

# ASD School Board Strategic Planning: Board Goals

## Definitions:

- **Goals:** Policy statements that are SMART, that are student outcomes focused, and that describe the Board's top priorities during the timeline for which they are adopted.
- **Interim Goals:** A measure of progress toward a defined goal that can be expressed as a number or percentage.
- **Goal Monitoring:** Time invested by the Board in reviewing, discussing and/or accepting/not accepting goal monitoring reports. No fewer than 50% of the minutes spent in Board-authorized public meetings should be invested in goal monitoring or goal setting. Debating and voting on Board items is never a form of goal monitoring.
- **SMART:** An acronym for "specific, measurable, attainable, results-focused, time-bound." Goals and interim goals partially accomplish SMART-ness by having a specific measure, population, starting points, ending points, starting dates, and ending dates.
- **Student Outcomes:** A measure of school system results that are student results rather than adult results; outcomes that are a measure of what students know or are able to do. Student outcomes are distinct from adult outcomes.
- **Outputs:** The result of a particular set of inputs that is usually knowable in the midst of a cycle and that is a measure of the implementation of the program or strategy.
- **Inputs:** Resources and activities invested in a particular program or strategy that are usually knowable at the beginning of a cycle and that are a measure of effort applied.

## **Board Goals (pertaining to desired student outcomes)**

1. **Beginning September 2020, the percentage of third grade students proficient in reading on the state summative test (currently *PEAKS*) will increase from 40% to 80% by May 2026.**

## Possible Interim Goals (pertaining to desired student outputs or student outcomes)

- The percentage of **K-1 students** at or above the reading benchmark on interim assessments (currently FastBridge) as measured by Early Reading Composites (ERC) will increase from \_\_\_\_\_% in Spring 2021 to \_\_\_\_\_% in Spring 2022.
- The percentage of **K-1 students** below the 40th percentile on the Early Reading Composites (ERC) for interim assessment (currently FastBridge) who achieve "aggressive growth" (75th percentile or 1.5 x normal growth) will increase from \_\_\_\_\_% in Spring 2021 to \_\_\_\_\_% in Spring 2022.
- The percentage of **grade 2 students** below the 40th percentile on the Curriculum Based Measures Reading (CBMr) for interim assessment (currently FastBridge) who achieve "aggressive growth" (75th percentile or 1.5 x normal growth) will increase from \_\_\_\_\_% in Spring 2021 to \_\_\_\_\_% in Spring 2022.
- The percentage of **grade 3 students** on track to be proficient in reading on the state summative assessment (currently *PEAKS*) as measured by the interim adaptive assessment (currently MAP Growth) will increase from 41.3% in Fall 2019 to \_\_\_\_\_% in Fall 2022.



## ASD School Board Strategic Planning: Board Goals

- The percentage of **grade 3 students** below the 40th percentile on the interim adaptive assessment (currently MAP Growth) in Reading who achieve “catch-up growth” (75th percentile or 1.5 x normal growth) will increase from **24.78%** in Spring 2019 to \_\_\_\_\_% in Spring 2021.
2. **Beginning September 2020, the percentage of students in grades 3-9 proficient in mathematics on the state summative assessment (currently PEAKS) will increase from 40% to 55% by May 2026.**

### **Possible Interim Goals (pertaining to desired student outputs or student outcomes)**

- The percentage of **grade 3-9 students** on track to be proficient in mathematics on the state summative assessment (currently PEAKS) as measured by the interim adaptive assessment (currently MAP Growth) will increase from **40.59%** in Fall 2019 to \_\_\_\_\_% in Fall 2021.
  - The percentage of **grade 3-9 students** below the 40th percentile on the interim adaptive assessment (currently MAP Growth) in Math who achieve “catch-up growth” (75th percentile or 1.5 x normal growth)) will increase from **19.82%** in Spring 2019 to \_\_\_\_\_% in Spring 2021.
3. **Beginning with the Freshman Class in September 2020, the percentage of high school students Life Ready and College and/or Career Ready will increase from \_\_\_\_\_% in Spring 2021 to \_\_\_\_\_% in Spring 2026.**

