



Tools

In the First Month Analysis, the school administrator uses the results from EQAO, together with:

- a sample scenario (pp. 11-27)
- the First Month Summary of Results Form (pp. 47-53)
- the Target Setting Form (p. 54)
- the Annual Target Tracking Form (p. 55)
- the Annual Tracking Form (pp. 56-58)
- the Significant Data Summary (p. 59).

Summary of Results

The First Month Summary of Results Form (pp. 47-53) guides the administrator through key questions and considerations. The form is divided into seven sections according to the issues reviewed. Included are:

- check boxes to indicate whether the overall impression is positive or negative for the issue under review
- note space to summarize issues as they arise
- note space to identify key messages for committees, parents, students and the public.

The Annual Tracking Form

The Annual Tracking Form (pp. 56-58) is used to summarize the school’s results for the current year, and year-to-year for comparison and analysis of trends.

Set and Reset The Reading Targets

“In the context of the Early Reading Strategy, a target represents the percentage of Grade 3 students who will meet the provincial standard for Reading in the EQAO Reading assessment. Boards will forecast targets for three years and update their targets annually. Each target is an informed prediction of the results that can be achieved by students, given the focussed efforts of staff, parents and students themselves.

Targets are the means to an end, not the end itself. The ultimate goal is to improve the Reading skills of students so that they may become successful learners throughout their school years and beyond.”

Many of the forms in this handbook are available in PDF format for modification and printing.

Also, annual tracking and year-to-year comparison of data is possible with the downloadable Excel (Windows) spreadsheet.

See the inside back cover of this handbook for directions to download the forms and the spreadsheet.

From *Early Reading: A Guide to setting Targets for Student Achievement*, The Ministry of Education, 2001