

# **Osprey Wilds Environmental Learning Center**

## **Academic Performance Evaluation**

### **Overview**

The Academic Performance Framework is conducted to determine progress on overall student achievement at the school as well as progress on contractual goals in the charter contract. The framework was derived through a review of model authorizer practices and expertise in the field. No single performance area can fully describe a school's academic performance. The performance areas must be used together to construct a complete academic picture of a school. As appropriate, this evaluation should provide guidance to the school on areas for improvement.

OW considers a number of variables when analyzing academic data and the conclusions that can be reached from the data, including the frequency of assessments, the levels of internal controls, the number of students tested, the level of triangulation, and the confidence level in the assessment instrument(s) to measure the desired result. In addition, in a data driven culture, an important purpose of assessment and data is to identify areas for improvement.

Performance can best be evaluated when multiple data sets on a given indicator are available for analysis. Just as poor results from a single measure tell an incomplete story, so do positive results from only one measure. OW is committed to evaluating the academic performance a school using all data available, including published state level assessment data as well as school level assessment data provided by the schools.

### **Performance Ratings Criteria**

Since FY15, performance rating criteria for each applicable indicator area are defined in Exhibit G – Academic and Academic-Related Goals (and reinforced in Exhibit P – Ongoing Evaluation Criteria, Processes, and Procedures) of the charter contract. A school will have a contractual goal in each applicable indicator area, and the school's performance on attaining these goals will be evaluated according to the measures included in Exhibit G. Each measure is weighted to indicate its overall significance in fulfilling the primary purpose of charter schools as outlined in statute which is to improve the learning, achievement, and success of all students. These weights are agreed upon by OW and the school and are included in Exhibit G. The school earns a rating on each measure based on the school's performance over the term of the contract. Each performance rating is assigned a point value according to the weight of the measure:

- Exceeds Target: ×1.5 points
- Meets Target: ×1.0 points
- Approaches Target: ×0.5 points
- Does Not Meet Target: ×0.0 points

Indicator areas are then assigned a rating based on the percentage of points earned:

- Exceeds Standard = 100.1-150.0% of points earned
- Meets Standard = 75.0-100.0% of points earned
- Approaches Standard = 50.0-74.9% of points earned
- Does Not Meet Standard = 0.0-49.9% of points earned

In cases where such performance rating criteria are not defined in Exhibit G (e.g. because the school is seeking authorization from Osprey Wilds), performance will be evaluated according to criteria set forth in this framework.

## Academic Performance Indicators

The Academic Performance Framework includes eleven indicators, or general categories, used to evaluate a school's overall academic performance. Not all performance indicators are applicable to each school; for example, one indicator is only for high schools. Following are the key questions each indicator addresses:

<b>Indicator 1:</b> Mission Related Outcomes	Are all students achieving significant academic and/or personal growth, knowledge and skill development, and accomplishments related to the school's mission?
<b>Indicator 2:</b> English Language Learners	Are EL students at the school achieving adequate progress towards English Language Proficiency?
<b>Indicator 3:</b> Reading Growth and Progress	Are all and groups of students making progress, and meeting expected growth targets, in reading?
<b>Indicator 4:</b> Math Growth and Progress	Are all and groups of students making progress, meeting expected growth targets, in math?
<b>Indicator 5:</b> Reading Proficiency	Are all and groups of students achieving proficiency in reading?
<b>Indicator 6:</b> Math Proficiency	Are all and groups of students achieving proficiency in math?
<b>Indicator 7:</b> Science Proficiency	Are all and groups of students achieving proficiency in science?
<b>Indicator 8:</b> Proficiency or Growth in Other Curricular Areas or Educational Programs	Are all and groups of students achieving proficiency or meeting expected growth targets in other curricular areas or educational programs?
<b>Indicator 9:</b> Post-Secondary Readiness	Are all and groups of high school students prepared for post-secondary success?
<b>Indicator 10:</b> Engagement	Are students engaged in the school environment at high rates?

## Definition of “SMART” Goal

OW defines 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.

## Minnesota Statewide Assessment Data and Graduation Rates

OW reviews Minnesota statewide assessment data for all schools in assessing overall academic performance. Key elements of this data are described below.

