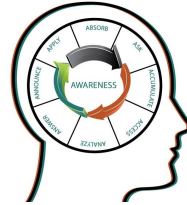




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Develop Your Data Mindset

Module 10 - Classroom Level Goal Monitoring Part 1 - Background Knowledge, Absorb & Ask

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

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Learning Goals

- Increase knowledge of goal monitoring
- Formulate questions to guide the inquiry cycle for monitoring a classroom level goal
- Specify data that are useful in the process of monitoring a classroom level goal
- Identify locations where data utilized for monitoring a classroom level goal may be retrieved

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
- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- K.1.C Types of Data: Knows that data come in two main forms—quantitative and qualitative—and that, within these forms, there are other categories
- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each
- S.1.A Goals and Questions: Identifies BASELINE measure(s) and poses questions that can be answered with data
- S.2.A Data Discovery and Acquisition: Identifies and locates appropriate data sources and can access the data from various sources (e.g., classroom, school, district, state sources) for data acquisition

Teacher Thought

If I monitor my goals by comparing middle-of-year performance with expected values and goal values, as well as identify content area needs, I can maintain or adjust my goals and maintain or update my action plan with strategies to meet my goal.

Introduction

Teachers,

I hope you are enjoying a restful holiday break with your families. As you think about returning, please review goal setting at the classroom level and the student level. We discussed both of those during our PLC meetings in September (when it was much warmer!). When we meet upcoming in January, I want to get a jump on monitoring the goals you set in September. Speaking of goal setting, by then, you will have brought in the New Year! In case you enjoy your break a bit too much and forget about our September work, here is the link to your Goal Setting flyer for the classroom and student level.

Happy New Year!

Ryan

Link to Goal Setting flyer: <https://goo.gl/ZA2Ho5>

Introduction

Teacher 1:

My resolution this year is to apply what I'm learning from Ryan in my classroom.

Teacher 2:

You are such an overachiever. I did well to get out of bed this morning!

Teacher 3:

Hey! Don't knock it. I came in over the break and started monitoring my goals that we set back in September. I'm really proud of my kids.

Teacher 4:

You remember what we did in September? Maybe I had too much eggnog?

Teacher 5:

How can you forget? It is all on our flyers in our data binders.

Introduction

Ryan:

Did I hear data binder? Music to my ears. You have been back a few days, and you are already talking about monitoring goals. You all are really good!

Be right back.

Whew – okay, had to get my steps in. My fitness tracker lets me know when I need to get up and walk around. In many ways, it does for me what we are going to do during this meeting. We are going to monitor the classroom level goals you set by looking at your students' mid-year assessment data.

Just like my tracker told me I needed to get up and move around, you will know if you need to modify or add support to meet any of your goals. Let's look at the goals you set up.

Introduction

Ryan:

Remember this image of your Assessment Calendar? The portion we are covering in this module is in color above. In this meeting, we are focusing on monitoring the classroom level reading goals you set at the beginning of the year. Based on the findings of your analysis in this module, it may be appropriate to make modifications to your end-of-year goals and/or the action plan you set to facilitate achievement of your goals.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	<p>How do teachers use the data?</p> <p>Fall data</p> <ul style="list-style-type: none"> • Universal screening (F) • Establish baseline, identify high/low areas, set end of year goal w/ each student (F) • Establish baseline, identify high and low areas, set end of year classroom goal (F) <p>Winter data</p> <ul style="list-style-type: none"> • Universal screening (F) • Monitor progress toward each student's end of year goal (F) • Monitor progress toward classroom end of year goal (F) <p>Spring data</p> <ul style="list-style-type: none"> • Evaluate extent to which each student's end of year goal was met (S) • Evaluate extent to which classroom level goal was met (S) <p>Most recent data throughout the year</p> <ul style="list-style-type: none"> • Differentiate instruction for students based on each student's performance level (F) • Deliver whole group instruction based on the instructional level of the class (F) <p>How does the district use the data?</p> <ul style="list-style-type: none"> • Set school or district academic goal (F) • Evaluate extent to which district academic goals and objectives were met (S)
NDSA (State Assessment)	All students Grades 3-8, 11	Spring (April)	<p>How does the district use the data?</p> <ul style="list-style-type: none"> • Set school or district academic goals and objectives based on needs (F) • Evaluate extent to which district academic goals and objectives were met (S)
ACT	All students Grade 11	Spring	<p>How does the district use the data?</p> <ul style="list-style-type: none"> • Set school or district academic goals and objectives based on needs (F) • Evaluate extent to which district academic goals and objectives were met (S)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	<p>How do teachers use the data?</p> <ul style="list-style-type: none"> • Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g., Diagnostic Assessment of Reading, Star, etc.)	At-risk students Grades K-12	After at-risk status confirmed	<p>How do teachers use the data?</p> <ul style="list-style-type: none"> • Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	<p>How do teachers use the data?</p> <ul style="list-style-type: none"> • Differentiate instruction based on student knowledge relevant to learning targets (F) • Decide whether a class is ready for the next learning target during whole group instruction (F)
Summative classroom assessments	All students Grades K-12	At the end of an instructional unit throughout the year	<p>How do teachers use the data?</p> <ul style="list-style-type: none"> • Assign and report grades

Introduction

Ryan:

As a reminder, goal monitoring data fits into the scope of study framework as a formative purpose. As you can see, the participants in the study are students. Student learning data is required. The district is the decision maker of the collection methods. The data represent a type of student learning data that is collected periodically. Group level analysis is conducted. The questions focus on highest and lowest levels of performance, as well as expected levels of performance.

Instructions: Select the scope of study elements relevant to the contextual need for data use, assessment name, and question(s)

- **Context:** Teacher monitoring progress of a classroom toward an end of year goal after a mid-year benchmark assessment
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is the classroom mid-year performance level at / above / below the expected level? Which areas represent the classroom's highest/lowest levels of performance?

