Develop Your Data Mindset

Module 10 - Classroom Level Goal Monitoring
Part 2 - Accumulate & Access

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

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

SLDS Data Use Standards

- 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

Accumulate Stage

Ryan:

Now it's time to enter the Accumulate stage where you will identify details of data required to answer the questions you posed in the Ask stage. When formulating the operationalized questions, you demonstrated an awareness of the data you need. Here, you'll specify a few more details of the data, which will help ensure you retrieve the appropriate data in the Access stage.
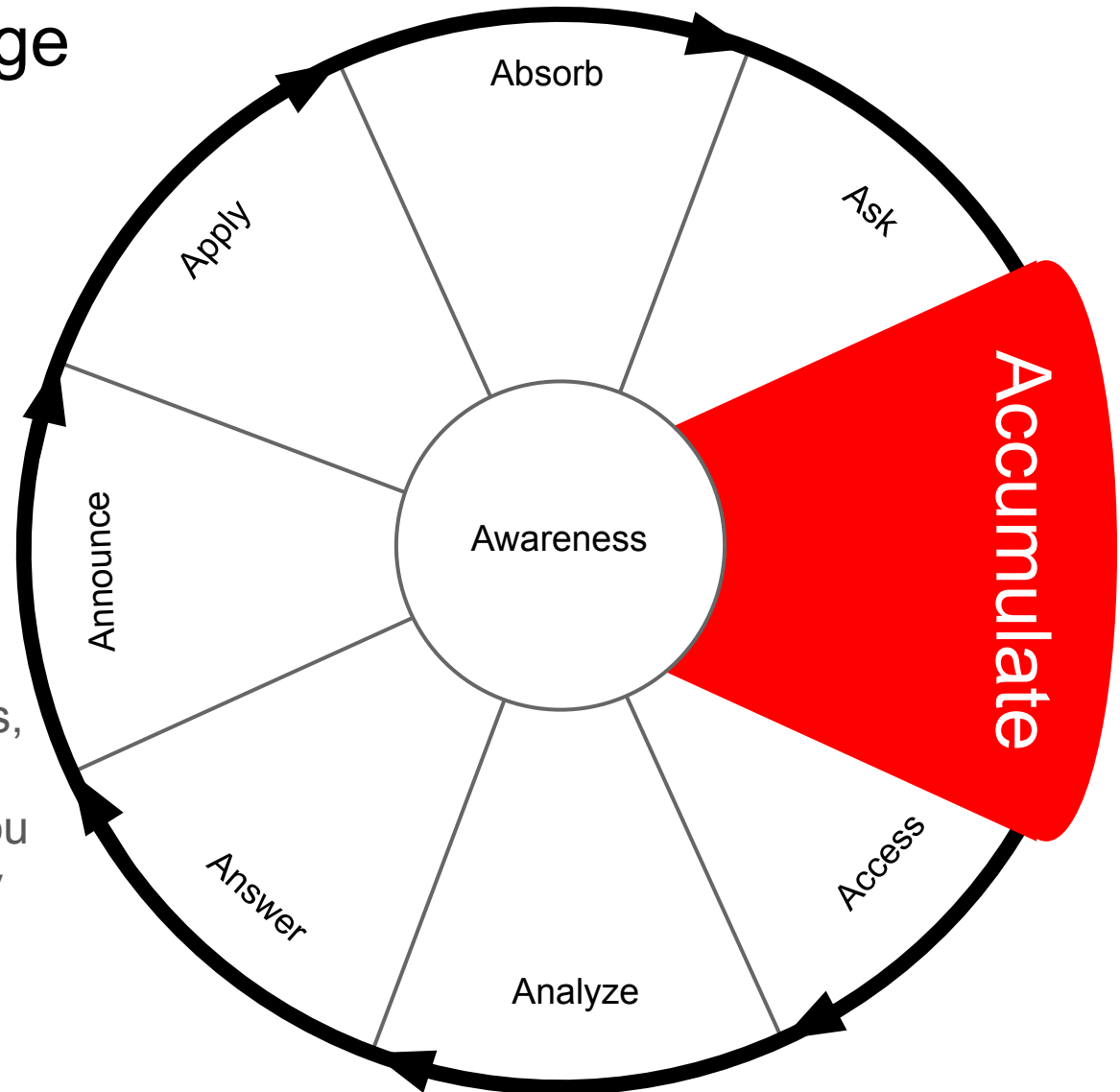
Introduction

Ryan:

Now, let's use the Goal Monitoring Data Planner to describe details of the data necessary for answering questions you formulated in the Ask stage.

