Module 12, part 4 – The End
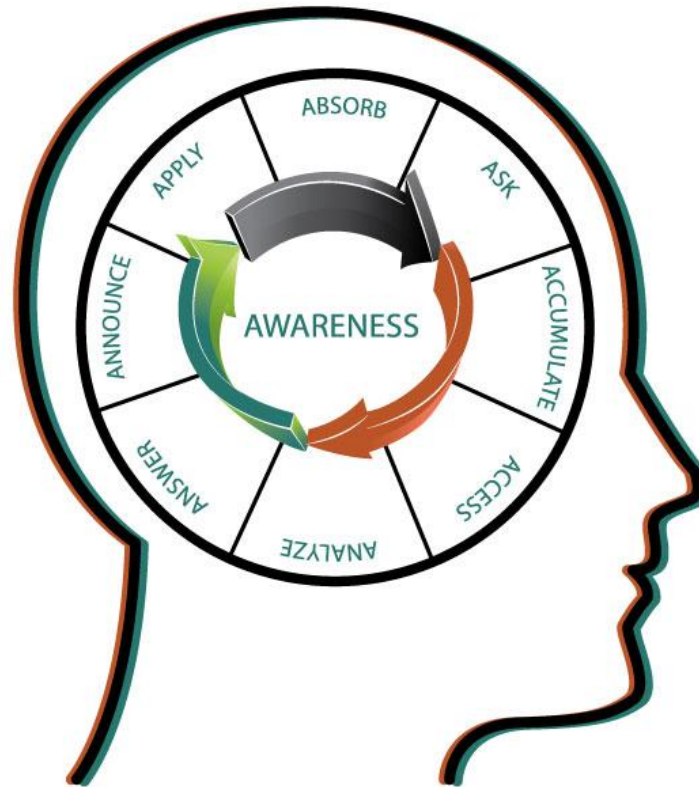
Develop Your Data Mindset

Module 12, Part 4
Classroom Level Goal Setting
Announce and Apply

Learning Goals:

Communicate findings of goal evaluation analysis to appropriate stakeholders
Make decisions based on goal evaluation analysis findings

Standards:

S.6.B. Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)

S.6.C. Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)

S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

Ryan Kelly: Now it's time to enter the Announce stage where you communicate the answers, including potential limitations and implications, to other stakeholders who should be aware of the answers.
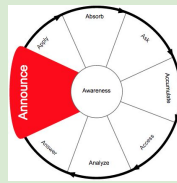
Did you remember to get your Goal Setting, Monitoring, and Evaluating flyers out of your Data Binder and also your Goal Setting, Monitoring, and Evaluating Organizer?

