Annual Student Outcome Goal Examples: Middle School

Goal Statement from ASCA National Model Implementation Guide, pages 52 and 54:

By the end of the current school year, the number of sixth-, seventh- and eighth-grade students failing three or four classes with a grade average of 59 or below at the ed of the first nine weeks will decrease by 75% from 23 students to nine students.

	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 school year (June 15, 2022)
Description of targeted group of students (criteria for inclusion in the interventions)	The number of sixth-, seventh- and eighth-grade students failing three or four classes with a grade average of 59 or below at the end of the first nine weeks	Sixth-grade students with grade averages below 59 in core content classes on the first progress report (Oct. 29, 2021)
Will increase/decrease	Wil decrease	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)		The cumulative number of F's (n=12 F's from nine students)
Percent change (calculated by portal)	By 75%	By 50%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 23 students	From 12
Target data	To nine students	To six

Corrected Goal Statement

By the end of the school year (June 15, 2022), sixth-grade students with grade averages below 59 in core content classes on the first progress report (Oct. 29, 2021) will decrease by 50% from 12 to six.

Explanation

- This correction narrows the focus to a single grade level, specifically defines the courses (limiting to core content of English/language arts, math and science) and identifies the point at which the grades are assessed (end of first quarter). The goal could be replicated at other grade levels. Baseline is determined by summing the total number of failing grades of the 12 students, each of whom have a least one F and up to three F's).
- The word "students" was 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 increases the clarity of the goal statement.

Goal Statement from ASCA National Model Implementation Guide, pages 52 and 54:

By June 2022, the percent of minority honors students earning a C or better will increase by 100% from 39.4% to 79%.

	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 minority honors students earning a C or better	Minority students earning less than a C in honors courses as of first progress report (n=40)
Will increase/decrease	Will increase	Will increase
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)		Their overall academic performance in honors classes
Percent change (calculated by portal)	By 100%	By 100%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 39.4%	From 40
Target data	To 79%	To 80

Corrected Goal Statement

By June 2022, minority students earning less than a C in honors courses as of first progress report (n=40) will increase their overall academic performance in honors classes by 100%, from 40 to 80.

Explanation

- This correction defines the specific outcome data to be changed, the increase in academic performance. The targeted group of students is clarified by specifying those students who are performing below average (less than C) as of the first progress report. This enables the school counselors to identify the specific students with whom to intervene. This is much clearer than trying to increase a percentage of students. If the targeted group of students is too large, it could be narrowed by focusing on a specific honors class or a specific class.

	In Current ASCA National Model Implementation Guide	**Revised to Meet 2022 RAMP Rubric**
End Date	By May 20, 2022	By May 20, 2022
Description of targeted group of students (criteria for inclusion in the interventions)	The target group of identified students in jeopardy of summer school/retention	Students who an F in core content areas (English/language arts, math, science, social studies) as of the mid-February grade check
Will increase/decrease	Will successfully improve	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)	Academic performance by meeting promotion criteria	The cumulative number of F's in core content courses
Percent change (calculated by portal)	By 80%	By 80%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 50 students (at risk as of March 2022)	From 100
Target data	To 10 students (at risk as of May 2022)	To 20

Corrected Goal Statement

By May 20, 2022, students who had an F in core content areas (English/language arts, science, social studies) as of the mid-February grade check will decrease the cumulative number of F's in core content courses by 80%, from 100 to 20.

Explanation

- This goal statement is vague. It is unclear who and how the students in jeopardy were defined and the terms of "academic performance" and "promotion criteria" are generic and vague. In addition, adding the word "successfully" to improvement doesn't add meaning. Finally, there is a question around the dates between baseline (March) and target (May) as that time frame offers limited time for intervening. Clarification is needed to define the criteria for students to be included in the work and the exact outcome to be changed.
- In the revised statement, the baseline is the cumulative number of core content courses with grade averages less than 70, determined by summing to total number of courses

the students in the target group had an F at February grade check. A list of students with one or more F's in core content classes along with how many F's each student had in those four courses. Add the number of F's each student had to yield the cumulative number. This restatement still focuses on the same information but is defined with greater clarity.

