Develop Your Data Mindset

Module 6 - Classroom Level Goal Setting
Part 4 - Announce and Apply

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

Learning Goals

- Communicate group-level baseline values, expected values, and subcategory performance to appropriate stakeholders
- Set goals based on baseline and expected values
- Write action plan based on goals and supporting evidence

SLDS Data Use Standards

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

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

- S.1.A Goals and Questions: Identifies BASELINE measure(s) and poses questions that can be answered with data

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

Teacher Thought

Now that I know baseline values, expected values, and low performance areas, I will be able to discuss the data analysis findings with my colleagues, set challenging yet attainable SMART goals, and write and implement an action plan to achieve my goals.
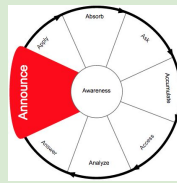
Announce Stage

Ryan:

Now it's time to enter the Announce stage where you communicate the answers, including potential limitations and implications, to other stakeholders who should be aware of the answers.

Did you remember to get your flyer out of your Data Binder and also your Goal Setting Data Planner and Goal Setting, Monitoring, and Evaluating Organizer?
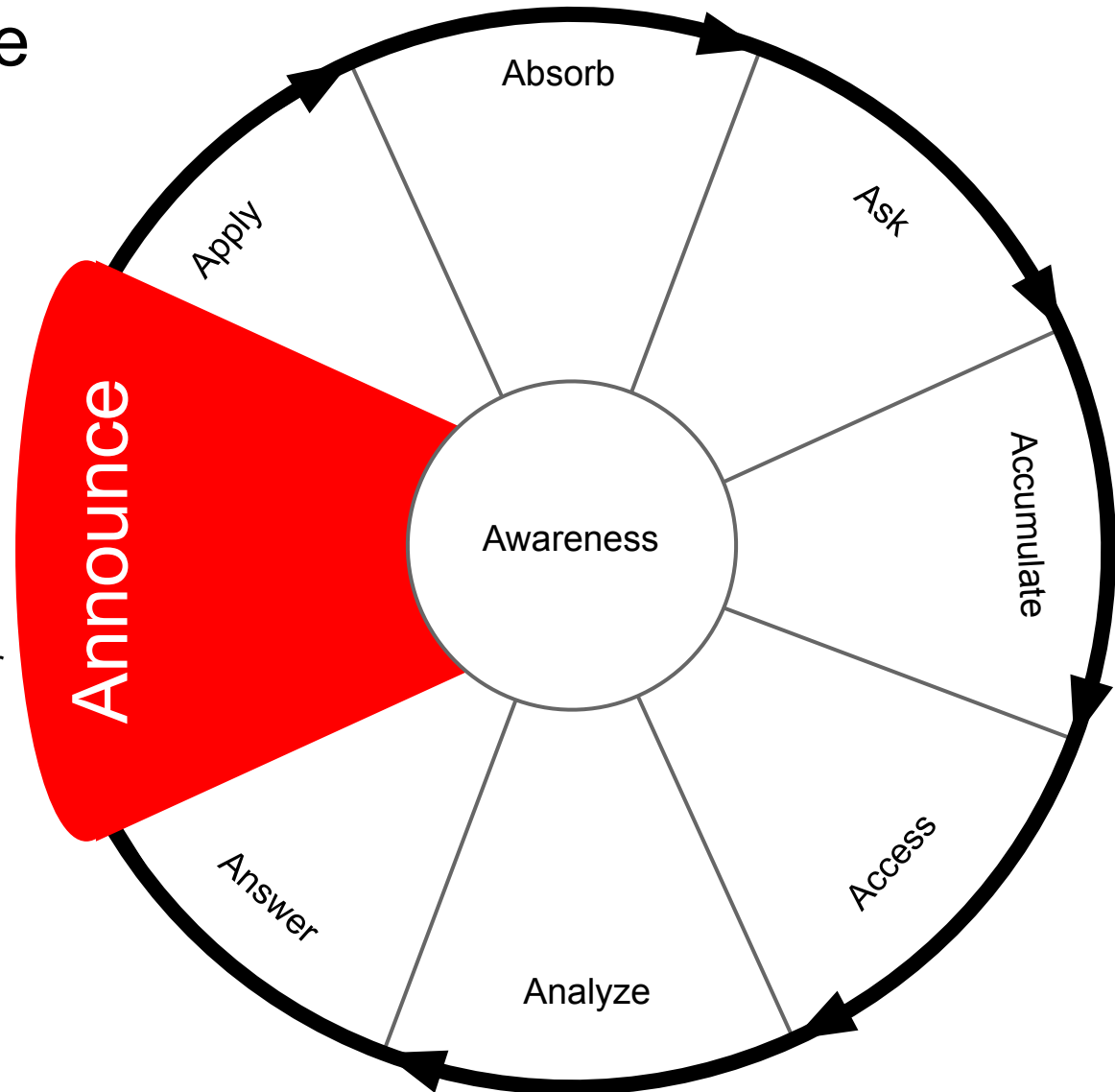
Activity - 06.04.01

