Using Data to Set Achievable Goals

Presented by Deborah Wahlstrom

For the Fine Educators Supported by Heartland AEA II

May 2002
Today’s Targets

1. Set challenging, yet attainable goals based on high standards for desired levels of student achievement.

2. Identify options available for setting goals with subgroups of students.

3. Recognize that small increments of continuous growth in student achievement are more than acceptable progress.
3 Types of Data

Outcome

What they got
- Percentage of students in highest proficiency level on district assessment
- Percentage of students earning an A or B in language arts
- Percentage of students scoring at the 50th percentile or above on norm-referenced test

Demographic

Who got it
- Percentage of minority students in highest proficiency level on district assessment
- Percentage of ELL students earning an A or B in language arts
- Percentage of low SES students scoring at the 50th percentile or above on norm-referenced test

Process

How/why they got it
- Amount of time students read during the school day
- Listing of types of writing students do in school
- Report of alignment results — reading textbook to district standards

Source: Using Data to Improve Student Achievement by Deborah Wahlstrom
### 3 Types of Data

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Demographic</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT score results</td>
<td>Race/ethnicity</td>
<td>Percent of time students spend reading</td>
</tr>
<tr>
<td>ITBS results —</td>
<td>Gender</td>
<td>Types of writing assignments</td>
</tr>
<tr>
<td>Mathematics</td>
<td>SES</td>
<td></td>
</tr>
<tr>
<td>NWEA results</td>
<td>Students with disabilities</td>
<td>Alignment of textbook to curriculum</td>
</tr>
<tr>
<td>AP Exam results</td>
<td>ELL</td>
<td>Alignment of test to curriculum</td>
</tr>
<tr>
<td>Course grades</td>
<td>Migrant</td>
<td></td>
</tr>
</tbody>
</table>

Source: *Using Data to Improve Student Achievement* by Deborah Wahlstrom
Examples of Student Achievement Data

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
</table>
| • Iowa Tests of Basic Skills  
  • Iowa Tests of Educational Development  
  • District-wide Assessment  
  • Commercially-produced Assessment  
  Tests for Higher Achievement  
  Harcourt-Brace  
  NWEA  
  • Student Grades (A, B, C, D, F)  
  • Students Reading on Grade Level  
  • Students Mastering District Standards  
  • ACT  
  • SAT  
  • AP Exams | • Iowa Tests of Basic Skills  
  • Iowa Tests of Educational Development  
  • District-wide Assessment  
  • Commercially-produced Assessment  
  Tests for Higher Achievement  
  Harcourt-Brace  
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  • Student Grades (A, B, C, D, F)  
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  Tests for Higher Achievement  
  Harcourt-Brace  
  NWEA  
  • Student Grades (A, B, C, D, F)  
  • Students Mastering District Standards  
  • AP Exams |

Source: *Using Data to Improve Student Achievement* by Deborah Wahlstrom

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Use Questions to Help You Focus Data

1. Do we have quality?

2. Do we have equity? Are subgroups of students performing at similar levels on the same test? Are there differences in achievement between groups of students?

3. How do our scores compare to the scores for the school district? The state? How do our scores compare to where we want to be?

4. How do the percentages of students in each achievement level compare from one year to the next? Does a greater percentage of students achieve in the advanced range each year?

5. What areas of weakness do we need to address? These may be areas we want to reteach and remediate.

6. What are our areas of strength? These are areas we want to maintain and reinforce.

7. Did our 8th grade students make progress in reading this year?

8. What effect did increasing the amount of time for reading (from 30 minutes to 45 minutes daily) have on the reading achievement of our students?

Source: Using Data to Improve Student Achievement by Deborah Wahlstrom
# Quality Indicators for Long-Range Improvement Goals

A **long-range goal** is a statement of the desired measurable student outcome that has been derived from the prioritized needs of the school.

