SCHOOL SPECIFIC GOAL GUIDANCE

A Resource for School Leaders and Staff of the Commission-Authorized Charter Schools

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INTRODUCTION

Purpose

The purpose of this document is to provide guidance and assistance to Washington State Charter School Commission (Commission)-authorized charter public schools in developing sound School Specific Goals and measures – both academic and organizational. These goals are included in both the Academic and Organizational Performance Framework that the Commission uses to assess school and student performance.

Background

Established in April 2013, the Commission is the state's only state-wide charter school authorizer. The Commission is responsible for providing oversight to charter schools in its portfolio, , and to that end, to develop, implement, and publicly report on standards and methods for monitoring the quality and effectiveness of charter schools.

Mission

To authorize high-quality public charter schools and provide effective oversight and transparent accountability to improve educational outcomes for at-risk students.

Values

High Expectations
Accountability/Responsibility
Transparency
Innovation

Vision

Foster innovation and ensure excellence so that every student has access to and thrives in a high-quality public school.

EDUCATIONAL EQUITY POLICY

The Washington State Charter School Commission (Commission) is committed to fostering innovation and ensuring excellence so that every student has access to and thrives in a high-quality public school.

As the state's only non-district and statewide charter school authorizer, the Commission's mission is to authorize high-quality charter public schools, especially schools designed to expand opportunities for students who have been underserved, and to ensure the highest standards of accountability and oversight for these schools.

The Commission is committed to closing opportunity gaps between the state's most and least privileged groups of students within the educational system. It has a moral obligation and legal obligation to cultivate charter schools where socio-economic status and protected groups status such as race, gender, language, sexual orientation, national origin, and disability cease to be a predictor of academic and life outcomes. Educational equity benefits all students and our entire community.

The Commission will align its practices, policies and procedures and support the charter schools it authorizes and oversees to achieve and maintain educational equity.

With the implementation of this policy, the Commission will:

- Only approve charter schools designed to mitigate systemic barriers to improve access to students while demonstrating a financial and organizational model that maintains the school's financial viability and compliance with all legal requirements;
- Renew charter schools whose outcomes demonstrate increased student academic outcomes for all students while reducing the academic opportunity gap while demonstrating financial viability and legal compliance;
- Raise the achievement of all students in charter public schools while eliminating the predictability of student academic outcomes based on identities such as race, gender, language, sexual orientation, national origin, disability, socio-economic status and other protected group status;
- Identify and eliminate systemic barriers to improve access for students;
- Use equity in all decision-making;
- Advocate for equitable funding for all charter public schools at the state and philanthropic levels; and
- Annually review and adopt its Educational Equity Policy.

The Commission will utilize equity in all decision-making to ensure its work and the schools it authorizes will accomplish the above goals by implementing the following strategies:

- Recruit, hire, develop, and retain racially, linguistically, and culturally responsive, high-quality personnel that over time will more accurately reflect the student population authorized charter schools serve.

- Train its workforce to strengthen employees' knowledge and skills to use an equity analysis to support schools as each school strives to eliminate disparities in achievement, course and program placement, and discipline.

- Hold schools accountable for student learning using multiple, disaggregated measures of student progress. The following measures, which include but are not limited to, will be used:
    - Smarter Balanced Assessment results;
    - Washington Comprehensive Assessment of Science;
    - Washington English Language Proficiency Assessment;
    - Student discipline rates;
    - Regular attendance;
    - Ninth grade on track; and
    - Dual credit and graduation rates.

- Revise, refine and update the annual New School Application and charter renewal processes to align to its Educational Equity Policy to reflect the Commission's goal for schools to raise the academic achievement of all students and eliminating opportunity gaps between all student groups.

- Revise, refine and update its Academic, Organizational and Financial Performance Frameworks to align to its Educational Equity Policy to establish clear expectations for all charter schools and provide each school with an annual assessment of their progress towards meeting each expectation.

- Incorporate educational equity outcomes of accountability into the Executive Director's annual performance evaluation process.

- Provide support and resources in the form of training and materials to each charter school board of directors to develop and deepen their equity analysis and understanding of and skills in addressing the persistent opportunity gap that exist between students.

- Engage regularly with community and school stakeholders to receive input and feedback to ensure successful alignment of the authorization and oversight processes to the Educational Equity policy.

- Advocate for equitable public funding for all charter schools, at the legislative and philanthropic level so that each school receives the resources necessary to attain and maintain adequate facilities, hire, train and retain a workforce that reflects the diversity of their student body as well as provide the best instruction and supports to all students, particularly for students that have and continue to be systemically marginalized.

MONITORING AUTHORITY

The Washington State Charter School Commission has oversight responsibilities of the charter schools it authorizes. The primary authority for the Commission oversight activities is identified in RCW 28A.710.180:

1. Each authorizer must continually monitor the performance and legal compliance of the charter schools it oversees, including collecting and analyzing data to support ongoing monitoring according to the *Performance Framework* in the *Charter Contract*.
2. An authorizer may conduct or require oversight activities that enable the authorizer to fulfill its responsibilities under this charter, including conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of this charter, adhere to the terms of the *Charter Contract*, and do not unduly inhibit the autonomy granted to charter schools.

RCW 28A.710.170
Charter contracts—Performance Framework.
(1) The performance provisions within a charter contract must be based on a Performance Framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide an authorizer's evaluations of a charter school within its jurisdiction.
(6) Multiple schools operating under a single charter contract or overseen by a single charter school board must report their performance as separate schools, and each school shall be held independently accountable for its performance.

WAC 108-30-020
Performance Framework.
(1) "Performance Framework" means the standards that will be used by the commission to evaluate the performance of each charter school. The performance framework will be a source of information used by the commission to make decisions involving corrective action, renewal, modification, revocation, and/or termination of a charter school.
(2) The performance framework evaluates charter school performance and compliance in the areas of academic, financial, organizational, legal and mission specific performance and compliance. The commission will develop and post-performance framework guidance for charter schools on the commission web site.

ANNUAL PERFORMANCE FRAMEWORK

The Commission has established within the Performance Frameworks two indicators that encompass School Specific Goals.

Academic Performance Framework

Indictor 4a. Did the charter school meet its school-specific academic goals?

Overview: School-specific goals must be measurable, based on valid and reliable sources, and should encompass performance outcomes. The Commission will consider the appropriateness and feasibility of assessing school-specific measures before including them in the academic performance framework (APF).