Type(s) of disciplined inquiry

Assessment

Evaluation

Research

Purpose(s) of required data

Formative

Summative

Other

Participants in the study

Students

Parents

Staff

Other

Type(s) of required data

Student learning

Demographic

Perception

School process

Behavior

Other

Decision maker of data collection methods

Teacher

School/District

State

Other

Frequency of collection

Ongoing

Periodic

One-time

Other

Unit level of analysis

Individual

Group

Focus of the question(s)

Performance

Highest / lowest

At / above / below expected

Positive / negative trend

Other

Introduction

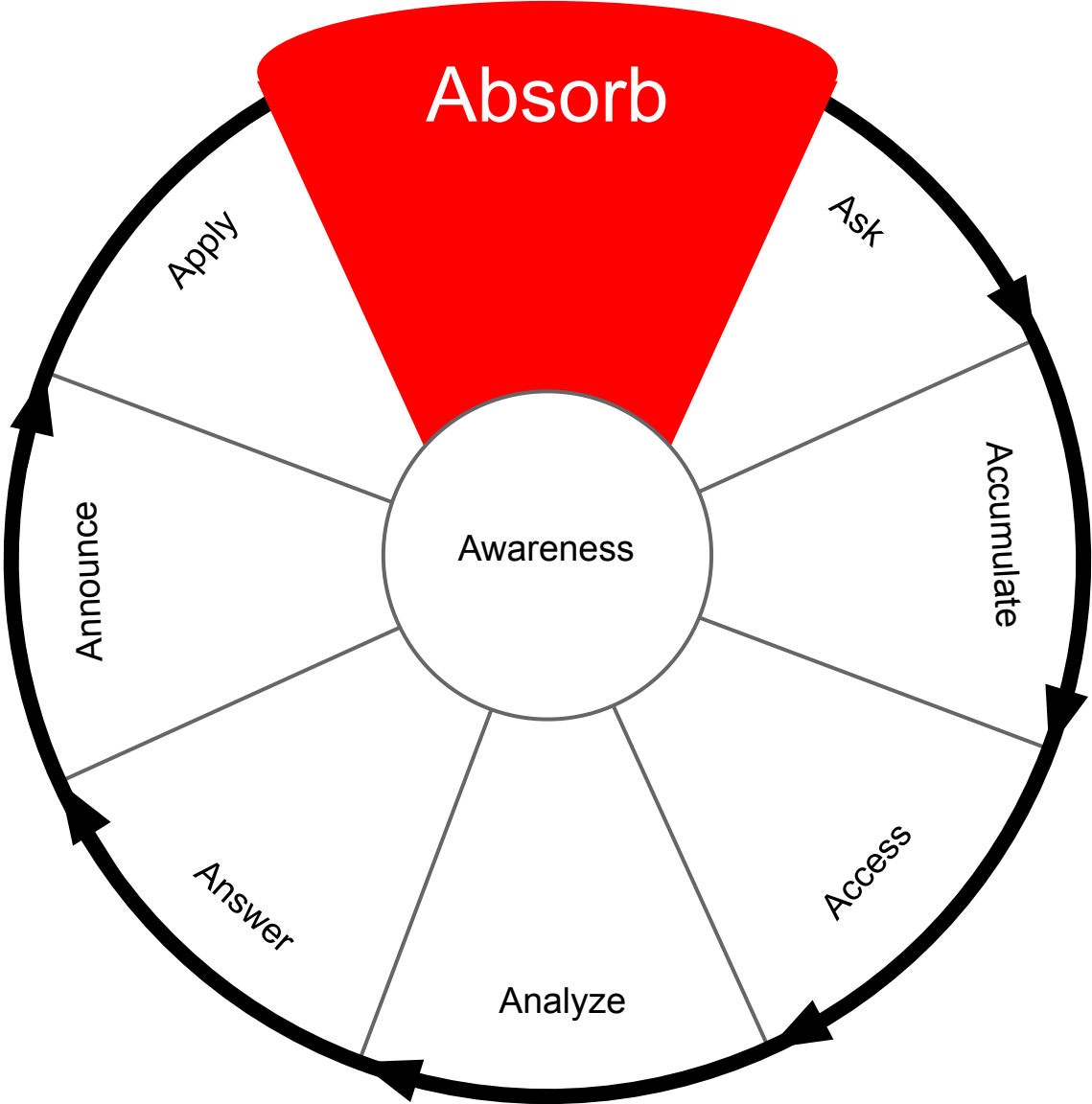
Ryan:

In order to access your data binder with the notes relevant to goal monitoring, you need to answer the next question correctly. Think of it as turning on the power to your fitness tracker or your pass to the next activity.

Introduction

Ryan:

In which stage should you begin?



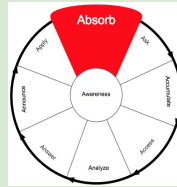
Introduction

Ryan:

That's right. The Absorb stage is the right place to start. Now, you get to look at your Goal Setting, Monitoring, and Evaluating Organizer from September and your new Goal Monitoring flyer for the classroom level from your data binder! Don't think I did all of the work for you though; just like usual, there are some blanks for you. We are going to work through a few review questions to make sure you are ready to absorb data reports and monitor the classroom level goals you set earlier this year.

While you answer the remaining questions in the flyer, I'm going to let my body absorb some of this delicious water (another one of my personal goals this year)!

Link to Goal Setting, Monitoring, and Evaluating Organizer: <https://goo.gl/xnpCea>

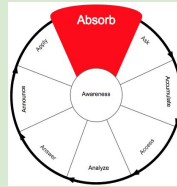


Activity - 10.01.01

Goal monitoring 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

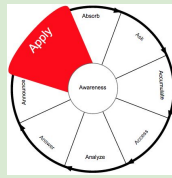


Activity - 10.01.02

You added two classroom level goals to your Goal Setting, Monitoring, and Evaluating Organizer at the beginning of the year. Based on the two classroom level goals you set at the beginning of the year, the goals you need to monitor focus on

- The semester grade of each student in your class and the average daily attendance rate
- The average scale score of your class and the percentage of your students who met or exceeded their respective baseline percentile
- The percentage of students perceiving improvements in achievement and the average score on the most recent classroom level end-of-unit test
- None of the above

Standard: K.1.E Data Metric

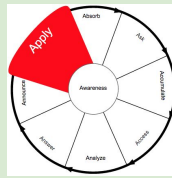


Activity - 10.01.03

The goals you set at the beginning of the year were Specific, Measurable, Appropriate, Realistic, and Time-bound. The first SMART goal you set was

- 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

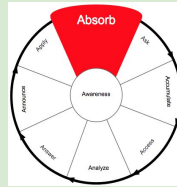


Activity - 10.01.04

The second SMART (i.e., Specific, Measurable, Appropriate, Realistic, and Time-bound) goal you set was

- 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

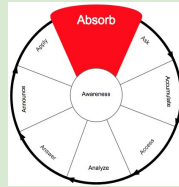


Activity - 10.01.05

When you are in the process of monitoring an achievement goal, such as in the area of reading, you need to know the

- Actual and expected levels of reading performance at the middle of the instructional period, end of year goal level, performance levels in reading subcategories, beginning and middle of year performance in focus area of action plan
- Next reading lesson you will teach relevant to current events so you will be able to measure the performance of your students after the lesson
- Actual perceptions of parents relevant to the effectiveness of instructional strategies thus far
- Actual performance of your students on an end-of-unit exam in the area of reading

Standard: K.1.E Data Metric

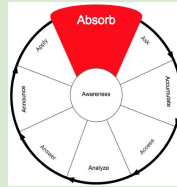


Activity - 10.01.06

When monitoring a goal, why is it important for you to know the actual and expected performance levels of your students at the MIDDLE of an instructional period, as well as the end-of-year goal value?

