Develop Your Data Mindset

Module 6 - Classroom Level Goal Setting
Part 2A - Absorb & Ask

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Learning Goals

- Formulate questions to guide the inquiry cycle for setting a classroom level goal
- Specify data that are useful in the process of setting a classroom level goal
- Identify locations where data utilized for setting a classroom level goal can be retrieved

SLDS Data Use Standards

- K.2.D Data Context: Knows the circumstances and purposes for which data are collected

- K.1.E Data Metric: Knows that measures can be broken down into data metrics, which are calculated for analysis and monitored for changes

- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions

- K.1.C Types of Data: Knows that data come in two main forms—quantitative and qualitative—and that, within these forms, there are other categories

- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each

- S.2.A Data Discovery and Acquisition: Identifies and locates appropriate data sources and can access the data from various sources (e.g., classroom, school, district, state sources) for data acquisition

Teacher Thought

If I know how to ask answerable questions relevant to goal setting -- and where to retrieve the required data -- I will be prepared to analyze the data in a way that will help me set classroom level goals and write an action plan to achieve the goals.

Introduction

Teacher 1:

I'm so glad we reviewed the background knowledge for goal setting in our PLC meetings this past week. Now it is time to get to the good stuff, our student data!

Teacher 2:

I'm just here for the cookies. You all talk about Ryan like he is a reality show host or something.

Teacher 3:

Was that a joke? Because I know what *isn't* a joke is that I am feeling pretty confident about using data!

Teacher 4:

Yeah. I think we are going to start going back through the Inquiry Cycle again, but with goal setting for our students.

Teacher 5:

What time is this over? Jim and I have a show to catch.

Teacher 6:

Just wait and see if our kids don't score higher than yours because we paid attention, Jim! Change isn't always bad! Haha! Tell you what, cookies are on me next time if you don't get anything out of this!

Introduction

Ryan:
Alright team, since we are focusing on classroom level goal setting, I decided we'd start today off on the right foot. I brought cookies for everyone, especially since today's meeting will be longer than the others! Rest assured, our next meeting will be brief. We are just adjusting because next week is a Homecoming Pep Rally schedule.

Jim, why are you laughing? Do you not like cookies? Hmmm…Okay, so much for being a nice guy. Anyway, as I said, we are going to apply the A+ Inquiry as a framework for classroom level goal setting.

After you eat your cookie, we are going to refer back to the flyer you completed previously.

Introduction

Ryan:

Remember this image of your Assessment Calendar? The portion we are covering in this module is in color. In this meeting, we are focusing on setting goals and writing an action plan, which will be informed by baseline values, expected values, and high and low areas of performance in the subject of reading.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) ● Establish baseline, identify high/low areas, set end of year goal w/ each student (F) ● Establish baseline, identify high and low areas, set end of year classroom goal (F) Winter data ● Universal screening (F) ● Monitor progress toward each student's end of year goal (F) ● Monitor progress toward classroom end of year goal (F) Spring data ● Evaluate extent to which each student's end of year goal was met (S) ● Evaluate extent to which classroom level goal was met (S) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F) ● Deliver whole group instruction based on the instructional level of the class (F) **How does the district use the data?** ● Set school or district academic goal (F) ● Evaluate extent to which district academic goals and objectives were met (S)
NDSA (State Assessment)	All students Grades 3-8, 11	Spring (April)	**How does the district use the data?** ● Set school or district academic goals and objectives based on needs (F) ● Evaluate extent to which district academic goals and objectives were met (S)
ACT	All students Grade 11	Spring	**How does the district use the data?** ● Set school or district academic goals and objectives based on needs (F) ● Evaluate extent to which district academic goals and objectives were met (S)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	**How do teachers use the data?** ● Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g., Diagnostic Assessment of Reading, Star, etc.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** ● Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F) ● Decide whether a class is ready for the next learning target during whole group instruction (F)
Summative classroom assessments	All students Grades K-12	At the end of an instructional unit throughout the year	**How do teachers use the data?** ● Assign and report grades

Introduction

Ryan:

As a reminder, goal setting data fits into the scope of study framework as a formative purpose. As you can see because the participants in the study are students, student learning data is required. The district is the decision maker of the collection methods. The data represent a type of student learning data that is collected periodically. Group level analysis is conducted. The focus of the question is generally on identifying performance levels, as well as highest and lowest areas of performance.

Instructions: Select the scope of study elements relevant to the contextual need for data use, assessment name, and question(s)

- **Context:** Teacher setting an end of year classroom level goal after a beginning of year benchmark assessment
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** What is the average performance level of students in the class? Which areas represent the highest and lowest levels of performance?

Type(s) of disciplined inquiry

Assessment	Evaluation	Research

Purpose(s) of required data

Formative	Summative	Other

Participants in the study

Students	Parents	Staff	Other

Type(s) of required data

Student learning	Demographic	Perception	School process	Behavior	Other

Decision maker of data collection methods

Teacher	School/District	State	Other

Frequency of collection

Ongoing	Periodic	One-time	Other

Unit level of analysis

Individual	Group

Focus of the question(s)

Performance	Highest / lowest	At / above / below expected	Positive / negative trend	Other

Introduction

Ryan:

I heard some of you weren't sure this session would be of great value. Is there a bet of some sort riding on the worth of this data meeting? Well, just like any good teacher, I always have a few tricks up my sleeve! To make sure you are engaged, in order to access your data binder, you have to get the next question correct. I kind of feel like a television show host or something, not a data coach! This is fun!

Introduction

Ryan:

In which stage should you begin?
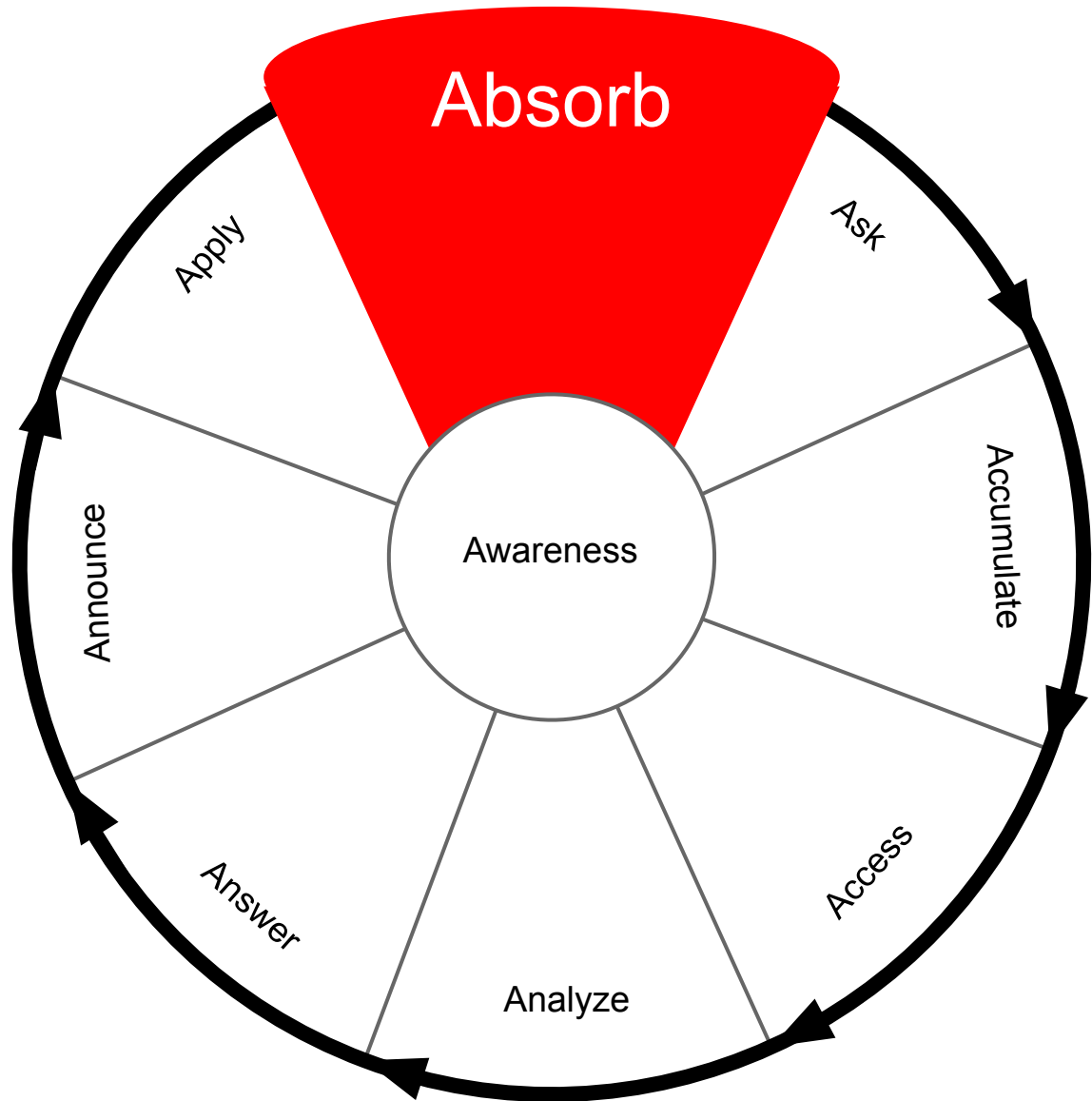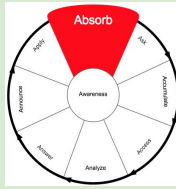
Introduction

Ryan:

That's right. The Absorb stage is the right place to start. Now you can access your classroom level goal setting flyer from your data binder! We are going to work through some more review questions make sure you are ready to dig into the data reports and conduct our fall universal screening.

Link to classroom level goal setting flyer: https://goo.gl/DJkDQx

Activity - 06.02A.01

Goal setting occurs
- At the beginning of an instructional period (e.g., beginning of the year)
- Toward the middle of an instructional period (e.g., middle of the year)
- At the end of an instructional period (e.g., end of the year)
- After an instructional period has been completed (e.g., after the year is over)

Standard: K.2.D Data Context
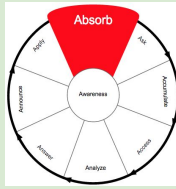
Activity - 06.02A.02

Which of the following options represents a group level goal?
- 90% of the students in my class will meet or exceed their fall to spring projected growth
- The lowest performing student in my class will increase his or her percentile by 5 points from fall to spring.
- The middle performing student in my class will increase his or her percentile by 5 points from fall to spring in both the areas of Reading and Math
- My highest performing student will achieve projected growth in all subjects on the assessment

Standard: K.1.E Data Metric
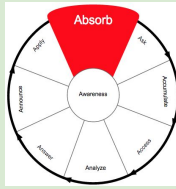
Activity - 06.02A.03

A group level goal for your class may focus on a desire...
- For a percentage of your students to meet or exceed their respective baseline percentile or projected growth value
- To increase the average scale score of your class
- To increase the percentage of students in your class performing at a specific proficiency level
- All of the above represent potential focus areas for a group level goal

Standard: K.1.E Data Metric
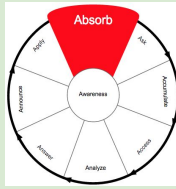
Activity - 06.02A.04

When you are in the process of setting an achievement goal, such as in the area of reading, you need to know the
- Baseline reading performance, needs based on highest and lowest levels of performance in reading subcategories, and expected levels of reading performance
- Next reading lesson you will teach relevant to current events so you will be able to measure the performance of your students after the lesson
- Extent to which mid-term reading progress is being made so you will be able to figure out whether your students are making adequate progress
- Perceptions of your students at the end of an instructional period in the area of reading

Standard: K.1.E Data Metric
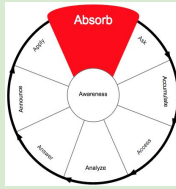
Activity - 06.02A.05

Why is it important for you to know the baseline performance level of your students?
- It will be used as a comparison value when monitoring middle of year progress or evaluating end of year goal achievement
- It give me a better understanding of what students are thinking
- It will represent a detailed list of everything my students need to learn
- It's always a good idea to collect data, even if I don't know why it's useful

Standard: K.1.E Data Metric
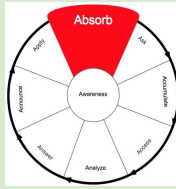
Activity - 06.02A.06

Why is it important for you to know the highest and lowest levels of performance in the content area of your goal?

- The information will be used as evidence to inform strategies that may be implemented in support of my goal
- It's always helpful to have extra information
- It will tell me how much progress my students have made at the beginning of the year
- It will give me a better understanding of school culture

Standard: K.1.E Data Metric
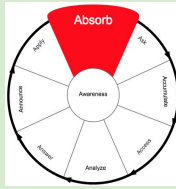
Activity - 06.02A.07

When setting a goal, why is it important for you to know the level of performance that your students are expected to achieve by the MIDDLE of an instructional period?

- It will be used as a comparison value when measuring the extent to which progress is being made toward achievement of the end of year goal
- It's always helpful to have extra information representing my students
- It will provide me with knowledge of specific strengths and weaknesses of my students
- It will give me a better understanding of school culture

Standard: K.1.E Data Metric
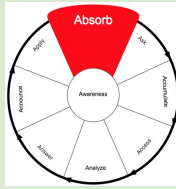
Activity - 06.02A.08

When setting a goal, why is it important for you to know the level of performance that your students are expected to achieve by the END of an instructional period?
- It will be used as a starting value for consideration when setting a challenging, yet attainable goal
- It's always helpful to have extra information
- It will tell me how much progress my students have made at the beginning of the year
- It will give me a better understanding of school culture

Standard: K.1.E Data Metric

Activity - 06.02A.09

An expected performance value for a group at the middle or end of an instructional period may be defined as
- Performance of the prior year or term, or performance based on the average growth of groups with the same baseline
- Predicted performance based on the slope of prior years or terms, or the average performance of prior years or terms
- Performance of groups within similar schools, or performance based on conventional RTI values
- All of the above

Standard: K.1.E Data Metric

Tutorial

Goal setting for a classroom, which represents a **group level goal**, occurs at the beginning of an instructional period, such as at the beginning of a year.