*link to the PDFs of the filled in flyers for Module 6, 10, 12 and the goal setting, monitoring, and evaluating organizer
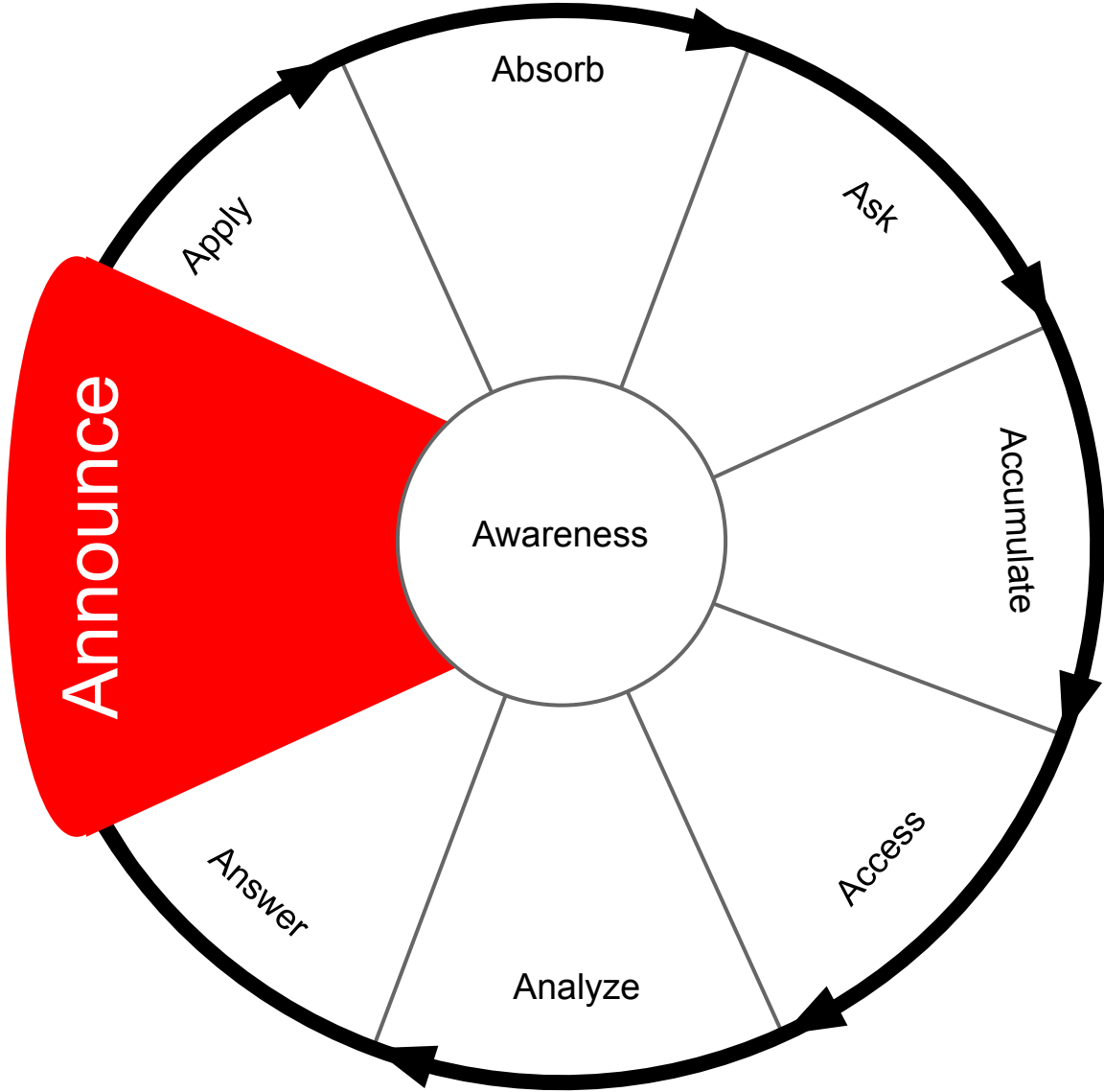
This is a place holder. Next starts a the new sim slides 7 - 10.

Announce

Which stakeholders would be the MOST appropriate for you to have a discussion with about the findings of your analysis?

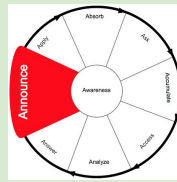School board members at the spring school board meeting

<mark>Members of the Data Team and teachers of the next grade level at the current meeting</mark>

Legislators at the next legislative assembly

Parents of students in other classes at next year's parent teacher conferences

Standard: S.6.C Multiple Audiences

Announce

Which stakeholders would be the LEAST appropriate for you to have a discussion with about the findings of your analysis?

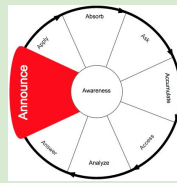Leader of the Data Team

Members of the Data Team

Teachers of the next grade level

Acquaintances at a neighborhood dinner party

Standard: S.6.C Multiple Audiences

Announce

Which findings of your analysis would be important to share and discuss with the Data Team and teachers of the next grade level?

The extent to which end-of-year actual values are above or below baseline values and end-of-year goal values, highest and lowest levels of performance, and winter to spring change in performance in the focus areas of the middle-of-year action plan

The amount of time it took for you to analyze winter assessment data relevant to expected values and goals, as well as your level of satisfaction with the data analysis process

Whether the expected levels of performance of your students align with the average educational levels of their parents

The average number of minutes students typically spend on summative assessments at the end of an instructional unit

Standard: S.6.B Explanation

Announce
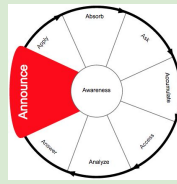
What would be appropriate items to discuss with the Data Team members and other colleagues that would be relevant to the findings of your analysis?

