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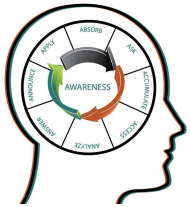

Develop Your Data Mindset

Module 7 - Student Level Goal Setting
Part 3B - Answer

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

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Learning Goals

- Analyze data to identify baseline, expected, potential goal, highest, and lowest values
- 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

Introduction

Ryan:

As a reminder, in the Analyze stage, we filled in portions of the individual student Goal Setting, Monitoring, and Evaluating Organizer. Now, we will continue to work through the same organizer for the Answer stage.

Goal Setting, Monitoring, and Evaluating Organizer

Individual Student

Student Name: Stephanie Sanders	**Annual Goal:**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	

Action Planning w/ Supporting Evidence

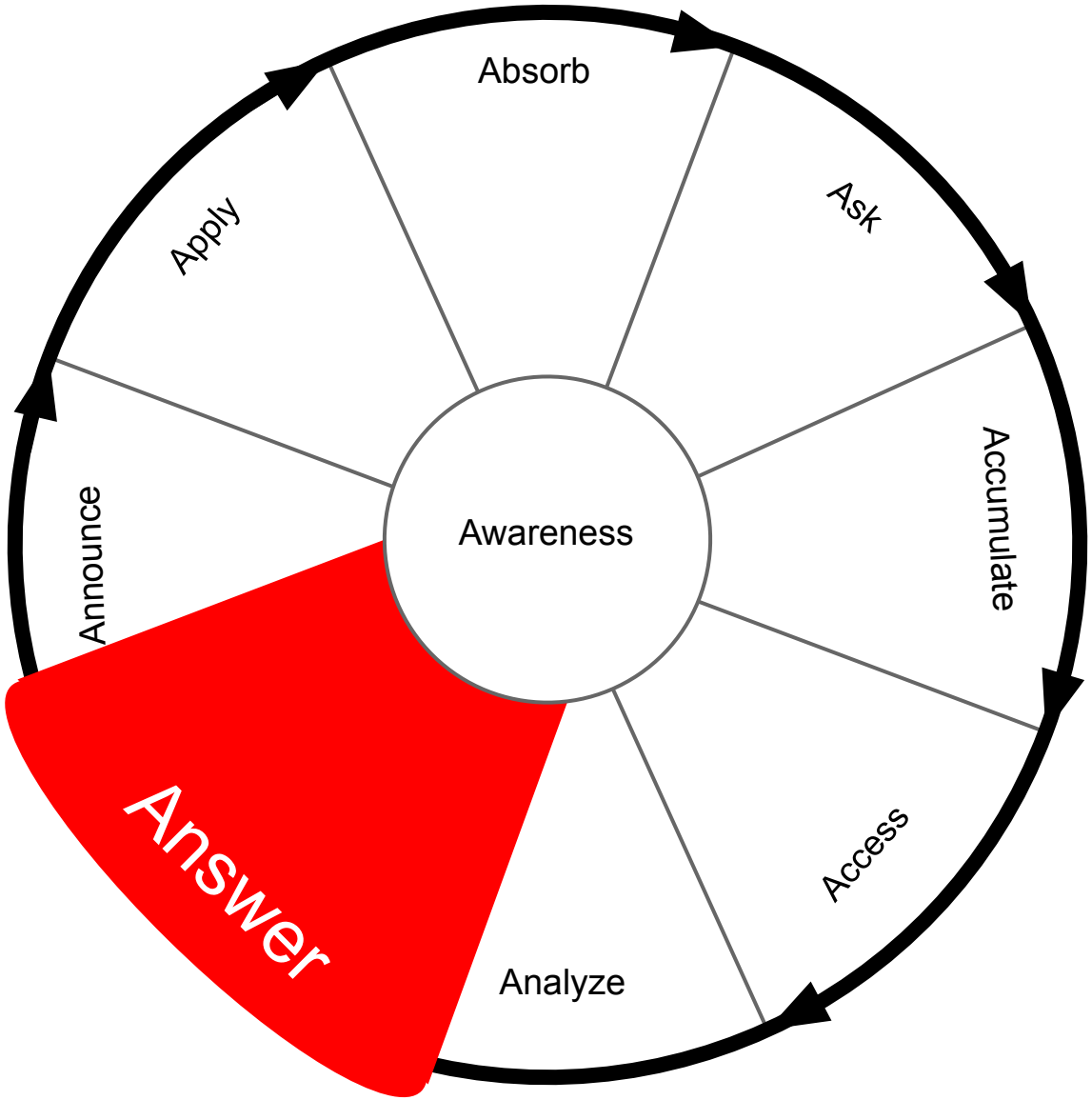
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45				
Informational Text	212	52				
Vocab Acqu / Use	215	61				