When setting a group level goal for your classroom, the goal may focus on a desire for a percentage of students to meet or exceed their respective baseline percentile or projected growth value, to increase a group's average scale score, to increase the percentage of students performing at a specific proficiency level, or other metric representing group level achievement.

Tutorial

Setting   **Monitoring**   **Evaluating**
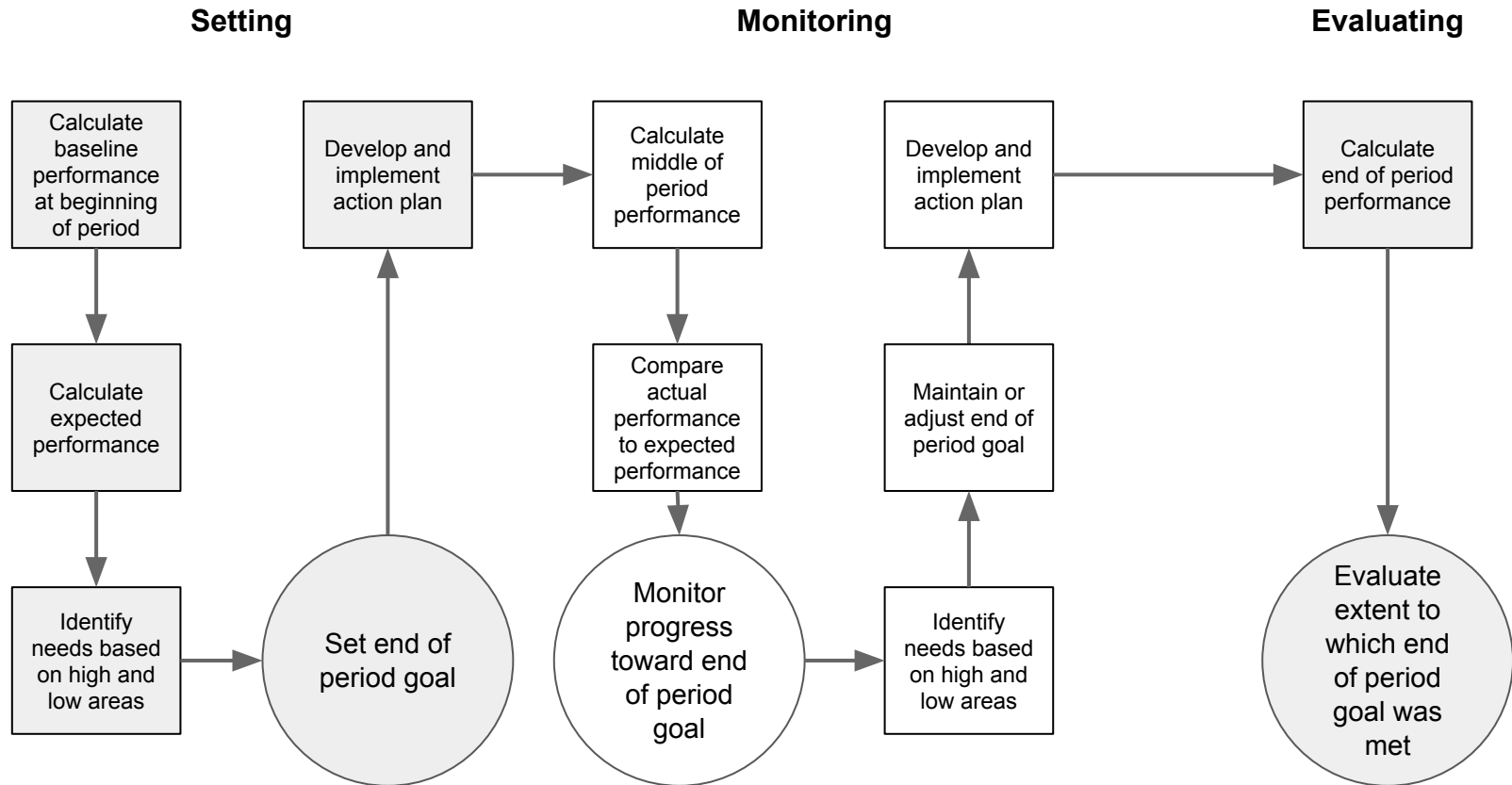
This diagram highlights key steps relevant to setting, monitoring, and evaluating goals. The goal setting phase focuses on calculating **baseline performance**, calculating **expected levels of performance**, identifying needs based on high and low areas, setting an end-of-period goal, and developing and implementing an action plan. The goal monitoring phase focuses on calculating middle of period performance, comparing actual performance to expected performance, monitoring progress toward the end of period goal, identifying needs based on high and low areas, maintaining or adjusting the end of period goal, and developing and implementing an action plan. The goal evaluating phase includes calculating the end of period performance and evaluating the extent to which the end of period goal was met.