- The extent to which the actual value is above or below the expected value and goal value will be an indicator of whether sufficient progress is being made toward my end of year goal
- It's always a good idea to collect data on my students, even if I'm not sure why or how the data could be utilized
- The actual and expected values will provide me with knowledge of specific strengths and weaknesses of my students that are related to the my end of year goal
- The actual and expected values will give me a better understanding of the efforts students put toward achieving the end of year goal when they're not in school

Standard: K.1.E Data Metric

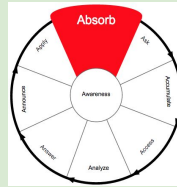


Activity - 10.01.07

Why is it important for you to know the highest and lowest levels of performance in the content area of your goal?

- The information will be used as evidence to inform the strategies that may be implemented in support of my goal
- It's always helpful to have extra information
- It will tell me how much progress my students have made at the beginning of the year
- It will give me a better understanding of the extent to which I have been implementing the strategies in my action plan with fidelity

Standard: K.1.E Data Metric



Activity - 10.01.08

Why is it important for you to know the beginning-of-year value and the middle-of-year value of the focus area identified in the beginning-of-year action plan?

- The extent to which the winter value is above or below the fall value will provide me with a better understanding of the impact my action plan strategies may have had on the focus area
- Having as much information as possible will help me make more meaning out of ambiguous situations
- If there is a big enough difference in the values, I will be able to discontinue my end-of-year goal
- It will give me a better understanding of the extent to which I have been implementing the strategies in my action plan with fidelity

Standard: K.1.E Data Metric

Tutorial

Goal monitoring for a classroom, which represents a group level goal, occurs toward the middle of an instructional period, such as the middle of a year. When monitoring group level goals for your classroom, the goals you monitor depend on the goals you set at the beginning of the year. The goals you set at the beginning of the year focused on a desire to increase your classroom's average scale score or for a certain percentage of your students to meet or exceed their respective baseline percentile or projected growth performance levels. You added both goals to your Goal Setting, Monitoring, and Evaluating Organizer at the beginning of the year.

Tutorial

The first goal you wrote stated, “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 second goal you wrote stated, “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.”

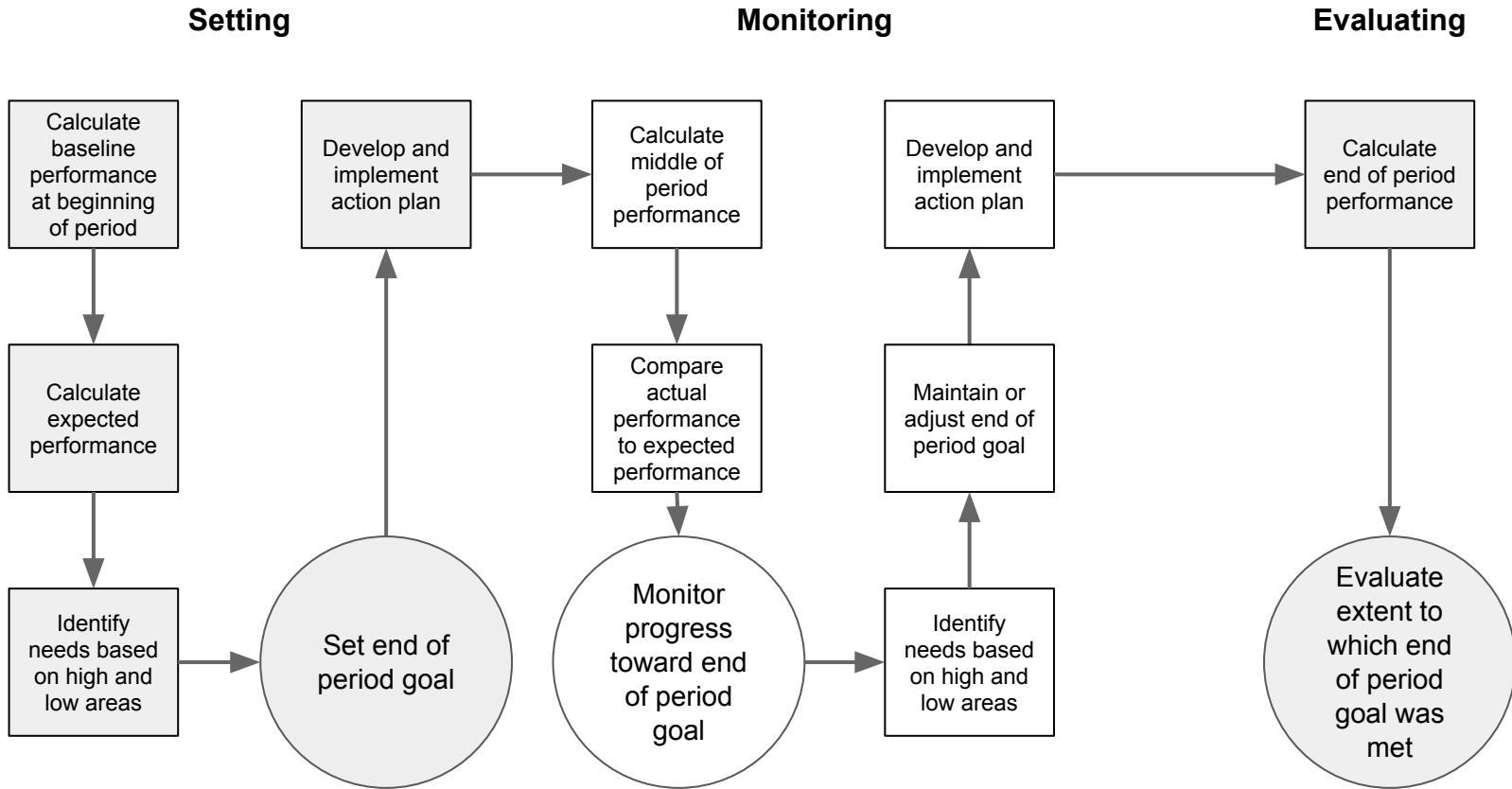
Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level 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):	

Tutorial

This diagram (next slide), which was reviewed when the goal setting phase was covered, highlights key steps relevant to setting, monitoring, and evaluating goals. The goal setting phase focuses on calculating baseline performance, calculating expected levels of performance, identifying needs based on high and low areas, setting an end-of-period goal, and developing and implementing an action plan.

