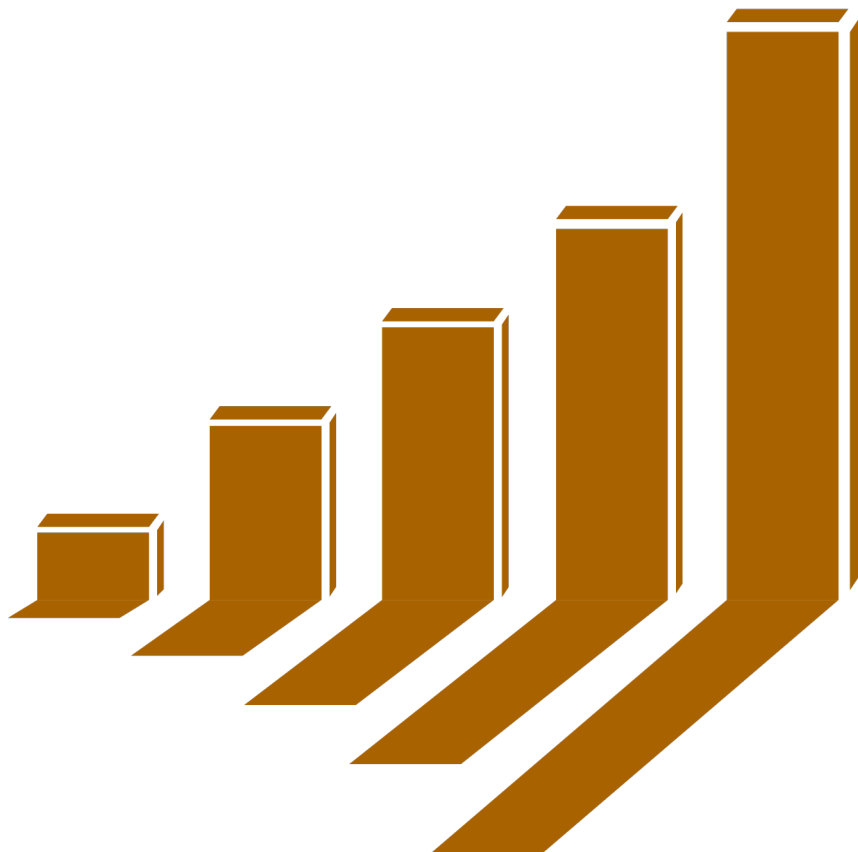




# School Performance Framework

## Communications Plan for OUSD



v2 - 2016



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# School Performance Framework

## Communications Plan for OUSD

*Differentiated Supports to Achieve Equitable Outcomes*

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## COMMUNICATIONS

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### PURPOSE STATEMENT

#### What are our values?

- Quality is everyone's responsibility
- Transparency, consistency and high expectations for all students
- Not reducing student achievement or a school to a single test score or measure
- All students and families have access to quality, regardless of who they are or where they live

#### What are our goals?

- Create a common framework, understanding and process of what is a quality school
- Begin a conversation about school quality that looks at the big picture and different angles, not just test scores
- For those in schools, SPF functions as a mirror (check your look to see how to improve)
- For the community, SPF functions as a window into the school (look in and understand the outputs)
- Create a system of annual ratings for all Oakland district and charter schools that differentiate ratings and are connected with rewards and support
- Engage families, school leaders, charter leaders, and district leaders in constructing this system
- Build this system to meet all state and federal accountability requirements to ensure fairness, consistency, and transparency
- Create system of outreach to families and community members to engage in understanding and applying the ratings in making enrollment decisions, regardless of culture or language

### SITUATION ANALYSIS

#### Strengths and successful communication efforts

- **What have we done well in past communications about quality?**
    - Received as non-judgmental and not as a report card
    - Lots of community input
    - Measures and indicators are clear
    - Rationale for why we are doing this is clear
    - Full communication effort, including updated website, social media material, one-pager, brochures and robo-calls
    - Meetings convened by community organizations
  - **What is publically available and created by OUSD that has been helpful?**
    - Regular newsletter with lots of graphics
    - Previous scorecards that include the Balanced Scorecard and LCAP
  - **What else is publically available that would be helpful?**
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## COMMUNICATIONS

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- SQII ratings from CORE districts are the foundation of the SPF system and the reliability and validity of this system will assist in building credibility.