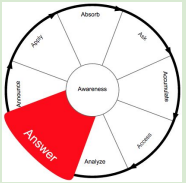
Action plan (beginning of year):	**Action plan (middle of year):**

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.





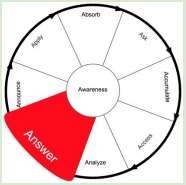
Activity - 07.3B.01

Select the answer to the question that reveals Stephanie's baseline performance level, "What is Stephanie's scale score and corresponding percentile on the current year's fall interim reading assessment?"

- Scale score 212; Percentile 52
- Scale score 216; Percentile 52
- Scale score 220; Percentile 61
- Scale score 215; Percentile 52

Standard: S.5.C Patterns

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	



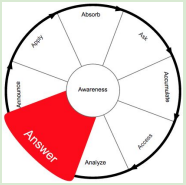
Activity - 07.3B.02

Select the answer to the question that reveals Stephanie's middle-of-year expected performance level, "What is the assessment vendor's projected winter scale score and corresponding percentile for Stephanie?"

- Scale score 212; Percentile 52
- Scale score 216; Percentile 52
- Scale score 220; Percentile 61
- Scale score 215; Percentile 52

Standard: S.5.C Patterns

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	



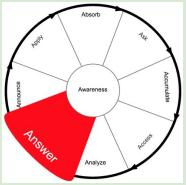
Activity - 07.3B.03

Select the answer to the question that reveals Stephanie's end-of-year expected performance level, "What is the assessment vendor's projected spring scale score and corresponding percentile for Stephanie?"

- Scale score 212; Percentile 52
- Scale score 216; Percentile 52
- Scale score 220; Percentile 61
- Scale score 215; Percentile 52

Standard: S.5.C Patterns

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	



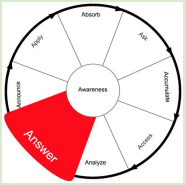
Activity - 07.3B.04

Select the answer to the question that reveals a potential end-of-year goal for Stephanie, “What scale score in the spring represents the lowest percentile in the achievement level that is above the student’s fall achievement level?”

- Scale score 212; Percentile 52
- Scale score 216; Percentile 52
- Scale score 220; Percentile 61
- Scale score 215; Percentile 52

Standard: S.5.C Patterns

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	



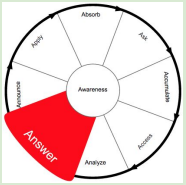
Activity - 07.3B.05

Select the answer to the question that reveals Stephanie's highest level of performance, "Which area(s) represent Stephanie's highest scale score on the current year's fall interim reading assessment?"

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

Standard: S.5.C Patterns

Action Planning w/ Supporting Evidence						
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45				
Informational Text	212	52				
Vocab Acqu / Use	215	61				
Action plan (beginning of year):			**Action plan (middle of year):**			



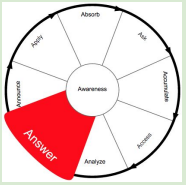
Activity - 07.3B.06

Select the answer to the question that reveals Stephanie's lowest level of performance, "Which area(s) represent Stephanie's lowest scale score on the current year's fall interim reading assessment?"

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

Standard: S.5.C Patterns

Action Planning w/ Supporting Evidence						
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45				
Informational Text	212	52				
Vocab Acqu / Use	215	61				
Action plan (beginning of year):			**Action plan (middle of year):**			

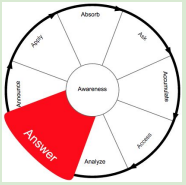


Activity - 07.3B.07

What are potential limitations of the data analysis findings?

