

GOALS AND PERFORMANCE INDICATORS

1.0	Performance Goal 1: By 2015-2016, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
	1.1 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the state's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in Section 1111(h)(1)(C)(i).)
	1.2 Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in Section 1111(h)(1)(C)(i).)
	1.3 Performance Indicator: The percentage of Title I schools that make adequate yearly progress.
2.0	Performance Goal 2: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
	2.1 Performance Indicator: The percentage of limited-English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
	2.2 Performance Indicator: The percentage of limited-English proficient students who are at or above the proficient level in reading/language arts on the state's assessment as reported for Performance Indicator 1.1.
	2.3 Performance Indicator: The percentage of limited-English proficient students who are at or above the proficient level in mathematics on the state's assessment as reported for Performance Indicator 1.2.
3.0	Performance Goal 3: All students will be taught by highly qualified teachers.
	3.1 Performance Indicator: The percentage of classes taught by "highly qualified" teachers, in the aggregate and in "high-poverty" schools.
	3.2 Performance Indicator: The percentage of teachers that received high-quality professional development.
	3.3 Performance Indicator: The percentage of instructional paraprofessionals in Title I-funded schools who are qualified in accordance with Section 1119(c).
4.0	Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
	4.1 Performance Indicator: The number of persistently dangerous schools as defined by the state.
5.0	Performance Goal 5: All students will graduate from high school.
	5.1 Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma:
	a) Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency status, and status as economically disadvantaged.
	b) Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
	5.2 Performance Indicator: The percentage of students who drop out of school:
	a) Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency status, and status as economically disadvantaged.
	b) Calculated in the same manner as used in National Center for Education Statistics (NCES) reports on Common Core of Data.