Goal Monitoring Data Planner
write questions, describe data, identify location of data

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
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?		

Activity - 10.02.01

I need _____ data that represents the students in my class.
- Student learning
- School process
- Perception
- Behavior

Standard: K.1.C Types of Data

Activity - 10.02.02

Questions relevant to the first goal include, "What is the average scale score of my class on this year's winter interim reading assessment?"; "To what extent is the winter assessment average scale score above or below the expected avg score?"; and "To what extent is the winter assessment average scale score above or below the end of year goal score?" I need data representing the following description to help me answer these questions:

- Current year students, current year interim reading assessment, winter term, average scale score, spring scale score w/ similar percentile as fall average scale score, winter scale score with similar percentile as fall average scale score
- Current year students, most recent unit test, percentile on a winter chapter quiz, average performance on the spring test
- Current year students, prior year interim reading assessment, fall term, average scale score, summer scale score w/ similar percentile as fall average scale score
- Current year students, first unit reading assessment, fall term, average winter score, average spring score

Standard K.1.C Types of Data

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
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?		

Activity - 10.02.03

Questions relevant to the second goal include, "What percentage of students in my current year's class met or exceeded their fall percentile in the winter?" "To what extent is the fall to winter actual percentage of students meeting or exceeding their fall to winter percentile above or below the expected percentage?" and "To what extent is the fall to winter actual percentage of students meeting or exceeding their fall to winter percentile above or below the spring goal percentage?" I need data representing the following description to help me answer these questions:

- Current year students (current year interim reading assessment, fall, winter, percent of students meeting fall to winter %ile); Prior year students (prior year interim reading assessment, fall, winter, spring, percent of students meeting fall to winter %ile, percent of students meeting fall to spring %ile)
- Current year students (current year interim reading assessment, fall term, winter term, spring term, percentage of students meeting current fall to winter percentile, percentage of students meeting current fall to spring percentile)
- Prior year students, prior year reading test, spring term only, percentage of students with a percentile
- Current year students, current year reading test, winter term, percentage correct on the fall test

Standard K.1.C Types of Data

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
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 %?		

Activity - 10.02.04

Questions leading to evidence for my action plan include, "Which area(s) represent the highest percentage of students achieving average or above on the current year's winter interim reading assessment?"; "Which area(s) represent the lowest percentage of students achieving average or above on the current year's winter interim reading assessment?"; and "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?" I need data representing the following description to help me answer these questions:

- Current year students, current year interim reading assessment, winter term, fall term, percentage of students average or above by subcategory
- Prior year students, prior year interim reading assessment, winter term, percentage of students average or above by subcategory
- Current year students, current year oral reading test, winter, fall percentage of students completing test
- Prior year students, prior year oral reading test, winter, percentage of students completing the test

Standard K.1.C Types of Data

| Absorb
What information needs to be known? | Ask
What question(s) can lead to unknown information? | Accumulate
Which data are required to answer the question(s)? | Access
Where can required data be retrieved? |
|---|---|---|---|
| **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 the Accumulate stage, you specify the data required to answer your questions and verify the data have been collected in a valid and reliable way.

In this case, the data you need have already been accumulated. The goal monitoring data planner will help facilitate alignment of the questions posed in the Ask stage with details of the data required to answer each question.

Tutorial

Let's begin with questions relevant to your first goal, which focuses on a scale score increase based on reading performance. The following data are required to answer the middle-of-period actual value question, "What is average scale score of my class on this year's winter interim reading assessment?"

- Average scale score [of]
- Students in your current class [on the]
- Current year's
- Interim reading assessment [representing the]
- Winter term

Tutorial

The middle-of-period actual value compared to the middle-of-period expected value question, "To what extent is the winter assessment average scale score above or below the expected avg score?" needs the same data required for the middle-of-period value question, as well as the winter scale score with a percentile similar to the percentile representing the average scale score of the class in the fall.

The middle-of-period actual value compared to the end-of-year goal question, "To what extent is the winter assessment average scale score above or below the end of year goal score?" needs the same data required for the middle-of-period value question, as well as the scale score set as the end-of-year goal.