Indicator 4a (school specific goal) accounts for 15% of the tiered Academic Performance rating for the year.

Rating Scale

As outlined in WAC 108-30-030, for each APF measure, a charter school receives one of four ratings: "Exceeds Standard," "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard."

- *Exceeds Standard* – Schools that earn this rating exhibit exemplary performance. They are on track for charter renewal and could warrant consideration by the Commission for expansion or replication.
- *Meets Standard* – Schools in this rating category meet the minimum expectations for charter school performance. They are performing well and are on track for charter renewal.
- *Does Not Meet Standard* – Schools in this category fail to meet minimum expectations for academic performance. The Commission could consider closer monitoring, and their status for renewal could be in question.
- *Falls Far Below Standard* – Schools that fall into this rating category are on par with the lowest-performing schools in the state and may be subject to non-renewal or revocation.

Organizational Performance Framework

Indicator 6. Additional Obligations

Designed to be a "catch-all," this measure ensures that the school is held accountable to obligations that are not explicitly stated in the Organizational Performance Framework (OPF) but that the school is held accountable to through some other account. Additionally, this captures any new requirements that may come after both parties agree to the performance agreements.

Rating Scale

As outlined in WAC 108-30-030, for each OPF measure, a charter school receives one of two ratings: "Meets Standard" or "Does Not Meet Standard".

- ***Meets Standard -*** The school materially complies with all other legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein.
- ***Does Not Meet Standard -*** The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

The Commission will review charter school performance against the Academic and Organization Performance Frameworks annually and at the time of renewal. The results will be used by the Commission to make decisions about renewal, revocation, and corrective action plans. In addition to the Commission's oversight of charter school performance, the Office of Superintendent of Public Instruction (OSPI) uses the state's Washington School Improvement Framework (WSIF) to evaluate charter schools annually.

INTENDED PURPOSE – SCHOOL SPECIFIC GOALS

The mandate as the operator of a charter school is not just to teach well but also to **demonstrate objectively** – in ways that are **clear, understandable,** and **credible** to a variety of external audiences – that you are doing so. School specific goals are one of the avenues in which to demonstrate this.

The School Specific Goal process allows schools to highlight their commitment to closing the educational achievement gaps for "at-risk student(s)"[1] through its unique mission, vision, and educational program terms. This is the opportunity for schools to highlight performance **not captured on other accountability indicators.** It also allows schools to focus in on areas of need and evaluate performance of specific groups of students not addressed in other accountability measures. It also allows schools to provide an alternative accountability narrative, when appropriate.

COVID-19 NOTE

The Commission understands the unprecedented impacts that COVID-19 has had on the, 2019-20 school year. The Commission also understands that similar impacts will likely continue into the 2020-21 school year and possibly beyond. The Commission has been impressed with the Washington State charter school sector's rapid response to the changing needs of students, staff, and the larger community. Traditional methods accountability and academic evaluation have been significantly impacted nationwide. The rapid shift to remote learning impacted multiple assessment and evaluative tools that schools intended to use. This may also affect the upcoming year in regard to traditional norm-based assessment and statewide testing requirements.

According to the Reopening School Guidance from OSPI, "During the 2019–20 school year, OSPI suspended statewide assessments and subsequently received a waiver from the U.S. Department of Education. OSPI plans to pursue a similar waiver in the 2020–21 school year, though the Department of Education has not yet indicated whether a waiver will be available. At this time, districts should build calendars with the assumption that federally mandated assessments will take place in 2020–21."[2]

With that as the starting point, the Commission urges schools to use this opportunity to *re-evaluate how student learning and progress is evaluated*. The Commission is committed to the mission of closing

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[1] "At-risk student" means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs. Per RCW 28A.710.010(2)

[2] Miller, M. W., Jeffries-Simmons, T., & Rockholt, C. (2020, June 11). Reopening Washington Schools 2020: District Planning Guide. Retrieved June 12, 2020, From Https://Www.K12.Wa.Us/Sites/Default/Files/Public/ Workgroups/ Reopening Washington Schools 2020 Planning Guide.Pdf

achievement gaps for at risk students, and has shifted the School Specific Goal process to shift the focus on this element for all schools. The Commission is driven by the mission of authorizing charter schools, through the lens of our through our [Educational Equity Policy](), that provide high-quality school options for students and families that will significantly improve student outcomes, particularly for at-risk students. As everyone rethinks what education means and looks like in a COVID-19 environment, the Commission urges the schools in its portfolio to focus on the critical needs of students with-in your program, both academically and organizationally, in a new way that closes the gap for students.

SCHOOL SPECIFIC GOALS – DEFINITION OF KEY TERMS

The Commission is using the following definitions of key terms throughout this document.

Goal:[3] A clear, measurable statement of what students will know and be able to do in order to be considered "educated" after a certain length of time attending the school.

Assessment:[3] *(sometimes also "measure")*: A method, tool or system to evaluate and demonstrate student progress toward – or mastery of – a particular learning standard or goal. Examples: *A standardized test, or a portfolio-judging system*.

Measure:[3] An application of an assessment that defines progress toward or attainment of a goal and indicates the level of performance that will constitute success. Example: *"Students at the Successful Charter School will improve their performance on the reading portion of the Stanford-9 by at least 3% per year, on average."*

> Assessments – and by extension, measures – should be **valid**, **reliable**, and demonstrate **scoring consistency**:
>
> o **Valid:** Assesses the skill or knowledge it is intended to assess.
>
> o **Reliable:** Provides consistent results when taken repeatedly by the student at a given point in their development, as well as by other students at the same point in development.
>
> o **Scoring Consistency:** Produces consistent scores, ratings, results or responses when a particular assessment tool, scoring guide or rubric is used by different evaluators to assess the same student performance or work sample.

Leading Indicator:[4,5] Performance measures that provide early signs for determining if an organization is on track for achieving a goal. This is an actionable, prognostic indicator that is both predictive, measures something that leads to the goal, and influenceable.

Lagging Indicator:[5] The measurement of the result you are trying to achieve. (See "Goal" above)

Education Program Terms:[6] The essentials of what students will *experience*.

School Specific Goals: Measures focus on what students will *achieve.*

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[3] Lin, M. Y. (2001). *Measuring Up How Chicago's Charter Schools Make Their Missions Count*. Place of publication not identified: Distributed by ERIC Clearinghouse.

