Students	#	#	#	#	#		Student Services
	# of unique suspensions	All Students	#	#	#	#	#		Student Services
	# of expulsions	All Students	#	#	#	#	#		Student Services

The Denver Plan: Goal #3

Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

Component F: District administrators will operate DPS with maximum efficiency and accountability.

Objective	Measure	Subgroups	Baseline 2005-2006	Target 2006- 2007	Actual 2006- 2007	Target 2007- 2008	Actual 2007- 2008	Notes/ Status	Metric Owner
Each department will work to develop a customer-focused culture with emphasis on continuous improvement and customer service to principals, teachers, other school and central employees.	Functional performance measures will be developed for each of the following departments.	Legal Communications Community Partnerships Human Resources DoTS Purchasing Facilities Transportation Food Service Budget/Financial Safety and Security Payroll Student Services Curriculum and Instruction School Choice Assessment							Multiple