# Activity 2.6 – Checklist of Key Processes & Tasks for Setting Student Achievement Goals

Directions

The following key process and tasks are provided as recommendations and can serve as a checklist for Setting Student Achievement Goals. Consider each and take notes about what you need to do in your context to begin setting your goals. If you are completing the module with a group, first respond to these prompts individually. Then, discuss as a group before continuing through the module. This checklist is available as a standalone document at the link provided at the end of this module.

Assembling Key Resources

|  |  |  |  |
| --- | --- | --- | --- |
| Tasks | | Notes | |
| Grades 3-8: | |  |
|  | Assemble summative student achievement data in ELA from at least the past two years. |
|  | Assemble interim student achievement data in ELA from at least the past two years. |
|  | Assemble summative student achievement data in Mathematics from at least the past two years. |
|  | Assemble interim student achievement data in Mathematics from at least the past two years. |
|  | Ensure that all data is in an easily readable format. |
|  | Key suggestion: Create data visuals (graphs or charts) as appropriate. |
| Grades 9-12: | |  |
|  | Assemble graduation rate data from at least the past two reporting cycles (2 year delay in release). |
|  | Assemble data from the Early Warning Systems (EWS) and College and Career Readiness data from the last two years. |
|  | Ensure that all data is in an easily readable format |
|  | Key suggestion: Create data visuals (graphs or charts) as appropriate. |

Setting SMART Goals

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| --- | --- | --- | --- |
| Tasks | | | Notes |
|  | Schedule initial goal-setting meeting | |  |
|  | At initial meeting, do the following: | |
|  |  | Review team norms |
|  |  | Share data and answer any question regarding the data |
|  | Write goals using the SMART process | |
|  | Share goals with all stakeholders | |
|  | Enter goals into NM DASH | |