### Areas for growth where communication has been limited or ineffective

- **What are the main challenges?**
  - Complication—lots of aspects and easy to get lost
  - Lots of information without much direction
  - Tools created for everyone, not specific groups
  - Lot of technical language that may be difficult for parents and teachers to understand
  - How to define the tiers and the support that will be received
  - Collecting a baseline
  - Demonstrating that this system will make a difference
- **Who has yet to and needs to buy in?**
  - District staff: principals, teachers, central office
  - Families
  - Parents, who care about making school decisions in the choice process
  - Principals, who care about their school's brand and what's in it for their school, and maybe what's in it for them (recognition, bonuses)
  - Teachers, who care about their school's brand and what's in it for their school, and maybe what's in it for them (recognition, bonuses)
  - Charter leaders, who care about their school's / schools' ratings and whether they'll be encouraged to expand or may be subject to closure
  - District leaders, who care about the overall trends across the district schools and what that means for curriculum, budget, staffing
  - Board members, who care because this system should inform governance decisions (expansions, closures) and district decisions (curriculum, budget, staffing)
  - Realtors, who care about how schools are rated in the neighborhoods in which they're selling houses as this could / should become the new rating system that matters
  - Philanthropists, who should care about this system because it would be a way to recognize high performance through incenting expansion of successful models

### Opportunities for sharing our message

- **How can we get the word out?**
  - Internal leadership teams need to understand the why and the when, and have access to the what.
  - Research, Accountability, & Data teams need to decide, document, and present the when, the what, and most important for this audience is the how.



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- Principals need to be trained on the what, when, and how. They should understand the strategy, timing, the resources available to them, the obligations of them, and the implications of their rating. This should include some professional development, templates for faculty and family meetings, some videos that show consistent, central messages, and small blurbs for school communications (i.e., Twitter, newsletters) to build understanding gradually from them to their audiences.
  - A soft launch in Fall 2015 could introduce the concepts but not attach ratings. This would be key for building understanding with principals, teachers, and families, and to start introducing the concept with the philanthropic and press communities. This would also be the timing for extensive principal training.
  - A hard launch in Fall 2016 would go through many of the same motions but attach ratings and begin (positive and negative) consequences.
  - A website with all reports, technical calculations, rubrics would be helpful to publish. Denver's example is [spf.dpsk12.org](http://spf.dpsk12.org).
  - Recognition events for High Rating or High Growth schools should happen at the BOE meeting and at school sites. DPS has done the SPF announcement press conference at a school with positive growth.
  - Stand at each school office with one pager and card to drop feedback
- **Any upcoming events that should be attended?**
    - Spring, 2016 Charter Leader Engagement
    - Spring, 2016 Equity Pledge Accountability Working Group
    - Spring, 2016 OUSD District Principal SPF Trainings #1-3
    - Spring, 2016 OUSD Board of Education Superintendent report updates
  - **What are some good story ideas to share with the media?**
    - High growth stories (i.e., how much did our students learn year over year) are big winners, and shifts the conversation from high status (i.e., typically led by "have" schools) and low status (i.e., typically where "have not" schools are) to who does the best with the kids they have.
    - Every time data roll in that are inputs to the SPF, there could be a component of a story about how this information puts another puzzle piece together regarding school performance and growth. For example, graduation rates, college enrollment rates, and attendance rates would all be documented at different times than the SPF release, and could help build a story.

### Possible challenges to prepare for in the near- and long-term

- **What can hold us back?**
  - This is yet another scorecard for OUSD. Going to have to be very clear about how this one is different, and I understand that message to be that this one will have tiers that are connected to specific treatments (i.e., recognition, incentives, priority initiatives, closure).



