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.
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- 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+)
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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