[4] Kowal, J., & Ableidinger, J. (Public Impact). (2011). Leading indicators of school turnarounds: How to know when dramatic change is on track. Charlottesville: University of Virginia's Darden/Curry Partnership for Leaders in Education. Retrieved from www.DardenCurry.org

[5] McChesney, C., Covey, S., & Huling, J. (2016). *The 4 disciplines of execution: Achieving your wildly important goals*. New York: Free Press, an imprint of Simon & Schuster.

[6] Washington State Charter School Commission. (n.d.). Sample Charter Contract. Retrieved June 22, 2020, from https://charterschool.wa.gov/operating/contract/

SCHOOL SPECIFIC GOALS – OVERVIEW OF PROCESS

Program

    a. What is your school's mission?

    b. What is your school's vision?

    c. What are your school's education program terms?

    d. What is your student profile?

Review Data for Need Areas

    a. What are the needs areas that the data review uncovered within your school?

    b. Determine the school program supports needed that are specific to closing the identified needs areas?

Goal

    a. What is the intended outcome as it relates to a program adjustment to address the gap area uncovered by your data review?

Metric

    a. How will you measure your school specific goal efforts? (Leading Indicators/Outcome of Goal)

    b. How will you measure your goals outcome? (Lagging Indicator/Actionable Steps)

Target

    a. How will you know if you are successful?

Assessment Details, Data Collection, and Verification

    a. How will you assess your progress towards your outcome?

    b. How will you collect and analyze your data?

    c. How will you provide verification of your data to all stakeholders?

The above process correlates with Appendix A and Appendix B

For a condensed version of this guide see the Introduction to School Specific Goals Power Point

STEP 1: PROGRAM ALIGNMENT

Question to Consider:

What makes your school's educational program unique?

The first step of the process to ensure formation of a successful School Specific Goal, of your charter school program it should be aligned to your attachment 4 of your charter contract.

Schools should ground their work in the following questions:
1. What is your school's mission?
2. What is your school's vision?
3. What are your school's education program terms?
4. What is your student/graduate profile?

During the school specific goal development process, we are asking all schools to go beyond the traditional mission and vision alignment of goals. School should create goals that are linked to both the education program terms (attachment 4 of your charter contract) and a student/graduate profile, the profile may also be called core values.

A student/graduate profile is defined as "a document that a school or district uses to specify the *cognitive*, *personal*, and *interpersonal competencies* that students should have when they graduate."[7] This is typically built out by a school, and should be closely tied to the mission, vision, and education program terms you have already developed. Another way to envision this profile is by asking your school stakeholders, "What does a student who is matriculating from your unique program look like?"

For more information on a student profile use the resources below:
The Graduate Profile: A Focus on Outcomes
Designing a graduate profile: four essential steps
Portrait of a graduate
How to Engage with a Graduate Outcome Agenda

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[7] Kay, Ken. "The Graduate Profile: A Focus on Outcomes." *Edutopia*, George Lucas Educational Foundation, 12 May 2017, www.edutopia.org/blog/graduate-profile-focus-outcomes-ken-kay.

STEP 2: DATA REVIEW FOR NEED AREAS

Questions to Consider:

What are the needs areas that the data review uncovered within your school?
What are the school program supports needed that are specific to closing the identified needs area uncovered?

The second step in the development of your school specific goals is to review the available data that your school has access to. This may look different for schools that are operational versus schools that are in their pre-opening year.

Our suggested process for how your school reviews data is through the following step:

1. Create a needs assessment by reviewing data as a team:
   - A data team should include at minimum school leaders, principals, and teachers. One protocol that can be used during this data needs assessment is: Data Driven Dialogue; Additional Data Driven Dialogue Resource

2. Review selected data by category. Data to review may include but is not limited to the below categories:

3. Review the data through multiple lenses. Subgroups could include, but are not limited to:
    a. Categorical populations subgroups
    b. Lexile reading level
    c. Racial subgroups
    d. Gender specific subgroups
    e. Subgroups who may be a certain band of performance on state assessment
    f. Subgroups may be students who have "transferred" into your program at a not typical matriculation pattern
    g. Feeder school subgroup
    h. Geographical subgroup

4. What are the areas of data that you are proud of?
    a. Is this area applicable to the whole school or a subgroup within the school?
    b. Is this student, parent, or staff-centered data?
    c. What were areas that you or your staff focused on to get that data to where it was?

5. What are the areas of data that you are hoping to improve?
    a. Is this area applicable to the whole school or a subgroup within the school?
    b. Is this student, parent, or staff- centered data?
    c. What was the circumstances that allowed that gap to happen?

Year 1 Operational Schools: May set goals **HOLISTIC SCHOOL GOALS** that are based on community identified needs and diagnostic assessment data of students.

Year 2+ Operations Schools: May set goals **SUBGROUP SCHOOL GOALS** that target an identified needs area.

STEP 3: GOAL CENTERED AROUND NEED AREA

Question to Consider:

What is the intended outcome, goal, as it relates to a program adjustment to address the gap area uncovered by your data review?

General Criteria for Goals

The third step in developing a school specific goal is to create a SMART goal that uses the mission, vision, educational program, and student profile of your school to address the area of need identified during the data review.

Note: "There will always be more good ideas than there is the capacity to execute." While your data review process may have identified multiple areas of need, your school team should focus on no more than one or two goals (at most) for each category of school specific goal.

Goal: A clear, measurable statement of what students will know and be able to do in order to be considered "educated" after a certain length of time attending the school.

Goals should be SMART:
- **Specific and Tied to Standards**
- **Measurable**
- **Ambitious and Attainable**
- **Reflective of Your Education Program Terms**
- **Time-Specific with Target Date**

1. **Specific**
A well-defined goal must be specific, clearly and concisely stated, and easily understood.

2. **Measurable**
A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.

3. **Ambitious and Attainable**
A goal should be challenging yet attainable and realistic. Academic goals should be based on a well-informed assessment of your school's capacities and your students' baseline achievement levels. Organizational goals should be based on needs of either the staff, parents, or community in an area of need with realistic targets.

4. **Reflective of Your Education Program Terms**
A goal should be a natural outgrowth of your school mission, vision, education program terms and student profile to reflect the school's core values and aspirations.

