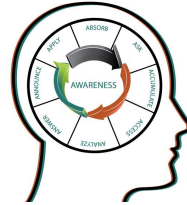




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# Develop Your Data Mindset

## Module 7 - Student Level Goal Setting Part 4 - Announce and Apply

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

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# Learning Goals

- Communicate student-level baseline, expected, and potential goal values, as well as subcategory performance levels to appropriate stakeholders
- Set student-level goal based on baseline, expected, and potential goal values
- Write action plan based on goal and supporting evidence

# SLDS Data Use Standards

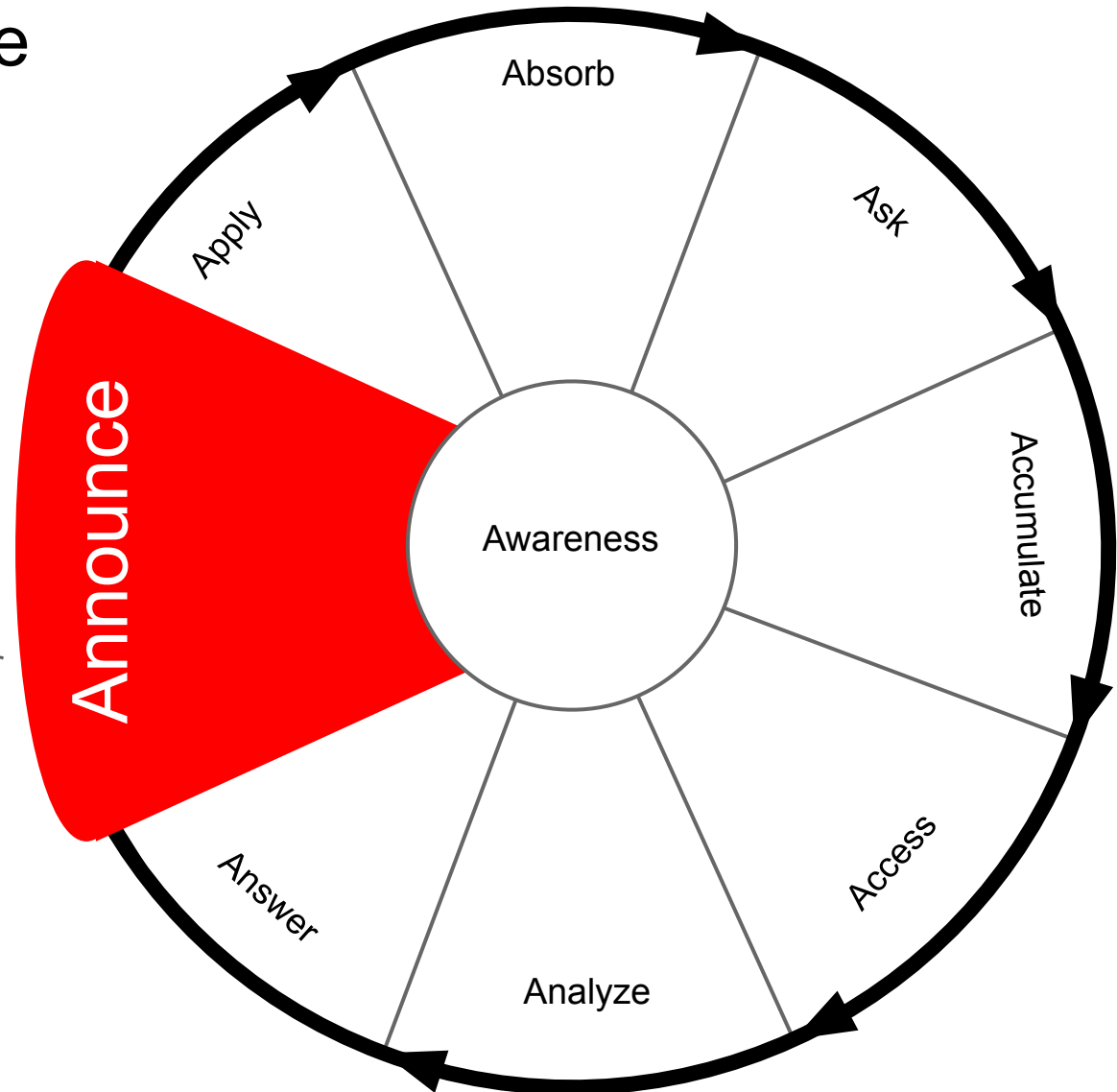
- S.6.C. Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)
- S.6.B. Explanation: Explains different data representations and distinguishing features (e.g., histograms,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

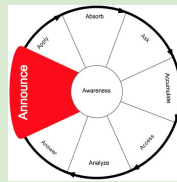
# Announce Stage

## 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 individual student [Goal Setting Data Planner](#) and [Goal Setting, Monitoring, and Evaluating Organizer](#)?



