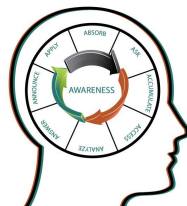




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Develop Your Data Mindset

Module - Classroom Level Goal Setting Part 3 - Analyze & Answer

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

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Learning Goals

- Analyze data to identify baseline values, expected values, and low performance areas
- Identify limitations and implications of analysis findings

SLDS Data Use Standards

- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

Teacher Thought

If I know how to analyze the data I accessed to reveal baseline values, expected values, and low performance areas, I will be able to answer the questions I posed in the Ask stage and use the findings to set goals and write an action plan.

Introduction

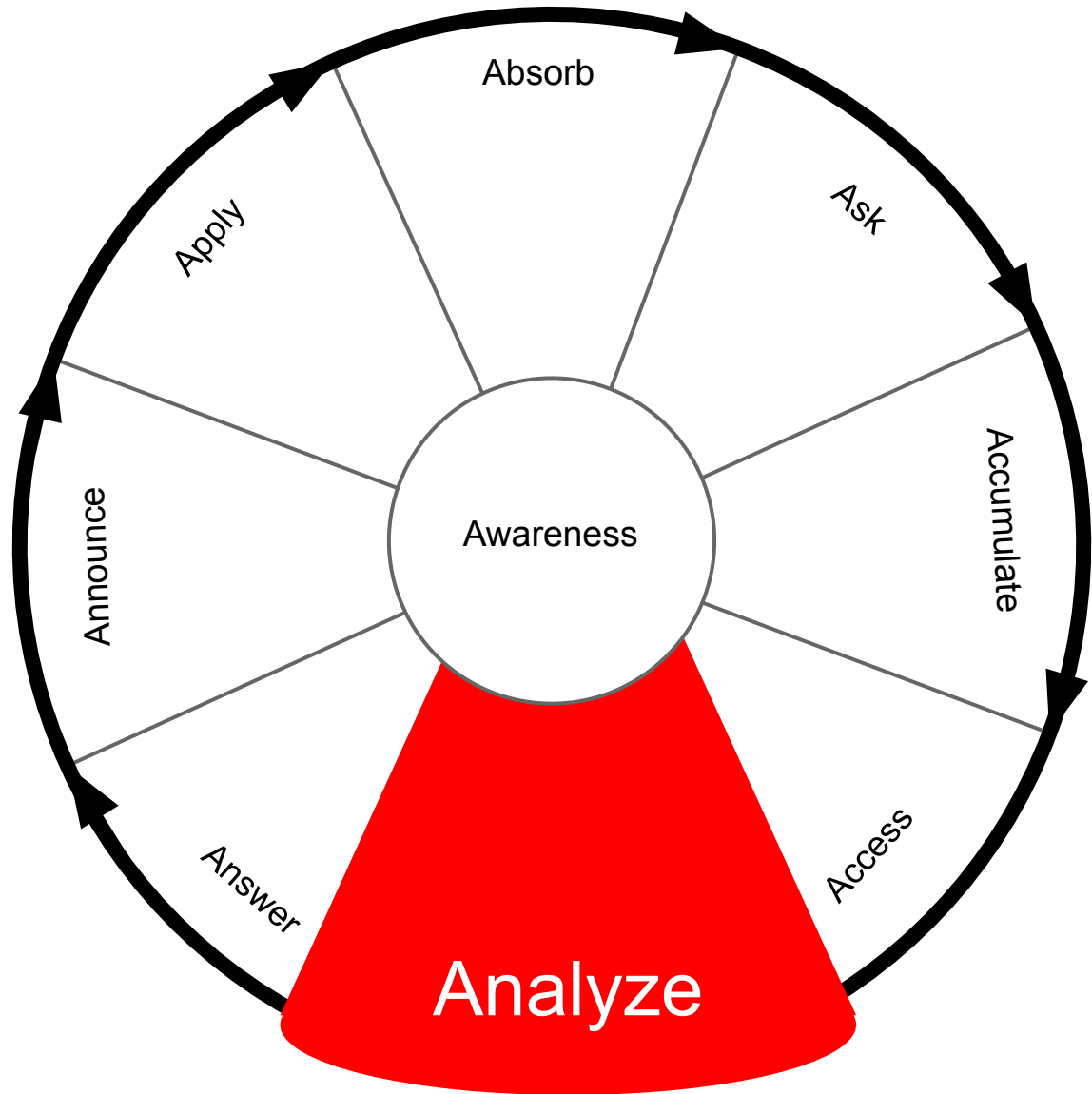
Ryan:

Now you will have individual work time to dive in and analyze your student data. Then, we will have conversations around the data to conclude our Data Team meeting.

Introduction

Ryan:

Now that you have pulled your needed data from the SLDS, it's time to enter the Analyze stage where you will conduct analysis of the data you accessed. Make sure you have out your [goal setting data planner](#) and your [flyer](#) in case you need to reference our district's protocols for goal setting or be reminded of key vocabulary and concepts.



Introduction

Ryan:

You used the goal setting data planner to stay organized during the Ask, Accumulate, and Access stages. Now, it's time to use the Goal Setting, Monitoring, and Evaluating Organizer. Please print the organizer and place it in your data binder to use as we work through the Analyze, Answer, Announce, and Apply stages.

Link to blank Goal Setting, Monitoring, and Evaluating Organizer:

<https://goo.gl/Tm9Pbe>

Goal Setting, Monitoring, and Evaluating Organizer

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric:		Value: Details:	Actual:	Actual: Expected:	Actual: Expected: Original Goal: Revised Goal:
Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric:		Value: Details:	Actual:	Actual: Expected:	Actual: Expected: Original Goal: Revised Goal:
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric:					
	Action plan (beginning of year):			Action plan (middle of year):	

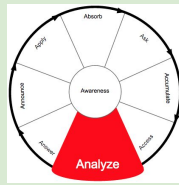
Introduction

Ryan:

The metrics and data access points for the focus of each goal and supporting evidence are available in the Goal Setting Data Planner so those details may be added to the organizer at this time. The “Ask” column in the Goal Setting Data Planner includes metrics in the operationalized questions. The “Access” column includes the data access point.

Goal Setting, Monitoring, and Evaluating Organizer

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: Details:	Actual:	Actual: Expected:	Actual: Expected: Original Goal: Revised Goal:
Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: Details:	Actual:	Actual: Expected:	Actual: Expected: Original Goal: Revised Goal:
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report				
	Action plan (beginning of year):			Action plan (middle of year):	



Activity - 06.3.01

Which chart and corresponding table in the “Group Level Multi-Term” report display data needed to analyze the first set of 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?”
- “What scale score in the winter represents a similar percentile as the scale score in the fall?”
- “What scale score in the winter represents a similar percentile as the scale score in the fall?”

- Group Mean Score and Scores by Percentile by Test Term
- Percentage of Students Who Met or Did Not Meet Proficiency
- Percentage of Students by Performance Level and Test Term
- None of the Above

Link to image: <https://goo.gl/ehPMXJ>

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%				

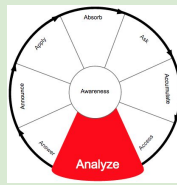
Percentage of Students by Performance Level and Test Term

	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

	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

Standard: S.4.C Aligned Analysis



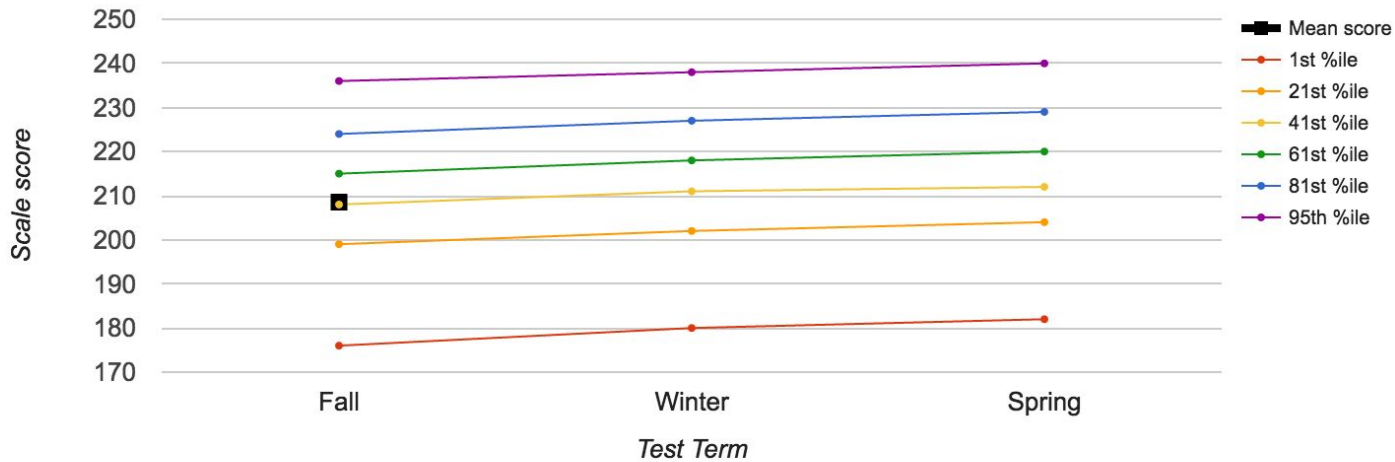
Activity - 06.3.02

The average scale score of my class on this year's fall interim reading assessment is _____

- 209
- 208
- 199
- 41

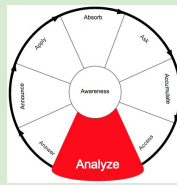
Standard: S.4.C Aligned Analysis

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



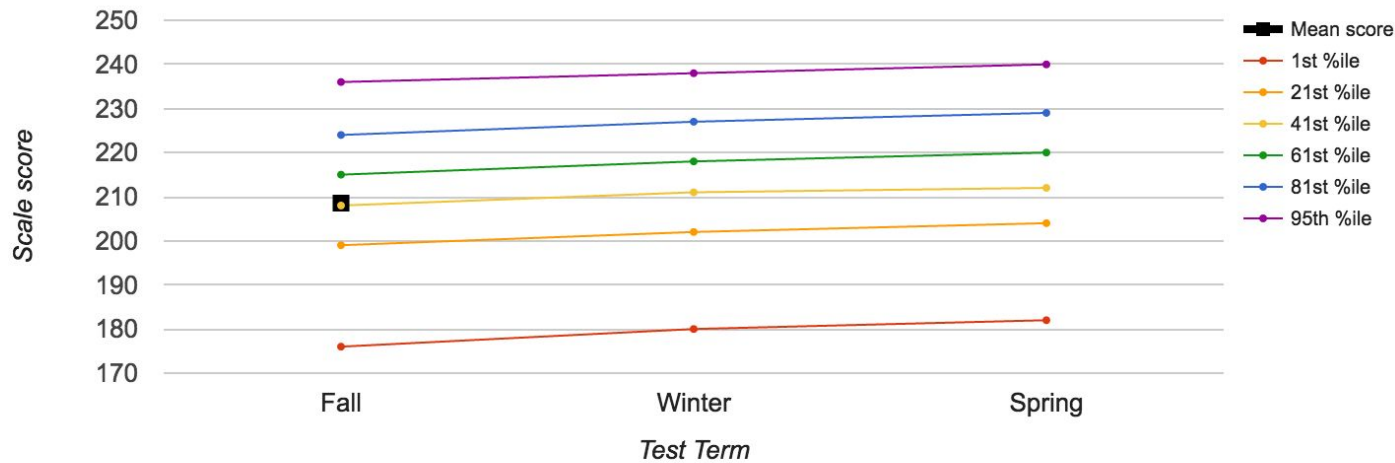
Activity - 06.3.03

A scale score in the spring that would represent a percentile similar to the percentile represented by the scale score of my class in the fall is _____.

- 213
- 208
- 40
- 41

Standard: S.4.C Aligned Analysis

Group Mean Score and Scores by Percentile by Test Term



Low < 21st %ile

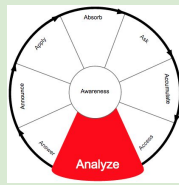
Low-Avg 21st-40th %ile

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



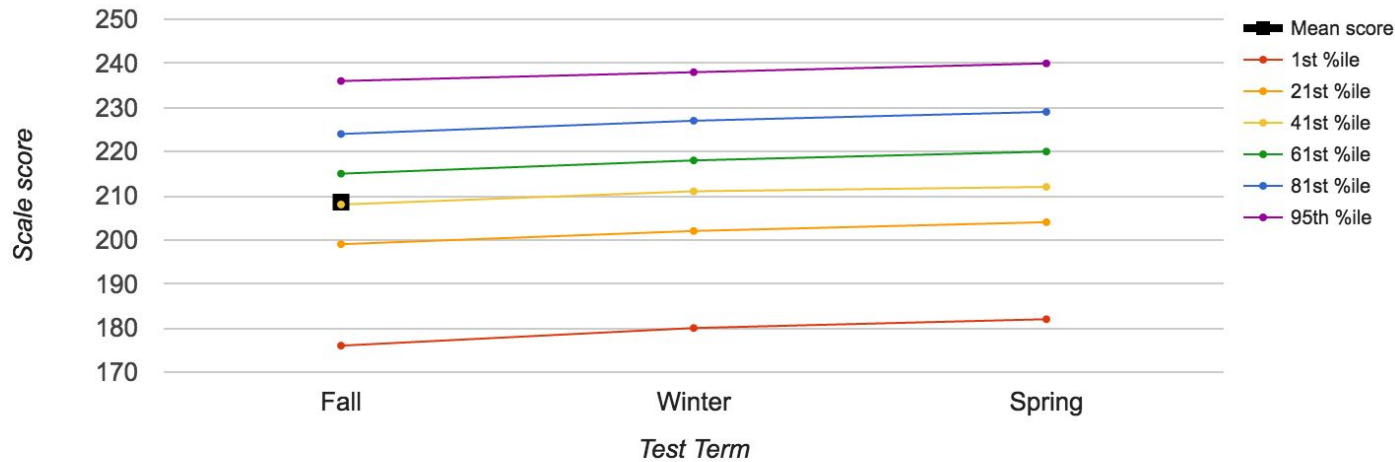
Activity - 06.3.04

A scale score in the winter that would represent a percentile similar to the percentile represented by the scale score of my class in the fall is _____.

