III. MEASURABLE STUDENT OUTCOMES/METHODS OF MEASUREMENT/USES OF DATA

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Education Code Section 47605(b)(5)(B). The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).

Measurable Student Outcomes

The Paramount Bard Academy aims to graduate students as educated citizens who demonstrate intellectual curiosity, communicative competency, broad knowledge in a variety of subject areas, useful understanding of key concepts in core academic fields, analytic and problem solving skills, creativity, persistence, self-discipline, and the self-confidence necessary to complete a college degree and lead successful lives as adults who contribute positively to society. The success of the Paramount Bard Academy in achieving these aims will be determined by collecting various forms of data and assessing students on the following measurable student outcomes:

TABLE #4

Academic skills, knowledge, and competencies:	Demonstration of Proficiency – California State Standards
Communicative competency – the ability to read, write, listen, speak, and otherwise communicate thoughtfully and effectively in the context of core academic disciplines.	Demonstration of individual student growth through the following assessments: California Standards Test (CST), California English Language Development Test (CELDT), Teacher Created Common Formative and Summative Assessments, and data gathered from an outside testing agency. Agencies currently being considered include Northwest Evaluation Association (NWEA), C-PAS, and Galileo.
Core knowledge – the ability to cite examples, use terms and concepts, and access knowledge in a variety of subject areas appropriately and accurately.	Demonstration of individual student growth through the following assessments: California Standards Test (CST), California English Language Development Test (CELDT), Teacher Created Common Formative Assessments, and data gathered from an outside testing agency. Agencies currently being considered include Northwest Evaluation Association

	(NWEA), C-PAS, and Galileo.
Technological competency – the ability to use available technologies to enhance and facilitate communication, to access knowledge, and to research questions effectively.	Opportunities for learning and/or enhancing California State Standards with the use of computers, and other relevant technology across the subject areas. Teacher developed performance assessments will determine student competency in the use of technology for research and communication purposes.
Analytic and problem solving skills – the ability to apply the knowledge making practices of core academic fields (literature, mathematics, the natural and social sciences) to the work of answering questions or resolving problems.	Assessment of mastery through the use of common scoring rubrics used to evaluate authentic student work gathered in individual student portfolios around real-life situations and problems (see page 42). Also, individual student growth will be demonstrated through the following assessments: California Standards Test (CST), Teacher Created Common Formative Assessments, and data gathered from an outside testing agency. Agencies currently being considered include Northwest Evaluation Association (NWEA), C-PAS, and Galileo.
Academic literacy – though this outcome is some synthesis of the four preceding standards, it is included here to acknowledge that the Academy seeks to develop students who are broadly literate and intellectually versatile, conversant with a range of ideas and knowledge that are associated with the goals of a liberal arts education.	Assessment of mastery through the use of common scoring rubrics used to evaluate authentic student work gathered in individual student portfolios around real-life situations and problems (see page 42).
Self-discipline and self-direction – the ability to work independently, to seek help as needed, to be productively reflective, and to carry forward a project to successful completion in a timely manner.	All students attending the Paramount Bard Academy will be part of an advisory class with the objective of having an instructor to coach and guide students in life skills such as being able to work independently to carry out a project to completion. Instructors will assist students in gathering proof of these life skills in the form of student portfolios (see page 42).
Graduation from high school and the completion of a college degree.	Individual student proficiency demonstrated by passing the California High School Exit Exam (CAHSEE) and graduation from The Paramount Bard

	Academy. Further measures of competency will come from data gathered concerning rates that students begin and complete a college degree. All students at the Paramount Bard Academy are expected to complete a minimum of 30 units of college credit prior to graduation from high school.

API and Methods of Assessment

Project-based learning and a system of portfolio assessments shaped by rubrics will provide the basis for assessing the first six of these seven measurable student outcomes. End-of-unit projects and final portfolio assessments will be developed by Academy faculty with the support of partner Bard College graduate faculty and will be aligned with state and national standards as well as expectations associated with college readiness. Unit assessments will also draw on the model of the C-PAS assessments that have been designed to determine college-readiness on the basis of evaluating student use of "key cognitive strategies" that have been determined through an analysis of current educational research.

What will these projects look like and how will the portfolio assessments be constructed to hold Paramount Bard Academy accountable to state and school standards? A typical project will require students to answer a problem that requires the application of knowledge and a demonstration of understanding that is authentic to a discipline, or an integration of fields in an interdisciplinary project. These projects shape units of instruction that require extended work by students over time, closely monitored and with scaffolded support provided by teachers:

1. Models developed by researchers like Newmann et al that focus on an idea of authentic learning, defined by three criteria: construction of knowledge, disciplined inquiry, and value beyond school. (Newmann, F.M. and Secada, W.G. *A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring.* Madison, WI: Wisconsin Center for Education Research, 1995.)
2. Instructional designs researched and described by Wiske et al. (Wiske, M.S. (ed.) Teaching for Understanding: Linking Research with Practice. San Francisco, CA: Jossey-Bass, 1998.)
3. David Conley's research on college readiness and the model assessment units that comprise the College-readiness Performance Assessment System (C-PAS). (http://www.epiconline.org/cpas)

