***Instructions:*** *Enter measurable pupil outcome (MPO) targets and other requested information in the respective highlighted fields of the Collective MPOs table below. Please include targets for all subgroups that are currently or likely to become numerically significant during the course of the school’s charter term (as defined by the criteria included in the table at the end of this document).*

|  |  |  |  |
| --- | --- | --- | --- |
| **Collective Measurable Pupil Outcomes (MPOs)** | | | |
| **#** | **MPO** | **Amount 1** | **Amount 2** |
| **1** | By the end of the charter term, increase\* the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least **[Amount 1]** percent or achieve a level of **[Amount 2]** percent. |  |  |
| **2** | By the end of the charter term, for each numerically significant student subgroup\*\*, increase\* the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least **[Amount 1]** percent or achieve a level of **[Amount 2]** percent. | - | - |
|  | Native American Asian or Alaska Native |  |  |
|  | Asian |  |  |
|  | Pacific Islander |  |  |
|  | Filipino |  |  |
|  | Hispanic or Latino |  |  |
|  | African American |  |  |
|  | White |  |  |
|  | Two or More Races |  |  |
|  | English Learners |  |  |
|  | Economically Disadvantaged |  |  |
|  | Students in Foster Care |  |  |
|  | Students with Disabilities |  |  |
| **3** | By the end of the charter term, increase\* the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least **[Amount 1]** percent or achieve a level of **[Amount 2]** percent. |  |  |
| **4** | By the end of the charter term, for each numerically significant student subgroup\*\*, increase\* the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least **[Amount 1]** percent or achieve a level of **[Amount 2]** percent. | - | - |
|  | Native American Asian or Alaska Native |  |  |
|  | Asian |  |  |
|  | Pacific Islander |  |  |
|  | Filipino |  |  |
|  | Hispanic or Latino |  |  |
|  | African American |  |  |
|  | White |  |  |
|  | Two or More Races |  |  |
|  | English Learners |  |  |
|  | Economically Disadvantaged |  |  |
|  | Students in Foster Care |  |  |
|  | Students with Disabilities |  |  |
| **5** | Each year, **[Amount 1]** percent of students will increase **[Amount 2]** on the **[ELA/Reading Assessment identified below]** or achieve proficiency.\*\*\* |  |  |
|  | *ELA/Reading Assessment:* |
| **6** | Each year, for each numerically significant student subgroup\*\*, **[Amount 1]** percent of students will increase **[Amount 2]** on the **[ELA/Reading Assessment identified in MPO #5]** or achieve proficiency.\*\*\* | - | - |
|  | Native American Asian or Alaska Native |  |  |
|  | Asian |  |  |
|  | Pacific Islander |  |  |
|  | Filipino |  |  |
|  | Hispanic or Latino |  |  |
|  | African American |  |  |
|  | White |  |  |
|  | Two or More Races |  |  |
|  | English Learners |  |  |
|  | Economically Disadvantaged |  |  |
|  | Students in Foster Care |  |  |
|  | Students with Disabilities |  |  |
| **7** | Each year, **[Amount]** percent of ELs will improve one overall proficiency level on the CELDT/ELPAC. |  | |
| **8** | Each year, have less than **[Amount]** percent of students absent more than 10% of the school days (chronic absence). |  | |
| **9** | Each year, for each numerically significant student subgroup\*\*, have less than **[Amount]** percent of students absent more than 10% of the school days (chronic absence). | - | |
|  | Native American Asian or Alaska Native |  | |
|  | Asian |  | |
|  | Pacific Islander |  | |
|  | Filipino |  | |
|  | Hispanic or Latino |  | |
|  | African American |  | |
|  | White |  | |
|  | Two or More Races |  | |
|  | English Learners |  | |
|  | Economically Disadvantaged |  | |
|  | Students in Foster Care |  | |
|  | Students with Disabilities |  | |
| **10** | Each year, at least **[Amount]** percent of both students and families positively rate school safety. |  | |
|  | *Student Survey Question: Family Survey Question:* |
| **11** | Each year, at least **[Amount]** percent of both students and families positively rate academic instruction. |  | |
|  | *Student Survey Question: Family Survey Question:* |
| **12** | Each year, at least **[Amount]** percent of both students and families positively rate their voice in school decision-making and/or opportunity for feedback. |  | |
|  | *Student Survey Question:  Family Survey Question:* |
| **13** | ***(HS only)***Each year, achieve a High School cohort graduation rate of at least **[Amount]**. |  | |
| **14** | ***(HS only)***Each year, for each numerically significant student subgroup\*\*, achieve a High School cohort graduation rate of at least **[Amount]**. | - | |
|  | Native American Asian or Alaska Native |  | |
|  | Asian |  | |
|  | Pacific Islander |  | |
|  | Filipino |  | |
|  | Hispanic or Latino |  | |
|  | African American |  | |
|  | White |  | |
|  | Two or More Races |  | |
|  | English Learners |  | |
|  | Economically Disadvantaged |  | |
|  | Students in Foster Care |  | |
|  | Students with Disabilities |  | |

*\* The baseline year will be the year prior to the start of the current charter term. If no scores are available for the prior year (e.g. new school), then the first year for which the school has scores will be considered the baseline year. Furthermore, at the time of charter renewal, SBAC scores from the 4th year of the charter term will be considered as those from “the end of the charter term” as the renewal process typically occurs before scores from the 5th year are available.*

*\*\* The table below outlines the criteria for determining whether a student subgroup should be considered numerically significant for a given school year.*

*\*\*\* If the school decides to change the ELA/Reading Assessment used prior to the end of the charter term, the school must update the targets for MPO's 5-6 accordingly and report the updated targets to the Office of Charter Schools.*

|  |  |
| --- | --- |
| **Criteria for Determining Numerical Significance of Student Subgroups** | |
| **Applicable MPO(s)** | **Criteria for a Subgroup to be Considered Numerically Significant** |
| 2 | 11 or more students with scores on the ELA SBAC |
| 4 | 11 or more students with scores on the Math SBAC |
| 6 & 9 | 30 or more students enrolled at school as of the CBEDS census date  (or 15 or more students enrolled for Students in Foster Care subgroup) |
| 14 | 11 or more students in cohort of the graduating class (regardless of graduation status) |