

Evaluating SMART Goals

Prepared for Arlington Public Schools

In this report, Hanover provides feedback on Arlington Public Schools' SMART goals for individual departments and schools.

Introduction and Key Findings

Arlington Public Schools (APS) administrators participated in a training activity focused on writing SMART goals with each school and department required to create several SMART goals for their 2010-2011 School Management and Department Plans. Below, Hanover provides a brief evaluation of each goal, including feedback regarding whether the goals met the SMART criteria and guidance for how some of these goals could be improved.

In our evaluation, we used the SMART goal rubric provided by APS. Before proceeding to our evaluation, we first highlight a few limitations we faced. Most notably, Hanover was not in a position to evaluate the goals on the “Achievable/Attainable” SMART criterion, which asks the question: “Can you achieve your goal?” On a similar note, the “Realistic” criterion asks “Can you achieve your goal within the current environment, given existing constraints?” We would need more information on the conditions within the schools and across the district in order to provide meaningful commentary on these issues. However, the “Realistic” criterion does include two sub-points that we can use for evaluation. First, it asks “Does it name outcomes that are measurable or observable?” Next it states,

Many people confuse “activity” with “results.” They place into their improvement goals the “means” they will use to accomplish the goal, such as implementing a new mathematics program or using cooperative learning strategies, rather than describing the outcome they expect for students/programs/departments. Results-based means a clear and specific description of the results of the activities.

In the following pages, goals are assessed for the “Realistic” criterion on these two sub-points, as they can be examined without further contextual information.

A final limitation is related to the “Specific or Strategic” criterion. While we are able to provide commentary based on nearly all of the listed sub-points, we are unable to comment on whether the goal focuses “on a high-priority issue that is part of a comprehensive school or district plan.” Beyond these limitations, Hanover was able to provide commentary for all of the remaining criteria.

Key Findings

Nearly all of the goals reviewed for this report met the SMART criteria and most of the guidance we provided is related to minor issues. However, we believe that APS may wish to further examine the five goals listed below. Note that the page on which each goal is reviewed in this report is listed in parentheses.

- ❖ *Instruction* – Improve the monitoring and support of instruction to be measured by documenting the number of Instructional Rounds school visits (baseline) during the 2010-2011 school year. (p. 6)
- ❖ *Jefferson, Swanson* – For the 2010-2011 school year, staff and students will have improved relationships with students and families as measured by a .2 increase on our site-based survey. (p. 15)
- ❖ *Yorktown* – During the 2010-2011 school year, at risk rising 9th graders identified by one or more end of year D's or E's in 8th grade will increase their academic performance by reducing the frequency of D's or E's in both quarterly and end of year grades by 50% for each individual student. (p. 17)
- ❖ *Alt Ed* – By the school year 2010-2011 decrease the percentage of dropouts in Alternative Ed programs as measured by the annual dropout report. (p. 20)
- ❖ *Washington-Lee* – All students in the W-L community will participate in at least one AP/IB course within grades 9 to 12. (p. 22)

These five goals do not necessarily fail to satisfy the SMART criteria. However, they stood out in our review as potentially warranting further refinement.

Evaluation of SMART Goals

SMART Goal: (Instruction) For SY2010-2011, 45% of Adult students participating in ESL/GED classes will have increased their reading skills as measured by NRS targets (National Reporting System).

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Goal specifically identifies a subset of students (Adults in ESL/GED classes) and identifies a specific target to reach (reading skills measured by NRS)	
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		The goal can be measured through quantitative assessment. However, outcome could be more specific.	The goal could further specify how much improvement represents “increased... reading skills.”
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p><i>Does it name outcomes that are measurable or observable?</i></p>	X		Specified outcomes are measureable. Does not confuse “activity” with “results	
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p><i>When: Is a time frame established?</i></p>	X		Time frame specified (2010-2011 school year)	

SMART Goal: (Instruction) All APS classrooms will meet or exceed the average score on the Instructional Domain as measured by the CLASS instrument by May 2011.

