Develop Your Data Mindset

Module 6 - Classroom Level Goal Setting
Part 2B - Accumulate & Access

By Nathan Anderson, Amy Ova, Wendy Oliver, and Derrick Greer

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

Accumulate Stage

Ryan:

Now it's time to enter the Accumulate stage where you will identify details of data required to answer the questions you posed in the Ask stage. When formulating the operationalized questions, you demonstrated an awareness of the data you need. Here, you'll specify a few more details of the data, which will help ensure you retrieve the appropriate data in the Access stage.

Absorb

Ask

Apply

Announce

Awareness
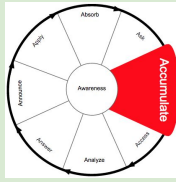
Accumulate

Answer

Analyze

Access
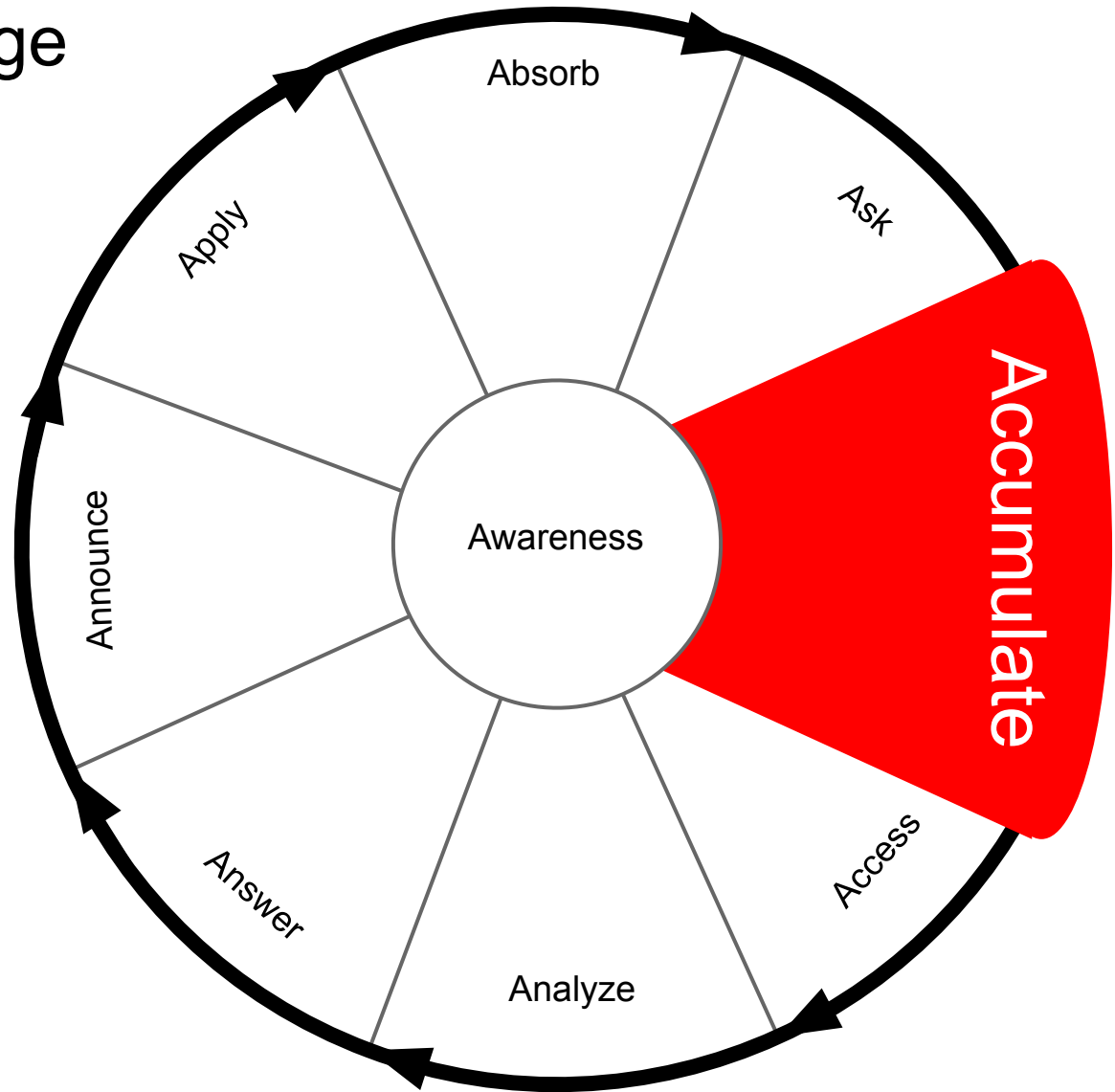
Accumulate Stage

Ryan:

Now, let's use the goal setting data planner to specify details regarding data that are required to answer the questions you posed in the Ask stage.

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?		