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

- School board members at the spring school board meeting
- Members of the Data Team and other colleagues at the current meeting
- Legislators at the next legislative assembly
- Parents of students in other classes at the next session of parent teacher conferences

Standard: S.6.C Multiple Audiences
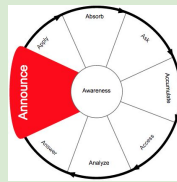
Activity - 06.04.02

Which information relevant to the findings of your analysis would be important to share and discuss with the Data Team?

- Baseline and expected values relevant to the focus area of each goal, as well as the highest and lowest levels of performance
- The amount of time it took for you to analyze the data
- The typical education level of the parents of students in your classroom
- The average number of minutes students typically spend on summative assessments at the end of an instructional unit

Standard: S.6.B Explanation
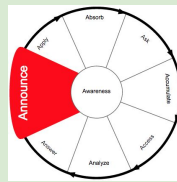
Activity - 06.04.03

Based on your analysis findings that the expected end-of-year performance levels would include an average scale score of 213 and 60 percent of your students achieving a higher percentile in the spring than in the fall, what would be an appropriate item to discuss with the Data Team members and other colleagues?

- Setting goals at reasonably higher values than the expected values
- The amount of time it took for you to analyze the data
- The typical education level of the parents of students in your classroom
- The average number of minutes students typically spend on summative assessments at the end of an instructional unit
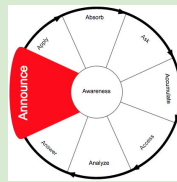
Standard: S.6.B Explanation

Activity - 06.04.04

Based on your analysis findings that Vocabulary Acquisition and Use is the weakest subcategory of performance in the area of reading, what would be an appropriate topic for discussion with the Data Team members and other colleagues?

- Strategies that could be implemented to improve performance in the area of Vocabulary Acquisition and Use
- The average number of times your students say the word "Vocabulary" in a week
- The amount of precipitation that has fallen so far this year
- The total number of students in other classes who are considered healthy

Standard: S.6.B Explanation

Tutorial

Now that you have answers to your questions, it's time to share them with the *appropriate audiences*. In this case, you discuss the baseline and expected values relevant to the focus area of each goal, as well as the highest and lowest areas of performance with members of the data team and other colleagues at the current meeting.

Tutorial

You use the Goal Setting, Monitoring, and Evaluating Organizer as tool to help guide the discussion. Your discussion includes a focus on setting goals that are reasonably higher than the expected values and a focus on brainstorming potential strategies that could be implemented to improve the lowest performing area of Vocabulary Acquisition and Use.

	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: 215 Revised Goal:

Baseline values

Expected values

	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: 80% Revised Goal:

Highest and Lowest Levels of Performance

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%		

A+ Inquiry Framework

The Announce stage has been completed. You communicated important findings of your data analysis to the data team and other colleagues at the current staff meeting. You discussed baseline and expected values relevant to the focus of each goal, highest and lowest levels of performance, goal setting, and potential strategies that could promote achievement of your goals.