<mark>Usefulness of implementing the goal setting, monitoring, and evaluating process; action plan strategies that may have led to performance increases from winter to spring; strategies that may be implemented the following year by teachers in the next grade level to address lowest area identified at the end of the current year</mark>

The amount of time it took for you to analyze the data; the people you were thinking about when you analyzed the data; the other tasks you were also trying to complete while conducting data analysis

How many different reports you viewed while analyzing data, as well as the other items you were thinking about while conducting analysis

The average number of minutes students typically spend on summative assessments at the end of an instructional unit

Standard: S.6.B Explanation

If **100%** or higher, go to slide 12.
If less than an **100%**, then go to slide 13.

Ryan Kelly with his cell phone from his hammock or beach: Way to go! It is so important to know which stakeholders to communicate your findings. For example, when I found that I wanted to stay on Spring Break a little longer than we were allowed, I called my mom and then I called Mrs. Carter. As you can see, I'm back at Great Plains for our Data Team meeting today, so this is just a reminder that communicating your findings is critical. Who knows where I'd be if Mrs. Carter didn't straighten me out?!

You all don't need straightening out. You nailed this section!

Ryan Kelly with his cell phone: Wait! It appears you may need to review which of your findings should be communicated to whom before we move forward. Let's dig in a bit!

Go to 14.

Tutorial

Now that you have answers to your questions, it's time to announce your answers to the *appropriate audiences*. You share your answers with members of the Data Team and teachers of the next grade level at the current meeting.
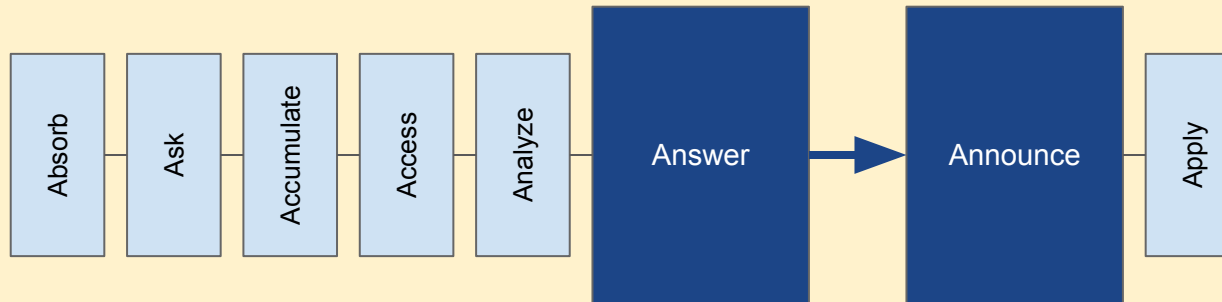
Tutorial

In this case, you discuss:
1. The extent to which end-of-year actual values are above or below the baseline values and end-of-year goal values
2. Highest and lowest levels of performance in the reading subcategories
3. The winter to spring change in performance in the focus areas of the middle-of-year action plan.

You use the Goal Setting, Monitoring, and Evaluating Organizer as a tool to help guide the discussion.

Tutorial

Your discussion also addresses
- the usefulness of implementing the goal setting, monitoring, and evaluating process;
- action plan strategies that may have led to performance increases from winter to spring; and
- strategies that may be implemented the following year by teachers in the next grade level to address the lowest area identified at the end of the current year.

●Ryan Kelly on his phone: Oh – oops! "Mrs. Carter can you hold on a minute, please?" Sorry about that. I'm still dealing with my communication glitch from Spring Break. It is so important to communicate findings with the appropriate stakeholders.

If you think you are ready to try again, then select the forward arrow OR if you think you need to review the tutorial again, then select the "Repeat Tutorial" button. Once you arrow forward you will be taken back and given a final opportunity to complete this section.

●Arrow forward Goes to slide 7.

A+ INQUIRY
GRAPHIC ORGANIZER

NORTH DAKOTA DATA UP

APPLY

ABSORB
End of school year. Would like to evaluate end-of-year goals for current class in the area of reading. Goals set at beginning-of-year focus on percentage of students meeting or exceeding percentile and increasing average scale score. Need end-year actual values, as well as baseline and end-of-year goals. Also need high and low areas in reading.

