

3.A.

Database of **GOALS & MEASURES OF STUDENT PROGRESS**



Goals

These Goals define potential areas of emphasis regarding outcomes for student learning and achievement. By clarifying the Goals up front, schools and districts can align practices and resources in more intentional, goal-focused ways.

The Goals – as a collective – must address three dimensions critical for the growth and success of every student: **academic achievement**; **academic tenacity**, or “grit,” and **socio-emotional resiliency**. A maximum of 5 Goals is recommended.

Use this database of **18 Goals** as a starting point for reaching consensus on the outcomes for your students. Feel free to adapt (e.g., edit, combine) to fit your needs.

1 SUCCESS IN THE EARLY YEARS

Every student will acquire the social/emotional skills, academic curiosity, and cognitive development that will position each student for success in pre-Kindergarten through the early grades.

2 EARLY LITERACY AND NUMERACY

Every student will achieve Literacy and Numeracy readiness criteria for successful transition from pre-Kindergarten to Kindergarten to Grade 2.

3 MAXIMIZED INSTRUCTIONAL TIME

Every student will participate in at least 95% of the instructional days in a school year and will receive timely intervention to address early-warning indicators of concern.

4 SELF-RESPONSIBILITY AND SELF-DISCIPLINE

Every student will develop the habits of mind and behaviors that exemplify ownership of learning, personal awareness, goal-orientation, and persistence.

5 WHOLE CHILD: HEALTHY, SAFE, CHALLENGED, SUPPORTED

Every student will be empowered and prepared to develop personal responsibility in order to be positive, productive members of society.

6 CRITICAL THINKING & PROBLEM SOLVING

Every student will be empowered with ownership of their education and be fully engaged in becoming critical and creative thinkers, solution-seekers, and advocates for social justice.

7 STUDENT RESILIENCE, ENGAGEMENT, AND VOICE

Every student will have a personal learning plan and an advocate/mentor to keep each student on track to high school graduation and successful post-secondary transition.

8 MASTERY OF CORE ACADEMIC SUBJECTS

Every student will receive equitable opportunity for success, and will meet standards of performance in the core subjects at key transitional grade levels.

9 HIGHER-LEVEL COURSE WORK

Every student will complete at least one higher-level course of study outside the core subjects.

10 BILINGUAL, BI-LITERATE

Every student will have opportunities to develop the ability to read, write and speak proficiently in two languages.

11 TECH-SAVVY, TECH-LITERATE

Each student will attain the technology standards and will be able to function day-to-day as a tech-savvy, tech-literate citizen connected to the real world.

12 CONTINUOUS GROWTH FOR EVERY STUDENT

Every underperforming student or student-group will experience at least 1.5 times growth in one year, while every on-track student will grow at least one year.

13 CLOSING ACHIEVEMENT & OPPORTUNITY GAPS

Every underperforming student or student-group will progress at a pace that closes the opportunity, learning, and achievement gaps at an accelerated rate.

14 ELIMINATION OF DISPROPORTIONALITIES

Every student will receive fair and equitable treatment regarding discipline and access to rigorous instructional programs.

15 SUCCESSFUL TRANSITIONS

Every student will successfully navigate the critical transitions in their schooling, and will be equipped with the confidence and competence for success at the next level.

16 PERSISTENCE TO HIGH SCHOOL GRADUATION

Every student will graduate from high school with the skills, habits of mind and inherent determination necessary for success in college or career.

17 HIGH SCHOOL GRADUATION, COLLEGE- & CAREER-READY

Every student will graduate from high school prepared for success in college or career.

18 READINESS FOR COLLEGE, CAREER & LIFE

Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences.



Measures

Measures are indicators of student progress toward the Goals. Measures provide a basis for setting specific performance targets (or benchmarks) to be attained by a specific date.

Consider a robust set of Measures for each Goal, not just “test scores.” For example, think about Measures that reflect: continuous progress; a mix of leading (“formative”) and lagging (“summative”) indicators; qualitative (“soft”) and quantitative (“hard”); accelerated narrowing of “achievement gaps” across student-groups; enrichment for higher-performing students. For each Goal, 3-5 Measures are recommended. Feel free to adapt this database to your needs and preferences.