**Long-range goals span three to five years.**

<table>
<thead>
<tr>
<th>Definition</th>
<th>Meets Requirements</th>
<th>Exceeds Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>A <strong>long-range goal</strong> is a statement of the desired measurable student outcome that has been derived from the prioritized needs of the school.</td>
<td>1. Addresses <strong>improvement</strong> of student achievement.</td>
<td>1. Anchored in student behaviors — demonstrations of what students know and can do.</td>
</tr>
<tr>
<td><strong>Long-range goals span three to five years.</strong></td>
<td>2. Aligned with needs assessment data.</td>
<td>2. Focuses on <strong>one</strong> student behavior.</td>
</tr>
<tr>
<td></td>
<td>3. Exists for reading, math, and science.</td>
<td>3. Exists in areas other than reading, math, and science.</td>
</tr>
<tr>
<td></td>
<td>4. Based on one data source.</td>
<td>4. Based on multiple sources of data.</td>
</tr>
<tr>
<td></td>
<td>5. Annual improvement goals are clearly aligned with them.</td>
<td>5. Monitored by progress with annual improvement goals.</td>
</tr>
</tbody>
</table>

Adapted from: *Data Analysis to Goal Setting: Writing Quality Goals*, Iowa Department of Education
### Quality Indicators for Annual Improvement Goals

<table>
<thead>
<tr>
<th>Definition</th>
<th>Meets Requirements</th>
<th>Exceeds Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>An annual improvement goal</strong> is a statement of the desired measurable student outcome that has been derived from the prioritized needs of the school.</td>
<td>1. Designed with input from School Improvement Advisory Committee.</td>
<td>1. Exists in areas other than reading, math, and science.</td>
</tr>
<tr>
<td><strong>This is the school’s yearly goal toward the long-term goal.</strong></td>
<td>2. Describes a desired measurable annual improvement.</td>
<td>2. Anchored in student behaviors — demonstrations of what students know and can do.</td>
</tr>
<tr>
<td></td>
<td>3. Addresses the areas of reading, math, and science.</td>
<td>3. Focuses on one student behavior.</td>
</tr>
<tr>
<td></td>
<td>4. Addresses student achievement.</td>
<td>4. Based on multiple sources of data.</td>
</tr>
<tr>
<td></td>
<td>5. Based on student achievement data from at least one district-wide assessment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Based on student achievement data that has at least three performance levels.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Has data that is disaggregatable by gender, race/ethnicity, socio-economic status, students with disabilities, ELL, and migrant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Based on two years of student achievement data.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Aligned with long-range goal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Based on one data source.</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: *Data Analysis to Goal Setting: Writing Quality Goals*, Iowa Department of Education
A Good Goal Has These Components

When

1. Time frame

How Much

2. Criteria amount for making goal

Who

3. Target group

What

4. Task/behavior

How

5. Measurement tool

Adapted from: Data Analysis to Goal Setting: Writing Quality Goals, Iowa Department of Education
Time Frame

1.1 Determine if this is an annual improvement goal or a long-range goal.

1.2 Determine the real amount of time you have to meet your goal.

1.3 Direct instructional strategies and actions toward the long-term goal.

Adapted from: Data Analysis to Goal Setting: Writing Quality Goals, Iowa Department of Education
Criteria Amount for Achieving Goal

2.1 Determine the amount of change you want to see in your results. This amount should be challenging yet attainable.

2.2 Determine what you will use to determine the criteria. This may include research, previous goal amounts, CSIP or other goals.

2.3 Determine if the decision will be clear cut or ambiguous.

2.4 Determine if the criteria is quantifiable.
Types of Score Systems

**Raw Score**
The number of questions or items that a student answers correctly on a test.

**Mean Score**
The average score in a set of scores.

**Percent Correct Score**
The percentage of test items a student answers correctly.

**Scaled Score**
A mathematical transformation of a raw score into a score within an achievement continuum.

**Percentile Scores**
A point on a score scale that divides a score distribution into two parts: the part equal to or below the score — and the part above.

**Stanine Scores**
Groupings of percentile ranks into a nine-unit scale. A stanine is one of the steps in this nine-point scale.

**Percent in a Proficiency Level**
The percentage of students who achieved a score within a proficiency level range.
Setting High, Yet Attainable Goals

How is a goal like a rubberband?
Are These Challenging Goal Amounts

Example 1
A school has set a goal of having 3% more 4th grade students in the proficient range on the Iowa Tests of Basic Skills (ITBS) Reading Comprehension assessment. (There are 80 4th grade students in this school)

Example 2
A school has set the goal of 90% of its 4th graders meeting or exceeding the proficiency cut score on the District’s Math assessment.

Example 3
Five percent of the students in the 11th grade will move to the proficient or advanced categories of ITEDs.

Example 4
After establishing a base score on the Iowa Tests of Basic Skills in the third grade, 75% of our students will achieve at least one year’s growth in mathematics each year.

