**Three Critical Components of an Effective Performance Management Program and Facilitated
Best Practice Questions**

The ultimate goal of an effective performance management program is to create a data-driven culture in which a school not only collects and analyzes student achievement data but uses it on an administrative level to make key operational decisions, and in the classrooms to guide instructional practice to best meet the challenges and strengths of students. In addition, charter school governing boards in high performing charter schools use data to make strategic decisions and inform school improvement initiatives.

Data-driven decision-making is facilitated by the use of high quality performance management strategies and technologies that gather, organize, analyze, report, and share information about student and school performance. We would suggest that there are three critical components of an effective performance management program **1) a Student Information System (SIS), 2) formative assessments, and 3) a data management system.**

When choosing a performance management strategy, there are many factors schools should consider while assessing their needs and capacities as well as evaluating traits like functionality, costs, and ease of implementation of any prospective system, while also **keeping in mind those currently used by their authorizer/district**. We have broken out the three systems below along with some considerations. Additionally, we have provided a set of questions to facilitate conversations among new schools and more experienced schools among sharing experiences on choosing, implementation, use and sustainability of performance management systems.

1) A Student Information System (SIS) is the first step in an effective performance management strategy. A SIS is a software program that collects and stores items such as student contact and demographic information, grades, and attendance into a database sitting either on a local school network or online. There are many competing SISs at different price points, each with differing functionality and potential for expansion. Popular SISs in Colorado include Infinite Campus and PowerSchool.

Considerations
- What SIS is currently used by your district/authorizer and what is the cost of using it for your school?
  You will need to provide data to your district/authorizer on your students and also will want the authorizer to transfer data to you. If you are choosing to use another system, do you have a written arrangement for sharing data with your district/authorizer?
- What is the cost of the system including licensing, equipment, security requirements, ongoing management and training? How will you handle upgrades to the system and other maintenance?
- How will necessary training for implementation and ongoing use fit with your school's professional development schedule and budget?

2) Knowing which formative assessments you will implement at your school is the next critical step in having an effective performance management strategy. Employing a measure other than the CSAP to look at student progress longitudinally offers some big advantages like utilizing a different testing cycle (i.e., fall-spring) which then enables schools to periodically measure student performance multiple times throughout the year and receive quick results that aid schools in making data-driven decisions during the school year. Popular formative assessments among Colorado charters include Northwest Evaluation Association (NWEA), Scantron, Acuity, ITBS, SAT 10, EXPLORE, etc.

Considerations
- For what purposes will you use a formative assessment at your school?
- If the assessment is computerized, is it "computer adaptive?" That is, does the testing system adjust the difficulty of questions based on student responses? If the assessment is computerized, do you have the technology infrastructure to support the implementation? Do you have enough computers and adequate lab space for the testing days?
- What standards and tests, i.e., CSAP, will you choose to align with the formative assessment? Does your curriculum align with the assessment?

- Are other schools in the district/charter community using the same assessment? If so, have you connected with any of those folks to talk about likes/dislikes, tips, etc?
- How will necessary training fit with your school's professional development schedule and budget?
- What is the cost of the system including licensing, implementation, equipment, security requirements, and ongoing management? How will upgrades be provided? What, if any, hardware upgrades are needed for the school to use the assessment? How will training be provided- for example, through your district, vendor, the League, CDE?

3) The third "system" component of an effective performance management program is the data management system (typically web-based) that stores school information from disparate sources, such as student information systems, test publishers, formative assessments and other electronic sources, allowing for quick student analysis of multiple indicators. A data management system links systems together. The objective of such systems is to create a single, powerful source of key student, school, and organizational information that enable the translation of discrete data into actionable information, supporting sustained improvement.

- What are your analytical needs; what questions do you want to answer? Data management systems come at different price points, each with differing functionality. For example, some incorporate curriculum, build lesson plans and tests for teachers, etc.
- What is your capacity, in other words, how will the system create and maintain, your data driven culture and engage all staff in conversations around data and ownership/participation with data?
- What is the cost of the system including licensing, implementation, equipment, security requirements, ongoing management and training? How will upgrades be provided?
- How will training be provided and how does it fit with your school's professional development schedule and budget?
- . Common systems include Popular data management systems among Colorado charters include Alpine Achievement, Edusoft, Inform, and other district created systems such as Scholarsmart, CSNAP, Enrich, etc.

Best Practice for Selection, Implementation, Experience Sharing and Effective Use of Systems: Questions to Ask Peer Schools

Recommended best practice in choosing an assessment or data management system:
- When did you decide to look into adding or changing performance management systems?
- Who was leading the effort? Who was involved or should be involved in the selection process?
- What were some key considerations your school had in choosing systems-what did you look for?
- Is there anything that you wished you had thought about that you didn't realize until after you purchased and implemented?
- When should I start planning? What is a realistic implementation timeline?
- What is a recommended process from purchase to implementation and training?
- What type of training do you recommend-from implementation of system to ongoing?
- How do you evaluate the effectiveness of the systems and staff use?
- How much was budgeted (purchase, implementation, training)? How much do you continue to budget?

Learning from other school's experiences:
- What are some pitfalls or challenges faced in purchase, implementation and use that other schools should be aware of?
- How do you sustain use of the systems (looking at resources like time and money and staff buy-in/PD in at schools)?
- How do you train staff in using interventions and curriculum adaptations or revisions based on data?
- What has your school been able to change or do better using one or more performance management systems that you have in place?
- How do you continue to build the culture of use in your building?
- Any other recommendations to new schools starting off this process?