Data Element	Description
Proficiency Rate	The percentage of students who “meet” or “exceed” standards based on performance on statewide assessments in math, reading, and science. Data is reported for students that meet enrollment criteria (enrolled on December 15, for at least half of an academic year and enrolled during the accountability window). Data is redacted for measures with fewer than 10 students. Schools with participation rates less than 90% on State assessments will be required to have at least one proficiency measure using local data. This will be assessed and implemented during the goal writing process after being renewed.
Proficiency Index	This calculation includes students who perform at both a proficient and partially proficient level on statewide assessments in math and reading. Each student who “meets” or “exceeds” the standard on statewide assessments earns 1.0 point. Each student who “partially meets” the standard on statewide assessments earns 0.5 points. Points are totaled and divided by the total number of students tested. Data is only presented for groups of 10 or more students.
North Star Academic Progress	This data assesses the percentage of students whose achievement level improves, is maintained, decreases or stays “does not meet standards.” Data is presented only if the group includes 20 or more students.
Graduation Rates: 4-Year 5-Year 6-Year 7-Year	Calculations are based on a cohort model. For example, the 4-Year Graduation for 2013 is defined as the percentage of students in the Class of 2013 who graduated in 2013. The 5-Year Graduation for 2013 is defined as the percentage of students in the Class of 2012 who graduated in 2012 or 2013. The 6-Year Graduation for 2013 is defined as the percentage of students in the Class of 2011 who graduated in 2011, 2012, or 2013. Data is only presented for cohort groups of 10 or more. The 7-Year Graduation for 2013 is defined as the percentage of students in the Class of 2010 who graduated in 2010, 2011, 2012, or 2013. Data is presented only for cohort groups of 10 or more.

## **Alternative Measures**

A number of schools in the OW portfolio have educational programs that intentionally serve students at high risk of not completing high school. Traditional academic measures do not accurately capture the success of these programs. If a school meets the definition of an alternative school as defined by OW (and approved by its Board of Directors on February 29, 2020), then the school may use OW's alternative measures of success. Indicators 5, 6, 7, 9, and 10 have applicable alternative measures and corresponding data available from the state.

For the purposes of qualifying for alternative accountability measures in Exhibit G (Academic and Academic-Related Goals) of the charter contract, a charter school must serve students in Grades 7-12, indicate a specific focus on serving high-risk youth in Exhibit D (Description of Educational Program), and provide relevant educational and support services to a disproportionately high percentage (at least 60%) of high-risk youth.

"High-risk youth" are defined as:

- Students who have previously dropped out of school;
- High school students who are more than one year behind their same grade peers, based on the accumulation of credits required to graduate;
- Any student who is two or more years behind their same grade peers in more than one core subject area (such as English language arts and mathematics), based on valid and reliable academic assessments;
- Expelled students;
- Chronically absent students, regardless of excused or unexcused absences;
- Students who have three or more avoidable enrollment occasions in a two-year period;
- Adjudicated youth (current or previous);
- Students who are in the foster care system or under supervision of the courts;
- Students experiencing homelessness or housing instability;
- Students who have drug or alcohol abuse issues;
- Students who are pregnant and/or parenting;
- Students who have experience with one or more of the following conditions that directly impact their ability to function in school:
  - Trauma;
  - Mental health; and
  - Behavioral health.

## **Points Distribution and Scoring Guidelines**

There are 100 points available to distribute among all measures in a school's framework. Schools may determine how many points to assign to measures and indicator areas, while following these general guidelines:

- Each indicator area must be worth at least 5 points.
- No one indicator area may be worth more than 25 points.
- The three proficiency indicators must be collectively worth at least 25 points.
- Measures with more students will have more points, or at least equal points, to measures with fewer students.
- Each measure must be worth at least 1 point, and all points must be in whole numbers.

When writing goals and awarding points in an evaluation, targets (i.e. baselines, etc.) and their corresponding reported data will be rounded to the nearest whole number. Final percentage for each indicator area will also be rounded to the nearest whole number. Per Section 12.11 of the

charter contract, if data is not available from the State for any measure or assessment, it will not count against the school. Assuming no circumstances beyond the control of the school per Section 12.11 of the contract, if data is not reported from the school for any measure or assessment, the school will receive a zero for the applicable goal.

