

Goal Setting Data Planner

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal 1: Scale score increase based on reading performance			
Baseline value	What is the average scale score of my class on this year's fall interim reading assessment?	Current yr interim read asmnt, fall, current yr class, avg scale scr	Group Level Multi-Term
End of period expected value	What scale score in the spring represents a similar percentile as the scale score in the fall?	Same as baseline AND spring scale score w/ similar %ile as fall	Group Level Multi-Term
Middle of period expected value	What scale score in the winter represents a similar percentile as the scale score in the fall?	Same as baseline AND winter scale score w/ similar %ile as fall	Group Level Multi-Term
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
Baseline value	What % of students in my prior year's class met or exceeded their fall %ile in the spring?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	Group Level Multi-Term Growth
End of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the spring?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	Group Level Multi-Term Growth
Middle of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the winter?	Prior yr interim read asmnt, fall, winter, prior yr class, % met %ile	Group Level Multi-Term Growth
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance	Which area(s) represent the highest % of students achieving average or above on the current year's fall interim reading assessment?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	Group Level Single-Term Details
Lowest levels of performance	Which area(s) represent the lowest % of students achieving average or above on the current year's fall interim reading assessment?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	Group Level Single-Term Details