Activity - 06.02B.01

In order to answer the questions posed in the Ask stage, I need _____ data.
- Student learning
- Demographic
- Perception
- Behavior
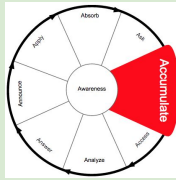
Standard: K.1.C Types of Data

Activity - 06.02B.02

Questions relevant to the first goal include, "What is the average scale score of my class on this year's fall interim reading assessment?" "What scale score in the spring represents a similar percentile as the scale score in the fall?" and "What scale score in the winter represents a similar percentile as the scale score in the fall?" I need data representing the following to help me answer these questions:

- Current year students, current year interim reading assessment, fall term, average scale score, spring scale score w/ similar percentile as fall average scale score, winter scale score with similar percentile as fall average scale score
- Current year students, most recent unit test, percentile on a middle of year chapter quiz, average performance on the spring test
- Prior year students, prior year interim reading assessment, fall term, average scale score, summer scale score w/ similar percentile as fall average scale score
- Prior year students, first unit reading assessment, fall term, average winter score, average spring score

Standard K.1.C Types of Data

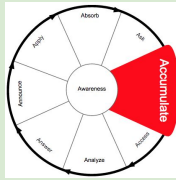| Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 1: Scale score increase based on reading performance			
Baseline value	What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

Activity - 06.02B.03

Questions relevant to the second goal include, "What percentage of students in my prior year's class met or exceeded their fall percentile in the spring?" and "What percentage of students in my prior year's class met or exceeded their fall percentile in the winter?" I need data representing the following description to help me answer these questions:

● Prior year students, prior year interim reading assessment, fall term, winter term, spring term, percentage of students meeting fall to winter percentile, percentage of students meeting fall to spring percentile
● Current year students, current year interim reading assessment, fall term, winter term, spring term, percentage of students meeting current fall to winter percentile, percentage of students meeting current fall to spring percentile
● Prior year students, prior year reading test, spring term only, percentage of students with a percentile value on the assessment
● Current year students, current year reading test, winter term, percentage correct on the fall assessment

Standard K.1.C Types 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 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?		

Activity - 06.02B.04

Questions leading to evidence for my action plan include, "Which area(s) represent the highest percentage of students achieving average or above on the current year's fall interim reading assessment?" and "Which area(s) represent the lowest percentage of students achieving average or above on the current year's fall interim reading assessment?" I need data representing the following description to help me answer these questions:

- Current year students, current year interim reading assessment, fall term, percentage of students average or above by subcategory
- Prior year students, prior year interim reading assessment, fall term, percentage of students average or above by subcategory
- Current year students, current year oral reading test, percentage of students completing the test
- Prior year students, prior year oral reading test, percentage of students completing the test

Standard K.1.C Types 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 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 the *Accumulate stage*, you specify the data required to answer your questions and verify the data have been collected in a valid and reliable way.

In this case, the data you need have already been accumulated. The goal setting data planner will help facilitate alignment of the questions posed in the Ask stage with details of the data required to answer each question.

Tutorial

Let's begin with questions relevant to your first goal, which focuses on a scale score increase based on reading performance. The following data are required to answer the *baseline value question*, "What is the average scale score of my class on this year's fall interim reading assessment?"

- Average scale score [of]
- Students in your current class [on the]
- Current year's interim reading assessment [representing the]
- Fall term

Tutorial

The *end-of-period expected value question*, "What scale score in the spring represents a similar percentile as the scale score in the fall?" needs the same data required for the baseline question, as well as the spring scale score with a percentile similar to the percentile representing the average scale score of the class in the fall.

The *middle-of-period expected value question*, "What scale score in the winter represents a similar percentile as the scale score in the fall?" needs the same data required for the baseline question, as well as the winter scale score with a percentile similar to the percentile representing the average scale score of the class in the fall.

Tutorial

Details of data required to answer 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?	Current yr interim read asmnt, fall, current yr class, avg scale scr	
End of period expected value	What scale score in the spring represents a similar percentile as the scale score in the fall?	Same as baseline AND spring scale score w/ similar %ile as fall	
Middle of period expected value	What scale score in the winter represents a similar percentile as the scale score in the fall?	Same as baseline AND winter scale score w/ similar %ile as 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

Now let's address questions relevant to your second goal, which focuses on the percentage of students meeting or exceeding their reading percentile. The following data are required to answer the *baseline value question*, "What percentage of students in my prior year's class met or exceeded their fall percentile in the spring?"

- Percentile values [of]
- Students in your prior year's class [on the]
- Prior year's interim reading assessment [representing the]
- Fall and spring terms [as well as the]
- Percentage of students whose spring percentile met or exceeded their fall percentile

Tutorial

The *end-of-period expected value question*, "What scale score in the spring represents a similar percentile as the scale score in the fall?" needs the same data required for the baseline question.

The *middle-of-period expected value question*, "What scale score in the winter represents a similar percentile as the scale score in the fall?" needs almost the same data required for the baseline question; the only difference is that the middle-of-period expected value question requires the prior year's winter assessment data instead of the prior year's spring assessment data.

Tutorial

Details of data required to answer 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?	Current yr interim read asmnt, fall, current yr class, avg scale scr	
End of period expected value	What scale score in the spring represents a similar percentile as the scale score in the fall?	Same as baseline AND spring scale score w/ similar %ile as fall	
Middle of period expected value	What scale score in the winter represents a similar percentile as the scale score in the fall?	Same as baseline AND winter scale score w/ similar %ile as 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?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	
End of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the spring?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	
Middle of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the winter?	Prior yr interim read asmnt, fall, winter, prior yr class, % met %ile	
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

We'll shift our attention to questions in the area of supporting evidence for action planning, which focuses on the percentage of students achieving proficiency by reading subcategory. The following data are required to answer the *question regarding high areas of achievement*, "Which area(s) represent the highest % of students achieving average or above on the current year's fall interim reading assessment?"

- Percentiles [of]
- Students in your current year's class [within the]
- Reading subcategories [on the]
- Current year's interim reading assessment [representing the]
- Fall term [as well as the]
- Percentage of students who achieved average or above by subcategory

The same data are required for the *question regarding low areas of achievement*, "Which area(s) represent the highest % of students achieving average or above on the current year's fall interim reading assessment?"