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- This is connected to the CORE group's School Quality Improvement Index (SQII), but will have some Oakland twists, in the form of additional data to reflect Oakland's priorities. This is an opportunity to connect to, state-wide, but it's not an apples-to-apples comparison.
- District schools and charter schools do not have identical assessment programs, and for non-OUSD-chartered schools, OUSD may have limited access to their data (unless they submit it). Apples-to-apples comparisons in Oakland-area district and charter schools is going to be key for this index to be valuable.
- Student data privacy concerns are another thing I would expect to come up, but no individually identifiable data will be available currently or released to anyone. We will have to decide on the population size before a measure is reported (i.e., want to make sure there are more than 3 kids in a group before we create a comparison), but that is part of the design consideration (and will probably be ~15).
- It's a huge concern whether this initiative remains a priority and pushes through to rollout. Because of the state accountability angle I think it will, but it could have transformative impact on school governance, if it's used that way (and if it challenges other systems).
- Alternative schools are difficult to include in this index. We can learn from other systems, but alternative schools typically use different assessments with challenging growth measures. It's hard to make comparisons, and OUSD leaders should engage alternative school leaders to address this issue collectively.
- The SPF calculations are a huge analytic lift, with lots of decisions to make, lots of programming to complete, and lots of presentation & explanation materials to create, publish, and translate.
- Building understanding of this tool across the multiple language groups of OUSD needs to be planned for in the communications planning & preparation.
- Being blind to the concerns of individual stakeholder groups, like ELL, Special Education an AAMA
- Schools that many thought were high performing may not look as good and schools thought of as not as good will look better.
- Disjointed voice: messaging that this is more than just a technical index and not going away
- Comparability with charter schools: different schools could be using different assessments, and charters may need to collect data they previously haven't had to worry about.

## GOALS

### External

- **What are we trying to build and increase awareness about?**
  - Differentiated support to schools based on performance and growth
- **What are our goals for media placement?**
  - Would expect this to be a short article series at initial hard launch and an annual "state of the schools" report each fall when assessment results come back
- **What are our goals compared to other school districts?**



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- Ultimately, this tool could be adopted or copied by other districts, but in the short run, other districts are not our concern.

### Internal

- **What do we want to be true about OUSD?**
  - This is a valued, reliable evaluation of school performance, and these ratings are used to differentiate support in terms of funding, attention, initiatives
  - OUSD should maintain focus and devote resources to successfully execute and support the SPF release each year. This includes RAD, schools, technology, and communications resources to complete successfully.
- **What do we want to be true about our internal SPF team?**
  - Common understanding of goals, time frame, needed partnerships, mentor districts
  - Dedication to execution and support of this new system
  - Ability to explain and advocate for the worth of SPF system in 1, 2, 3+ years' time

## OBJECTIVES

- How can we communicate better?
- What do we want to raise awareness about?
- What kind of knowledge or understanding do we want to increase?
- What do we want to others to learn from our efforts?

## TARGET AUDIENCES

### Primary

- **Who are our main audiences?**
  - Families: they're going to be excited about this eventually. Not just that my kid is healthy and eager to go to school; that the school is preparing students to go to college and get a good job.

### Secondary

- Who are our secondary audiences (right outside inner circle of influencers)?

### Tertiary

- Who are the outside/less involved audiences



## COMMUNICATIONS

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### KEY MESSAGES

- Please see attached document: Key Message Themes.

### SPOKESPEOPLE

- Who will speak with the media?
- Who speaks to families?
- Who speaks to educators?
- Who speaks to the Board?
- Who speaks to the greater community: politicians; business community; NPOs.

### TACTICS

See attached spreadsheet.





## SPF Key Messages

*(not for external distribution, but to be used with teachers, parents and the media)*

The School Performance Framework will help enable Oakland Public Schools to achieve its vision of increasing student achievement, high school graduation rates and college readiness.

- The SPF was created as a way to help us determine how much students benefit from our schools and how much schools differ in their ability to educate their students.
- It will also help identify best practices across the district and will foster a more collaborative environment where principals will begin to share among themselves proven approaches and methods to improving student learning.
- SPF is a tool that provides the most complete and comprehensive picture of school performance than Oakland has ever seen.
- SPF is a powerful and revolutionary approach - one that is a big step toward our goal of making OUSD the leading urban school district in the country.

