Target Setting – Examples

Purpose

Targets use key measures and metrics to establish clear expectations of what student outcomes should look like as the plan is implemented. The objective of the "Identify Targets" section of the UIP template is to set annual targets (end of year) and interim measures (progress monitoring) that indicate expected levels of student performance expected at determined points of time during a planning cycle. Examples are provided below that "Meets Expectations" using CDE's UIP Quality Criteria for all[1] schools and districts.

Consideration Points

Targets are made up of three components: 1) Measure (e.g., CMAS, Graduation Rate), 2) Metric (e.g., Median Growth Percentile, Percentage), and 3) Date when the data will be collected (e.g., December 15). When setting targets in the online UIP system, review the following expectations:

- ✓ Set Annual and Interim Targets for each Student Performance Priority (SPP).
- ✓ Set ambitious targets that will move the school or district aggressively towards meeting state and federal expectations.
- ✓ Set attainable targets that are realistic for the time period.
- ✓ Include one- and two-year Annual Targets using the same measure used in the SPP to measure long term goals for the level of performance expected from students at the end of a school year.
- ✓ Interim Targets align to Annual Targets, helping teams monitor progress towards long-term goals and informing mid-year adjustments, if needed.
- ✓ Set at least two Interim Targets per SPP to assess student progress toward annual targets at least twice a year using local data (e.g., assessment, attendance, behavior).
- ✓ Certain programs (e.g., READ Act, Improving Math Outcomes) require additional target setting unless program requirements are already addressed by another SPP and its associated targets.
- ✓ When SPPs focus on achievement gaps (e.g., students with disabilities and students learning English), ensure targets are set for each group of students identified in each SPP, unless doing so would expose Personally Identifiable Information (PII).
- ✓ Before submission, ensure all reported student performance doesn't reference data for a small number of students as it may be possible to identify individual students per district Personally Identifiable Information (PII) policy (e.g., n of 16).

[1] These examples do not cover every requirement in the Quality Criteria, such as those based on specific plan types, programs or ESSA.

Examples

Example 1 – Targets for English Language Arts (ELA) / Literacy Student Performance Priorities (SPPs), Elementary School

UIP template field	SPP: Low ELA Achievement, Grades 3-5	SPP: Early Literacy, Grades K-3
Current performance of this Student Performance Priority	2026 Framework CMAS English Language Arts (ELA) – Average Scale Score: 721.5 (does not meet)	2026 K-3 End of Year (EOY) READ assessments, % of students at or above grade level (GL) – Grades K-3: 47% at or above GL % reading significantly below grade level (SBGL) – Grades K-3: 32%
2-year (end of 2027-28) measure and target?	2028 CMAS ELA – Average Scale Score: 750.0 (meets)	2028 EOY READ assessments – Grades K-3 – 70% at or above GL Grades K-3 – 10% reading SBGL
1-year (end of 2026-27) measure and target?	2027 CMAS ELA – Average Scale Score: 735.0 (approaching)	2027 EOY READ assessments – Grades K-3 – 60% at or above GL Grades K-3 – 20% reading SBGL
Interim measures, Targets, and Corresponding dates of measurement	Middle of Year NWEA Reading – Average RIT Score: Gr. 3-185 | Gr 4-196 | Gr 5-204 [Measurement Date: 1/15/27] End of Year NWEA Reading – Average RIT Score: Gr. 3-192 | Gr 4-203 | Gr 5-210 [Measurement Date: 4/30/27]	Beginning of Year Read assessments – Grades K-3 – 30% at or above GL Grades K-3 – 70% SBGL [Measurement Date: 9/15/26] Middle of Year i-Ready Reading, Grades K-3 – Grades K-3 – 50% at or above GL Grades K-3 – 35% SBGL [Measurement Date: 1/15/27]

Example 2 – Targets for Equitable Practices Student Performance Priorities (SPPs), Middle School