A+ INQUIRY
GRAPHIC ORGANIZER
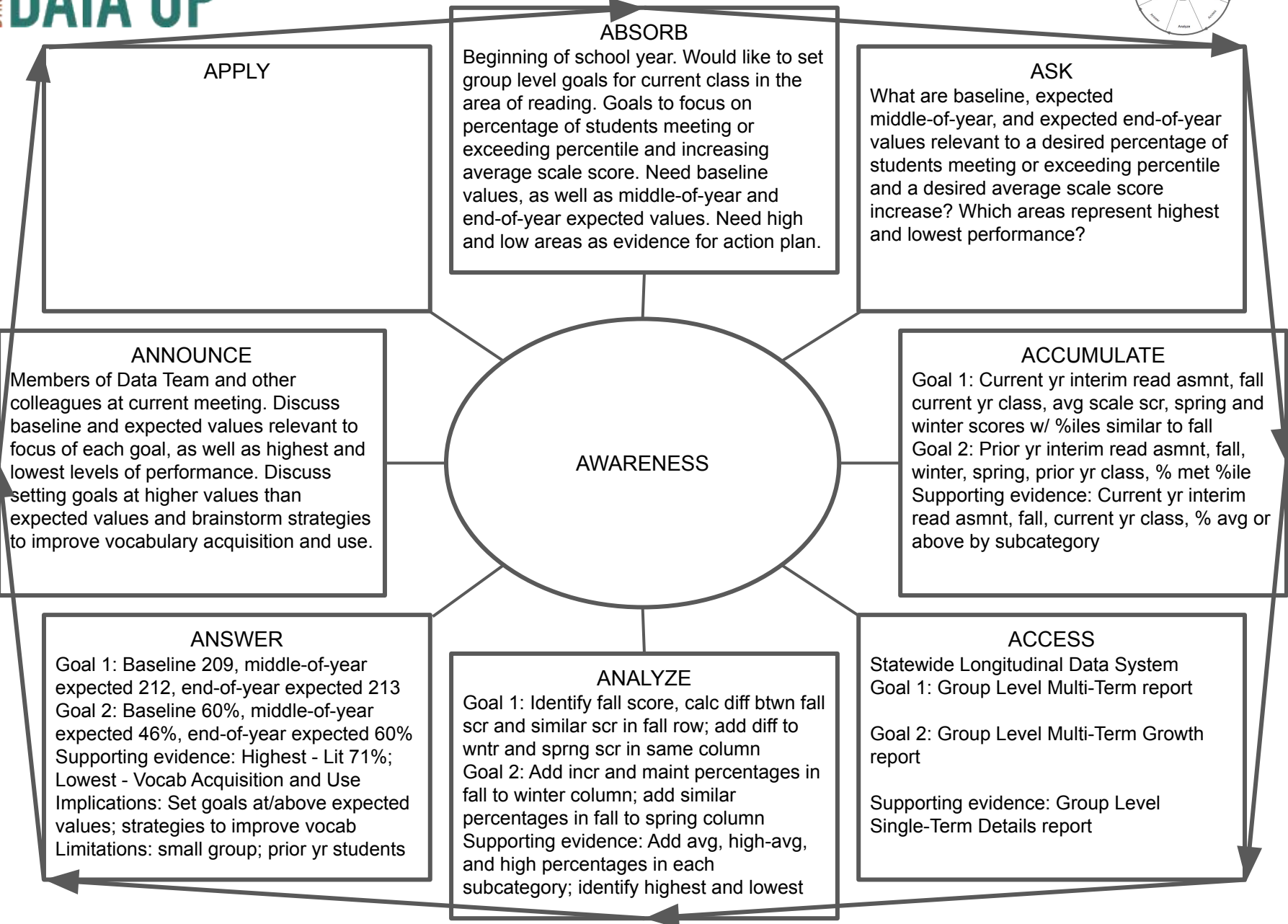
NORTH DAKOTA DATA UP

APPLY

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

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

ANNOUNCE
Members of Data Team and other colleagues at current meeting. Discuss baseline and expected values relevant to focus of each goal, as well as highest and lowest levels of performance. Discuss setting goals at higher values than expected values and brainstorm strategies to improve vocabulary acquisition and use.

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
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

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

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
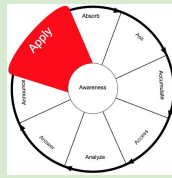
Apply Stage

Ryan:

Now it's time to enter the Apply stage where you make decisions and take action based on answers to the questions you posed in the Ask stage.
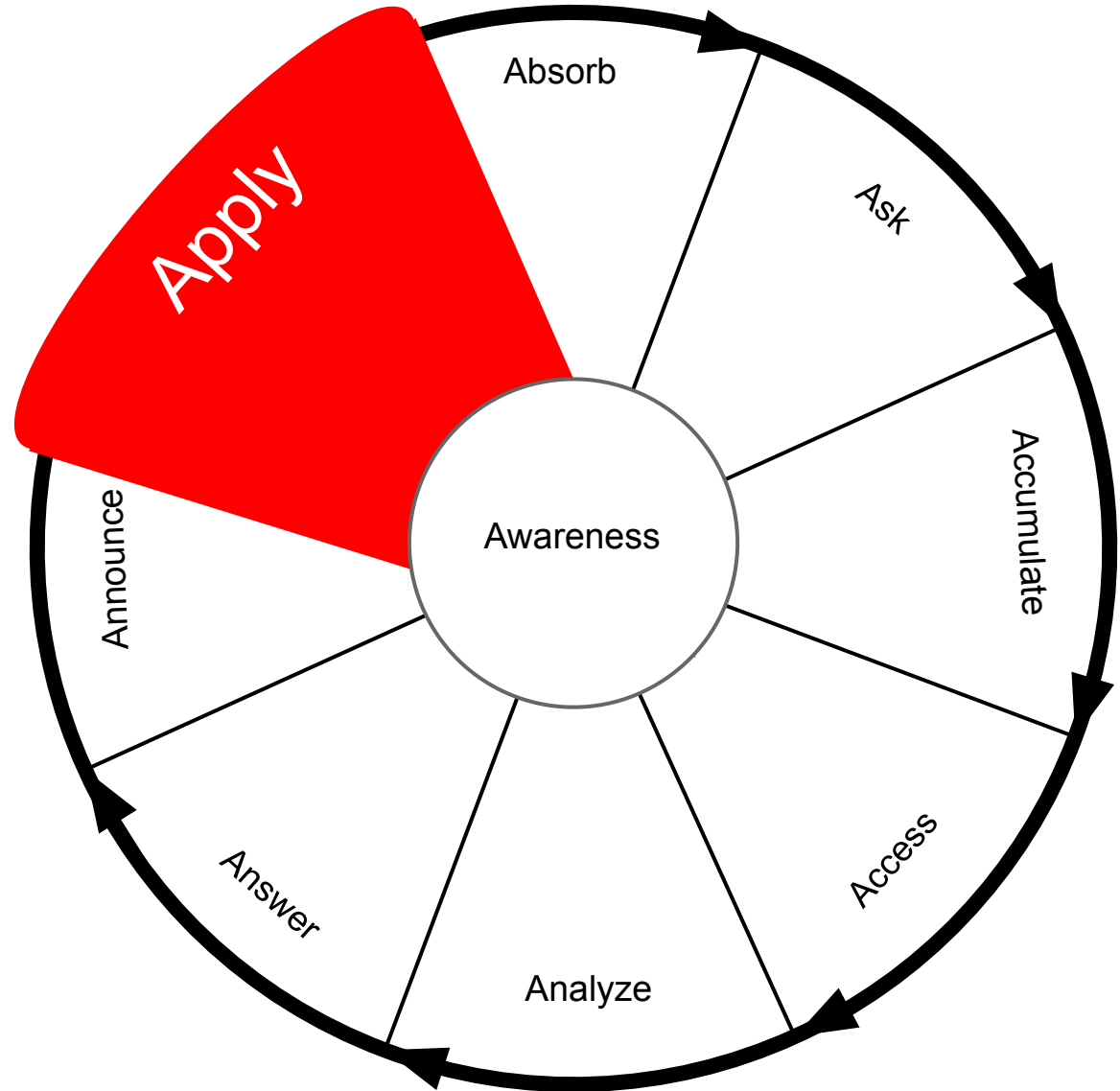
Activity - 06.04.05

What would be an appropriate way for you to write Goal 1 based on the findings of your data analysis and the discussion you had with colleagues at the data meeting?

- The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment
- The reading performance of my students will increase by a reasonable amount from the beginning of the year to the end of the year
- My students will improve their reading achievement on a reading assessment in the spring
- I will help my students increase their reading performance levels between now and the end of the year
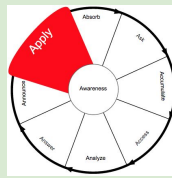
Standard: S.1.A Goals and Questions

Activity - 06.04.06

What would be an appropriate way for you to write Goal 2 based on the findings of your data analysis and the discussion you had with colleagues at the data meeting?

- The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district's interim reading assessment will increase from 60% based on my prior year class to 80% based on my current year class
- The percentage of students in my class maintaining or increasing their individual percentile from fall to spring will be better this year than last year
- All of my students will be better at reading at the end of the year than they were at the beginning of the year
- The scale score of each student will increase from fall to spring

Standard: S.1.A Goals and Questions
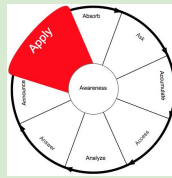
Activity - 06.04.07

What would be an appropriate action plan for you to implement based on the findings that your class performed lowest in the area of Vocabulary Acquisition and Use?

- I will focus on strategies for making inferences about character, plot, and setting in literary text
- I will transfer my main idea teaching strategies from literary text to the content areas to determine topic in informational text
- I will focus on strategies for paraphrasing and summarizing a sequence of events in informational text
- I will transfer my vocabulary teaching strategies from literary text to the content areas to include the genre of informational text

Standard: S.7.A Strategies
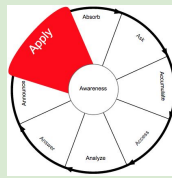
Activity - 06.04.08

What would be appropriate skill strategies for you to implement for your action plan based on the findings that your class performed lowest in the area of Vocabulary Acquisition and Use?