Details of data required to answer 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 *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
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?	Current yr interim read asmnt, winter, current class, avg scale scr	
Middle of period actual value compared to expected value	To what extent is the winter assessment avg above or below the expected avg score?	Same as actual AND winter scale score w/ similar %ile as fall	
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?	Same as actual AND end of year goal avg scr	
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

Now let's address questions relevant to your second goal, which focuses on the percentage of students meeting or exceeding their reading percentile. The following data are required to answer the middle-of-period actual value question, "What percentage of students in my current year's class met or exceeded their fall percentile in the winter?"

- Percentile values [of]
- Students in your current year's class [on the]
- Current year's
- Interim reading assessment [representing the]
- Fall and winter terms [as well as the]
- Percentage of students whose winter percentile met or exceeded their fall percentile

Tutorial

The middle-of-period actual value compared to the middle-of-period expected value question, "To what extent is the fall to winter actual percentage of students meeting or exceeding their fall to winter percentile above or below the expected percentage?" needs the same data required for the middle-of-period value question, as well as the percentage of prior year students meeting or exceeding their fall to winter percentile on the prior year interim reading assessment.

The middle-of-period actual value compared to the end-of-period goal value question, "To what extent is the fall to winter actual percentage of students meeting or exceeding their fall to winter percentile above or below the spring goal percentage?" needs the same data required for the middle-of-period value question, as well as the percentage of prior year students meeting or exceeding their fall to spring percentile on the prior year interim reading assessment.

Details of data required to answer 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 *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
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?	Current yr interim read asmnt, winter, current class, avg scale scr	
Middle of period actual value compared to expected value	To what extent is the winter assessment avg above or below the expected avg score?	Same as actual AND winter scale score w/ similar %ile as fall	
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?	Same as actual AND end of year goal avg scr	
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?	Current yr interim read asmnt, fall, winter, current yr class, % met %ile	
Middle of period actual value compared to expected value	To what extent is the fall to winter actual % above or below the expected %?	Same as actual AND % met or exceed fall to winter %ile prior yr	
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	
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

We'll shift our attention to questions in the area of supporting evidence for action planning, which focuses on the percentage of students achieving proficiency by reading subcategory. The following data are required to answer the question regarding high areas of achievement, "Which area(s) represent the highest % of students achieving average or above on the current year's winter interim reading assessment?"

- Percentiles [of]
- Students in your current year's class [within the]
- Reading subcategories [on the]
- Current year's
- Interim reading assessment [representing the]
- Winter term [as well as the]
- Percentage of students who achieved average or above by subcategory

Tutorial

The same data are required for the question regarding low areas of achievement, "Which area(s) represent the highest % of students achieving average or above on the current year's winter interim reading assessment?"

Similar data are required for the question regarding the beginning-of-year value compared to the middle-of-year value, "To what extent is the percentage of average of 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?" This question does not require data representing all subcategories; however, both fall and winter data are required for the subcategory that is the focus in the beginning-of-year action plan.

Details of data required to answer questions relevant to 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 *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 1: Scale score increase based on reading performance			
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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?	Current yr interim read asmnt, fall, winter, current yr class, % met %ile	
Middle of period actual value compared to expected value	To what extent is the fall to winter actual % above or below the expected %?	Same as actual AND % met or exceed fall to winter %ile prior yr	
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	
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?	Current yr interim read asmnt, winter, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, winter, fall, current yr class, % avg or above in subcategory focus area	

Activity Conclusion

Now that you've described details of the data required to answer each question, you'll be able to proceed to the Access stage where you will retrieve the required data.