- 212
- 208
- 41
- 61

Standard: S.4.C Aligned Analysis

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

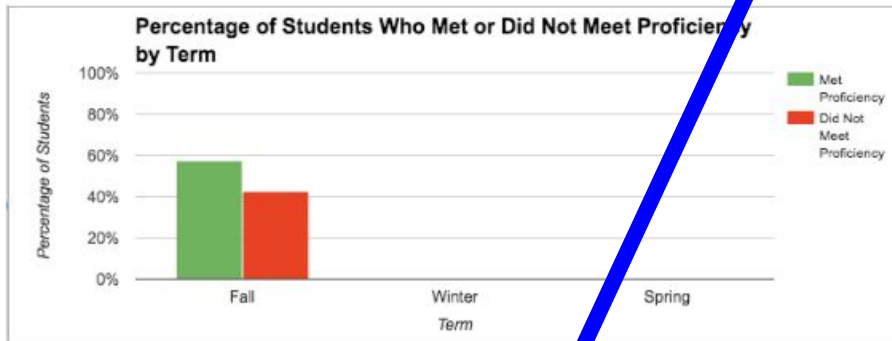
Tutorial

In the *Analyze stage*, you analyze the data you accessed in a way that will reveal answers to your questions. We'll begin by analyzing data in the "Group Level Multi-Term" report, which includes data that will help you respond to questions regarding the goal you will set focused on a scale score increase.

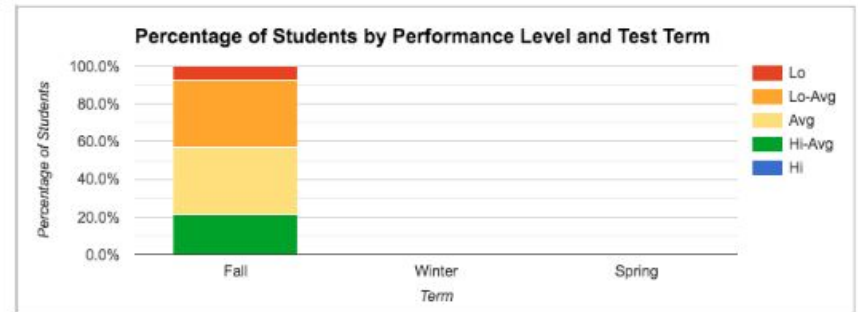
There are three charts with corresponding tables in this report. Given the scope of your questions, you need to narrow your focus on the chart and table titled, "Group Mean Score and Scores by Percentile by Test Term." You will be able to use this section of the report to identify the baseline value and calculate the middle-of-year and end-of-year expected values.

Tutorial

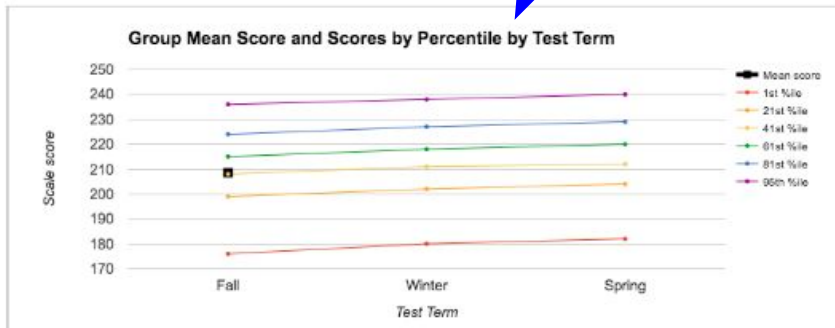
Direct your attention toward the “Group Mean Score and Scores by Percentile by Test Term” chart and table



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



	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%				

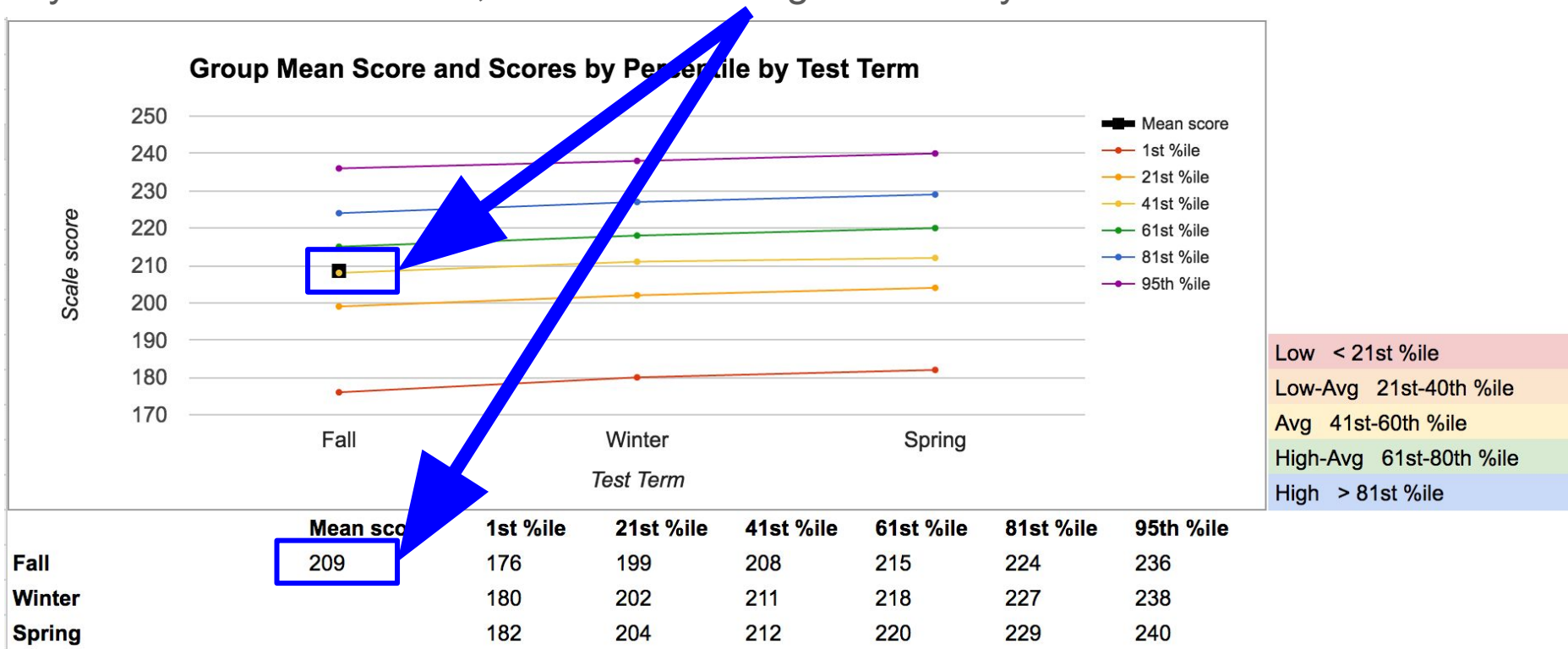


Test Term	Mean score	1st %ile	21st %ile	41st %ile	61st %ile	81st %ile	95th %ile
Fall	209	176	199	208	215	224	236
Winter	180	202	211	218	227	238	
Spring	182	204	212	220	229	240	

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

Tutorial

Identify the baseline score by locating the average (i.e., mean) scale score of your class in the table. A visual representation of the score is available on the chart. As you can see in the table, 209 is the average score of your class in the fall.



Tutorial

The scale score of 209 has been added to the organizer as the baseline value and the beginning-of-year actual value.

Goal Setting, Monitoring, and Evaluating Organizer

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected:	Actual: Expected: Original Goal: Revised Goal:
Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: Details:	Actual:	Actual: Expected:	Actual: Expected: Original Goal: Revised Goal:
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report				
	Action plan (beginning of year):			Action plan (middle of year):	

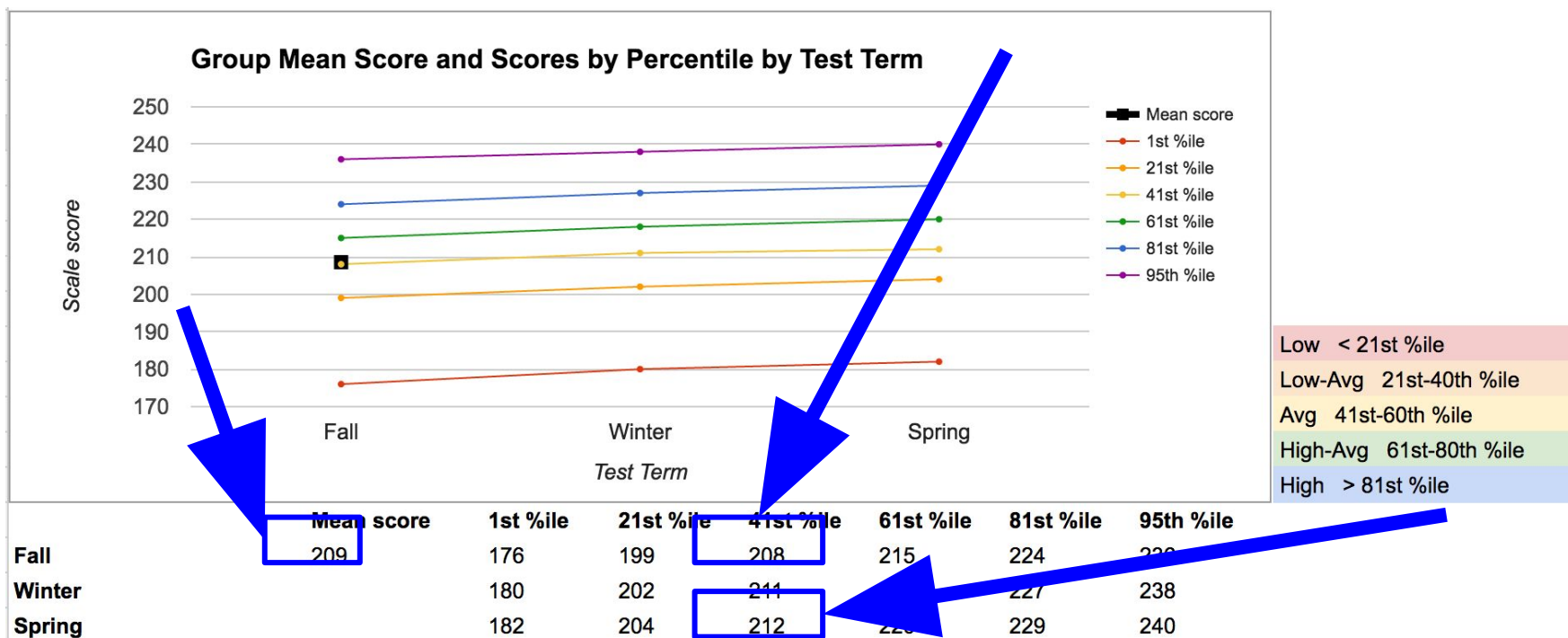
Tutorial

Now it's time to calculate an *end-of-year expected value*. Here is one method you may consider using to calculate an expected value. Note that other acceptable methods for calculating an expected value also exist.

Tutorial

Calculate an end-of-year expected value

- Step 1: Identify a scale score in the “fall” row that is close to the mean scale score of your class in the fall. In this case, 208, which represents the 41st %ile, is the fall score in the table that is the closest to 209, the mean score of class.
- Step 2: Subtract the identified score from the mean score of the class (209 - 208 = 1).
- Step 3: Identify the scale score in the same percentile column (i.e., 41st %ile) that represents the SPRING term. In this case, 211 is the scale score that represents the 41st %ile in spring.
- Step 4: Add the difference calculated in step 2 to the value identified in step 3 (212 + 1 = 213)



Tutorial

The scale score of 213 has been added to the organizer as the end-of-year expected value.

Goal Setting, Monitoring, and Evaluating Organizer

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected:	Actual: Expected: 213 Original Goal: Revised Goal:
Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: Details:	Actual:	Actual: Expected:	Actual: Expected: Original Goal: Revised Goal:
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report				
	Action plan (beginning of year):			Action plan (middle of year):	

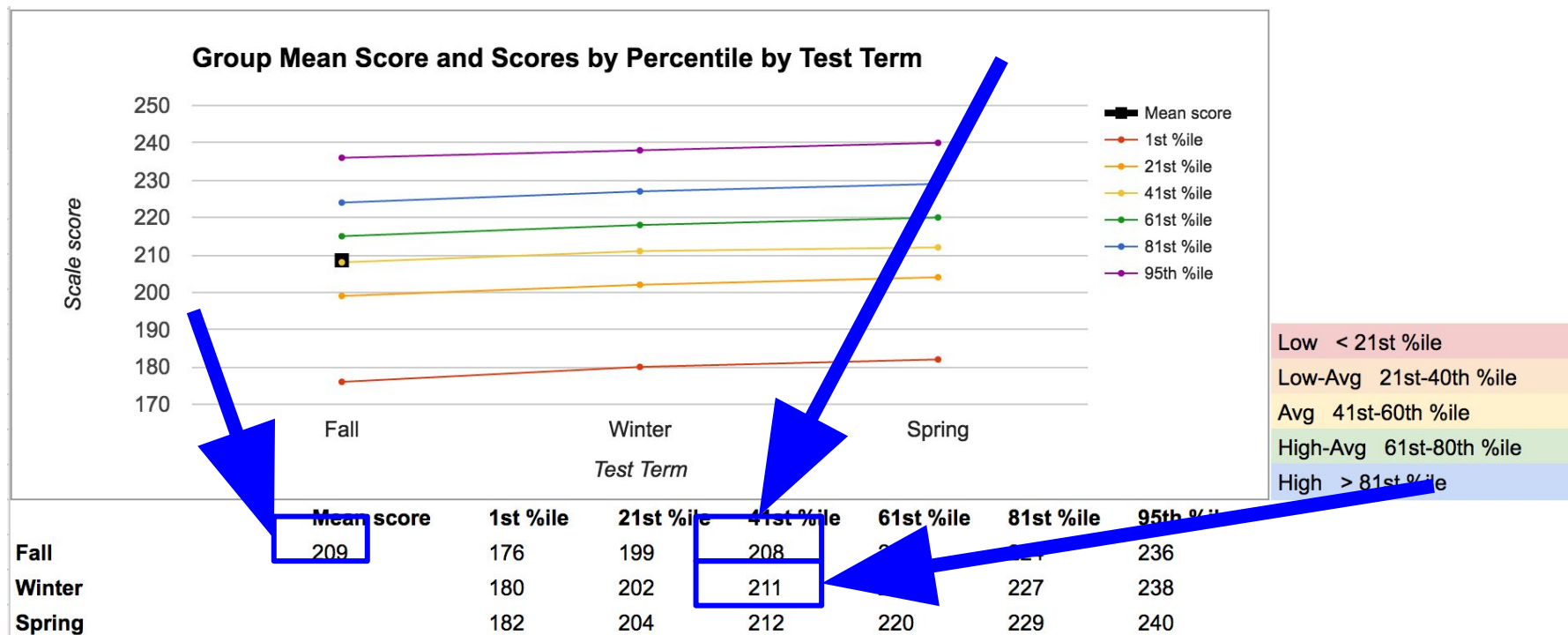
Tutorial

The steps to calculate a *middle-of-year expected value* are similar to the steps taken to calculate an end-of-year expected value. The difference is that you are focusing on a score in the winter term instead of the spring term. Let's calculate a middle-of-the-year expected score.