Tutorial

Setting

```
┌─────────────────┐        ┌──────────────┐
│   Calculate     │        │  Develop and │
│   baseline      │        │  implement   │
│  performance    │        │  action plan │
│  at beginning   │        │              │
│   of period     │        └──────────────┘
└─────────────────┘               ▲
         │                        │
         ▼                        │
┌─────────────────┐               │
│   Calculate     │               │
│    expected     │               │
│  performance    │               │
└─────────────────┘               │
         │                        │
         ▼                        │
┌─────────────────┐         ╭──────────╮
│    Identify     │         │  Set end │
│   needs based   │───────▶ │  of      │
│  on high and    │         │  period  │
│   low areas     │         │  goal    │
└─────────────────┘         ╰──────────╯
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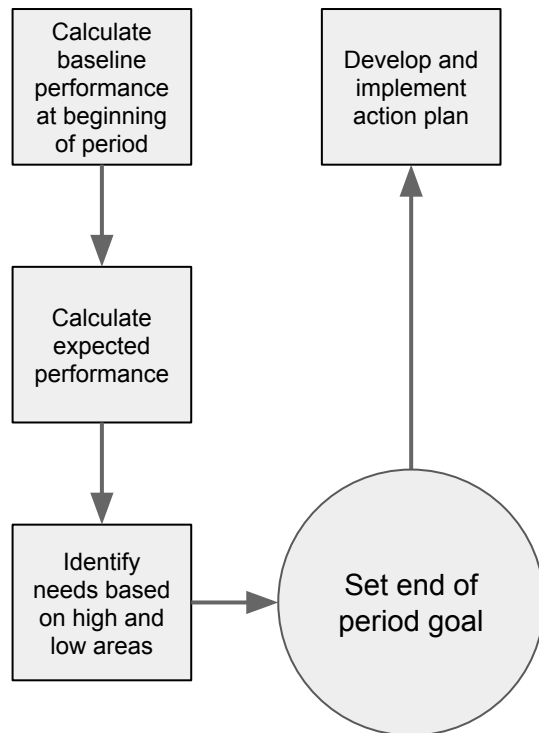
There are a few key processes requiring data utilization in the goal setting phase:

- The baseline performance for a specific area is calculated, which will be used as a comparison value when monitoring middle of year progress or evaluating end of year goal achievement.
- The expected value representing the end of an instructional period is calculated, which will be used as a starting value for consideration when setting a challenging, yet attainable goal.
- The expected value representing the middle of an instructional period is calculated, which will be used as a comparison value when measuring the extent to which progress is being made toward achievement of the end of year goal.
- Content area needs based on high and low levels of performance serve as evidence to inform strategies that will be implemented in support of the goal
- The end of period goal is set, which may or may not be the same as the end of period expected value.
- Strategies aligned with content area needs are identified and implemented to facilitate progress toward achievement of the goal.

Tutorial

An expected value for the middle of an instructional period and for the end of an instructional period will be calculated during this phase. The definition of "instructional period" depends on the context. For example, if you are focusing on goals for a single unit, the instructional period would represent the timeframe from the beginning of the unit through the end of the unit; if you are focusing on goals for an entire school year, the instructional period would represent the timeframe from the beginning of the school year through the end of the school year. The term "expected value," which is sometimes referred to as a predicted or projected value, may be defined generally and operationally in a variety of ways. For example, possible definitions for "expected value" of group may include the following:

- Performance of prior year or term
- Performance based on average growth of groups with same baseline
- Predicted performance based on slope of prior years or terms
- Average performance of prior years or terms
- Weighted moving average performance of prior years or terms
- Performance of the state
- Performance of groups representing an Education Service Agency
- Performance of groups within similar schools
- Performance based on conventional RTI values (e.g., approx 80-90% targeted for tier 1)
- Other definitions

Tutorial

With our work at Great Plains, we typically think of an expected value as the value that is likely to be achieved if performance is comparable to prior performance of the same or similar individual or group. The expected value may or may not be the same as the baseline and/or goal value. Let's run through a few examples of how to interpret baseline and expected values for a group of students.

Tutorial

If you are setting a goal to increase a group's average scale score from the beginning of a year to the end of a year, the expected value could be defined as the end of year score that represents the same or similar percentile on the spring test that the beginning of year score represented on the fall test. For example, if a group's average scale score of 215 in the fall represents the 61st percentile, a scale score of 220, which represents the 61st percentile in spring, could be considered the expected value for the end of the year. In this example, the baseline value of 215 would be different than the expected value of 220.

Group Mean Score and Scores by Percentile by Test Term

Baseline is the fall average scale score, which is 215

Fall average scale score of 215 is the same as the score representing the 61st %ile in the fall

Scale score representing the 61st %ile in the spring is 220, which would be the end-of-year expected value. This is different than the baseline value of 215.

	Mean score	1st %ile	21st %ile	41st %ile	61st %ile	81st %ile	95th %ile
Fall	215	176	199	208	215	224	236
Winter		180	202	211	218	227	238
Spring		182	204	212	220	229	240

Tutorial

However, if defining the baseline and expected values as percentiles instead of scale scores, the 61st percentile value representing the baseline average scale score in the fall would be the same as the 61st percentile value representing the expected average scale score in the spring. Regardless of whether the baseline and expected values are represented by average scale score or percentile of the average scale score. For example, in this scenario, growing 5 scale score points from fall to spring has the same meaning as growing 0 percentile points from fall to spring.

%ile of mean score by test term
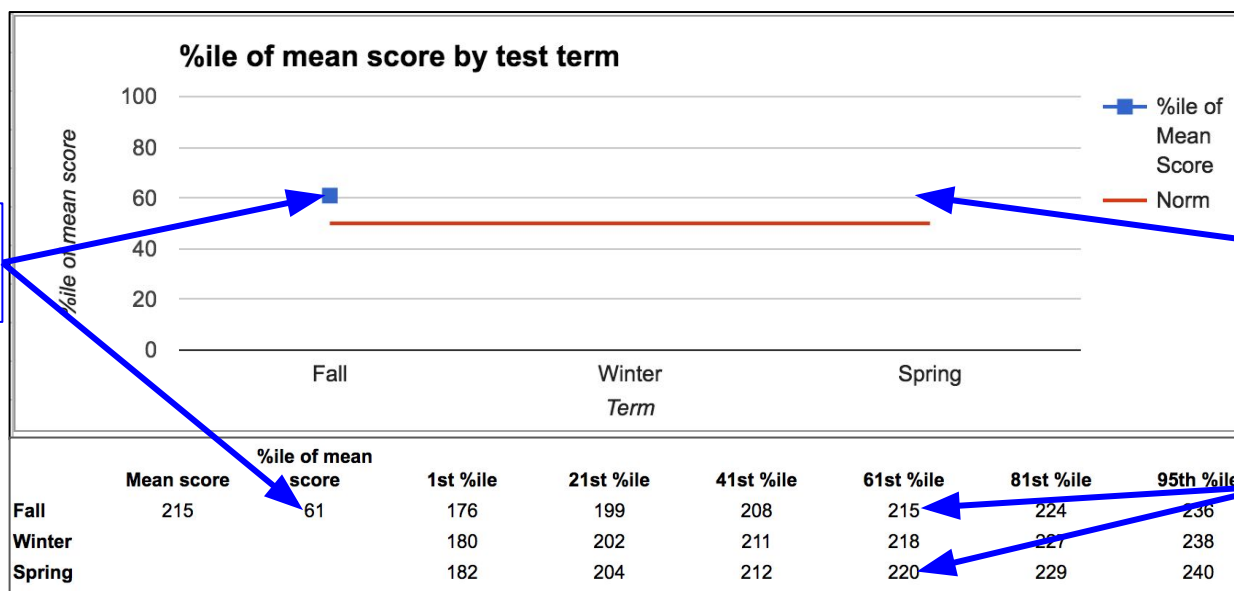
Baseline is %ile of the fall average score, which is 61st

In terms of %ile, the end-of-year expected value would be the same as the baseline (i.e., 61st)

	Mean score	%ile of mean score	1st %ile	21st %ile	41st %ile	61st %ile	81st %ile	95th %ile
Fall	215	61	176	199	208	215	224	236
Winter			180	202	211	218	227	238
Spring			182	204	212	220	229	240

Scores of 215 in the fall and 220 in the spring indicate the same level of performance in terms of %ile

Percentage of Students Meeting or Exceeding Projected Growth by Term to Term Period (prior year)
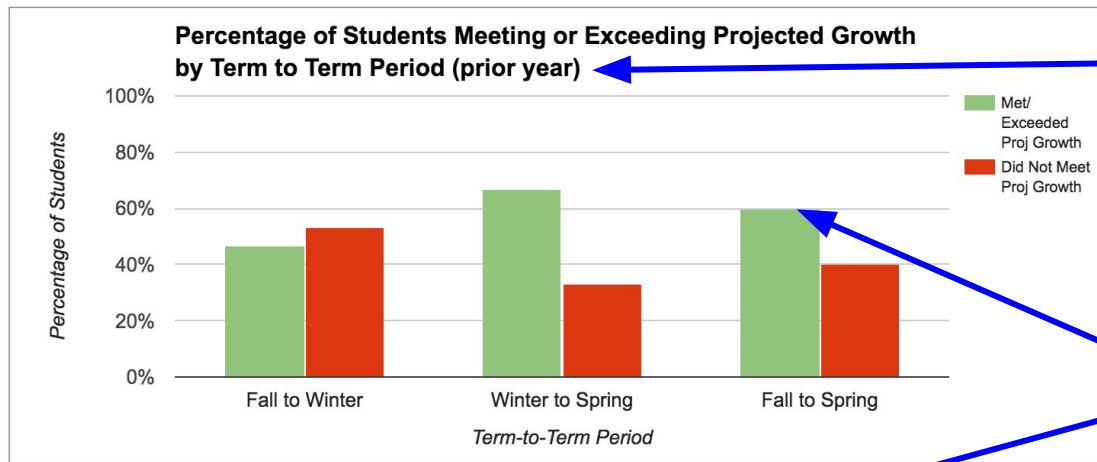
Prior year