5. Time-Specific with Target Date

A well-conceived goal should specify a time frame or target date for achievement. The Commission expects its charter schools to specify **annual benchmarks** that will enable the school, its authorizer, and other stakeholders to monitor and assess progress.

[Additional Resource for SMART Goal Development](#)

Academic Goals

You may develop different types of measures to assess (1) absolute achievement; (2) student growth or gains; or (3) achievement compared to other schools. See Appendix C for sample goals.

Important Update

First year schools' academic school specific goals may either be a *holistic/school wide* or *subgroup targeted goal.*

Non-first year operational schools' academic school specific goals have to be focused on *an identified subgroup* student population that data has indicated has an area of need/gap.

The goal should address what your school is doing at a programmatic level to support the need areas identified in the data review step. If you are doing more than one goal, one must focus on subgroup gap closure and the other may be a holistic goal. If opting to have two Academic School Specific Goals, the Academic Performance Framework indicator 6 percentage of 15%, will be split in half and both will be equally weighted 7.5%. If schools serve multiple levels (K-5 and MS/MS and HS) you must develop goals for each level, and they will be weighted based on student enrollment.

Organizational Goals

This is your opportunity to demonstrate success in non-educational areas such as:

- Strength and stability of governance
- Facilities and other operational management
- Strength of community
- School climate and culture
- Social-Emotional Learning
- Satisfaction of diverse stakeholders (i.e. parents, staff, community partners)

There is no single best way to measure achievement of a particular goal. As charter schools, you are free to choose your measures, provided that they are also meaningful and persuasive to external audiences, and met the standards set forth by the Commission.

STEP 4: METRIC – MEASURE YOUR GOAL

Questions to Consider:

How will you measure your school's goal outcomes?
How will you monitor your schools progress of your efforts?

General Criteria for Metrics

The largest shift in the School Specific Goal Process is within the identification of the measures that both the outcome and the items that lead to the outcome. Our Commissioners have tasked staff with gaining a more holistic look into the School Specific Goals process throughout the academic calendar. To that end the Commission is utilizing a two-part process called Leading and Lagging Indicators[89].

Real life example - Leading and Lagging Indicators

Lagging Indicator: I want to lose 15 lbs. before the end year.

Leading Indicator(s): I will maintain a food journal, I will restrict my calorie count to be at the daily recommendation, and will perform moderate exercise 3 days a week for 30 minutes.

Lagging Indicator
Lagging indicators are the outcome measured by your goal. This is in essence a new name for the old goal. The lagging indicator is defined above. The traditional measures of lagging indicators are seen in areas such as, but not limited to: Growth Data (NWEA Map, STAR; International Baccalaureate); Lexile Level Increases; Parent/Staff/Student Survey; Social-Emotional Gains. See more sample goals in Appendix C.

Leading Indicator
Leading indicators are performance measures that provide early signs for determining if an organization is on track for achieving a goal. In other words, what are the actionable steps that are both predicative and influenceable directly tied to the goal? The leading indicator will be captured in the interim progress monitoring task included both the Academic and Organizational Templates. Interim progress monitoring could be; but are not limited to participation in interventions; differentiated instruction and student supports; daily attendance of both student and teacher; increased student engagement. Additional progress monitoring task examples are found in Appendix D.

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[8] McChesney, C., Covey, S., & Huling, J. (2016). *The 4 disciplines of execution: Achieving your wildly important goals*. New York: Free Press, an imprint of Simon & Schuster.

[9] Supovitz, J., Foley, E., & Mishook, J. (2012) In Search of Leading Indicators in Education. Education Policy Analysis Archives, 20 (19) Retrieved [May 15, 2020], from http://epaa.asu.edu/ojs/article/view/952

Progress Monitoring of Leading Indicator

Included in the template for School Specific Goals is a progress monitoring task outline that must be included with your goals. This is intended for you to use during your Quarterly School Reviews as a place to capture your leading indicator tasks. The purpose of the progress monitoring is to be able to evaluate the potential outcomes based on the identified shifts in program that are occurring to support the needs areas your school has identified as through the data review as a goal.

The progress monitoring template has the following categories:
- Tasks
- Responsible Person(s) Involved
- Professional Development/Resources
- Means to Assess Improvement
- Timeline
- Reporting

See Step 6 for more information on reporting timelines.

STEP 5: TARGET

Questions to Consider:

How will you know if your school has been successful?
How will your school decide are the measures of various levels of success?

General Criteria for Targets

Once you set the goal and have identified measures, it must indicate both (1) the **level of performance** you expect your school or students to achieve, and (2) **how much progress will indicate success.** It is not sufficient to say you'll administer a certain type of assessment; you must explain how you expect your students to perform on it to demonstrate progress and success. You need to set the cut-points for each target category and give the rationale for each cut-point. You will want to look at past trends, current performance, and comparative data to set target cut points.

Academic and Organizational Targets Levels

Academic school specific goals must identify four levels of standard for each goal per the [Academic Performance Framework requirements](#). They are:
- Exceeds Standard
- Meets Standard
- Does Not Meet Standard
- Falls Far Below Standard

Organizational school specific goals must have two levels of standards per the [Organizational Performance Framework requirements](#). They are:
- Meets Standard
- Does Not Meet Standard

The school must provide data that supports the rationale for why the targets are set at each level. The targets should be both attainable but also aspirational for the meets and exceeds standard. When providing the individual targets for each standard, the measurements cannot vary and must match the metric that they are being used to measure performance outcomes.

STEP 6: ASSESSMENT DETAILS, DATA COLLECTION AND VERIFICATION

Questions to Consider:

How will you assess your progress towards your outcome?
How will you collect and analyze your data?
How will you provide verification of your data to all stakeholders? (i.e., Commission, School Board, Public, etc.)

General Criteria for Assessment Details, Data Collection and Verification

While the Commission would prefer that goal/lagging indicator metrics are nationally recognized normed-referenced assessments, we understand that schools may not be utilizing these tests due to the ongoing COVID-19 situation.

If you are developing an alternative assessment structure for every measure you develop, ask yourself, "Will this measure be readily understandable and **credible** to someone who doesn't spend a day or a week in our school getting to know us?" Remember, your school will be judged by the media, community leaders and the public at large, in addition to your authorizer and parents. For measures not based on standardized tests, establishing external credibility typically requires demonstrating **validity** and **reliability**. The attached sample framework for validation in [Appendix E](#) offers an overview of one way for schools to do this. [10]

Data collection cadence will be up to your schools to dictate through the leading indicator progress monitoring. However, the Commission staff will check in during your school's quarterly school review to review the progress monitoring that is taking place.