**Rather than just a single static measure of performance, schools will now receive a more comprehensive report that evaluates multiple performance criteria and provides a more complete and accurate picture of student progress.**

- The SPF scorecard demonstrates two areas of interest in order to answer two important questions.
  - Is the educational program a success? Indicators: Growth, Status, College, Career & Community Readiness
  - Is the organization supporting the whole child? Indicators: Student Engagement and Parent, Staff and Student experience
- Based on earned points, each measure is assigned a corresponding stoplight. Based on the total number of points received – the overall indicator is assigned a stoplight color (Blue - Exemplary; Green - Meets standard; Yellow - Approaching standard; Orange – Under-developed; Red - Does not meet standard).
- Based on the total number of points achieved across all of the indicators, the school will achieve an overall SPF tier.
- The SPF growth measure is equally weighted along with performance on the status indicator when calculating a school's overall SPF tiering.

**The SPF places emphasis on students' year-over-year growth because it provides a more informative view of a school's record of driving student achievement over time.**

- Existing metrics of school performance – API and AYP – are static measures that only capture student performance at



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a given point in time (status) and do not account for the progress made year over year (growth). In contrast, the SPF takes into account a broad range of measures, but also demonstrated improvement from one year to the next.

- The SPF also includes measures that compare school's demographics based on poverty, ethnicity, English language fluency and disability status to ensure that a more balanced view of relative performance is provided across all students within the schools. This is done explicitly to reinforce the commitment to equity and all students achieving high outcomes.
- Status measures still matter. We want to know how high students perform on various assessments as well as what percentage of our students are proficient. But more importantly, we are interested in determining whether our students are learning as they progress through the grades.
- We believe that growth is a vital reflection of the work we do on a daily basis.

# 2016 School Performance Framework

## School Communication Checklist and Toolkit

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## IMPORTANT UPDATE

**School Quality Improvement Index:** It is critical to be aware that in February 2016, the CORE Districts participating in the Federal Waiver have released the School Quality Improvement Index (SQII), which equally strives to provide schools and Districts with a more comprehensive picture of school and student performance. The indicators included in the SQII are also included in the School Performance Framework. **NOTE:** Because the SQII must represent a mutually agreed upon method of calculating performance, the local School Performance Framework used in Oakland may vary slightly in its calculation methods. These variances are outline in the SPF Guide

**School Quality Review (SQR):** All schools with a rating of **Under-developed** or **Not meeting standard** and some schools on **Approaching** should be prepared to receive an SQR this school year conducted by a collaboration with in-District staff and third party technical assistance if your school has not received an SQR in the past 18 months.

## TIMELINE 2016

Sept. 13-14	Schools with significant improvements / declines will receive calls from IS's
Sept. 13-15	Schedule a staff meeting to inform staff of SPF rating on September 15/16
Sept. 14	SPF ratings / data available via Administrator Portal (charter schools will access this information through school folders)
Sept. 15	Hold afternoon staff meeting to inform staff about SPF Results or Sept. 16 a.m. staff meeting
Sept. 21	District press conference on SPF results  District presentation to BOE on SPF results  Anticipated media coverage of SPF results
Sept. 16-17	Send home / publish (email or web) parent letter on SPF rating with meeting date if applicable
Sept. 22	OUSD Principal Regional Meeting: Special SPF Session
Sept. 21-Oct. 27	Hold parent meeting on SPF results (see action items to determine whether your school is required to host a meeting)
October 11	SPF parent scorecards sent home with students (click here to view a sample scorecard)

## ACTION ITEMS

- Mandatory for all schools:** Schedule September 15/16 staff meeting
- Required for red, orange and yellow schools, encouraged for schools that moved from blue to green:** Determine when you will hold your parent meeting between September 21 and October 21
- Report scheduled parent meeting date to Network Superintendent
- Review your SPF Tiering and SPF Report Data on September 14
- Download appropriate parent letter and customize it to fit your school's results
- Hold staff meeting on September 15/16
- Send home / publish (email or web) parent letter on SPF Tiering and performance results with meeting date if applicable ([see requirements above](#))

## RESOURCES

### GUIDING QUESTIONS FOR STAFF MEETING

You may choose to use the following questions in your meeting scheduled for September 15<sup>th</sup> or 16<sup>th</sup> with staff and in future meetings to generate positive and constructive conversation around your school's SPF results.