The percent meeting fall to spring projected growth during the prior year is 60%, which could be both the baseline value and the expected value for current year students

	Met/Exceeded Proj Growth		Did Not Meet Growth	
	#	%	#	%
Fall to Winter	7	47%	8	53%
Winter to Spring	10	67%	5	33%
Fall to Spring	9	60%	6	40%

A+ Inquiry Framework

The Absorb stage has been completed. Details representing the context for classroom level goal setting have been added to the Absorb stage in the A+ Inquiry organizer.

NORTH DAKOTA DATA UP

APPLY

ABSORB

Beginning of school year. Would like to set group level goals for current class in the area of reading. Goals to focus on percentage of students meeting or exceeding percentile and increasing average scale score. Need baseline values, as well as middle-of-year and end-of-year expected values. Need high and low areas as evidence for action plan.

ASK

ANNOUNCE

AWARENESS

ACCUMULATE

ANSWER

ANALYZE

ACCESS
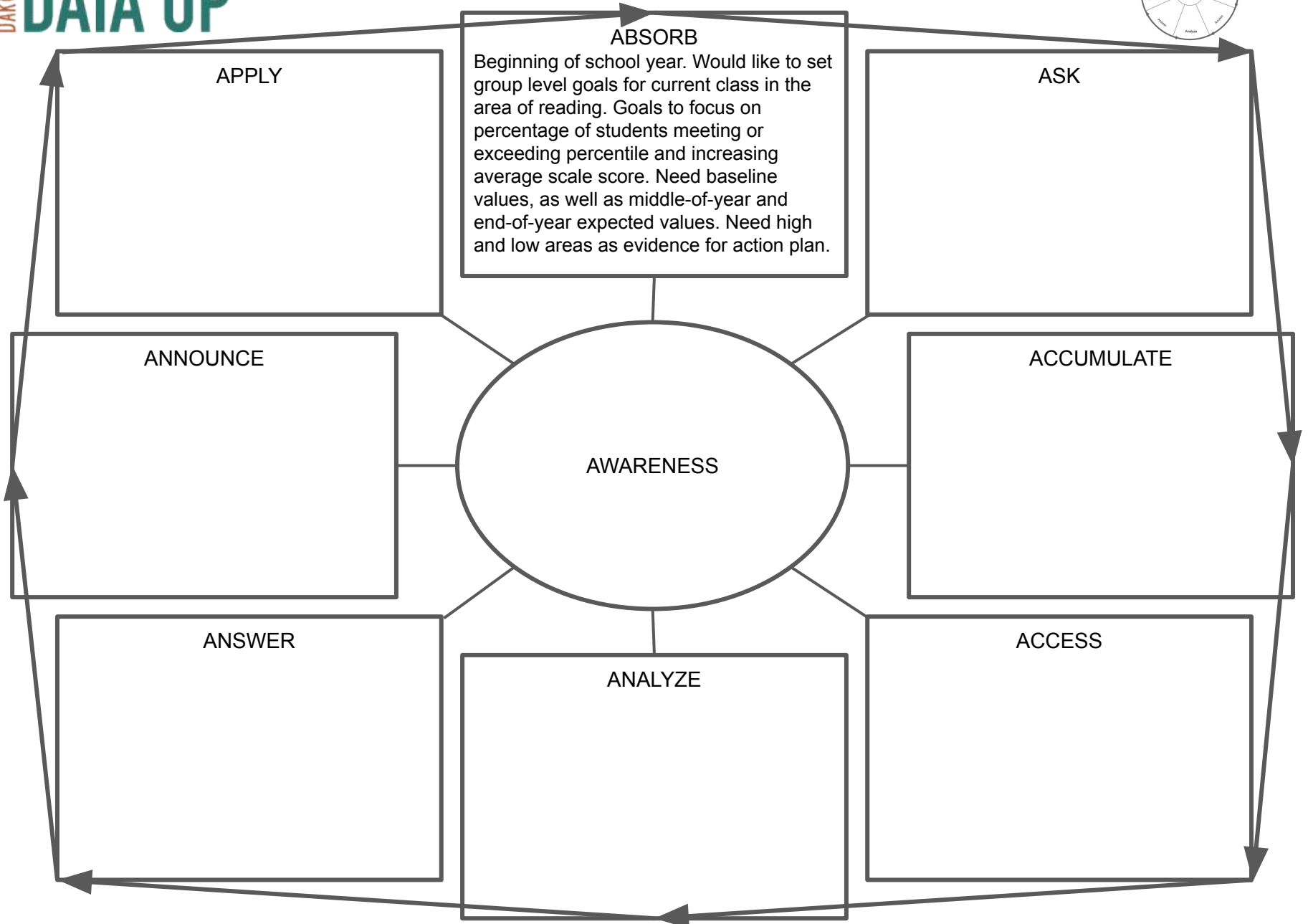
Ask Stage

Ryan:

Now that you are past the Absorb stage, let's see if you can ask operationalized or answerable questions.

They lead you to the information you need to know.

Ask Stage

Ryan:

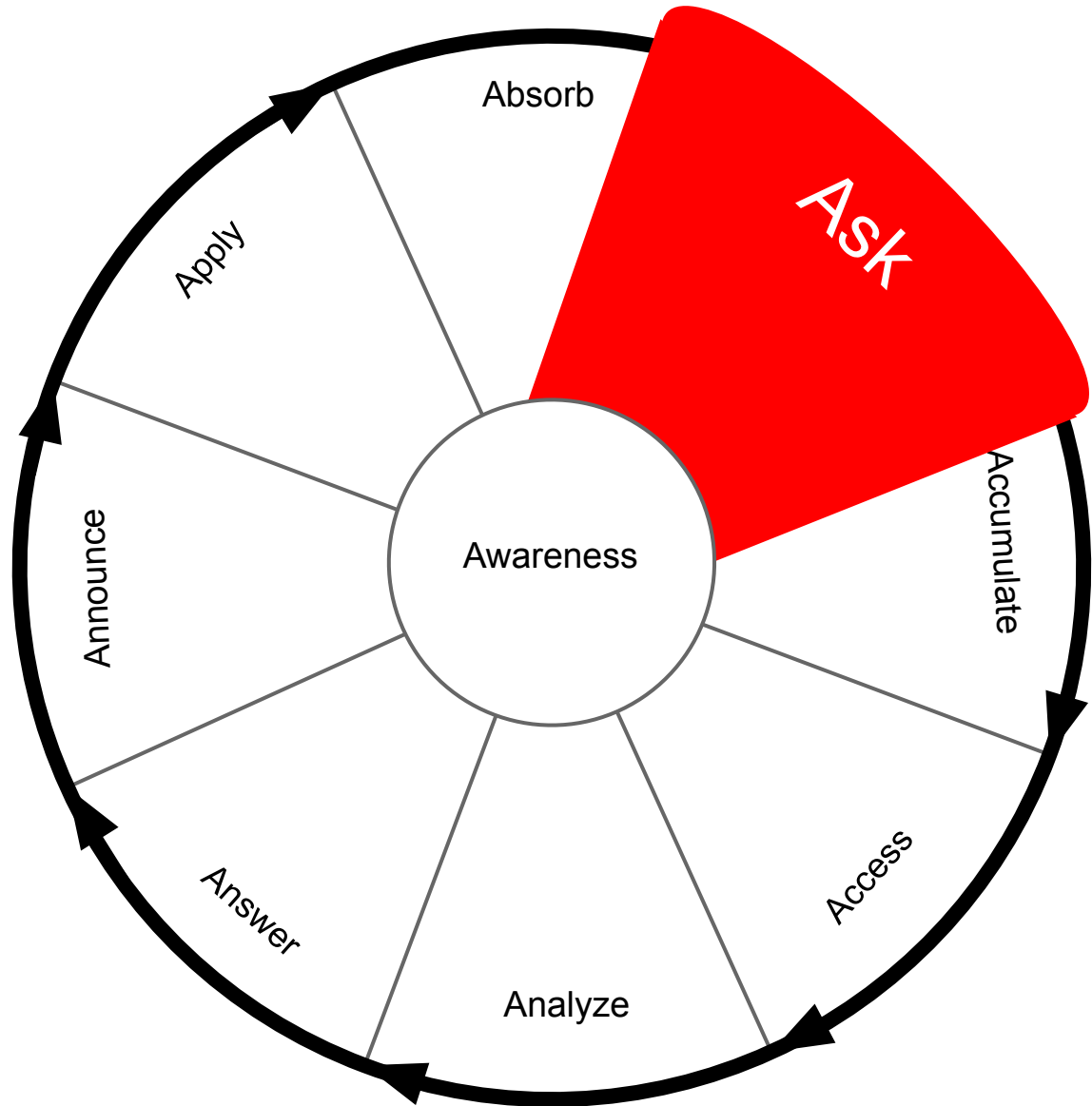Use this goal setting data planner to stay organized during the Ask, Accumulate, and Access stages. As you can see, we will begin by posing questions that will lead us to missing information you identified in the Absorb stage. The information you identified as missing in the Absorb stage includes the baseline values, end-of-period expected values, and middle-of-period expected values relevant to Goal 1 and Goal 2, as well as the highest and lowest levels of performance relevant to the focus of supporting evidence. You'll identify three questions for the focus of each of the two group level goals you identified in the Absorb stage, as well as two questions that will lead to supporting evidence for an action plan. There will be 8 total questions. Please print the table and place it in your data binder to use as we work through the Ask, Accumulate, and Access stages.

Link to goal setting data planner: https://goo.gl/pPJXoc

Goal Setting Data Planner
write questions, describe data, identify location of data

NORTH DAKOTA DATA UP

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 1: Scale score increase based on reading performance			
Baseline value			
End of period expected value			
Middle of period expected value			
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
Baseline value			
End of period expected value			
Middle of period expected value			
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			

Activity - 06.02A.10

Remember, in the Ask stage, it's important to _____.

- Formulate questions that can be answered through analysis of data
- Write extensively long questions that are difficult to interpret
- Conduct analysis of the data you have collected
- Share data with your colleagues

Standard: K.1.A Question Formation

Activity - 06.02A.11

The first goal you would like to set focuses on a scale score increase in reading performance of your students from the beginning of the year to the end of the year. Which of the following questions could lead you to the baseline scale score of your students that will be helpful to know when setting this goal?

● What is the average scale score of my class on the current year's fall interim reading assessment?
● What is the percentile of each student in my classroom on the reading assessment?
● How well did my students perform on this year's reading assessment?
● What was the highest score on the chapter reading test in my classroom?

Standard: K.1.A Question Formation

Absorb What information needs to be known?	Ask What question(s) can lead to unknown information?	Accumulate Which data are required to answer the question(s)?	Access Where can required data be retrieved?
Focus of Goal 1: Scale score increase based on reading performance			
Baseline value			
End of period expected value			
Middle of period expected value			

Activity - 06.02A.12

Which of the following questions could lead you to the end-of-period scale score that will be helpful to know when setting setting a goal focused on a scale score increase in reading performance?

- What scale score on the spring interim reading assessment represents a similar percentile as the scale score on the fall interim reading assessment?
- What is the average scale score of my class on the current year's fall interim reading assessment?
- What percentage of students in my class should be proficient in reading?
- Why do some of my students struggle more than others in the area of reading?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 1: Scale score increase based on reading performance			
Baseline value			
End of period expected value			
Middle of period expected value			

Activity - 06.02A.13

Which of the following questions could lead you to the expected middle-of-period scale score that will be helpful to know when setting setting a goal focused on a scale score increase in reading performance?

- What scale score on the winter interim reading assessment represents a similar percentile as the scale score on the fall interim reading assessment?
- What is the highest percentile on the current year's fall interim reading assessment?
- How many students are expected to pass the next test that includes more complex vocabulary?
- What are the greatest reading strengths of my students?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 1: Scale score increase based on reading performance			
Baseline value			
End of period expected value			
Middle of period expected value			

Activity - 06.02A.14

Now it's time to formulate questions for the second goal you would like to set that focuses on the percentage of students meeting or exceeding their reading percentile. Which of the following questions could lead you to the baseline percentage of your students meeting or exceeding their reading percentile?

- What percentage of students in my prior year's class met or exceeded their fall interim reading assessment percentile on the spring reading interim assessment?
- What is the percentile of each student in my classroom on the reading assessment?
- How many students met or exceeded their projected growth?
- What is the expected level of performance on the interim reading assessment?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
