Annual Student Outcome Goal Examples: Elementary School

Rubric Requirements	In Current ASCA National Model Implementation Guide	Revised to Meet 2022 RAMP Rubric
End date	By May 20, 2022	By the end of the first semester (Jan. 7, 2022)
Description of targeted group of students (criteria for inclusion in the interventions)	Students in third, fourth and fifth grades who failed math during the previous school year	Students in third, fourth and fifth grades who failed math 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 F's earned in math on the semester grade report
Percent change (calculated by portal)	By 20%	By 20%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 32 students	From 32
Target data	To 25 students	To 25

Corrected Goal Statement

By the end of the first semester (Jan. 7, 2022), students in third, fourth and fifth grade who failed math during the 2020–2021 school year will decrease the number of F's earned in math on the semester grade report by 20%, from 32 to 25.

Explanation of Changes

- This goal statement was missing the description of the specific outcome. It could be implied, but for purposes of the RAMP rubric, it must be explicitly stated. The inclusion then lets the school counselor focus on reducing the number of F's, rather than the number of students with F's. Either is correct, but one is easier and makes it easier to talk about the change in outcomes with stakeholders.
- The goal statement was also changed to conclude at the end of the first semester. Again, ending at a semester or school year are completely correct. Ending at the semester facilitates replicating the goal during the second semester and adjusting the target group to remove those who no longer need the intervention and include others who may now need more support.
- 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 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 2022	By May 2022
Description of targeted group of students (criteria for inclusion in the interventions)	The percent of fourth- and fifth-grade students on F&R meal program scoring "exemplary" on the state science test (2019)	Fourth- and fifth-grade students on F&R meal program scoring "met expectations" and "exceeded expectations" on the state science test (2019)
Will increase/decrease	Will increase	Will maintain or increase
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)		Test scores on the state science test to the exemplary level
Percent change (calculated by portal)	By 50%	By 50%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 18%	From 30
Target data	To 27%	To 60

Corrected Goal Statement

By May 2022, fourth- and fifth-grade students on F&R meal program scoring "met expectations" and "exceeded expectations" on the state science test (2019) will maintain or increase test scores on the state science test to the exemplary level by 50%, from 30 to 60.

Explanation of Changes

- The goal corrections for this statement begin with defining the targeted group of students. Not all students who are on the F&R meal plan need to be included in the intervention. Some students on F&R meals may be performing at the exemplary level already.
- The description could focus on the students within the F&R subgroup who scored below "exemplary" on the previous test. One might focus on those within the F&R subgroup who scored at "met expectations" or focus on those who scored "below expectations." This explicit description provides the exact criteria for which students to include in these designed interventions and assessed at this in-depth level.
- The goal also does not describe the specific outcome to be changed. One could infer that the test scores are the outcome to be changed, but the RAMP rubric demands explicit descriptions. The correction focuses on moving students to that highest score level.
- One of the issues with a goal statement focused on this outcome is that focusing only on those you want to improve yields a baseline of 0, as they have not yet scored at the desired level. A baseline of 0 complicates the percent change. For that reason, the goal statement was amended to include the maintenance of those who had scored "exemplary" on the previous test. Strategies could then include both subgroups of students to work at earning or maintaining that high level of performance.
- The complications noted above provide an example of why goals are often more easily framed to decrease something rather than increasing.
- 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 48:

By June 6, 2022, the number of identified gap group students meeting benchmark on the DIBELS Reading Assessment will increase by 25% from 20 students to 25 students.

	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 number of identified gap group students meeting benchmark on the DIBELS Reading Assessment	The number of third-grade students with a composite score in the red range (200-313) on the first DIBELS assessment of the 2021–2022 school year
Will increase/decrease	Will increase	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)		The number of "at risk" scores on the DIBELs, 8th edition, assessment
Percent change (calculated by portal)	By 25%	By 25%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 20 students	From 25
Target data	To 25 students	To 20

Corrected Goal Statement

By June 2022, the number of third-grade students with a composite score in the red range (200–313) on the first DIBELS assessment of the 2021–2022 school year will decrease the number of at-risk scores on the DIBELS, 8th edition, assessment by 25%, from 25 to 20.