Tutorial

Calculate a middle-of-year expected value

- Step 1: Identify a scale score in the “fall” row that is close to the mean scale score of your class in the fall. In this case, 208, which represents the 41st %ile, is the fall score in the table that is the closest to 209, the mean score of class.
- Step 2: Subtract the identified score from the mean score of the class (209 - 208 = 1).
- Step 3: Identify the scale score in the same percentile column (i.e., 41st %ile) that represents the WINTER term. In this case, 211 is the scale score that represents the 41st %ile in spring.
- Step 4: Add the difference calculated in step 2 to the value identified in step 3 (211 + 1 = 212)



Tutorial

The scale score of 212 has been added to the organizer as the middle-of-year expected value.

Goal Setting, Monitoring, and Evaluating Organizer

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:
Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: Details:	Actual:	Actual: Expected:	Actual: Expected: Original Goal: Revised Goal:
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report				
	Action plan (beginning of year):			Action plan (middle of year):	

Activity Conclusion

Ryan:

Well done! The values you indicated have been added to the Goal 1 section of your organizer. The scale score of 209 has been added as the baseline value and beginning-of-year actual value. The scale score of 213 has been added as the end-of-year expected value. The scale score of 212 has been added as the middle-of-year expected value.

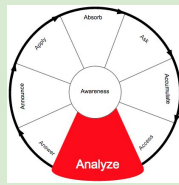
Goal Setting, Monitoring, and Evaluating Organizer

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:
Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: Details:	Actual:	Actual: Expected:	Actual: Expected: Original Goal: Revised Goal:
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report				
	Action plan (beginning of year):			Action plan (middle of year):	

Activities - 06.3.05 through 08

Please use this image of the “Group Level Multi Term Growth - Prior Year Spring” report to assist in the following four activities:

<https://goo.gl/oSwnnX>



Activity - 06.3.05

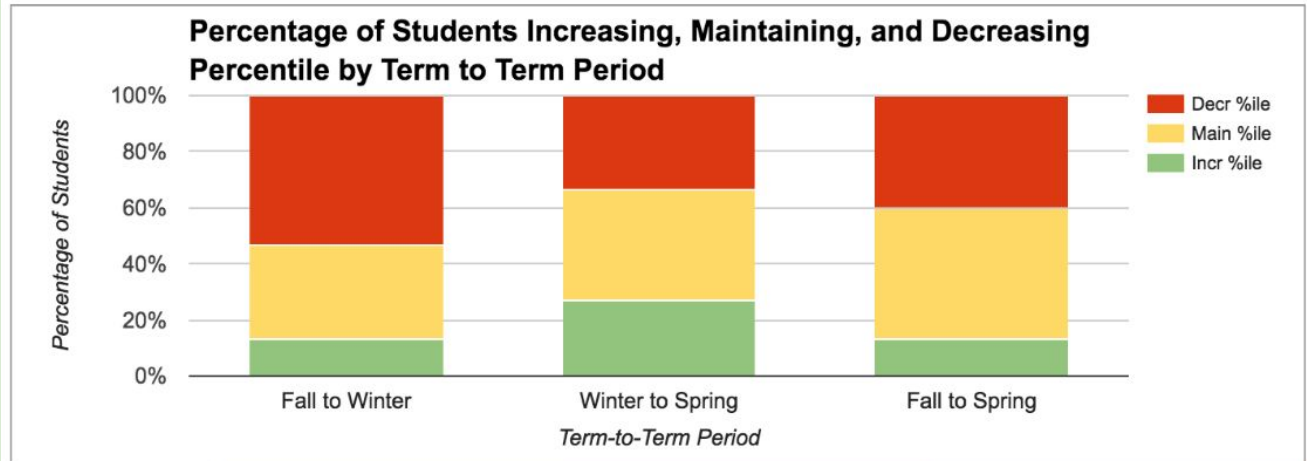
As you indicated in the Access stage, the Group Level Multi-Term Growth report from the prior year can be analyzed to answer questions relevant to the second goal, which focuses on the percentage of students meeting or exceeding their reading percentile. Calculate the percentage of your students who maintained or increased their FALL percentile on the SPRING assessment during the prior year.

- 60%
- 67%
- 40%
- 53%

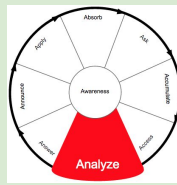
Standard: S.4.C Aligned Analysis

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 educational 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



	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%



Activity - 06.3.06

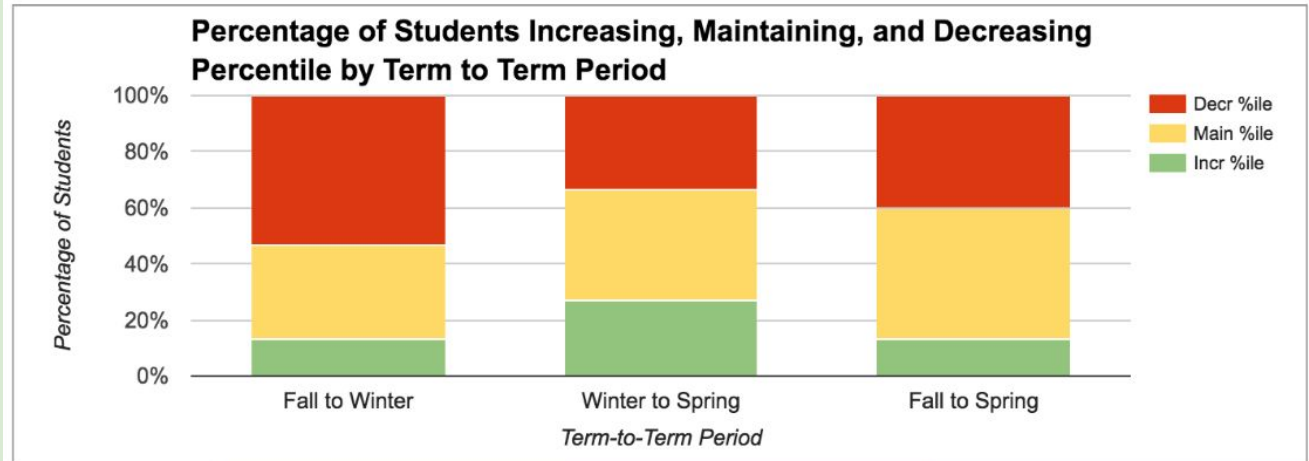
Identify the percentage of your students who did NOT meet (i.e., decreased) their FALL percentile on the SPRING assessment during the prior year.

- 40%
- 33%
- 53%
- 60%

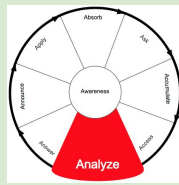
Standard: S.4.C Aligned Analysis

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 educational 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



	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%



Activity - 06.3.07

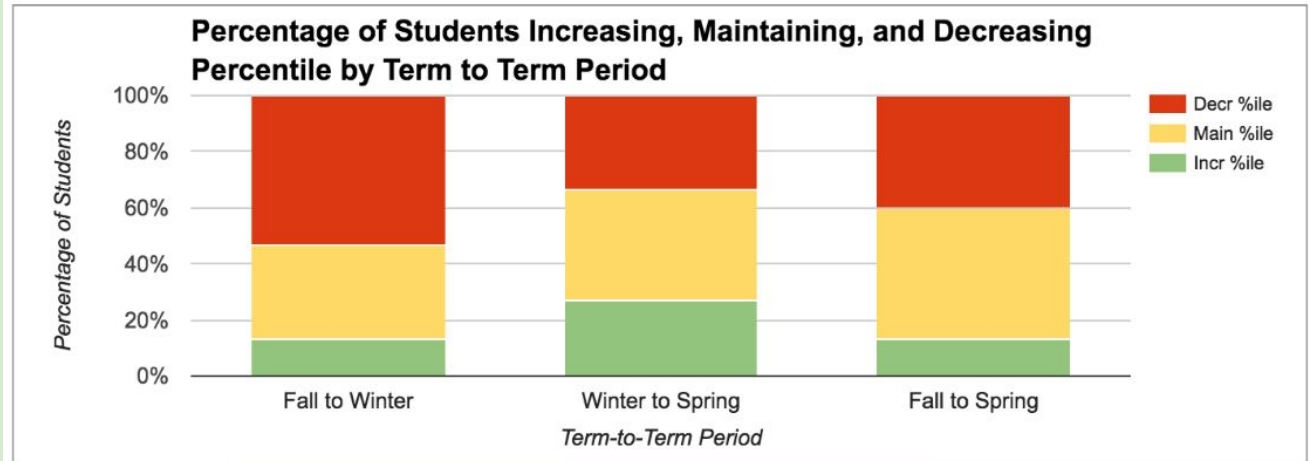
As you indicated in the Access stage, the Group Level Multi-Term Growth report from the prior year can be analyzed to answer questions relevant to the second goal, which focuses on the percentage of students meeting or exceeding their reading percentile. Calculate the percentage of your students who maintained or increased their FALL percentile on the WINTER assessment during the prior year.

- 46%
- 67%
- 40%
- 53%

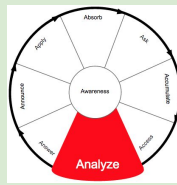
Standard: S.4.C Aligned Analysis

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 educational 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



	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%



Activity - 06.3.08

Identify the percentage of your students who did NOT meet (i.e., decreased) their FALL percentile on the WINTER assessment during the prior year.

- 53%
- 46%
- 33%
- 40%

Standard: S.4.C Aligned Analysis

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?

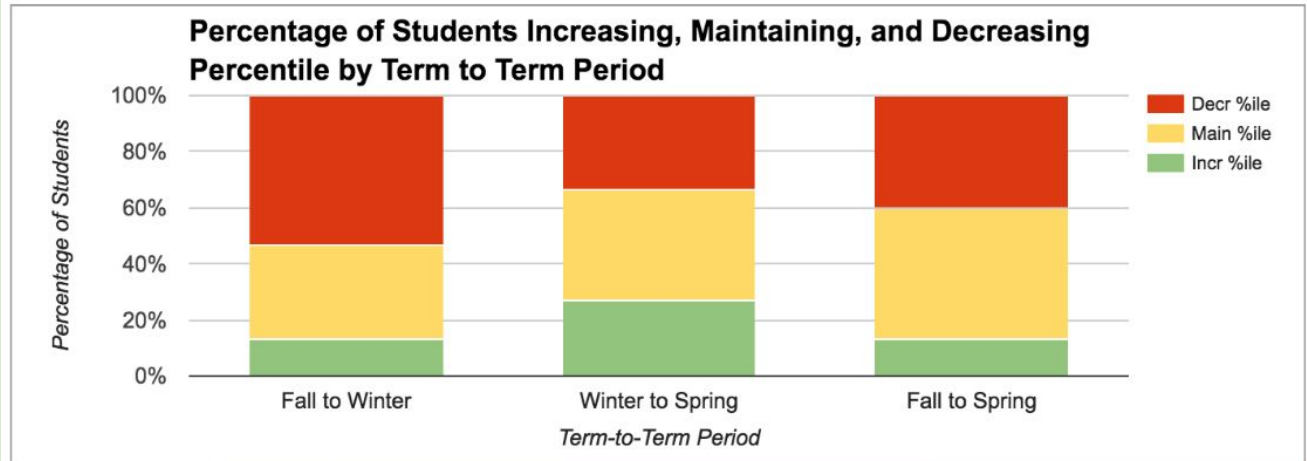
Potential Use(s) Evaluate whether there may be a need to make educational adjustments based on student growth from one term to another
Evaluate the extent to which a group of students met a pre-defined goal to grow from one term to another

Assessment Name Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)

Subject Reading

Year Prior year

Test Term(s) Fall, Winter, Spring



	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%

Tutorial

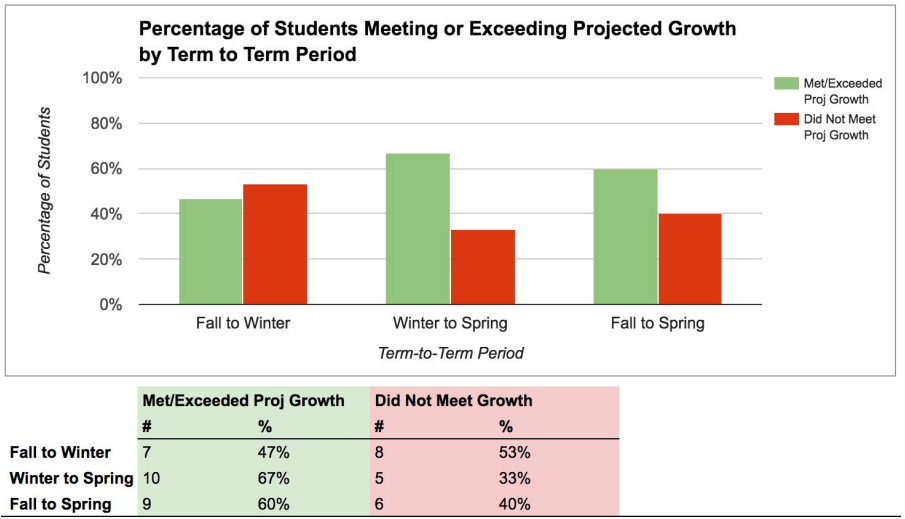
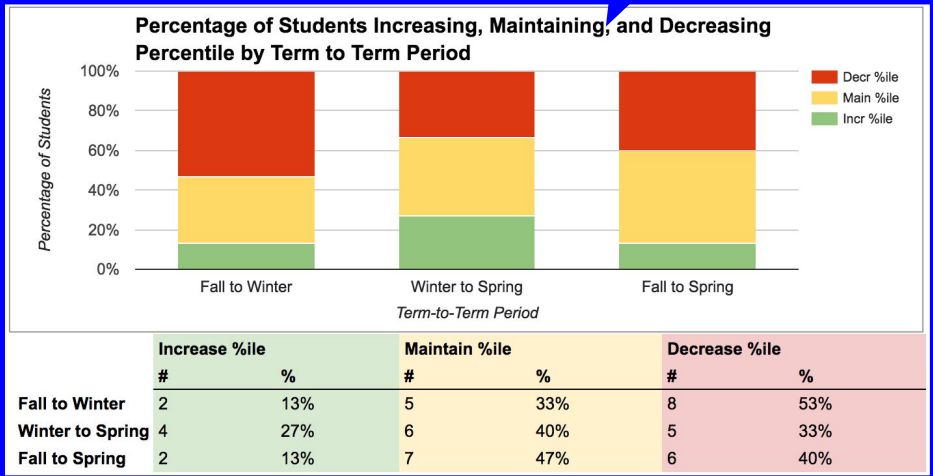
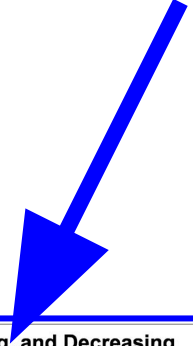
Let's take a look at data analysis in the "Group Level Multi-Term Growth" report, which includes data that will help you respond to questions regarding the goal you will set focused on a percentage of students meeting or exceeding their percentile.

