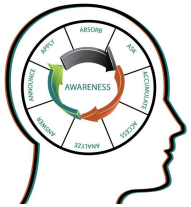
This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



Develop Your Data Mindset

Module 7 - Student Level Goal Setting
Part 1 - Background Knowledge

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

This material is based upon work supported by the National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, through Grant R372A150042 to North Dakota Department of Public Instruction. The opinions expressed are those of the authors and do not represent the views of the National Center, Institute, or the U.S. Department of Education.

Learning Goals

- Increase knowledge of metrics that may be utilized for student-level goal setting
- Increase knowledge of possible definitions for a student's expected level of performance

SLDS Data Use Standards

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

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

Teacher Thought

If I understand how to use data in the student-level goal setting process, I will be able to write an appropriately leveled goal and action plan to achieve the goal with each student in my class.

Introduction

Teacher 1:
I think we are just doing a review today from our goal setting meeting.

Teacher 2:
From what I've seen Ryan has too much energy to just do a review. I just hope it isn't boring data stuff. My sugar high has dropped!

Teacher 3:
I heard we were going to start really looking at student-level instead of only classroom level.

Teacher 4:
I sure hope so. I want to get going as soon as I can with making sure my kids grow academically this year!

Teacher 5:
I just hope I can get the food can drive organized this year! I cannot believe it is almost October!

Introduction

Ryan:

Sounds like you all are still trying to figure me out? Let me assure you we are going to dig into some student-level work. I love that you have the growth mindset. The great thing about data is that we can really see how far the needle moves for individual students.

If I keep eating all these sweets, my waistline will grow. Students can continue to learn and grow academically too, as long as we understand how to set goals. On second thought, let's focus on students growing and not my waistline. I'd better stick to healthier snacks, especially with the Fall Festival coming soon! I have to figure out what my booth will be still!

Introduction

Ryan:

I hope you remembered to bring your Data Binder to this PLC meeting because as you know, we do utilize it *every* meeting.

This PLC meeting will be a BREEZE because we already completed our Goal Setting flyer when we set classroom level goals. Now, we are going to use the same knowledge to set student-level goals. I do want to make sure you are on your A-game though! We will be doing some activities and discussing before we delve into setting individual student goals in our Data Team meeting.

In your binder, you should see your previously completed Goal Setting flyer to use again for our meeting today. It is the 2nd September edition. Go ahead and take it out by clicking here.

Introduction

Ryan:

Use your previously completed Goal Setting flyer for reference as you answer the following questions. I know there are lots of fall activities going on at school right now keeping us busy. If you pay close attention and score perfectly, then you can advance to the next module!

You might even have time after the meeting to work on your Fall Festival booths!

Activity - 07.01.01

Goal setting occurs

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

Standard: K.2.D Data Context

Activity - 07.01.02

An individual level goal for a student in your class may focus on a desire...

- To increase the student's scale score
- To increase the student's percentile
- To increase the student's proficiency level
- All of the above represent potential focus areas for an individual student-level goal

Standard: K.1.E Data Metric

Activity - 07.01.03

Which of the following options represents an individual student-level goal?

- The scale score of student X will increase from 180 in the fall to 195 in the spring on the district's interim reading assessment
- The average scale score of students in my current class will increase from 180 in the fall to 195 in the spring
- The median percentile representing students in my class will increase from 45 in the fall to 48 in the spring
- The number of students achieving average or above in my class will increase from 10 in the fall to 15 in the spring

Standard: K.1.E Data Metric

Activity - 07.01.04

An expected performance level for an individual student at the middle or end of an instructional period may be defined as

- Scale score representing the average growth in an assessment's norm study for all students in the same grade level
- Scale score representing the average growth in an assessment's norm study for students in the same grade level with the same beginning score
- Scale score representing the same percentile as the percentile of the student's beginning score
- Any of the above

Standard: K.1.E Data Metric

Tutorial

Goal setting is a process that takes place at the beginning of an instructional period, such as at the beginning of a year. As a teacher, you could set an individual level goal with each student at the beginning of the school year. A variety of different metrics could be considered when setting an individual level goal with a student. For example, an individual student goal may focus on a desire to increase a student's scale score, percentile, or proficiency level.

Tutorial

An example of a student-level goal representing a **scale score increase** is, “The scale score of Collin will increase from 175 in the fall to 185 in the spring on the district’s interim reading assessment.”