ASK
What are end-year values? To what extent are end-year values above or below baseline values and end-of-year goal values? Which areas represent highest and lowest performance? To what extent is there a difference in mid-year and beg-year performance in action plan areas?

ANNOUNCE
Members of Data Team and teachers of next grade level at current meeting. Discuss extent to which actual end-yr values are above or below baseline and goal values. Discuss high and low values, as well as change in area relevant to mid-of-yr action plan. Discuss goal process, strategies implemented, potential strategies to address weakness next yr.

AWARENESS

ACCUMULATE
Goal 1: Current yr interim read asmnt, spring, fall, current yr class, avg scale scr, end-year goal score
Goal 2: Current yr class (current yr interim read asmnt, fall, spring, % met %ile); Prior yr class (prior yr interim read asmnt, fall, spring, % met %ile); Fall to spring goal
Action plan: Current yr interim read asmnt, spring, winter, current yr class

ANSWER
Goal 1: End yr 215; 6 above baseline; equal to end-of-year goal; Goal 2: Mid yr 85%; 25 above baseline; 5 above end-of-year goal; Action plan: Highest - Vocab 79%; Lowest - Inform txt 50%; Vocab spring 35 above winter; Lit spring 30 above winter; Implement goal process and strategies next yr; Limitations: small group; diff students; factors unknown

ANALYZE
Goal 1: Identify spring score, calc diff btwn spring actual and baseline values; cal diff btwn spring actual and sprig goal values
Goal 2: Identify spring %, calc diff btwn actual and baseline %, calc diff btwn spring actual and spring goal values
Action plan: Calc % avg and above in each subcategory, identify high and low, comp fall / wntr % in mid-yr action plan

ACCESS
Goal Setting, Monitoring, and Evaluating Organizer
Statewide Longitudinal Data System
Goal 1: Group Level Multi-Term report
Goal 2: Group Level Multi-Term Growth report
Supporting evidence: Group Level Single-Term Details report

Ryan Kelly: Now it's time to enter the Apply stage where you make decisions and take action based on answers to the questions you posed in the Ask stage.

Apply

Absorb

Ask

Accumulate

Announce

Awareness

Access

Answer

Analyze

This is a place holder. Next starts a the new performance-based for apply on 21-24.

Apply

The first goal you are evaluating states, "The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment." Based on the findings of your analysis that the end-of-year actual value of 215 is 6 points above the baseline value and equal to the end-of-year goal value, it would be appropriate for you to

<mark>Implement similar instructional strategies with students in your class the following year and make adjustments based on identified weaknesses</mark>
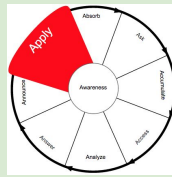
Revise the end-of-year goal value of 215 to be the same as the baseline level of 209

Revise the end-of-year goal value to be 220 because it is 5 points higher than the actual value you achieved

Revamp your instructional strategies for next year because you did not achieve your goal

Standard: S.7.A Strategies

Apply

The second goal you are evaluating states, "The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district's interim reading assessment will increase from 60% based on my prior year class to 80% based on my current year class." Based on the findings of your analysis that the actual end-of-year value of 85% is 20 percentage points above the baseline value and 5 percentage points above the end-of-year goal value, it would be appropriate for you to

   Revamp your instructional strategies next year because you did not achieve your goals
   Implement similar instructional strategies with students in your class the following year and make adjustments based on identified weaknesses
   Revise the end-of-year goal value to be the same as the baseline value of 60%
   Revise the end-of-year goal value to be 100% because it is 15 percentage points higher than the actual value

Standard: S.7.A Strategies

Apply

What would be an appropriate action based on your analysis findings that indicate you achieved both end-of-year goals you set?

- <mark>Implement a similar goal setting, monitoring, and evaluating process with your class the following year</mark>
- Discontinue goal setting, monitoring, and evaluating processes the following year because there is no evidence they may have contributed to improved student learning
- Differentiate instruction based on your findings that revealed achievement differences among individual students
- Identify and implement interventions to improve student behavior

Standard: S.7.A Strategies

Apply

What would be an appropriate action based on your analysis findings that your class performed lowest in the area of Informational text?