Tutorial

Details of data required to answer questions relevant to 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?	Current yr interim read asmnt, fall, current yr class, avg scale scr	
End of period expected value	What scale score in the spring represents a similar percentile as the scale score in the fall?	Same as baseline AND spring scale score w/ similar %ile as fall	
Middle of period expected value	What scale score in the winter represents a similar percentile as the scale score in the fall?	Same as baseline AND winter scale score w/ similar %ile as 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?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	
End of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the spring?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	
Middle of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the winter?	Prior yr interim read asmnt, fall, winter, prior yr class, % met %ile	
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?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	

Tutorial

Now that you've described details of the data required to answer each question, you'll be able to proceed to the Access stage where you will retrieve the required data.

Conclusion

Excellent! You specified details of data required to answer the questions you posed in the Ask stage.
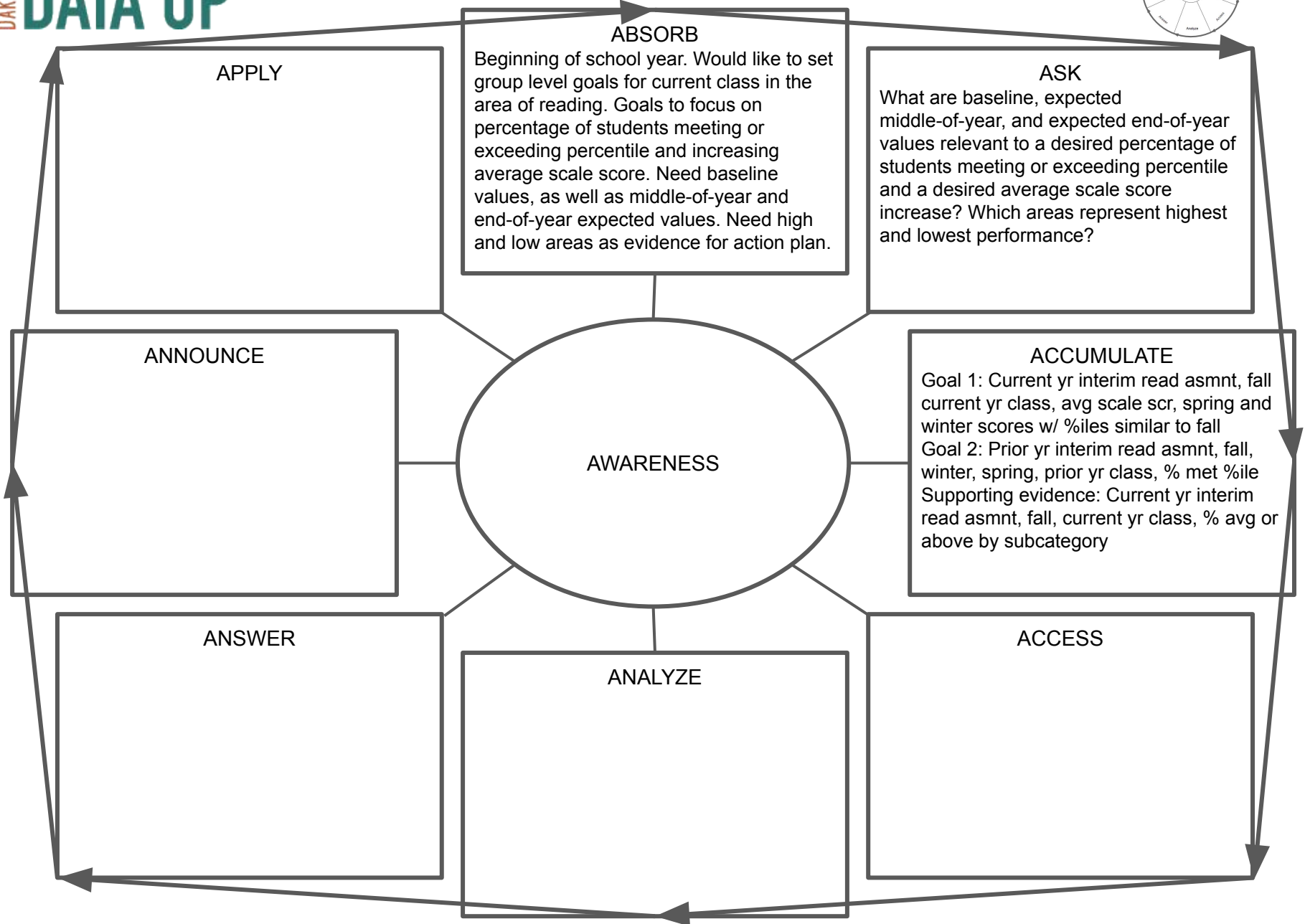
Goal Setting Data Planner
write questions, describe data, identify location of data

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?	Current yr interim read asmnt, fall, current yr class, avg scale scr	
End of period expected value	What scale score in the spring represents a similar percentile as the scale score in the fall?	Same as baseline AND spring scale score w/ similar %ile as fall	
Middle of period expected value	What scale score in the winter represents a similar percentile as the scale score in the fall?	Same as baseline AND winter scale score w/ similar %ile as 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?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	
End of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the spring?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	
Middle of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the winter?	Prior yr interim read asmnt, fall, winter, prior yr class, % met %ile	
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?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	

A+ Inquiry

The Accumulate stage has been completed. Details representing the data you need have been added to the Accumulate stage in the A+ Inquiry organizer.

