

Creating Performance Goals and Measures for Your Charter School¹

This document is designed to provide guidance and assistance in developing sound goals and measures – both educational and organizational – for inclusion in your charter agreement with [Authorizing Agency]. The following guidance focuses especially on providing deeper guidance for developing strong *educational* goals and measures – i.e., those that will comprise the **Academic** and **Student Non-Academic Performance** indicators of your charter agreement.

This task demands particular attention because educational performance indicators are often more challenging to state in meaningful, objective terms than are non-educational measures, such as those focusing on **Organizational and Management Performance** (the third category of performance indicators required for your charter agreement). However, the principles for developing all of these types of goals and measures are very similar; thus, to the extent applicable, you should follow the guidance in these pages for developing your non-educational goals and measures as well.

I. General Criteria for Goals

Goals should be SMART:

- **Specific and Tied to Standards**
- **Measurable**
- **Ambitious and Attainable**
- **Reflective of Your Mission**
- **Time-Specific with Target Date**

1. Specific

A well-defined goal must be specific, clearly and concisely stated, and easily understood. Academic goals should be tied to academic standards that specify **what students should**

¹ This document was first developed by Margaret Lin as a guidance tool for the Charter Schools Office of Ball State University (IN) to offer to the schools it oversees. It has been adapted for distribution at the Annual Conference of the National Association of Charter School Authorizers, Nov. 13-14, 2003, San Diego, CA.

Many of the concepts, definitions and principles in these pages are adapted from the following sources: *Measuring Up: How Chicago's Charter Schools Make Their Missions Count*, by Margaret Lin (Leadership for Quality Education, 2001); *Guidelines for Writing Charter School Accountability Plans, 2001-2002* (Charter Schools Institute, State University of New York), http://www.newyorkcharters.org/charterm/act_guide.html; and "Some Expectations Regarding the Contents of Charter School Accountability Plans," District of Columbia Public Charter School Board.

know and be able to do, for each subject or content area and for each grade, age, or other grouping level. Equally important, academic goals should be developed with solid knowledge of students' **baseline achievement levels**.

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.

4. Reflective of Your Mission

A goal should be a natural outgrowth of your school mission, reflecting the school's values and aspirations.

5. Time-Specific with Target Date

A well-conceived goal should specify a time frame or target date for achievement. Ball State expects its charter schools to specify both **long-term goals** that each school expects to achieve by the end of its fourth year of operation, along with **annual benchmarks** that will enable the school, authorizer and other stakeholders to monitor and assess the pace of progress.

Definitions of Key Terms

To develop adequate learning goals and measures, schools should begin with a clear understanding of a few essential terms:

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.

Standard: A clear, measurable statement of what students will be expected to know (a *content* standard) or be able to do (a *performance* or *skill* standard) at a given point in their development, usually each year and at graduation.

(Standards are usually defined grade-by-grade and subject-by-subject, and are thus more specific than – but necessary to support – overarching school goals.)

Assessment (*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: 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*:

- **Valid:** Assesses the skill or knowledge it is intended to assess.
- **Reliable:** Provides consistent results when taken repeatedly by the student at a given point in his/her development, as well as by other students at the same point in development.
- **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.