### **Academic Performance Indicator 1: Mission Related Outcomes**

*Are all students achieving significant academic and/or personal growth, knowledge and skill development, and accomplishments related to the school's mission?*

Students are measured in aspects of student learning (e.g., critical thinking, problem solving, 21st century skills, personal responsibility) directly related to the school's mission and show significant academic and/or personal growth, knowledge and skill development, and accomplishments.

## **Academic Performance Indicator 2: English Language Learners**

*Are EL students at the school achieving adequate progress towards English Language Proficiency?*

Schools with EL students must assess these students' progress towards English Language proficiency. All EL students take the ACCESS for ELLs, which is designed to measure their progress in acquiring academic English. English learners' average progress toward targets is one of the indicators in Minnesota's North Star accountability system.

### **Contractual SMART Goal Measures [Measures for AGC components of Comprehensive Achievement and Civic Readiness]:**

Schools with a significant population (10 or more) of English Learners must have at least two contractual measures using State reported data in this indicator, but may have additional measures at their discretion. Additional measures may include looking at the percent of long-term EL students over time, the percent of students exited from services each year, splitting out ACCESS data by grade, etc. For the required goals, the school may determine whether to compare to the state or local district. The required goals are:

1. The aggregate percentage of English Learners meeting target on the ACCESS test for all grades will be equal to or greater than that of the state percentage of English Learners meeting target.  
**Exceeds:** The aggregate percentage is at least 10 percentage points greater than the state percentage of English Learners meeting target  
**Meets Target:** The aggregate percentage is equal to or greater than the state percentage of English Learners meeting target  
**Approaches:** The aggregate percentage is within 5 percentage points of the state percentage of English learners meeting target  
**Does Not Meet:** The school did not meet the criteria for any of the ratings above
2. The average progress toward target for English Learners in all grades on the ACCESS test will be equal to or greater than the state average progress toward target for a majority of years during the contract.  
**Exceeds:** The percentage is equal to or greater than the state average progress toward target for 80% or more of the years of the contract.  
**Meets Target:** The percentage is equal to or greater than the state average progress toward target for 50% or more of the years of the contract.  
**Approaches:** The percentage is equal to or greater than the state average progress toward target for 33% or more of the years of the contract.  
**Does Not Meet:** The school did not meet the criteria for any of the ratings above.

### **Academic Performance Indicator 3: Reading Growth and Progress**

*Are all and groups of students meeting expected growth targets in reading?*

The school measures and reports on student progress and growth in reading achievement over the course of a school year (fall to fall, fall to spring, and/or spring to spring). Data may be from a variety of sources: MCA North Star Academic Progress data, normative assessments such as NWEA or STAR, and curriculum-based assessments.

#### **Contractual SMART Goal Measures [Measures for CCR component of Comprehensive Achievement and Civic Readiness]:**

Schools have at least three contractual measures in this indicator, but may have additional measures at their discretion (e.g. for a specific student group, etc.). Growth and progress measures are based on North Star Academic Progress and nationally-normed growth assessment(s) chosen by the school. The following two measures are required for all schools and can be compared to the state, local district, or a group of similar charter schools. The third measure will be created with the school to reflect the nationally normed growth assessment used with their students. Schools using alternative measures are required to have at least two goals for this measure, and both may use data from the nationally normed growth assessment used with their students. These schools are exempted from using state data for this indicator as North Star Academic Progress data is not available to use for an alternative schools comparison,

1. The overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.  
**Exceeds:** The school achieves an overall percentage greater than 10 percentage points over that of the state  
**Meets Target:** The school achieves an overall percentage equal to or greater than that of the state  
**Approaches:** The school achieves an overall percentage that is within 10 percentage points of the state  
**Does Not Meet:** The school did not meet the criteria for any of the ratings above
2. The overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than the state.  
**Exceeds:** The school achieves overall percentage at least 10 percentage points less than that of the state  
**Meets Target:** The school achieves an overall percentage less than or equal to that of the state  
**Approaches:** The school achieves an overall percentage that is no more than 10 percentage points greater than that of the state  
**Does Not Meet:** The school did not meet the criteria for any of the ratings above



## **Academic Performance Indicator 4: Math Growth and Progress**

*Are all and groups of students meeting expected growth targets in math?*

The school measures and reports on student progress and growth in math achievement over the course of a school year (fall to fall, fall to spring, and/or spring to spring). Data may be from a variety of sources: MCA North Star Academic Progress data, normative assessments such as NWEA or STAR, and curriculum-based assessments.

