

## Student Outcome Goal 1

The percentage of students in kindergarten–grade 2 who are reading on or above grade level on multiple measures will increase from 50 percent to 75 percent by the end of school year 2020.

### Annual Targets

School Year 2016–17	55%
School Year 2017–18	62%
School Year 2018–19	69%
School Year 2019–20	75%

### Goal Progress Measures

1. The percentage of students in kindergarten–grade 2 who are reading on or above grade level on *iStation/iEspañol* will increase from 57 percent to 85 percent by the end of school year 2020 (December 2016 baseline of 57 percent).

#### Annual Targets

School Year 2016–17	60%
School Year 2017–18	69%
School Year 2018–19	77%
School Year 2019–20	85%

2. The percentage of students in kindergarten–grade 2 who are reading on or above grade level on Fountas & Pinnell (F&P) will increase from 68 percent to 85 percent by the end of school year 2020 (December 2016 baseline of 68 percent).

#### Annual Targets

School Year 2016–17	70%
School Year 2017–18	75%
School Year 2018–19	80%
School Year 2019–20	85%

3. The percentage of prekindergarten students producing 40 letter sounds on a District checkpoint will increase from 72 percent to 78 percent by the end of school year 2020 (May 2017 baseline of 72 percent).

**Annual Targets**

School Year 2016–17	72%
School Year 2017–18	75%
School Year 2018–19	76%
School Year 2019–20	78%

**Student Outcome Goal 2**

The percentage of students in grades 3–8 who meet passing standards (“approaches,” “meets,” or “masters” grade level) on both reading and math STAAR will increase from 52 percent to 75 percent by the end of school year 2020 (2015–16 Math and Reading STAAR baseline of 52 percent).

**Annual Targets**

School Year 2016–17	57%
School Year 2017–18	65%
School Year 2018–19	70%
School Year 2019–20	75%

**Goal Progress Measures**

1. The percentage of students in grades 3–8 on track to meet passing standards (“approaches,” “meets,” or “masters” grade level) on both reading and math District checkpoints (using iStation and Imagine Math) will increase from 52 percent to 75 percent by the end of school year 2020. (Goal Progress Measure Annual Targets set using 2015–16 STAAR Reading and Math data, 52 percent meeting the standards on both.)

**Annual Targets**

School Year 2017–18	65%
School Year 2018–19	66%
School Year 2019–20	75%

2. The percentage of economically disadvantaged students in grades 3–8 on track to meet passing standards (“approaches,” “meets,” or “masters” grade level) on both reading and math District checkpoints (using iStation and Imagine Math) will increase from 39 percent to 70 percent by the end of school year 2020. (Goal Progress Measure Annual

Targets set using 2015–16 STAAR Reading and Math data, 39 percent meeting the standards on both.)

**Annual Targets**

School Year 2017–18	50%
School Year 2018–19	60%
School Year 2019–20	70%

3. The percentage of students in grades 3–8 on track to meet the highest passing standard (“masters” grade level) on both math and reading District checkpoints (using iStation and Imagine Math) will increase from six percent to 15 percent by school year 2020 (2015–16 Math and Reading STAAR baseline of six percent meeting “masters” on both).

**Annual Targets**

School Year 2017–18	9%
School Year 2018–19	12%
School Year 2019–20	15%

**Student Outcome Goal 3**

The four-year graduation rate will increase from 85 percent for the graduating class of 2015 (reported in November 2016) to 95 percent for the graduating class of 2020 (reported in November 2021).

**Annual Targets**

School Year 2016–17 (Class of 2016)	87%
School Year 2017–18 (Class of 2017)	89%
School Year 2018–19 (Class of 2018)	91%
School Year 2019–20 (Class of 2019)	93%
School Year 2020–21 (Class of 2020)	95%

**Goal Progress Measures**

1. The percentage of first-year freshmen leaving grade 9 with Algebra I credit will increase from 79 percent to 91 percent by the end of school year 2020. (Baseline data based on May 2016.)

**Annual Targets**

School Year 2016–17	82%
School Year 2017–18	85%
School Year 2018–19	88%
School Year 2019–20	91%

2. The percentage of first-year grade 9 students earning 6 or more credits will increase from 79 percent to 88 percent by the end of school year 2020 (excluding Early College High School in 2018–19 and beyond). (Baseline data based on May 2016.)

**Annual Targets**

School Year 2016–17	80%
School Year 2017–18	82%
School Year 2018–19	85%
School Year 2019–20	88%

**Superintendent Constraint 1**

The Superintendent will not allow any campuses to not fully implement and maintain Professional Learning Communities (PLC).

**Constraint Progress Measure**

On the PLC Implementation Rubric, 100 percent of campus teams will achieve or maintain “refinement” or “internalized” or show at least one level of growth on other elements (those that are not already at 3 or 4) by the end of school year 2020.

**Annual Targets**

School Year 2016–17	9 campuses
School Year 2017–18	18 campuses
School Year 2018–19	27 campuses
School Year 2019–20	35 campuses

**Superintendent Constraint 2**

The Superintendent will not allow adult convenience or preference to take priority over the academic progress of students.

### Constraint Progress Measures

1. The percentage of students at “improvement required” campuses will decrease from 21 percent to zero percent by the end of school year 2020. (October 2016 snapshot is baseline for a number of students.)

#### Annual Targets

School Year 2017–18	10%
School Year 2018–19	5%
School Year 2019–20	0%

2. The number of elementary assistant principals gaining in-role experience at complex campuses will increase from 17 to 23 by the end of school year 2020 (October 2016 baseline of 17).

#### Annual Targets

School Year 2017–18	19
School Year 2018–19	21
School Year 2019–20	23

### Superintendent Constraint 3

The Superintendent will not allow an “improvement required” campus to have a principal with fewer than two years in-role experience.

### Constraint Progress Measure

The number of “improvement required” campuses or formerly “improvement required” campuses to have a principal having fewer than two years’ in-role experience will decrease from two to zero by the beginning of school year 2020 (October 2016 snapshot baseline of 2).

#### Annual Targets

School Year 2017–18	0
School Year 2018–19	0
School Year 2019–20	0

### Draft Monitoring Calendar 2018–19

Month	First Meeting of the Monday (one of two hours)
January	CPM 1.1, Board self-evaluation

EDUCATIONAL PHILOSOPHY

AE  
(EXHIBIT)

February	GPM 1.1, GPM 1.2, Superintendent evaluation
March	GPM 3.1, GPM 3.2
April	GPM 2.1, GPM 2.2, GPM 2.3, Board quarterly self-evaluation
May	Student recognitions
June	CPM 1.1, GPM 1.1, GPM 1.2, GPM 1.3
July	AT 1.0, CPM 3.1, Board quarterly self-evaluation
August	GPM 3.1, GPM 3.2, AT 3.0
September	AT 2.0, CPM 2.2
October	GPM 1.1, Board quarterly self-evaluation
November	GPM 2.1, GPM 2.2, GPM 2.3
December	CPM 2.1

GPM	Goal Progress Measure
AT	Annual Target
CPM	Constraint Progress Measure