

Annual Student Outcome Goal Examples: High School

Goal Statement from ASCA National Model Implementation Guide, page 58:

By June 2022, the percent of students enrolled in AP classes passing the AP exam will increase by 3% from 92% last year to 95% current year.

	In Current ASCA National Model Implementation Guide	Revised to Meet 2022 RAMP Rubric
End Date	By June 2022	By June 2022
Description of targeted group of students (criteria for inclusion in the interventions)	Students enrolled in AP classes	Students in AP classes with grades below 80 at the end of the first quarter (Oct. 14, 2021)
Will increase/decrease	Will increase	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)	The percent of students passing the AP exam	The number of grades below 80
Percent change (calculated by portal)	By 3%	By 20%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 92% last year	From 10
Target data	To 95% current year	To eight

Corrected Goal Statement


By June 2022, students in AP classes with grades below 80 at the end of the first quarter (Oct. 14, 2021) will decrease the number of grades below 80 by 20%, from 10 to eight.

Explanation

- The original goal statement doesn't clarify the specific group of students who need extra support. It does, however, provide a good example of how one moves beyond counting enrollment in the class to measuring success in the class. Changing the focus of the goal statement to ensuring students are adequately prepared for the exam, based on grades as a predictor, makes it easier to create an easily quantified goal statement. The baseline is the combined number of students earning below an 80 in an AP class, and the target is 20% less than that.
- The words "last year" and "current year" were removed from the baseline and target data sections, as what you are changing is now explicit in the description of the outcome to be changed.
- After exams are taken and scored, school counselors may, if desired, look at the percent passing to determine if this change in focus facilitated an increase in the passing rate from previous years.

Goal Statement from ASCA National Model Implementation Guide, page 58:

By June 2022, the percent of freshman on track for on-time graduation will increase by 7% from 84% at the end of the first quarter to 90% at the end of the school year.

	In Current ASCA National Model Implementation Guide	Revised to Meet 2022 RAMP Rubric
End Date	By June 2022	By June 2022
Description of targeted group of students (criteria for inclusion in the interventions)	The percent of freshman on track for on-time graduation	Ninth-grade students who are earning an F in core classes at the end of the first quarter
Will increase/decrease	Will increase	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)		The cumulative number of F's
Percent change (calculated by portal)	By 7%	By 20%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 84% (at the end of the first quarter)	From 78
Target data	To 90% (at the end of the school year)	To 64

Corrected Goal Statement


By June 2022, ninth-grade students who are earning an F in core content classes at the end of the first quarter will decrease the cumulative number of F's by 20%, from 78 to 64.

Explanation

- The goal correction moves from “on-track for on-time graduation” to a focus on potential F’s earned in core content classes. This focus enables the description of the specific outcome to be changed. The baseline is determined by summing the F’s earned by the target group of students across the core content classes in ninth grade. It is up to school counselors to determine a reasonable percent change.
- The words “at the end of the first quarter” and “at the end of the school year” were removed from the baseline and target data sections, as what you are changing is now explicit in the description of the outcome to be changed.

Goal Statement from ASCA National Model Implementation Guide, page 59:

By the end of the school year, the freshman retention rate will decrease by 10% from 20% last year to 18% current year.

	In Current ASCA National Model Implementation Guide	Revised to Meet 2022 RAMP Rubric
End Date	By the end of the school year	By the end of the first semester
Description of targeted group of students (criteria for inclusion in the interventions)	The freshman retention rate	Ninth-grade students who have an F in required courses on the first progress report
Will increase/decrease	Will decrease	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)		The number of F's
Percent change (calculated by portal)	By 10%	By 50%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 20% (last year)	From 82
Target data	To 18% (current year)	To 41

Corrected Goal Statement


By the end of the first semester, ninth-grade students who have an F in required courses on the first progress report will decrease the number of F's by 50%, from 82 to 41.

Explanation

- The focus on retention rate is good work, but it can make it difficult to write a goal statement that fulfills all requirements of the current RAMP rubric. In this statement, the description of the outcome to be changed is missing. The same work can be addressed by reducing the number of Fs earned with a semester in the required courses. The goal can then be repeated during second semester, utilizing the same format but with a potentially different set of targeted students.
- The goal corrections include moving the goal to focus on a single semester and specifically identifying the student outcome to be changed (number of F's).
- The words "last year" and "current year" were removed from the baseline and target data sections, as what you are changing is now explicit in the description of the outcome to be changed.

Goal Statement from ASCA National Model Implementation Guide, page 59:

By the end of the school year, the high school graduation rate will increase by 2% from 88% graduation rate during the previous school year to 90% this year.