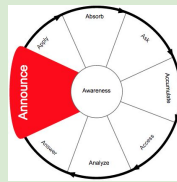


# Activity - 07.04.01

With whom should you discuss the specific results of your analysis relevant Stephanie Sanders' performance levels?

- The closest friends of Stephanie Sanders
- Stephanie Sanders and her parents/guardians
- Community members
- Parents of other students in Stephanie's class

Standard: S.6.C Multiple Audiences

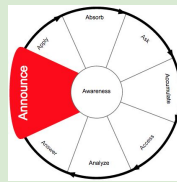


# Activity - 07.04.02

Which information relevant to the findings of your analysis would be important to share and discuss with Stephanie and her parents/guardians?

- Baseline, expected, and potential goal values, as well as the highest and lowest levels of subcategory 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 distance that students in your class walk or run each day

Standard: S.6.B Explanation

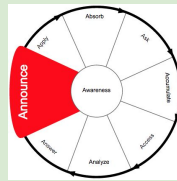


# Activity - 07.04.03

Which items would be appropriate to use as visual aids to guide the discussion regarding Stephanie's performance

- Stephanie's Goal Setting, Monitoring, and Evaluating Organizer; Stephanie's Individual Student Multi-Year, Multi-Term report
- School district's About Us and Upcoming Events pages on the school website; school district's most recent athletic event scores in the sports section of the county newspaper
- Stephanie's math textbook; Stephanie's box of school supplies
- Next week's lunch calendar; expired coupons for restaurants in the community

Standard: S.6.B Explanation



# Activity - 07.04.04

What would be appropriate items to discuss with Stephanie that would be relevant to the data analysis findings?

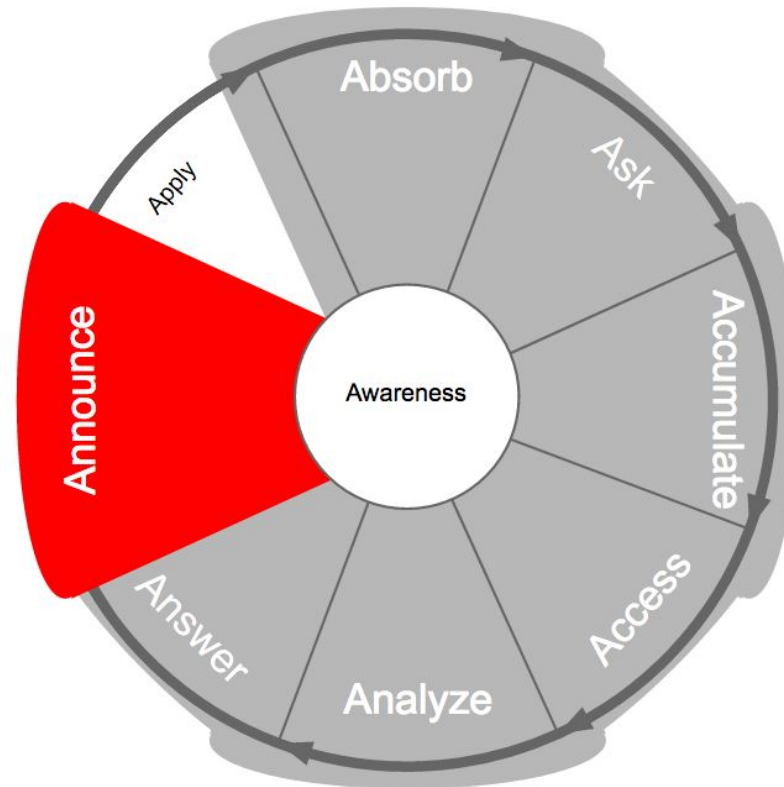
- Setting a goal for Stephanie at or near the identified potential goal value, as well as strategies that could be implemented to improve the weakest area of performance
- Traveling to tropical vacation destinations with Stephanie's family
- Considering potential career changes for Stephanie's parents
- Establishing a fitness regimen that could improve Stephanie's physical strength and speed

Standard: S.6.B Explanation



# Tutorial

Now that you have answers to your questions, it's time to share them with the *appropriate audiences*.