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Names who is involved/ where (all APS classrooms), what to accomplish (meet or exceed average score on the Instructional Domain of the CLASS instrument)	
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		Specifies how change will be measured (CLASS) and how it will be known that it is accomplished (meet or exceed average score)	
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p><i>Does it name outcomes that are measurable or observable?</i></p>	X		Outcome is measurable/ observable. Does not confuse “activity” with “results”	
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p><i>When: Is a time frame established?</i></p>	X		Very specific time frame established (May 2011)	

SMART Goal: (Instruction) Improve the monitoring and support of instruction to be measured by documenting the number of Instructional Rounds school visits (baseline) during the 2010-2011 school year.

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Appears to focus on precise needs of staff (instructors). Somewhat unclear in terms of what needs to be accomplished.	Not entirely clear what the outcome is but this may just be a function of how the goal is stated. Is the goal to begin documenting instructional support activities; increase the documentation of instructional support activities; or increase instructional support through performing more Instructional Rounds school visits?
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 		X	Specifies a measure (number of Instructional Rounds school visits). Not clear how we will know when it is accomplished.	Is the outcome whether or not the district documents the number of Instructional Rounds school visits? If this is the case, the goal will be accomplished if the school documents any Instructional Rounds school visits during the 2010-2011 school year.
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p><i>Does it name outcomes that are measurable or observable?</i></p>		X	See “Measurable”	This goal may confuse activity with results – whether or not the district is documenting Instructional Rounds school visits. The intent of this goal may be to begin documenting these activities in order to establish baseline data. The data could then be used for new SMART goals such as “Increase the number of Instructional Rounds school visits by 5% in 2011-2012, as compared to a baseline number of visits in 2010-2011.”
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p><i>When: Is a time frame established?</i></p>	X		School Year 2010-2011	

SMART Goal: (School and Community Relations) In the 2010-2011 school year, APS will increase by 10% the number of community and business partners who officially sign agreements with APS, a school or department to support student achievement and success.

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Specifies who is involved (community partners and district, school, department), what will be accomplished (10% increase in number of partnerships)	
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		Quantitative outcome is specified (10% increase in number of partnerships). Goal will be accomplished when quantitative target is met.	
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p><i>Does it name outcomes that are measurable or observable?</i></p>	X		Outcomes are measurable and does not confuse “activity” with “results”	
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p><i>When: Is a time frame established?</i></p>	X		Specifies 2010-2011 school year	

SMART Goal: (Facilities and Operations) In order to improve energy efficiencies, reduce by ‘X’% the energy use (Btuh/SF) in schools participating in the HVAC PM program in SY 2010-2011.

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Specifies who is involved (schools participating in the HVAC PM program)	Could possibly be more specific by stating “In order to improve district energy efficiencies”
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		Quantitative outcome is specified (“X”% decrease in energy use as measured by Btuh/SF) once the target percentage has been determined. Outcome will be achieved when target reduction is reached	
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p><i>Does it name outcomes that are measurable or observable?</i></p>	X		Outcomes are measurable. Does not confuse “activity” with “results”	
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p><i>When: Is a time frame established?</i></p>	X		Time frame specified (SY 2010-2011)	

SMART Goal: (Personnel) APS will increase by 02% the number of diverse Teacher candidates (or hires) by the end of September 2011.

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Focuses on a specific group (diverse teacher candidates) and what should be accomplished (increase in the number of these candidates)	
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		Quantitative outcome specified (2% increase in number of candidates). Goal will be met when specified target percentage is reached.	While it is implied, could specify the baseline data. Increase by 2% by end of September 2011, as compared to September 2010
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p><i>Does it name outcomes that are measurable or observable?</i></p>	X		Outcomes are observable. Does not confuse “activity” with “results”	
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p><i>When: Is a time frame established?</i></p>	X		Time frame established (by September 2011)	Again, could specify comparison point (September 2010)

SMART Goal: (Student Services) During the 2010-2011 school year, APS will increase the percentage of students to 70% or higher who report that they have an adult at school with whom they can talk about ‘almost anything,’ as measured by the Community Satisfaction Survey.