The Commission may ask to verify the school-specific goal results that a school submits. This verification would be conducted by Commission staff. Please keep this possibility in mind when you create your process for data collection and data storage for these goals.

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[10] Lin, M., & Charter Schools Office of Ball State University (IN). (2003). Creating Performance Goals and Measures for Your Charter School. Retrieved 2020

APPENDIX A: SCHOOL SPECIFIC GOALS ACADEMIC TEMPLATE

School-Specific Goals Result - Academic

This form is intended to launch the individual tailoring of the Commission *Performance Framework* for each school. As part of our goal to develop a *Performance Framework* that builds upon the evaluation lens utilized by the state, we believe each school's framework should contain measures that are representative of your individual program. Applicable Legislation: WAC 108-30-030   Please incorporate your school-specific goals on this form. For any questions, please contact Leslie Hayden, at Leslie.Hayden@k12.wa.us or 360-725-5511.

Academic School Specific Goal (Indicator 4 of Academic Performance Framework – 15% of tiered rating)	
School Mission	
School Vision	
School Education Program Terms (Attachment 4 of Charter Contract)	
Student Profile – What make a student who matriculates from your program unique? Should be tied to Education Program Terms (attachment 4)	
Academic Program Support Area Need – As determined through data review	
Goal/ Lagging Indicator *What is the intended outcome?*	
Goal Connection *Describe how the goal captures the school mission/vision/educational program terms/student profile.*	

Leading Indicator: *What actionable steps (ex. interventions will be put in place to directly influence the outcome of the goal? How will you provide supports to staff to allow authentic implementation of the interventions?*	
Metrics *How will you measure your goal?*	

Targets *How will you know if you are successful? Set the cut-points for each target category and give the rationale for each cut-point. look at past trends, current performance, and comparative data to set target cut-points.*	Category	Target	Rationale for the Target
	Exceeds		
	Meets		
	Does Not Meet		
	Falls Far Below		

Assessment Details, Data Collection and Verification *Explain why the chosen means of assessment and criteria for success are appropriate for measuring performance toward the goal. How often will the school collect data for this goal and how will the school share results with key stakeholders (i.e., Commission, Board, etc.)? How will data be verified if audited?*	
Results Summary *Provide a brief summary of results and evidence of assessment.*	

Lead Indicator Progress Monitoring Template

School Name:

Academic School Specific Goal:

Needs Area Identified:

Leading Indicator Focus:

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting

APPENDIX B: SCHOOL SPECIFIC GOAL ORGANIZATIONAL TEMPLATE

School-Specific Goals Result – Organizational

This form is intended to launch the individual tailoring of the Commission *Performance Framework* for each school. As part of our goal to develop a *Performance Framework* that builds upon the evaluation lens utilized by the state, we believe each school's framework should contain measures that are representative of your individual program. Applicable Legislation: WAC 108-30-030 Please incorporate your school-specific goals on this form. For any questions, please contact Leslie Hayden, at Leslie.Hayden@k12.wa.us or 360-725-5511.

Organizational School Specific Goal (Indicator 6 of Organizational Performance Framework)	
School Mission	
School Vision	
School Education Program Terms (Attachment 4 of Charter Contract)	
Student Profile – What make a student who matriculates from your program unique? Should be tied to Education Program Terms (attachment 4)	
Organization Program Support Area Need – As determined through data review	
Goal/ Lagging Indicator *What is the intended outcome?*	

Goal Connection *Describe how the goal captures the school mission/vision/student profile/educational program terms.*			
Leading Indicator: What actionable steps (ex. interventions will be put in place to directly influence the outcome of the goal? How will you provide supports to staff to allow authentic implementation of the interventions?			
Metrics *How will you measure your goal?*			
Targets *How will you know if you are successful? Set the cut-points for each target category and give the rationale for each cut-point. look at past trends, current performance, and comparative data to set target cut-points.*	Category	Target	Rationale for the Target
	Meets		
	Does Not Meet		
Assessment Details, Data Collection and Verification *Explain why the chosen means of assessment and criteria for success are appropriate for measuring performance toward the goal. How often will the school collect data for this goal and how will the school share results with key stakeholders (i.e., Commission, Board, etc.)? How will data be verified?*			

Results Summary *Provide a brief summary of results and evidence of assessment.*	

Lead Indicator Progress Monitoring Template

School Name:					
Organization School Specific Goal:					
Needs Area Identified:					
Leading Indicator Focus:					
Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting

APPENDIX C: SAMPLE SCHOOL SPECIFIC GOALS

Sample Goals[11]

For each measure below we have indicated whether a sample measure is suitable for elementary (ES), middle (MS), high school (HS) or all grades (ALL).

Student acquisition of 21st century skills
- Percentage of students demonstrating mastery of life and career skills through participation in school-sponsored extracurricular career readiness and volunteer activities (ALL)
- Percentage of students demonstrating mastery of media, technology, engineering, and information skills (ALL)
- Percentage of students mastering learning and innovation skills (ALL)
- Percentage of students completing grade 8 portfolio requirement (MS)

Development of college readiness, including at the elementary and middle school levels
Sample measures suited for all grades:
- Percentage of students reporting reading texts at home not required in school (ALL)
- Percentage of students demonstrating proficiency in research skills (ALL)
- Percentage of students demonstrating proficiency in critical thinking skills (ALL)
- Percentage of students demonstrating advanced reading levels based on district assessments (ALL)
- Percentage of students who began the year below grade level who demonstrated accelerated progress on district or state assessments (ALL)
- Percent of students passing all coursework (ALL)
- Percent of students taking art or music. (ALL)
- Percent of students participating in career awareness activities (ALL)

Sample measures for elementary grades:
- Percentage of grades K-2 students who have 2 hours/week (or 25 minutes/day) of science instruction outside of literacy instruction (ES)
- Percentage of grades K-3 students who have weekly history/social science instruction outside of literacy instruction (ES)

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[11] Massachusetts Department of Elementary and Secondary Education. (2020, March 24). Sample Measurable Annual Goals (MAGs). Retrieved June 22, 2020, from http://www.doe.mass.edu/turnaround/level4/ guidance.html?section=goals