1. What improvement trends revealed by the data can we celebrate?
2. What student demographic, indicator, and regional interest trends are revealed by the data?
3. Describe what the data reveals regarding the quality of instruction (current professional development, implementation of PLCs, instructional rounds, etc.)?
4. How can school culture be improved to support dramatic improvements in areas of greatest need for growth?

## PARENT MEETING GUIDE

Red, orange and yellow tiered schools are required to conduct a meeting with their school community about their SPF results between September 21 and October 21. Schools that dropped from a blue rating to a green rating are strongly encouraged to hold a meeting with their school community.

Below are suggested topics for your meetings with parents about SPF:

1. Provide a simple explanation for what the SPF covers
  - Student progress over time (growth)
  - Student achievement level
  - College and career readiness (applies to HS only)
  - Student engagement
  - Student social & emotional well-being
  - Parent and staff perspectives
2. Make a list on chart paper:
  - What is our school doing well? What are our challenges?
3. Explain what “Transformation” means and what this might mean for the school:
  - Describe the school’s performance in relation to other schools in the district and other schools in the region – and since the school is (red, orange or yellow), this means it is in need of improvement and *could be a transformational school that begins a targeted or comprehensive re-design effort next year.*
  - Explain that the district – and the nation – is moving forward with a strong effort to transform schools that aren’t performing at the level they need to be.
    - We are focused on what it takes to get all schools to be high performing.
    - The district uses SPF to make decisions about which schools are most in need of acceleration and intervention (red and orange tiered schools).
    - Engaging with parents and the community is a critical piece of this.
  - Next steps with transformation:
    - Explain that after the SPF is released the district facilitates a process to support the school community and district central leadership to carefully make decisions about how to improve the school. This might mean changes to the instructional program, staffing configuration, the length of the school day or year, or the kinds of after-school services the school offers.
    - Some schools will receive, if they haven’t already, a school quality review conducted by the District with third party technical assistance to learn more about what might be standing in the way of allowing the school to make substantial, needed improvements.



5. Explain what the school is doing now (School Improvement Plan - SPSA) to improve and brainstorm how what parents can do to engage and help the school improve. Keep list on chart paper.

Note: Consider enlisting support from the Office of Meaningful Student, Family, & Parent Engagement as a resource to support you with these meetings. Contact Raquel Jimenez ([raquel.jimenez@ousd.org](mailto:raquel.jimenez@ousd.org)) to understand how the Office of Meaningful Student, Family, & Parent Engagement can be of assistance to you. Also, please let your Network Superintendent know if they or a member of their team can provide you with additional support in preparing for or conducting this meeting.

## PARENT LETTERS

There is a parent letter available for every SPF Tier, as well as any movement in tiering you may have experienced from last year to this year. Letters will be available on the Principal Leadership Website on Tuesday. Please contact Ryan Phillips ([ryan.phillips@ousd.org](mailto:ryan.phillips@ousd.org)) for any further assistance with communication.

## SPF PARENT SCORECARD

The district will be producing parent scorecards. **The district will provide copies of the scorecards.**

- Elementary and K-8 schools will be responsible for sending scorecards home with students
- Scorecards will be mailed directly to middle, 6-12 and high school families
- Schools will also be provided with additional copies to keep in their front office

The estimated completion date for the SPF parent scorecard is **October 14<sup>th</sup>**. You will be notified if this date changes. The delay in the production of the scorecards is due to the fact that principals receive the SPF ratings as soon as they are available and the scorecards are customized for each school and take time to create and print.

