# **Sustainable Improvement Planning Guidance**

## **Sample Measurable Annual Goals (MAGs)**

Annual goals selected by schools and districts should be an authentic way for schools to ensure the strategies selected in the sustainable improvement plan are on track and having a direct impact on student learning and outcomes. The state’s Act Relative to the Achievement Gap Act, MGL Chapter 69, 1J lists several measurable annual goals that schools identified as underperforming must track each year of their sustainable improvement timeline. While schools not in underperforming status are not required to select measurable annual goals for each of the listed categories, schools engaged in sustainable improvement may find these to be areas of interest when selecting annual goals.

* Student acquisition of twenty-first century skills
* Development of college readiness, including at the elementary and middle school levels
* Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable
* Parent and family engagement
* Building a culture of academic success among students
* Building a culture of student support and success among school faculty and staff
* Student attendance, dismissal rates, and exclusion rates
* Student safety and discipline
* Student promotion and dropout rates
* Graduation rates (high schools only)

Potential measures to consider for each category are presented below this resource. It is recommended that, when possible, districts and schools use measures that are already collected by the district, school, or state.

## **SAMPLE MAGs**

For each measure below we have indicated whether a sample measure is suitable for elementary (ES), middle (MS), high school (HS) or all grades (ALL).

**Student acquisition of 21st century skills**

* Percentage of students demonstrating mastery of life and career skills through participation in school-sponsored extracurricular career readiness and volunteer activities (ALL)
* Percentage of students demonstrating mastery of media, technology, engineering, and information skills (ALL)
* Percentage of students mastering learning and innovation skills (ALL)
* Percentage of students completing grade 8 portfolio requirement (MS)
* Percentage of high school graduates completing MassCore requirements (HS)

**Development of college readiness, including at the elementary and middle school levels**

Sample measurables suited for all grades:

* Percentage of students reporting reading texts at home not required in school (ALL)
* Percentage of students demonstrating proficiency in research skills (ALL)
* Percentage of students demonstrating proficiency in critical thinking skills (ALL)
* Percentage of students demonstrating advanced reading levels based on district assessments (ALL)
* Percentage of students who began the year below grade level who demonstrated accelerated progress on district or state assessments (ALL)
* Percent of students passing all coursework (ALL)
* Percent of students taking art or music. (ALL)
* Percent of students participating in career awareness activities (ALL)
* Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years) (ALL)
* Percentage of students scoring Meeting or Exceeding Expectations on ELA MCAS (ES, MS)
* Percentage of students scoring Meeting or Exceeding Expectations on Math MCAS (ES, MS
* Percentage of students scoring proficient or higher on science MCAS (ES, MS, HS)
* Reduction in the percentage of students scoring Does Not Meet Expectations on ELA and/or Math Next Generation MCAS (ES, MS) or scoring Failing on the Legacy MCAS (Science all grades, and HS ELA and math)

Sample measures for elementary grades:

* Percentage of grades K-2 students who have 2 hours/week (or 25 minutes/day) of science instruction outside of literacy instruction (ES)
* Percentage of grades K-3 students who have weekly History/Social Science instruction outside of literacy instruction (ES)
* Percentage of grades K-3 students who have a minimum of 20 minutes/day of unstructured play, not including physical education (ES)

Sample measures suitable for high schools:

* Percentage of students engaging in the development of their individual [My Career and Academic Plan (MyCAP)](http://www.doe.mass.edu/ccr/initiatives/) guided by a 4-year scope and sequence. (HS)
* Percentage of seniors completing FAFSA application (HS) (Edwin report)
* Percentage of students participating in a four year scope and sequence of activities supporting college and career advising. (HS) (DESE College and Career Advising Framework) (HS)
* Percentage of students completing an immersive internship or capstone experience (as captured in local course codes eg Innovation Pathway schools) (HS)
* Percentage of grade 11-12 students taking courses in science, technology, engineering, or mathematics (STEM) (HS)
* Percentage of grade 12 students completing a mathematics course (HS)
* Percentage of 11th & 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment courses, and other selected rigorous courses) (HS) ( See  [list of advanced courses used for accountability reporting](http://www.doe.mass.edu/accountability/lists-tools.htm))
* Number and percentage of students enrolling in completing an early-college program of study (HS)
* Number and percentage of students completing college level/dual enrollment classes (HS)
* Starting SY 2019, percentage of students attaining industry recognized credentials (HS)
* Percentage of grade 10 students taking the PSAT (HS)
* Percentage of students taking the SAT or ACT (HS)
* Percentage of students taking the SAT who meet college benchmark (480 or higher on Evidence-Based Reading and Writing and 530 or higher on Math). (HS)
* Percentage of students enrolling in two and four-year colleges (HS) (Edwin report)

**Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable**

* Percentage of non-instructional staff reporting feeling involved in and contributing to a culture of success in the school (ES)
* Percentage of grades K-3 students reaching the end-of-year grade level targets on age appropriate, research-based, literacy screening tools that include both comprehension and code. (ES)
* Percentage of K-3 students who began the year below grade level who demonstrated accelerated progress on age appropriate, research-based, literacy screening tools that include both comprehension and code. (ES)
* Percentage of teachers, by grade level, using the results of a developmentally appropriate child assessment to plan literacy instruction as determined through the use of classroom observation tools by administration (ES)
* Percentage of grades K-3 classrooms that have a goal for decreasing teacher discourse and increasing purposeful, standards-based student discourse (ES)
* Percentage of grades K-3 students reaching the end-of-year grade level target and/or demonstrating growth on age appropriate, research-based, assessments of social and emotional learning (ES)
* Percentage of teachers, by grade level, using the results of developmentally appropriate child assessments of social and emotional learning to plan for and address Tier 1 SEL instruction, including curriculum, learning environments, interactions (ES)
* Percentage of grade K-3 classrooms that set and meet benchmarks for high quality interactions between adults and students and between students (ES)

**Parent and family engagement**

* Percentage of parents/guardians and/or other family members attending at least one teacher-parent conference during the school year (ALL)
* Percentage of parents/guardians and/or other family members reporting that they feel welcomed, valued, and connected to each other, to teachers, and to what students are learning and doing in class (ALL)
* Percentage of parents/guardians and/or other family members volunteering for the school during the school year (ALL)
* Percentage of parents/guardians and/or other family members reporting that they engage in regular, two-way, meaningful communication about student learning with teachers and other school staff (ALL)
* Percentage of parents/guardians and/or other family members reporting meaningful opportunities to engage with and/or contribute to policy and program decisions in their child’s school (ALL)
* Percentage of parents/guardians and/or other family members reporting an understanding of the school's turnaround efforts, the targets the school is striving for, and their role in contributing to reaching these goals (ALL)
* Overall score on parent-family perception survey in the area of involvement in child-based activities (ALL)
* Percentage of parents/guardians and/or other family members reporting the school has engaged them in preparing their children for post-secondary plans (ALL)

**Building a culture of academic success among students**

* Teacher attendance rate (ALL)
* Distribution of teachers by performance level on district’s teacher evaluation system (ALL)
* Percentage of teachers, students, and families agreeing that the school supports the academic success of students (ALL)
* Percent of teachers, students, and families agreeing that the school offers regular opportunities to publicly celebrate student/school success, recognize achievement and reinforce high expectations. (ALL)
* Percentage of students reporting that peers encourage each others' success (ALL)
* Percentage of students reporting that the school is emotionally and physically safe and conducive to learning (ALL)
* Percentage of students reporting they feel challenged and held to high standards for performance (ALL)
* Percentage of students reporting they feel known and understood by at least one adult in the school (ALL)
* Percentage of students reporting offered (and taking advantage of) additional supports to supplement and/or extend learning (ALL)
* Percentage of students reporting that effort and good work are recognized by the school (ALL)
* Percentage of students reporting that they succeed because they want to (i.e., not for an extrinsic reward) (ALL)
* Percentage of students reporting a belief that that they can improve in schools by continuously trying and practicing a growth mindset. (ALL)
* Percentage of students rated as "Thriving" on well-being index (grades 5-12)
* Mean score on student engagement index (grades 5-12)
* Mean score on student hope index (grades 5-12)
* Percentage of students reporting XXXX on DESE’s [Views of Climate and Learning" (VOCAL)](http://www.doe.mass.edu/research/vocal/2018/) annual student survey. (Grades 5, 8 and 10)
* Percentage of students, families, and teachers reporting XXX on specific questions in the Conditions for Learning Survey (ALL)