An example of a student-level goal representing a **percentile increase** is, “The percentile of Max will increase from 76 in the fall to 81 in the spring on the district’s interim reading assessment.”

An example of a student-level goal representing an **increase in proficiency level** is, “The proficiency level of Audrey will increase from Proficient in the fall to Advanced-Proficient in the spring on the district’s interim reading assessment.”

Tutorial

Having an understanding of the performance level a student is expected to achieve at the middle of an instructional period and at the end of an instructional period will help ensure the goal set for the student is challenging, yet attainable. At Great Plains, we typically think of the **expected value** for an *individual* as the value that is likely to be achieved if performance is comparable to prior performance of the same individual. There are a variety of potential definitions for a student's expected level of performance. A few examples are as follows:

- Scale score representing the average growth in an assessment's norm study for all students in the same grade level
- Scale score representing the average growth in an assessment's norm study for students in the same grade level with the same beginning score
- Scale score representing the same percentile as the percentile of the student's beginning score

Tutorial

Here's an example of an expected value defined as a scale score representing the average growth in an assessment's norm study for all students in the same grade.

Let's say we'd like to know the expected level of performance for a student in the spring based on the student's performance in the fall based on the average fall to spring growth of all students at the student's grade level in the norm study. The student scored 200 on the district's interim assessment in the fall. The assessment's norm study revealed that students in the same grade level grew an average of 5 points from fall to spring. Based on this definition, the expected level of performance for any student in the spring would be 5 points higher than the student's performance in the fall, regardless of the student's fall score. Therefore, the expected level of performance for the student with a fall score of 200 would be 205 in the spring, representing growth of 5 points.

Tutorial

Here's an example of an expected value defined as a scale score representing the average growth in an assessment's norm study for students in the same grade level with the same beginning score.

Let's say we'd like to know the expected level of performance for a student in the spring based on the student's performance in the fall. The student scored 215 on the district's interim assessment in the fall. The assessment's norm study revealed that students in the same grade level who achieved a score of 215 in the fall grew an average of 4 points by the spring (i.e., scored 219 on the spring assessment). Therefore, the expected level of performance in the spring for a student who scored 215 in the fall would be 219, representing growth of 4 points. The difference between this definition and the previous definition is that this definition is based on the average growth of students in the same grade level with the same beginning score in the fall whereas the previous definition is based on the average growth of all students in the same grade level, regardless of the students' beginning scores.

Tutorial

Here's an example of an expected value defined as a scale score representing the same percentile as the percentile of the beginning score.

This definition indicates the student grew enough to perform at the same level in comparison to his or her grade level peers in the norm study from one term to the next. Depending on the student's starting score, the amount of growth represented by this definition may or may not be the same as the average growth of students in the norm study with the same beginning score. For example, let's say we'd like to know the expected level of performance for a student in the spring based on the student's performance in the fall. The student scored 198 on the district's interim assessment in the fall, which represents a percentile of 20. The assessment's norm study revealed that the 20th percentile in the spring is represented by a score of 203. Therefore, the expected level of performance in the spring for a student who scored 198 in the fall would be 203, which represents the same percentile of 20 and a 5 point growth in scale score.

Tutorial

When analyzing interim assessment data at Great Plains, we interpret expected level of performance based on the second definition (i.e., scale score representing the average growth in an assessment's norm study for students in the same grade with the same beginning score). Fortunately for us, the expected level of performance is calculated by the assessment vendor and appears on applicable reports in the Statewide Longitudinal Data System.

Conclusion

Ryan:

See?! I told you today's PLC meeting would be a BREEZE. I am excited to see you set individual student goals in our next Data Team meeting, because as we all know, the students are the KEY! Just in case you missed it, here is a finished and polished version of our district's Goal Setting flyer for you to keep in your data binder to reference as we get going on using our fall interim benchmark assessment data for student-level goal setting. Please remember to *bring your binder with you* to all of our PLC meetings as well as our Data Team meetings. Have a great rest of your day!

Goal Setting complete flyer: https://goo.gl/kQ7KyP

Activity Answers

07.01.01	At the beginning of an instructional period (e.g., beginning of the year)
07.01.02	All of the above represent potential focus areas for an individual student-level goal
07.01.03	The scale score of student X will increase from 180 in the fall to 195 in the spring on the district's interim reading assessment
07.01.04	Any of the above

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of metrics that may be utilized for student-level goal setting				
This module part increased my knowledge of possible definitions for a student's expected level of performance				

Well Done

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