There are two charts with corresponding tables in this report. Given the scope of your questions, direct your attention toward the chart and table titled, "Percentage of Students Increasing, Maintaining, and Decreasing Percentile by Term to Term Period." You will be able to use this section of the report to identify the baseline value and calculate the middle-of-year and end-of-year expected values.

https://drive.google.com/open?id=0B5_9P2TGtHFVUDU0U0h0QW5DUm

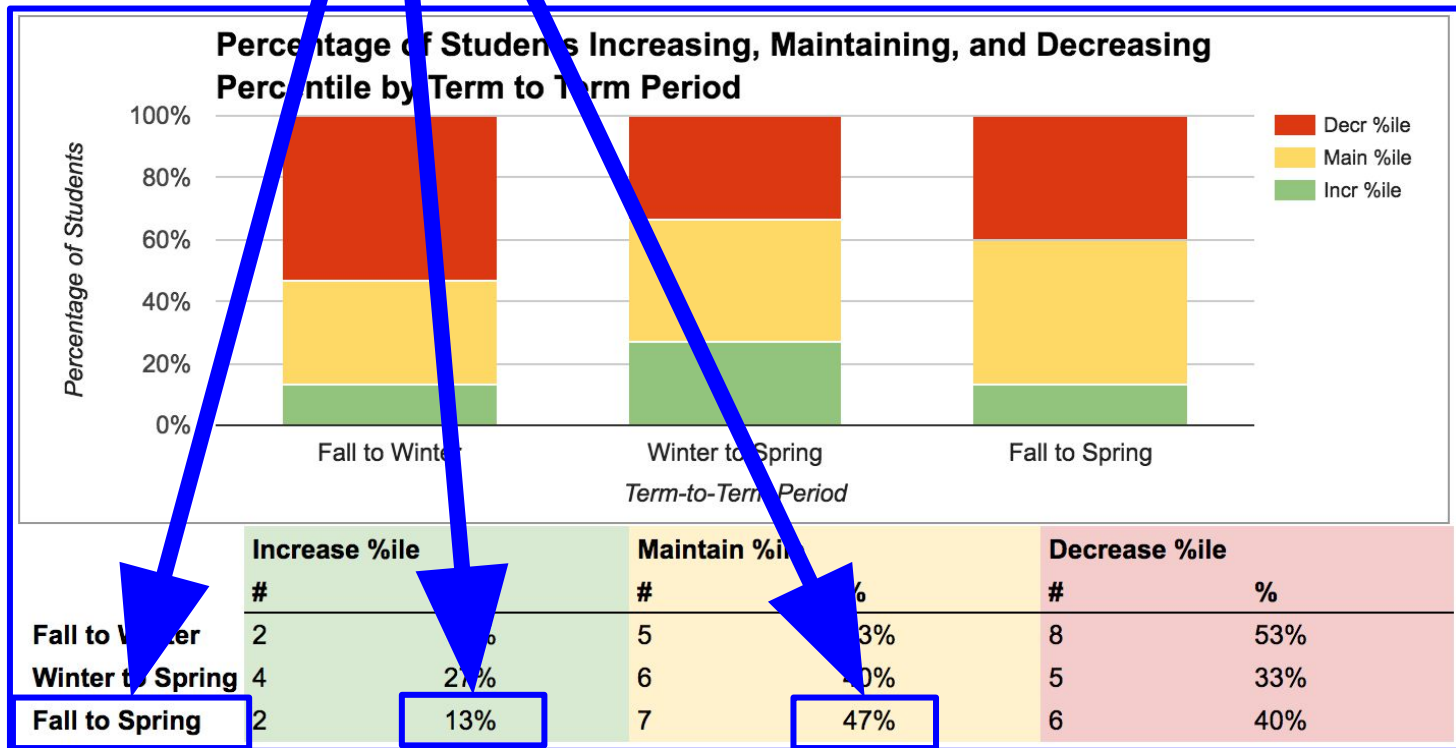
Tutorial

Direct your attention toward the “Percentage of Students Increasing, Maintaining, and Decreasing Percentile by Term to Term Period” chart and table



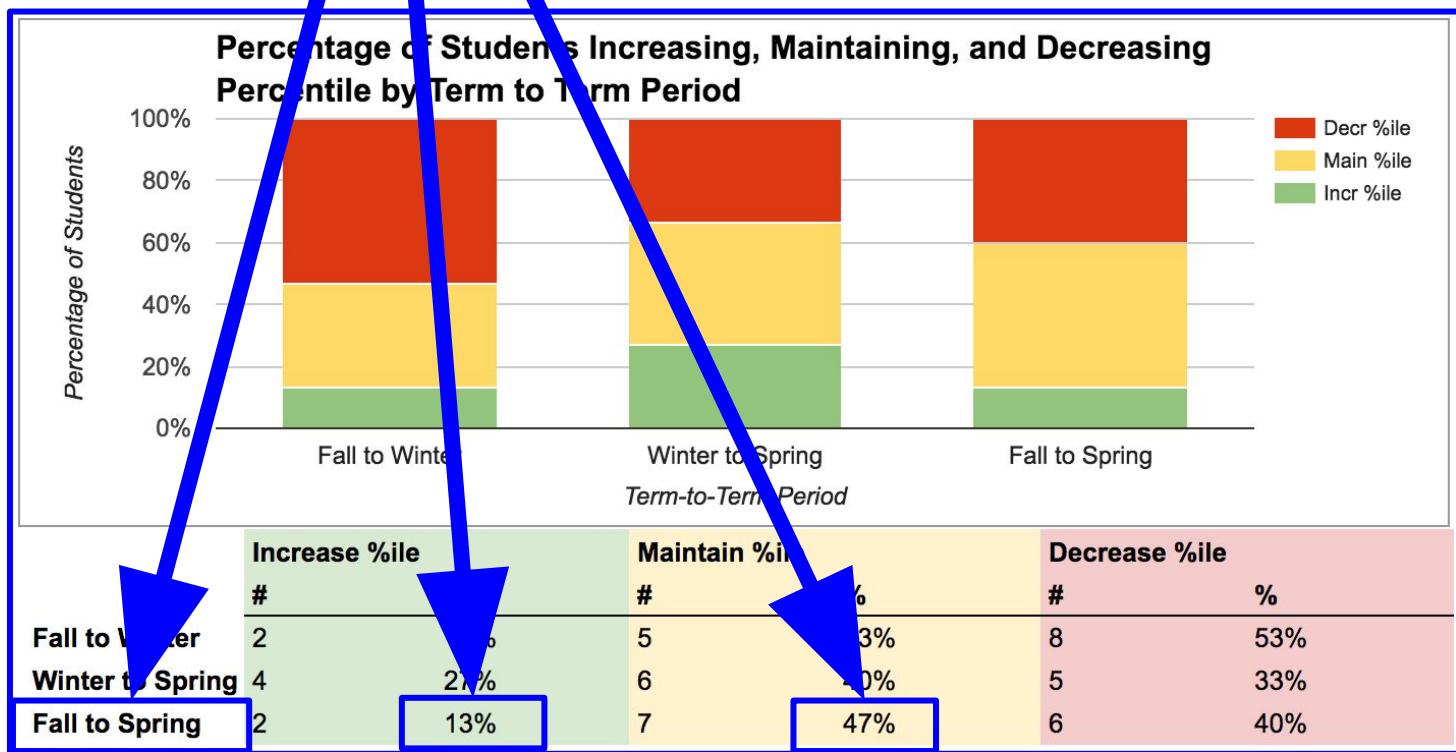
Tutorial

The *baseline value* relevant to the focus of your second goal, which addresses the percentage of students meeting or their percentile, may be calculated in a variety of ways. In this case, you decide to use a method in which the baseline for the focus of this goal represents the fall to spring performance of students in your class the prior year.



Tutorial

This chart and table represent the performance of your class the prior year. Calculate the baseline value by adding together the percentage of students increasing their fall to spring percentile and the percentage of students maintaining their fall to spring percentile (13% + 47% = 60%). A visual representation of these values is available in the chart.



Tutorial

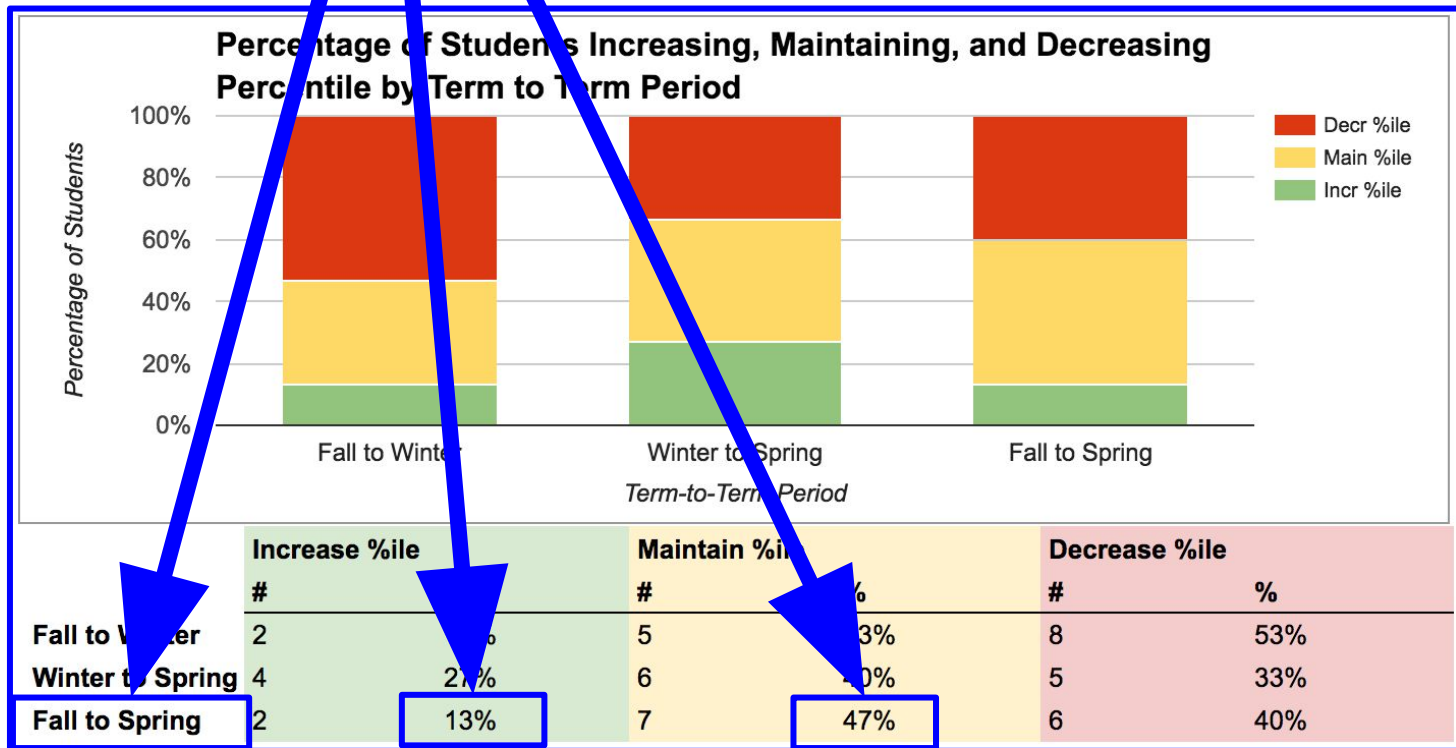
60% has been added to the organizer as the baseline value. Corresponding details have been added to make it clear that the value represents your students from the prior year. There is not a beginning of year actual value in this scenario so an N/A has been entered next to “Actual” to indicate there is not an applicable value.

Goal Setting, Monitoring, and Evaluating Organizer

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:
Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: Expected:	Actual: Expected: Original Goal: Revised Goal:
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report				
	Action plan (beginning of year):			Action plan (middle of year):	

Tutorial

In this case, the *end-of-year-expected value* is the same as the *baseline value*. The percentage of students increasing their fall to spring percentile (13%) plus the percentage of students maintaining their fall to spring percentile (47%) equals 60%.



