Montana Board of Public Education
Performance Framework Rubric
Student Achievement Goals

The examples below are provided to illustrate the types of practices and evidence schools may use to demonstrate progress toward student achievement goals. Public charter schools must submit student achievement goals using the Board of Public Education's approved Mission-Specific Goal Template. Goals must be grounded in the public charter school's mission or school-specific priorities, including innovative instructional models, programs, or approaches, measured using assessment tools and data previously submitted by the public charter school, and written so they are specific, measurable, achievable, relevant to student needs, and time-bound.

Examples may include:
A. Alignment to Mission, Innovation, and School Priorities
- Goals that clearly align to the public charter school's mission, including innovative instructional models, programs, or approaches, or identified school-specific priorities
- Goals that highlight innovative efforts or unique aspects of the school's design or delivery model
- Clear articulation of how the goal supports student learning or outcomes

B. Alignment to Assessment Tools and Data
- Use of assessment tools previously submitted by the public charter school
- Identification of the specific data source used to measure progress toward each goal
- Avoidance of new or unapproved assessment tools introduced solely for goal measurement

C. Baseline and Follow-Up Data
- Identification of baseline data used to establish a starting point for the goal
- Submission of follow-up data demonstrating progress toward or achievement of the goal
- Use of measurable data appropriate to the grade levels served

D. Measurement of Growth and Progress
- Clear explanation of how growth or improvement is measured over time
- Use of multiple data points, where applicable, to demonstrate progress
- Alignment between the stated goal and the method used to measure progress

E. Time-Bound Expectations
- Goals that specify a clear timeframe for achievement
- Alignment of timelines with school-year reporting or instructional cycles
- Documentation showing when progress is reviewed

F. Monitoring and Use of Goal Data
- Review of goal progress by school leadership or instructional teams
- Use of goal data to inform instructional, programmatic, or innovation-related decisions
- Documentation demonstrating ongoing monitoring of progress toward the goal