A+ INQUIRY
GRAPHIC ORGANIZER

NORTH DAKOTA DATA UP

AWARENESS

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

ACCUMULATE
Goal 1: Current yr interim read asmnt, fall current yr class, avg scale scr, spring and winter scores w/ %iles similar to fall
Goal 2: Prior yr interim read asmnt, fall, winter, spring, prior yr class, % met %ile
Supporting evidence: Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory

ANSWER

ANALYZE

ACCESS

Access Stage

Ryan:

Now it's time to enter the access stage where you will retrieve the specific data you identified in the accumulate stage. **It's time to open your computer and dig in!**
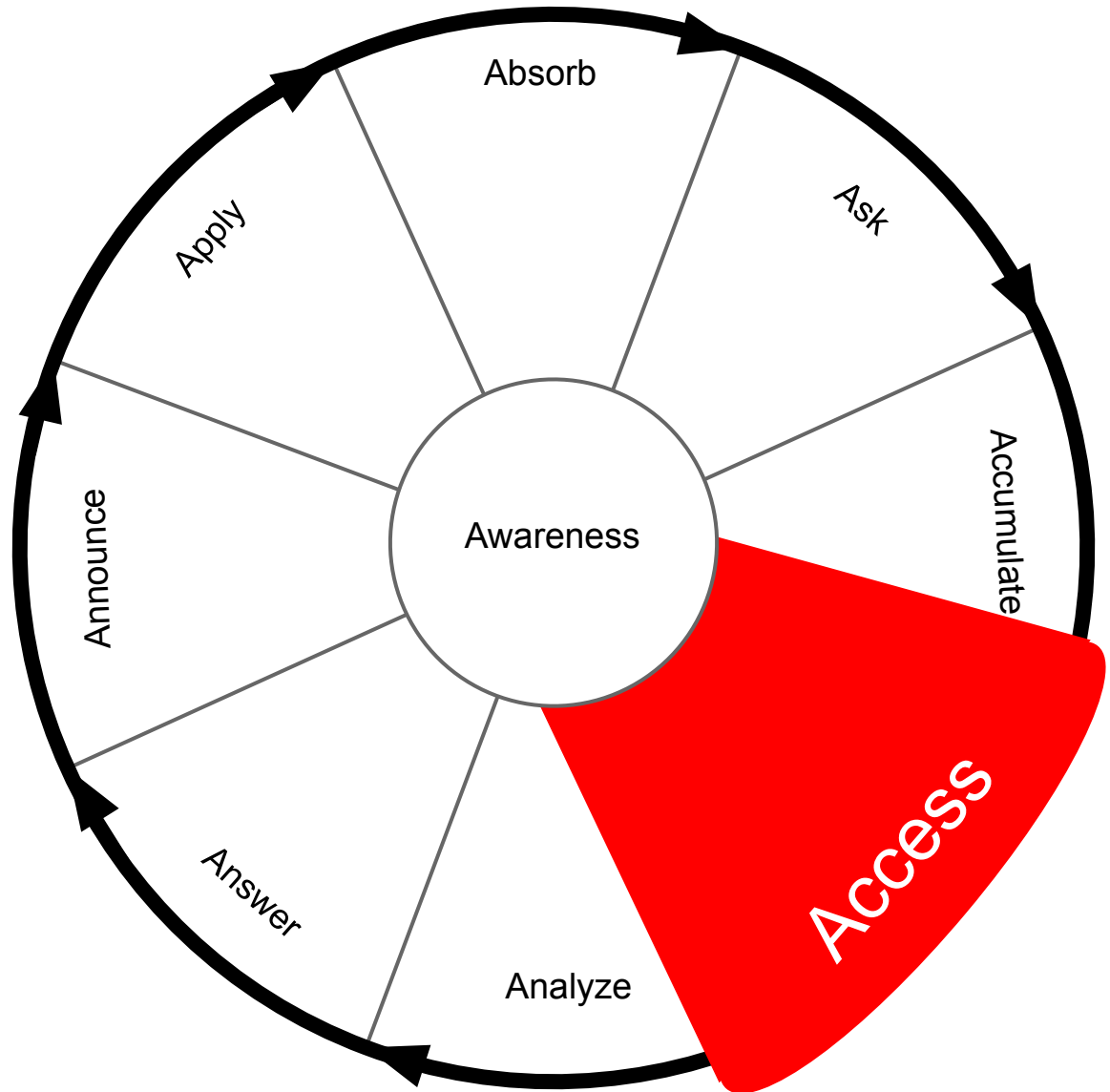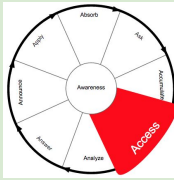
Access Stage

Ryan:

Let's use the goal setting data planner to identify where you will retrieve the data you specified in the Accumulate stage.

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?	Current yr interim read asmnt, fall, current yr class, avg scale scr	
End of period expected value	What scale score in the spring represents a similar percentile as the scale score in the fall?	Same as baseline AND spring scale score w/ similar %ile as fall	
Middle of period expected value	What scale score in the winter represents a similar percentile as the scale score in the fall?	Same as baseline AND winter scale score w/ similar %ile as 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?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	
End of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the spring?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	
Middle of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the winter?	Prior yr interim read asmnt, fall, winter, prior yr class, % met %ile	
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?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	

Activity - 06.02B.05

I will retrieve data required to answer each question in the _____?
- Statewide Longitudinal Data System report
- File cabinet in my classroom
- Spreadsheet file on my computer
- PowerSchool student information system

Standard: K.1.F Data Sources

Activity - 06.02B.06
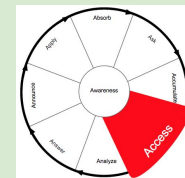
After logging into the SLDS, I will click _____ to begin accessing the data?
- Reports
- Dashboards
- KPI
- Data Editors

Standard: S.2.A Data Discovery and Data Acquisition

About Us ▾   ND SLDS HOME   SLDS TRAINING

Statewide Longitudinal Data System

Historical, timely, and predictive information on students

Reports

Reports give you quick access to information without having to aggregate and sort data. You can drill-down, export or print reports.