Example 5
Annual improvement of 1% per year over baseline data to reach the long term goal.
Percent Increase vs Percentage Points

During the 2002-2003 school year, Pleasantville Elementary will have 5% more 4th grade students in the proficient ranged as measured by the Reading Comprehension subtest of the Iowa Tests of Basic Skills.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 percentage points increase</td>
<td>47%</td>
<td>52%</td>
<td>57%</td>
<td>61%</td>
<td>66%</td>
<td>71%</td>
</tr>
<tr>
<td>5 percent increase</td>
<td>47%</td>
<td>49%</td>
<td>51%</td>
<td>54%</td>
<td>57%</td>
<td>60%</td>
</tr>
</tbody>
</table>
Writing the Goal Amount
From     to

Example 1
A school has set a goal of having 3% more 4th grade students in the proficient range on the Iowa Tests of Basic Skills (ITBS) Reading Comprehension assessment. (There are 80 4th grade students in this school)

Example 2
A school has set the goal of 90% of its 4th graders meeting or exceeding the proficiency cut score on the District’s Math assessment.

Example 3
Five percent of the students in the 11th grade will move to the proficient or advanced categories of ITEDs.
Questions For Determining a Challenging Goal Amount

1. Which kind of goal?

2. How many more students does this improvement represent?

3. Will the amount of improvement get us to our five-year goal?

4. Can we help the number of students the improvement goal represents?
What is a Worthy Increase in Goal Amounts

<table>
<thead>
<tr>
<th>% of Students</th>
<th>% of Students Achieving a Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
<td></td>
</tr>
</tbody>
</table>

Looking for increases or decreases in the percentage of students

**Examples**
- **Decrease** in the percentage of students scoring in the basic proficiency level.
- **Increase** in percentage of students scoring at or above the 50th percentile.

**Goal Amount**
10-25% of the group you’re trying to move

Looking for increases in the percentage of students meeting standards

**Examples**
- **Increase** in the percentage of students passing the district writing test.
- **Increase** in the percentage of students achieving mastery in a science class.

**Goal Amount**
75-80% mastery for all students

Source: Using Data to Improve Student Achievement by Deborah Wahlstrom
### Which Goals Show Acceptable Progress

<table>
<thead>
<tr>
<th>Baseline Year Information</th>
<th>Year 2 Improvement Goal Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Students Taking Baseline Test</td>
</tr>
<tr>
<td>Yes</td>
<td>Not Yet</td>
</tr>
<tr>
<td>Yes</td>
<td>Not Yet</td>
</tr>
<tr>
<td>Yes</td>
<td>Not Yet</td>
</tr>
<tr>
<td>Yes</td>
<td>Not Yet</td>
</tr>
<tr>
<td>Yes</td>
<td>Not Yet</td>
</tr>
<tr>
<td>Yes</td>
<td>Not Yet</td>
</tr>
<tr>
<td>Yes</td>
<td>Not Yet</td>
</tr>
<tr>
<td>Yes</td>
<td>Not Yet</td>
</tr>
</tbody>
</table>
Will Our Goal Get Us To Our Target

During the 2002-2003 school year, Pleasantville Elementary will have 3% more 4th grade students in the proficient range as measured by the Reading Comprehension subtest of the Iowa Tests of Basic Skills.

### Five-Year Long-Term Goal

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>47%</td>
<td>52%</td>
<td>57%</td>
<td>61%</td>
<td>66%</td>
<td>71%</td>
</tr>
</tbody>
</table>

### Twelve-Year Goal — Working Toward No Child Left Behind Act

<table>
<thead>
<tr>
<th>Year</th>
<th>2001-2002 Baseline</th>
<th>02-03 AYP 1</th>
<th>03-04 AYP 2</th>
<th>04-05 AYP 3</th>
<th>05-06 AYP 4</th>
<th>06-07 AYP 5</th>
<th>07-08 AYP 6</th>
<th>08-09 AYP 7</th>
<th>09-10 AYP 8</th>
<th>10-11 AYP 9</th>
<th>11-12 AYP 10</th>
<th>12-13 AYP 11</th>
<th>13-14 AYP 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>47%</td>
<td>52%</td>
<td>57%</td>
<td>61%</td>
<td>66%</td>
<td>71%</td>
<td>76%</td>
<td>81%</td>
<td>86%</td>
<td>91%</td>
<td>97%</td>
<td>99%</td>
<td>100%</td>
</tr>
</tbody>
</table>
# Setting Goals for Demographic Data

