

Measurable Annual Goals Guidance for Level 4 Schools

“What gets measured gets done”

An *Act Relative to the Achievement Gap* signed into Massachusetts law in January 2010 established a new process and intervention powers for improving the performance of the lowest performing schools—Level 4 schools—as identified under the state’s new accountability and assistance framework. The new state law requires that turnaround plans for Level 4 schools and districts include **measurable annual goals** in thirteen areas specified by law.

These measurable annual goals should outline *outcomes, or measures of change* that provide evidence of shifts in the skills, knowledge, and behavior of the adults and students targeted by the strategies.

Well-defined measures can provide a powerful focus for all involved in the effort. Measurable annual goals should¹:

- Answer: *What will change, for whom, by how much, and by when?*
- Focus on the intermediate and long term
- Focus on elements such as the acquisition of skills and knowledge, or the shifting of habits and beliefs.
 - *For students*, these measures demonstrate the extent to which the shifts in adult practice are having an impact on their learning and achievement (such as increased performance on MCAS or shifts in their aspirations).
 - *For adults*, these measures demonstrate how teachers, principals, and/or district personnel will approach their work differently as a result of the actions taken (such as teachers applying targeted instructional strategies in their classroom, or changes in their perception about school culture).
- Help in objectively determining whether particular strategies or initiatives should be continued, expanded, or discontinued and proving whether the district’s theory of improvement, as articulated in its redesign plan, is sound and effective.

To assist districts and schools in developing solid measurable annual goals, ESE has developed the following template, guidance documents, and tools. For the areas outlined as criteria for removal of a school from Level 4 in the [Regulations on Accountability and Assistance for Schools and School District, 603 CMR 2.00](#), ESE has defined specific measures and numeric targets as described in *Level 4 Exit Criteria Guidance and Methodology* listed below.

Guidance Documents and Tools:

1. Measurable Annual Goals Template (with Sample Measures)
2. Level 4 Exit Criteria Guidance and Methodology
3. Baseline Data Tool
4. Stakeholder Perception Survey Data Resource Guide

¹ This information is adapted from the *District Data Team Toolkit, Module 5: Action, page 9*, available at <http://www.doe.mass.edu/sda/ucd/>