II. Essential Principles to Guide the Development of Sound Educational Goals and Measures

- Your 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. Thus, you must measure and report academic progress precisely and extensively.
- Distinguish between **goals** and **measures**. Goals are the starting point, but require valid, reliable ways to measure and demonstrate that you have achieved them.
- Make sure that your goals are **clear, specific** and **measurable**.
- Your measures for attainment of those goals should describe **how you will assess progress**, and **how much progress will constitute success**.
- Educational goals must be connected to a well-defined set of learning standards for both **content** (what students should know) and **performance** (what students should be able to do). Such standards should exist for **every subject or content area** and **each grade, age or other grouping level** in the school.
- Focus on **outcomes** and **evidence of learning**, not inputs. For example, participation rates or the number of hours spent on an activity are *not* sufficient measures of success. Participation and investment of time are necessary first steps, but they are inputs, not measures of learning and accomplishment.
- In developing goals for your accountability plan, focus on **what's most important**. Ten or fewer clear, well-chosen and carefully measured educational goals (for both Academic and Student Non-Academic Performance) should allow you to provide a convincing story of your progress and achievements – and will be more effective than listing a score of vague, trivial, redundant or hard-to-measure indicators.
- The measures you develop to assess achievement of each goal, if not based on standardized assessments, should be demonstrably **valid** and **reliable**. (The attached framework will provide some help in developing validity and reliability of assessments.)

A Note on Defining Standards: Milestones on the Path to Broader School Goals

Educational goals must be tied to clear content and performance standards specifying what you expect your students to know and be able to do in order to graduate or be promoted to the next level. These standards need only to be referenced in your accountability plan, but they form the foundation of your school's education program. As such, selecting and developing grade-by-grade, subject-by-subject standards is an essential component of accountability planning that goes hand-in-hand with broader goal-setting.

Of course, many of your school standards will be Indiana state standards. However, most schools have important aims beyond the state requirements, and developing these supplemental standards is a technically challenging task. It usually consists of several steps, including:

1. Articulating desired characteristics of "educated" students at a general level – or setting your school's overarching goals;
2. Breaking these general qualities and goals into more concrete graduation or exit standards; and
3. Benchmarking these exit standards down into specific and measurable grade-age-level content and performance standards.²

III. Practical Steps for Developing Sound Educational Goals and Measures

- **Define a set of goals** that describe what success will look like at your school. These goals should be carefully selected to reflect the **breadth and depth of your mission**, and should answer critical questions such as: *How will you know if your school is succeeding (or not)? What will be important characteristics of "educated students" at your school? What will students know and be able to do after a certain period of time?*
- Outline your goals in **precise, declarative sentences**. Example: "All students at the Excelencia Charter School will be proficient readers and writers of Spanish within four years of enrolling."
- Identify at least **one and possibly multiple measures** to assess and demonstrate progress toward each goal. These measures must indicate both (1) the **level of performance** you will 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.)

²Adapted from *Accountability for Student Performance: An Annotated Resource Guide for Shaping an Accountability Plan for Your Charter School* (Charter Friends National Network, 2nd ed., 2001), p. 5, <http://www.charterfriends.org/accountability.doc>.

- You may develop different types of measures to assess (1) **absolute achievement**; (2) **student growth or gains**; or (3) **achievement compared to other schools**. (The box below provides an example of different ways to measure achievement of the same goal.)
- For every goal, choose means of assessment that make **non-attainment** of the goal as **objectively apparent** as success. That is, the assessment(s) should tell you (and external audiences) immediately whether you have achieved a particular goal or not.
- Make sure that your measures of student learning are based on knowledge of your students' **baseline achievement levels**. Without such knowledge, your measures will not be meaningful or realistic.
- Set **long-term goals** as well as **intermediate (typically annual) benchmarks** to assess progress. Administer assessments corresponding to this timeline to provide longitudinal data over the term of the charter.
- To have time to counter learning deficits that students may have upon entering your school, you may consider setting certain goals for students who have been enrolled in your school for a **certain period of time**, such as “students who have been in the school for at least three years.”
- 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 framework offers an overview of one way for schools to do this.)
- Understand **what data** you will need to gather to support each measure. Remember, **if you have no data, you have no case** proving your school's achievements. Likewise, if you have insufficient data, you have an insufficient case.

There is no single best way to measure achievement of a particular goal. As charter schools, you are free to choose measures that you prefer, provided that they are also meaningful and persuasive to external audiences.