Dashboards

Dashboard is a collection of reports, input controls, graphics, labels, and web content that displays in a single, integrated view.

KPI

FISCAL TO DATE
$22,097,150

FISCAL YEAR 2014
$399,597,050

Interactive Analysis

Data Editors
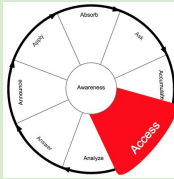
Activity - 06.02B.07

I need to select the _____ reports category?
- State
- District
- School
- Teacher

Standard: S.2.A Data Discovery and
Data Acquisition

The _____ report includes data that will help me answer the following questions: "What is the average scale score of my class on this year's fall interim reading assessment?" "What scale score in the spring represents a similar 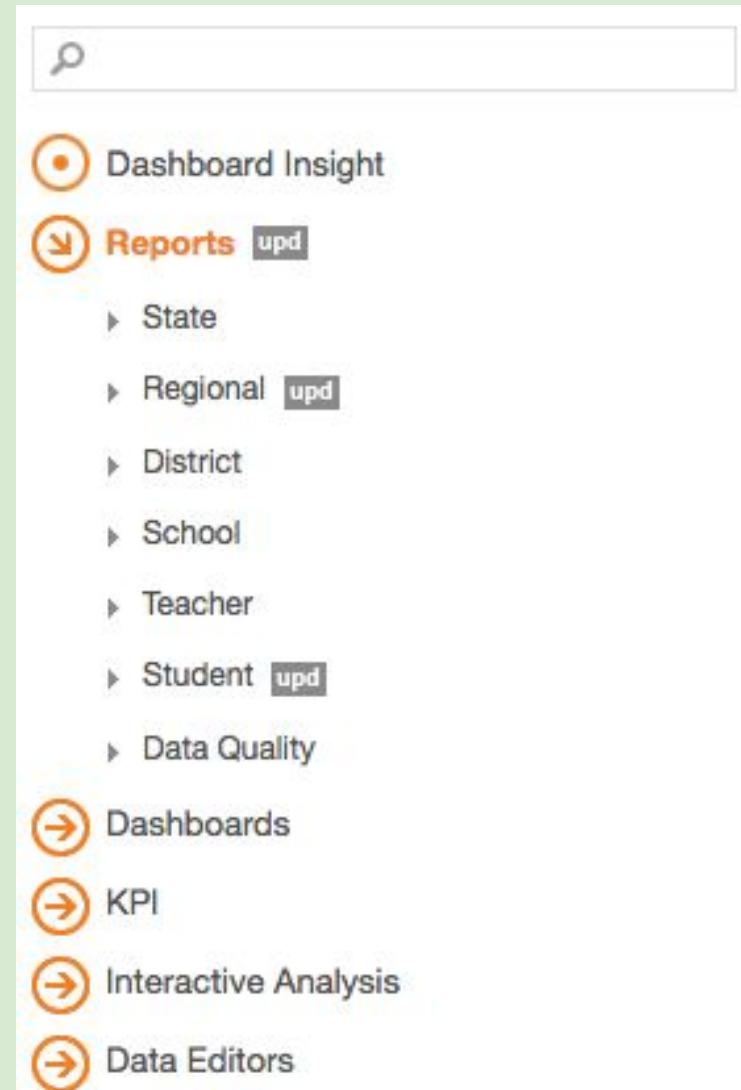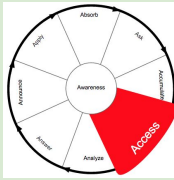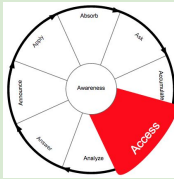percentile as the scale score in the fall?" and "What scale score in the winter represents a similar percentile as the scale score in the fall?"

- Group Level Multi-Term (percentage of students achieving proficiency; percentage of students by performance level; mean score and scores by percentile)
- Group Level Multi-Year (percentage of students achieving proficiency by subject and year)
- Student Level Single Term Details by Group (percentile, scale, score, and other details by subject and subcategories for multiple students during one test term)
- Student Level Multi Term Overview by Group (percentile and scale score by test term for multiple students across one year)

Standard: S.2.A Data Discovery and Data Acquisition

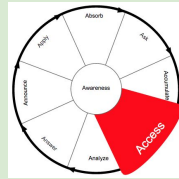| Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 1: Scale score increase based on reading performance			
Baseline value	What is the average scale score of my class on this year's fall interim reading assessment?	Current yr interim read asmnt, fall, current yr class, avg scale scr	
End of period expected value	What scale score in the spring represents a similar percentile as the scale score in the fall?	Same as baseline AND spring scale score w/ similar %ile as fall	
Middle of period expected value	What scale score in the winter represents a similar percentile as the scale score in the fall?	Same as baseline AND winter scale score w/ similar %ile as fall	

Activity - 06.02B.09

The _____ report includes data that will help me answer the following questions: "What percentage of students in my prior year's class met or exceeded their fall percentile in the spring?" and "What percentage of students in my prior year's class met or exceeded their fall percentile in the winter?"