- The words 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 55:

By May 20, 2022, 65 students at risk of retention (scoring 180 or below on the state math test) will improve achievement (passing four out of five classes, two of which must be English/language arts and math, with a grade of 70 or higher) by 50% from 65 students to 32 students.

	In Current ASCA National Model Implementation Guide	Revised to Meet 2022 RAMP Rubric Option 1
End Date	By May 20, 2022	By May 20, 2022
Description of targeted group of students (criteria for inclusion in the interventions)	65 students at risk of retention (scoring 810 or below on the state math test)	Students scoring 810 or below on the state math test (n=65)
Will increase/decrease	Will improve	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)	Achievement (passing four out of five classes, two of which must be English/language arts and math, with a grade of 70 or higher)	The number of students not meeting state performance expectations for math
Percent change (calculated by portal)	By 50%	By 50%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 65 students	From 65
Target data	To 32 students	To 32

Corrected Goal Statement

By May 20, 2022, students scoring 810 or below on the state math test (n=65) will decrease the number of students not meeting state performance expectations for math by 50%, from 65 to 32.

Explanation

- This correction clarifies the focus of the goal work to decrease the number of students scoring below expectations, which is easier to describe and quantify. The number of students meeting the criteria is identified parenthetically (n=65) making it both clearer and simpler.
- One challenge for this goal statement is accessing the state assessment scores in a timely manner. It may be easier to create a goal around academic grades rather than standardized testing scores. Increasing academic grades should then contribute to a higher test score. Consider option 2 for this goal statement.
- The word "students" was 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.

	In Current ASCA National Model Implementation Guide	Revised to Meet 2022 RAMP Rubric Option 2
End Date	By May 20, 2022	By May 20, 2022
Description of targeted group of students (criteria for inclusion in the interventions)	65 students at risk of retention (scoring 810 or below on the state math test)	Students failing English/language arts and/or math with a score below 70 as of the first progress report
Will increase/decrease	Will improve	will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)	Achievement (passing four out of five classes, two of which must be English/language arts and math, with a grade of 70 or higher)	the cumulative number of F's earned in ELS and math
Percent change (calculated by portal)	By 50%	By 50%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 65 students	From 50
Target data	To 32 students	To 25

Corrected Goal Statement

By May 20, 2022, students failing English/language arts and/or math with a score below 70 as of the first progress report will decrease the cumulative number of F's earning in English/language arts and math by 50%, from 50 to 25.

Explanation

- This correction changes the criteria for inclusion in the target group from state math assessment performance to grades in English/language arts and math, which are required for promotion. Grades earned on the first progress report also moves the criteria for inclusion away from standardized assessments to grades and from annual data to more current data.
- The change of focus to grades earned ensures the data is more immediate and accessible. Baseline is determined by summing the number of F's earned in English/language arts and math by all students in the targeted group. Some students within the targeted group may have one F in either English/language arts or math and some may have two F's (one in English/language arts and one in math). Reducing the

cumulative number of F's in English/language arts and math among the identified student group is easier to count.

- The word "students" was 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.

	In Current ASCA National Model Implementation Guide	Revised to Meet 2022 RAMP Rubric
End Date	By May 20, 2022	By May 20, 2022
Description of targeted group of students (criteria for inclusion in the interventions)	The number of identified students in grades six, seven and eight with 10 or more absences in the previous school year and five or more absences in the first nine weeks of the current school year	Students in sixth, seventh and eighth grade with 10 or more absences in the 2020–2021 school year and five or more absences in the first nine weeks of the 2021–2022 school year
Will increase/decrease	Will reduce	Will reduce
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)	The aggregate number of absences	The aggregate number of absences for the 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 59 (previous year)	From 680
Target data	To 47 (current year)	To 544

Corrected Goal Statement

By May 20, 2022, students in sixth, seventh and eighth grade with 10 or more absences in the 2020–2021 school year and five or more absences in the first nine weeks of the 2021–2022 school year will reduce the aggregate number of absences for the school year by 20%, from 680 to 544.