Baseline value			
End of period expected value			
Middle of period expected value			

Activity - 06.02A.15

Which of the following questions could lead you to the end-of-period percentage of students meeting or exceeding their reading percentile? (HINT: In this case, the expected value will be the same as the baseline value; therefore the question that will lead you to the baseline value is the same as the question that will lead you to the expected value at the end of the year.)

- What percentage of students in my prior year's class met or exceeded their fall interim reading assessment percentile on the spring reading interim assessment?
- What is the percentile of each student in my classroom on the reading assessment?
- How many students met or exceeded their projected growth?
- What is the expected level of performance on the interim reading assessment?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	**Ask** *What question(s) can lead to unknown information?*	**Accumulate** *Which data are required to answer the question(s)?*	**Access** *Where can required data be retrieved?*
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
Baseline value			
End of period expected value			
Middle of period expected value			

Activity - 06.02A.16

Which of the following questions could lead you to the middle-of-period percentage of students meeting or exceeding their reading percentile? (HINT: This question is similar to the previous two questions; however, it focuses on the middle of the year instead of the end of the year.)

- What percentage of students in my prior year's class met or exceeded their fall interim reading assessment percentile on the winter reading interim assessment?
- What is the winter percentile of each student in my classroom on the reading assessment?
- How many students met or exceeded their projected growth on the winter reading assessment?
- What is the expected level of performance on the interim reading assessment during the middle of the year?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
Baseline value			
End of period expected value			
Middle of period expected value			

Activity - 06.02A.17

Now it's time to formulate questions that focus on generating supporting evidence that will inform the development of an action plan to help you achieve the goals you set. You pose two questions to identify the greatest needs in the area of reading. Your first question focuses on the highest levels of performance. Which of the following questions could lead you to supporting evidence representing the highest levels of achievement in the area of reading?

- Which subcategory represents the highest percentage of students achieving average or above on the current year's fall interim reading assessment?
- Which subcategories are the highest performing areas on the interim reading assessment?
- Why do some of my students perform better than others in the area of reading?
- What is the highest level of performance on my most recent unit test?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	**Ask** *What question(s) can lead to unknown information?*	**Accumulate** *Which data are required to answer the question(s)?*	**Access** *Where can required data be retrieved?*
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			

Activity - 06.02A.18

The second question that focuses on generating supporting evidence to inform the development of an action plan addresses lowest levels of performance. Which of the following questions could lead you to supporting evidence representing the lowest levels of achievement in the area of reading?

- Which subcategory represents the lowest percentage of students achieving average or above on the current year's fall interim reading assessment?
- Which subcategories are the lowest performing areas on the interim reading assessment?
- Why do some of my students perform more poorly than others in the area of reading?
- What is the lowest level of performance on my most recent unit test?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			

Tutorial

Let's take another look at the Ask stage. In this stage you pose questions that, if answered, will provide you with the knowledge you are currently missing. You begin this stage by formulating the missing information identified in the Absorb stage into a question.

Then, you operationalize the question by demonstrating awareness of data that have been, or could be, accumulated to help answer the question. You may pose multiple questions in the Ask stage, as will be the case in this scenario.

Tutorial

Based on the various types of group level goals you identified in the Absorb stage, you decide to focus on a couple types of goals: *one goal relevant to a scale score increase in the reading performance of your students from the beginning of the year to the end of the year* and *one goal relevant to a desired percentage of your students who meet or exceed their respective beginning of year baseline percentile at the end of the year*.

The information needed for goal setting that you identified as missing in the Absorb stage includes the baseline value, end-of-period expected value, and middle-of-period expected value for both Goal 1 and Goal 2, as well as the highest and lowest levels of performance relevant to the focus of supporting evidence. In order to set your goals and write an action plan with strategies that facilitate progress toward your goals, you need to write questions that will reveal the information you identified as missing.

Tutorial

You will formulate a total of 8 questions in this scenario: 3 relevant to the goal of increasing the scale score in the subject of reading, 3 relevant to the desired percentage of students meeting or exceeding their percentiles in the subject of reading, and 2 relevant to identifying high and low percentages of students achieving proficiency in subcategories of reading.

Tutorial

This goal setting data planner will help you stay organized as you formulate questions in the Ask stage. The focus of Goal 1, the focus of Goal 2, and the focus of supporting evidence have been added to the goal setting data planner. Brief descriptions of the information you identified in the Absorb stage as not yet being known have been added to the Absorb column.