*The **goal monitoring phase** focuses on calculating middle of period performance, comparing actual performance to expected performance, monitoring progress toward the end of period goal, identifying needs based on high and low areas, maintaining or adjusting the end of period goal, and developing and implementing an action plan.* The goal evaluating phase includes calculating the end of period performance and evaluating the extent to which the end of period goal was met.

Tutorial



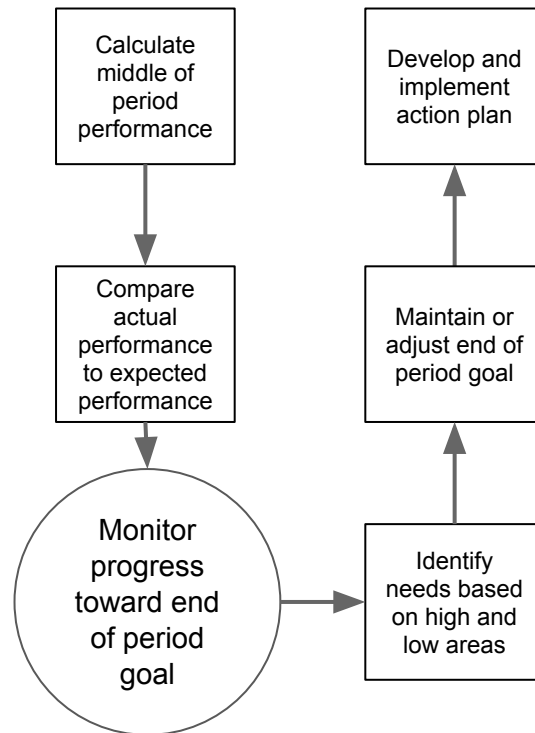
Tutorial

There are a few key processes requiring data utilization in the goal monitoring phase:

- Calculate the middle of year performance level:
- Compare the actual middle-of-year performance level with the expected middle-of-year performance level to gain a better understanding of the extent to which your class is performing above or below the performance of the same or similar students
- Compare the actual middle-of-year performance level with the end-of-year goal level to monitor the extent to which progress is being made toward your end-of-year goal.
- Identify content area needs based on high and low levels of performance serve as evidence to inform strategies that will be implemented in support of the goal
- Compare the middle-of-year performance level with the beginning-of-year performance level of the focus area identified in the beginning-of-year action plan to gain a better understanding of the impact the action plan strategies may have had on the focus area
- Maintain or adjust your end-of-year goal based on the extent to which achievement thus far is meeting expectations and on track to meet your end-of-year goal
- Strategies aligned with content area needs are identified and implemented to facilitate progress toward achievement of the goal.

Tutorial

Monitoring



Activity Conclusion

Ryan:

Awesome work on filling in the information for your Goal Monitoring flyer. Here is a finished and polished version for you to keep in your data binder to reference as we get going on monitoring our classroom level goals.

Link to Goal Monitoring flyer: <https://goo.gl/yuqDmf>

A+ Inquiry Framework

Ryan:

The Absorb stage has been completed. Good job answering the questions about goal setting. You will notice that this A+ Inquiry graphic organizer document will be filled in for you as you work through the simulation or based on your responses throughout our meeting. I'll give you access to a complete copy to be placed in your Data Binder after we finish the goal monitoring process.

A+ INQUIRY GRAPHIC ORGANIZER



ABSORB

Middle of school year. Would like to monitor end-of-year goals for current class in the area of reading. Goals set a beginning-of-year focus on percentage of students meeting or exceeding percentile and increasing average scale score. Need mid-year actual and expected values, as well as end-of-year goals. Need high and low areas as evidence for action plan.