*The sample scorecard displayed on the pages below has not be finalized yet, but is a good representation of what will be included on the scorecard.*

# School Performance Framework Sample Report (High School)

Indicator Score		All Students			LPRG (lowest performing race/ethnic group)			EL (English Learners)			SWD (students with disabilities)			LI (Low Income)			Total	
	Performance	Index Level	Points Earned	Group	Performance	Index Level	Points Earned	Performance	Index Level	Points Earned	Performance	Index Level	Points Earned	Performance	Index Level	Points Earned		
<b>Academic Domain</b>																		
SBAC ELA	status	3	46.6%	3	L	47.1%	3	0.075 out of 0.125	N/A	0.000 out of 0.000	N/A	0.000 out of 0.000	41.5%	3	0.075 out of 0.125	0.300 out of 0.3		
	growth	Coming Fall 2016																
SBAC Math	status	4	26.3%	4	L	28%	4	0.100 out of 0.125	N/A	0.000 out of 0.000	N/A	0.000 out of 0.000	28.3%	4	0.100 out of 0.125	0.400 out of 0.5		
	growth	Coming Fall 2016																
SRI	status	1.75	36.5%	2	AA	34.8%	2	0.013 out of 0.031	4.5%	1	0.006 out of 0.031	3.6%	1	0.006 out of 0.031	35.7%	2	0.013 out of 0.031	0.088 out of 0.250
	growth	3.5	5.3%	4	AA	13.9%	5	0.031 out of 0.031	-5.2%	1	0.006 out of 0.031	3.6%	3	0.019 out of 0.031	4.2%	3	0.019 out of 0.031	0.173 out of 0.250
Graduation *	status	3.25	84.6%	3	L	84.1%	3	0.038 out of 0.063	N/A	0.000 out of 0.000	N/A	0.000 out of 0.000	86%	4	0.050 out of 0.063	0.183 out of 0.250		
	growth	3.5	7.1%	5	L	1.6%	3	0.038 out of 0.063	N/A	0.000 out of 0.000	N/A	0.000 out of 0.000	-9%	1	0.013 out of 0.063	0.175 out of 0.250		
A-G *	status	4	71.1%	4	L	71.1%	4	0.020 out of 0.063	N/A	0.000 out of 0.000	N/A	0.000 out of 0.000	72.7%	4	0.020 out of 0.063	0.200 out of 0.250		
	growth	2	1.3%	2	L	-1.9%	1	0.013 out of 0.063	N/A	0.000 out of 0.000	N/A	0.000 out of 0.000	3%	3	0.038 out of 0.063	0.100 out of 0.250		
Pathway Participation	status	3.13	64.5%	3	L	63.9%	3	0.019 out of 0.031	75.6%	4	0.013 out of 0.031	69.2%	3	0.019 out of 0.031	66.2%	3	0.019 out of 0.031	0.156 out of 0.250
	growth	5	54.1%	5	L	52.3%	5	0.031 out of 0.031	65.9%	5	0.031 out of 0.031	69.2%	5	0.031 out of 0.031	55.6%	5	0.031 out of 0.031	0.250 out of 0.250
AP Scores **	status	Coming Fall 2016																
Concurrent Enrollment **	status	Coming Fall 2017																
On Track To Graduate **	status	Coming Fall 2017																
growth	Coming Fall 2017																	
<b>Culture/Climate Domain</b>																		
Chronic Absence	status	3	18.9%	3	AA	31%	1	0.005 out of 0.025	11.8%	4	0.020 out of 0.000	26.5%	1	0.005 out of 0.025	19.8%	3	0.015 out of 0.025	0.103 out of 0.175
	growth	2	2%	1	AA	-1.2%	5	0.025 out of 0.025	-9.8%	5	0.025 out of 0.025	2.9%	1	0.005 out of 0.025	1.8%	1	0.005 out of 0.025	0.080 out of 0.200
Suspensions	status	3.63	2.7%	4	AA	6.1%	3	0.015 out of 0.025	5%	3	0.015 out of 0.025	5.3%	3	0.015 out of 0.025	3%	4	0.020 out of 0.025	0.145 out of 0.200
	growth	4.81	-3.2%	5	AA	15.6%	1	0.005 out of 0.025	0.7%	1	0.011 out of 0.025	-3.8%	5	0.031 out of 0.025	-3%	5	0.025 out of 0.025	0.193 out of 0.200
LTEL Reclassification	status	4	32.8%	4	N/A													0.160 out of 0.200
	growth	5	29.4%	5	N/A													0.200 out of 0.200
Culture/Climate: Student 45.9% participation	status	1.19	44.9%	2	L	58.3%	3	0.005 out of 0.067	N/A								0.032 out of 0.133	
	growth	Coming Fall 2016																
Culture/Climate: Parent 40.6% participation	status	4	72.1%	4	L	74.4%	4	0.053 out of 0.067	N/A								0.107 out of 0.133	
	growth	Coming Fall 2016																
Culture/Climate: Staff 80% participation	status	5	94%	5	N/A													0.133 out of 0.133
	growth	Coming Fall 2016																
Social Emotional Learning 45.9% participation	status	3	2.536	2	L	3.493	4	0.080 out of 0.200	N/A								0.240 out of 0.400	
	growth	Coming Fall 2016																
Attendance Rate **	status	Coming Fall 2016																
	growth	Coming Fall 2017																
Total Culture/Climate Domain																1.394		