- Recognizes third-person point of view and different types of third-person point of view
- Identifies alliteration, hyperbole, irony, onomatopoeia, paradox, personification, simile, symbolism, allusion, extended metaphor, idiom, and irony in literary text
- Uses context to determine the meaning of domain-specific words or phrases in informational text; a definition to confirm initial understanding of word meaning; context and dictionary, glossary, or thesaurus entries to determine word meaning; and antonym and synonym relationships in context to determine word meanings
- Determines the central idea in literary text and locates details about characters, events, plot, and setting

Standard: S.7.A Strategies

Tutorial

Now that you have discussed the findings of your analysis, as well as potential implications, it's time to take *action* in the Apply stage. In this stage, you formulate two SMART goals. You also develop and implement an action plan to improve Vocabulary Acquisition and Use in support of your goal.

Your first SMART goal states, "The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment."
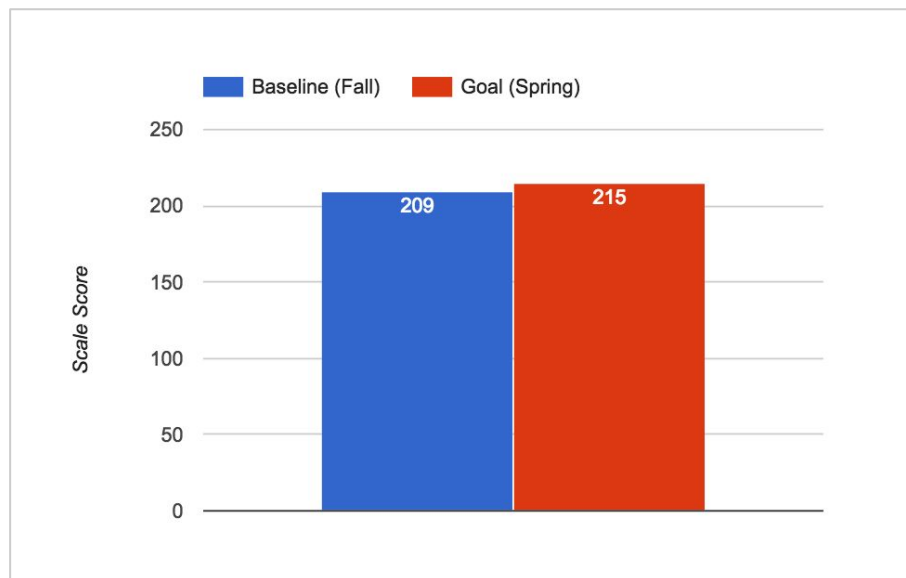
Tutorial

Your second SMART goal states, "The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district's interim reading assessment will increase from 60% based on my prior year class to 80% based on my current class."
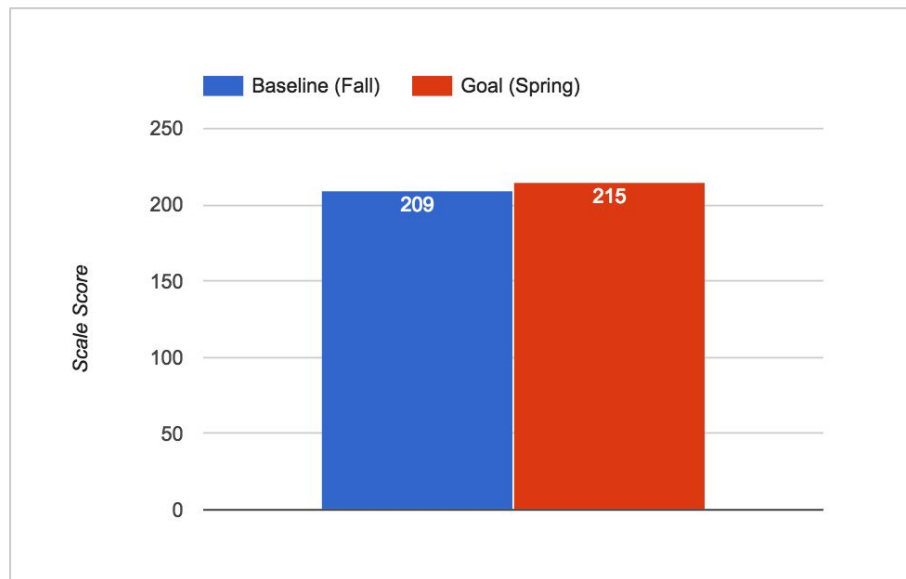
Tutorial

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

Tutorial

Your two SMART goals and beginning-of-year action plan have been added to your organizer.

