**Section 2.4: Educational Goals and Assessments**

2.4.1: School Goals Chicago Public Schools uses the School Quality Rating Policy (SQRP) to assess its schools and hold them accountable for educational success. Please review the SQRP at http://cps.edu/Performance/Pages/PerformancePolicy.aspx. In addition, the Chicago Board of Education adopted a Charter School Quality Policy aligned to the SQRP that will be helpful to consult when setting goals for school performance. Please review this policy at <http://www.cpsboe.org/content/actions/2015_10/15-1028-PO1.pdf>.

In your proposal, identify the academic, non-academic, and mission-specific goals and metrics for the proposed school. Your answer must: • Include a table in the narrative that details the school’s quantifiable goals, including targeted assessment scores, attendance levels, and additional metrics for each of its first five years of operation. • Highlight and discuss the rationale for any differences between your school’s goals and metrics and those included in the SQRP at the grade level/s you intend to serve. • Describe any non-academic goals for students, how those goals will be measured, and by whom.

**Educational Goals and Metrics**

Our educational goals and metrics are reported using a balanced scorecard to provide a diverse perspective on student achievement. We will rigorously measure academic growth, academic attainment, participation, and habits of minds. When developing our educational goals and metrics, we reviewed data from the CPS Pershing Network because we believe these students will closely mirror the diversity of students anticipated to attend Evelyn Ann Charter Institute. The assessment plan should be comprehensive in terms of assessing both individual student growth and overall school performance compared to similar schools against local and national benchmarks. The new CPS performance policy has been used to create overall benchmarks for school wide growth and attainment.

**School Level Measures**

School wide performance measures and its evaluation are vital to school success. While setting up structures and protocols for performance management, we have identified indicators and benchmarks of school performance and growth against which the school’s success will be evaluated on an annual basis. Its intention is to both identify best practices while setting targeted supports for students and guide the board and parent community to make better decisions.

We believe that student growth and performance measures should align to the school level metrics and measures. An aligned path between the two is the key to school’s success in using data with instructional best practices. All the measures identified in the student academic growth section comprehensively aggregate to some of the key school-wide metrics and measures. The measures include student performance on nationally normed assessments (elementary and high school), school culture and climate, attendance, graduation and college success. It is also strategically aligned with the school level metrics on the CPS School Quality Rating Policy.

The table below provides the benchmarks that we have chosen from the School Quality Rating Policy that in good approximation align with the student growth and attainment benchmarks discussed in the section on student growth and attainment that follow.

|  |  |
| --- | --- |
| **High School Performance Indicators** | |
| **High School Performance Indicator** | **4 points on SQRP** |
| National School Growth Percentile Based on EXPLORE, PLAN and ACT Assessments | Between 70th and 89th percentile |
| Priority Group National Growth Percentile Based on EXPLORE, PLAN and ACT Assessments \* | Between 50th and 69th percentile |
| National School Attainment Percentile Based on EXPLORE, PLAN and ACT Assessments | Between 70th and 89th percentile |
| Average Daily Attendance Rate (Grades 9-12) | Between 90% and 94.9% |
| Freshman On-Track Rate | Between 80% and 89.9% |
| 1-Year Dropout Rate | Between 2.1% and 4% |
| 4-year Cohort Graduation Rate | Between 75% and 84.9% |
| Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential | Between 30% and 39.9% |
| College Enrollment Rate | Between 65% and 74.9% |
| College Persistence Rate | Between 75% and 84.9% |
| My Voice, My School 5 Essentials Survey | Organized |
| Data Quality Index Score | Between 95% and 98.9% |

The next section on student growth measures demonstrates an established set of metrics that will allow the school team to operationalize and monitor its instructional strategy. It is expected that a rigorous set of student level metrics will aggregate to a more school wide success.

**Student Growth Measures**

Individual student growth is the focus of our educational goals and metrics. We measure this using the EXPLORE PLAN, SAT System in high school. Like CPS, we will measure ourselves based on the percent of students making typical growth. We set our annual growth targets equal to the highest performing schools in the Pershing Network.