CATEGORY A: EARLY YEARS/ BUILDING A STRONG FOUNDATION

- A-1 Percent of students enrolled in high-quality preschool programs
- A-2 Increased percentage of kindergartners who have pre-kindergarten experiences
- A-3 Percent of students meeting state Pre-Kindergarten standards in literacy and math
- A-4 Percentage of students ready for kindergarten (e.g. as measured by Washington’s WAKIDS assessments)
- A-5 Increased percentage of students in grades pre-K through Grade 2 achieving proficiency in early literacy and numeracy
- A-6 Decreased achievement gaps across student subgroups in English Language Arts and Mathematics by the end of Grade 3
- A-7 Percent of students meeting or exceeding grade-level standards in English Language Arts (ELA) and Mathematics by the end of third grade/Grade 3
- A-8 Percent of children meeting social, emotional, and physical milestones through grade 3
- A-9 Increased percentage of students in Pre-Kindergarten to grade 3 meeting criteria for social-emotional, physical, and cognitive development
- A-10 Increased percentage of students at grade level in the five components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, and vocabulary
- A-11 Increased percentage of students who meet growth criteria in the developmental domains: social-emotional, physical, literacy development, mathematics, and scientific/technological
- A-12 Percent of students meeting Social Emotional Learning (SEL) standards for the early learning years.
- A-13 Increased percentage of students who demonstrate collaboration, responsibility and confidence in their own learning
- A-14 Increased percentage of students who demonstrate resilience, engagement in purposeful play, creativity in problem-solving, and prudent risk-taking in learning
- A-15 Increased opportunities for underserved student populations to achieve success
- A-16 Increased percentage of students receiving timely and effective early intervention

CATEGORY B: WHOLE CHILD/ SOCIAL-EMOTIONAL LEARNING

- B-1 Increased attendance in school and class
- B-2 Percent of students with at least 95% average school attendance and at least 95% of in-class attendance
- B-3 Percent of students and families participating in student-led conferences
- B-4 Percent of students meeting expectations on non-academic behaviors on standards-based report card
- B-5 Percent of students meeting social, emotional, and behavioral expectations
- B-6 Increased percentage of students who use 21st century skills — critical thinking, creativity, collaboration, communication — to tackle real-world, interdisciplinary challenges
- B-7 Increased percentage of students engaged in their own academic process, goal setting, and personal development plan
- B-8 Increased percentage of students publicly presenting their academic progress, goals, and learning to teachers, families or community members (e.g., via formal portfolio or capstone presentation)
- B-9 Percent of students who feel their school is safe and welcoming as measured by a perception survey
- B-10 Percent of students who feel safe, have a sense of belonging and personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable
- B-11 Student participation and feedback ratings on annual survey
- B-12 Percent of students who complete 25 hours of community service before graduation
- B-13 Percent of students who model positive social skills and resiliency for a culturally diverse community
- B-14 Percent of students who demonstrate healthy lifestyle choices, including nutrition, exercise, personal care, and safety
- B-15 Increased percentage of students who practice initiative and take responsibility for their actions
- B-16 Increased percent of students who show evidence of identity development and authentic self
- B-17 Percent of students who have continuous access to an advocate, mentor, or counselor
- B-18 Increased percentage of students advocating for his or her needs
- B-19 Increased percentage of students connected in healthy, constructive relationships with peers and adults
- B-20 Increased opportunities for students to model positive behaviors that reinforce their strengths, health, and physical well-being

Measures

Consider a robust set of Measures for each Goal, including: continuous progress; leading and lagging; qualitative and quantitative; rapid closing of “achievement gaps;” enrichment for higher-achieving students.

Adapt this database to your needs and preferences.

CATEGORY B: WHOLE CHILD/ SOCIAL-EMOTIONAL LEARNING (CONT'D)

- B-21 Increased percentage of students who participate in athletics or other extracurricular/co-curricular activities
- B-22 Percent of students participating in at least one schoolwide project, civic action or extra curricular activity
- B-23 Decreased suspension rate
- B-24 Decreased expulsion rate
- B-25 Number of schools with actively engaged student leadership team