The following example shows how three different measures might be applied to a single learning goal. (These goals could be developed by one school or by three different schools that have the same goal.) Note that each measure describes **how progress will be assessed and how much progress will constitute success**. The third measure allows the school to assess skills beyond those measured on standardized tests, and would thus require some demonstration of validity and reliability or be used in addition to externally validated assessments.³

³ Adapted from *Guidelines for Writing Charter School Accountability Plans, 2001-2002* (Charter Schools Institute, State University of New York), p. 4, http://www.newyorkcharters.org/charterm/act_guide.html.

Example

Goal: “All students at the Remarkable Charter School will become proficient readers of English within three years of enrolling at our school.”

Measures:

- “Students at the Remarkable Charter School will improve their performance on the reading portion of the Stanford-9 by at least 3% per year, on average.”
(Measuring growth)
- “Students at the Remarkable Charter School will perform at a level higher than their peers in the Cheerful School District on the English & Language Arts portion of Required State Examination in all grades, as demonstrated by a greater percentage of students passing and by a higher overall average student score.”
(Assessing comparative performance)
- “All students at the Remarkable Charter School will read aloud and discuss an essay of literary significance before a panel of teachers and outside experts at the end of their 8th- and 10th-grade years, achieving a “Proficient” or higher rating from the panel for each of the following skills: elocution, comprehension and analysis.”⁴
(Performance-based assessment)

IV. Developing Non-Educational Goals and Measures

In addition to goals and measures for student learning, your charter agreement will require a few goals and measures for **Organizational and Management Performance**. Many of the general principles and steps outlined above are useful to follow in developing these indicators, though the framing question to guide your efforts here is:

In addition to educational measures, what evidence will show that your school is an effective, well-run institution?

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

- Financial management and performance
- Strength and stability of governance
- Facilities and other operational management
- Strength of community
- Satisfaction of diverse stakeholders

⁴ *Ibid.*

V. “From Qualitative to Quantitative”: A Framework for Creating Unique Learning Measures⁵

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 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?
- 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: 3 = exceeds standard; 2 = meets standard; 1 = does not meet standard).
- Train teachers and other assessors to use the scoring guides or rubrics consistently.

4. Test the Reliability of Assessments

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

⁵ From *Measuring Up: How Chicago’s Charter Schools Make Their Missions Count*, by Margaret Lin (Leadership for Quality Education, 2001), pp. 32-33.

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.⁶

⁶ Detailed in *Measuring Up*, pp. 17-29.

INITIAL

Mission Statement

The Academy Charter School (ACS) in partnership with the _____ Center and parents, seeks to empower **ALL K-5** students to achieve high standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values.

Program Overview

It is the intent of ACS that all K-5 students will become proficient in reading, writing, math, science, and social science, making progress each year towards school achievement standards in preparation to meet or exceed New York State Standards as tested on the NYS exam given in the 4th grade.

The development of a school community built upon the core values of responsibility, integrity, love, celebration of differences, respect, community, and unlimited possibilities is the very heart of the ACS mission. Students taking responsibility for their own learning, exploring and affirming human value is tantamount to our success as a school. ACS will measure these attitudinal and emotional values both qualitatively and quantitatively. Teachers will use a Personal and Social Development Rubric throughout the year, and share results at each quarterly parent student conference. It is our intent to share all results in a quarterly report that will be presented to all stakeholders.

Goal One: Students at ACS will demonstrate proficiency in critical literacy skills.

Measurement:

1. The ACS Comprehensive Benchmark exam will be given twice a year to all Kindergarten and First Grade students, in the Fall and Spring. ** 75% of ACS students will show positive improvement between Fall and Spring.*
2. ACS students will show proficiency in the critical literacy skills of the Early Childhood Literacy Assessment System (ECLAS) along the continuum on the ABC/Sight Words, Phonemic Awareness, Reading, and Writing strands by meeting the following end-of-year benchmarks or higher over three years (K-2):