### **Contractual SMART Goal Measures [Measures for CCR component of Comprehensive Achievement and Civic Readiness]:**

1. Schools have at least three contractual measures in this indicator, but may have additional measures at their discretion. Growth and progress measures are based on North Star Academic Progress and nationally-normed growth assessment(s) chosen by the school. The following two measures are required for all schools and can be compared to the state, local district, or a group of similar charter schools. The third measure will be created with the school to reflect the nationally normed growth assessment used with their students. Schools using alternative measures are required to have at least two goals for this measure, and both may use data from the nationally normed growth assessment used with their students. These schools are exempted from using state data for this indicator as North Star Academic Progress data is not available to use for an alternative schools comparison. The overall percentage of students whose achievement level on the statewide assessments for math (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.  
**Exceeds:** The school achieves an overall percentage greater than 10 percentage points over that of the state  
**Meets Target:** The school achieves an overall percentage equal to or greater than that of the state  
**Approaches:** The school achieves an overall percentage that is within 10 percentage points of the state  
**Does Not Meet:** The school did not meet the criteria for any of the ratings above
2. The overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state.  
**Exceeds:** The school achieves overall percentage at least 10 percentage points less than that of the state.  
**Meets Target:** The school achieves an overall percentage less than or equal to that of the state.  
**Approaches:** The school achieves an overall percentage that is no more than 10 percentage points greater than that of the state.  
**Does Not Meet:** The school did not meet the criteria for any of the ratings above

## **Academic Performance Indicator 5: Reading Proficiency**

*Are all and groups of students achieving proficiency in reading?*

Students are assessed to evaluate grade level competency in reading. MCA series assessment data is evaluated. Schools may also provide additional data from norm-referenced assessments showing grade level equivalencies and curriculum-based assessments.

### **Contractual SMART Goal Measures [Measures for RG3, CCR and AGC components of Comprehensive Achievement and Civic Readiness]:**

Schools have several contractual measures in this indicator comparing the school to the state and local district, but may have additional measures at their discretion. Measures can be subdivided by grades (e.g., one measuring third grade specifically to align with requirements of MN Stat. 120B.12, The Minnesota Reading to Ensure Academic Development (READ) Act, and another measuring all other grades for example) and performance rating marks (10 points above and below for example) may be adjusted slightly based on the school's overall performance to make the targets reasonable. Comparisons may be evaluated for all students, students qualifying for free or reduced price lunch, students receiving special education services, and other specific populations that the school serves.

For this indicator, schools must have a minimum of three goals – one goal comparing all or any group of students to the state, one goal comparing all or any group of students to a local district or group of schools, and one goal comparing or tracking progress for the Special Education student group. At least one goal must apply to all students, and one goal must apply to a selected group of students. Based on previous performance, schools may be required by OW to include goals that track specific student group proficiency. This will be required when, during the goal writing process after being renewed, a gap of 10 or more proficiency index points exists in performance when comparing all students and a student group within the school, or when comparing the school student group outcomes to the local district outcomes.

Additional requirements, if applicable:

- In accordance with MN Stat. 120B.11 subd. 2(b), schools with a significant population (10 or more) of English Learners must have a fourth goal tracking the reading proficiency of English learners.
- To align with the requirements of MN Stat. 120B.12, the Minnesota Reading to Ensure Academic Development (READ) Act, schools serving third grade students must have an additional goal tracking proficiency for those students specifically. The school can use proficiency data from state assessments or nationally-normed assessments for this measure (if using a nationally normed assessment, the measure can include data for grades K-3). For schools without third grade students, all proficiency goals in Reading track progress in relation to the READ Act.
- During renewal, if a school's participation rates on State assessments is lower than the threshold established for the High Quality Charter School methodology (currently 90%), then the school will be required to add a proficiency goal using another metric (nationally normed assessment, curriculum assessment, etc.) to ensure the school is being held accountable for all student outcomes. Schools using alternative measures are exempt from this requirement.