Explanation of Changes

- This goal statement utilizes DIBELS, a series of short/quick tests often used to identify students who need more interventions. Each school counselor will need to determine the level of expertise with which these are administered and the level of trust placed in the assessments.
- The goal corrections begin with adjusting the description of the targeted group to provide more explicit information. While educators within the school may understand the terminology used (identified gap group), providing the exact scores targeted and the time of the assessment used to collect the baseline data defines the exact group targeted.
- The specific outcome to be changed is added with a focus on reducing the number of students who fall into the at-risk range as defined by the test's benchmark chart.
- 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 2022	By May 2022
Description of targeted group of students (criteria for inclusion in the interventions)	Third-grade students who scored less than 192 ("novice" or "apprentice" level) on the 2019 fall Measure of Academic Progress (MAP)	Third-grade students who score below the median for reading (192) on the 2021–2022 beginning-of-school-year Measure of Academic Progress (MAP)
Will increase/decrease	Will improve	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)	Scores	The number of scores below the median score for reading (200) on the end-of-year MAP
Percent Change (calculated by portal)	By 50%	By 50%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	38 students	From 38
Target data	19 students	To 19

Corrected Goal Statement

By May 2022, third-grade students who score below the median for reading (192) on the 2021–2011 beginning-of-school-year Measure of Academic Progress (MAP) will decrease the number of scores below the median score for reading (200) on the end-of-year MAP by 50%, from 38 to 19.

Explanation of Changes

- This statement meets the rubric criteria for describing the targeted group of students. However, it gets a little more difficult to understand regarding what will change. It states that scores will change but then describes the baseline and target as student numbers.
- The goal corrections include defining the target group as those who score below the median score in reading MAP assessment, which facilitates an easier description of the outcome to be changed. The outcome to be changed can then be defined as below the median score for the specific time of year at which the assessment is given. Basically, the hope is that scores for students below 192 will improve to at least 200 by the end of the school year. The wording of the goal provides information on the why and how that will be determined.
- 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 students who accrued 10 or more absences in the previous school year	Students with more than five absences in the first quarter of the school year (10% of school days missed)
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 absences accrued during the second quarter of the school year
Percent change (calculated by portal)	By 10%	By 30%
please note – the RAMP portal accepts numbers only in the sections below		
Baseline data	From 144	From 90
Target data	To 129	To 63

Corrected Goal Statement

By May 20, 2022, students with more than five absences in the first quarter of the school year (10% of days missed) will decrease the total number of absences accrued during the second quarter of the school year by 30%, from 90 to 63.

Explanation of Changes

- The description of the targeted group of students is accurate and meets the demands of the 2021–2022 rubric. However, because attendance data may be skewed and perhaps even questionable given the changes that occurred in the 2020–2021 school year, this example was changed to demonstrate that the identifying data can focus on current-year data. Both options are accurate and align with the rubric.
- The change to the targeted group allows for identification of the target group to occur at the end of the first quarter of school (usually 45 days). Five absences represents about 10% of the school year and could indicate a trend resulting in 18 or more days by the end of the year.
- The goal correction then provides a description of what is to change, which is not present in the current goal statement. The new goal specifies a reduction of total absences accrued by the target group during the second quarter, allowing an easy comparison between the two quarters. The goal could be repeated each quarter, allowing for adjustments of the target group as those who demonstrate consistent improvement are removed and others who demonstrate attendance issues are added.
- The baseline and target data are determined by adding the number of absences each student had during the quarter to yield an aggregate number of absences for the group.
- 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 June 2022	By June 2022
Description of targeted group of students (criteria for inclusion in the interventions)		Third-grade students with 10 or more absences during the 2020–2021 school year
Will increase/decrease	Will increase	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)	The average daily attendance for the third grade	The total number of absences accrued during the 2021–2022 school year
Percent change (calculated by portal)	By 2.8%	By 50%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 92.4%	From 228
Target data	To 95%	To 114

Corrected Goal Statement

By June 2022, third-grade students with 10 or more absences during the 2020–2021 school year will decrease the total number of absences accrued during the 2021–2022 school year by 50%, from 228 to 114.

Explanation of Changes

- This original goal statement is missing the description of the targeted group of students. In addition, the average daily attendance is a broad measure than does not explicitly assess the changes within the targeted group.
- The goal correction begins with specifically defining the students who need an intervention (those who missed too many days in the previous school year). This defines the criteria for determining which students to include in the specific interventions.
- The next goal correction changes the focus from increasing good attendance to decreasing absences, an easier metric to assess.
- Next, the description of the outcome to be changed moves from a grade-level average to the precise number of absences of the targeted students. This determines the baseline data, as the total number of absences for each student in the targeted group is summed to yield an aggregate number of absences for the group. The target data is an estimate of what the school counselor hopes to achieve.