However, achieving the average growth of typical peers does not ensure preparedness for post-secondary success if a student comes to us below grade level. In high school, we will measure students making expected gains on EPAS like CPS and also measure the percent of students making expected growth for college readiness.

| **Academic Growth Measures** | | | | **Goal/Target** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Benchmark** | **Measure** | **Grade**  **Level** | **Reviewed** | **13-14**  **9th** | **14-15**  **9-10th** | **15-16**  **9-11th** | **16-17**  **9-12th** | **17-18**  **9-12th** | **Steady State** |
| Expected gain | PLAN, SAT | 9-12 | Annually | 70% | 75% | 75% | 75% | 75% | 75% |
| Expected growth  for college readiness | EXPLORE, PLAN, ACT | 8-12 | Annually | 65% | 70% | 70% | 70% | 70% | 70% |

**Academic Attainment**

Academic attainment measures are often gatekeepers to post-secondary options and thus we will monitor them closely. The table below shows the expected increase in goals and targets based on starting our first school with 9th grade students. The steady state column shows how we will measure ourselves on each metric. We set the overall expectation for SAT at 1060-1090, which aligns with college readiness. When reading the table below the numbers grow by 7% each year on-track for College Readiness on the 12th grade SAT. The numbers represent a significantly faster rate of growth than other high performing charter high schools and we know that they are very aggressive. However, we believe that by tailoring instruction to our students’ individual needs, we will be able to meet these aggressive targets.

We added two additional metrics related to SAT. First, to give our students the best chance for post-secondary options, we will have them take the SAT a second time as seniors. We will also measure the percent of students who achieve a 1240-1270 or higher. This target was set based on the 25th percentile of students being accepted to the University of Illinois at Champaign Urbana. We not only want students to be accepted, but want them to enter competitively to ensure that they will be able to succeed.

We plan to offer both Advanced Placement classes and early college courses to our juniors and seniors. Like the district, we will measure ourselves both on access to such courses and student performance. We matched the enrollment to the percentage of students that are college ready but we will allow any student interested in taking an AP class to do so regardless of PLAN or SAT score. (Early colleges course have minimum requirements set by the program.) Because we believe that communication and influencing skills are critical for post-secondary success, student writing will be assessed based on grade-specific, school-wide writing rubrics and teachers will grade one another’s student writing to ensure inter-rater reliability.

We will monitor 4-year college acceptance and Bachelor’s degree attainment. We also want data to follow our students during their college experience as opposed to waiting for graduation data and have added an annual retention rate. These are the best measures that we can think of currently to evaluate post-secondary success. However, we expect that university landscape might change dramatically and that there may be new measures for attaining the skills required for profession careers. If so, these metrics might need to be adjusted. We would expect our students to do well on any new measures reflecting such changes based on their experience at Evelyn Ann Charter Institute.

| **Academic Attainment Measures** | | | | **Goal/Target** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Benchmark** | **Measure** | **Grade**  **Level** | **Reviewed** | **15-16**  **9th** | **16-17**  **9, 10** | **17-18**  **9-11th** | **18-19**  **9-12th** | **19-20**  **9-12th** | **Steady State** |
| On-track” for college readiness (18 or higher) | PLAN | 9 | Annually | 27% | 34% | 41% | 48% | 48% | 48% |
| On-track” for college readiness (19 or higher) | PLAN | 10 | Annually |  | 34% | 41% | 48% | 55% | 55% |
| College ready (21 or higher) | SAT | 11 | Annually |  |  | 41% | 48% | 55% | 62% |
| College ready (21 or higher) | SAT | 12 | Annually |  |  |  | 48% | 55% | 69% |
| Univ. of IL ready (1240 or higher\*) | SAT | 12 | Annually |  |  |  | 13% | 17% | 20% |
| Students taking 1 or more AP or early college (EC) | AP or  Early College | 11-12 | Annually |  |  | 40% | 48% | 56% | 62% |
| 3+ (AP) or B or better in (EC) | AP Exams | 11-12 | Annually |  |  |  | 60% | 60% | 60% |
| Scoring Exemplary | Grade level writing rubrics | 9-12 | Tri-annually | 65% | 75% | 80% | 80% | 80% | 80% |
| Graduation Rate\* |  | 12 | Annually | NA | NA | NA | 100% | 100% | 100% |
| 4 year College Acceptance Rate |  | 12 | Annually | NA | NA | NA | 100% | 100% | 100% |
| Retention rate from 1st year to 2nd year in college – comparison by ethnicity |  | PS | Annually | NA | NA | NA | NA | NA | (X times state avg.)[[1]](#footnote-1) |
| Bachelor’s Degree Attainment (5th year) |  | PS | Annually | NA | NA | NA | NA | NA | TBD |

