

Memorandum

To: Eric Witherspoon, Superintendent
From: Pete Bavis, Assistant Superintendent for Curriculum and Instruction
Date: September 24, 2015
RE: **Goal Revision Process**

District goals were adopted by the board of education in 2011. These goals, as written, are due for review and revision. Now is the time to revise district goals. Continuity in goals addressing academic, well-being, student-centered facilities, financial stewardship, and community relationships/partnerships is essential to keeping the work of the district focused. It is recommended that the board complete a systematic process to revise district goals, targets, and measures. The first step in this process is to review progress the district has made toward existing aspirational goals. Progress toward existing goals informs the revision of district goals. It is recommended that the board follow a systematic review of each goal, target, and measure using the Maintain Eliminate Decrease Increase Create (MEDIC) framework outlined below.

For academic goals it is recommended that the board focus on the five measures that matter:

- freshman on track (Allensworth & Easton, 2007),
- graduation rate,
- AP access and success (Keng & Dodd, 2007),
- ACT College Readiness Benchmarks (CRB) in English and math (Bettinger, Evans & Pope, 2011), and
- discipline and suspension.

The outcome of this review will be to develop a draft of the revised goals that will then be subject to internal and community review. Regarding measures, the administration will identify measures that are no longer available and suggest measures where applicable.

MEDIC Framework for Review and Revision

For each goal:

Do we maintain the goal?

Do we eliminate the goal?

Do we decrease the goal's scope?

Do we Increase the goal's scope?

Do we create a new goal?

For each target/measure:

Do we maintain the target/measure?

Do we eliminate the target/measure?

Do we decrease the scope of the target?

Do we increase the scope of the target?

Do we create a new target/measure?

References

Allensworth, E. M., & Easton, J. Q. (2007). What matters for staying on-track and graduating in Chicago public high schools: A look at course grades, failures, and attendance in the freshman year. Chicago, IL: Consortium on Chicago School Research at the University of Chicago. Retrieved from <http://ccsr.uchicago.edu/publications/07%20What%20Matters%20Final.pdf>

Bettinger, E., & Evans, B., & Pope, D. (2011) Improving College Performance and Retention the Easy Way: Unpacking the ACT Exam, NBER Working Papers 17119, National Bureau of Economic Research, Inc.

Keng, L., & Dodd, B. (2007) An investigation of college performance of AP and non-AP student groups. Paper presentation at American Educational Research Association, April 2007, Chicago, IL.