Tutorial

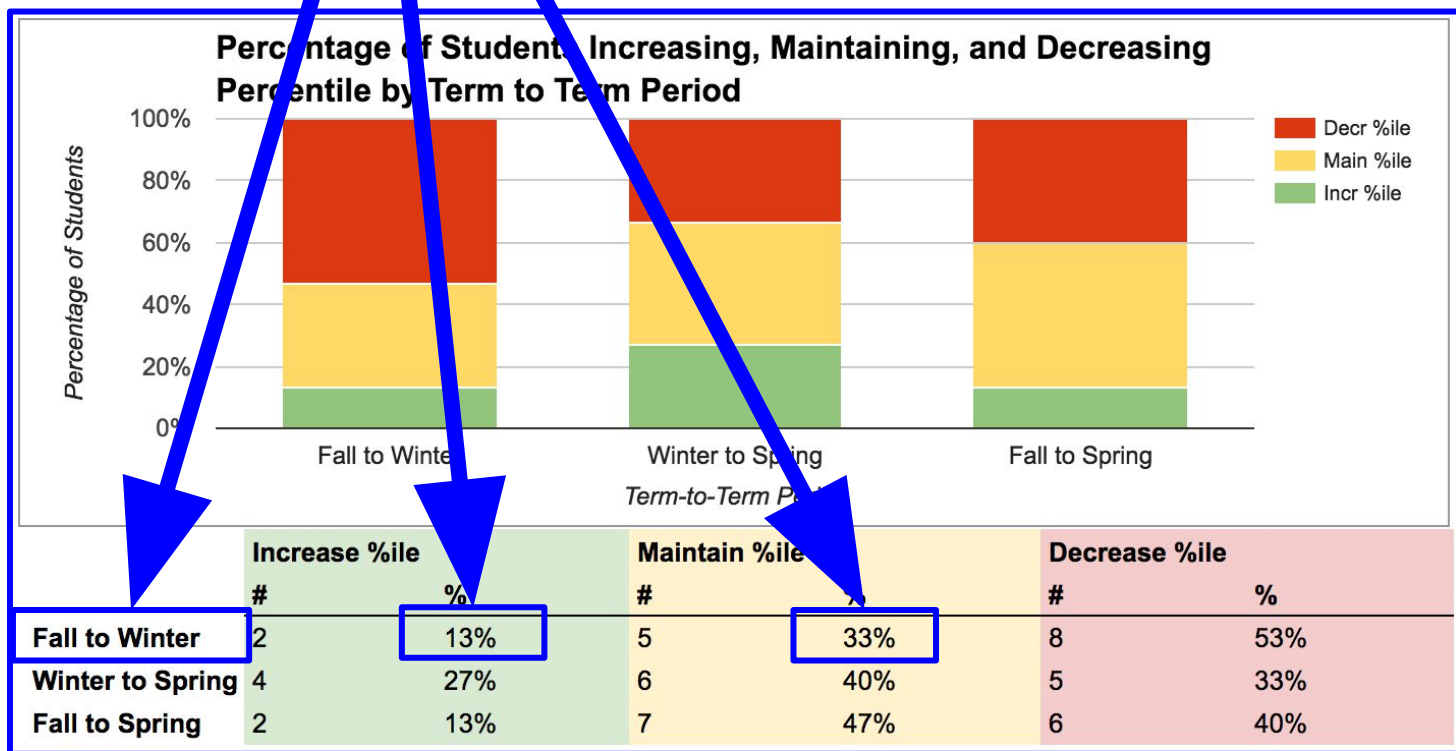
60% has been added to the organizer as the end-of-year expected value.

Goal Setting, Monitoring, and Evaluating Organizer

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:
Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: Expected:	Actual: Expected: 60% Original Goal: Revised Goal:
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report				
	Action plan (beginning of year):			Action plan (middle of year):	

Tutorial

Calculating the *middle-of-year expected value* is similar to the method of calculating the *end-of-year expected value*. The difference is that you use values in the “Fall to Winter” row instead of the “Fall to Spring” row. The percentage of students increasing their fall to winter percentile (13%) plus the percentage of students maintaining their fall to winter percentile (33%) equals 46%.



Tutorial

46% has been added to the organizer as the end-of-year expected value.

Goal Setting, Monitoring, and Evaluating Organizer

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:
Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: Expected: 46%	Actual: Expected: 60% Original Goal: Revised Goal:
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report				
	Action plan (beginning of year):			Action plan (middle of year):	

Activity Conclusion

Very good! The values you indicated have been added to the Goal 2 section. 60% has been added to the organizer as the baseline and end-of-year expected value; 46% has been added to the organizer as the middle-of-year expected value.

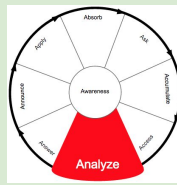
Goal Setting, Monitoring, and Evaluating Organizer

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:
Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: Expected: 46%	Actual: Expected: 60% Original Goal: Revised Goal:
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report				
	Action plan (beginning of year):			Action plan (middle of year):	

Activities - 06.3.09 through 13

Please use this image of the “Group Level Single Term Details - Current Year Fall” report to assist in the following five activities:

<https://goo.gl/e2FsYq>



Activity - 06.3.09

As you indicated in the Access stage, the Group Level Single-Term Details report from the current year's fall assessment can be analyzed to answer questions relevant to supporting evidence that will inform the development of an action plan to help you achieve the goals you set. Let's begin by calculating the percentage of students achieving average or above in each category. First, calculate the percentage of your students achieving average or above in the area of Literature.

- 71%
- 21%
- 36%
- 57%

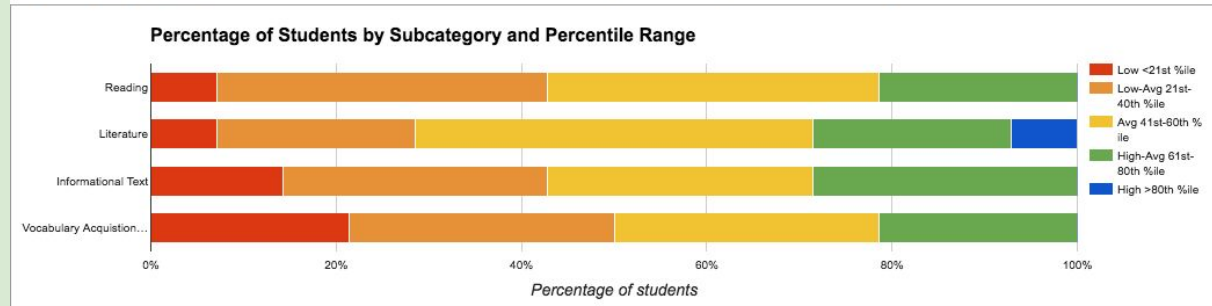
Standard: S.4.C Aligned Analysis

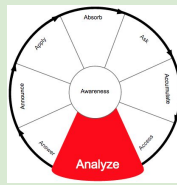
Group Level Single-Term Details

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

	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	%
Subject area performance										
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 Acquisition and Use	3	21%	4	29%	4	29%	3	21%	0	0%





Activity - 06.3.10

Calculate the percentage of your students achieving average or above in the area of Informational Text.

- 58%
- 50%
- 41%
- 21%

Standard: S.4.C Aligned Analysis

Group Level Single-Term Details

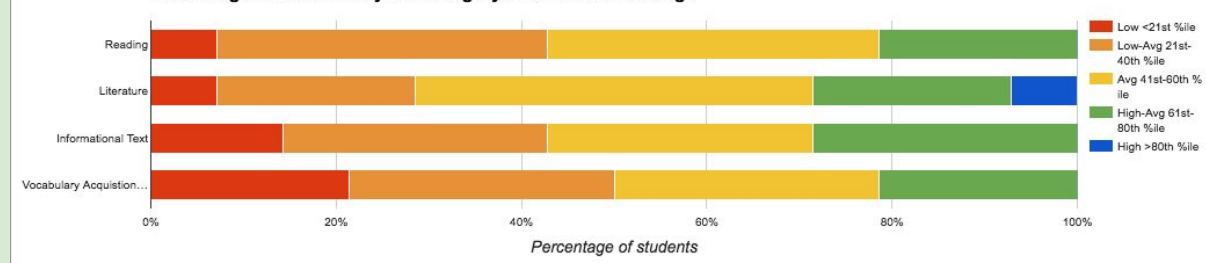
Description	Percentage and number of students at each performance level by subject area and subcategories
Guiding Question(s)	Is the group performing at, above, or below the expected level of performance in the subject and subcategories? Which subcategories represent the highest and lowest levels of 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

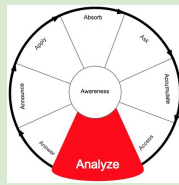
Summary

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

	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	%
Subject area performance										
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 Acquisition and Use	3	21%	4	29%	4	29%	3	21%	0	0%

Percentage of Students by Subcategory and Percentile Range





Activity - 06.3.11

Calculate the percentage of your students achieving average or above in the area of Vocabulary Acquisition and Use.

- 50%
- 58%
- 29%
- 21%

Standard: S.4.C Aligned Analysis

Group Level Single-Term Details

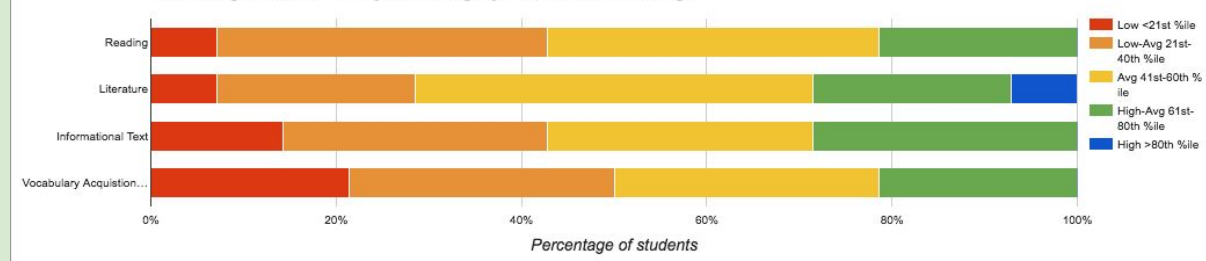
Description	Percentage and number of students at each performance level by subject area and subcategories
Guiding Question(s)	Is the group performing at, above, or below the expected level of performance in the subject and subcategories? Which subcategories represent the highest and lowest levels of 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

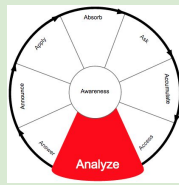
Summary

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

	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	%
Subject area performance										
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 Acquisition and Use	3	21%	4	29%	4	29%	3	21%	0	0%

Percentage of Students by Subcategory and Percentile Range





Activity - 06.3.12

Identify the subcategory with the highest percentage of students achieving average or above.

- Reading
- Literature
- Informational Text
- Vocabulary Acquisition and Use

Standard: S.4.C Aligned Analysis

Group Level Single-Term Details

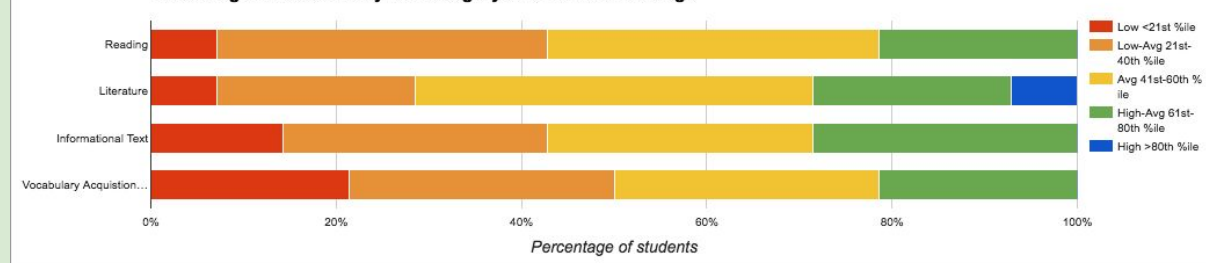
Description	Percentage and number of students at each performance level by subject area and subcategories
Guiding Question(s)	Is the group performing at, above, or below the expected level of performance in the subject and subcategories? Which subcategories represent the highest and lowest levels of 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

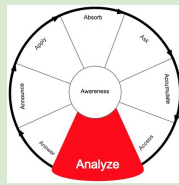
Summary

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

	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	%
Subject area performance										
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 Acquisition and Use	3	21%	4	29%	4	29%	3	21%	0	0%

Percentage of Students by Subcategory and Percentile Range





Activity - 06.3.13

Identify the subcategory with the lowest percentage of students achieving average or above.