### **Indicators of Life Ready and College and/or Career Ready**

**Life Ready** - *Life Ready* means students leave high school with the grit and perseverance to tackle and achieve their goals by demonstrating personal actualization skills of self-awareness, self-management, social-awareness, and social-management. Students are better prepared to be *Life Ready* if they meet the following indicators:

- Successful completion (earning credit) of a Financial Literacy Course (beginning with freshman class in Fall 2020)
- Successful attainment or completion (credit earned) of one or more Life Ready Indicators (behavioral and experiential benchmarks) as listed below:
  - ☐ Social Emotional Learning/Employability Skills (indicators to be listed)
  - ☐ One or more online or blended course(s)
  - ☐ Lion's Quest and/or 8th grade health course

**College Ready** - Students are *College Ready* if they meet the academic GPA **OR** standardized testing benchmarks as listed below **AND** one or more of the following academic indicators:

- Attainment of one of the following:
  - ☐ 2.8 GPA or higher
  - ☐ Standardized Testing Benchmarks (*Note: currently no district-wide offering*)
    - ☐ SAT Exam: Math (530), Reading/Writing (480)
    - ☐ ACT Exam: English (18), Reading (22), Science (23), Math (22)
- Successful attainment or completion of one or more Academic Indicators (behavioral and experiential benchmarks) as listed below:
  - ☐ Advanced Placement or International Baccalaureate Course (*Baseline: 35%*)
  - ☐ Advanced Placement Exam (Score of 3+) or International Baccalaureate Exam (Score of 4+)



## ASD School Board Strategic Planning: Board Goals

- ☐ Dual Credit College English and/or Math (Grade of A, B, C)
- ☐ Algebra II (Grade of A, B, C), (*Baseline: 52%*)
- ☐ SEAL of Biliteracy (*~10%*)

**Career Ready** - Students are *Career Ready* if they meet the career indicators listed below:

- Completion of a Career Interest Inventory
- Successful attainment or completion of two or more Career Indicators (behavioral and experiential benchmarks) as listed below:
  - ☐ 90% 4-year Attendance
  - ☐ *Community Service and Field Study Credit by Choice Course (.5 credit)*
  - ☐ Two or More Courses in a CTE Pathway with C or Better (*Baseline: 65%*)
  - ☐ Participation in *Internship, Mentorship or Work Experience Course*
  - ☐ Industry Credential
  - ☐ Dual Credit Career Pathway Course
  - ☐ Two or More Co-Curricular Activities (e.g. CTSO, JROTC, DDF, Band, Orchestra, Choir, and Athletics) *\*\*Note: need to build out list*
  - ☐ WorkKeys Assessments Benchmarks: Applied Math (5), Graphic Literacy (5), Workplace Documents (5) *\*\*Note: we currently do not offer WorkKeys*

### **Possible Interim Goals (pertaining to desired student outputs or student outcomes)**

- The percentage of **grade 9-12 students** obtaining a GPA 2.8 or higher will increase from **53.86%** in Spring 2020 to \_\_\_\_% in Spring 2021.
- The percentage of **grade 9-12 students** achieving 90% or higher attendance will increase from \_\_\_\_% in Spring 2021 to \_\_\_\_% in Spring 2022.
- The percentage of **grade 9-12 students** successfully completing an online course will increase from **24.82%** in Spring 2020 to \_\_\_\_% in Spring 2022.
- The percentage of **grade 9-12 students** successfully completing a financial literacy course will increase from \_\_\_\_% in Spring 2020 to \_\_\_\_% in Spring 2021.
  - **ASD Secondary will:**
    - *create and document criteria to determine which courses may qualify as “financial literacy” courses*
    - *compile and maintain a list of which course codes are approved “financial literacy” courses for current secondary students*
    - *find the count/rate of current secondary students that have successfully completed “financial literacy” course(s)*
  - **OR ASD Secondary will create and implement a “financial literacy” course for secondary students if no current ASD courses meet desired criteria**