Link to goal setting data planner: https://goo.gl/pPJXoc

Goal Setting Data Planner
write questions, describe data, identify location of data

NORTH DAKOTA DATA UP

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 1: Scale score increase based on reading performance			
Baseline value			
End of period expected value			
Middle of period expected value			
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
Baseline value			
End of period expected value			
Middle of period expected value			
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			

Tutorial

The first three questions you need to formulate will help you set a goal focused on increasing the reading performance scale score of your class. To set the goal, you know you first need to identify or calculate baseline performance, end-of-period expected performance, and middle-of-period expected performance. The questions you formulate will lead you to these values.

You begin formulating questions relevant to this goal by posing the following general question: "What is the baseline reading reading performance scale score of my students?" You operationalize this question by stating, "What is the average scale score of my class on the current year's fall interim reading assessment?"

Tutorial

The second general question you pose is, "What is the expected reading performance scale score at the end of the year?" You operationalize this question by stating, "What scale score on the spring interim reading assessment represents a similar percentile as the scale score on the fall interim reading assessment?"

The third general question you pose is similar to the second question: "What is the expected scale score reading performance at the middle of the year?" You operationalize this question by stating, "What scale score on the winter interim reading assessment represents a similar percentile as the scale score on the fall interim reading assessment?"

Tutorial

Three questions relevant to the focus of Goal 1 have been added to the goal setting data planner.

Goal Setting Data Planner
write questions, describe data, identify location of data

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
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?		
End of period expected value	What scale score in the spring represents a similar percentile as the scale score in the fall?		
Middle of period expected value	What scale score in the winter represents a similar percentile as the scale score in the fall?		
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
Baseline value			
End of period expected value			
Middle of period expected value			
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			

Tutorial

The next three questions you need to formulate will help you set a goal focused on the percentage of students meeting or exceeding their beginning-of-period reading percentile at the end of a period. As with the first goal you will be setting, to set the goal, you know you first need to identify or calculate baseline performance, end-of-period expected performance, and middle-of-period expected performance. The questions you formulate will lead you to these values.

You begin formulating questions relevant to this goal by posing the following general question: "What is the baseline percentage of students who met or exceeded their beginning-of-year reading percentile at the end of the year?" You operationalize this question by stating, "What percentage of students in my prior year's class met or exceeded their fall interim reading assessment percentile on the spring reading interim assessment?"

Tutorial

The second general question you pose is, "What is the expected value of students meeting or exceeding their beginning-of-year reading percentile at the end of the year?" Remember that sometimes the expected value may be the same as the baseline value. This is a scenario in which the baseline and expected values will be the same; therefore the operational question that will lead you to the baseline value is the same as the operational question that will lead you to the expected value at the end of the year. "What percentage of students in my prior year's class met or exceeded their fall interim reading assessment percentile on the spring reading interim assessment?"

The third general question you pose is similar to the second question, but it focuses on the middle of the year: "What is the expected value of students meeting or exceeding their percentile at the middle of the year?" The operationalized version of this question is nearly the same as the two previous operational questions relevant to this goal; the only difference is that this question addresses the winter term instead of the spring term. The operational question is, "What scale score on the winter interim reading assessment represents a similar percentile as the scale score on the fall interim reading assessment?"

Tutorial

Three questions relevant to the focus of Goal 2 have been added to the goal setting data planner.

Goal Setting Data Planner
write questions, describe data, identify location of data

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
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?		
End of period expected value	What scale score in the spring represents a similar percentile as the scale score in the fall?		
Middle of period expected value	What scale score in the winter represents a similar percentile as the scale score in the fall?		
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?		
End of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the spring?		
Middle of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the winter?		
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			

Tutorial

The final two questions, which focus on highest and lowest areas of performance within reading subcategories, lead you to supporting evidence that will inform the development and implementation of an action plan to help you achieve the two goals you set.

You begin formulating a general question to address the highest levels of performance, as follows: "What is the highest level of performance in the area of reading?" You operationalize this question by stating, "Which subcategory represents the highest percentage of students achieving average or above on the current year's fall interim reading assessment?"