ASK

APPLY

ANNOUNCE

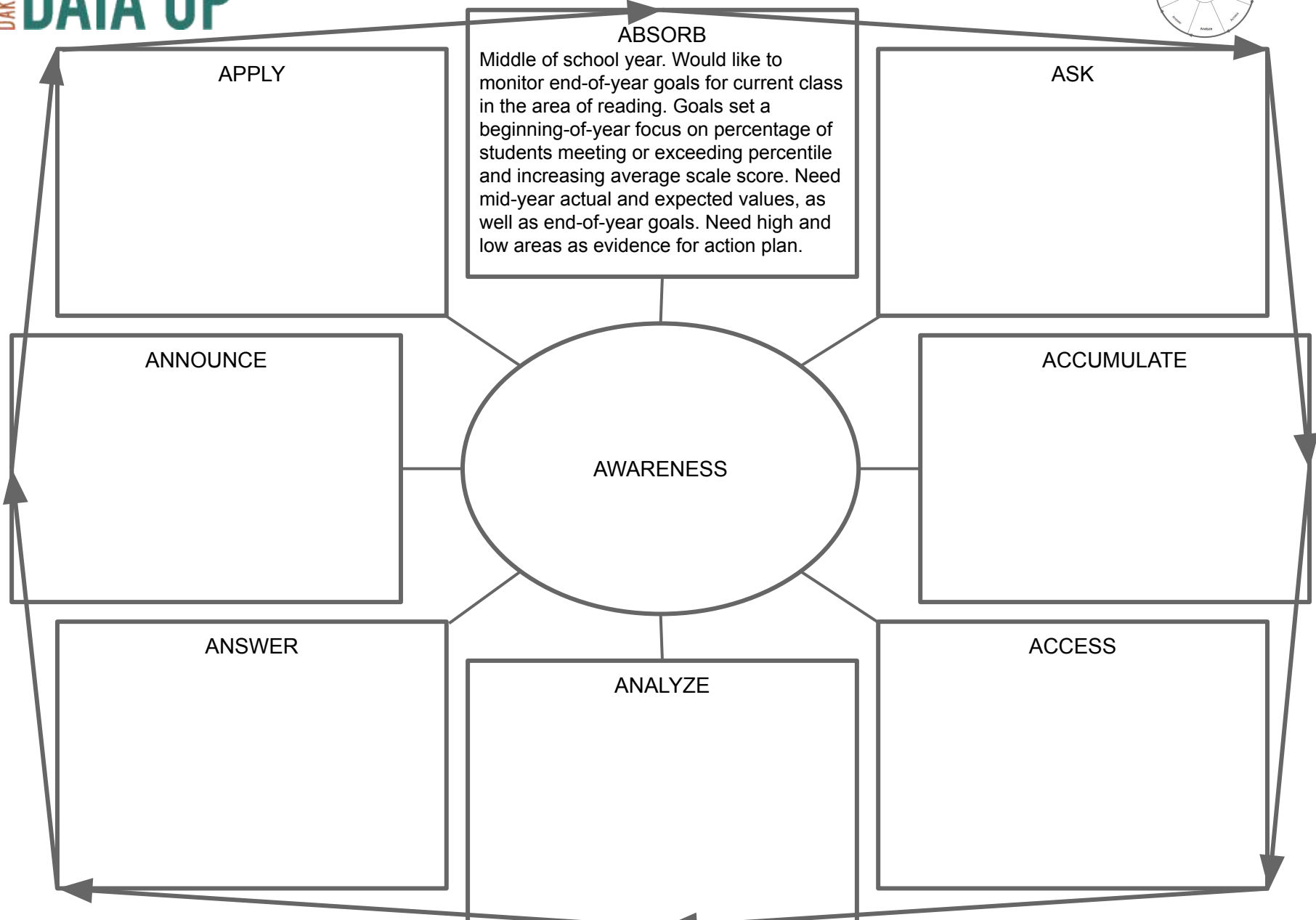
ACCUMULATE

AWARENESS

ANSWER

ACCESS

ANALYZE

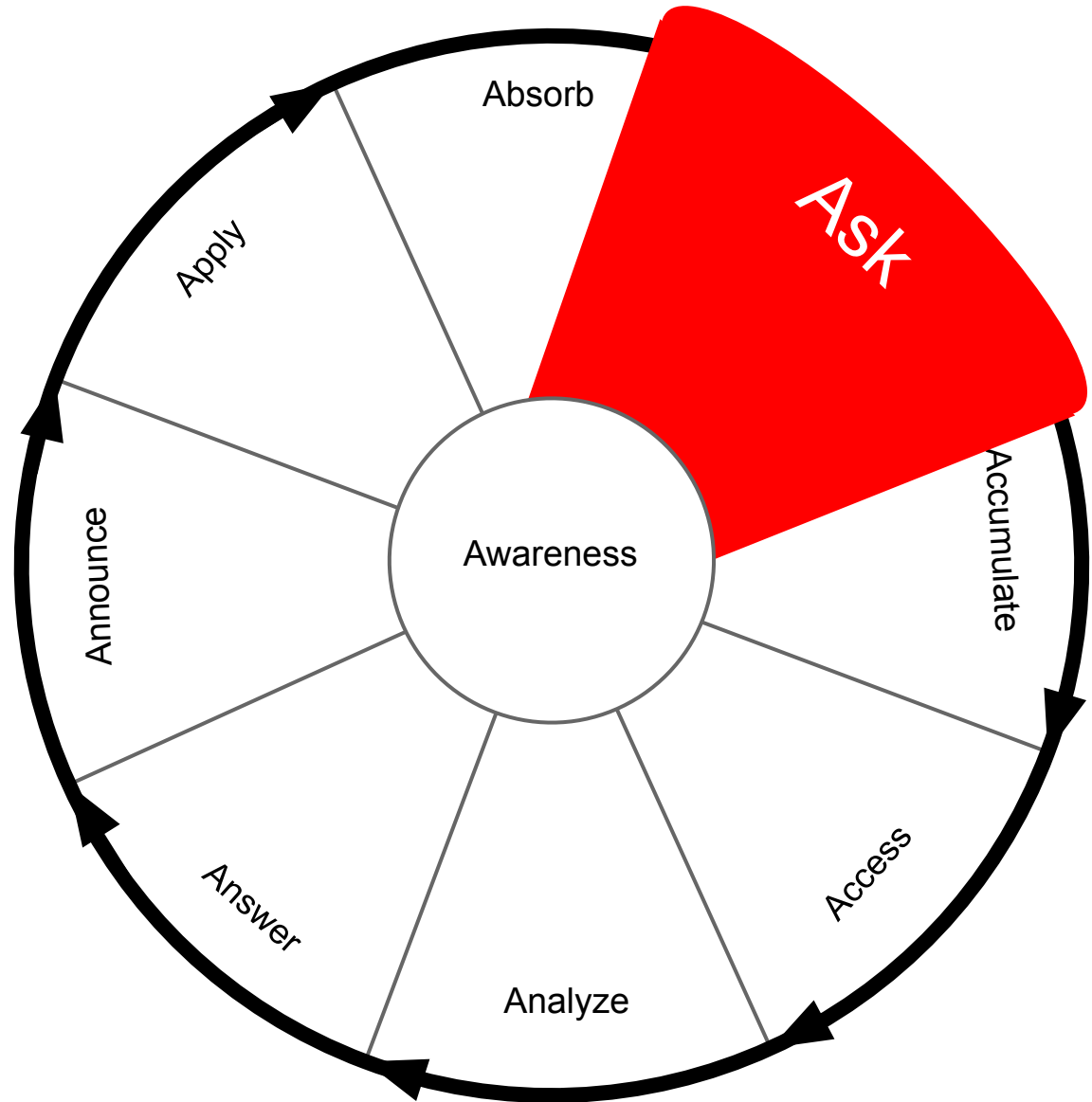


Ask Stage

Ryan:

Now that you are past the Absorb stage, let's see if you can ask operationalized or answerable questions.

They lead you to the information you need to know.



Ask Stage

Use this Goal Monitoring Data Planner (next slide) to stay organized during the Ask, Accumulate, and Access stages. As you can see, we will begin by posing questions that will lead us to the missing information you identified in the Absorb stage. The information you identified as missing in the Absorb stage includes middle-of-period actual values, middle-of-period actual values compared to expected values, and middle-of-period actual values compared to end-of-year goal values relevant to goal 1 and goal 2, as well as the highest and lowest levels of performance relevant to the focus of supporting evidence. You'll write three questions for the focus of each of the two group level goals you identified in the Absorb stage, as well as three questions that will lead to supporting evidence for an action plan. There will be 9 total questions; however, the highest and lowest levels of performance questions will appear as one question as a result of limited space on Goal Monitoring Data Planner. Please print this planner and place it in your data binder to use as we work through the Ask, Accumulate, and Access stages.

Link to Goal Monitoring Data Planner: <https://goo.gl/GxPP4t>

Goal Monitoring Data Planner

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal 1: Scale score increase based on reading performance			
Middle of period actual value			
Middle of period actual value compared to expected value			
Middle of period actual value compared to end of year goal value			
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
Middle of period actual value			
Middle of period actual value compared to expected value			
Middle of period actual value compared to end of year goal value			
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			
Beginning of year value compared to middle year value of focus area in beginning of year action plan			



Activity - 10.01.09

The first goal you would like to monitor focuses on a scale score increase in reading performance of your students from the beginning of the year to the end of the year. Which of the following questions could lead you to the actual middle-of-period scale score that will be helpful to know when monitoring this goal?

- What is the average scale score of my class on the current year's winter interim reading assessment?
- What is the percentile of each student in my classroom on the winter reading assessment?
- How well did my students perform on this year's winter reading assessment?
- What was the highest scale score on the chapter reading test in my classroom?