Goal Monitoring Data Planner
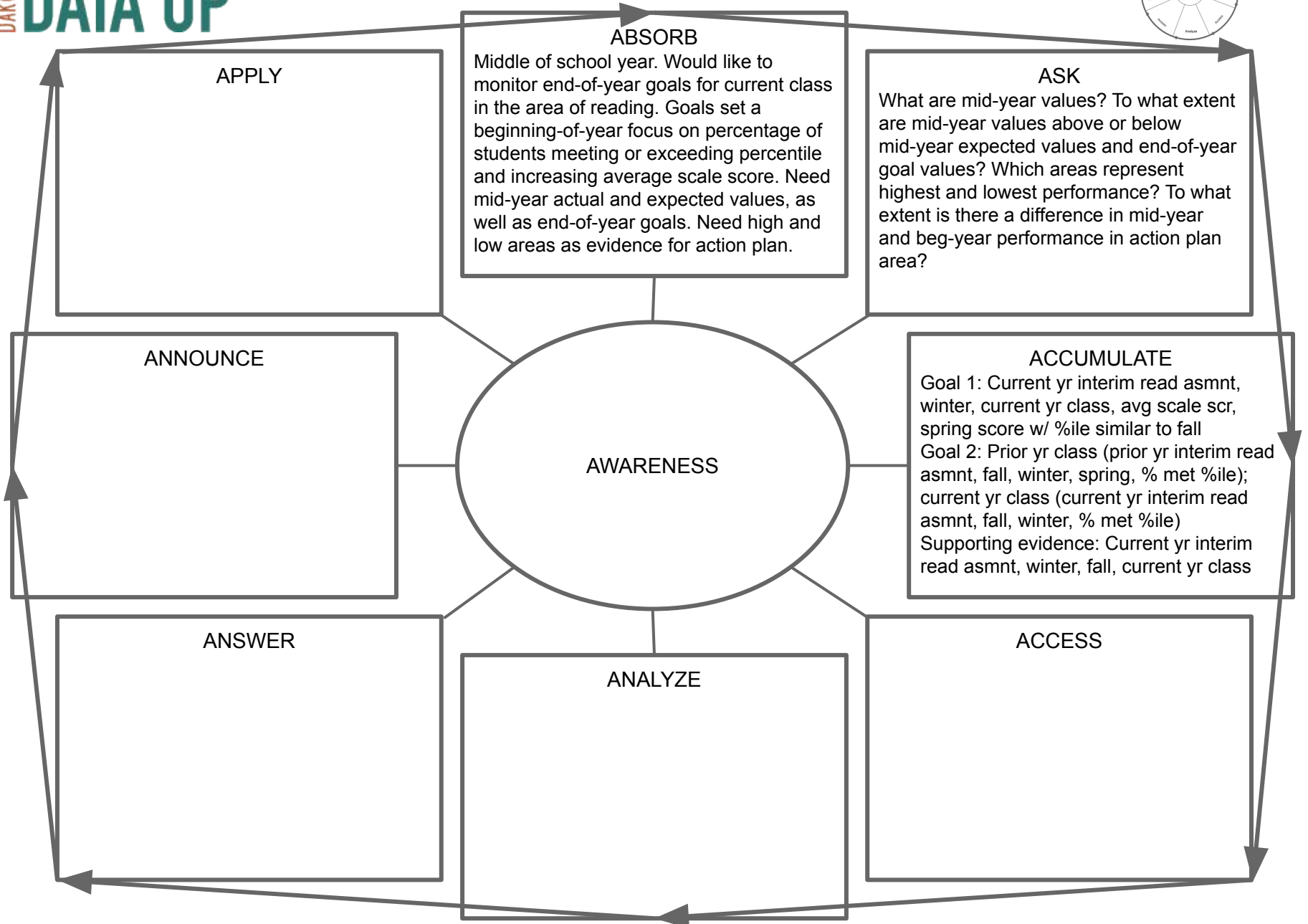*write questions, describe data, identify location of data*

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
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?	Current yr interim read asmnt, winter, current class, avg scale scr	
Middle of period actual value compared to expected value	To what extent is the winter assessment avg above or below the expected avg score?	Same as actual AND winter scale score w/ similar %ile as fall	
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?	Same as actual AND end of year goal avg scr	
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?	Current yr interim read asmnt, fall, winter, current yr class, % met %ile	
Middle of period actual value compared to expected value	To what extent is the fall to winter actual % above or below the expected %?	Same as actual AND % met or exceed fall to winter %ile prior yr	
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	
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?	Current yr interim read asmnt, winter, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, winter, fall, current yr class, % avg or above in subcategory focus area	

A+ Inquiry Framework

The Accumulate stage has been completed.

A+ INQUIRY
GRAPHIC ORGANIZER

APPLY

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?