- Group Level Multi-Term Growth (percentage of students increasing, maintaining, or decreasing percentile; percentage of students achieving projected growth)
- Group Level Multi-Year by Grade (percentage of students achieving proficiency by year and grade)
- Student Level Single Term Details by Group (percentile, scale, score, and other details by subject and subcategories for multiple students during one test term)
- Student Level Multi Term Overview by Group (percentile and scale score by test term for multiple students across one year)

Standard: S.2.A Data Discovery and Data Acquisition

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	What % of students in my prior year's class met or exceeded their fall %ile in the spring?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	
End of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the spring?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	
Middle of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the winter?	Prior yr interim read asmnt, fall, winter, prior yr class, % met %ile	

Activity - 06.02B.10

The _____ report includes data that will help me answer the following questions: "Which area(s) represent the highest percentage of students achieving average or above on the current year's fall interim reading assessment?" and "Which area(s) represent the lowest percentage of students achieving average or above on the current year's fall interim reading assessment?"

- Group Level Multi-Term Growth (percentage of students increasing, maintaining, or decreasing percentile; percentage of students achieving projected growth)
- Group Level Multi-Year by Grade (percentage of students achieving proficiency by year and grade)
- Student Level Single Term Details by Group (percentile, scale, score, and other details by subject and subcategories for multiple students during one test term)
- Group Level Single-Term Details (percentage and number of students at each performance level by subject area and subcategories)

Standard: S.2.A Data Discovery and Data Acquisition

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	Which area(s) represent the highest % of students achieving average or above on the current year's fall interim reading assessment?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	

Tutorial

In the *Access stage*, you retrieve the data required for analysis. The required data may be accessed in the **<u>Statewide Longitudinal Data System</u>** (SLDS). You go to the SLDS and login with your username and password. After logging in, click the link that directs you to the "Reports" section.

In this scenario, you need *three reports*: one report with data relevant to the focus of the first goal, one report with data relevant to the focus of the second goal, and one report with data relevant to supporting evidence for action planning. Note that title and/or layout of each report you need may change over time. Fortunately, you know enough details about the required data so the information will be easier to find even if the report name or format changes.

Tutorial

As indicated in the *Accumulate stage,* in order to answer questions relevant to the focus of the first goal, you need the average scale score of students in your current class on the current year's interim reading assessment representing the fall term, as well as the spring and winter scale scores with percentiles similar to the percentile representing the average scale score of the class in the fall. Required data are available in the SLDS "Group Level Multi-Term" report, specifically in the report's "Group Mean Score and Scores by Percentile by Test Term" chart and corresponding table.

Tutorial

Here's an image of the "Group-Level Multi Term" report, including the "Group Mean Score and Scores by Percentile by Test Term" chart and corresponding table.

Group Level Multi-Term

Description	Percentage of students achieving proficiency; Percentage of students by performance level; Mean score and scores by %ile
Guiding Question(s)	Is the group performing at, above, or below the expected level of performance? Is the group showing a positive trend in performance?
Potential Use(s)	Establish beginning of year baseline, set a goal, evaluate the extent to which a middle or end of year goal was met
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year

Percentage of Students Who Met or Did Not Meet Proficiency by Term

	Fall #	Fall %	Winter #	Winter %	Spring #	Spring %
Met Proficiency	8	57%				
Did Not Meet Proficiency	6	43%				

Percentage of Students by Performance Level and Test Term

	Fall #	Fall %	Winter #	Winter %	Spring #	Spring %
Low < 21st %ile	1	7.1%				
Low-Avg 21st-40th %ile	5	35.7%				
Avg 41st-60th %ile	5	35.7%				
High-Avg 61st-80th %ile	3	21.4%				
High > 81st %ile	0	0.0%				

Group Mean Score and Scores by Percentile by Test Term

	Low < 21st %ile
	Low-Avg 21st-40th %ile
	Avg 41st-60th %ile
	High-Avg 61st-80th %ile
	High > 81st %ile

	Mean score	1st %ile	21st %ile	41st %ile	61st %ile	81st %ile	95th %ile
Fall	209	176	199	208	215	224	236
Winter		180	202	211	218	227	238
Spring		182	204	212	220	229	240

Tutorial

The title of the SLDS report, which includes data that can help answer questions relevant to Goal 1 has been added to the Goal Setting Data Planner.

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

NORTH DAKOTA DATA UP

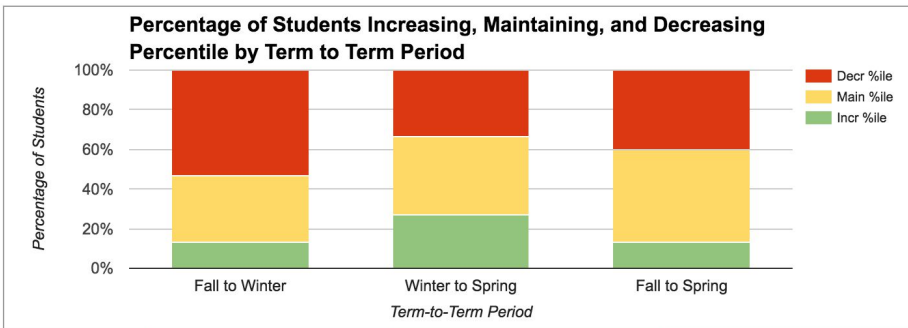| Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 1: Scale score increase based on reading performance			
Baseline value	What is the average scale score of my class on this year's fall interim reading assessment?	Current yr interim read asmnt, fall, current yr class, avg scale scr	Group Level Multi-Term
End of period expected value	What scale score in the spring represents a similar percentile as the scale score in the fall?	Same as baseline AND spring scale score w/ similar %ile as fall	Group Level Multi-Term
Middle of period expected value	What scale score in the winter represents a similar percentile as the scale score in the fall?	Same as baseline AND winter scale score w/ similar %ile as fall	Group Level Multi-Term
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?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	
End of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the spring?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	
Middle of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the winter?	Prior yr interim read asmnt, fall, winter, prior yr class, % met %ile	
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?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	