Grade	Target %	Minimum Standards	Target Standards
End of Grade K	75%	Fountas & Pinnell Level B ECLAS Level 1	Fountas & Pinnell Level C-D ECLAS Level 3
End of Grade 1	75%	Fountas & Pinnell Level F-G ECLAS Level 4	Fountas & Pinnell Level I ECLAS Level 5
End of Grade 2	75%	Fountas & Pinnell Level J-K ECLAS Level 6	Fountas & Pinnell Level N ECLAS finished

3. Beginning in 2nd grade, the average national rank in each cohort of ACS students on The McGraw-Hill Terra Nova Multiple Assessment Test will increase by 5 percentiles per year* until the average national ranking of the cohort is at the 70th percentile.** 75% of students in 2nd, 3rd and 5th grades will show yearly improvement ** on The McGraw-Hill Terra Nova Multiple Assessment.*
4. 75% of ACS students who have been with us for 2 or more years will perform at or above Level Three on the New York State English Language Arts exam** (ELA) given each year to all 4th grade students.
*
5. ACS students will meet or exceed 4th grade District XXX scores as measured on the 4th grade NY state ELA assessment. **

*Students who do not meet the standard will be offered a summer remediation program. Students at the end of the summer program will be reevaluated for proficiency.

**Except where disability precludes it.

ACADEMIC PROGRAM

GOAL I: Downtown Charter School students will become proficient readers of the English Language.

Measures:

1. In each cohort of Downtown Charter School students, the average score on the Stanford 9 nationally normed reading test will increase by 5 NCEs a year until the average NCE of the cohort is 70% (grades 5-10).
2. Eighth grade students at Downtown Charter School will meet the Commissioner's reading performance standard, which is a school performance index of 150.
3. On the NYC criterion-referenced reading test for grades 5-7 and on the NY State 8th grade ELA exam, a greater percentage of Downtown Charter School students will score at proficient and advanced levels than will their peers in NYC District 9.
4. Each year in each cohort the average scale score of Downtown Charter School students will improve in relation to level 3 on the New York City and New York State reading/ELA exams. This measure is designed to assess student growth over time on a criterion-referenced test.

UNIQUE PROGRAMMATIC FEATURES

Goal VI: Downtown Charter School students will demonstrate performance skills.

Measures:

1. In the spring of each academic year, Downtown Charter School students will achieve a rating of proficient or better in performance as displayed in a school-wide spring concert rated by a panel of experts in the arts.

Goal VII: Downtown Charter School Students will develop and demonstrate character skills and civic responsibility.

Measures

1. Downtown Charter School uses a point system called Scholar Dollars to measure students' social skills. Each week, Downtown Charter School students (also known as scholars) are awarded 0-5 points (or dollars) in the following 10 areas, seven of which align with our seven core values, the *Seven Cs*.
 - Attendance
 - Following their STEPS (Sitting up straight, Tracking the speaker; Enriching the class; Paying Attention, and Showing they understand).
 - *Commitment*/effort on homework and class work
 - *Curiosity*/participation
 - *Competence*/academic excellence
 - *Caring*/ being a good teammate

- *Character/following directions*
- *Confidence & Courage / improvement and extra effort*
- *Creative expression*

The dollars are then tallied, brought home by students whose parents look over the reports, sign them and return them back to the school (via the scholar). While scholars can earn up to \$50, a minimum of \$35 on a scholar dollar report informs parents and students that the student is meeting Downtown Charter School's minimum social standards required by. *By the end of each academic year 70% of Downtown Charter School scholars will have scholar dollar averages of \$35 or better.*

2. In the spring of each academic year, Downtown Charter School will be rated a safe school by 3-5 educators and other professionals invited to drop in with or without notice to evaluate (a) the safety of our school, and (b) the level at which Downtown Charter School scholars display the behavior and character measured by the scholar dollar report.
3. By the end of each academic year, all Downtown Charter School scholars will display civic responsibility by completing a minimum of two community service projects (lead by their Downtown Charter School advisor).
4. In the spring of each academic year, Downtown Charter School will earn a satisfactory or better rating from 70% of Downtown Charter School parents / guardians on a survey assessing how Downtown Charter School fosters their child's character and civic responsibility.