- Teachers of the subsequent grade level implement strategies to address informational text weaknesses at the beginning of the following year
- Teachers of the subsequent grade level disregard your analysis findings and make instructional decisions at the beginning of the following year based solely on intuition
- Identify and administer several additional assessments to all students in the area of informational text throughout the remainder of the school year
- Manually change the informational text value based on your perception of the performance level you think your class should have achieved

Standard: S.7.A Strategies

If **100%** go to slide 26.
If less than an **100%**, then go to slide 27.

Tutorial

Ryan Kelly with a calculator : It looks like you are pretty good at making decisions and recognizing the different types of decisions that can be made based on analysis of your data. Based on your data on the previous questions, I have decided that you need to proceed!

Go to 31.

Tutorial

Hmmm. I had to make a decision about coming back from spring break when I talked to Mrs. Carter. Obviously, that wasn't a hard decision, but it appears you may need to review the types of decisions that can be made based on the analysis of your data before we can proceed. Let's take a look!

Tutorial

Now that you have discussed the findings of your analysis, as well as potential implications, it's time to take *action* in the **Apply stage**.

Absorb	Ask	Accumulate	Access	Analyze	Answer	Announce	Apply
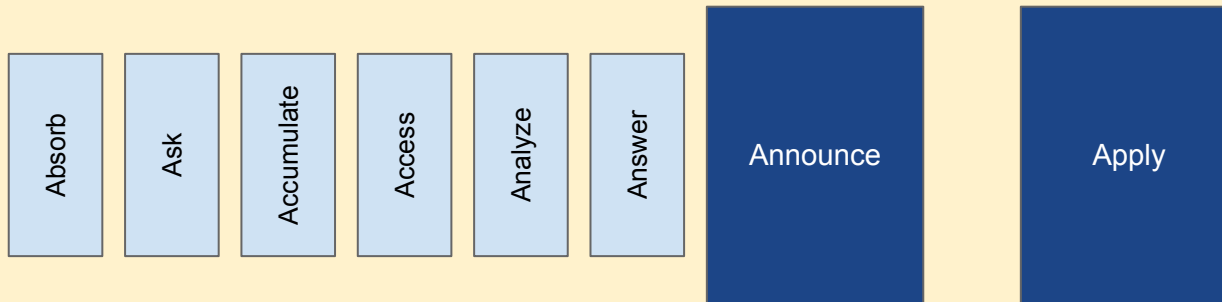
Tutorial

The data analysis findings reveal that your instructional approaches appear to have had a positive impact on your students' learning throughout the year. This is evidenced by the actual scale score value of 215 being 6 points above the baseline value of 209 and equal to the end-of-year goal value of 215. As a result, you make a decision to implement similar instructional strategies with students in your class the following year and make adjustments as needed based on identified weaknesses.

You appreciate how the goal setting, monitoring, and evaluating process helped you set challenging yet attainable goals, make evidence-based decisions that facilitated improved learning in your classroom's weakest areas, track progress toward your goals, and measure the extent to which your goals were met. Therefore, you are on-board with implementing the goal setting, monitoring, and evaluating process with your class the following year.