Tutorial

As indicated in the *Accumulate stage*, in order to answer questions relevant to the focus of the second goal, you need the percentile values students in your prior year's class on the prior year's interim reading assessment representing the fall and spring terms as well as the percentage of students whose spring percentile met or exceeded their fall percentile and the percentage of students whose winter percentile met or exceeded their fall percentile. Required data are available in the SLDS "Group Level Multi-Term Growth" report, specifically in the report's "Percentage of Students Increasing, Maintaining, and Decreasing Percentile by Term-to-Term Period" chart and corresponding table.
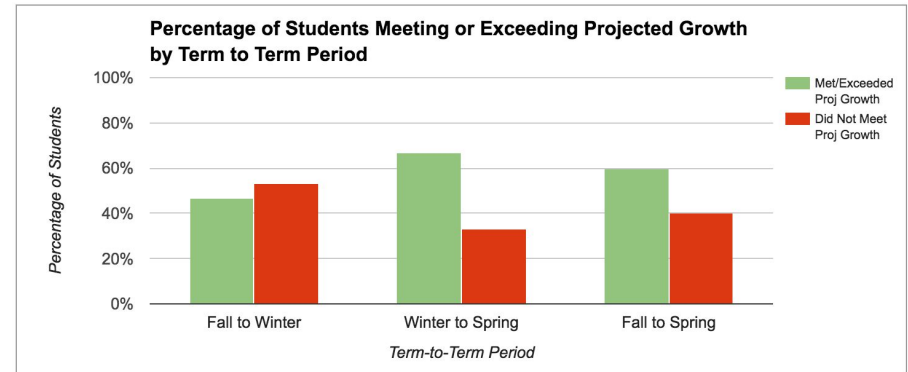
Tutorial

Here's an image of the "Group Level Multi-Term Growth" report, including the "Percentage of Students Increasing, Maintaining, and Decreasing Percentile by Term-to-Term Period" chart and corresponding table.

Group Level Multi-Term Growth

Description	Percentage of students increasing, maintaining, or decreasing percentile; Percentage of students achieving projected growth
Guiding Question	Is the group performing at, above, or below the expected level of performance from one term to another?
Potential Use(s)	Evaluate whether there may be a need to make educaitonal adjustments based on student growth from one term to another. Evaluate the extent to which a group of students met a pre-defined goal to grow from one term to another
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Prior year
Test Term(s)	Fall, Winter, Spring

Percentage of Students Increasing, Maintaining, and Decreasing Percentile by Term to Term Period

	Increase %ile		Maintain %ile		Decrease %ile	
	#	%	#	%	#	%
Fall to Winter	2	13%	5	33%	8	53%
Winter to Spring	4	27%	6	40%	5	33%
Fall to Spring	2	13%	7	47%	6	40%

Percentage of Students Meeting or Exceeding Projected Growth by Term to Term Period

	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%

Tutorial

The title of the SLDS report, which includes data that can help answer questions relevant to Goal 2 has 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?	Current yr interim read asmnt, fall, current yr class, avg scale scr	Group Level Multi-Term
End of period expected value	What scale score in the spring represents a similar percentile as the scale score in the fall?	Same as baseline AND spring scale score w/ similar %ile as fall	Group Level Multi-Term
Middle of period expected value	What scale score in the winter represents a similar percentile as the scale score in the fall?	Same as baseline AND winter scale score w/ similar %ile as fall	Group Level Multi-Term
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?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	Group Level Multi-Term Growth
End of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the spring?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	Group Level Multi-Term Growth
Middle of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the winter?	Prior yr interim read asmnt, fall, winter, prior yr class, % met %ile	Group Level Multi-Term Growth
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?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	

Tutorial

As indicated in the *Accumulate stage*, in order to answer questions relevant to supporting evidence for action planning, you need percentiles of students in your current year's class within the reading subcategories on the current year's interim reading assessment representing the fall term, as well as the percentage of students who achieved average or above by subcategory. Required data are available in the SLDS "Group Level Single-Term Details" report, specifically in the "Percentage of Students by Subcategory and Percentile Range" chart and corresponding table.
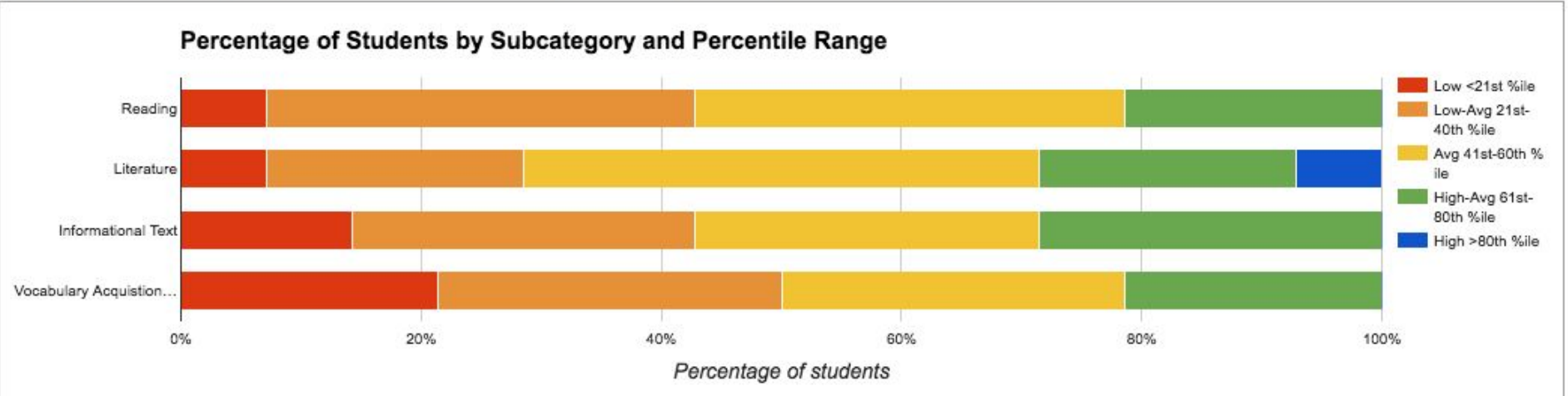
Tutorial

Here's an image of the "Group Level Single-Term Details" report, including the "Percentage of Students by Subcategory and Percentile Range" chart and corresponding table.