INITIAL
MISSION STATEMENT

The continuing mission of the Community Charter School is to create a community that fosters the growth of our members in an environment that is both supportive and challenging. In this community everyone is celebrated, respected, and heard. All are intellectually engaged, socially concerned, ethically responsible, and culturally open-minded.

ACADEMIC PROGRAM

Goal 1: All students will become competent readers, writers and speakers of English.

Measure 1: Each cohort of students will improve their reading scores by an average of one stanine per year, as measured by the Stanford Achievement tests.

Measure 2: Children in grades k-1 will demonstrate mastery on the Marie Clay Basic Reading inventory between pre-test on entrance and post test at the end of the first grade year .

Measure 3: Children in grades 2-5 will demonstrate an average of five percent gains in each grade level on standard measures of achievement, including the Stanford's and/or the Terra Novas, between their pretest and post-test results.

Measure 4: Seventy-five per cent of students who are part of a two-year cohort will demonstrate achievement of State standards in the area of English Language Arts.

Measure 5: Comparatively, a greater percentage of students at The Community Charter School who have attended for at least two years, will attain level three of the New York State Test than students who are attending similar schools, according to the similar schools formula used by the New York State Education Department

Measure 6. Students who have not achieved a score of at least three on the fourth grade English Language Arts assessment will achieve satisfactory grade on the subsequently administered Terra Nova in grade five .

Measure 7: Students will improve in their public measures of achievement as measured by outside community reviewers from a level of 65% to 80% over three years of attendance at the Community Charter School, as measured by Component Benchmarks Assessments

Unique Programmatic Areas

The Community Charter School has a commitment to an Arts based approach to learning. The Arts are not readily reduced to test scores but we maintain that the Arts provide an avenue for expression and an outlet for creative viewing of the world around us that are as explicitly valuable as achievement scores on standardized measures. As such we submit the following goals and measures of achievement in the Arts.

Goal1: Students attending the Community Charter School will demonstrate notable outcomes in the area of artistic expression.

Measure 1: Seventy five percent of students who have been attendance at The Community Charter School for at least two years participating in the visual arts will submit a piece to a contest or public display.

Measure 2: 100% of students will participate in public demonstrations of their work in the Arts.

Measure 3: Students will publicly perform in the area of kinesthetic Arts

Measure 4: Students will write for publication with attention to poetry, essay and letter writing .

Measure 5: 100% of students will participate in multimedia presentations in research .

Unique to The Community Charter School is the approach to thematic instruction. Outcomes on themes will demonstrate an integrated understanding of major curricular concepts.

Goal 1: Students who have received at least sixty-five weeks of instruction at the Community Charter School will demonstrate through project completion, an understanding of the links between curricular areas.

Measure 1: Students will complete a research-based project, which demonstrates at least five curricular strands.

Measure 2: At least 85% of he students completing the research based project will achieve scores averaging 75% on the component benchmark assessment rubric established by the teaching staff and measured by community experts invited to judge the student work .

Measure 3: Seventy five percent of students in grade five who have attended The Community Charter School for at least two years, will be able to write a coherent essay on a contemporary issue, attaining at least a level three on a four point rubric when measured by outside evaluators..

FINAL

MISSION STATEMENT

Recognizing that our members are complex human beings with intellectual, social, spiritual, and emotional dimensions, the continuing mission of the Community Charter School is to create a community that fosters the growth of our members, in each dimension, in an environment that is both supportive and challenging. In the CCS community members are respected, intellectually engaged and socially involved. Accordingly, academic achievement, as aligned with New York State Standards, will be demonstrated through multiple measures of student learning.

ACADEMIC PROGRAM

Goal 1: All students will become competent readers, writers, speakers and listeners of English.