# Tutorial

In this case, you discuss the answers during a one-on-one meeting with Stephanie. You explain her baseline level of performance, middle-of-year and end-of-year expected levels of performance, and potential end-of-year goal value, as well as her highest and lowest levels of performance in the reading subcategories. You use a couple visual aids to guide the conversation about Stephanie's performance levels, as follows:

- Stephanie's Goal Setting, Monitoring, and Evaluating Organizer
- Stephanie's Individual Student Multi-Year, Multi-Term report

Your discussion includes a focus on setting a goal for Stephanie that is at or near the identified potential goal value, as well as strategies that could be implemented to improve her weakest subcategory of performance in the area of reading (i.e., Literature).

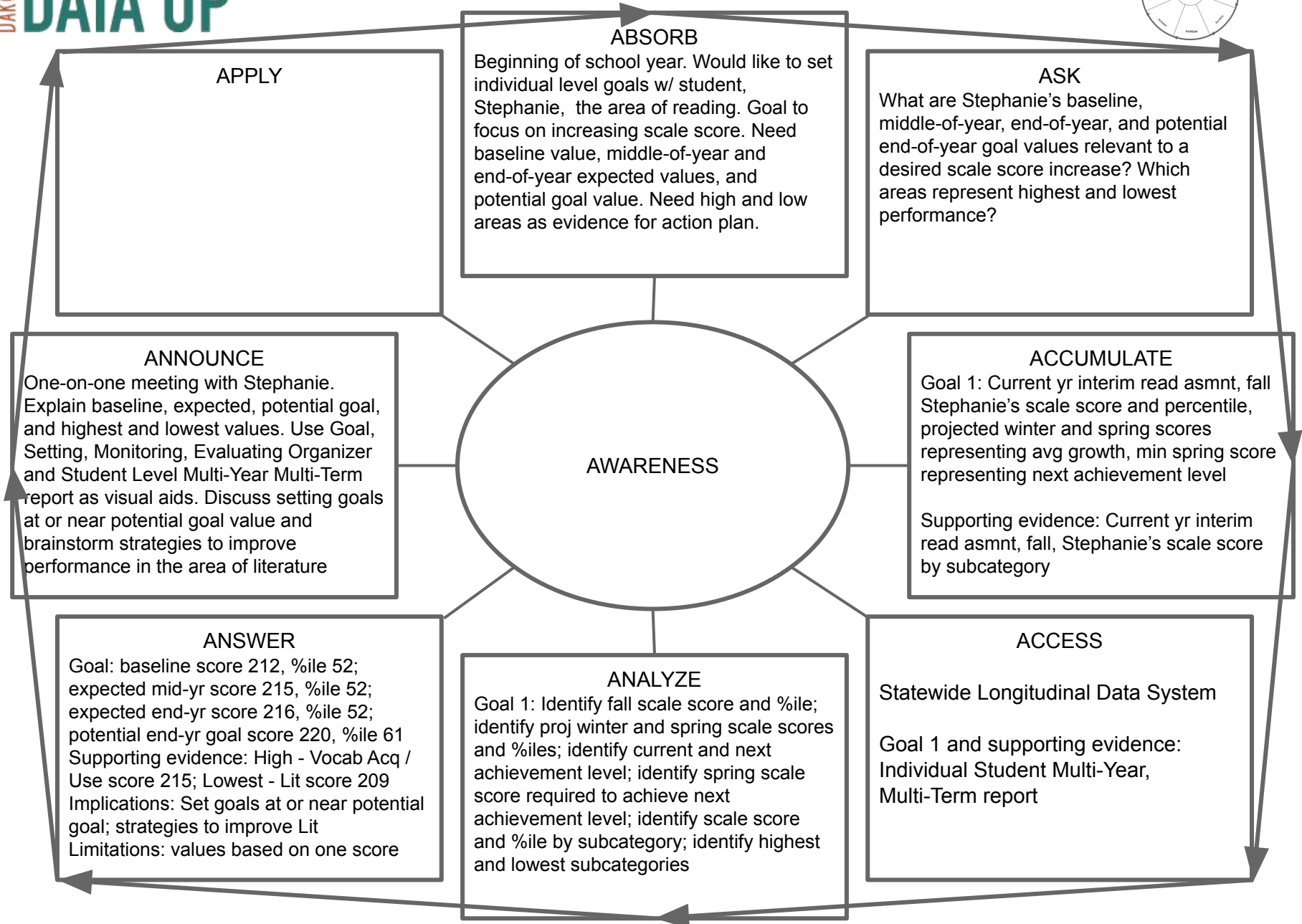
# Activity Conclusion & A+ Inquiry Framework

The Announce stage has been completed.