- Percentage of grades K-3 students who have a minimum of 20 minutes/day of unstructured play, not including physical education (ES)

Sample measures suitable for high schools:
- Percentage of students engaging in the development of their individual graduation plans guided by a 4-year scope and sequence. (HS)
- Percentage of seniors completing FAFSA application (HS)
- Percentage of students participating in a four year scope and sequence of activities supporting college and career advising. (HS)
- Percentage of students completing an immersive internship or capstone experience (as captured in local course codes) (HS)
- Percentage of grade 11-12 students taking courses in science, technology, engineering, or mathematics (STEM) (HS)
- Percentage of grade 12 students completing a mathematics course (HS)
- Percentage of 11th & 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment courses, and other selected rigorous courses) (HS)
- Number and percentage of students enrolling in completing an early-college program of study (Dual Credit) (HS)
- Number and percentage of students completing college level/dual enrollment classes (HS)
- Percentage of students attaining industry recognized credentials (HS)
- Percentage of grade 10 students taking the PSAT (HS)
- Percentage of students taking the SAT or ACT (HS)
- Percentage of students taking the SAT who meet college benchmark (480 or higher on Evidence-Based Reading and Writing and 530 or higher on Math). (HS)
- Percentage of students enrolling in two and four-year colleges (HS)

Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable
- Percentage of non-instructional staff reporting feeling involved in and contributing to a culture of success in the school (ES)
- Percentage of grades K-3 students reaching the end-of-year grade level targets on age appropriate, research-based, literacy screening tools that include both comprehension and code. (ES)
- Percentage of K-3 students who began the year below grade level who demonstrated accelerated progress on age appropriate, research-based, literacy screening tools that include both comprehension and code. (ES)
- Percentage of teachers, by grade level, using the results of a developmentally appropriate child assessment to plan literacy instruction as determined through the use of classroom observation tools by administration (ES)

- Percentage of grades K-3 classrooms that have a goal for decreasing teacher discourse and increasing purposeful, standards-based student discourse (ES)
- Percentage of grades K-3 students reaching the end-of-year grade level target and/or demonstrating growth on age appropriate, research-based, assessments of social and emotional learning (ES)
- Percentage of teachers, by grade level, using the results of developmentally appropriate child assessments of social and emotional learning to plan for and address Tier 1 SEL instruction, including curriculum, learning environments, interactions (ES)

Parent and family engagement
- Percentage of parents/guardians and/or other family members attending at least one teacher-parent conference during the school year (ALL)
- Percentage of parents/guardians and/or other family members reporting that they feel welcomed, valued, and connected to each other, to teachers, and to what students are learning and doing in class (ALL)
- Percentage of parents/guardians and/or other family members volunteering for the school during the school year (ALL)
- Percentage of parents/guardians and/or other family members reporting that they engage in regular, two-way, meaningful communication about student learning with teachers and other school staff (ALL)
- Percentage of parents/guardians and/or other family members reporting meaningful opportunities to engage with and/or contribute to policy and program decisions in their child's school (ALL)
- Percentage of parents/guardians and/or other family members reporting an understanding of the school's turnaround efforts, the targets the school is striving for, and their role in contributing to reaching these goals (ALL)
- Overall score on parent-family perception survey in the area of involvement in child-based activities (ALL)
- Percentage of parents/guardians and/or other family members reporting the school has engaged them in preparing their children for post-secondary plans (ALL)

Building a culture of academic success among students
- Teacher attendance rate (ALL)
- Distribution of teachers by performance level on district's teacher evaluation system (ALL)
- Percentage of teachers, students, and families agreeing that the school supports the academic success of students (ALL)
- Percent of teachers, students, and families agreeing that the school offers regular opportunities to publicly celebrate student/school success, recognize achievement and reinforce high expectations. (ALL)

- Percentage of students reporting that peers encourage each other's' success (ALL)
- Percentage of students reporting that the school is emotionally and physically safe and conducive to learning (ALL)
- Percentage of students reporting they feel challenged and held to high standards for performance (ALL)
- Percentage of students reporting they feel known and understood by at least one adult in the school (ALL)
- Percentage of students reporting offered (and taking advantage of) additional supports to supplement and/or extend learning (ALL)
- Percentage of students reporting that effort and good work are recognized by the school (ALL)
- Percentage of students reporting that they succeed because they want to (i.e., not for an extrinsic reward) (ALL)
- Percentage of students reporting a belief that that they can improve in schools by continuously trying and practicing a growth mindset. (ALL)

Building a culture of student support and success among school faculty and staff
- Percentage of teachers observed implementing key instructional practices supported through professional development, as evidenced by data collected through learning walks, feedback forms completed by instructional coaches, or other measures (ALL)
- Percentage of grade-level teams practicing targeted professional learning strategies as determined by identified tools within the common planning time self-assessment toolkit (ALL)
- Percentage of teachers and staff reporting that the school supports the academic success of all students (ALL)
- Percentage of students, teachers, staff, and/or families reporting that the school is physically safe and conducive to learning (ALL)
- Percentage of students, teachers, staff, and/or families reporting that they feel challenged and held to high performance standards (ALL)
- Percentage of teachers and staff reporting that they feel a sense of urgency to improve student outcomes (ALL)
- Rating on a school culture/climate observation instrument conducted by an independent evaluator (ALL)
- Score on the school mental health capacity instrument (ALL)
- Percentage of teachers reporting using the results of formative or interim assessments to improve their instruction to meet student needs (ALL)
- Percentage of teachers reporting a responsibility for all students in the school (ALL)
- Percentage of students and families reporting they feel the school wants students to succeed (ALL)

Student attendance, dismissal rates, and exclusion rates

- Attendance rate (increase): Total # of days students attended school divided by total # of days students were enrolled during the school year. Set, at a minimum, a goal of 92% or improvement of at least 1% from the prior year if below 92%. (ALL)
- Truancy rate (decrease): # of students truant for more than 9 days, divided by the end-of-year enrollment (including transfers, dropouts, etc.) for the school year reported. A student is truant when he or she has an unexcused absence (ALL)
- Dismissal rate (decrease) (ALL)
- Total # of dismissals from non-routine student-nurse encounters) / (total # of non-routine encounters), or a similar measure (ALL)

Student safety and discipline

- Out-of-school suspension rate (decrease): Percentage of enrolled students who received 1+ out-of-school suspensions (ALL)
- In-school suspension rate (decrease): Percentage of enrolled students who received 1+ in-school suspensions (ALL)
- Student reported feelings of safety and/or discipline practices (ALL)

Student promotion and dropout rates

- Retention rate (decrease): Percentage of enrolled students repeating the grade in which they were enrolled the previous year (as of October 1) (ALL)
- Annual dropout rate (decrease)- Percentage of students in grades 9-12 who dropped out of school between July 1 and June 30 prior to the listed year and who did not return to school by the following October 1 of the following year. (HS)

APPENDIX D: SAMPLE PROGRESS MONITORING TASKS

Sample Progress Monitoring Tasks[12]

These examples are intended to offer guidance only. It is essential that charter school teams develop their own interim progress monitoring task that capture and measure progress on the specific strategies the school identified School Specific Goal.