ELA Measure 1: Each year, each cohort of students will improve their scores on the Reading section of the Stanford Achievement Test, 9th edition, by 3 percentage points per year. This will be 3 percentage points between second and third grade and 6 percentage points between third and fifth grade.

ELA Measure 2: All first grade students will achieve stanine level 7, 8, or 9 on each subtest of the Marie Clay Observation Survey at the end of first grade.

ELA Measure 3: At the end of the year, K-5 students will demonstrate grade level or above mastery in reading on the New York State Early Literacy Profile by the staff ensuring inter-rater reliability measures.

ELA Measure 4: At the end of the year, K-5 students will demonstrate grade level or above mastery in writing on the New York State Early Literacy Profile by the staff ensuring inter-rater reliability measures.

ELA Measure 5: Using the NYS-4th Grade English Language Arts Exam, CCS 4th graders will meet or exceed the prevailing State standard (Proficiency) set forth by the Regents as measured by the School Accountability Performance Index, currently set at an index of 150.

ELA Measure 6: A greater percentage of students at the Community Charter School will attain proficiency on the 4th grade English Language Arts Test than students attending similar schools, namely School 2 and Gifford Elementary in the _____ School District.

UNIQUE PROGRAM AREAS

The Community Charter School has a commitment to an interdisciplinary and arts based approach to learning, which is the core of our unique program area.

Goal 12: Students will demonstrate academic achievement through participation in and completion of interdisciplinary projects.

Interdisciplinary Measure 1: Each year, every student will complete three interdisciplinary projects, which will be assessed using rubrics tested for reliability and validity that are linked to state standards in reading, writing and the content areas.

Goal 13: Students attending the Community Charter School will demonstrate improvement in artistic skills.

Artistic Skills Measure 1: The art teachers will assess student portfolios bi-annually, at the end of first, third, and fifth grade. They will assess developmental artistic progress and skills using a teacher developed measure based on national developmental standards.

***HUDSON CHARTER SCHOOL
ACCOUNTABILITY PLAN***

MISSION STATEMENT

Hudson Charter School’s mission is to provide comprehensive learning experiences that will enable all students to become fully-educated, creative adults, prepared to play leadership roles in New York City and in our global society. To fulfill this mission, Hudson Charter School will prepare every student to demonstrate proficiency and/or distinction in all New York State Learning Standards and will enable all students, both Spanish-dominant and English-dominant, to achieve full fluency in both languages.

GOALS

A. Academic

Goal 1: All students at Hudson Charter School will become proficient readers and will make strong yearly progress towards mastery of English-language reading skills.

Measures:

- By the end of the first year, 75% of kindergarteners who attend HCS for a full year will read at primer level. Students will demonstrate their reading abilities to the satisfaction of an external observer by reading primer-level literature.
- All children who have attended Hudson Charter School for three years will achieve Level 6 of the Early Childhood Language Arts Survey (ECLAS), a standardized test which requires students to demonstrate reading comprehension, letter recognition, expressive language abilities, phonemic awareness, and beginning writing abilities, including punctuation and grammar, in or before 3rd grade. Copies of students’ ECLAS exams will be shared with parents, and will be available, without personal identifying data, for external examination.
- Upon achieving ECLAS Level 6, all children will take the EPAL standardized test, which measures students’ listening, writing and reading skills through producing extended written response. Ninety percent of students (90%) will achieve “medium” or “high” scores. EPAL tests will be shared with parents, and will be available, without personal identifying data, for external examination.