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>SES</th>
<th>Disability</th>
<th>Language</th>
<th>Migrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>male</td>
<td>female</td>
<td>minority</td>
<td>white</td>
<td>Med/High</td>
</tr>
<tr>
<td># of Students</td>
<td>100</td>
<td>51</td>
<td>49</td>
<td>8</td>
<td>92</td>
</tr>
<tr>
<td>% of Students</td>
<td>100%</td>
<td>51%</td>
<td>49%</td>
<td>8%</td>
<td>92%</td>
</tr>
<tr>
<td>Meets the Rule of 10 N okay to disaggregate</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td># in Proficient Level or Above</td>
<td>76</td>
<td>36</td>
<td>40</td>
<td>5</td>
<td>71</td>
</tr>
<tr>
<td>% in Proficient Level or Above</td>
<td>76%</td>
<td>71%</td>
<td>82%</td>
<td>63%</td>
<td>77%</td>
</tr>
<tr>
<td>2002 Gap in Achievement in Percentage Points</td>
<td>11</td>
<td>14</td>
<td>2</td>
<td>45</td>
<td>47</td>
</tr>
<tr>
<td>2003 Annual Goal to Reduce Gap in Achievement in Percentage Points</td>
<td>9</td>
<td>8</td>
<td>1</td>
<td>40</td>
<td>44</td>
</tr>
</tbody>
</table>
Target Group

3.1 Determine the group on which you’ll be focusing your goal measurement and attainment.

3.2 Determine if you will track cohort groups of students or different groups at the same point in time.

3.3 Identify how you currently measure your target group.

3.4 Describe precisely your target group of students.

Adapted from: Data Analysis to Goal Setting: Writing Quality Goals, Iowa Department of Education
Scores and Student Groups

### Definition

<table>
<thead>
<tr>
<th>Cohort Group</th>
<th>Different Groups Measured at Same Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A group of students that share a particular characteristic — such as a year in a specific grade level.</td>
<td>A group of students that do not share a particular characteristic.</td>
</tr>
</tbody>
</table>

### Examples

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Test Year</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
</tr>
<tr>
<td>Grade 4</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
</tr>
<tr>
<td>Grade 5</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
</tr>
<tr>
<td>Grade 6</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
</tr>
<tr>
<td>Grade 7</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
<td>ITBS</td>
</tr>
</tbody>
</table>

Comparison of ITBS Reading for students in 3rd grade in spring 2002 to students in 3rd grade in spring 2003.

Comparison of ITBS Reading for students when they were in grade 3 and again in grade 4.
4.1 Describe what you want your students to do or achieve.

4.2 Include a performance descriptor to help define what you want your students to achieve.

4.3 Determine if the task meets the M+M2 strategy: Meaningful, Measurable, Monitorable, Make decisionable
What do you want students to do

Increase
Decrease
Maintain
Meet or exceed
Achieve
Perform
Attain
Earn
Accomplish
Obtain
Gain
Performance Descriptors

Proficient range
Advanced level
Cut score
50th percentile or above

Achievement Levels
Low, average, high
Less than proficient, proficient, advanced
Skilled, accomplished, distinguished
Low, intermediate, high
Fail, pass proficient, pass advanced
Does not meet, meets, exceeds
Measurement Tool

5.1 Determine the technical adequacy (reliability, validity, fairness) of the assessment(s) you use.

5.2 Identify trend data on this assessment.

5.3 Determine if the data you get from the test results can be disaggregated by subgroups of populations.

5.4 Determine if the data from the test includes at least three performance levels.

5.5 Determine whether the assessment will allow you to collect and make mid-course corrections or if it is a one time assessment.

Adapted from: Data Analysis to Goal Setting: Writing Quality Goals, Iowa Department of Education
Assessment Tools For Annual Improvement Goals

School: Successline Elementary  Goal Area: Reading
(Reading, Writing, Math, Science, SS)

SIAC Input: (circle all that apply)
- Teachers
- Administrators
- Students
- Parents
- Community Members

Desired Measurable Annual Improvement Goal

By the 2002-2003 school year, 86% of students in grades 3-5 will score at or above the proficient levels in reading as measured by the Reading Comprehension subtest of the Iowa Tests of Basic Skills.