Standard: K.1.A Question Formation

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal 1: Scale score increase based on reading performance			
Middle of period actual value			
Middle of period actual value compared to expected value			
Middle of period actual value compared to end of year goal value			



Activity - 10.01.10

Which of the following questions could lead you to a better understanding of how the actual middle-of-period scale score of your students compares to the expected scale score?

- To what extent is the average scale score of my class on the current year’s winter interim assessment above or below the the winter interim reading assessment score that represents a similar percentile as the average scale score of my class on the fall interim reading assessment?
- What is the average scale score of my class on the current year’s winter interim reading assessment compared to the scale score they should be achieving in the winter?
- What percentage of students in my class should be proficient in reading on the winter interim assessment?
- Why did my students struggle on the winter reading assessment in different areas than they struggled on the assessment in the fall?

Standard: K.1.A Question Formation

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal 1: Scale score increase based on reading performance			
Middle of period actual value			
Middle of period actual value compared to expected value			
Middle of period actual value compared to end of year goal value			



Activity - 10.01.11

Which of the following questions could lead you to a better understanding of how the actual middle-of-year scale score of your students compares to the end-of-year goal score?

- To what extent is the average scale score of my class on the current year’s winter interim assessment above or below the score that has been set as a goal for my class on the spring interim reading assessment?
- What is the average scale score of my class on the current year’s winter interim reading assessment compared to the scale score they should be achieving in the spring?
- What percentage of students in my class should be proficient in reading on the winter interim assessment and on the spring assessment?
- Why will my students struggle on the winter reading assessment in different areas than they will struggle on the spring assessment?

Standard: K.1.A Question Formation

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal 1: Scale score increase based on reading performance			
Middle of period actual value			
Middle of period actual value compared to expected value			
Middle of period actual value compared to end of year goal value			



Activity - 10.01.12

Now it's time to formulate questions for the second goal you would like to monitor that focuses on the percentage of students meeting or exceeding their reading percentile. Which of the following questions could lead you to a better understanding of the actual percentage of your current students who met or exceeded their beginning-of-year reading percentile at the middle of the year?"

- What percentage of students in my current year's class met or exceeded their fall interim reading assessment percentile on the winter interim reading assessment?
- What is the percentile of each student in my classroom on the winter reading assessment?
- How many students met or exceeded their projected growth on the district's interim reading assessment?
- What is the expected level of performance on the interim reading assessment?

Standard: K.1.A Question Formation

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
Middle of period actual value			
Middle of period actual value compared to expected value			
Middle of period actual value compared to end of year goal value			



Activity - 10.01.13

Which of the following questions could lead you to a better understanding of the extent to which the percentage of students achieving appropriate beginning-of-year to middle-of-year growth compares to the percentage of students expected to achieve appropriate beginning-of-year to middle-of-year growth?”

- To what extent is the percentage of students in my current class who met or exceeded their fall percentile in the winter on the district’s interim reading assessment above or below the percentage of students in my prior year’s class who met or exceeded their fall percentile in the winter?
- How many students in my current class achieved their fall to winter percentile compared to how many students were supposed to meet or exceed their fall to winter percentile on the district’s interim reading assessment?
- How many students met or exceeded their projected growth on the district’s interim reading assessment?
- What is the expected level of performance on the district’s winter interim reading assessment?

Standard: K.1.A Question Formation

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
Middle of period actual value			
Middle of period actual value compared to expected value			
Middle of period actual value compared to end of year goal value			



Activity - 10.01.14

Which of the following questions could lead you to a better understanding of the extent to which the percentage of students achieving appropriate beginning-of-year to middle-of-year growth compares to the percentage that has been set as an end of year goal?"

- To what extent is the percentage of students in my current class who met or exceeded their fall percentile in the winter on the district’s interim reading assessment above or below the goal representing the percentage of students increasing their fall percentile in the spring?
- How many students in my current class achieved their fall to winter percentile compared to the goal I set for my students in the spring?
- How many students met or exceeded their projected growth on the district’s interim reading assessment?
- What is the expected level of performance on the district’s winter interim reading assessment compared to the expected level of performance in the spring?

Standard: K.1.A Question Formation

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
Middle of period actual value			
Middle of period actual value compared to expected value			
Middle of period actual value compared to end of year goal value			



Activity - 10.01.15

Now it's time to formulate questions that focus on generating supporting evidence that will inform the continuation of, or revisions to, the action plan you wrote at the beginning of the year. You pose two questions to identify the greatest needs in the area of reading. Your first question focuses on the highest levels of performance. Which of the following questions could lead you to supporting evidence representing the highest levels of achievement in the area of reading?"

- Which subcategory represents the highest percentage of students achieving average or above on the current year's winter interim reading assessment?
- Which subcategories are the highest performing areas on the interim reading assessment?
- Why did some of my students perform better than others in the area of reading on the current year's winter interim reading assessment?
- What are the highest levels of performance on my most recent unit test in the area of reading?

Standard: K.1.A Question Formation

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			
Beginning of year value compared to middle year value of focus area in beginning of year action plan			



Activity - 10.01.16

The second question that focuses on generating supporting evidence to inform the continuation of, or revisions to, the action plan addresses lowest levels of performance. Which of the following questions could lead you to supporting evidence representing the lowest levels of achievement in the area of reading?

- Which subcategory represents the lowest percentage of students achieving average or above on the current year's winter interim reading assessment?
- Which subcategories are the lowest performing areas on the interim reading assessment?
- Which of my students performed more poorly than others on the winter interim assessment in the area of reading?
- What is the lowest level of performance on my most recent unit test?

Standard: K.1.A Question Formation

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			
Beginning of year value compared to middle year value of focus area in beginning of year action plan			



Activity - 10.01.17

You pose a third question in the action planning section, which addresses the fall to winter performance change in the focus area identified in your beginning-of-year action plan. Which of the following questions could lead you to a better understanding of the fall to winter change that may have occurred in the focus area of your beginning-of-year action plan?