- Reading
- Literature
- Informational Text
- Vocabulary Acquisition and Use

Standard: S.4.C Aligned Analysis

Group Level Single-Term Details

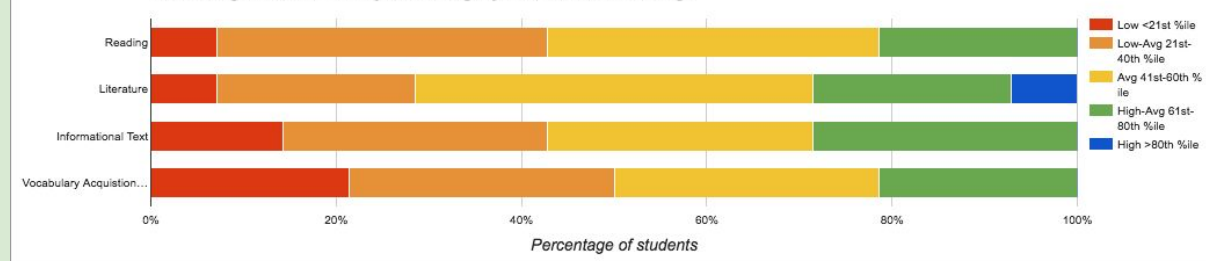
Description	Percentage and number of students at each performance level by subject area and subcategories
Guiding Question(s)	Is the group performing at, above, or below the expected level of performance in the subject and subcategories? Which subcategories represent the highest and lowest levels of 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 score	209
Norm grade level mean score	211
Std Deviation	7.3
Median %ile	45
District grade level mean score	208

	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	%
Subject area performance										
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 Acquisition and Use	3	21%	4	29%	4	29%	3	21%	0	0%

Percentage of Students by Subcategory and Percentile Range



Tutorial

Now we'll analyze data in the "Group Level Multi-Term Growth" report, which includes data that will help you respond to questions regarding evidence for action planning. Given the scope of your questions, direct your attention toward the chart titled, "Percentage of Students by Subcategory and Percentile Range" and corresponding chart. You will be able to use this section of the report to calculate the *highest and lowest levels of performance* within the subject of reading.

https://drive.google.com/open?id=0B5_9P2TGtHFVZIFHMkItcIROcEk

Tutorial

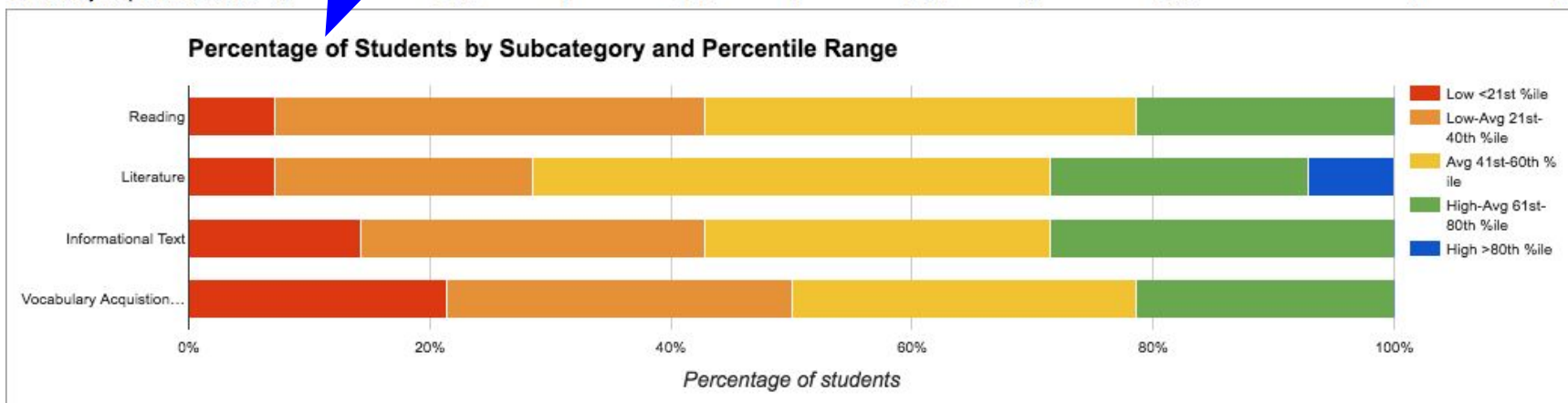
Direct your attention toward the “Percentage of Students by Subcategory and Percentile Range” table and chart

Summary

Mean scale score 209
 Norm grade level mean score 211
 Std Deviation 7
 Median %ile
 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 Acquisition and Use	3	21%	4	29%	4	29%	3	21%	0	0%

Percentage of Students by Subcategory and Percentile Range



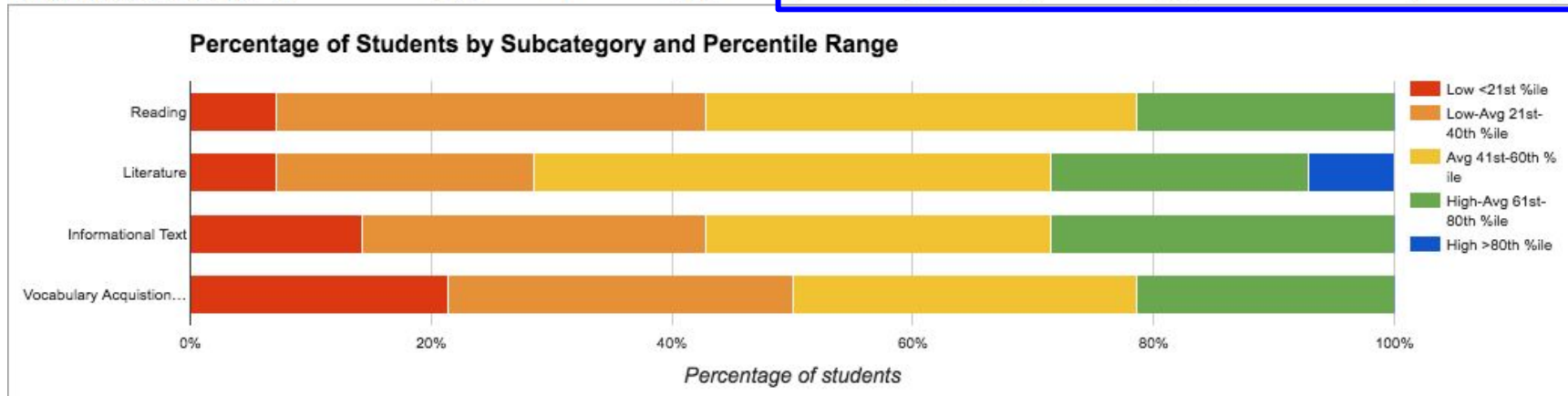
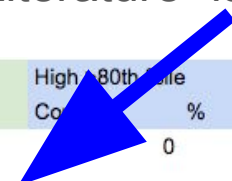
Tutorial

Calculate the percentage of students achieving average or above in each subcategory (i.e., Literature, Informational Text, and Vocabulary Acquisition and Use) by adding the respective percentages in the Avg 41st-60th %ile, High-Avg 61st-80th %ile, and High >80th %ile columns. For example:

- The percentage of students achieving average or above in “Literature” is

$$43\% + 21\% + 7\% = 71\%$$

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 Acquisition and Use	3	21%	4	29%	4	29%	3	21%	0	0%

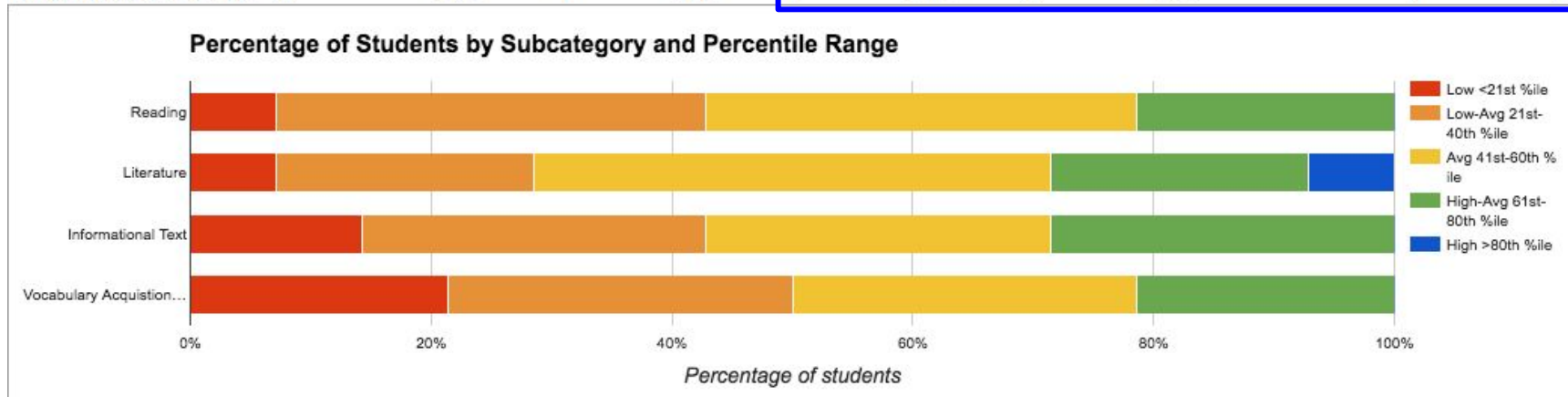
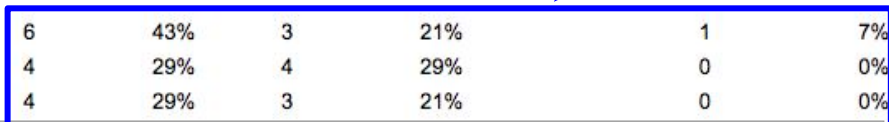
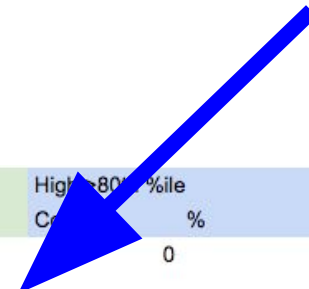


Tutorial

- The percentage of students achieving average or above in “Informational Text” is

$$29\% + 29\% + 0\% = 58\%$$

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 Acquisition and Use	3	21%	4	29%	4	29%	3	21%	0	0%

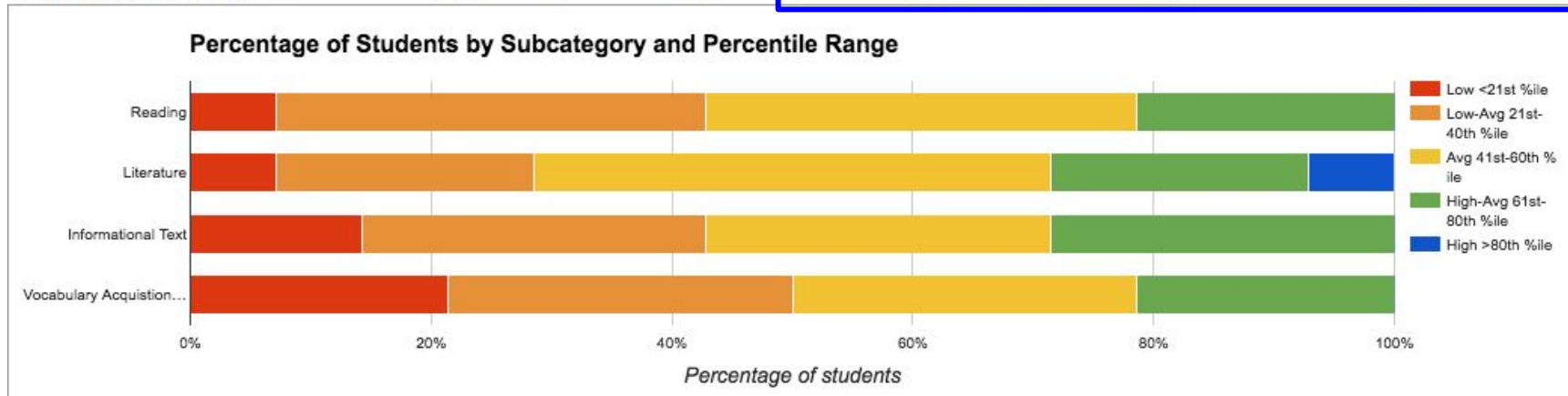
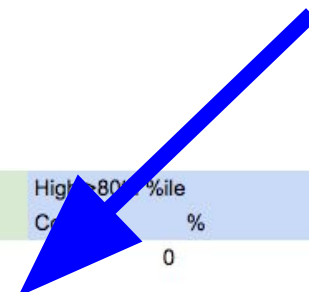


Tutorial

- The percentage of students achieving average or above in “Vocabulary Acquisition and Use” is

$$29\% + 21\% + 0\% = 50\%$$

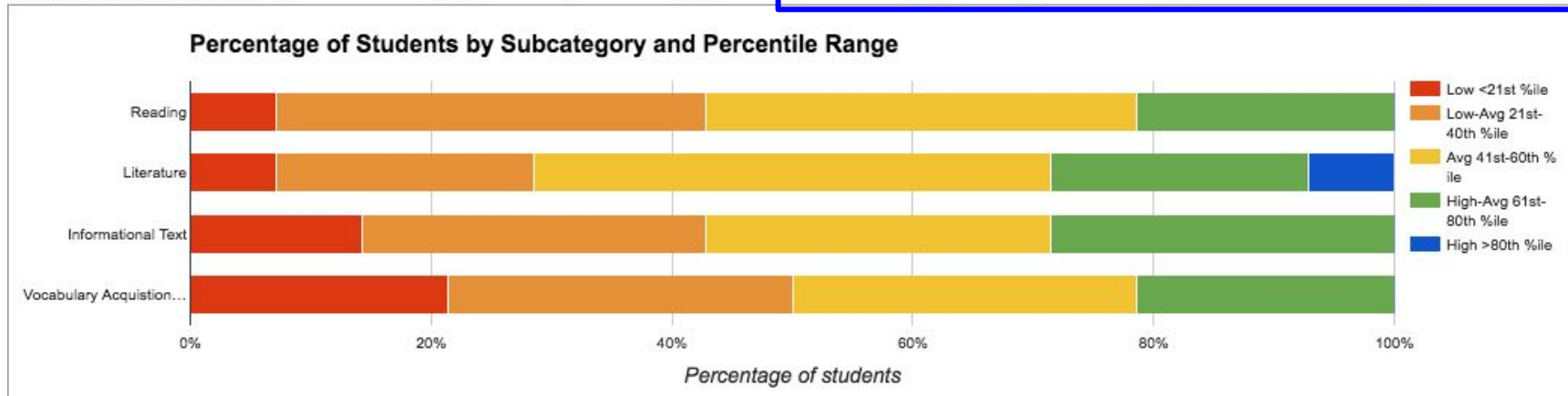
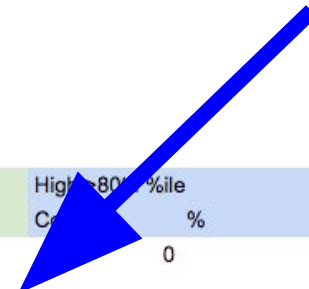
Subject area performance	Low <21st %ile		Low-Avg 21st-40th %ile		Avg 41st-60th %ile		High-Avg 61st-80th %ile		High >80th %ile	
	Count	%	Count	%	Count	%	Count	%	Count	%
Reading	1	7%	5	36%	5	36%	3	21%	0	0%
Subcategory performance										
Literature	1	7%	3	21%	6	43%	3	21%	1	7%
Informational Text	2	14%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



Tutorial

The highest percentage of students achieving average or above, 71%, represents the subcategory of literature. The lowest percentage of students achieving average or above, 50%, represents the subcategory of “Vocabulary Acquisition and Use.”

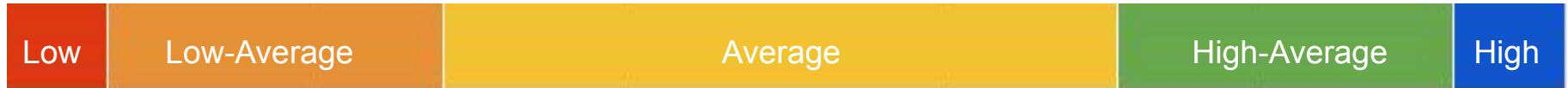
Subject area performance	Low <21st %ile		Low-Avg 21st-40th %ile		Avg 41st-60th %ile		High-Avg 61st-80th %ile		High >80th %ile	
	Count	%	Count	%	Count	%	Count	%	Count	%
Reading	1	7%	5	36%	5	36%	3	21%	0	0%
Subcategory performance										
Literature	1	7%	3	21%	6	43%	3	21%	1	7%
Informational Text	2	14%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



Tutorial

You may also identify the highest and lowest subcategory through visual analysis of the bar chart. The length of each colored section represents the percentage of students performing in that category.