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
Specific or Strategic: Can you describe the details? <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Focuses on all students, specifies what will be accomplished (percentage increase in number of students providing a certain answer to Community Satisfaction Survey)	
Measurable: Can you measure the goal using either quantitative or qualitative assessments? <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		Quantitative outcome is specified (percentage increase of specific answer on Community Satisfaction Survey)	
Achievable/ Attainable: Can you achieve your goal?	-	-	-	-
Realistic: Can you achieve your goal within the current environment, given existing constraints? <i>Does it name outcomes that are measurable or observable?</i>	X		Outcomes are observable. Does not confuse “activity” with “results”	
Time-limited or bound: Have you set a deadline for your goal? <i>When: Is a time frame established?</i>	X		Time frame specified (2010-2011 school year)	

SMART Goal: (Finance and Management Services) Increase breakfast participation by 4% during school year 2010-2011

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Focuses on specific group of students (breakfast participants). Identifies what will be accomplished (percentage increase in breakfast participation)	
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		Quantitative outcome specified (percentage increase in breakfast participation), goal will be met when percentage increase is achieved	
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p><i>Does it name outcomes that are measurable or observable?</i></p>	X		Outcomes are measurable. Does not confuse “activity” with “results”	
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p><i>When: Is a time frame established?</i></p>	X		Timeframe established (2010-2011 school year)	

SMART Goal: (Barcroft/Key/Barrett) For the 2010-2011 school year, 81% of students with disabilities at ____ school will achieve passing scores on the SOLs.

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Focuses on specific group of students (SWD) at specific schools; Identifies what will be accomplished (percentage receiving passing scores)	
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		Quantitative outcome on a standardized test (percentage receiving passing score); goal will be met when percentage passing is achieved	
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p><i>Does it name outcomes that are measurable or observable?</i></p>	X		Outcomes are measurable. Does not confuse “activity” with “results”	
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p><i>When: Is a time frame established?</i></p>	X		Time frame specified (2010-2011 school year)	

SMART Goal: (Barcroft/Key/Barrett) For the 2010-2011 school year, 81% of students (or higher) with disabilities at _____ school will achieve passing scores on the end of year math assessments.

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
Specific or Strategic: Can you describe the details? <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Focuses on specific group of students (SWD) at specific schools; Identifies what will be accomplished (percentage receiving passing scores on math assessment)	
Measurable: Can you measure the goal using either quantitative or qualitative assessments? <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		Quantitative outcome specified (percentage receiving passing score); goal will be met when percentage passing is achieved	
Achievable/ Attainable: Can you achieve your goal?	-	-	-	-
Realistic: Can you achieve your goal within the current environment, given existing constraints? <i>Does it name outcomes that are measurable or observable?</i>	X		Outcomes are measurable; does not confuse “activity” with “results”	
Time-limited or bound: Have you set a deadline for your goal? <i>When: Is a time frame established?</i>	X		Time frame specified (2010-2011 school year)	

SMART Goal: (Science Focus, AT'S, McKinley) The percentage of Black, Hispanic, SWD students receiving a Pass Advanced on the Math and Reading SOL will increase over 2010-2011. Data says ___ received X pass rate. An increasing trend would be anything above X, with an ultimate goal towards 100%.

