

Fort Worth ISD Student Outcome Goals and Goal Progress Measures

District Mission: Preparing **all** Students for Success in College, Career, and Community Leadership.

Goal 1 Early Literacy

Percent of students in grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30 percent to 43 percent by 2019.

Goal 1 Annual Targets

School Year	Percentage
2015–16 (Baseline)	30%
2016–17	33%
2017–18	37%
2018–19	43%

Goal Progress Measure (GPM) 1.1

Percent of students in kindergarten–grade 3 reading on or above grade level as measured by the District’s universal screener/progress monitoring tool will increase from X percent to Y percent by Z (2016–17 is the implementation year; these targets will be set in June 2017 when baseline data are available).

GPM 1.1 Annual Targets

School Year	Percentage
2015–16	N/A
2016–17	(Baseline)
2017–18	Y%
2018–19	Y%

Goal Progress Measure (GPM) 1.2

Percent of grade 2–3 students achieving 75% or higher on FWISD standard of 2 weekly lessons on the District’s progress monitoring system for reading will increase from X percent to Y percent by Z (2016–17 is the implementation year; these targets will be set in June 2017 when baseline data are available).

GPM 1.2 Annual Targets

School Year	Percentage
2015–16	N/A
2016–17	(Baseline)
2017–18	Y%
2018–19	Y%

Goal Progress Measure (GPM) 1.3

Percent of students in grade 3 making progress as measured by the District’s local assessments of key enduring understandings and skills in reading will increase from 41 percent to 59 percent by Z.

GPM 1.3 Annual Targets

School Year	Percentage
2015–16 (Baseline)	41%
2016–17	47%
2017–18	53%
2018–19	59%

Goal 2 Middle Grades—Math

Percent of students who meet or exceed standard on STAAR Algebra I EOC examination by the end of grade 9 will increase from 77 percent to 82 percent by 2019.

Goal 2 Annual Targets

School Year	Percentage
2015–16 (Baseline)	77%
2016–17	78%
2017–18	80%
2018–19	82%

Goal Progress Measure (GPM) 2.1

Percent of students in grades 6–8 performing on or above grade level standard on their STAAR math assessment will increase from 22 percent to 30 percent by 2019.

GPM 2.1 Annual Targets

School Year	Percentage
2015–16 (Baseline)	22%
2016–17	24%
2017–18	27%
2018–19	30%

Goal Progress Measure (GPM) 2.2

Percent of students in grades 6–8 who meet or exceed progress expectations on STAAR math assessment will increase from 44 percent to 53 percent by 2019.

GPM 2.2 Annual Targets

School Year	Percentage
2015–16 (Baseline)	44%
2016–17	47%
2017–18	51%
2018–19	53%

Goal Progress Measure (GPM) 2.3

Percent of students in grades 3–9 making progress as measured by the District’s local assessments of key enduring understandings and skills in mathematics will increase from 37 percent to 55 percent by 2019.

GPM 2.3 Annual Targets

School Year	Percentage
2015–16 (Baseline)	37%
2016–17	42%
2017–18	49%
2018–19	55%

Goal 3 College and Career Readiness

Percent of graduates who have met the criteria for post-secondary readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53 percent to 66 percent by 2019.

Goal 3 Annual Targets

School Year	Percentage
2015–16 (Baseline)	53%
2016–17	57.3%
2017–18	61.5%
2018–19	65.8%

Goal Progress Measure (GPM) 3.1

Percent of graduates meeting the TSI standard in reading and math will increase from 16 percent to 23 percent by 2019.

GPM 3.1 Annual Targets

School Year	Percentage
2015–16 (Baseline)	16%
2016–17	17%
2017–18	20%
2018–19	23%

Goal Progress Measure (GPM) 3.2

Percent of graduates who earn 12 or more college credit hours through dual credit courses will increase from 7 percent to 13 percent by 2019.

GPM 3.2 Annual Targets

School Year	Percentage
2015–16 (Baseline)	7%
2016–17	9%
2017–18	11%
2018–19	13%

Goal Progress Measure (GPM) 3.3

Percent of graduates completing a CTE coherent sequence of courses will increase from 35 percent to 40 percent by 2019.

GPM 3.3 Annual Targets

School Year	Percentage
2015–16 (Baseline)	35%
2016–17	36%
2017–18	38%
2018–19	40%

Fort Worth ISD Board Constraints for the Superintendent and Constraint Progress Measures

District Mission: Preparing **all** Students for Success in College, Career, and Community Leadership.

Constraint 1

The Superintendent shall not allow a low level of campus culture satisfaction.

Constraint Progress Measure (CPM) 1.1

Percent of teacher attendance, as measured by employee attendance data, will increase from 94.6 percent to 95.6 percent by 2019.

CPM 1.1 Annual Targets

School Year	Percentage
2016–17 (Baseline)	94.6%
2017–18	95.1%
2018–19	95.6%

Constraint Progress Measure (CPM) 1.2

Percent of campuses with positive staff responses on campus survey about the “Campus Direction” will increase from X percent to Y percent by 2019.

CPM 1.2 Annual Targets

School Year	Percentage
2016–17 (New Measure)	Y%
2017–18	Y%
2018–19	Y%

Constraint Progress Measure (CPM) 1.3

Percent of students not chronically absent, as measured by student attendance data, will increase from 88.4 percent to 88.8 percent by 2019.

CPM 1.3 Annual Targets

School Year	Percentage
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School Year	Percentage
2016–17 (Baseline)	88.4%
2017–18	88.6%
2018–19	88.8%

Constraint Progress Measure (CPM) 1.4

Percent of campus with students responding positively to campus surveys shall increase from X percent to Y percent by 2019.

CPM 1.4 Annual Targets

School Year	Percentage
2016–17 (New Measure)	Y%
2017–18	Y%
2018–19	Y%

Constraint 2

The Superintendent shall not allow low-performing campuses to have inequitable access to resources.

Constraint Progress Measure (CPM) 2.1

Percent of teaching staff at “improvement required” campuses, who are first-year teachers, as measured by HCM Staffing Report, will decrease from 14.6 percent to 12.6 percent by 2019.

CPM 2.1 Annual Targets

School Year	Percentage
2016–17 (Baseline)	14.6%
2017–18	13.5%
2018–19	12.6%

Constraint 3

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

Constraint Progress Measure (CPM) 3.1

Percent of campuses meeting the District’s standard of two weekly lessons on the District’s progress monitoring system for reading will increase from X percent to Y percent by Z (2016–17 is the implementation year; these targets will be sent in June 2017 when baseline data are available).

CPM 3.1 Annual Targets

School Year	Percentage
2016–17 (Baseline)	Y%
2017–18	Y%
2018–19	Y%

Constraint Progress Measure (CPM) 3.2

Percent of teachers continuing assignment at “District initiative” campuses, as measured by the District’s annual staffing report, will increase from X percent to Y percent by Z.

CPM 3.2 Annual Targets

School Year	Percentage
2016–17 (New Measure)	Y%
2017–18	Y%
2018–19	Y%