The next question is essentially the inverse of the previous question. This question addresses the lowest levels of performance, as follows: "What is the lowest level of performance in the area of reading?" You operationalize this question by stating, "Which subcategory represents the lowest percentage of students achieving average or above on the current year's fall interim reading assessment?"

Tutorial

Two questions relevant to the focus of supporting evidence for action planning have been added to the goal setting data planner.

Goal Setting Data Planner
write questions, describe data, identify location of data

NORTH DAKOTA DATA UP

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
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?		
End of period expected value	What scale score in the spring represents a similar percentile as the scale score in the fall?		
Middle of period expected value	What scale score in the winter represents a similar percentile as the scale score in the fall?		
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?		
End of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the spring?		
Middle of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the winter?		
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?		
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?		

Tutorial

In this stage you formulated general and operational versions of eight questions. Answering the questions will provide you with information you need to set two goals in the area of reading and to write an action plan based on the greatest subcategory needs within the area of reading. When you proceed to the Accumulate stage, you will identify specific details of the data required to answer questions you posed in the Ask stage.

Conclusion

Ryan:

Great work! You posed questions that will lead you to baseline values, expected values, and highest and lowest levels of performance that will inform the setting of your goals and writing of your action plan. Let's continue to identify the rest of the questions in the Goal Setting Data Planner.

Goal Setting Data Planner
write questions, describe data, identify location of data

NORTH DAKOTA DATA UP

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
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?		
End of period expected value	What scale score in the spring represents a similar percentile as the scale score in the fall?		
Middle of period expected value	What scale score in the winter represents a similar percentile as the scale score in the fall?		
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?		
End of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the spring?		
Middle of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the winter?		
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?		
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?		

A+ Inquiry Framework

The Ask stage has been completed. Abbreviated versions of the questions you posed have been added to the Ask stage in the A+ Inquiry organizer.

A+ INQUIRY
GRAPHIC ORGANIZER

NORTH DAKOTA DATA UP

APPLY

ABSORB
Beginning of school year. Would like to set group level goals for current class in the area of reading. Goals to focus on percentage of students meeting or exceeding percentile and increasing average scale score. Need baseline values, as well as middle-of-year and end-of-year expected values. Need high and low areas as evidence for action plan.

ASK
What are baseline, expected middle-of-year, and expected end-of-year values relevant to a desired percentage of students meeting or exceeding percentile and a desired average scale score increase? Which areas represent highest and lowest performance?

ANNOUNCE

AWARENESS

ACCUMULATE

ANSWER

ANALYZE

ACCESS

Activity Answers

06.02A.01	At the beginning of an instructional period (e.g., beginning of the year)
06.02A.02	90% of the students in my class will meet or exceed their fall to spring projected growth
06.02A.03	All of the above represent potential focus areas for a group level goal
06.02A.04	Baseline reading performance, needs based on highest and lowest levels of performance in reading subcategories, and expected levels of reading performance
06.02A.05	It will be used as a comparison value when monitoring middle of year progress or evaluating end of year goal achievement
06.02A.06	The information will be used as evidence to inform strategies that may be implemented in support of my goal
06.02A.07	It will be used as a comparison value when measuring the extent to which progress is being made toward achievement of the end of year goal
06.02A.08	It will be used as a starting value for consideration when setting a challenging, yet attainable goal
06.02A.09	All of the above
06.02A.10	Formulate questions that can be answered through analysis of data
06.02A.11	What is the average scale score of my class on the current year's fall interim reading assessment?
06.02A.12	What scale score on the spring interim reading assessment represents a similar percentile as the scale score on the fall interim reading assessment?
06.02A.13	What scale score on the winter interim reading assessment represents a similar percentile as the scale score on the fall interim reading assessment?
06.02A.14	What percentage of students in my prior year's class met or exceeded their fall interim reading assessment percentile on the spring reading interim assessment?
06.02A.15	What percentage of students in my prior year's class met or exceeded their fall interim reading assessment percentile on the spring reading interim assessment?
06.02A.16	What percentage of students in my prior year's class met or exceeded their fall interim reading assessment percentile on the winter reading interim assessment?
06.02A.17	Which subcategory represents the highest percentage of students achieving average or above on the current year's fall interim reading assessment?
06.02A.18	Which subcategory represents the lowest percentage of students achieving average or above on the current year's fall interim reading assessment?

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of questions that may be formulated to guide the inquiry cycle for setting a classroom-level goal				

Well Done

You have completed this module part. You can begin the next lesson when you are ready.