- The baseline value is based only on one score. If the Stephanie was ill, experienced test anxiety, or made lucky guesses on the assessment, the validity of the performance values identified may be weakened.
- The baseline value is three scale score points below, and the same percentile as, the middle of year expected value.
- The assessment may have accurately measured Stephanie's true performance level. If the assessment accurately measured Stephanie's performance levels, then the results would be valid
- The data required for analysis were available in different sections of the same report

Standard: K.3.B Data Limitations



Activity - 07.3B.08

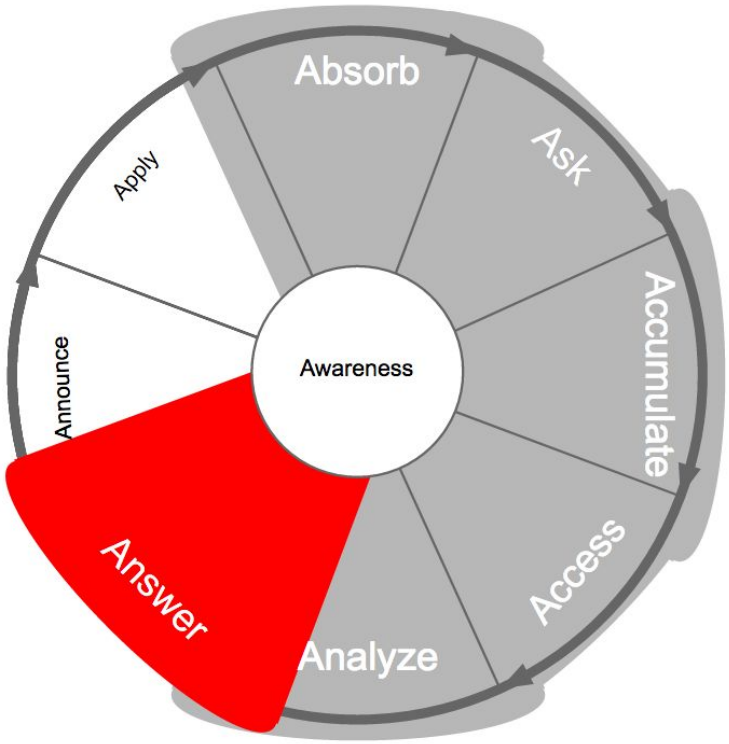
What are potential implications of the analysis findings?

- Set an end-of-year goal with Stephanie that is at or near the identified potential goal value and implement strategies to improve the weakest subcategory
- Immediately place Stephanie in an intensive intervention because data analysis revealed that she is performing in the lowest possible achievement category
- Set an end-of-year goal for Stephanie that is below her baseline scale score
- Begin strategic interventions with Stephanie because her achievement level is greater than the 80th percentile

Standard: S.7.A Strategies

Tutorial

Now that you've analyzed the data, it's time to move on 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

Your first question relevant to a goal for Stephanie states “What is Stephanie’s scale score and corresponding percentile on the current year’s fall interim reading assessment?” The answers to this question, a scale score of 212 and percentile of 52, appear along the “Actual” row in the “Beginning-of-year (baseline) section of the Goal Setting, Monitoring, and Evaluating Organizer.

Student Name: Stephanie Sanders	**Annual Goal:**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	

Tutorial

Your second question relevant to a goal for Stephanie states, “What is the district assessment vendor’s projected winter scale score and corresponding percentile for the Stephanie?” The answers to this question, a scale score of 215 and percentile of 52, appear along the “Expected after beg” row in the “Middle-of-year” section of the Goal Setting, Monitoring, and Evaluating Organizer.

Student Name: Stephanie Sanders	**Annual Goal:**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	

Tutorial

Your third question relevant to a goal for Stephanie states, “What is the district assessment vendor’s projected spring scale score and corresponding percentile for the Stephanie?” The answers to this question, a scale score of 216 and percentile of 52, appear along the “Expected after beg” row in the “End-of-year” section of the Goal Setting, Monitoring, and Evaluating Organizer.

