

Attendance Goals

**A student who regularly attends school is present for 90% or more of the days enrolled.
 Regular Attendance = Days Present / Total Days Enrolled**

Stepping Up vs. Stepping Down
 Stepping up attendance goals puts schools in a position of having to “come from behind”. Setting attendance goals high and stepping down the benchmarks keeps the focus on maintaining regular attendance throughout the year.

“STEPPING UP” This example shows benchmarks that step up attendance targets into an ambitious yearly goal.

By June 30, 2022, 90% of students will demonstrate regular attendance

Quarter 1 Benchmark	Quarter 2 Benchmark	Quarter 3 Benchmark	Quarter 4 Benchmark
By September 30, 2022, 25% of students will demonstrate regular attendance	By December 30, 2022, 50% of students will demonstrate regular attendance	By March 30, 2023, 75% of students will demonstrate regular attendance	By June 30, 2023, 90% of students will demonstrate regular attendance

The number of days absent for a student doesn't decrease over time, making it hard to meet attendance goals if lots of students are chronically absent at the start of the school year.

Once a student has missed 18 days at any time during the school year, that student can no longer be considered a regular attendee.



“STEPPING DOWN” This example keeps the focus on maintaining regular attendance throughout the year.


By June 30, 2022, 80% of students will demonstrate regular attendance

Quarter 1 Benchmark	Quarter 2 Benchmark	Quarter 3 Benchmark	Quarter 4 Benchmark
By September 30, 2022, 95% of students will demonstrate regular attendance	By December 30, 2022, 90% of students will demonstrate regular attendance	By March 30, 2023, 85% of students will demonstrate regular attendance	By June 30, 2023, 80% of students will demonstrate regular attendance


Growth Goals

Schools often set school improvement goals focused on **academic growth**. When adults believe all students can learn and grow as a result of instructional practices, the annual and interim goals they set should confirm their beliefs.

If we provide effective interventions and our systems are properly structured to address individual learners' needs, then we should expect a high percentage of students learning and growing.



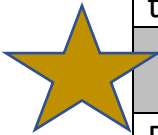
90% of students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline assessment to the midyear assessment.



40% of students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline assessment to the midyear assessment.

40% is too low! It indicates that 60% of students are not expected to grow as a result of the intervention.

90% of students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline assessment to the end-of-year assessment.



Quarter 1 Benchmark	Quarter 2 Benchmark	Quarter 3 Benchmark	Quarter 4 Benchmark
By September 30 th , 2022, 25% of students will be on track to proficiency as measured by the baseline assessment.	By December 30 th , 2022, 90% of students will meet or exceed their individual growth targets as predicted for the December assessment.	By March 30 th , 2023, 90% of students will meet or exceed their individual growth targets as predicted for the March assessment.	By June 30 th , 2023, 90% of students will meet or exceed their individual growth targets as predicted for the end-of-year assessment.

Achievement Goals

Achievement goals measure how well students perform against a standard. All students are measured using a standard target, regardless of where they started.

Quarter 1 Benchmark
25% of 7th graders are on track to achieve grade-level proficiency.

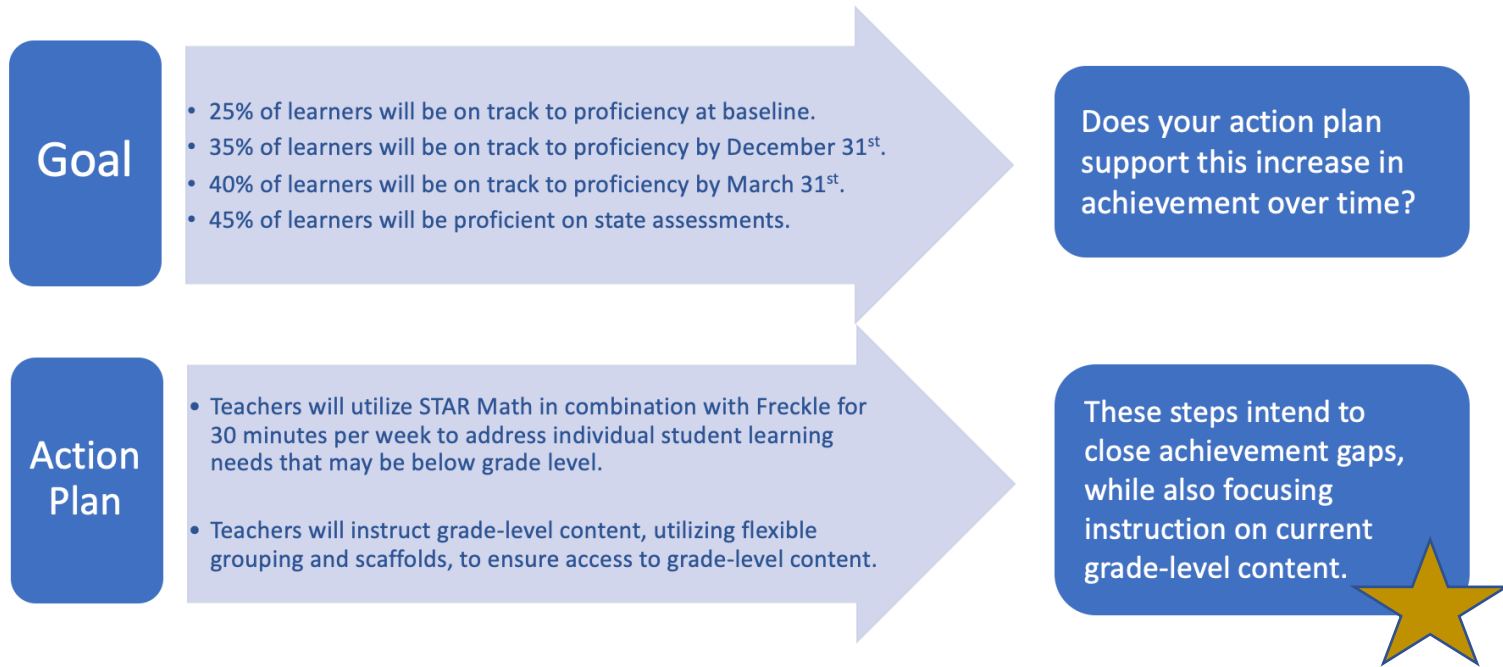
Therefore, **75%** of 7th graders are **not** on track to achieve grade-level proficiency.

Set the Quarter 1 target to indicate how students are expected to perform on the baseline assessment. The target is intended to guide changes in implementation if necessary. It should not be a participation goal, an activity to be completed, or an artifact to be collected.

If we focus instruction exclusively on content that is below grade-level, the achievement gap widens.
When students are taught only below-grade-level content, end-of-year achievement data will most likely show a wider gap between their performance and grade-level expectations.

If we focus instruction exclusively on grade-level content without appropriate scaffolds and interventions, learners will not move closer to proficiency.
The action plan must be designed with aggressive interventions to address the individual needs of all learners.

Is There Alignment Between the Achievement Goal and the Action Plan?



Evaluate Goal Statements

- Are the targets stepping up or stepping down, and is this a logical approach?
- Do the growth targets support the expectation that all students can grow and learn?
- Is the Quarter 1 target outcome-based?
- Does the action plan include grade-level instruction and tiered interventions to support the expected increases in achievement?
- What is explicitly stated in the goal? Is there enough information to understand what is being measured and how?
- What data are required at the routine? What insight will the data provide?