	In Current ASCA National Model Implementation Guide	**Revised to Meet 2022 RAMP Rubric**
End Date	By May 30, 2022	By May 30, 2022
Description of targeted group of students (criteria for inclusion in the interventions)		Kindergarten students who missed eight or more days during the first semester
Will increase/decrease	Will decrease	Will decrease
Description of specific outcome to be changed (specific data piece of achievement, attendance, or discipline)	The cumulative number of absences in kindergarten	The cumulative number of absences per semester
Percent change (calculated by portal)	50%	By 50%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 36 first semester	From 200
Target data	To 18 second semester	To 100

Corrected Goal Statement

By May 30, 2022, kindergarten students who missed eight or more days during the first semester will decrease the cumulative number of absences per semester by 50%, from 200 to 100.

Explanation of Changes

- This goal statement is missing the description of the targeted group of students. This makes it difficult to understand the outcome to be changed as well as the baseline and target data. In addition, the goal statement does not identify the exact students with whom interventions will be applied.
- The first correction is to focus only on those students with excessive absences. The number eight was selected as it represents almost 10% of the semester days, which puts those students on track for potentially missing 18 or more days of school by the end of the school year.
- The description of the outcome to be changed is then clarified as focusing on the cumulative number absences per semester. Because the target group is well-defined, the cumulative number is attached specifically to those students.
- The baseline and target data of the original goal statement seems unclear, as a total of 36 absences among all students in kindergarten seems low. This could mean only one absence per student if there are no more than 36 students in the grade level. As defined by the corrected statement, the baseline will be the sum of the absences of all students who missed eight or more days during the first semester. If 10 students missed eight days each, the cumulative number will be 80. The target data will be whatever reduced number the school counselor considers possible and the corresponding percent change.
- The words "first semester" and "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.

	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)		Students with one or more discipline referrals for threatening, intimidating and/or making physical contact with another student 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 discipline referrals involving "threaten, intimidate and/or physical contact with another student"	The aggregate number of discipline referrals involving "threaten, intimidate and/or physical contact with another student"
Percent change (calculated by portal)	By 20%	By 20%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 137 (previous year)	From 137
Target data	To 110 (current year)	To 110

Corrected Goal Statement

By May 2022, students with one or more discipline referrals for threatening, intimidating and/or making physical contact with another student during the 2020–2021 school year will decrease the aggregate number of discipline referrals involving "threaten, intimidate and/or physical contact with another student" by 20%, from 137 to 110.

Explanation of Changes

- This goal statement is missing the description of the targeted group of students.
- An additional correction is made to the description of the specific outcome to be changed. It is now defined as the aggregate number of referrals, meaning the baseline and target data will be defined by the summed total of referrals of the target group. This is potentially different from simply defining the total number of referrals for the school. For example, a student who had zero referrals last year may have one this year or new students may transfer in and be referred during the year. Because the target group is defined and that pool of students remains the same across the school year, the baseline and target data aren't affected by those extraneous data points. The total work of the school counseling program will address the needs of those students, but the goal assessment will remain focused on the originally targeted students.
- The baseline and target data may need to be adjusted if the previous year's baseline includes referrals of students who are no longer enrolled or have been promoted to middle school.
- 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.

	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)		Students with disciplinary referrals for aggressive behavior
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 office referrals for aggressive behavior	The cumulative number of disciplinary referrals for aggressive behavior
Percent Change (calculated by portal)	By 30%	By 30%
Note: the RAMP portal accepts numbers only in the sections below		
Baseline data	From 127 (previous year)	From 127
Target data	To 89 (current year)	To 89

Corrected Goal Statement

By the end of the current school year (2021–2022), students with disciplinary referrals for aggressive behavior will decrease the cumulative number of disciplinary referrals for aggressive behavior by 30%, from 127 to 89.

Explanation of Changes

- As in the preceding example, the description of the targeted group of students is missing. Similar corrections have been applied.
- The targeted group is defined as students with disciplinary offenses for aggressive behavior last year.
- The language of the description of the outcome data to be changed reflects the ASCA definition of outcome data as discipline and focuses on the cumulative number of those referrals specifically by the targeted group of students.
- 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. Also of note, if last year's total number of disciplinary referrals for aggressive behavior includes students no longer enrolled due to promotion or transfer, that baseline data would be adjusted to include only the referrals of those now enrolled.
- 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.