## **Ryan:**

Great work! You communicated important findings of your data analysis to your student, Stephanie, during a one-on-one meeting with her. You discussed her baseline level of performance, middle-of-year and end-of-year expected levels of performance, potential end-of-year goal value, and highest and lowest levels of subcategory performance. You discussed setting a goal for her and potential strategies that could help her achieve the goal.

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**

One-on-one meeting with Stephanie. Explain baseline, expected, potential goal, and highest and lowest values. Use Goal Setting, Monitoring, Evaluating Organizer and Student Level Multi-Year Multi-Term report as visual aids. Discuss setting goals at or near potential goal value and brainstorm strategies to improve performance in the area of literature

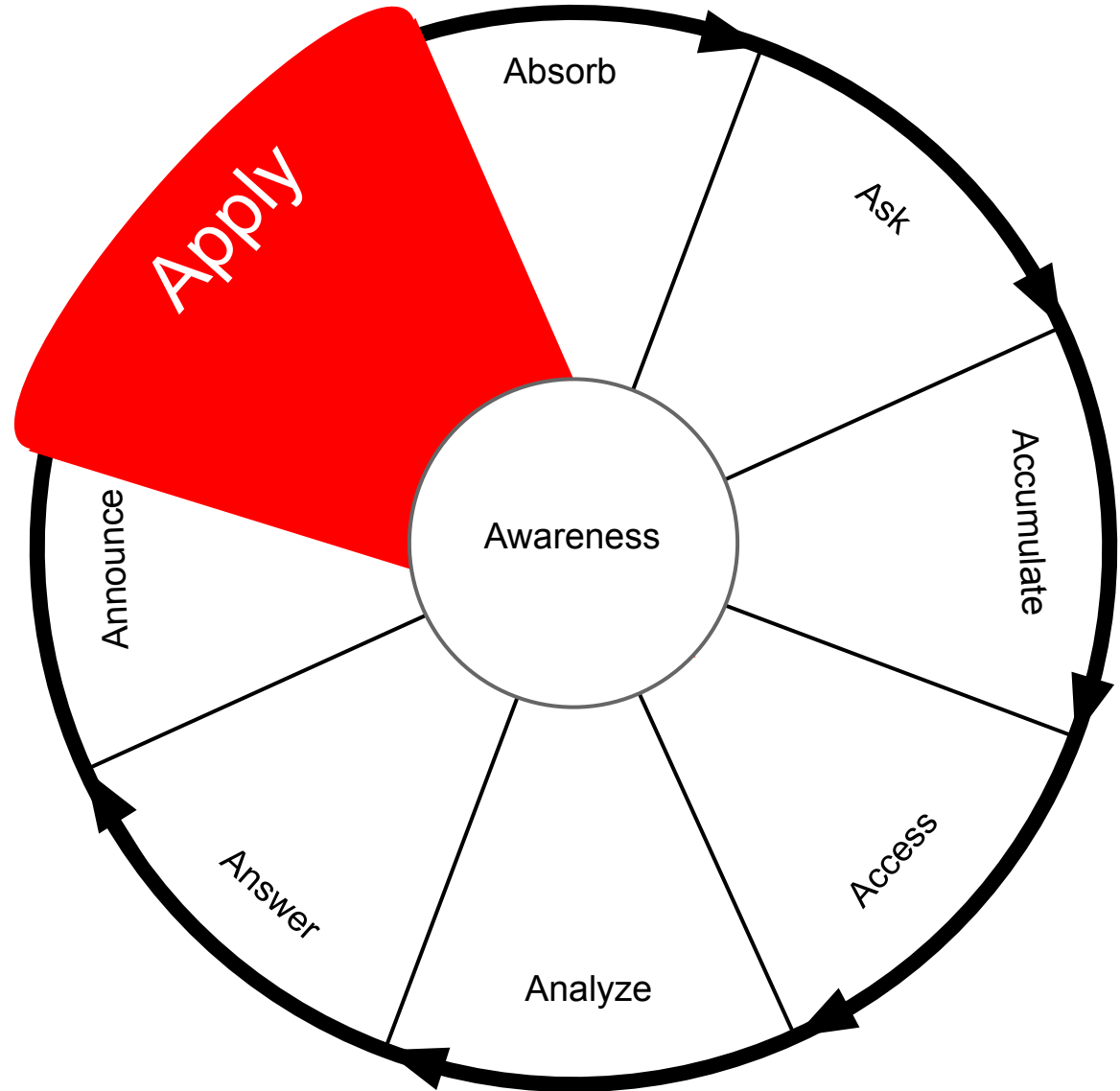
**APPLY**

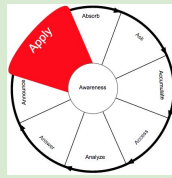
**AWARENESS**

# 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.



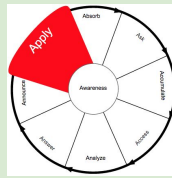


# Activity - 07.04.05

What would be an appropriate way for you to write the goal for Stephanie based on the analysis results and your discussion of the results with Stephanie?

- The scale score of Stephanie Sanders will increase from ~~209~~ 212 in the fall to 220 in the spring on the district's interim reading assessment
- The reading performance of Stephanie will increase by a reasonable amount from the beginning of the year to the end of the year
- Stephanie will be a better reader as she progresses through the year
- I will help Stephanie increase her reading performance between now and the end of the year

Standard: S.1.A Goals and Questions

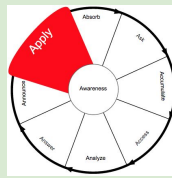


# Activity - 07.04.06

What would be an appropriate action plan for you and Stephanie to implement based on the analysis result that Stephanie performed lowest in the area of Literature?

- I will focus my skill strategy teaching in the area of literature when working with Stephanie; this would include individual book studies and small group instruction.
