








Goal	Objective	Owner	Baseline Data 2014-15	Results 2018-19	Status	Comments
Intense Focus on Student Achievement	Earn and maintain a district letter grade of A based on the components and processes for school grades (62% of total points earned)	Teaching and Learning	B (56% of total points earned) 2015-16 New Baseline	A (62% of total points earned)		The percent of total points has increased by six percentage points from the baseline.
	Decrease the number of schools earning a letter grade of D or F based on the components and processes for school grades to zero	Teaching and Learning	D schools: 20  F schools: 6	D schools: 9  F schools: 0	 	The number of D schools has decreased by eleven. The number of F schools has decreased to zero.
	Increase the percentage of graduates scoring career and college ready on either the SAT or ACT assessment to 55%	Teaching and Learning	28% (2014-15 Graduates) New Baseline	35% (2017-18 Graduates)		
	Increase the percentage of graduates scoring a 3, 4, or 5 on an AP exam during high school to 42%	Teaching and Learning	32% (2013-14 Graduates)	35% (2017-18 Graduates)		
	Increase the percentage of rising 9th grade students that passed the Algebra 1 EOC during middle school to 46%	Teaching and Learning	36%	43%		The percentage has increased by seven percentage points from the baseline.
High Performing and Dedicated Team	Increase the percentage of district and school administrators scoring 'Above Expectations' on their professional growth plan to 80%	Teaching and Learning	71%	80%		Goal met.

\*AdvancED no longer surveys K-2 students




Met Objective



Made Progress



Failed to Make Progress

	<p>Increase the annual number of employees participating in Career Pathways development programs to 1250</p>	<p>Teaching and Learning</p>	<p>817</p>	<p>1441</p>		<p>Enrollment in the following programs: Aspiring Leadership Academy, Facilitative Coaching Series, Advanced Coaching Academy, PNPA participants, PNPA completers, Level 5 AP's, Harvard Professional Learning Seminar attendees, NISL participants, Induction Facilitators and Extended Support Mentors. In 2017-2018, the leadership pathways expanded to support the needs and continuous learning necessary to develop teacher leaders and administrators. Additional opportunities were provided for Clinical Educator Facilitators, DPLC Principal Facilitators, Master Observer Facilitators, and the Lead Mentor and Mentor Series. In 2018-19, the Leadership Pathways expanded to include the New York City Leadership Academy,</p>
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Met Objective



Made Progress





Failed to Make Progress

Goal	Objective	Owner	Baseline Data 2014-15	Results 2018-19	Status	Comments
						principals receiving coaching, initial observer certification training for teachers, the UCF Master's Cohort, and ongoing professional learning opportunities.
Efficient Operations	Ensure that asset management targets are met so that under 1% of assets are lost or damaged	Teaching and Learning	0.23%	0.12%		
Safe Learning and Working Environment	Increase the average of stakeholder ratings for questions regarding Standard 4 (Resources and Support Systems) on AdvancED surveys to 4.30 (measured on a scale from '1' to '5')	Teaching and Learning	Parents: 4.01 Staff: 3.95 K-2: 4.75 3-5: 4.63 6-12: 3.26 Avg. rating: 4.12 Avg. rating (no K-2): 3.96	Parents: 4.18 Staff: 4.13 K-2: * 3-5: 4.64 6-12: 3.37 Avg. rating: 4.08		The average rating has increased by .12 from the baseline.
	Decrease the number of students with at least one out-of-school suspension by 25%	Teaching and Learning	11,114	7,642		The number of students with at least one out-of-school suspension was decreased by 36%.
Sustained Community Engagement	Increase the number of parents, family and community members who attended Parent Academies to 5,500	Teaching and Learning	3,267 2015-16 New Baseline	3,709		Baseline changed to reflect participating parents/family members only. Original data included participants and Parent Academy workers.

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 Met Objective

 Made Progress

 Failed to Make Progress