

Audubon Center of the North Woods Guide to Developing Contractual Goals & Measures

Overview

Academic performance goals are a core element of the charter contract between your school and the Audubon Center of the North Woods (ACNW). The school's performance on these goals is central to ACNW's evaluation of the school and critical to the reauthorization decision. Both the charter school board and ACNW must approve these goals.

This document provides guidance to the school board and leadership for the development of contractual academic and non-academic goals (as required by MN Stat. 124E) that are both meaningful to the school and meet ACNW's criteria.

ACNW requires that schools have a goal for the following indicators:

1. Mission Related Outcomes
2. English Language Learners – *for schools with a high percentage of ELs*
3. Reading Growth
4. Math Growth
5. Reading Proficiency
6. Math Proficiency
7. Science Proficiency (and Growth) – *growth is optional*
8. Proficiency or Growth in Other Curricular Areas or Educational Programs – *optional*
9. Post Secondary Readiness – *for high schools*
10. Attendance

For each indicator, the school will develop a goal for the contract period. Under the goal, the school will develop one or more “measures” that are specific benchmarks, written in a SMART format, to serve as measures of progress towards the goal's achievement.

For each measure, ACNW will work with the school to establish specific targets that determines whether a school Exceeds, Meets, Approaches, or Does Not Meet that measure.

Developing Goals & Measures

1. Goals must be student centered.

Fundamental question: *What are the students learning or accomplishing?*

Goals are about measuring student improvement and achievement, not measuring the actions or performance of adults.

For instance:

This is a student-centered goal:

Over the period of the contract, students will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.

This is not student centered:

Over the period of the contract, the school will research and select a new reading curriculum.
(This is measuring adult behavior.)

2. Contractual goals and data.

If the school and ACNW agree to a goal and include it in the contract, **the school must provide goal-related performance data to ACNW**. The school's performance on that goal will impact ACNW's reauthorization decision.

Updates to goals can be made in future amendments to the contract should both parties agree that the contract should be altered. This could result from the school's desire to change the assessment tool or for some other reason that warrants a goal change.

Changes to contractual goals will require a contract amendment and must be approved by the school board and ACNW.

Many schools choose to develop proficiency or growth measures that are based on state test results (MCA tests). Some schools use school-developed measures or rubrics (curriculum-based-measurements) or nationally normed tests (NWEA, STAR, or other).

3. The goal measures need to be written in SMART goal format.

ACNW interprets SMART as an abbreviation for:

Strategic and **Specific** – The goal focuses on an area of high priority for the school and specifically states who will be measured and what will be measured.

Measurable – The goal includes concrete criteria for measuring progress towards attainment of the goal.

Ambitious and **Achievable** – The goal represents high and realistic standards.

Relevant – The goal is meaningful and pertinent to the school's approach, curriculum, and students.

Time-bound – The goal statement clearly identifies a timeframe for accomplishment and measurement.

The essential questions that the goal measures should address are:

- **Who?** Which students specifically? All? Subgroups? Certain grade levels? Enrolled by a certain date? Continuously enrolled for more than one year?
- **What level of growth or achievement is expected?** Typically this refers to a percentage or number of students that attain a certain level of proficiency, a growth target, or an increase in some sort of score either from a test or a rubric. Achievement could also be comparative – how the performance of students at your school compares to performance at comparable schools, the state, or local district level.
- **According to what measure, assessment, or rubric?** The assessment tool is clearly identified, e.g. state accountability tests, NWEA fall to spring assessment.
- **By when?** Measures are typically framed as aggregate performance over the course of the contract, for example, if the current contract term is from FY15 through FY19, the goal could say, “From FY15 to FY19, the school’s aggregate proficiency index score on statewide assessments for students enrolled October 1 will increase by at least 10.0 points from the baseline proficiency index score (baseline score – 50.0).”