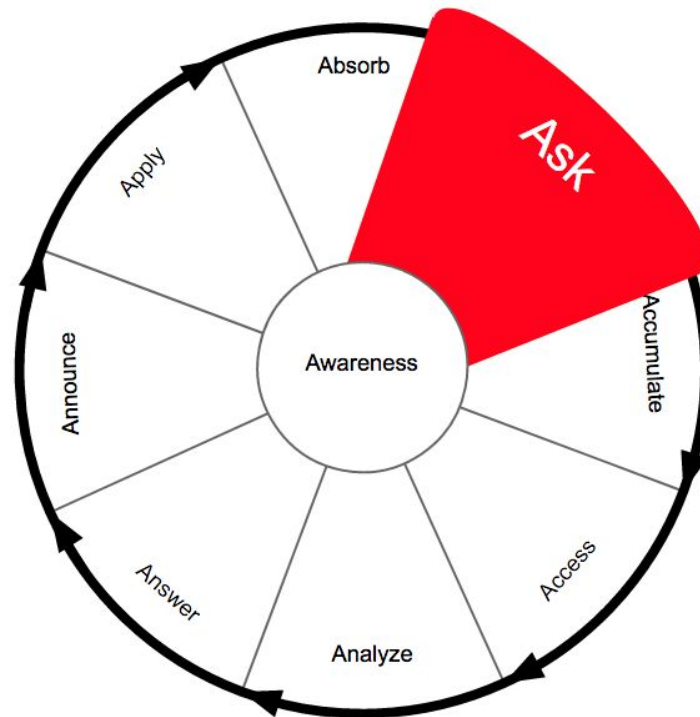
- To what extent is the percentage of average of above students on the current year's winter interim reading assessment above or below the percentage of average or above students on the current year's fall interim reading assessment in the subcategory representing the focus area of my beginning-of-year action plan?
- Which subcategories are the lowest performing areas on the interim reading assessment based on fall performance?
- Which of my students performed more poorly than others on the winter interim assessment in the general area of reading?
- To what extent is there a difference in the lowest level of performance on my most recent unit test and performance on the first unit test administered toward the beginning of the school year?

Standard: K.1.A Question Formation

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			
Beginning of year value compared to middle year value of focus area in beginning of year action plan			

Tutorial

Let's take another look at the Ask stage. In this stage you pose questions that, if answered, will provide you with the knowledge you are currently missing. You begin this stage by formulating the missing information identified in the Absorb stage into a question.



Tutorial

Use this Goal Monitoring Data Planner (next slide) to stay organized during the Ask, Accumulate, and Access stages.

Link to Goal Monitoring Data Planner: <https://goo.gl/GxPP4t>

Goal Monitoring Data Planner

write questions, describe data, identify location of data

<p>Absorb <i>What information needs to be known?</i></p>	<p>Ask <i>What question(s) can lead to unknown information?</i></p>	<p>Accumulate <i>Which data are required to answer the question(s)?</i></p>	<p>Access <i>Where can required data be retrieved?</i></p>
Focus of Goal 1:			
Focus of Goal 2:			
Focus of supporting evidence for action planning:			

Tutorial

You already know the focus areas of the two goals because they are the same as the focus areas of goals you set at the beginning of the year. One goal is relevant to a scale score increase in the reading performance of your students from the beginning of the year to the end of the year; the other goal is relevant to a desired percentage of your students who meet or exceed their respective beginning of year baseline percentile at the end of the year. You need to write questions that will help you monitor your goals in these areas, as well as questions that will lead to evidence informing the identification and implementation of strategies to facilitate progress toward your goal.

Tutorial

You will formulate a total of 9 questions in this scenario: 3 relevant to the goal of increasing the scale score in the subject of reading, 3 relevant to the desired percentage of students meeting or exceeding their percentiles in the subject of reading, and 3 relevant to identifying high and low percentages of students achieving proficiency in subcategories of reading and the extent to which there was a performance change in the focus area of your beginning-of-year action plan.

The focus of goal 1, the focus of goal 2, and the focus of the supporting evidence have been added to the Goal Monitoring Data Planner.

Goal Monitoring Data Planner

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal 1: Scale score increase based on reading performance			
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			

Tutorial

The first three questions you need to formulate will help you monitor the goal focused on increasing the reading performance scale score of your class. To monitor the goal, you need to identify the middle-of-period performance, compare the actual middle-of-period value with the expected middle-of-period value, and compare the actual middle-of-period value with the value set as the end-of-period goal. The questions you formulate will lead you to this information.

Tutorial

The questions you formulate relevant to this goal are as follows:

- What is the average scale score of my class on the current year's winter interim reading assessment?
- To what extent is the average scale score of my class on the current year's winter interim assessment above or below the the winter interim reading assessment score that represents a similar percentile as the average scale score of my class on the fall interim reading assessment?
- To what extent is the average scale score of my class on the current year's winter interim assessment above or below the score that has been set as a goal for my class on the spring interim reading assessment?

Three questions relevant to the focus of goal 1 have been added to the Goal Monitoring Data Planner.

Goal Monitoring Data Planner

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal 1: Scale score increase based on reading performance			
Middle of period actual value	What is the average scale score of my class on this year's winter interim reading assessment?		
Middle of period actual value compared to expected value	To what extent is the winter assessment avg above or below the expected avg score?		
Middle of period actual value compared to end of year goal value	To what extent is the winter assessment avg above or below the end of year goal score?		
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			

Tutorial

The next three questions you need to formulate will help you monitor the goal focused on the percentage of students meeting or exceeding their beginning-of-period reading percentile at the end of a period. As with the first goal you will be monitoring, to monitor the goal, you need to identify the middle-of-period performance, compare the actual middle-of-period value with the expected middle-of-period value, and compare the actual middle-of-period value with the value set as the end-of-period goal. The questions you formulate will lead you to this information that is currently missing.

Tutorial

The questions you formulate relevant to this goal are as follows:

- What percentage of students in my current year's class met or exceeded their fall interim reading assessment percentile on the winter interim reading assessment?
- To what extent is the percentage of students in my current class who met or exceeded their fall percentile in the winter on the district's interim reading assessment above or below the percentage of students in my prior year's class who met or exceeded their fall percentile in the winter?
- To what extent is the percentage of students in my current class who met or exceeded their fall percentile in the winter on the district's interim reading assessment above or below the goal representing the percentage of students increasing their fall percentile in the spring?

Three questions relevant to the focus of goal 2 have been added to the Goal Monitoring Data Planner.

Goal Monitoring Data Planner

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal 1: Scale score increase based on reading performance			
Middle of period actual value	What is the average scale score of my class on this year's winter interim reading assessment?		
Middle of period actual value compared to expected value	To what extent is the winter assessment avg above or below the expected avg score?		
Middle of period actual value compared to end of year goal value	To what extent is the winter assessment avg above or below the end of year goal score?		
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
Middle of period actual value	What % of students in my current year's class met or exceeded their fall %ile in the winter?		
Middle of period actual value compared to expected value	To what extent is the fall to winter actual % above or below the expected %?		
Middle of period actual value compared to end of year goal value	To what extent is the fall to winter actual % above or below the spring goal %?		
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			

Tutorial

The final three questions focus on highest and lowest areas of performance within reading subcategories, as well as the extent to which there was a performance change in the focus area of your beginning-of-year action plan. These questions lead you to supporting evidence that will inform the development and implementation of an action plan to help you achieve the two goals you set, as well as provide you with a better understanding of the extent to which the strategies in your beginning-of-year action plan may have had an impact on student learning in the focus area of the action plan.