Sample Area #1: Leadership, shared responsibility & professional collaboration

Interim progress monitoring task for Educators/ Practitioners	Sample task: ● Each week XX% of instructional staff will receive targeted, specific and actionable feedback about the rigor of their instruction, as demonstrated by examples of written and verbal feedback notes. ● Each quarter, all school instructional leaders will be able to provide evidence that focused instructional coaching has improved practice with at least two teachers who were identified as high priority, as demonstrated by observation rubrics, review of written feedback, and other evidence. ● Each faculty meeting will include a review of data (related to benchmarks and annual goals), commitment to next steps, and follow-through on decisions made at previous meetings. ● Each month, a review of all team meeting agendas reveal that XX% incorporate benchmark data analysis, articulate next steps, and follow-through on previous decisions.
Interim Benchmarks for Students	Sample benchmarks: ● Quarterly surveys of students reveal an increase of XX percentage points in the percentage that believe school leadership and staff hold high expectations for their futures and demonstrate positive regard. ● As a result of being included in decisions related to school improvement efforts, the percentage of students reporting a sense of ownership for the success of the school and their peers will increase by XX percent, as reported in student feedback surveys.

Sample Areas #2: Intentional practices for improving instruction

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[12] Massachusetts Department of Elementary and Secondary Education. (2020, March 24). Sample Interim Benchmarks. Retrieved June 22, 2020, from http://www.doe.mass.edu/turnaround/level4/guidance.html?section=goals

Interim progress monitoring task for educators/ practitioners	Sample tasks: ● Each week, starting from the beginning of the year, all collaborative teams (e.g., instructional leadership team, collaborative planning, professional learning communities) will analyze data for strengths and challenges, identify actions to address student learning needs, and regularly communicate and follow up on action steps, as evidenced by meeting notes, observations, and staff feedback. ● Within a week after the enrollment of any new student (at the start of the year and throughout the year), supports will be assigned based on strengths and needs identified from a review of early warning data and/or other intake data. ● By XX date YY% of all teachers consistently use the agreed upon, aligned curricula in their classrooms, as demonstrated by classroom observation rubrics, agendas and minutes of team meetings, and review and analysis of lesson plans. This number will increase each month/quarter. ● Each week/month, school leaders adjust and refine targeted and individualized supports for teachers based on analysis of ongoing classroom observation data. ● Within one week after each professional development or collaborative learning session, 100% of teachers are observed implementing at least one of the strategies that were the focus of the session. ● By XX date, YY% of teachers will engage students with grade-appropriate text every day, as measured by classroom observation rubrics, team meeting observation notes, and review and analysis of lesson plans and student work. This number will increase each month/quarter. ● By XX date, YY% of tasks and assignments will engage students with meaningful real-world problems every day, as measured by classroom observation rubrics, team meeting observation notes, and review and analysis of lesson plans and student work. This number will increase each month/quarter. ● By XX date, YY% of teachers will engage students in scientific conversations using data at least once each week, as measured by classroom observation rubrics and analysis of student work. This number will increase each month/quarter. *Secondary-specific examples:* ● By XX date, 100% of teachers engage students in lessons and activities to develop individualized postsecondary plans aligned with their individual career interests, as evidenced by classroom observation and review of student work. Each month from Dec-April counselors will track the status of post-secondary planning for all seniors and will implement follow-up plans for students who are off-track.

Interim progress monitoring task for students	Sample task:
	- Each week, students will track their progress toward academic improvement goals they set in consultation with their teacher(s), as evidenced by student work, interim assessments or performance assessments. - By XX date, YY% of students report opportunities for meaningful choice and leadership related to their learning, as reported in student surveys. - Each month, average scores on the common writing rubric will increase XX% from the prior month, for each grade, classroom, and specific student group. - Each quarter, the percent of students failing 1 or more courses will decrease from the same quarter last year. This will be tracked for specific student subgroups as well as in the aggregate. - <u>For assessments that are based on growth models and show a progressive gain in skills</u>: the % of students scoring proficient or above on the middle-of-the year benchmark assessment will increase from XX% to YY%. - <u>For assessments that capture mastery at a moment in time</u>: the gap between the school and the district (or equivalent comparison group) will decrease from XX to YY points as compared to the previous administration of the assessment. Examples specific to middle and high schools: - Each quarter, 100% of students will engage in at least one activity to map their academic plans, document their personal/social growth, and engage in career development activities consistent with their unique, self-identified interests, needs, and goals, as evidenced by a review of student-generated artifacts. - Each month, starting in January, the percentage of seniors completing a FAFSA application will be greater than the same month last year. By XX date, 100% of parents/guardians will report being included in postsecondary planning conversations related to their child/children, as reported in family surveys and focus groups