- Stephanie will receive skill strategy teaching in the area of informational text during small group instruction and individual book studies
- I won't change anything with my reading plans for the year
- I will focus my skill strategy teaching in the area of literature to my entire class

Standard: S.7.A Strategies



# Activity - 07.04.07

What would be appropriate skill strategies for you to develop in Stephanie based on the findings that she performed lowest in the area of Literature?

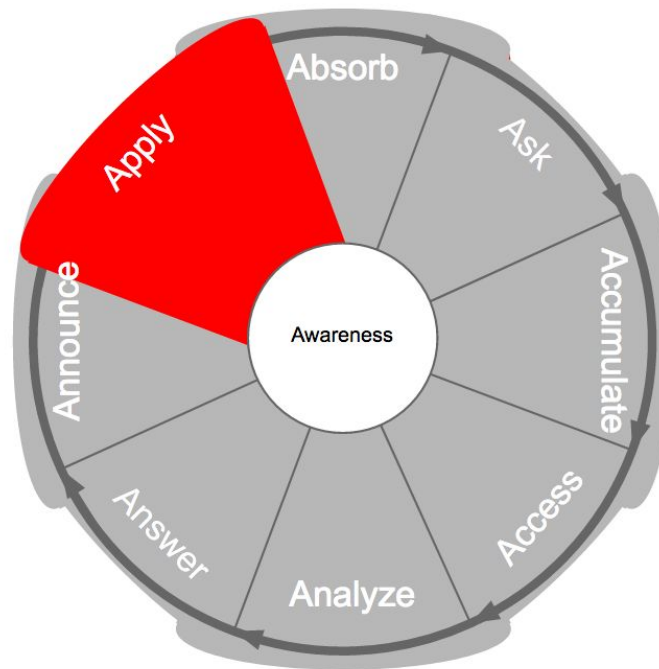
- Determines the central idea and theme and determines details that support the central idea and theme in literary text; Summarizes a sequence of events in literary text
- Identifies problem/conflict, the resolution of conflict, and the type of conflict in literary text; Understands sequence and summarizes a sequence of events in literary text
- Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description in literary text
- All of the above are appropriate skill strategies to implement for Stephanie

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 a SMART goal with Stephanie. You also develop and implement an action plan to improve Vocabulary Acquisition and Use in support of your goal.



# Tutorial

Stephanie's SMART goal states: The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment

Your action plan states, "I will focus my skill strategy teaching in the area of literature when working with Stephanie; this would include individual book studies and small group instruction. The specific skills for Stephanie to develop are:

- Determines the central idea and theme and determines details that support the central idea and theme in literary text
- Identifies problem/conflict, the resolution of conflict, and the type of conflict in literary text
- Understands sequence and summarizes a sequence of events in literary text
- Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description in literary text
- Summarizes a sequence of events in literary text"

# Activity Conclusion

Stephanie's SMART goal and beginning-of-year action plan have been added to the individual student Goal Setting, Monitoring, and Evaluating Organizer.