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Identifies specific student populations (Black, Hispanic, and SWD students); once 'X' baseline pass rate is determined, what will be accomplished will be established	
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		Quantitative outcome specified (surpassing baseline percentage receiving Pass Advanced); goal will be met when target percentage achieved	
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p><i>Does it name outcomes that are measurable or observable?</i></p>	X		Outcomes are measurable; does not confuse "activity" with "results"	
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p><i>When: Is a time frame established?</i></p>	X		Time frame established (2010-2011 school year)	

SMART Goal: (Jefferson, Swanson) For the 2010-2011 school, staff and students will have improved relationships with students and families as measured by a .2 increase on our site-based survey.¹

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Focuses on staff, students, and families at specific schools. Specifies what will be accomplished (improved relationships as measured by site-based survey)	The goal could be more specific by indicating which question on the site-based survey will exhibit an increase.
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		Quantitative outcome as measured by survey. Somewhat unclear what .2 increase on survey means.	The goal could be more specific regarding what .2 increase on survey means. Is this a 20% increase in the number of respondents answering a specific question on the survey in a certain manner? For example, “Number of staff respondents answering that they have a strong relationship with students and families will increase by 20% in September 2011 as compared to September 2010.”
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p><i>Does it name outcomes that are measurable or observable?</i></p>	X		Outcomes are measurable. Does not confuse “activity” with “results”	
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p><i>When: Is a time frame established?</i></p>	X		Time frame established (2010-2011 school year)	

¹ This may be meant to be stated “For the 2010-2011 school year, *staff* will have improved relationships with students and families...” rather than “For the 2010-2011 school year, *staff and students* will have improved relationships with students and families...”

SMART Goal: (Gunston, Kenmore) The percentage of sixth grade students with disabilities scoring proficient will increase by 10% from 2010 to 2011.

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> Does it focus on a high-priority issue that is part of a comprehensive school or district plan? Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed? Who is involved? What do I want to accomplish? Where do I want to accomplish it? 	X		Focuses on specific group of students (SWD). Outcome is specified (10% increase in students scoring proficient)	
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> Does it name how the change will be measured? How much? How many? How will I know when it is accomplished? 	X		Quantitative outcome on standardized test. Goal will be met when percentage increase is achieved.	The worksheet provides a number of different measures and targets. The final SMART goal appears to be referring to SOLs. Should directly specify that SOLs are the outcome measure being used, though any of the measures listed on the worksheet would meet this criterion.
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p>Does it name outcomes that are measurable or observable?</p>	X		Outcomes are measurable. Does not confuse “activity” with “results”	
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p>When: Is a time frame established?</p>	X		Time frame is specified (2010-2011 school year)	

SMART Goal: (Yorktown) During the 2010-2011 school year, at risk rising 9th graders identified by one or more end of year D's or E's in 8th grade will increase their academic performance by reducing the frequency of D's or E's in both quarterly and end of year grades by 50% for each individual student.

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Focuses on specific group of students (at risk rising 9 th graders identified by one or more D's or E's in eighth grade). Outcome is specified (percentage decrease in D's or E's)	
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		Quantitative goal is specified (each at-risk student will see a 50% reduction in frequency of D's or E's in both quarterly and end of year grades); Goal will be accomplished when target reduction is achieved for each individual student	In the final articulation of the SMART goal, should specify that the quarterly and end of year grades refer to ninth grade academic performance – “will increase their academic performance by reducing the frequency of D's or E's in both quarterly and end of year grades <i>in ninth grade</i> by 50%...”
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p><i>Does it name outcomes that are measurable or observable?</i></p>	X		Quantitative outcome specified. Does not confuse “activity” with “results”	May be worth thinking about whether this goal is too stringent. Will the goal not be met if a single student does not achieve a 50% reduction in frequency of D's or E's during ninth grade?
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p><i>When: Is a time frame established?</i></p>	X		Specifies time frame (2010-2011 school year)	

SMART Goal: (School Not Specified) In the 2010-2011 school year, 79% of SWD will pass grade level SOL.

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Focuses on a specific group of students (SWD); Outcome is specified (established percentage of SWD students will pass SOL)	The worksheet discusses math skills. May want to specify in final SMART goal that this is the math SOL.
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		Specifies quantitative outcome on a standardized test (79% of SWD passing grade level SOL) Goal will be accomplished when target percentage is reached	
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p><i>Does it name outcomes that are measurable or observable?</i></p>	X		Quantitative outcome specified. Does not confuse “activity” with “results”	
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p><i>When: Is a time frame established?</i></p>	X		Time frame specified (2010-2011 school year)	

SMART Goal: (Wakefield) For the 2010-2011 school year, students’ end of course grades of C or higher will increase by 20%.