	In Current ASCA National Model Implementation Guide	Revised to Meet 2022 RAMP Rubric
End Date	By the end of the school year	By the end of the school year
Description of targeted group of students (criteria for inclusion in the interventions)		Seniors who are missing one–four credits needed for graduation
Will increase/decrease	Will increase	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)	The high school graduation rate	The cumulative number of missing required credits
Percent change (calculated by portal)	By 2%	By 80%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 88% graduation rate during the previous school year	From 25
Target data	To 90% this year	To 5

Corrected Goal Statement

By the end of the school year, seniors who are missing one–four credits needed for graduation will decrease the cumulative number of missing required credits by 80%, from 25 to five.


Explanation

- The focus on increasing the graduation rate represents important work for the school counseling department. However, written in its current format, it doesn't meet the requirements of an exemplary goal statement and doesn't address which students need an intervention.
- The goal correction starts with identifying those students who are at risk of not graduating. This can be a varied group of students ranging from those missing one-two credits to those missing far more. That range of needs also suggests that different strategies are needed for subgroups within the large group of off-track seniors. To make the goal statement easier to manage and measure, it is good practice to narrow the target group. Of course, school counselors work with all who are at risk, but the narrowed goal statement allows for the specific measurements to occur with those who are getting similar interventions.

- The revised goal statement describes the student outcome as a reduction in the cumulative missing credits among the targeted group of students. To get the baseline, sum the number of credits needed by each student within the target group. For example, 10 students, each of whom is missing two credits, would have a total of 20 missing credits. That total becomes the baseline. Identifying the target data is the school counselor's best guess on what is possible.
- The words "graduation rate during the previous school year" and "this year" were removed from the baseline and target data sections, as what you are changing is now explicit in the description of the outcome to be changed.

Goal Statement from ASCA National Model Implementation Guide, page 59:

By May 2022, the mean SAT score for high school students will increase by 2% from 1250 earned by this cohort as juniors to an average score of 1275 during their senior year.

	In Current ASCA National Model Implementation Guide	Revised to Meet 2022 RAMP Rubric
End Date	By May 2022	By May 2022
Description of targeted group of students (criteria for inclusion in the interventions)		Seniors who scored between 1100 and 1300 on the SAT as juniors (last year) (n=56)
Will increase/decrease	Will increase	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)	The mean SAT score for high school students	The number of SAT scores below 1300
Percent change (calculated by portal)	By 2%	By 80%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 1250 earned by this cohort as juniors to an average score of	From 50
Target data	1275 during their senior year	To 10

Corrected Goal Statement

By May 2022, seniors who scored between 1100 and 1300 on the SAT as juniors (last year) (n=56) will decrease the number of SAT scores below 1300, from 50 to 10.

Explanation

- The original goal statement fails to identify the specific group of students in need of an intervention. In addition, trying to move an average score is challenging. This goal could be rewritten to focus on raising the scores of a specific subset of students, thereby affecting the overall average score. It is often easiest to raise the scores of those who are performing at an average or near-average level, but the exact parameters for determining the goal focus is up to the school counselor.
- Goal corrections for this goal were based on increasing the scores of students already doing well, so those seniors who scored between 1100 and 1300 were targeted to raise their scores. The parameters could be changed (1000 to 1100 or 800 to 1200 for example) based on what school counselors know about their students and who can most benefit from interventions.
- The outcome to be changed may then be defined as having those students (represented by n) increase their scores above a certain limit. All in the targeted group would be the

baseline number. The target is how many you hope to get above that minimum score described.

- The words “juniors to an average score of” and “during their senior year” were removed from the baseline and target data sections, as what you are changing is now explicit in the description of the outcome to be changed.

Goal Statement from ASCA National Model Implementation Guide, page 60:

By the end of the current school year, Hispanic students will decrease the total number of attendance offenses (truancy, cutting class, AWOL, tardiness) by 10% from 126 total attendance offenses (previous year) to 113 attendance offenses (current year).

	In Current ASCA National Model Implementation Guide	Revised to Meet 2022 RAMP Rubric
End Date	By the end of the current school year	By the end of the current school year
Description of targeted group of students (criteria for inclusion in the interventions)	Hispanic students	Hispanic students with one or more attendance offenses (truancy, cutting class, AWOL, tardiness) last year (2020–2021)
Will increase/decrease	Will decrease	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)	The total number of attendance offenses (truancy, cutting class, AWOL, tardiness)	The total number of attendance offenses
Percent change (calculated by portal)	By 10%	By 10%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 126 total attendance offenses (previous year)	From 126
Target data	To 113 attendance offenses (current year)	To 113

Corrected Goal Statement

By the end of the current school year, Hispanic students with one or more attendance offenses (truancy, cutting classes, AWOL, tardiness) last year (2020–2021) will decrease the total number of attendance offenses) by 10%, from 126 to 113.