## Goal Setting, Monitoring, and Evaluating Organizer

### Individual Student

<b>Student Name:</b> Stephanie Sanders	<b>Annual Goal:</b> The scale score of Stephanie Sanders will increase from <del>209</del> 212 in the fall to 220 in the spring on the district's interim reading assessment					
<b>Where to access:</b> SLDS Individual Student Multi-Year, Multi-Term	<b>Beginning of year (baseline)</b>		<b>Middle of year</b>		<b>End of year</b>	
	<b>Scale Score</b>	<b>Percentile</b>	<b>Scale Score</b>	<b>Percentile</b>	<b>Scale Score</b>	<b>Percentile</b>
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	
<b>Action Planning w/ Supporting Evidence</b>						
<b>Where to access:</b> SLDS Individual Student Multi-Year, Multi-Term	<b>Beginning of year</b>		<b>Middle of year</b>		<b>End of year</b>	
	<b>Scale Score</b>	<b>Percentile</b>	<b>Scale Score</b>	<b>Percentile</b>	<b>Scale Score</b>	<b>Percentile</b>
Literature	209	45				
Informational Text	212	52				
Vocab Acqu / Use	215	61				
<b>Action plan (beginning of year):</b> I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events				<b>Action plan (middle of year):</b>		

# Conclusion

**Ryan:**

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

- Goal Setting, Monitoring, and Evaluating Organizer (individual) - Complete through setting: <https://goo.gl/uq4fPE>