Teachers of the subsequent grade level also benefit from the findings of your analysis by making a decision to implement strategies that that will help address the weakest subcategory (i.e., informational text) at the beginning of the following year.
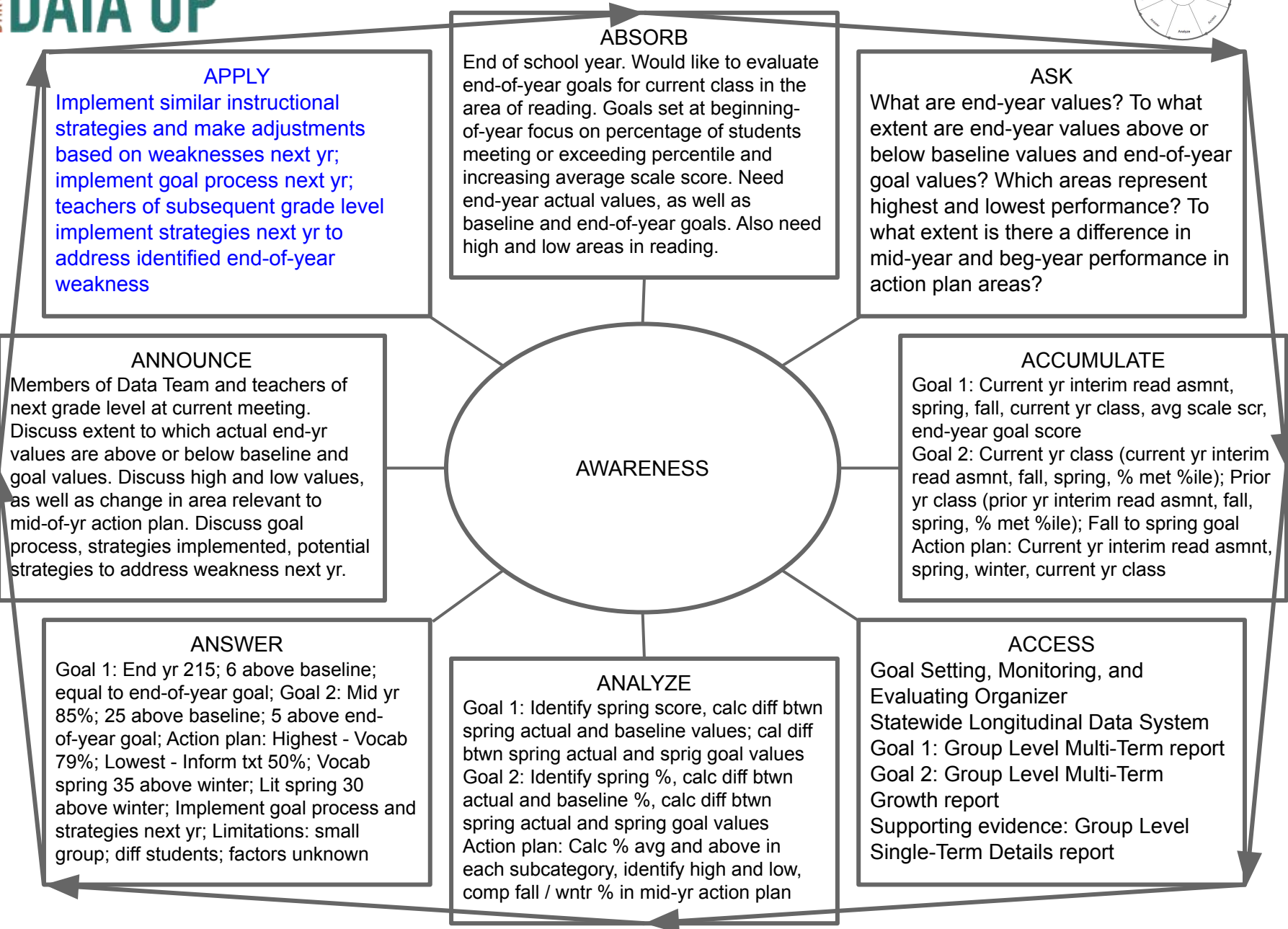
●Ryan Kelly writing on the board: If you think you are ready to Apply what you have learned by trying again, then select the forward arrow OR if you think you need to review the tutorial again, then select the "Repeat Tutorial" button. Once you arrow forward you will be taken back and given a final opportunity to complete this section.

●Arrow forward Goes to slide 21.

Goal Setting, Monitoring, and Evaluating Organizer

NORTH DAKOTA DATA UP

Goal 1: **The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment**					
	Where to access	**Baseline**	**Beginning of year**	**Middle of year**	**End of year**
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: 212 Expected: 212	Actual: 215 Expected: 213 Original Goal: 215 Revised Goal: 215

Goal 2: **The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district's interim reading assessment will increase from 60% based on my prior year class to 80% based on my current year class**					
	Where to access	**Baseline**	**Beginning of year**	**Middle of year**	**End of year**
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: 86% Expected: 46%	Actual: 85% Expected: 60% Original Goal: 80% Revised Goal: 80%

Action Planning					
Supporting Evidence	**Where to access**		**Beginning of year**	**Middle of year**	**End of year**
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report		Lit: 71% Inform txt: 58% Vocab/Acqu: 50%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	Lit: 72% Inform txt: 50% Vocab/Acqu: 79%