Goal Setting, Monitoring, and Evaluating Organizer

Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment

	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: 215 Revised Goal:

Goal 2: The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district's interim reading assessment will increase from 60% based on my prior year class to 80% based on my current year class

	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: Expected: 46%	Actual: Expected: 60% Original Goal: 80% 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): I will transfer my vocabulary teaching strategies from literary text to the content areas to include the genre of informational text. The specific skills I will work on are: Uses context to determine the meaning of domain-specific words or phrases in informational text; Uses a definition to confirm initial understanding of word meaning; Uses context and dictionary, glossary, or thesaurus entries to determine word meaning; Uses antonym and synonym relationships in context to determine word meanings	Action plan (middle of year):

Activity Conclusion

Ryan:

Excellent work in the Announce and Apply stages! You added two goals and an action plan to your Goal Setting, Monitoring, and Evaluating Organizer. Be sure to keep this organizer on hand. We'll be using it again when we monitor our goals after the district's middle-of-year interim assessment and evaluate our goals after the district's end-of-year interim assessment.

- Goal setting data planner - complete: https://goo.gl/Xppxa9

- Goal Setting, Monitoring, and Evaluating Organizer - Complete through setting: https://goo.gl/wfnVdM
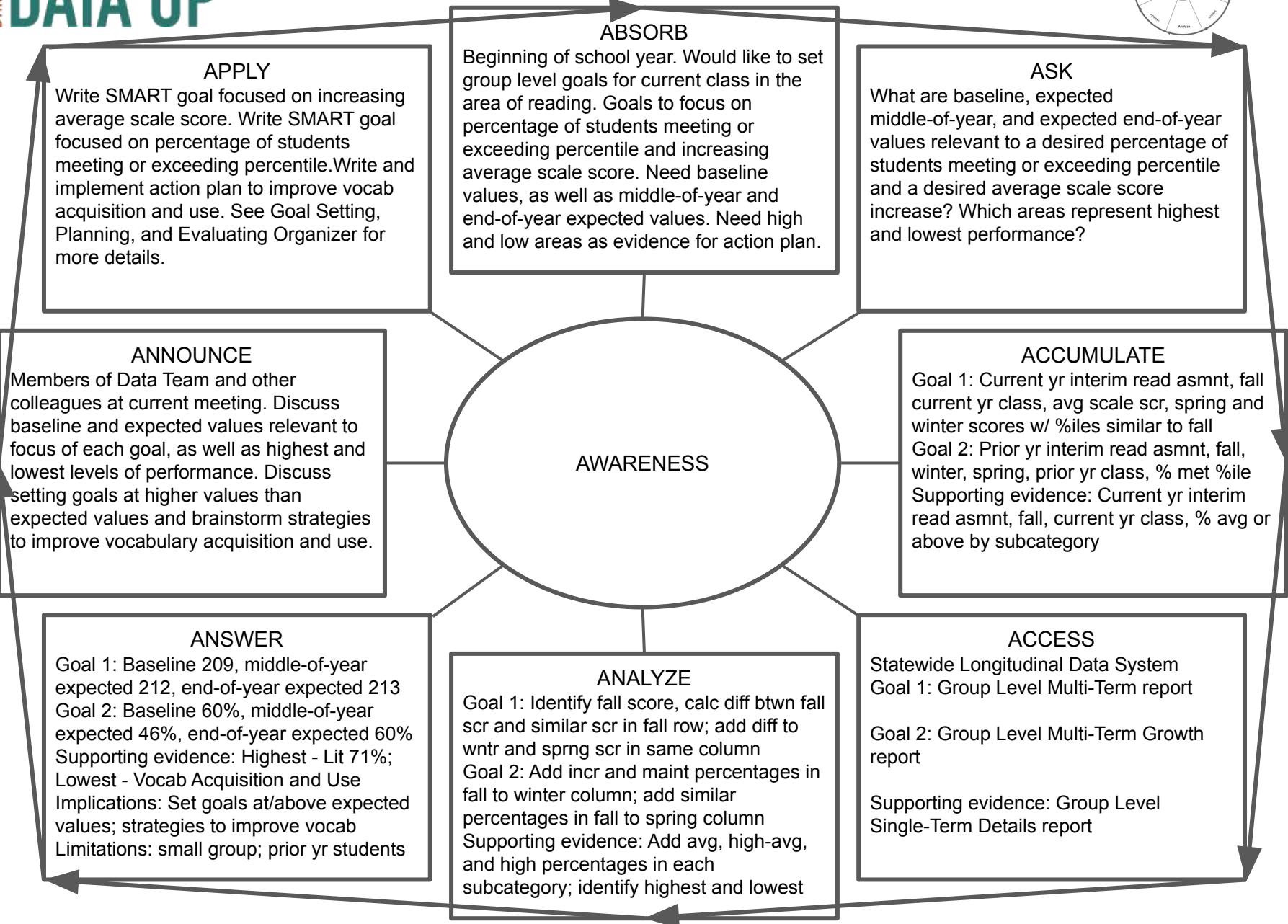
Goal Setting, Monitoring, and Evaluating Organizer

Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment

	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: Expected: 212	Actual: Expected: 213 Original Goal: 215 Revised Goal:

Goal 2: The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district's interim reading assessment will increase from 60% based on my prior year class to 80% based on my current year class

	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: Expected: 46%	Actual: Expected: 60% Original Goal: 80% 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): I will transfer my vocabulary teaching strategies from literary text to the content areas to include the genre of informational text. The specific skills I will work on are: Uses context to determine the meaning of domain-specific words or phrases in informational text; Uses a definition to confirm initial understanding of word meaning; Uses context and dictionary, glossary, or thesaurus entries to determine word meaning; Uses antonym and synonym relationships in context to determine word meanings	Action plan (middle of year):

A+ Inquiry Framework

The Apply stage has been completed. You made a decision to take action based on the findings of your data analysis. You put the implications into action by composing two SMART goals, one focused on increasing the average scale score of your class and one focused on the percentage of students meeting or exceeding their fall to spring percentile. You also wrote, and will implement, an action plan to improve vocabulary acquisition and use.

A+ INQUIRY
GRAPHIC ORGANIZER

NORTH DAKOTA DATA UP

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.

APPLY
Write SMART goal focused on increasing average scale score. Write SMART goal focused on percentage of students meeting or exceeding percentile.Write and implement action plan to improve vocab acquisition and use. See Goal Setting, Planning, and Evaluating Organizer for more details.

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
Members of Data Team and other colleagues at current meeting. Discuss baseline and expected values relevant to focus of each goal, as well as highest and lowest levels of performance. Discuss setting goals at higher values than expected values and brainstorm strategies to improve vocabulary acquisition and use.

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
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

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

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

Ryan:

You did it! We all did it! You set a classroom level goal and have a plan in place that will help you achieve a goal.
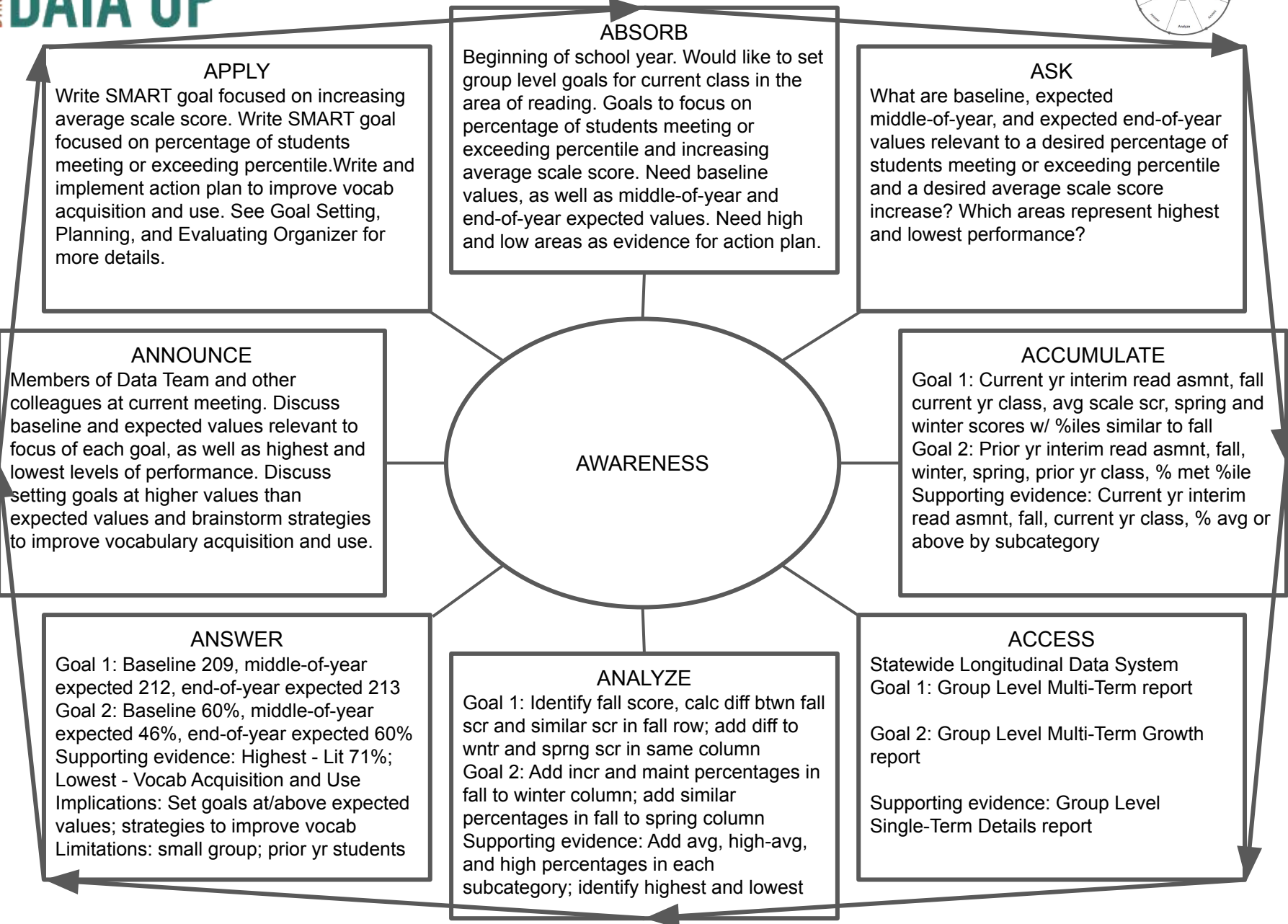
You addressed each stage of the A+ Inquiry framework, demonstrating awareness throughout the entire inquiry cycle to ensure the right context was absorbed, the right questions were asked, the right data were accumulated, accessed, and analyzed, the right answers were derived, the right announcements were communicated, and the right applications were made. Please make sure you keep all of this information in your data binder as we will need to revisit your goals and action plan as we continue to meet in our PLC teams and Data Teams.