Twice a year, students will be expected to assemble a portfolio of work completed during the semester to be presented to a panel of teachers, peers, and community members as an

exhibition of their learning and accomplishments. This process engages students in two processes that are central to their development as learners. First, because they are responsible for selecting what they will present and providing commentary on what and how they have learned, students are required to be reflective. This 'metacognitive' element serves a fundamental goal of the Paramount Bard Academy and is well recognized by research as instrumental in enhancing understanding and developing increasingly strategic learners. (National Research Council. *How People Learn*. Washington, D.C.: National Academies Press, 2000.) Second, the bulk of the presentation time is devoted to answering questions from the panel, requiring students to employ their understanding in explaining their work to others and extending what they have learned in response to questions that go beyond the scope of a given project. This reinforces the school as learning community, holds students to 'public' standards, and gives parents and community members an opportunity to assess learning at the Academy first hand.

At the same time, students at the Academy will participate in all state-mandated testing including STAR, CAHSEE, and CELDT, ensuring that grade level standards are met. The Academy will meet or exceed its API target growth each year and students will be expected to obtain a minimum of one year's academic growth in each school year. Incoming students will be assessed using standardized test instruments to establish a baseline for growth expectations. Other forms of assessment will be developed by Paramount Bard Academy and Bard MAT Program faculty to assess student progress on an ongoing basis and to measure additional dimensions of academic achievement and disciplinary understanding. All forms of assessment will be aligned with California State Content Standards and designed to meet or exceed these standards in English/language arts, science, mathematics, and history/social science.

Data on graduation rates and college entry and completion rates will be compiled as the data becomes available. The Paramount Bard Academy will develop methods and procedures for collecting data related to student academic achievement and careers after high school completion.

Use and Reporting of Data

The data outlined here will be used by the Paramount Bard Academy in an annual review of progress and achievement to be conducted by the faculty and community members in a cycle of analysis and reflection at the close of each academic year. Additionally, the Academy will use this achievement data as well as intermediate assessment data to continuously monitor and improve the Paramount Bard Academy educational program. This comprehensive assessment system is directed at attending to individual student needs. Integrated with other school structures, such as advisory and small group instruction, this assessment system ensures that all students are provided with the necessary forms of instruction and remediation to succeed. The Paramount Bard Academy will report data on student achievement to school faculty, parents, and guardians through student/parent conferences and progress reports, an annual school

accountability report, public presentations, and other means appropriate to goals of transparency and school improvement. This data also provides the basis for reporting to the local school districts, the California Department of Education, and the charter authorizer.

The Paramount Bard Academy's annual school accountability report will present all pertinent data on student progress, using both standardized measures and the results of locally developed assessments. This annual accountability report will be provided to both the superintendents of the Delano Union School District and the Delano Joint Union High School District. Annual progress will be reported based on changes in achievement measures from year-to-year. In its first years of operation, the Academy will administer various assessments to students who are entering the school as new students to establish a baseline profile for monitoring academic progress in addition to achievement measures included in prior academic records. Beginning 2014, only the incoming sixth grade and kindergarten classes will be required to complete assessments to establish such a profile. Beginning 2019, the only cohort of new students will be those students entering kindergarten.

The Paramount Bard Academy shall meet all the applicable reporting and inspection/site visit requirements under the MOU with the District and shall promptly respond to all reasonable inquiries in accordance with Education Code Section 47604.3.

Schoolwide Academic Growth Goals

Paramount Bard Academy will pursue the following schoolwide outcome goals, described below and summarized in the table that follows:

- Paramount Bard Academy will rank at least 10 on the similar school Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.
- Paramount Bard Academy will rank at least 6 on the statewide Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.
- Paramount Bard Academy will meet its API growth target in the year prior to charter renewal or two of the last three years prior to charter renewal. It will achieve an API of at least 800 prior to charter renewal.
- Paramount Bard Academy's academic performance on the CST will be equal to or better than the academic performance of the DJUHSD and DUSD schools that Paramount Bard Academy students would otherwise attend in the year prior to charter renewal, or in two of the last three years prior to renewal.
- Paramount Bard Academy's academic performance on the CELDT will be equal to or better than the academic performance of the DJUHSD and DUSD schools that Paramount Bard Academy students would otherwise attend in the year prior to charter renewal, or in two of the last three years prior to renewal.

- Paramount Bard Academy will have a lower student dropout rate than the district average.
- Paramount Bard Academy will meet or exceed the percent of Annual Measurable Objectives on the AYP met by DJUHSD and DUSD schools in the neighborhood, in the year prior to charter renewal or in two of the last three years prior to renewal.
- Paramount Bard Academy will have a high school graduation rate higher than the DJUHSD average (which is 78.8% in the 2006-2007 academic year), and higher than the average of similar neighboring schools. We expect at least 95% of our enrolled seniors in high school to graduate.
- Paramount Bard Academy will have a CAHSEE passage rate higher than the DJUHSD average, and higher than the average of similar neighboring schools. We expect at least 95% of our enrolled students to pass CAHSEE.
- Paramount Bard Academy will achieve a high student attendance rate of at least 94% in the year prior to charter renewal, with a school year of 190 days and 540 minutes per day.
- Paramount Bard Academy will meet or exceed the percent of Annual Measurable Objectives on the AYP required by NCLB.