CATEGORY C: MASTERY OF CORE SUBJECTS/ ACADEMIC & COGNITIVE DEVELOPMENT

- C-1 Percent of students engaged in at least one extracurricular activity
- C-2 Increased opportunities for student voice
- C-3 Increased percentage of students applying learning to collaboratively engage in solving relevant challenges within the classroom, school and community
- C-4 Increased percentage of students who can solve real-world, interdisciplinary problems
- C-5 Increased percentage of students cognitively engaged during classroom instruction
- C-6 Percent of students who successfully prepare and present capstone projects at the end of transition years
- C-7 Percent of students who are engaged and challenged as measured by perception survey
- C-8 Increased percentage of students who can justify a position with supporting evidence
- C-9 Increased percentage of students able to code-switch and style-flex, as demonstrated through writing, speaking, and engagement in diverse social interactions
- C-10 Increased student ability to use feedback, engage in self-assessment, and set goals related to their learning
- C-11 Percent of students meeting grade-level standards in core subjects, as measured by state assessments
- C-12 Percent of students demonstrating proficiency in a standards-based grading system
- C-13 Percent of students participating in advanced coursework and earning a passing grade
- C-14 Increased percentage of students who demonstrate a mastery of relevant skills in multiple ways
- C-15 Percent of students meeting proficiency standards in grade 5 writing and math
- C-16 Increasing number of students meeting proficiency standards in 8th grade algebra
- C-17 Percent of students meeting proficiency standards in 10th grade biology
- C-18 Increased percentage of students meeting standards on performance-based assessments (e.g., Career/ Technical Education [CTE]; industry licensing or certification; Armed Services Vocational Aptitude Battery [ASVAB]; apprenticeships).
- C-19 Percentage of students participating in Arts Education
- C-20 Percent of students who are biliterate
- C-21 Increased percentage of students who use appropriate technology/digital tools to facilitate classroom instruction, projects, collaborative learning, and informed decision making
- C-22 Increased percentage of students who strategically use digital tools and resources to enhance learning
- C-23 Increased percentage of tech-literate graduates
- C-24 Increased percentage of identified students who move up or out of tiered academic support (e.g., English Language Learners [ELL]; Problem-Solving Team [PST]; Individual Education Program [IEP])
- C-25 Percent of eligible students taking at least one higher-level course
- C-26 Increased participation and pass rates of middle school and high school students in upper level/AP/Honors courses
- C-27 Increased percentage of English Language Learners demonstrating growth in the acquisition of English Language skills
- C-28 Increased percentage of English Learner students who attain mastery of English Language skills within 3 years
- C-29 % of English Learners reclassified as fully English proficient
- C-30 % of students with Disabilities meeting their IEP goals

Measures

Consider a robust set of Measures for each Goal, including: continuous progress; leading and lagging; qualitative and quantitative; rapid closing of “achievement gaps;” enrichment for higher-achieving students.

Adapt this database to your needs and preferences.

CATEGORY D: EQUITY/ CLOSING ACHIEVEMENT GAPS

- D-1 Increased percentage of students demonstrating proficiency on standards.
- D-2 Increased growth rate of underperforming groups eliminating achievement and opportunity gaps.
- D-3 Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level
- D-4 Increased proficiency rates for all students, and decreased opportunity gaps among student groups
- D-5 Increased enrollment and completion rates for traditionally under-represented student-groups in advanced courses and specialized programs
- D-6 Equitable access to and achievement in rigorous academic courses and programs
- D-7 Increased equitable access to social-emotional supports and services (e.g. counseling, mental health, and psychological)
- D-8 Reduction of the disproportionalities in discipline, suspension and expulsion rates across student-groups
- D-9 Achievement rate of African-American students in reading and math
- D-10 Achievement rates of English Learners and Special Education students in reading
- D-11 Graduation rates of African-American, American-Indian and Hispanic students

CATEGORY E: SUCCESSFUL TRANSITIONS/ HIGH SCHOOL COMPLETION/ POST-SECONDARY READINESS

- E-1 Increased percentage of students who demonstrate successful transitions from Pre-kindergarten to Kindergarten, Kindergarten to Elementary, Elementary to Middle, Middle to High School, and High School to college/post-secondary experiences
- E-2 Percent of 9th grade students on track for on-time graduation
- E-3 Increased percentage of students passing classes in grades 6-9, culminating in an increased percentage of 10th grade students on track to graduate.
- E-4 Increased percentage of students who graduate on time
- E-5 Increased high school graduation rates for all student-groups.
- E-6 Decreased Four-year high school dropout rates
- E-7 Increase in scholar scores on college entrance tests (ACT, PSAT, SAT) and ASVAB
- E-8 Decreased percentage of District graduates required to take remedial classes in college
- E-9 Percent of students who have STEAM (Science, Technology, Engineering, Arts & Mathematics) experiences
- E-10 Increased percentage of students who complete courses, activities and experiences based on their college and career plan.
- E-11 Increased percentage of seniors with a High School and Beyond Plan that includes one of these: an acceptance letter to college, the military, trade/ technical training, industry certification/ apprenticeship, or verifiable employment.
- E-12 Increased percentage of high school students enrolled in college, career training, the work place, or the military within 6 months of graduation
- E-13 Percentage of students completing dual enrollment and technical/industry certification programs
- E-14 Percent of students who complete applications for College Bound studentships, FAFSA and WAFSA
- E-15 Increased percentage of high school graduates experiencing post-high school growth/ success 1-2 years after graduation.
- E-16 Increased percentage of students who earn a Washington State Seal of Biliteracy (or equivalent).
- E-17 Increased percentage of students with at least 95% attendance
- E-18 Increased percentage of students with access to early intervention



EYE ON THE GOAL

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