Conclusion

Resources for data binder:

- Goal Setting Flyer: https://goo.gl/q2GpPK

- Goal Setting Data Planner - blank: https://goo.gl/itxZEz

- Goal setting data planner - complete: https://goo.gl/Xppxa9

- Goal Setting, Monitoring, and Evaluating Organizer - blank: https://goo.gl/ztUvbd

- Goal Setting, Monitoring, and Evaluating Organizer - Complete through setting: https://goo.gl/wfnVdM

- Complete A+ Inquiry Graphic Organizer

A+ INQUIRY
GRAPHIC ORGANIZER

ABSORB
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APPLY
Write SMART goal focused on increasing average scale score. Write SMART goal focused on percentage of students meeting or exceeding percentile.Write and implement action plan to improve vocab acquisition and use. See Goal Setting, Planning, and Evaluating Organizer for more details.

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
Members of Data Team and other colleagues at current meeting. Discuss baseline and expected values relevant to focus of each goal, as well as highest and lowest levels of performance. Discuss setting goals at higher values than expected values and brainstorm strategies to improve vocabulary acquisition and use.

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
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

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
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Supporting evidence: Add avg, high-avg, and high percentages in each subcategory; identify highest and lowest

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

If I identify content area needs and baseline values, as well as middle-of-year and end-of-year expected values, I can set challenging goals for my class and write an action plan with strategies to meet my goal.

Activity Answers

06.04.01	Members of the Data Team and other colleagues at the current meeting
06.04.02	Baseline and expected values relevant to the focus area of each goal, as well as the highest and lowest levels of performance
06.04.03	Setting goals at reasonably higher values than the expected values
06.04.04	Strategies that could be implemented to improve performance in the area of Vocabulary Acquisition and Use
06.04.05	The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment
06.04.06	The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district's interim reading assessment will increase from 60% based on my prior year class to 80% based on my current year class
06.04.07	I will transfer my vocabulary teaching strategies from literary text to the content areas to include the genre of informational text
06.04.08	(Uses context to determine the meaning of domain-specific words or phrases in informational text; a definition to confirm initial understanding of word meaning; context and dictionary, glossary, or thesaurus entries to determine word meaning; and antonym and synonym relationships in context to determine word meanings)

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of how classroom-level baseline, expected, and subcategory performance values may be communicated to appropriate stakeholders				
This module part increased my knowledge of how classroom-level goals may be set based on baseline and expected values				
This module part increased my knowledge of how an action plan may be written based on setting classroom-level goals and supporting evidence				

Well Done

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