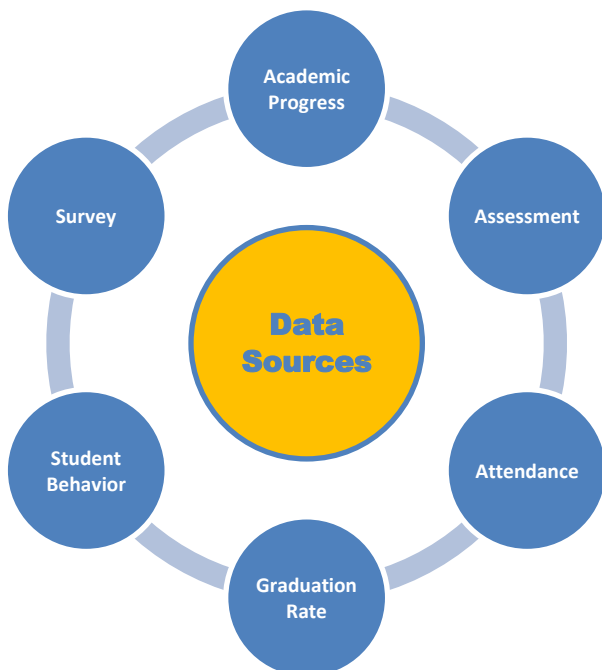


Elementary and Secondary Education Act Program Outcomes and Goals

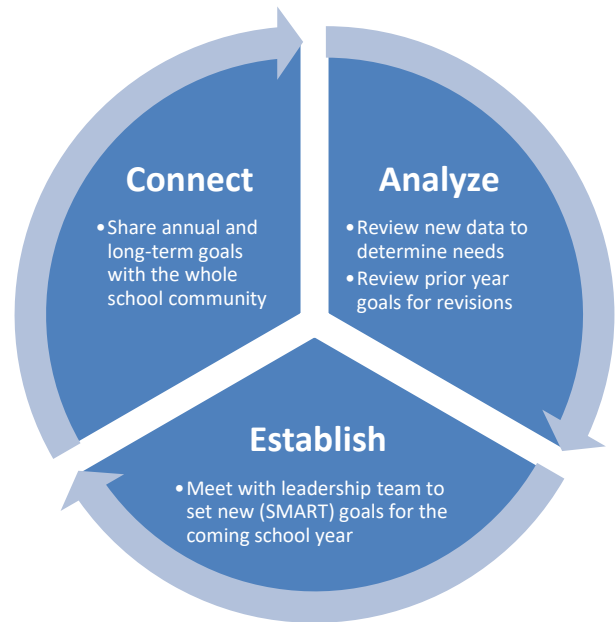
As part of each annual application for federal funding under the Elementary and Secondary Education Act (ESEA), all school districts must describe the programs and activities that will be supported with federal funds. Districts (and individual schools) must also set meaningful goals related to the programs and activities that will be funded through their application. These goals, while sometimes difficult to craft, serve the important purpose of guiding the work that is carried out locally and demonstrating the impact that ESEA program funds have for schools and communities across the country. As such, it's important to strategically craft your district and school level goals, so that they are based on local data and serve to address a local need.

Important Considerations

- **Comprehensive Needs Assessment (CNA)**
also known as the "SAU Consolidated Plan", this is a comprehensive document which helps compile the academic and non-academic data available to schools and districts so that it can be analyzed and used to determine trends and high-level areas of need. The goals that result from this analysis become the focus of all federal ESEA program work at the local level.
- **Concept of "Less is More"**
When developing goals with your leadership team, be strategic and purposeful. Whenever possible, try and tie your ESEA work to a few distinct, well-crafted goals that will help guide your work and move it forward.



Process for Goal Development



- **Communication is Key**
In establishing meaningful goals designed to demonstrate a measurable impact in your school community, it's important to work with your team and not in isolation. Once established, it's also imperative that this information be shared among your school community. Open communication with everyone involved in the work will ensure that everyone can work together the same goal in mind.

Relevant Outcome Data

When applying for ESEA program funds, school districts must demonstrate a connection between the findings in their CNA and the resulting goals included in their application. While an exact match is not required, the goals set forth in both documents must clearly align. In this context, the CNA could serve to establish a long-term goal for the district, while the ESEA application could set interim goals for that particular year.

In setting meaningful goals, it's important to consider the data source (or indicator) that will be used to demonstrate progress toward and achievement of the goal. An appropriate indicator will always be relevant to an identified need. For example, achievement of a goal to improve student behaviors could be demonstrated by a reduction in office disciplinary referrals. One would not demonstrate achievement of this same goal by attendance rates at a behavior management training for staff. While project work might be the same in both examples, the goal of the work is always to address the underlying need.

SMART Goal Framework

What is a “SMART” Goal?

A statement of your intended target for the year, based around improving outcomes for schools, teachers, students, and families, that follows the SMART framework.

- Specific** – has a clear, quantifiable focus
- Measurable** – outlines an appropriate mechanism that can be used to measure progress toward achievement
- Attainable** – is realistic to achieve within the timeframe specified
- Relevant** – aims to specifically address an identified area of weakness or need within a district, school, or student population
- Time-bound** – incorporates major milestone(s) and/or a completion date

What is not a “SMART” Goal?

A statement of intended outcome which possesses one (or more) of the following characteristics that contradict the SMART framework.

- Specific** – is vague and/or lacking clear details
- Measurable** – is not easily measurable or is lacking data sources
- Attainable** – is unrealistic or unattainable within the given timeframe or with the resources that are available
- Relevant** – is not clearly connected to the overall needs of the district, school, or students
- Time-bound** – does not establish any milestones or set a deadline for completion



GOAL ANALYSIS EXERCISE

Review the goal below and evaluate it in terms of the (5) characteristics of a SMART goal. Be prepared to discuss why you do or do not believe this goal could be considered “SMART”.

Example:

90% of our students will report feeling safe in school on our annual school climate survey.