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- All students will take the 3rd Grade Test of New York State Standards (TONYSS) Reading Test to establish a baseline for the 4th Grade State English Language Arts (ELA) test. This test measures student mastery of the state ELA performance standards. The school has the option to additionally administer the TONYSS Reading Test in 5th Grade.
- Fifty percent (50%) of the first cohort of 4th grade students will score at or above standard (Levels 3 & 4) in the 4th grade English Language Arts (ELA) Test; 40% will approach the standard (Level 2). Fifty-five percent (55%) of the second cohort will score at or above standard; 40% will approach the standard.
- Students at Hudson Charter School will perform at a level higher than their peers in School District XXX and YYY on the 4th Grade ELA Test as demonstrated by a greater percentage of students passing and by a higher overall average score.
- All Spanish-dominant students who have attended Hudson Charter School for three years will pass the English Language Assessment Battery (LAB) test in or before 3rd grade.
- Other assessment measures:
 - **Portfolio development.** Children's work will be gathered in folders or other media. The child and teacher will develop a portfolio showing representative work in different genres, accompanied by an analysis by the child of why s/he selected this work. Collection of children's work will begin in the first year. Portfolio development will begin no later than the second year.
 - **Primary Language Record (PLR).** In the first year, teachers will conduct interviews with all parents/guardians and with students. In the second and subsequent years, teachers will conduct these interviews with all new parents/guardians/ students, and will conduct in-depth PLR analyses of two students.

HUDSON CHARTER SCHOOL
ACCOUNTABILITY PLAN
Revised May, 2003

MISSION STATEMENT

Hudson Charter School's mission is to provide comprehensive learning experiences that will enable all students to become fully-educated, creative adults, prepared to play leadership roles in New York City and in our global society. The school's major objective is to prepare every student to demonstrate proficiency and/or distinction in all New York State Learning Standards and to enable all students, both Spanish-dominant and English-dominant, to achieve full fluency in both languages.

GOALS

A. Academic

Goal 1: All students at Hudson Charter School will become proficient readers and will make strong yearly progress towards mastery of English-language reading skills.

Measures:

- Seventy-five percent (75%) of kindergarteners that attend Hudson Charter School for a full year, not including children with special education needs, will read at Emergent Reader/Writer or Beginning Reader/Writer level by the end of kindergarten. Students will demonstrate their reading abilities to the satisfaction of an external observer by achieving Level 2 or Level 3 of the Reading Strand of Early Childhood Language Arts Survey (ECLAS), an individualized assessment which requires students to demonstrate reading comprehension, letter recognition, expressive language abilities, phonemic awareness, and beginning writing skills, including punctuation and grammar.
- All children who have attended Hudson Charter School for three years, not including children with special education needs, will achieve Level 6 of the Early Childhood Language Arts Survey (ECLAS) in the Reading Strand in or before 3rd grade. Children with special education needs will demonstrate improvement on the strands of the ECLAS.
- Upon achieving ECLAS Level 6, all children will take the EPAL assessment, which measures students' listening, writing and reading skills through producing extended written response. Fifty-five percent (55%) of the first cohort of third-graders and sixty-five percent (65%) of students in subsequent cohorts will achieve a medium score or higher in each strand. For evaluation purposes,

FINAL

spring EPAL assessments will be evaluated by a team which includes at least one evaluator external to the school, and, if needed, an external adjudicator.

- Forty percent (40%) of the first cohort of 4th grade students will score at or above standard (Levels 3 & 4) in the 4th grade English Language Arts (ELA) Test; 50% will approach the standard (Level 2). Fifty-five percent (55%) of the second cohort will score at or above standard; 40% will approach the standard.
- Students at Hudson Charter School will perform at a level higher than their peers in School District XXX on the 4th Grade ELA Test as demonstrated by a higher average scale score than that achieved by all students in the District.
- The average scale score gains of students in each 4th grade cohort will show an increase of 16 scale score points from the 3rd grade Metropolitan 8 to the 4th grade ELA.
- Fifty percent (50%) of English-Language Learners who have attended Hudson for three years will score at or above standard in the NYSESLAT; 50% will approach the standard .
- Other assessment measures:
 - **Portfolio assessment.** Seventy-five percent (75%) of students in Grades 2 and above will show growth in reading and writing as measured by a higher score on the Hudson Charter School reading and writing rubrics administered in May than on that administered in November.