ANNOUNCE

AWARENESS

ACCUMULATE
Goal 1: Current yr interim read asmnt, winter, current yr class, avg scale scr, spring score w/ %ile similar to fall
Goal 2: Prior yr class (prior yr interim read asmnt, fall, winter, spring, % met %ile); current yr class (current yr interim read asmnt, fall, winter, % met %ile)
Supporting evidence: Current yr interim read asmnt, winter, fall, current yr class
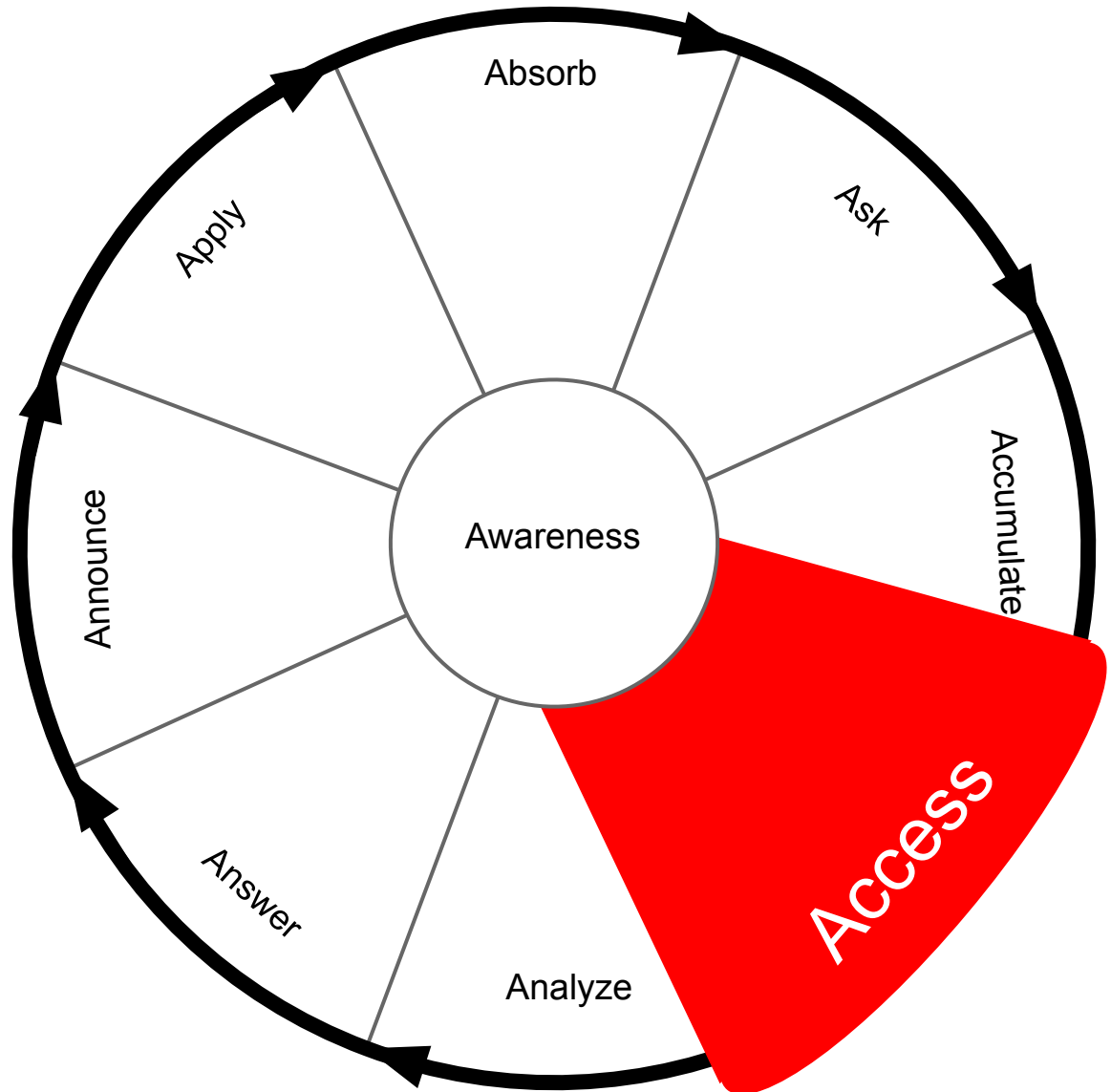
ANSWER

ANALYZE

ACCESS

Access Stage

Ryan:

Now it's time to enter the Access stage where you will retrieve the specific data you identified in the Accumulate stage. **It's time to open your computer and dig in!**
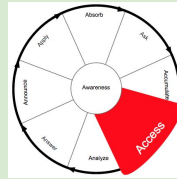
Access Stage

Now, let's use the goal monitoring data planner to specify where you may retrieve the required data.