Student Name: Stephanie Sanders	**Annual Goal:**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	

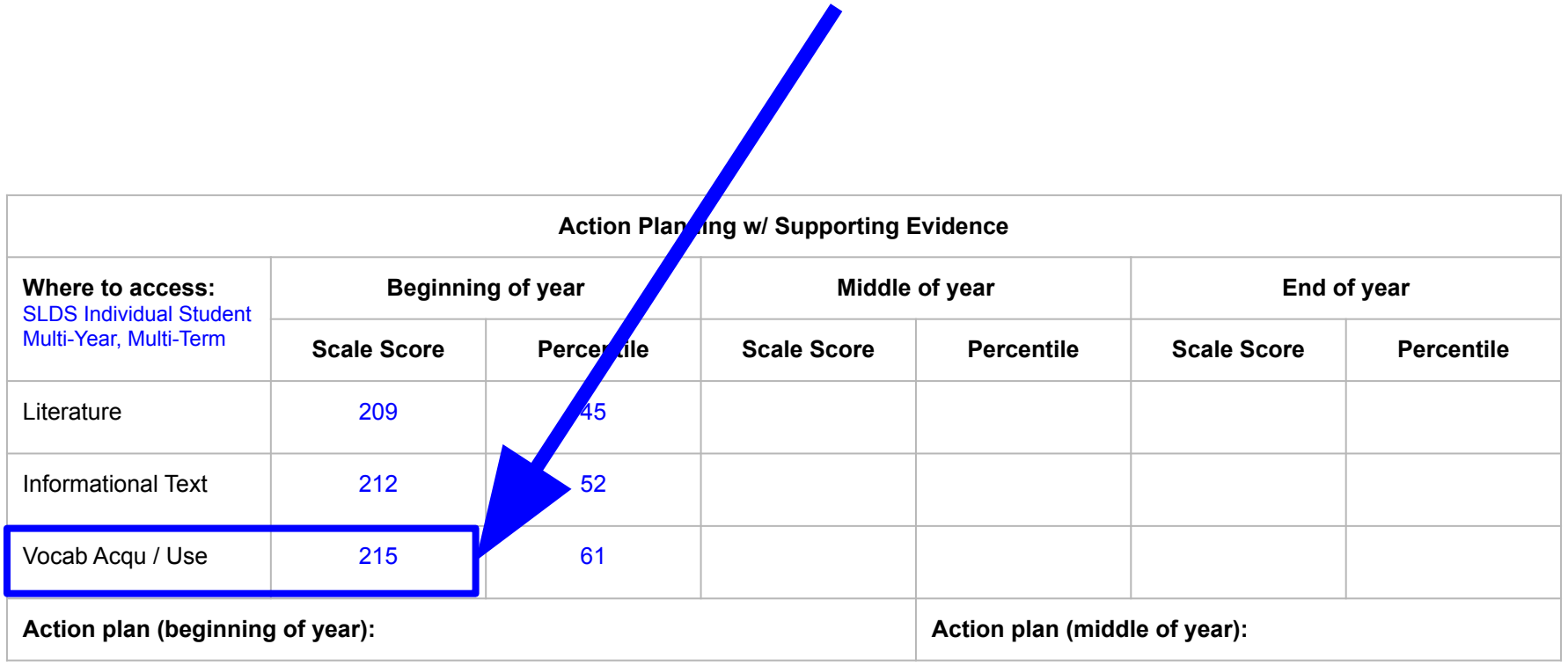
Tutorial

Your fourth question relevant to a goal for Stephanie states, “What scale score in the spring represents the lowest percentile in the achievement level that is above Stephanie’s fall achievement level?” The answer to this question, 220, appears along the “Original Goal” row in the “End-of-year” section of the Goal Setting, Monitoring, and Evaluating Organizer.

Student Name: Stephanie Sanders	**Annual Goal:**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	

Tutorial

Your first question relevant to an action plan for Stephanie states, “Which area(s) represent Stephanie’s highest scale score on the current year’s fall interim reading assessment?” The answer to this question, Vocabulary Acquisition and Use, is displayed on the organizer in the “Beginning of year” area of the ”Action Planning w/ Supporting Evidence” section.



Action Planning w/ Supporting Evidence						
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45				
Informational Text	212	52				
Vocab Acqu / Use	215	61				
Action plan (beginning of year):			**Action plan (middle of year):**			

Tutorial

Your second question relevant to an action plan for Stephanie states, “Which area(s) represent Stephanie’s lowest scale score on the current year’s fall interim reading assessment?” The answer to this question, LIterature, is also displayed on the organizer in the “Beginning of year” area of the ”Action Planning w/ Supporting Evidence” section.