**Participation**

In participation, we want to closely track and monitor student acceptance and transfers to selective enrollment schools. We believe in student choice and want students to attend his/her best fit school. If we are successful with our 7th grade students, many should qualify to take the exam and be accepted to selective enrollment schools. We also intend to offer a program that is rigorous and engaging enough to be competitive with the selective enrollment schools, thus allowing students a choice based on their preferred learning style.

| **Participation Measures** | | | | **Goal/Target** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Benchmark** | **Measure** | **Grade**  **Level** | **Reviewed** | **15-16**  **9th** | **16-17**  **9, 10** | **17-18**  **9-11th** | **18-19**  **9-12th** | **19-20**  **9-12th** | **Steady State** |
| Attendance Rate |  | 9-12 | Monthly | 97% | 97% | 97% | 97% | 97% | 97% |
| Student Retention Rate[[2]](#footnote-2) |  | 9-12 | Annually | 90% | 92% | 92% | 92% | 92% | 92% |
| Students transferring |  | 9-12 | Annually |  | 10% | 18% | 18% | 15% | 15% |

**Behaviors Awareness**

Student independence and ownership over learning is a key component in the Evelyn Ann Charter Institute Model. Thus, we will measure each student’s capacity for autonomy and perseverance over time. The Hope Survey measures student perceptions of autonomy, belongingness and goal orientations as well as their resulting engagement in learning and disposition toward achievement. The Hope Survey will be used to diagnose whether or not our school culture has the components that encourage higher levels of engagement in learning. We will also create rubrics to assess each student’s growth as a learner and measure progress across this continuum. Digital portfolios will be used for student reflection in student-led conferences with parents and teachers.

In order to self-advocate, students must clearly understand the requirements for success. We will outline detailed expectations for what every student should know about college and the admissions process at every grade level and assess ourselves on whether or not students and families have the needed understanding to navigate the college process.

Because we believe so strongly in the importance of student autonomy and ownership over learning, we will continually seek additional reliable measures in this area.

| **Behavior Awareness Measures** | | | | **Goal/Target** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Benchmark** | **Measure** | **Grade**  **Level** | **Reviewed** | **15-16**  **9th** | **16-17**  **,9, 10** | **17-18**  **9-11th** | **18-19**  **9-12th** | **19-20**  **9-12th** | **Steady State** |
| Demonstrate age/grade-level appropriate levels of Belongingness, Autonomy, Goal Orientation | Hope Survey | All | Annually w/initial entry admin. | TBD | TBD | TBD | TBD | TBD | TBD |
| Demonstrate appropriate meta-cognition | Digital Portfolio Reflections | All | Bi-annually | TBD | TBD | TBD | TBD | TBD | TBD |
| Demonstrate grade-level appropriate college knowledge | Evelyn Ann Charter Institute Rubric,  EXPLORE Career Survey | 9-12 | Bi-annually | 90% | 95% | 100% | 100% | 100% | 100% |
| Demonstrate age/grade-level appropriate autonomy for learning | Evelyn Ann Charter Institute Rubric | 9-12 | Bi-annually | 70% | 75% | 80% | 85% | 90% | 90% |

1. Illinois Higher Education Board data [↑](#footnote-ref-1)
2. Students transferring to competitive high school at end of 9th grade are excluded from both numerator and denominator

   Transfers due to moving out of Chicago are excluded from both numerator and denominator. Our financial model conservatively assumes number at 90% despite this target. [↑](#footnote-ref-2)