**Building a culture of student support and success among school faculty and staff**

* Mean score on an index of school culture (completed by students, families, and teachers) (ALL)
* Percentage of teachers observed implementing key instructional practices supported through professional development, as evidenced by data collected through learning walks, feedback forms completed by instructional coaches, or other measures (ALL)
* Percentage of grade-level teams practicing targeted professional learning strategies as determined by identified tools within the common planning time self-assessment toolkit (ALL)
* Percentage of teachers and staff reporting that the school supports the academic success of all students (ALL)
* Percentage of students, teachers, staff, and/or families reporting that the school is physically safe and conducive to learning (ALL)
* Percentage of students, teachers, staff, and/or families reporting that they feel challenged and held to high performance standards (ALL)
* Percentage of teachers and staff reporting that they feel a sense of urgency to improve student outcomes (ALL)
* Rating on a school culture/climate observation instrument conducted by an independent evaluator (ALL)
* Score on the school mental health capacity instrument (ALL)
* Percentage of teachers reporting using the results of formative or interim assessments to improve their instruction to meet student needs (ALL)
* Percentage of teachers reporting a responsibility for all students in the school (ALL)
* Percentage of students and families reporting they feel the school wants students to succeed (ALL)

**Student attendance, dismissal rates, and exclusion rates**

* Attendance rate (increase): Total # of days students attended school divided by total # of days students were enrolled during the school year. Set, at a minimum, a goal of 92% or improvement of at least 1% from the prior year if below 92%. (ALL)
* Percentage of students absent 10+ days (decrease) (ALL)
* Chronic Absenteeism (decrease) Percentage of students absent greater than 10% of days in membership (ALL)
* Truancy rate (decrease): # of students truant for more than 9 days, divided by the end-of-year enrollment (including transfers, dropouts, etc.) for the school year reported. A student is truant when he or she has an unexcused absence (ALL)
* Dismissal rate (decrease) (ALL)
* Total # of dismissals from non-routine student-nurse encounters) / (total # of non-routine encounters), or a similar measure (ALL)
* Out-of-school suspension rate (decrease): Percentage of enrolled students who received 1+ out-of-school suspensions (ALL)
* In-school suspension rate (decrease): Percentage of enrolled students who received 1+ in-school suspensions (ALL)

**Student safety and discipline**

* Number of drug, weapon, or violence incidents (decrease): # of incidents involving drugs, violence or criminal incident on school property (ALL)
* Number or percent of non-drug, non-violent, non-criminal incidents (decrease): # of incidents categorized as non-drug, non-violent, non-criminal (ALL)
* Number or percent of student restraints (decrease) - number of total restraints and/or number of total students involved (ALL)
* Student reported feelings of safety and discipline practices (ALL)

**Student promotion and dropout rates**

* Retention rate (decrease): Percentage of enrolled students repeating the grade in which they were enrolled the previous year (as of October 1) (ALL)
* Annual dropout rate (decrease)- Percentage of students in grades 9-12 who dropped out of school between July 1 and June 30 prior to the listed year and who did not return to school by the following October 1 of the following year. (HS)

**Graduation rates (high schools only)**

* 4-Year cohort graduation rate - All students: # of students in a cohort who graduate in 4 years or less divided by the # of first-time grade 9 students, minus transfers out, plus transfers in. All data are lagged by one year. (As defined by ESE accountability requirements.) (HS)
* 5-Year cohort graduation rate - All students: # of students in a cohort who graduate in 5 years or less divided by the # of first-time grade 9 students, minus transfers out, plus transfers in. All data are lagged by one year. (As defined by ESE accountability requirements.) (HS)
* Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled) (HS)