## Goal Setting, Monitoring, and Evaluating Organizer

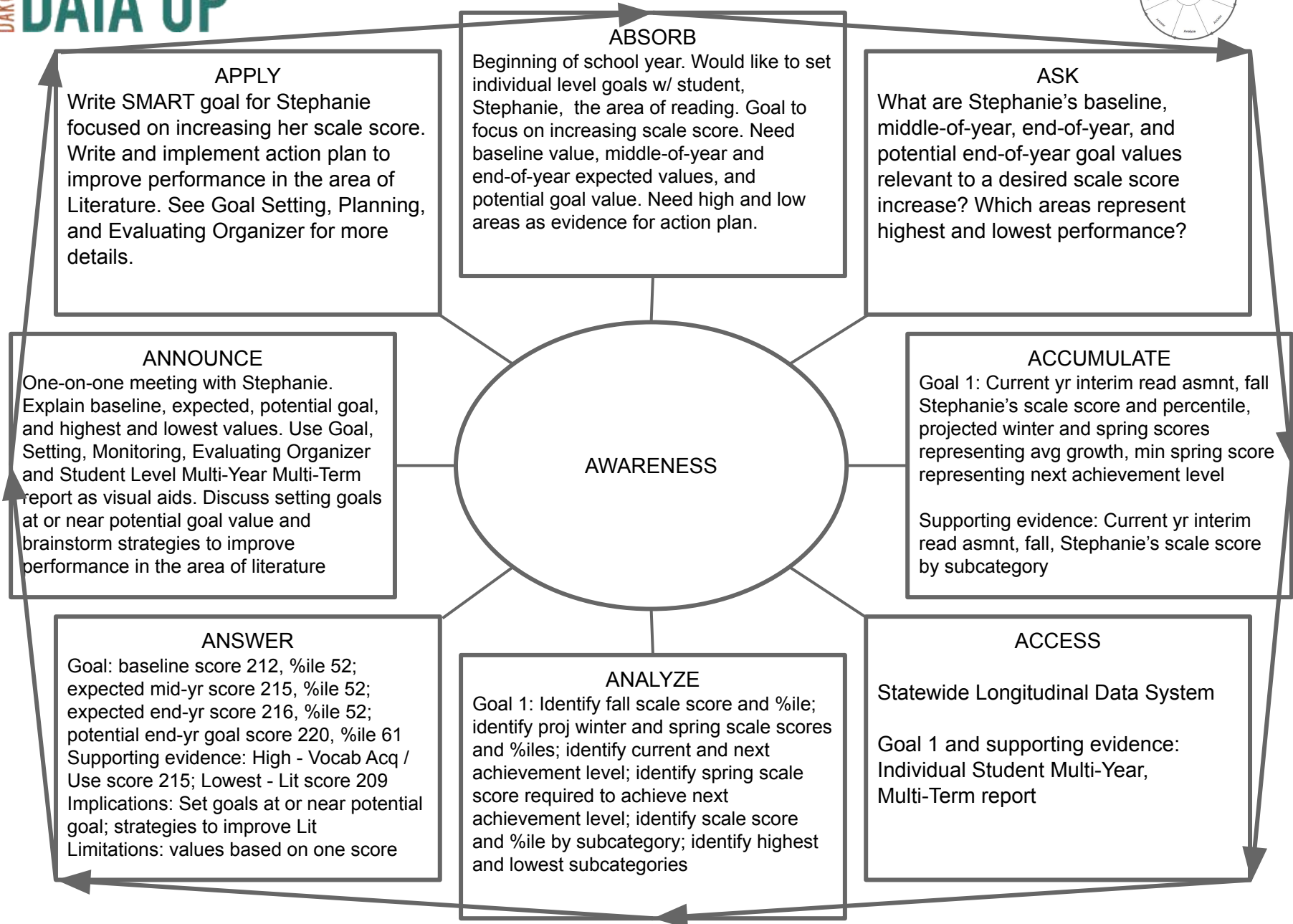
### Individual Student

<b>Student Name:</b> Stephanie Sanders	<b>Annual Goal:</b> The scale score of Stephanie Sanders will increase from 209 in the fall to 220 in the spring on the district's interim reading assessment					
<b>Where to access:</b> SLDS Student Level Multi-Year, Multi-Term	<b>Beginning of year (baseline)</b>		<b>Middle of year</b>		<b>End of year</b>	
	<b>Scale Score</b>	<b>Percentile</b>	<b>Scale Score</b>	<b>Percentile</b>	<b>Scale Score</b>	<b>Percentile</b>
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	
<b>Action Planning w/ Supporting Evidence</b>						
<b>Where to access:</b> SLDS Student Level Multi-Year, Multi-Term	<b>Beginning of year</b>		<b>Middle of year</b>		<b>End of year</b>	
	<b>Scale Score</b>	<b>Percentile</b>	<b>Scale Score</b>	<b>Percentile</b>	<b>Scale Score</b>	<b>Percentile</b>
Literature	209	45				
Informational Text	212	52				
Vocab Acqu / Use	215	61				
<b>Action plan (beginning of year):</b> I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events				<b>Action plan (middle of year):</b>		

# 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 a SMART goal for Stephanie focused on increasing her scale score from the beginning of the year to the end of the year. You also wrote, and will implement, an action plan to improve her performance in the area of Literature.

**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**

One-on-one meeting with Stephanie. Explain baseline, expected, potential goal, and highest and lowest values. Use Goal, Setting, Monitoring, Evaluating Organizer and Student Level Multi-Year Multi-Term report as visual aids. Discuss setting goals at or near potential goal value and brainstorm strategies to improve performance in the area of literature

**APPLY**

Write SMART goal for Stephanie focused on increasing her scale score. Write and implement action plan to improve performance in the area of Literature. See Goal Setting, Planning, and Evaluating Organizer for more details.



# Conclusion

Ryan:

You did it! We all did it! You and your student, Stephanie, set an individual level SMART goal for her and composed an action plan with strategies to help her achieve the 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 Stephanie's goal and action plan as you meet with her throughout the year.