UIP template field	SPP: English Language Arts (ELA) Growth Gaps	SPP: Math Growth Gaps
Current performance of this Student Performance Priority	2026 CMAS ELA, Median Growth Percentile – Free/Reduced-Price Lunch Eligible (FRL): 47.0 | Minority: 49.5 | Multilingual Learners (MLL): 41.0 | Students with an IEP (IEP): 48.0 2026 ACCESS, English Language (EL) Proficiency – 42.0 MGP | 23.2% on track to EL proficiency	2026 CMAS Math, Median Growth Percentile – Free/Reduced-Price Lunch Eligible (FRL): 45.0 | Minority: 46.0 | Multilingual Learners (MLL): 40.0 | Students with an IEP (IEP): 43.0
2-year (end of 2027-28) measure and target?	2028 CMAS ELA Growth – FRL: 65.0 | Minority: 65.0 | MLL: 60.0 | IEP: 65.0 ACCESS – 65.0 MGP | 48% on track to EL proficiency	2028 CMAS Math Growth – FRL: 65.0 | Minority: 65.0 | MLL: 65.0 | IEP: 65.0
1-year (end of 2026-27) measure and target?	2027 CMAS ELA Growth – FRL: 55.0 | Minority: 55.0 | MLL: 50.0 | IEP: 55.0 ACCESS – 55.0 MGP | 33% on track to EL proficiency	2027 CMAS Math Growth – FRL: 55.0 | Minority: 55.0 | MLL: 55.0 | IEP: 55.0
Interim measures, Targets, and Corresponding dates of measurement Note: Interim Targets "meet expectations" with two targets set, and mentioning the school will begin setting targets using MODEL for alignment to ACCESS.	i-Ready Reading, Fall to Winter % of students meet their stretch growth target from August to Dec. – 70% (aim for 100% to meet target growth) [Measurement Date: 1/15/27] i-Ready Reading, Fall to Winter % of students meet their stretch growth target from December to April – 90% (aim for 100% to meet target growth) [Measurement Date: 4/30/27] We will set WIDA MODEL targets after BOY testing.	i-Ready Math, Fall to Winter % of students meet their stretch growth target from August to Dec. – 70% (aim for 100% to meet target growth) [Measurement Date: 1/15/27] i-Ready Reading, Fall to Winter % of students meet their stretch growth target from December to April – 90% (aim for 100% to meet target growth) [Measurement Date: 4/30/27]

Example 3 – Targets for Student Engagement & Behavior Student Performance Priorities (SPPs), Middle School

Targets for Student Performance Priorities (SPP) in Student Engagement & Behavior

UIP template field	SPP: Low Attendance and High Chronic Absenteeism	SPP: High Behavior Incidents (Suspensions and Referrals)
Current performance of this Student Performance Priority	2026 End of Year, Rates • Attendance – 85% • Chronic Absentee – 40%	2026 End of Year, Counts • In & Out of School Suspensions – 50 • Office Referrals – 100
2-year (end of 2027-28) measure and target?	2028 End of Year, Rates Attendance – 95% | Chronic Absentee – 20%	2028 End of Year, Counts Suspensions – 15 | Office Referrals – 40
1-year (end of 2026-27) measure and target?	2027 End of Year, Rates Attendance – 90% | Chronic Absentee – 30%	2027 End of Year – Counts Suspensions – 30 | Office Referrals – 70
Interim measures, Targets, and Corresponding dates of measurement Note: Only 2 interim targets are needed to "meet expectations;" however, it can be useful to track more.	Attendance Rate – 98% | Chronic Absentee – 0% [Measurement date, 10/16/2026] Attendance Rate – 95% | Chronic Absentee – 5% [Measurement date, 1/8/2027] Attendance Rate – 93% | Chronic Absentee – 15% [Measurement date, 3/19/2027]	Suspension Count – 5 | Office Referrals Count – 15 [Measurement date, 10/16/2026] Suspension Count – 10 | Office Referrals Count – 30 [Measurement date, 1/8/2027] Suspension Count – 20 | Office Referrals Count – 50 [Measurement date, 3/19/2027]