Goal Monitoring Data Planner
write questions, describe data, identify location of data

| **Absorb** *What information needs to be known?*	**Ask** *What question(s) can lead to unknown information?*	**Accumulate** *Which data are required to answer the question(s)?*	**Access** *Where can required data be retrieved?*
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?	Current yr interim read asmnt, winter, current class, avg scale scr	
Middle of period actual value compared to expected value	To what extent is the winter assessment avg above or below the expected avg score?	Same as actual AND winter scale score w/ similar %ile as fall	
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?	Same as actual AND end of year goal avg scr	
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?	Current yr interim read asmnt, fall, winter, current yr class, % met %ile	
Middle of period actual value compared to expected value	To what extent is the fall to winter actual % above or below the expected %?	Same as actual AND % met or exceed fall to winter %ile prior yr	
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance Lowest levels of performance	Which area(s) represent the [highest / lowest] % of students achieving average or above on the current year winter reading assessment?	Current yr interim read asmnt, winter, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, winter, fall, current yr class, % avg or above in subcategory focus area	

Activity - 10.02.05

In order to answer my questions, data may be retrieved from the _____.
- Statewide Longitudinal Data System
- File cabinet in my classroom
- District's public website
- PowerSchool student information system

Standard: K.1.F Data Sources
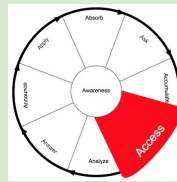
Activity - 10.02.06

Some data, such as applicable beginning-of-year values, middle-of-year expected values, and end-of-year goal values may be accessed in the _____.
- Goal Setting, Monitoring, and Evaluating Organizer
- Goal Monitoring Data Planner
- District's public website
- PowerSchool student information system

Standard: K.1.F Data Sources

Link to Goal Setting, Monitoring, and Evaluating Organizer (complete through "setting"): https://goo.gl/nb13qf

Activity - 10.02.07

After logging into the SLDS, I will click _____ to begin accessing the data?

- Reports
- Dashboards
- KPI
- Data Editors

Standard: S.2.A
Data Discovery and
Data Acquisition
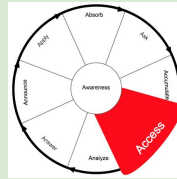
Activity - 10.02.08

I need to select the _____ reports category?
- State
- District
- School
- Teacher

Standard: S.2.A Data Discovery and Data Acquisition
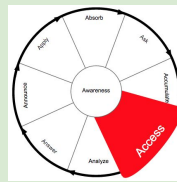
Activity - 10.02.09

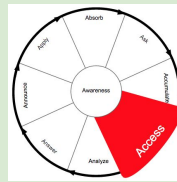The _____ report includes data that will help me answer the following questions: "What is the average scale score of my class on this year's winter interim reading assessment?" "To what extent is the winter assessment average scale score above or below the expected avg score?" and To what extent is the winter assessment average scale score above or below the end of year goal score?" I will also need to retrieve data in my Goal Setting, Monitoring, and Evaluating Organizer.

- Group Level Multi-Term (percentage of students achieving proficiency; percentage of students by performance level; mean score and scores by percentile)
- Group Level Multi-Year (percentage of students achieving proficiency by subject and year)
- Student Level Single Term Details by Group (percentile, scale, score, and other details by subject and subcategories for multiple students during one test term)
- Student Level Multi Term Overview by Group (percentile and scale score by test term for multiple students across one year)

Standard: S.2.A Data Discovery and Data Acquisition

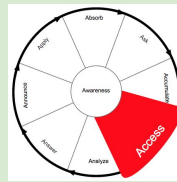| Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 1: Scale score increase based on reading performance			
Middle of period actual value	What is the average scale score of my class on this year's winter interim reading assessment?	Current yr interim read asmnt, winter, current class, avg scale scr	
Middle of period actual value compared to expected value	To what extent is the winter assessment avg above or below the expected avg score?	Same as actual AND winter scale score w/ similar %ile as fall	
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?	Same as actual AND end of year goal avg scr	

Activity - 10.02.10

The _____ report includes data that will help me answer the following questions: "What percentage of students in my current year's class met or exceeded their fall percentile in the winter?" "To what extent is the fall to winter actual percentage of students meeting or exceeding their fall to winter percentile above or below the expected percentage?" and "To what extent is the fall to winter actual percentage of students meeting or exceeding their fall to winter percentile above or below the spring goal percentage?" I will also need to retrieve data in my Goal Setting, Monitoring, and Evaluating Organizer.