Explanation

- The first problem with this goal statement is the description of the targeted group. Not all Hispanic students have attendance offenses. The targeted group needs to focus specifically on those with attendance offenses. The rest of the goal remains the same.
- The words “total attendance offenses (previous year)” and “attendance offenses (current year)” were removed from the baseline and target data sections as what you are changing is now explicit in the description of the outcome to be changed.

Goal Statement from ASCA National Model Implementation Guide, page 60:

By the end of the current school year, the number of out-of-school suspensions for ninth grade students will decrease by 50% from 101 (previous year) to 50 (current year).

	In Current ASCA National Model Implementation Guide	Revised to Meet 2022 RAMP Rubric
End Date	By the end of the current school year,	By the end of the current school year (2021–2022)
Description of targeted group of students (criteria for inclusion in the interventions)	The ninth-grade students	Ninth-grade students with one or more out-of-school suspensions (OSS)
Will increase/decrease	Will decrease	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)	The number of out-of-school suspensions	The cumulative number of OSS
Percent change (calculated by portal)	By 50%	By 50%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	101 (previous year)	From 101
Target data	50 (current year)	To 50

Corrected Goal Statement

By the end of the current school year (2021–2022), ninth-grade students with one or more out-of-school suspensions (OSS) will decrease the total number of OSS by 50%, from 101 to 50.


Explanation

- This goal statement is almost perfect. The different formatting or order of the information can be misleading and make it appear to have all required components of the rubric. However, the targeted group is defined only as ninth grade. The goal should focus specifically on students with suspensions.
- The baseline data is the sum of the number of disciplinary offenses that earned an out-of-school suspension for the targeted number of students. For example, perhaps 49 students each had two offenses earning out-of-school suspensions (total of 98) and one student had three offenses earning out-of-school suspensions (three) yielding a total of 101 out-of-school suspensions.
- Alternately, the specific description could focus on the total number of days of out-of-school suspensions earned by this group of students. The baseline would then be the sum of the number of days each member of the targeted group accrued as out-of-school suspensions. For example, 10 students receiving a total of 10 days of out-of-school suspensions would equal 100 days of out-of-school suspensions.

- The words “previous year” and “current year” were removed from the baseline and target data sections as what you are changing is now explicit in the description of the outcome to be changed. It is also a good practice to indicate the exact school year rather than reference previous/current years. This simply increases the clarity of the goal statement.

Goal Statement from ASCA National Model Implementation Guide, page 61:

By June 2022, the percentage of minor offenses will decrease by 20% from 50 minor offenses during the previous year to 40 or fewer during the current school year.

	In Current ASCA National Model Implementation Guide	Revised to Meet 2022 RAMP Rubric
	Page 61	
End Date	By June 2022	By June 2022
Description of targeted group of students (criteria for inclusion in the interventions)		Students who earned one or more disciplinary referrals for a minor offense during the 2020–2021 school year
Will increase/decrease	Will decrease	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)	The percentage of minor offenses	The cumulative number of minor disciplinary offenses (littering, absence from detention, use of electronic device during curriculum time, and unsupervised consumption of food/drink outside the cafeteria) accrued during the 2021–2022 school year
Percent change (calculated by portal)	By 20%	By 20%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 50 minor offenses during the previous year	From 50
Target data	To 40 or fewer during the current school year	To 40

Corrected Goal Statement

By June 2022, students who earned one or more disciplinary referrals for a minor offense during the 2020–2021 school year will decrease the cumulative number of minor disciplinary offenses (littering, absence from detention, use of electronic device during curriculum time, unsupervised consumption of food/drink outside the cafeteria) accrued during the 2021–2022 school year by 20%, from 50 to 40.

Explanation

- This goal statement is missing the description of the target group of students and includes a vague description of the outcome data (minor offenses).

- Goal corrections include a specific description of the target group, which would focus only those students with a history of earning these types of disciplinary referrals. In addition, the term “minor offenses” is specifically defined.
- The baseline is the total number of minor offenses accrued by the members of the targeted group of students.
- The words “minor offenses during the previous year” and “or fewer during the current school year” were removed from the baseline and target data sections, as what you are changing is now explicit in the description of the outcome to be changed.