Group Level Single-Term Details

Description	Percentage and number of students at each performance level by subject area and subcategories
Guiding Question(s)	Is the group performing at, above, or below the expected level of performance in the subject and subcategories? Which subcategories represent the highest and lowest levels of performance?
Potential Use(s)	Establish baseline, set goal, evaluate extent to which goal was met by subject and subcategories Make instructional changes to improve performance in weak subcategories
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year
Test Term	Fall

Summary

Mean scale sore	209
Norm grade level mean score	211
Std Deviation	7.3
Median %ile	45
District grade level mean score	208

Subject area performance	Low <21st %ile		Low-Avg 21st-40th %ile		Avg 41st-60th %ile		High-Avg 61st-80th %ile		High >80th %ile	
	Count	%	Count	%	Count	%	Count	%	Count	%
Reading	1	7%	5	36%	5	36%	3	21%	0	0%
Subcategory performance										
Literature	1	7%	3	21%	6	43%	3	21%	1	7%
Informational Text	2	14%	4	29%	4	29%	4	29%	0	0%
Vocabulary Acquistion and Use	3	21%	4	29%	4	29%	3	21%	0	0%

Percentage of Students by Subcategory and Percentile Range

Tutorial

The title of the SLDS report, which includes data that can help answer questions relevant to supporting evidence for action planning has 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?	Current yr interim read asmnt, fall, current yr class, avg scale scr	Group Level Multi-Term
End of period expected value	What scale score in the spring represents a similar percentile as the scale score in the fall?	Same as baseline AND spring scale score w/ similar %ile as fall	Group Level Multi-Term
Middle of period expected value	What scale score in the winter represents a similar percentile as the scale score in the fall?	Same as baseline AND winter scale score w/ similar %ile as fall	Group Level Multi-Term
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?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	Group Level Multi-Term Growth
End of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the spring?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	Group Level Multi-Term Growth
Middle of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the winter?	Prior yr interim read asmnt, fall, winter, prior yr class, % met %ile	Group Level Multi-Term Growth
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?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	Group Level Single-Term Details
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?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	Group Level Single-Term Details

Tutorial

Now that you've retrieved the data required to answer each question, you'll be able to proceed to the Analysis stage where you will analyze the data.

Conclusion

Well done! You know where to access the data you need in the SLDS and can move on to analyzing and answering.

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

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?	Current yr interim read asmnt, fall, current yr class, avg scale scr	Group Level Multi-Term
End of period expected value	What scale score in the spring represents a similar percentile as the scale score in the fall?	Same as baseline AND spring scale score w/ similar %ile as fall	Group Level Multi-Term
Middle of period expected value	What scale score in the winter represents a similar percentile as the scale score in the fall?	Same as baseline AND winter scale score w/ similar %ile as fall	Group Level Multi-Term
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?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	Group Level Multi-Term Growth
End of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the spring?	Prior yr interim read asmnt, fall, spring, prior yr class, % met %ile	Group Level Multi-Term Growth
Middle of period expected value	What % of students in my prior year's class met or exceeded their fall %ile in the winter?	Prior yr interim read asmnt, fall, winter, prior yr class, % met %ile	Group Level Multi-Term Growth
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?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	Group Level Single-Term Details
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?	Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory	Group Level Single-Term Details

A+ Inquiry

The Access stage has been completed. Details representing the location of the data you need have been added to the Access 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
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
Goal 1: Current yr interim read asmnt, fall current yr class, avg scale scr, spring and winter scores w/ %iles similar to fall
Goal 2: Prior yr interim read asmnt, fall, winter, spring, prior yr class, % met %ile
Supporting evidence: Current yr interim read asmnt, fall, current yr class, % avg or above by subcategory

ANSWER

ANALYZE

ACCESS
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

Conclusion

Excited Teacher Thought:

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

Activity Answers

06.02B.01	Student learning
06.02B.02	Current year students, current year interim reading assessment, fall term, average scale score, spring scale score w/ similar percentile as fall average scale score, winter scale score with similar percentile as fall average scale score
06.02B.03	Prior year students, prior year interim reading assessment, fall term, winter term, spring term, percentage of students meeting fall to winter percentile, percentage of students meeting fall to spring percentile
06.02B.04	Current year students, current year interim reading assessment, fall term, percentage of students average or above by subcategory
06.02B.05	Statewide Longitudinal Data System report
06.02B.06	Reports
06.02B.07	Teacher
06.02B.08	Group Level Multi-Term (percentage of students achieving proficiency; percentage of students by performance level; mean score and scores by percentile)
06.02B.09	Group Level Multi-Term Growth (percentage of students increasing, maintaining, or decreasing percentile; percentage of students achieving projected growth)
06.02B.10	Group Level Single-Term Details (percentage and number of students at each performance level by subject area and subcategories)

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of data that may be useful for setting a classroom-level goal				
This module part increased my knowledge of locations where data utilized for setting a classroom-level goal may be retrieved				

Well Done

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