Notes: EL = English Learner, RE = Race/Ethnicity (free or reduced lunch), ES = elementary school 2013-14 rather than 2014-15 due to a one



## OUSD Office of Charter Schools Collective MPOs

### The Need:

Collective MPOs were highlighted as an area of needed development during an independent evaluation of OUSD's Office of Charter Schools by the National Association of Charter School Authorizers (NACSA). One of NACSA's best practices, collective MPOs, is integral to providing some alignment related to performance in a city with such a large charter sector. In addition, collective MPOs that are also informed by OUSD school performance measurements, further support the vision and direction of Superintendent Wilson in moving Oakland towards becoming a District-Charter Compact City.

The majority of schools authorized by OUSD have at least one problem with their MPOs. The problems can generally be categorized into one of two major categories:

- A lack of discrete goals, targets, or instruments: many MPOs list multiple goals, targets, or instruments. This makes evaluating the MPO as "met" or "not met" impossible. For example- If a school has met all but one of the multiple stated targets, they still receive a "not met" for that MPO.
- Not measurable: An MPO is not measurable if there is no instrument identified or if the instrument identified is no longer used by the school.

In light of the transition to the Common Core, the need to reform Charters' MPOs becomes even more pressing as many reference the old standardized state assessment (CST) by name, as opposed to the new assessment (SBAC).

### Site-specific MPOs:

We recognize that many Charter Schools have unique program offerings that warrant being highlighted. The Collective MPO template allows for 0-3 site-specific MPOs.

### Timeline of events:

- Final Working Group (February 2015)
- Site Collective MPO Drafts (April 2015)
- Collective Material Revision (January 2016)

## Necessary Elements of a Site-Specific MPO

You may submit up to 2 Site-Specific MPOs. The following is a list of elements to help refine your goal into a satisfactory MPO:

<b>Instrument</b>	Your instrument should be identified first because it is crucial in shaping the language of the MPO. Please select ONE instrument that is measurable and constant year over year for the duration of your charter term.
<b>What</b>	With this instrument, what will your students achieve? Will they increase a certain number of points? Will they reach a certain proficiency level? If you are framing this as a growth goal you might want to consider including an "or" for when students reach a certain threshold.
<b>Target</b>	This is the percentage of students you are holding yourself to achieving the "what" that you have identified.
<b>Who</b>	What portion of your student body does this goal pertain to? All students? Just one grade level?
<b>Timeframe</b>	The timeframe is the charter term. You can set a target that is looking at growth over the charter term or you can set a target that looks at growth each year. If your MPO is looking at growth each year, the Office of Charter Schools will average the growth each year to see if you met your target overall. The language used in the collective MPOs to indicate the timeframe is "By the end of the charter term" or "Each year."

Remember to make sure that your goal is both attainable and realistic. If you have any questions please contact the Office of Charter Schools.