Action plan (beginning of year): I will transfer my vocabulary teaching strategies from literary text to the content areas to include the genre of informational text. The specific skills I will work on are: Uses context to determine the meaning of domain-specific words or phrases in informational text; Uses a definition to confirm initial understanding of word meaning; Uses context and dictionary, glossary, or thesaurus entries to determine word meaning; Uses antonym and synonym relationships in context to determine word meanings

Action plan (middle of year): I will keep doing what I'm doing for vocabulary and acquisition because it's successful and in addition, I need to focus on literary text. The specific skills I will work on are: Draws conclusions; Infers character feelings or thoughts; Makes predictions

NORTH DAKOTA DATA UP

APPLY

Implement similar instructional strategies and make adjustments based on weaknesses next yr; implement goal process next yr; teachers of subsequent grade level implement strategies next yr to address identified end-of-year weakness

ABSORB

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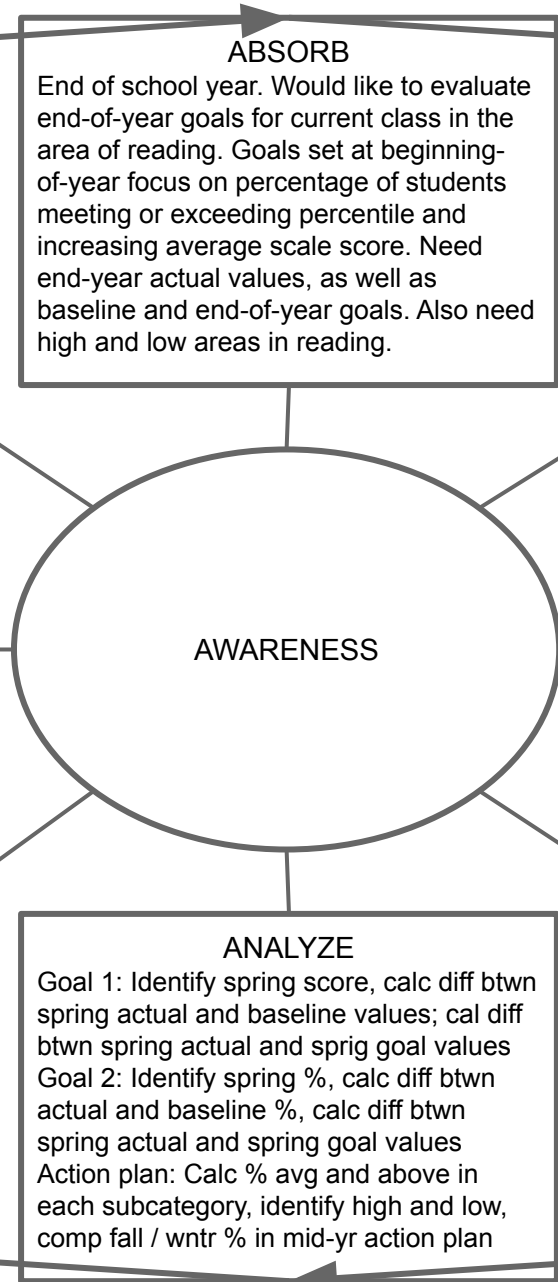
AWARENESS

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ANSWER

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A+ INQUIRY
GRAPHIC ORGANIZER

NORTH DAKOTA DATA UP

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Supporting evidence: Group Level Single-Term Details report

Ryan: Well, I have to admit, that was worth coming back from Spring Break! Now you know that you achieved your classroom level goals and you also provided your colleagues at the next grade level with information regarding the end-of-year performance of your students! Just wait until you see what I have planned for you next, even if it may be allergy season. I know you have a lot going on between now and our next PLC and Data Team meetings, so let me remind you where to find all of this documentation should you want to reference it or even make another copy for your binder. You will notice I have a list of all the resources we discussed, and they are hyperlinked. You access them here or you may go to the

Relieved teacher with bubble (same one as the beginning of mod 12)

Now that I know how to evaluate the classroom level goals I set at the beginning of the year, I will have a better understanding of the extent to which my goals were achieved and whether my instructional approaches may have had a positive impact on student learning.