Tutorial

The questions you formulate are as follows:

- Which subcategory represents the highest percentage of students achieving average or above on the current year's winter interim reading assessment?
- Which subcategory represents the lowest percentage of students achieving average or above on the current year's winter interim reading assessment?
- To what extent is the percentage of average or above students on the current year's interim reading assessment above or below the percentage of average or above students on the current year's fall interim reading assessment in the subcategory representing the focus area of my beginning-of-year action plan?

Three questions relevant to the focus of supporting evidence for action planning have been added to the Goal Monitoring Data Planner.

Goal Monitoring Data Planner

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal 1: Scale score increase based on reading performance			
Middle of period actual value	What is the average scale score of my class on this year's winter interim reading assessment?		
Middle of period actual value compared to expected value	To what extent is the winter assessment avg above or below the expected avg score?		
Middle of period actual value compared to end of year goal value	To what extent is the winter assessment avg above or below the end of year goal score?		
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
Middle of period actual value	What % of students in my current year's class met or exceeded their fall %ile in the winter?		
Middle of period actual value compared to expected value	To what extent is the fall to winter actual % above or below the expected %?		
Middle of period actual value compared to end of year goal value	To what extent is the fall to winter actual % above or below the spring goal %?		
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance	Which area(s) represent the [highest / lowest] % of students achieving average or above on the current year winter reading assessment?		
Lowest levels of performance			
Beginning of year value compared to middle year value of focus area in beginning of year action plan	To what extent is the % of avg/above students in the winter above or below the % of avg/above students in the fall in the focus area identified in the beginning of year action plan?		

Tutorial

In this stage, you formulated nine questions. Answering the questions will provide you with information you need to monitor the two goals you set in the area of reading and to write an action plan based on the greatest subcategory needs within the area of reading. When you proceed to the Accumulate stage, you will identify specific details of the data required to answer questions you posed in the Ask stage.

Activity Conclusion

Ryan:

Well done! You formulated questions that will lead you to middle-of-period actual values, middle-of-period actual values compared to expected values, and middle-of-period actual values compared to end-of-year goal values relevant to goal 1 and goal 2, as well as the highest and lowest levels of performance relevant to the focus of supporting evidence.

Goal Monitoring Data Planner

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal 1: Scale score increase based on reading performance			
Middle of period actual value	What is the average scale score of my class on this year's winter interim reading assessment?		
Middle of period actual value compared to expected value	To what extent is the winter assessment avg above or below the expected avg score?		
Middle of period actual value compared to end of year goal value	To what extent is the winter assessment avg above or below the end of year goal score?		
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
Middle of period actual value	What % of students in my current year's class met or exceeded their fall %ile in the winter?		
Middle of period actual value compared to expected value	To what extent is the fall to winter actual % above or below the expected %?		
Middle of period actual value compared to end of year goal value	To what extent is the fall to winter actual % above or below the spring goal %?		
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance	Which area(s) represent the [highest / lowest] % of students achieving average or above on the current year winter reading assessment?		
Lowest levels of performance			
Beginning of year value compared to middle year value of focus area in beginning of year action plan	To what extent is the % of avg/above students in the winter above or below the % of avg/above students in the fall in the focus area identified in the beginning of year action plan?		

A+ Inquiry Framework

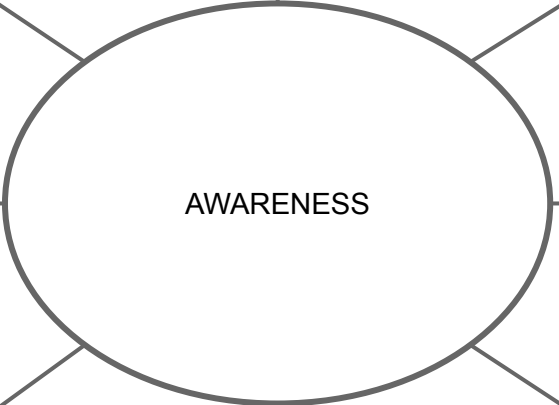
The Ask stage has been completed. You have formulated questions relevant to goal setting that can be answered with data.

A+ INQUIRY GRAPHIC ORGANIZER



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

ASK
 What are mid-year values? To what extent are mid-year values above or below mid-year expected values and end-of-year goal values? Which areas represent highest and lowest performance? To what extent is there a difference in mid-year and beg-year performance in action plan area?



APPLY

ANNOUNCE

ACCUMULATE

ACCESS

ANALYZE

ANSWER

Activity Answers

10.01.01	Toward the middle of an instructional period (e.g., middle of the year)
10.01.02	The average scale score of your class and the percentage of your students who met or exceeded their respective baseline percentile
10.01.03	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
10.01.04	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
10.01.05	Actual and expected levels of reading performance at the middle of the instructional period, end of year goal level, performance levels in reading subcategories, beginning and middle of year performance in focus area of action plan
10.01.06	The extent to which the actual value is above or below the expected value and goal value will be an indicator of whether sufficient progress is being made toward my end of year goal
10.01.07	The information will be used as evidence to inform the strategies that may be implemented in support of my goal
10.01.08	The extent to which the winter value is above or below the fall value will provide me with a better understanding of the impact my action plan strategies may have had on the focus area
10.01.09	What is the average scale score of my class on the current year's winter interim reading assessment?

Activity Answers

10.01.10	To what extent is the average scale score of my class on the current year's winter interim assessment above or below the the winter interim reading assessment score that represents a similar percentile as the average scale score of my class on the fall interim reading assessment?
10.01.11	To what extent is the average scale score of my class on the current year's winter interim assessment above or below the score that has been set as a goal for my class on the spring interim reading assessment?
10.01.12	What percentage of students in my current year's class met or exceeded their fall interim reading assessment percentile on the winter interim reading assessment?
10.01.13	To what extent is the percentage of students in my current class who met or exceeded their fall percentile in the winter on the district's interim reading assessment above or below the percentage of students in my prior year's class who met or exceeded their fall percentile in the winter?
10.01.14	To what extent is the percentage of students in my current class who met or exceeded their fall percentile in the winter on the district's interim reading assessment above or below the goal representing the percentage of students increasing their fall percentile in the spring?
10.01.15	Which subcategory represents the highest percentage of students achieving average or above on the current year's winter interim reading assessment?
10.01.16	Which subcategory represents the lowest percentage of students achieving average or above on the current year's winter interim reading assessment?
10.01.17	To what extent is the percentage of average or above students on the current year's winter interim reading assessment above or below the percentage of average or above students on the current year's fall interim reading assessment in the subcategory representing the focus area of my beginning-of-year action plan?

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of classroom-level goal monitoring				
This module part increased my knowledge of questions that may be formulated to guide the inquiry cycle for monitoring a classroom-level goal				

Well Done

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