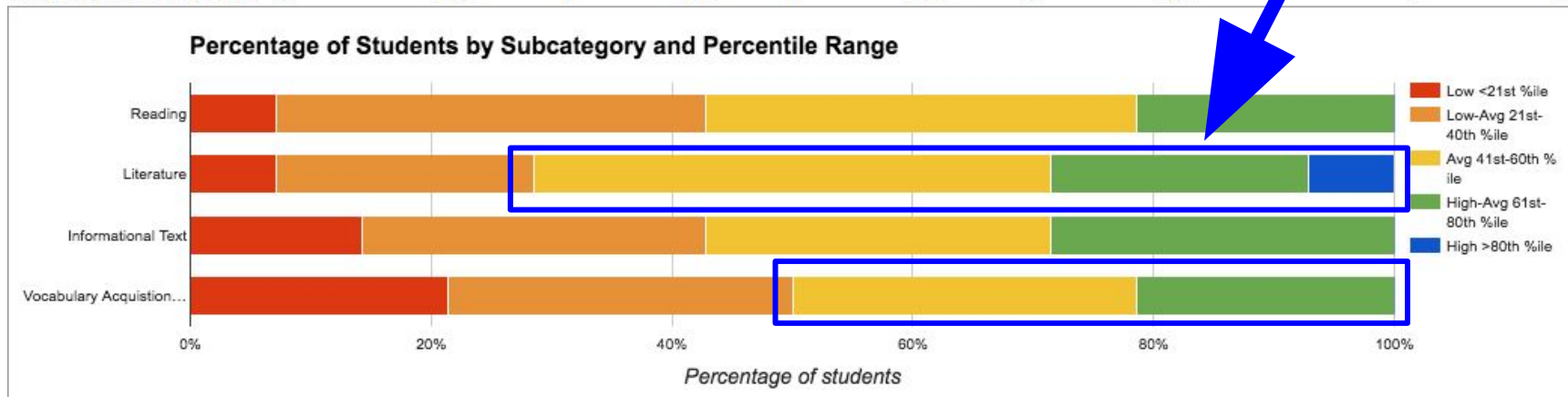
Red indicates Low, orange indicates Low-Average, yellow indicates Average, green indicates High-Average, and blue indicates High.



Tutorial

The subcategory with the longest combined sections of yellow, green and blue represents the highest percentage of students achieving average or above. The subcategory with the shortest combined sections of yellow, green, and blue represents the lowest percentage of students achieving average or above. As you can see, Literature is the highest percentage subcategory and Vocabulary Acquisition and Use is the lowest percentage subcategory.

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 Acquisition and Use	3	21%	4	29%	4	29%	3	21%	0	0%



Tutorial

The reading subcategories and their respective percentages of students achieving average or above have been added to the organizer as beginning-of-year values in the supporting evidence section.

Goal Setting, Monitoring, and Evaluating Organizer

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:
Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: Expected: 46%	Actual: Expected: 60% Original Goal: Revised Goal:
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report		Lit: 71% Inform txt: 58% Vocab/Acqu: 50%		
	Action plan (beginning of year):			Action plan (middle of year):	

Activity Conclusion

Ryan:

Excellent work! The reading subcategories and their respective percentages of students achieving average or above have been added to the organizer as beginning-of-year values in the supporting evidence section.

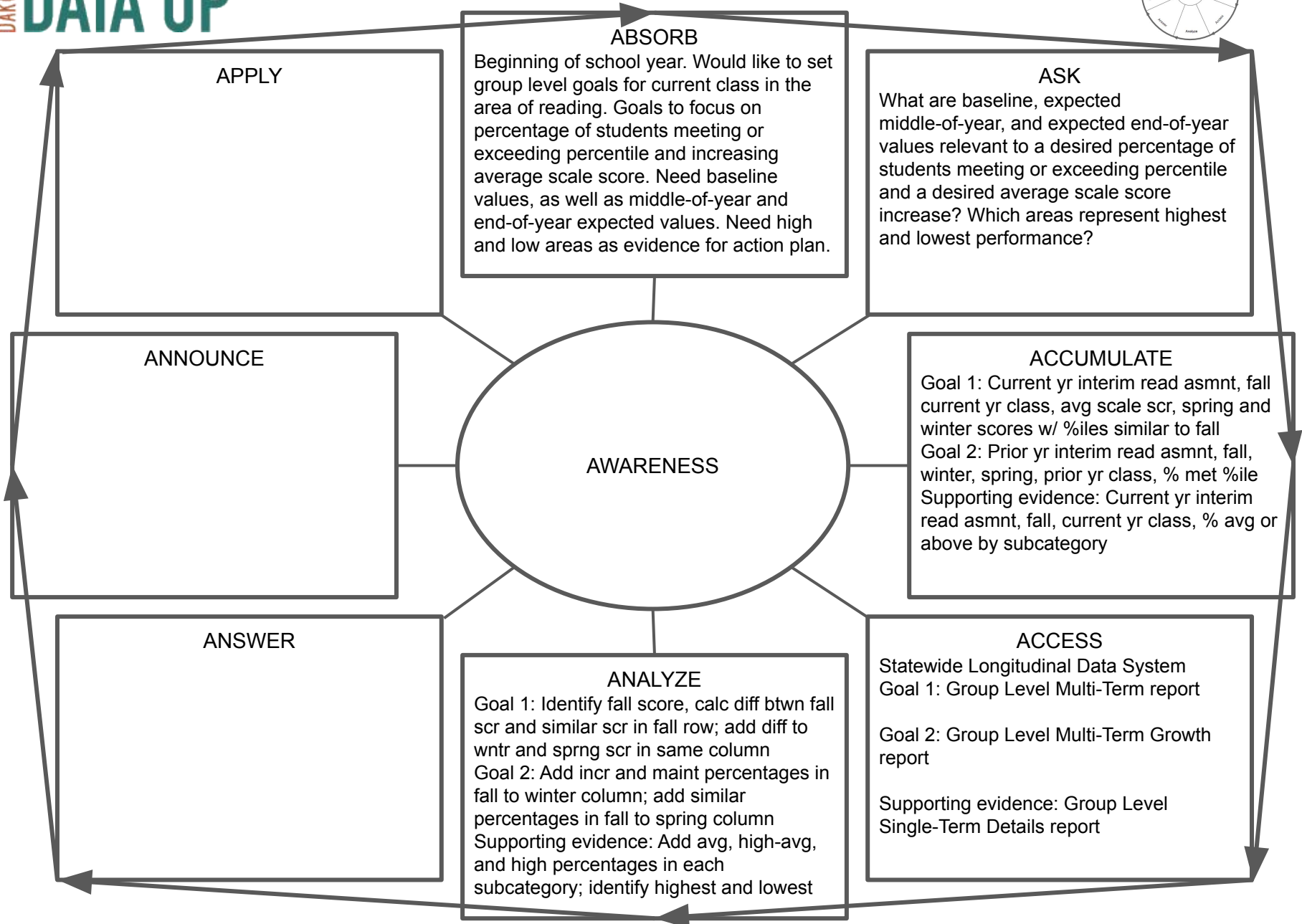
Goal Setting, Monitoring, and Evaluating Organizer

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:
Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: Expected: 46%	Actual: Expected: 60% Original Goal: Revised Goal:
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report		Lit: 71% Inform txt: 58% Vocab/Acqu: 50%		
	Action plan (beginning of year):			Action plan (middle of year):	

A+ Inquiry Framework

The Analyze stage has been completed.

A+ INQUIRY GRAPHIC ORGANIZER



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?

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

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

ANALYZE

Goal 1: Identify fall score, calc diff btwn fall scr and similar scr in fall row; add diff to wntr and sprng scr in same column
 Goal 2: Add incr and maint percentages in fall to winter column; add similar percentages in fall to spring column
 Supporting evidence: Add avg, high-avg, and high percentages in each subcategory; identify highest and lowest

ANSWER

ANNOUNCE

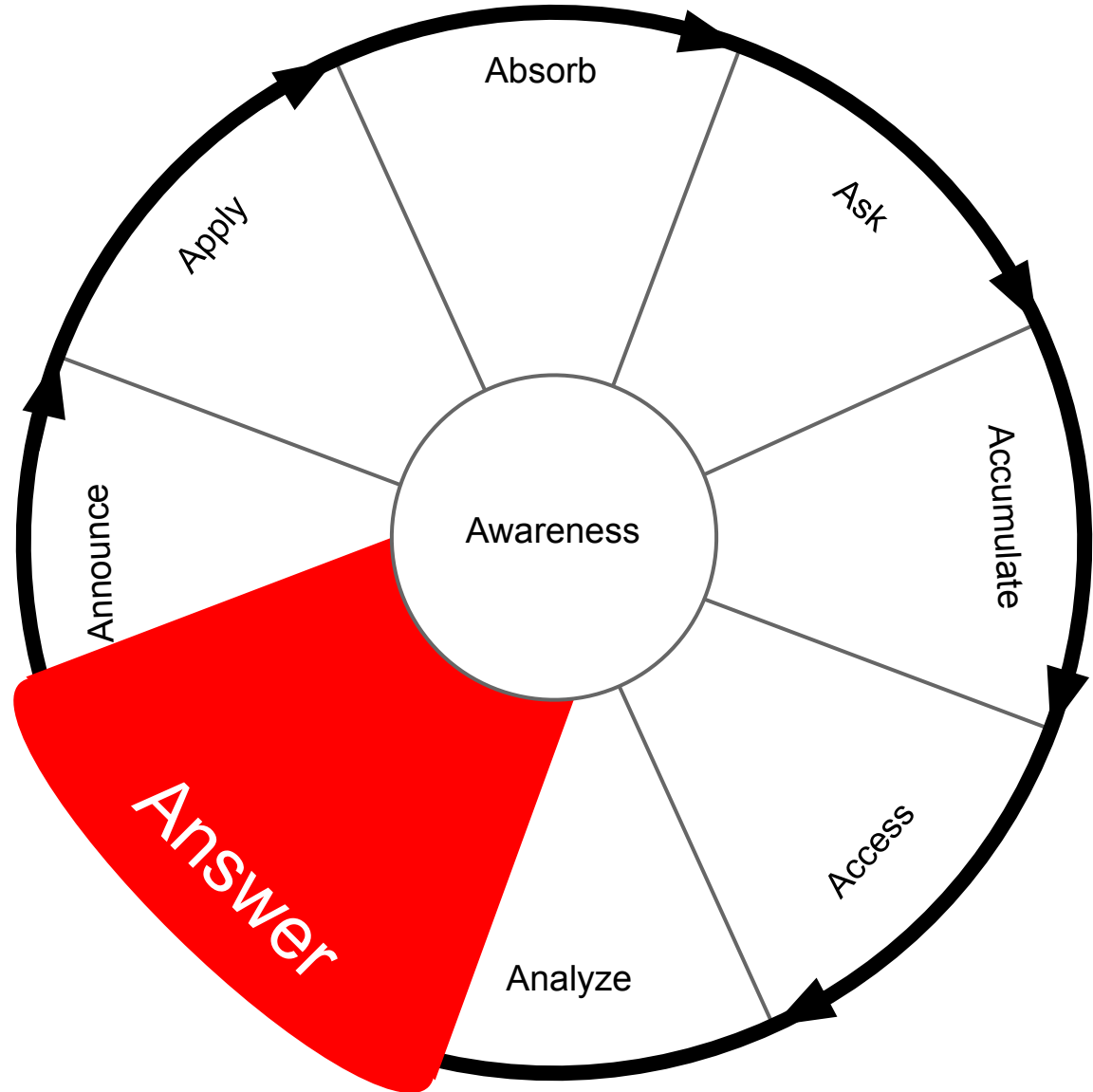
APPLY

AWARENESS

Answer Stage

Ryan:

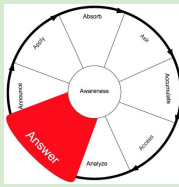
Now it's time to enter the Answer stage where you confirm that data analysis revealed answers to your questions and begin to identify limitations and implications of the answers.



Activities - 06.3.14 through 21

Please use this Goal Setting, Monitoring, and Evaluating Organizer to assist in the following eight activities:

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:
Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: Expected: 46%	Actual: Expected: 60% Original Goal: Revised Goal:
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report		Lit: 71% Inform txt: 58% Vocab/Acqu: 50%		
	Action plan (beginning of year):			Action plan (middle of year):	



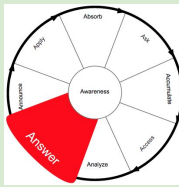
Activity - 06.3.14

Select the answer to your first general question relevant to the first goal you will set, “What is the baseline reading performance scale score of my students?”

- 209
- 212
- 60%
- 71%

Standard: S.5.C Patterns

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:



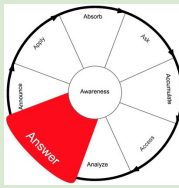
Activity - 06.3.15

Select the answer to your second general question relevant to the first goal you will set, “What is the expected reading scale score at the end of the year?”

- 213
- 212
- 60%
- 209

Standard: S.5.C Patterns

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:



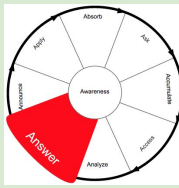
Activity - 06.3.16

Select the answer to your third general question relevant to the first goal you will set, “What is the expected reading scale score at the middle of the year?”

- 212
- 213
- 60%
- 209

Standard: S.5.C Patterns

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:



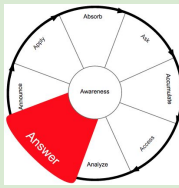
Activity - 06.3.17

Select the answer to your first general question relevant to the second goal you will set, “What is the baseline percentage of students who met or exceeded their beginning-of-year reading percentile at the end of the year?”