Explanation

- This goal statement meets the current rubric demands. The only correction is to remove the words in parentheses for baseline and target data. This goal statement could be further refined by focusing on a single grade level. It might also be distributed across multiple school counselors, with each school counselor focusing on one grade level.
- The baseline and target data were changed to reflect the cumulative number of absences rather than the number of students in the target group.

- 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.

	In Current ASCA National Model Implementation Guide	**Revised to Meet 2022 RAMP Rubric**
End Date	By May 20, 2022	By May 20, 2022
Description of targeted group of students (criteria for inclusion in the interventions)	The number of students with 16 or more absences (45)	Students in eighth grade who had 16 or more absences in last year (2020–2021)
Will increase/decrease	Will be reduced	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)		The aggregate number of absences accrued this year (2021–2022)
Percent change (calculated by portal)	By 20%	By 20%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 45 students	From 750
Target data	To 36 students	To 576

Corrected Goal Statement

By May 20, 2022, students in eighth grade who had 16 or more absences in the last year (2020–2021) will decrease the aggregate number of absences accrued this year (2021–2022) by 20%, from 750 to 576.

Explanation

- The lack of specificity of the original goal statement contributes to a generic approach that might not yield as much change as is desired. For example, if all 45 students had exactly 16 absences and all reduced that to only 15 for the current year, the goal could be determined as a success. Yet, all students would still have missed too much school. In addition, the time frame in which students accrued those 16 absences is not identified.
- The goal corrections provide more information. The time frame for identification of data collections is specified. The outcome data to be changed is defined. The baseline is determined by summing all absences of the combined target group of absences from the previous school year.
- The word "students" was 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 56:

By June 2022, the number of disciplinary suspension days will decrease by 10% from 367 days of suspension to 330 days of suspension.

	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 receiving one or more days of out-of-school suspension as a disciplinary consequence 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 number of disciplinary suspension days	The aggregate number of disciplinary out-of-school suspension days during the 2021–2022 school year
Percent Change (calculated by portal)	By 10%	By 10%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 367 days of suspension	From 367
Target data	To 330 days of suspension	To 330

Corrected Goal Statement

By June 2022, students receiving one or more days of out-of-school suspension as a disciplinary consequence during the 2020–2021 school year will decrease by 10%, from 367 to 330.

Explanation

- This goal statement fails to identify the target group of students, whether this is target in-school suspensions or out-of-school suspensions or both, and the time frame for data collections. The first distinction is that the target group of students is identified. This clarifies both the goal statement and the school counselors' work.
- The next change clarifies suspension to target only the out-of-school suspensions. Then, the exact time frames are named as points for the data collection (last year and current year.
- Finally, the words "days of suspension" 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.
- This goal statement could be refined by focusing on a specific grade level.

	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, June 15, 2022
Description of targeted group of students (criteria for inclusion in the interventions)	The students with the most discipline referrals (19 students)	Students with six or more discipline referrals last year (2020–2021) (n=19)
Will increase/decrease	Will decrease	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)	Their number of discipline citations	The cumulative number of discipline citations (n=193)
Percent change (calculated by portal)		By 50%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 193 in first semester	From 193
Target data	To 97 in second semester	To 97

Corrected Goal Statement

By the end of the school year, June 15, 2022, students with six or more discipline referrals last year (2020–2021) (n=19) will decrease the cumulative number of discipline citations (n=193) by 50%, from 193 to 97.

Explanation

- The corrections here focus on defining the criteria for which students to include in the intervention, the description of the outcome to be changed and adding the percent change. The original target group focused on students "with the most discipline referrals" without really defining what that meant.
- The correction was to identify a specific parameter (six or more). The outcome description was clarified by explaining the origin of the baseline number. It is the sum of all referrals earned by the targeted students. Finally, the percent change was added after calculating the difference between the baseline and target numbers.
- The words "in first semester" and "in second semester" 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 increases the clarity of the goal statement.