Sample Are #3: **Student-specific supports and instruction to all students**

Interim progress monitoring task for educators/ practitioners	Sample Tasks: ● Each week, starting from the beginning of school, the XX team will review academic, behavior, and attendance data to identify students at risk (including EL and SWD), develop action plans to support their success, and assess progress on previous action plans. ● Monthly, 100% of teachers will analyze the most recent common formative assessment data to identify students' academic needs, develop re-teach plans, report student progress to date, and identify appropriate interventions. Particular attention will be paid to specific student groups such as English learners, special education students, and subgroups identified as low-performing. ● Each month, starting from the beginning of school, the XX team will review discipline data by student group and type of incidents to inform next steps (such as providing additional supports for specific students, staff, areas in the building, and/or times in the school schedule) and to ensure responses are applied consistently and equitably, are related to the root cause of misbehavior, and that responses do not exclude students from academics or support. Examples for middle and high schools: ● Each quarter, the XX team will review student progress to ensure students are receiving supports and interventions as needed in all grades and core content areas, beyond credit recovery. ● Every quarter, the XX team will review enrichment and advanced learning opportunities (e.g., Advanced Placement, International Baccalaureate, honors, dual enrollment, and elective offerings such as arts, physical activities or foreign languages) to ensure all students are proportionately represented in these opportunities.
Interim progress monitoring task for Students	Sample tasks: ● Each quarter there will be an XX% decrease in the number of referrals to special education. ● Each quarter, XX% of English learners with the highest difficulty indices will show accelerated progress toward their customized benchmarks. ● Every XX weeks, 100% of students receiving Tier II and Tier III interventions will make accelerated progress relative to grade level standards as measured by common formative assessments ● Each quarter, YY% of students who began the year below grade level will demonstrate accelerated academic progress, as evidenced by student work and district assessments. ● Each month the school will reduce suspensions by XX% (starting in September) as compared to the prior year, for all categories of infractions and all student groups. Example specific to middle and high schools: ● Each quarter the percent of students enrolled in enrichment and advanced learning opportunities increase by XX%, and at rates that are proportional to and representative of the entire student population.

Sample Area #4: School Culture and Climate

Interim progress monitoring task for educators/ practitioners	Sample task: ● Each month, the XX team will review student and teacher attendance, and develop and implement action plans for those who have been absent 10% or more of school days to date. ● Every week, the XX team will identify students who need social, emotional, and/or behavioral supports, and deploy additional supports as needed, as demonstrated by documentation from the identification and referral system ● Each day (or week), YY% of teachers will be observed using rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. This percentage will increase each month. ● Each month, XX% of teachers will communicate about student learning and progress with at least one family member of every one of their students as evidenced by… ● Each quarter, the XX team will monitor advanced and extra-curricular activities for equity, ensuring that opportunities exist for all students to participate in expanded learning programs (such as science club, robotics, newspaper, summer school, and before or after school activities) and that high-need and traditionally underserved students are targeted for participation in these programs.
Interim progress monitoring task for students	Sample tasks: ● Each month, average student attendance will increase by XX% from the same month in the previous year. ● Each month the school will reduce chronic absenteeism compared to the same month in the previous year (the number and percent of students missing 10% or more days). ● Each month, the percentage of office referrals for disruptive behavior will decrease from the same month the previous year. In addition, disparities between specific student groups will be reduced or eliminated. ● Each quarter, students will improve on an assessment of SEL skills by XX percentage points as compared to the previous quarter. ● Each month, classroom observations show an increase in the number of students helping each other learn without having to be asked by the teacher. For middle and high schools: ● By XX date, 100% of parents/guardians will report being included in postsecondary planning conversations related to their child/children, as reported in family surveys and focus groups.

APPENDIX E: SAMPLE FRAMEWORK FOR VALIDATION

"From Qualitative to Quantitative": A Framework for Creating Unique Learning Measures[13]

Below is a six-step framework followed by charter schools in Chicago for designing **valid, reliable** measures of learning in areas not typically assessed by standardized tests. This framework may be helpful to schools attempting to create their own externally credible measures in similarly difficult-to-measure areas.

1. **Define Clear Standards**

   Define: What are our ultimate goals for our students and graduates? What do we expect them to know and be able to do before promotion to the next grade level or graduation?

   Have the standards externally reviewed by experts and community members (e.g., standards and subject-area experts, curriculum specialists, university professors, other educators, school district administrators, school governing board members, parents)

2. **Design Assessments Aligned with Those Standards**

   Define: How can students demonstrate they have reached our standards?

3. **Develop Scoring Tools or Rubrics**

   - For every assessment designed to measure attainment of a particular CCSS standard, first **define:** What are the essential features of a student performance or sample of work that meets the standard? That exceeds the standard? That does not meet the standard? That falls far below the standard?
   - Create a scoring tool or guide that rates student performance or work by applying these criteria.
   - Assign point values to express students' overall attainment or non-attainment of the standard (for example: 4 = exceeds standard; 3 = meets standard; 2 = does not meet standard, 1 = falls far below the standard).
   - Train teachers and other assessors to use the scoring guides or rubrics consistently.

4. **Test the Reliability of Assessments**

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[13] *Lin, M. Y. (2001). Measuring Up How Chicago's Charter Schools Make Their Missions Count. Place of publication not identified: Distributed by ERIC Clearinghouse.*

Pilot assessments and scoring tools repeatedly to ensure **scoring consistency and accuracy** across different evaluators and assessment occasions. Try an **audit-like process** in piloting and refining an assessment – for example, double- or triple-score every fifth sample of student work, compare scoring responses, and revise or clarify the scoring tool as needed to eliminate inconsistent ratings. Use **exemplars** – samples of student work that should be scored at varying levels – to help achieve consistent interpretation and usage of scoring guides.

5. **Translate Student Scores into Aggregate Measures** *(required for Chicago)*

After ensuring the validity and reliability of an assessment, translate student scores on the assessment into aggregate measures: What percent of all students met, exceeded, or did not meet the standard?

6. **Communicate Results**

Communicate student progress toward the standards by reporting individual and aggregate growth, using students' beginning or baseline performance as the point of comparison. Communicate school results through multiple avenues, such as community meetings and annual or more frequent reports for parents, the public, and the media.

Examples:

Examples of goals developed by Chicago charter schools following this framework include:

- **Narrative Writing:** "80% of our students will demonstrate mastery in narrative writing by meeting or exceeding the minimum grade-level standard score for work assessed according to the seven-category Writing Appraisal System." *(North Kenwood-Oakland Charter School)*

- **Oral Expression:** "Within two years, 75% of our students will master speaking effectively in a variety of academic and professional settings." *(North Lawndale College Preparatory Charter High School)*

- **"Scholar Culture":** "75% of our students will master the Scholar Culture standard in the first year of implementing this standard. The target will be raised to 90% in future years. The Scholar Culture standard is as follows: 'Students will attend school prepared to learn with school supplies, a confident attitude and correct interpersonal behavior.'" *(Triumphant Charter School)*

For each of these goals, the school developed measures to assess and demonstrate progress. Each school also had to demonstrate, through repeated testing and refinement, the **validity** and **reliability** of these measures in order to incorporate them in the school's accountability plan.

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