- Group Level Multi-Term Growth (percentage of students increasing, maintaining, or decreasing percentile; percentage of students achieving projected growth)
- Group Level Multi-Year by Grade (percentage of students achieving proficiency by year and grade)
- Student Level Single Term Details by Group (percentile, scale, score, and other details by subject and subcategories for multiple students during one test term)
- Group Level Single-Term Details (percentage and number of students at each performance level by subject area and subcategories)

Standard: S.2.A Data Discovery and Data Acquisition

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
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?	Current yr interim read asmnt, fall, winter, current yr class, % met %ile	
Middle of period actual value compared to expected value	To what extent is the fall to winter actual % above or below the expected %?	Same as actual AND % met or exceed fall to winter %ile prior yr	
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	

Activity - 10.02.11

The _____ report includes data that will help me answer the following questions: "Which area(s) represent the highest percentage of students achieving average or above on the current year's winter interim reading assessment?"; "Which area(s) represent the lowest percentage of students achieving average or above on the current year's winter interim reading assessment?"; and "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?"

- Group Level Multi-Term Growth (percentage of students increasing, maintaining, or decreasing percentile; percentage of students achieving projected growth)
- Group Level Multi-Year by Grade (percentage of students achieving proficiency by year and grade)
- Student Level Single Term Details by Group (percentile, scale, score, and other details by subject and subcategories for multiple students during one test term)
- Group Level Single-Term Details (percentage and number of students at each performance level by subject area and subcategories)

Standard: S.2.A Data Discovery and Data Acquisition

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
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?	Current yr interim read asmnt, winter, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, winter, fall, current yr class, % avg or above in subcategory focus area	

Tutorial

In the Access stage, you retrieve the data required for analysis. The required data may be accessed in the Statewide Longitudinal Data System (SLDS). You go to the SLDS and login with your username and password. After logging in, click the link that directs you to the "Reports" section.

In this scenario, you need three reports: one report with data relevant to the focus of the first goal, one report with data relevant to the focus of the second goal, and one report with data relevant to supporting evidence for action planning. Note that title and/or layout of each report you need may change over time. Fortunately, you know enough details about the required data so the information will be easier to find even if the report name or format changes.

Tutorial

Some data, such as applicable beginning-of-year values, middle-of-year expected values, and end-of-year goal values may be accessed in the Goal Setting, Monitoring, and Evaluating Organizer you began filling out when setting goals at the beginning of the year. Because you already entered those data points into your organizer, you do not need to run reports to retrieve the values again. This is an example of how the work you put into the organizer at the beginning of the year saves you time during the middle of the year by creating a more efficient access point for some of the required data.

Link to Goal Setting, Monitoring, and Evaluating Organizer (complete through "setting"): https://goo.gl/nb13qf

Tutorial

As indicated in the Accumulate stage, in order to answer questions relevant to the focus of the first goal, you need the average scale score of students in your current class on the current year's interim reading assessment representing the winter term. Required data are available in the SLDS "Group Level Multi-Term" report, specifically in the report's "Group Mean Score and Scores by Percentile by Test Term" chart and corresponding table.

(See next slide for image)

Group Level Multi-Term

|	
Description	Percentage of students achieving proficiency; Percentage of students by performance level; Mean score and scores by %ile
Guiding Question(s)	Is the group performing at, above, or below the expected level of performance? Is the group showing a positive trend in performance?
Potential Use(s)	Establish beginning of year baseline, set a goal, evaluate the extent to which a middle or end of year goal was met
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year

