



## SMART Goal Guidance for K-12

- I. SMART Goals must be academic. The timebound end date of the academic goals must be at the end of the academic year (unless the goals are related to ILEARN Checkpoints). Schools can keep SMART goals from the previous academic year if they have not met their goal(s) or can adjust those goals to increase student attainment.

S – Specific	M – Measurable	A – Attainable	R – Relevant	T – Time-bound
Tip: Goals should be straightforward and state what you want to happen. Be specific and define what you are going to do. Use action words such as improve, increase, decrease, direct, organize, coordinate, lead, develop, plan, etc.	Tip: If you can't measure it, you can't manage it. Choose goals with measurable progress and establish concrete criteria for measuring the success of your goal.	Tip: Is this goal attainable? Goals must be within your capacity to reach. If goals are set too far out of your reach, you cannot commit to accomplishing them.	Tip: Goals should be relevant. Make sure each goal is consistent with the goals of the school.	Tip: Set a timeframe for the goal: the end of the academic year. Putting an end point on your goal gives you a clear target to work towards.

- II. **BOY Data** - Schools will submit beginning of the year (BOY) data that corresponds with their SMART Goals.
- III. **BOY Data Analysis Summary** - In the BOY Data Analysis Summary, schools will provide a brief summary of the BOY data and will provide relevant rationale for selecting each academic goal.
- IV. **MOY Data** - Schools will submit middle of the year (MOY) data that corresponds with their SMART Goals.
- V. **MOY Data Analysis Summary** - In the MOY Data Analysis Summary, schools will provide a brief summary of the MOY data and progress for each goal.
- VI. **EOY Data** - Schools will submit end of the year (EOY) data that corresponds with their SMART Goals.
- VII. **EOY Reflection** - In the EOY Reflection, schools will provide a brief summary of the EOY data for each goal. Additionally, schools will include strengths and weaknesses and ideas for these goals moving forward.

## SMART Goals for Network Schools

ICSB recognizes that many times schools have network level goals they strive to meet. Therefore, in these circumstances, ICSB permits schools to have one network level goal and one school level goal. Network leaders, please connect with Bea Garcia [begarcia@icsb.in.gov](mailto:begarcia@icsb.in.gov) if you plan to submit a network-level, academic SMART Goal for some or all of your network schools.



## Unallowable Topics for K-12 SMART Goals

SMART goals may not replicate academic accountability measures below.

<b>1.4 Student Achievement (Grades 3-8 &amp; Grade 10)</b>	
1.4.a	The school's grade level proficiency on the state assessment in English Language Arts compared with the previous school year.
1.4.b	The school's grade level proficiency on the state assessment in Math compared with the previous school year.
1.4.c	The school's proficiency on the state assessment in English Language Arts compared with traditional public schools with the same tested grades located within the same school corporation.
1.4.d	The school's proficiency on the state assessment in Math compared with traditional public schools with the same tested grades located within the same school corporation.
1.4.e	The percentage of students who have been enrolled for at least two (2) full school years achieving proficiency on the state assessment in English Language Arts.
1.4.f	The percentage of students who have been enrolled for at least two (2) full school years achieving proficiency on the state assessment in Math.
1.4.g	The percentage of students achieving proficiency on the IREAD-3 state assessment (including summer retest).
<b>1.5 Academic Growth (Grades 4 – 8)</b>	
1.5a	The percentage of students achieving "typical" or "high" growth on the state assessment in English Language Arts according to Indiana's Growth Model.
1.5.b	The percentage of students achieving "typical" or "high" growth on the state assessment in Math according to Indiana's Growth Model.
1.5.c	Students achieving "adequate and sufficient growth" on the state assessment in English Language Arts as measured by Indiana's Growth Model and reported through Student Growth Percentiles ("SGP").
1.5.d	Students achieving "adequate and sufficient growth" on the state assessment in Math as measured by Indiana's Growth Model and reported through SGP.
<b>1.6. Academic Equity and Achievement Gaps (Grades 3-8 &amp; 10)</b>	
1.6.a	The proficiency on the state assessment in English Language Arts for each subgroup compared with traditional public schools with the same tested grades located within the same school corporation.
1.6.b	The proficiency on the state assessment in Math for each subgroup compared with traditional public schools with the same tested grades located within the same school corporation.
1.6.c	The change in proficiency on the state assessment in English Language Arts for each subgroup compared with the previous school year.
1.6.d	The change in proficiency on the state assessment in Math for each subgroup compared with the previous school year.
<b>1.7. College and Career Readiness (Grades 9-12)</b>	



1.7.a	The school's four-year graduation rate compared with the state average for traditional public high schools(Excluding Adult High Schools from average).
1.7.b	The school's four-year graduation rate compared with traditional public high schools within the same school corporation.
1.7.c	The percentage of students entering grade 12 at the beginning of the school year (as reported on DOE-PE) who graduated from high school (credit based, as reported on DOE-GR).
1.7.d	The percentage of graduating students planning to pursue college or career, as defined by and reported to the Indiana Department of Education (as reported on DOE-GR).
1.7.e	The school's strength of diploma indicator.