Base example goals are:

1. The aggregate proficiency index score in reading for [all students; FRP; SPED; etc.] in [3<sup>rd</sup> grade; 4-8 grades; etc.] is equal to or greater than the state for the same student group and same grades.  
**Exceeds:** The school's aggregate proficiency index score is at least 10 points greater than the state's score  
**Meets Target:** The school's aggregate proficiency index score is equal to or greater than the state's score  
**Approaches:** The school's aggregate proficiency index score is within 10 points of the state's score  
**Does Not Meet:** The school did not meet the criteria for any of the ratings above
2. The aggregate proficiency index score in reading for [all students; FRP; SPED; etc.] in [3<sup>rd</sup> grade; 4-8 grades; etc.] is equal to or greater than the local district for the same student group and same grades  
**Exceeds:** The school's aggregate proficiency index score is at least 10 points greater than the district's score  
**Meets Target:** The school's aggregate proficiency index score is equal to or greater than the district's score  
**Approaches:** The school's aggregate proficiency index score is within 10 points of the district's score  
**Does Not Meet:** The school did not meet the criteria for any of the ratings above
3. The aggregate proficiency index score in reading for English Learners in all grades is equal to or greater than the state for the same student group and same grades.  
**Exceeds:** The school's aggregate proficiency index score for English Learners is at least 10 points greater than the state's score  
**Meets Target:** The school's aggregate proficiency index score for English Learners is equal to or greater than the state's score  
**Approaches:** The school's aggregate proficiency index score for English Learners is within 10 points of the state's score  
**Does Not Meet:** The school did not meet the criteria for any of the ratings above

## **Academic Performance Indicator 6: Math Proficiency**

*Are all and groups of students achieving proficiency in math?*

Students are assessed to evaluate grade level competency in math. MCA series assessment data is evaluated. Schools may also provide additional data from norm-referenced assessments showing grade level equivalencies and curriculum-based assessments.

### **Contractual SMART Goal Measures [Measures CCR and AGC components of Comprehensive Achievement and Civic Readiness]:**

Schools have several contractual measures in this indicator comparing the school to the state and local district, but may have additional measures at their discretion. Measures can be subdivided by grades and performance rating marks (10 points above and below for example) may be adjusted slightly based on the school's overall performance to make the targets reasonable. Comparisons may be evaluated for all students, students qualifying for free or reduced price lunch, students receiving special education services, and other specific populations that the school serves.

For this indicator, schools must have a minimum of three goals – one goal comparing all or any group of students to the state, one goal comparing all or any group of students to a local district or group of schools, and one goal comparing or tracking progress for the Special Education student group. At least one goal must apply to all students, and one goal must apply to a selected group of students. Based on previous performance, schools may be required by OW to include goals that track specific student group proficiency. This will be required when, during the goal writing process after being renewed, a gap of 10 or more proficiency index points exists in performance when comparing all students and a student group within the school, or when comparing the school student group outcomes to the local district outcomes.

Additional requirements, if applicable:

- During renewal, if a school's participation rates on State assessments is lower than the threshold established for the High Quality Charter School methodology (currently 90%), then the school will be required to add a proficiency goal using another metric (nationally normed assessment, curriculum assessment, etc.) to ensure the school is being held accountable for all student outcomes. Schools using alternative measures are exempt from this requirement.

Base example goals are:

1. The aggregate proficiency index score in math for [all students; FRP; SPED; etc.] in [3<sup>rd</sup> grade; 4-8 grades; etc.] is equal to or greater than the state for the same student group and same grades.  
**Exceeds:** The school's aggregate proficiency index score is at least 10 points greater than the state's score  
**Meets Target:** The school's aggregate proficiency index score is equal to or greater than the state's score  
**Approaches:** The school's aggregate proficiency index score is within 10 points of the state's score  
**Does Not Meet:** The school did not meet the criteria for any of the ratings above
2. The aggregate proficiency index score in math for [all students; FRP; SPED; etc.] in [3<sup>rd</sup> grade; 4-8 grades; etc.] is equal to or greater than the local district for the same student group and same grades

**Exceeds:** The school's aggregate proficiency index score is at least 10 points greater than the district's score

**Meets Target:** The school's aggregate proficiency index score is equal to or greater than the district's score

**Approaches:** The school's aggregate proficiency index score is within 10 points of the district's score

**Does Not Meet:** The school did not meet the criteria for any of the ratings above

## **Academic Performance Indicator 7: Science Proficiency**

*Are all and groups of students achieving proficiency in science? And, if applicable, are all and groups of students meeting expected growth targets in science?*

Students are assessed to evaluate grade level competency in science. MCA series assessment data is evaluated. Schools may also provide additional data from norm-referenced assessments showing grade level equivalencies and curriculum-based assessments.