Action Planning w/ Supporting Evidence						
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45				
Informational Text	212	52				
Vocab Acqu / Use	215	61				
Action plan (beginning of year):			**Action plan (middle of year):**			

Tutorial

Data analysis results are often, if not always, accompanied by limitations. One limitation is that Stephanie's baseline level performance is based only on one assessment score. If Stephanie was ill, experienced test anxiety, or made lucky guesses on the assessment, the validity of her baseline value may be weakened. If Stephanie's score is not an accurate representation of her actual ability, the expected values and goal value may not be appropriate. Furthermore, if Stephanie didn't take one of the tests (e.g., if she was absent and didn't make up the test), complications with data analysis may exist as a result of missing data.

Although limitations exist, there are implications that could be applied as decisions and actions in support of improved student learning. Implications include setting an end-of-year goal with Stephanie that is at or near the identified potential goal value and implementing strategies to improve performance in her weakest subcategory.

Activity Conclusion

Ryan:

Here's another look at your Goal Setting, Monitoring, and Evaluating Organizer. We still need to confirm the value that will be set as Stephanie's end-of-year goal and write an action plan with strategies to help her achieve the goal.

Goal Setting, Monitoring, and Evaluating Organizer

Individual Student

Student Name: Stephanie Sanders	**Annual Goal:**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	

Action Planning w/ Supporting Evidence

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45				
Informational Text	212	52				
Vocab Acqu / Use	215	61				

Action plan (beginning of year):	**Action plan (middle of year):**

A+ Inquiry Framework

The Answer stage has been completed. You answered each question that was posed in the Ask stage and identified potential limitations and implications of the answers.

NORTH DAKOTA DATA UP

A+ INQUIRY
GRAPHIC ORGANIZER - Student Goal Setting

ABSORB
Beginning of school year. Would like to set individual level goals w/ student, Stephanie, the area of reading. Goal to focus on increasing scale score. Need baseline value, middle-of-year and end-of-year expected values, and potential goal value. Need high and low areas as evidence for action plan.

ASK
What are Stephanie's baseline, middle-of-year, end-of-year, and potential end-of-year goal values relevant to a desired scale score increase? Which areas represent highest and lowest performance?

ACCUMULATE
Goal 1: Current yr interim read asmnt, fall Stephanie's scale score and percentile, projected winter and spring scores representing avg growth, min spring score representing next achievement level

Supporting evidence: Current yr interim read asmnt, fall, Stephanie's scale score by subcategory

ACCESS
Statewide Longitudinal Data System

Goal 1 and supporting evidence: Individual Student Multi-Year, Multi-Term report

ANALYZE
Goal 1: Identify fall scale score and %ile; identify proj winter and spring scale scores and %iles; identify current and next achievement level; identify spring scale score required to achieve next achievement level; identify scale score and %ile by subcategory; identify highest and lowest subcategories

ANSWER
Goal: baseline score 212, %ile 52; expected mid-yr score 215, %ile 52; expected end-yr score 216, %ile 52; potential end-yr goal score 220, %ile 61
Supporting evidence: High - Vocab Acq / Use score 215; Lowest - Lit score 209
Implications: Set goals at or near potential goal; strategies to improve Lit
Limitations: values based on one score

ANNOUNCE

APPLY

AWARENESS

Conclusion

Ryan:

Great work in the Analyzing and Answer stages! You analyzed data to reveal information that ensure the goal and action plan for Stephanie are based on evidence.

Activity Answers

07.03B.01	(Scale score 212; Percentile 52)
07.03B.02	(Scale score 215; Percentile 52)
07.03B.03	(Scale score 216; Percentile 52)
07.03B.04	(Scale score 220; Percentile 61)
07.03B.05	Vocabulary Acquisition and Use
07.03B.06	Literature
07.03B.07	The baseline value is based only on one score. If the Stephanie was ill, experienced test anxiety, or made lucky guesses on the assessment, the validity of the performance values identified may be weakened.
07.03B.08	Set an end-of-year goal with Stephanie that is at or near the identified potential goal value 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 increased my knowledge of limitations that may affect analysis findings relevant to student-level goal setting				
This module part increased my knowledge of implications that may be informed by analysis findings relevant to student-level goal setting				

Well Done

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