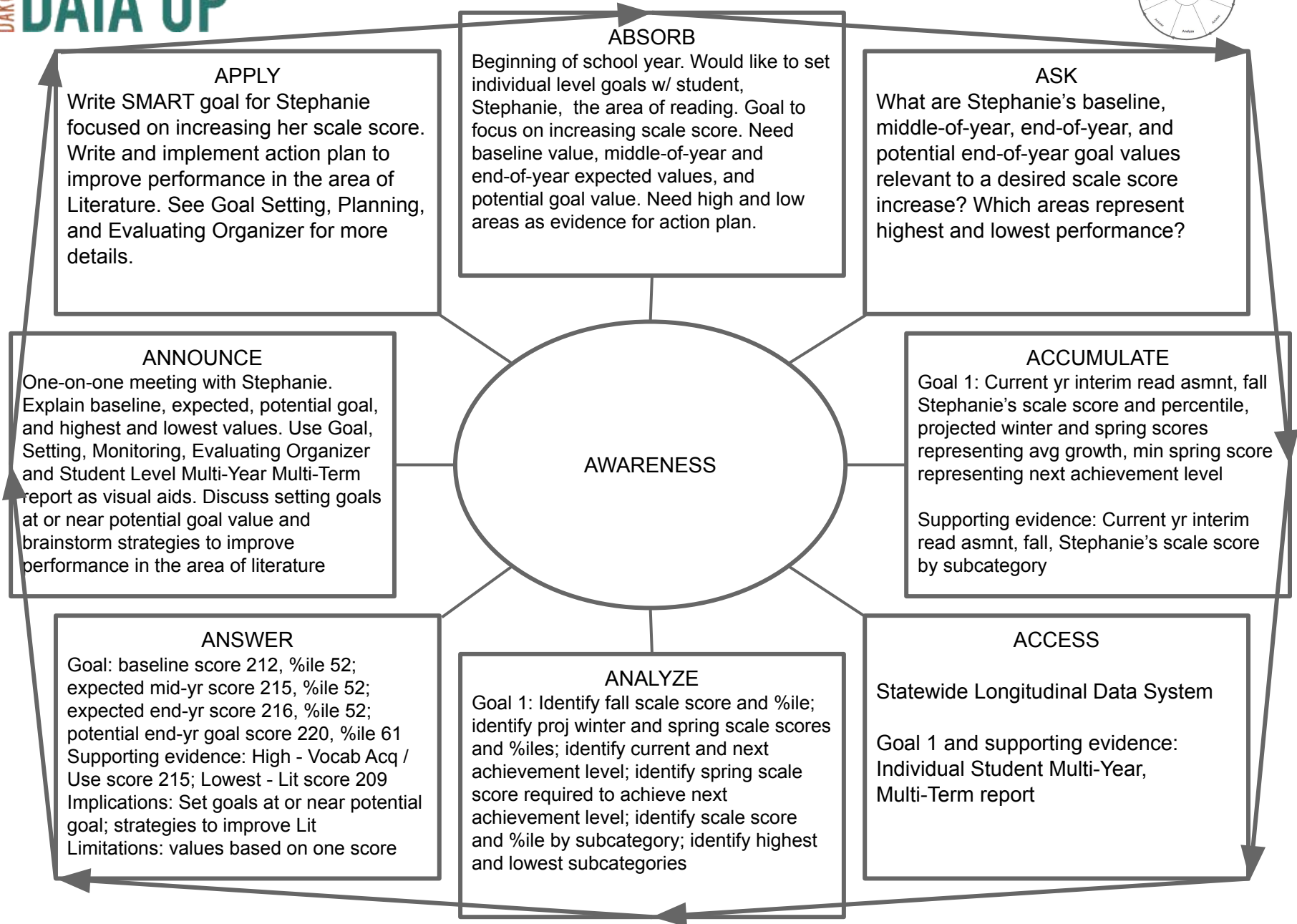
I cannot wait to see how Stephanie does! You applied everything we have discussed and learned with an example of an actual student, and it is only September.

# Conclusion

Resources for data binder:

- Goal Setting Flyer: <https://goo.gl/q2GpPK>
- Goal Setting Data Planner - blank: <https://goo.gl/16737m>
- Goal setting data planner - complete: <https://goo.gl/Dj62KL>
- Goal Setting, Monitoring, and Evaluating Organizer - blank: <https://goo.gl/5HMCbr>
- Goal Setting, Monitoring, and Evaluating Organizer - complete through setting: <https://goo.gl/uq4fPE>
- Complete A+ Inquiry Graphic Organizer: <https://goo.gl/vCpbNq>

**A+ INQUIRY**  
**GRAPHIC ORGANIZER - Student Goal Setting**



# Conclusion

## Excited Teacher Thought

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

# Activity Answers

07.04.01	Stephanie Sanders and her parents/guardians
07.04.02	Baseline, expected, and potential goal values, as well as the highest and lowest levels of subcategory performance
07.04.03	Stephanie's Goal Setting, Monitoring, and Evaluating Organizer; Stephanie's Individual Student Multi-Year, Multi-Term report
07.04.04	Setting a goal for Stephanie at or near the identified potential goal value, as well as strategies that could be implemented to improve the weakest area of performance
07.04.05	The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment
07.04.06	I will focus my skill strategy teaching in the area of literature when working with Stephanie; this would include individual book studies and small group instruction
07.04.07	All of the above are appropriate skill strategies to implement for Stephanie

# Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of how student-level baseline, expected, and subcategory performance values may be communicated to appropriate stakeholders				
This module part increased my knowledge of how a student-level goal 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 a student-level goal and supporting evidence				

# Well Done

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