- 60%
- 209
- 71%
- 50%

Standard: S.5.C Patterns

Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: Expected: 46%	Actual: Expected: 60% Original Goal: Revised Goal:



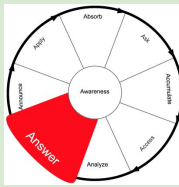
Activity - 06.3.18

Select the answer to your second general question relevant to the second goal you will set, “What is the expected value of students meeting or exceeding their beginning-of-year reading percentile at the end of the year?”

- 60%
- 209
- 71%
- 50%

Standard: S.5.C Patterns

Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: Expected: 46%	Actual: Expected: 60% Original Goal: Revised Goal:



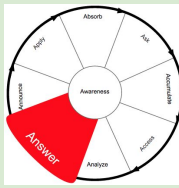
Activity - 06.3.19

Select the answer to your third general question relevant to the second goal you will set, “What is the expected value of students meeting or exceeding their beginning-of-year reading percentile at the middle of the year?”

- 46%
- 209
- 71%
- 50%

Standard: S.5.C Patterns

Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: Expected: 46%	Actual: Expected: 60% Original Goal: Revised Goal:



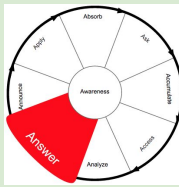
Activity - 06.3.20

Select the answer to your first general question relevant to supporting evidence for you action plan, “What is the lowest level of performance in the area of reading?”

- Literature
- Informational Text
- Vocabulary Acquisition and Use
- Reading

Standard: S.5.C Patterns

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



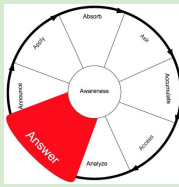
Activity - 06.3.21

Select the answer to your second general question relevant to supporting evidence for you action plan, “What is the highest level of performance in the area of reading?”

- Literature
- Informational Text
- Vocabulary Acquisition and Use
- Reading

Standard: S.5.C Patterns

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

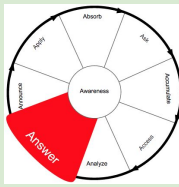


Activity - 06.3.22

What are potential limitations of the data analysis findings?

- Baseline values represent small group sizes; the baseline percentage of students meeting or exceeding their fall percentile represents a different group of students
- The baseline value for the second goal is greater than 50%; middle-of-year and end-of-year expected values are the same
- The baseline value for the second goal is equal to 209; middle of year and end of year expected values are different
- Data analysis focused on multiple metrics; the subcategory percentages were not the same

Standard: K.3.B Data Limitations



Activity - 06.3.23

What are potential implications of the analysis findings?

- Set end-of-year goals at or above the expected levels of performance and implement strategies to improve the weakest subcategory
- Place students in tiers and begin progress monitoring
- Set end-of-year goals below the expected level of performance and don't consider adjusting teaching strategies in response to data analysis results
- Begin strategic interventions with students at or above the 95th percentile

Standard: S.7.A Strategies

Tutorial

Now that you've analyzed the data, you can proceed to the *Answer stage* where you verify that your analyses revealed answers to the questions and begin to identify limitations and implications of the answers.

Tutorial


Please use this Goal Setting, Monitoring, and Evaluating Organizer to assist in the tutorial:

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:
Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: Expected: 46%	Actual: Expected: 60% Original Goal: Revised Goal:
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report		Lit: 71% Inform txt: 58% Vocab/Acqu: 50%		
	Action plan (beginning of year):			Action plan (middle of year):	

Tutorial

Your first operationalized question relevant to a scale score increase states, “What is the average scale score of my class on the current year’s fall interim reading assessment?” The answer to this question, 209, appears as the baseline value in the Goal 1 section.

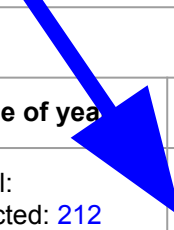
Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:



Tutorial

Your second operationalized question relevant to a scale score increase states, “What scale score on the spring interim reading assessment represents a similar percentile as the scale score on the fall interim reading assessment?” The answer to this question, 213, appears as the end-of-year expected value in the Goal 1 section.


Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:



Tutorial

Your third operationalized question relevant to a scale score increase states, “What scale score on the winter interim reading assessment represents a similar percentile as the scale score on the fall interim reading assessment?” The answer to this question, 212, appears as the middle-of-year expected value in the Goal 1 section.

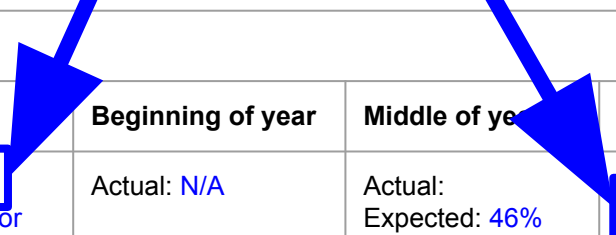
Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:



Tutorial

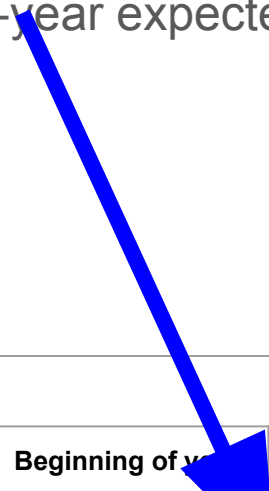
Your first and second operationalized questions relevant to a percentage of students meeting or exceeding their percentiles are the same and state, “What percentage of students in my prior year’s class met or exceeded their fall interim reading assessment percentile on the spring reading interim assessment?” The answer to this question, 60%, appears as both the baseline value and the end-of-year expected value in the Goal 2 section.

Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: Expected: 46%	Actual: Expected: 60% Original Goal: Revised Goal:



Tutorial

Your third operationalized question relevant to a percentage of students meeting or exceeding their percentiles are the same and state, “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?” The answer to this question, 46%, appears as the middle-of-year expected value in the Goal 2 section.



Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: Expected: 46%	Actual: Expected: 60% Original Goal: Revised Goal:

Tutorial

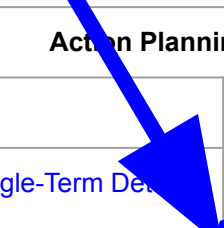
Your first operationalized question relevant to supporting evidence states, “Which subcategory represents the highest percentage of students achieving average or above on the current year’s fall interim reading assessment?” The answer to this question, Literature (71%), appears as one of the beginning-of-year values in the Supporting Evidence section.



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

Tutorial

Your second operationalized question relevant to supporting evidence states, “Which subcategory represents the lowest percentage of students achieving average or above on the current year’s fall interim reading assessment?” The answer to this question, Vocabulary Acquisition and Use (50%), appears as one of the beginning-of-year values in the Supporting Evidence section.



Action Planning				
Supporting Evidence	Where to access	Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district’s interim assessment	SLDS: Group Level Single-Term Developmental Report	Lit: 71% Inform txt: 58% Vocab/Acqu: 50%		
	Action plan (beginning of year):		Action plan (middle of year):	

Tutorial

As with any set of findings revealed through data analysis, there are limitations in these results. A couple limitations of these findings are:

- Baseline values represent small group sizes
- The baseline percentage of students meeting or exceeding their fall percentile represents a different group of students. The baseline group may have different learning abilities than the current year's class that will be compared to the baseline.

Although limitations exist, there are implications that could be applied as decisions and actions in support of improved student learning. Implications include setting end-of-year goals at or above the expected levels of performance and implementing strategies to improve the weakest subcategory.

Activity Conclusion

Ryan:

Great work in the Analyzing and Answer stages for classroom level goal setting! Here's another look at your Goal Setting, Monitoring, and Evaluating Organizer. We still need to write Goal 1, Goal 2, and the beginning-of-year action plan and you'll need this organizer to finish that work.

https://drive.google.com/open?id=0B5_9P2TGtHFVeFZrOHVFajFScEU

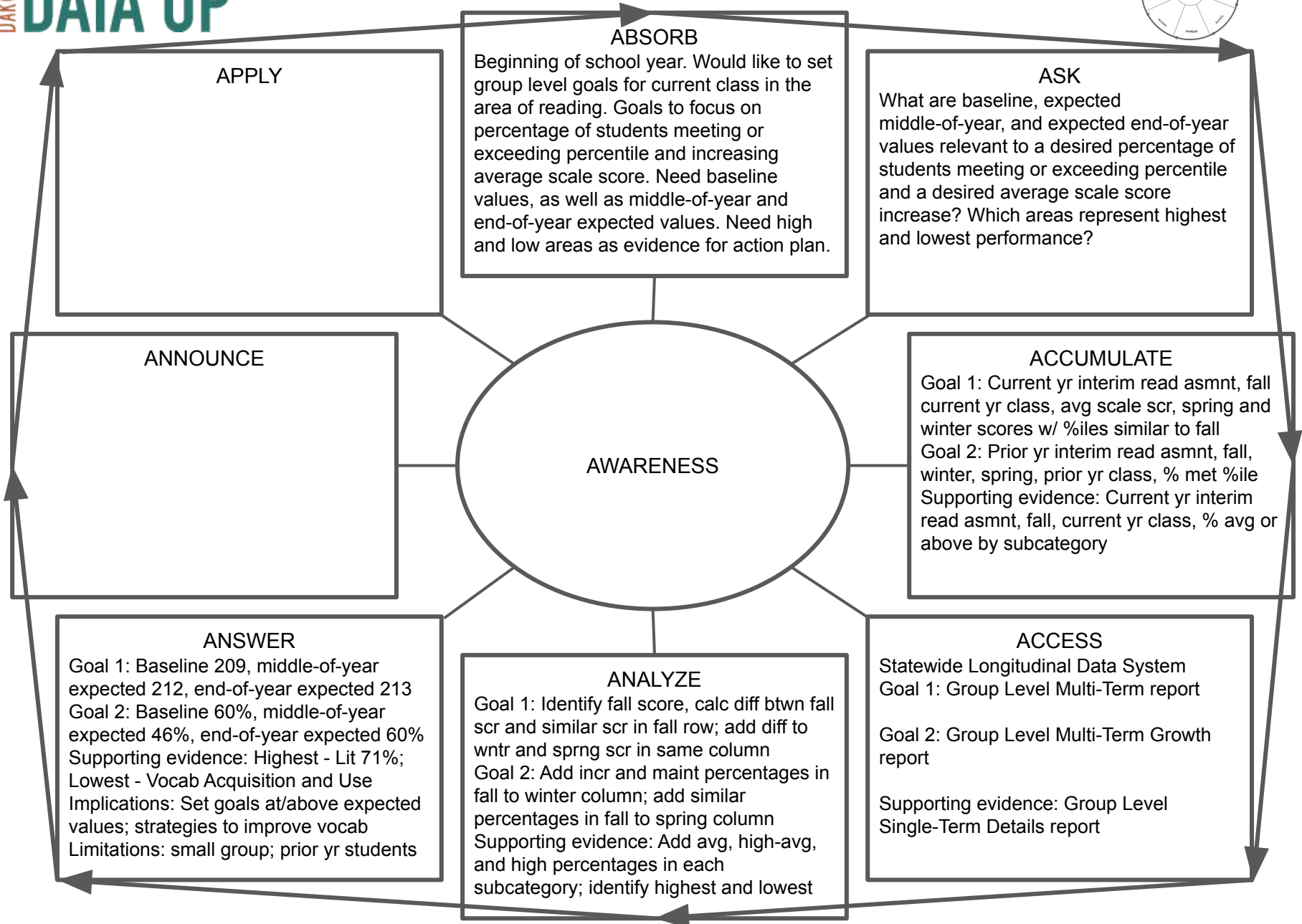
Goal Setting, Monitoring, and Evaluating Organizer

Goal 1:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: Revised Goal:
Goal 2:					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: Expected: 60%	Actual: Expected: 60% Original Goal: Revised Goal:
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report		Lit: 71% Inform txt: 58% Vocab/Acqu: 50%		
	Action plan (beginning of year):			Action plan (middle of year):	

A+ Inquiry

The Answer stage has been completed. You answered each question that was posed in the Ask stage.

A+ INQUIRY GRAPHIC ORGANIZER



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?

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

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

ANALYZE

Goal 1: Identify fall score, calc diff btwn fall scr and similar scr in fall row; add diff to wntr and sprng scr in same column
 Goal 2: Add incr and maint percentages in fall to winter column; add similar percentages in fall to spring column
 Supporting evidence: Add avg, high-avg, and high percentages in each subcategory; identify highest and lowest

ANSWER

Goal 1: Baseline 209, middle-of-year expected 212, end-of-year expected 213
 Goal 2: Baseline 60%, middle-of-year expected 46%, end-of-year expected 60%
 Supporting evidence: Highest - Lit 71%; Lowest - Vocab Acquisition and Use
 Implications: Set goals at/above expected values; strategies to improve vocab
 Limitations: small group; prior yr students

ANNOUNCE

APPLY

Conclusion

Excited Teacher Thought

Now that I know how to analyze the data I accessed to reveal baseline values, expected values, and low performance areas, I can answer the questions I posed in the Ask stage and use the findings to set goals and write an action plan. On a side note, I also know that Ryan is really squeamish, and he wasn't really dissecting anything, but don't tell anyone!

Activity Answers

06.03.01	Group Mean Score and Scores by Percentile by Test Term
06.03.02	209
06.03.03	213
06.03.04	212
06.03.05	60%
06.03.06	40%
06.03.07	46%
06.03.08	53%
06.03.09	71%
06.03.10	58%
06.03.11	50%
06.03.12	Literature
06.03.13	Vocabulary Acquisition and Use
06.03.14	209
06.03.15	213
06.03.16	212
06.03.17	60%
06.03.18	60%
06.03.19	46%
06.03.20	Vocabulary Acquisition and Use
06.03.21	Literature
06.03.22	(Baseline values represent small group sizes; the baseline percentage of students meeting or exceeding their fall percentile represents a different group of students)
06.03.23	Set end-of-year goals at or above the expected levels of performance and implement strategies to improve the weakest subcategory

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my skill in analyzing data to identify baseline values relevant to classroom-level goal setting				
This module part increased my skill in analyzing data to identify expected values relevant to classroom-level goal setting				
This module part increased my skill in analyzing data to identify low performance areas relevant to classroom-level goal setting				
This module increased my knowledge of limitations that may affect analysis findings relevant to classroom-level goal setting				
This module part increased my knowledge of implications that may be informed by analysis findings relevant to classroom-level goal setting				

Well Done

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