Additionally, the school can measure and report on student growth in science achievement over the course of a school year (fall to fall, fall to spring, and/or spring to spring). Data may be from a variety of sources, including normative assessments, such as NWEA, and curriculum-based assessments.

### **Contractual SMART Goal Measures [Measures CCR and AGC components of Comprehensive Achievement and Civic Readiness]:**

Schools have several contractual measures in this indicator comparing the school to the state and local district, but may have additional measures at their discretion. Measures can be subdivided by grades and performance rating marks (10 points above and below for example) may be adjusted slightly based on the school's overall performance to make the targets reasonable. Comparisons may be evaluated for all students, students qualifying for free or reduced price lunch, students receiving special education services, and other specific populations that the school serves.

For this indicator, schools must have a minimum of three goals – one goal comparing all or any group of students to the state, one goal comparing all or any group of students to a local district or group of schools, and one goal comparing or tracking progress for at least one student group the school serves or comparing all student progress to themselves. At least one goal must apply to all students, and one goal must apply to a selected group of students. Based on previous performance, schools may be required by OW to include goals that track specific student group proficiency. This will be required when, during the goal writing process after being renewed, a gap of 10 or more proficiency index points exists in performance when comparing all students and a student group within the school, or when comparing the school student group outcomes to the local district outcomes. Base example goals are:

1. The aggregate proficiency index score in science for [all students; FRP; SPED; etc.] in [5th grade; 5<sup>th</sup>, 8<sup>th</sup> and HS grades; etc.] is equal to or greater than the state for the same student group and same grades.  
**Exceeds:** The school's aggregate proficiency index score is at least 10 points greater than the state's score  
**Meets Target:** The school's aggregate proficiency index score is equal to or greater than the state's score  
**Approaches:** The school's aggregate proficiency index score is within 10 points of the state's score  
**Does Not Meet:** The school did not meet the criteria for any of the ratings above
2. The aggregate proficiency index score in science for [all students; FRP; SPED; etc.] in [5th grade; 5<sup>th</sup>, 8<sup>th</sup> and HS grades; etc.] is equal to or greater than the local district for the same student group and same grades  
**Exceeds:** The school's aggregate proficiency index score is at least 10 points greater than the district's score  
**Meets Target:** The school's aggregate proficiency index score is equal to or greater than the district's score

**Approaches:** The school's aggregate proficiency index score is within 10 points of the district's score

**Does Not Meet:** The school did not meet the criteria for any of the ratings above

## **Academic Performance Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs**

*Are all and groups of students achieving proficiency or meeting expected growth targets in other curricular areas or educational programs?*

Students are assessed to evaluate grade level competency or student growth in other curricular areas, such as science growth, writing, social studies, and social-emotional learning, or educational programs, such as early learning/kindergarten readiness programs. Schools may provide data from norm-referenced assessments, college-readiness assessments, curriculum-based assessments, or other competency or growth assessments.

### **Contractual SMART Goal Measures [Measures R4K component of Comprehensive Achievement and Civic Readiness, and may include others]:**

Schools that serve Kindergarten and/or Pre-Kindergarten or Preschool students must have a measure related to Kindergarten Readiness that aligns with the school's Comprehensive Achievement and Civic Readiness plan. Schools may elect to have additional measures in this indicator as well. Example goals are:

1. In aggregate, the percent of students in PreK moving on to Kindergarten that meet at least 60% of Kindergarten Readiness Benchmarks (as determined by Teaching Strategies GOLD) will be no less than 70%.

**Exceeds:** The aggregate percentage is at least 80%

**Meets Target:** The aggregate percentage is at least 70%

**Approaches:** The aggregate percentage is at least 60%

**Does Not Meet:** The school did not meet the criteria for any of the ratings above



## **Academic Performance Indicator 9: Post-Secondary Readiness**

*Are all and groups of high school students prepared for post-secondary success?*

Students are assessed to evaluate post-secondary readiness. A variety of data points can be considered including graduation rate data, placement test data, college and career awareness data, college credits earned, and post-secondary skill development data.