<table>
<thead>
<tr>
<th>Student Achievement Data</th>
<th>3 Performance Levels</th>
<th>Disaggregated Data</th>
<th>Years Data is Available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score System</td>
<td>Low</td>
<td>Medium</td>
</tr>
<tr>
<td>ITBS Grade 3 (NRT)</td>
<td>scale</td>
<td>Less Than Proficient</td>
<td>Proficient</td>
</tr>
<tr>
<td>ITBS Grade 4 (NRT)</td>
<td>scale</td>
<td>Less Than Proficient</td>
<td>Proficient</td>
</tr>
<tr>
<td>NWEA Grade 4</td>
<td>percent correct</td>
<td>Low</td>
<td>Average</td>
</tr>
<tr>
<td>ITBS Grade 5 (NRT)</td>
<td>scale</td>
<td>Less Than Proficient</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

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Chart Assessment Tools for Annual Improvement Goals

**Purposes**
1. Organize data related to the Quality Indicators for Annual Improvement Goals.
2. Analyze the data in the chart to make decisions about setting goals.

**Analysis Questions**
1. What student achievement data is available for this goal area?
2. For which grade levels is this available?
3. Which of the tests are norm-referenced tests?
4. Which of the tests are criterion-referenced tests?
5. What are the score systems for each of the tests?
6. Which tests have three performance levels?
7. Which tests DO NOT have three performance levels?
8. In which ways can the data from the tests be disaggregated?
9. Which tests can be used to show trend data?
10. How much data do we need?
Generic Format For Writing a Goal

**Context**
The context includes previous assessment results, trend information, previous goal results in same area, persons involved in determining the goal, and current strategies/practices in meeting previous goals. Include graphs of the trend data related to the goal.

**Goal**
During **timeframe**, (your district name) will have **criteria** of **target group** will **task/behavior** as measured by **assessment**.

**Actions**
Include a brief description of the actions, strategies, and interventions to help students meet the goals. This could include staff development, technology, and other aspects of your school improvement planning.
Key Parts to an Iowa Improvement Goal

During **timeframe**, (your district name) will have **criteria** of **target group** will **task/behavior** as measured by **assessment**.
Examples

Example 1
During the 2002-2003 school year, Pleasantville Public School District will have 3% more 4th grade students in the proficient range as measured by the Iowa Tests of Basic Skills (ITBS) Reading Comprehension assessment.

Example 2
During the 2002-2003 school year, 90% of the Pleasantville Public School District 4th graders will meet or exceed the proficiency cut score on the District’s Math Assessment.
Are These Well-Written Goals?

Example 1
During the 2002-2003 school year, Pleasantville Public School District will have 3% more 4th grade students in the proficient range as measured by the Iowa Tests of Basic Skills (ITBS) Reading Comprehension assessment.

Example 2
Increase the percentage of freshmen who take and successfully complete Algebra 1 by 5% annually.

Example 3
Work toward our 5-year goal to decrease the gender bias in math.

Example 4
Significantly increase the amount of independent reading by students.

Example 5
High 53.3% or higher, Intermediate 46.7% or lower, Low 0%

Example 6
Reduce the amount of risky behaviors through the development of character values.
References for Today’s Workshop


**Special Thanks**
Steve Fey, Iowa Department of Education
Keith Lyles, Iowa Department of Education
Jane Neff, Heartland AEA II

**Deborah’s Contact Information**
Deborah Wahlstrom, Successline Inc
137 Pitchkettle Point Circle
Suffolk, VA 23434

Phone: 757-422-2802
Fax: 757-422-5421
Email: SucessDeb@aol.com
www.successlineinc.com
### Which Goals Show Acceptable Progress

**Answer Sheet**

<table>
<thead>
<tr>
<th># of Students Taking Baseline Test</th>
<th>Baseline Score</th>
<th># of Students Achieving at Baseline Score</th>
<th># of Students in Year 2</th>
<th>Goal Improvement Score Year 2</th>
<th># of Students Needed to Meet Year 2 Goal</th>
<th># of Students the Improvement Represents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes Not Yet</td>
<td>100</td>
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*Which Goals Show Acceptable Progress?*
Which Type of Goal

1. Increase number of students showing one year’s growth using ITBS/ITED and other assessments.

2. 60% will meet or exceed the standard, an increase of 21%

3. The percent of 11th grade students scoring in the proficient level on the ITED Math test will increase.

4. Eighth-grade math: 5-8 students will improve on data interpretation skills (reading and comprehending graphs, charts, etc.)
Who is in the Target Group

1. Maintain 90% of the students in grades 3-11 at above proficient level in math as measured by ITBS/ITED.

2. Increase math computation in grades 2-4.

3. 3% of our students in all grades 3-8, who are less than proficient will move to the proficient range as measured by the Mid-Iowa Achievement Level Test (MIALT).

4. Writing effectiveness: the percent of students scoring at standard will increase 3%. Fifteen percent will meet the standard with honors (increase of 4%).