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Focuses on all students at a specific school. Outcome is specified (percentage increase in number end of course grades of C or higher)	APS may wish to further refine this goal to specify certain subjects in which these increases will be seen.
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		Quantitative outcome specified. Goal will be accomplished if target percentage increase is met (increase of 20% in students’ end of course grades of C or higher)	
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p><i>Does it name outcomes that are measurable or observable?</i></p>	X		Outcome is measurable, Does not confuse “activity” with “results”	
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p><i>When: Is a time frame established?</i></p>	X		Time frame specified (2010-2011 school year)	

SMART Goal: (Alt Ed) By the school year 2010-2011 decrease the percentage of dropouts in Alternative Ed programs as measured by the annual dropout report.

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Focuses on a specific set of students (Alternative Ed program); Quantitative goal specified (decrease in percentage of dropouts)	
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		Quantitative goal specified, measured by annual dropout report; Not entirely clear how we will know when goal is accomplished – any decrease no matter how small?	Could make the goal more specific by identifying how much the percentage of dropouts should decrease
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p><i>Does it name outcomes that are measurable or observable?</i></p>	X		Outcome is measurable, Does not confuse “activity” with “results”	
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p><i>When: Is a time frame established?</i></p>	X		Time frame specified (2010-2011 school year)	

SMART Goal: (Oakridge, Claremont, Long Branch) 2010-2011 83% of students with disability will achieve passing score in reading.

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/ staff/ work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Focuses on specific set of students (SWD). Outcome is specified (percentage of students achieving a passing reading score)	
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		Quantitative outcome is specified. Goal will be achieved when percentage target is met.	The final articulation of the SMART goal should specify the test on which students will be measured
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p><i>Does it name outcomes that are measurable or observable?</i></p>	X		Outcome is measurable, Does not confuse “activity” with “results”	
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p><i>When: Is a time frame established?</i></p>	X		Time frame is specified (2010-2011 school year)	

SMART Goal: (Washington-Lee) All students in the W-L community will participate in at least one AP/IB course within grades 9 to 12.

<i>Is your goal...</i>	Yes	No	Feedback	Guidance
<p>Specific or Strategic: Can you describe the details?</p> <ul style="list-style-type: none"> • <i>Does it focus on a high-priority issue that is part of a comprehensive school or district plan?</i> • <i>Does it focus on the precise needs of students/staff/work for whom the goal is aimed?</i> • <i>Who is involved?</i> • <i>What do I want to accomplish?</i> • <i>Where do I want to accomplish it?</i> 	X		Focuses on academic challenge for all students. Outcome is specified (students will take at least one AP/IB course in high school)	
<p>Measurable: Can you measure the goal using either quantitative or qualitative assessments?</p> <ul style="list-style-type: none"> • <i>Does it name how the change will be measured?</i> • <i>How much?</i> • <i>How many?</i> • <i>How will I know when it is accomplished?</i> 	X		Specifies quantitative outcome (all students participating in at least one AP/IB course). Will be accomplished when all students participate in at least one course over grades 9 to 12.	
<p>Achievable/ Attainable: Can you achieve your goal?</p>	-	-	-	-
<p>Realistic: Can you achieve your goal within the current environment, given existing constraints?</p> <p><i>Does it name outcomes that are measurable or observable?</i></p>	X		Outcomes are observable. Does not confuse “activity” with “results	Could set intermediate targets – X% of students will participate in at least one AP/IB course – and then increase over the coming years.
<p>Time-limited or bound: Have you set a deadline for your goal?</p> <p><i>When: Is a time frame established?</i></p>		X	No specific time frame established	May want to set a time frame in which this goal will be accomplished. Could do this by focusing on a particular cohort of students.

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