### **Contractual SMART Goal Measures [Measures GRAD component of Comprehensive Achievement and Civic Readiness, and may include others]:**

Schools that serve high school students must have measures related to graduation rates that aligns with the school's Comprehensive Achievement and Civic Readiness plan. Schools may elect to have additional measures in this indicator as well. Base example goals are:

1. The aggregate [4-year; 5-year; 6-year; etc.] rate as reported by MDE will be [equal to; greater than; etc.] that of the state.  
**Exceeds:** The school's aggregate graduation rate is at least 10 percentage points greater than the state's graduation rate  
**Meets Target:** The school's aggregate graduation rate is equal to or greater than the state's graduation rate  
**Approaches:** The school's aggregate graduation rate is within 10 percentage points of the state's graduation rate  
**Does Not Meet:** The school did not meet the criteria for any of the ratings above

## **Academic Performance Indicator 10: Engagement**

*Are students engaged in the school environment?*

Students are observed or assessed to evaluate levels of engagement, which includes attendance. A variety of data points can be considered including implementation of an engagement observation protocol, improved rates of attendance throughout a school year for all students or groups of students, annual attendance rate, comparison of the consistent attendance rate to the state, etc.

### **Contractual SMART Goal Measures:**

Schools must have at least one attendance measure in this area, and may have more at their discretion. For the attendance measure, the school may compare its consistent attendance rate as reported by MDE to the statewide rate or a local district rate, or the school may set a target for its annual attendance rate. Specific example goals:

1. The aggregate of the school's annual consistent attendance rates is equal to or greater than that of the state.

**Exceeds:** The aggregate of the school's annual consistent attendance rates is 5 percentage points greater than that of the state

**Meets Target:** The aggregate of the school's annual consistent attendance rates is equal to or greater than that of the state

**Approaches:** The aggregate of the school's annual consistent attendance rates is within 5 percentage points of the state

**Does Not Meet:** The school did not meet the criteria for any of the ratings above

2. The aggregate percentage of students engaged in the classroom, as measured by a school-developed engagement rubric utilized at least 3 times annually, will be at least 80%.

**Exceeds:** The aggregate percentage of engaged students is at least 90%.

**Meets Target:** The aggregate percentage of engaged students is at least 80%

**Approaches:** The aggregate percentage of engaged students is at least 70%

**Does Not Meet:** The school did not meet the criteria for any of the ratings above

## **Appendix A: Comprehensive Achievement and Civic Readiness Analysis**

### **Overview**

As articulated in MN Stat. Chapter 124E.10, Subd. 1(c), “A charter school must design its programs to at least meet the outcomes adopted by the commissioner for public school students, including comprehensive achievement and civic readiness goals under section 120B.11, subdivision 1.” As an authorizer, OW must evaluate the school’s performance on meeting outcomes adopted by the commissioner (i.e., Comprehensive Achievement and Civic Readiness or CACR). Therefore, the school’s contractual goals and measures have been aligned to CACR goal areas. Measures are assigned to CACR goal areas as appropriate and as outlined below:

### **Ready for Kindergarten [R4K]**

All students meet school readiness goals.

### **Achievement Gap Closure [AGC]**

All racial and economic achievement gaps between students are closed.

### **Career and College Readiness [CCR]**

All students are career- and college-ready before graduating from high school.

### **Graduate from High School [GRAD]**

All students graduate from high school.

### **Lifelong Learners [LL]**

All students are prepared to be lifelong learners.

### **READ Act [RG3]**

Effective July 1, 2023, the READ Act replaces Read Well by Third Grade (RWBTG) in MN Stat. 120B.12. The legislature seeks to have every child reading at or above grade level every year, beginning in kindergarten. Because the Minnesota Comprehensive Assessments measure reading proficiency for the first time in third grade, this measure serves as a proxy for determining if the school is meeting the READ Act literacy goal. The school must have some measure of reading proficiency for the third grade. This can be using the MCAs or a nationally-normed growth assessment that also reports on grade-level proficiency for students.

*Some contractual measures are not directly related to CACR goal areas, and thus are unassigned. These measures tend to be aligned to performance in the areas of mission-fulfillment and attendance.*