Percentage of Students Who Met or Did Not Meet Proficiency by Term

	Fall #	Fall %	Winter #	Winter %	Spring #	Spring %
Met Proficiency	8	57%	8	57%		
Did Not Meet Proficiency	6	43%	6	43%		
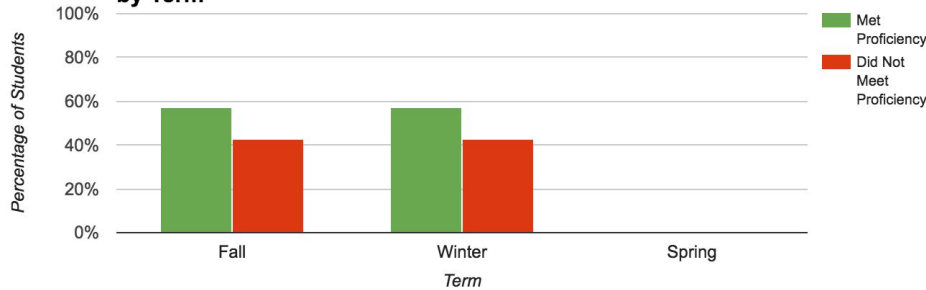
Percentage of Students by Performance Level and Test Term
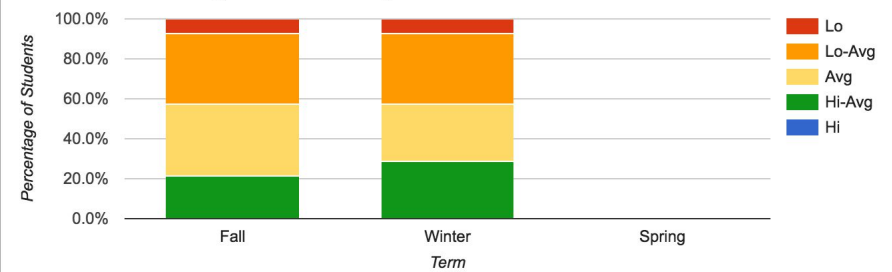
	Fall #	Fall %	Winter #	Winter %	Spring #	Spring %
Low < 21st %ile	1	7.1%	1	7.1%		
Low-Avg 21st-40th %ile	5	35.7%	5	35.7%		
Avg 41st-60th %ile	5	35.7%	4	28.6%		
High-Avg 61st-80th %ile	3	21.4%	4	28.6%		
High > 81st %ile	0	0.0%	0	0.0%		

Group Mean Score and Scores by Percentile by Test Term
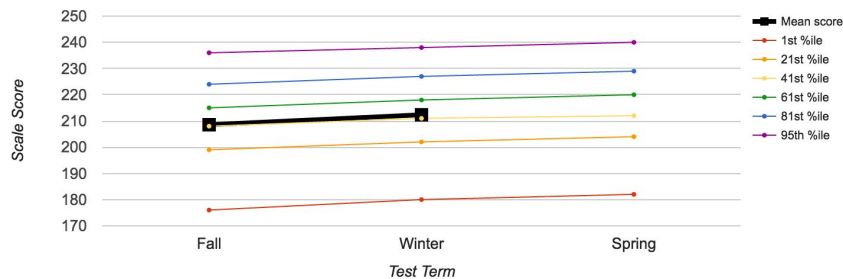
Low	< 21st %ile
Low-Avg	21st-40th %ile
Avg	41st-60th %ile
High-Avg	61st-80th %ile
High	> 81st %ile

	Mean score	1st %ile	21st %ile	41st %ile	61st %ile	81st %ile	95th %ile
Fall	209	176	199	208	215	224	236
Winter	212	180	202	211	218	227	238
Spring		182	204	212	220	229	240

Tutorial

The title of the SLDS report, which includes data that can help answer questions specific to goal 1 has been added to the Goal Monitoring Data Planner. Note the goal organizer is identified as an access point for data relevant to the second and third questions relevant to goal 1 because certain previous values you entered on the Goal Setting, Monitoring, and Evaluating Organizer will be useful for analysis.

Goal Monitoring Data Planner
write questions, describe data, identify location of data

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
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?	Current yr interim read asmnt, winter, current class, avg scale scr	Group Level Multi-Term
Middle of period actual value compared to expected value	To what extent is the winter assessment avg above or below the expected avg score?	Same as actual AND winter scale score w/ similar %ile as fall	Group Level Multi-Term; Goal organizer
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?	Same as actual AND end of year goal avg scr	Group Level Multi-Term; Goal organizer
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?	Current yr interim read asmnt, fall, winter, current yr class, % met %ile	
Middle of period actual value compared to expected value	To what extent is the fall to winter actual % above or below the expected %?	Same as actual AND % met or exceed fall to winter %ile prior yr	
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	
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?	Current yr interim read asmnt, winter, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, winter, fall, current yr class, % avg or above in subcategory focus area	

Tutorial

As indicated in the Accumulate stage, in order to answer questions relevant to the focus of the second goal, you need the percentile values of students in your current year's class on the current year's interim reading assessment representing the fall and winter terms, the percentage of students whose winter percentile met or exceeded their fall percentile, the expected value, and the end-of-year goal value. Required data are available in the SLDS "Group Level Multi-Term Growth" report, specifically in the report's "Percentage of Students Increasing, Maintaining, and Decreasing Percentile by Term-to-Term Period" chart and corresponding table. The goal organizer is also indicated as an access point because you previously entered the expected value on the Goal Setting, Monitoring, and Evaluating Organizer during the goal setting phase.

(See next slide for image)

Group Level Multi-Term Growth
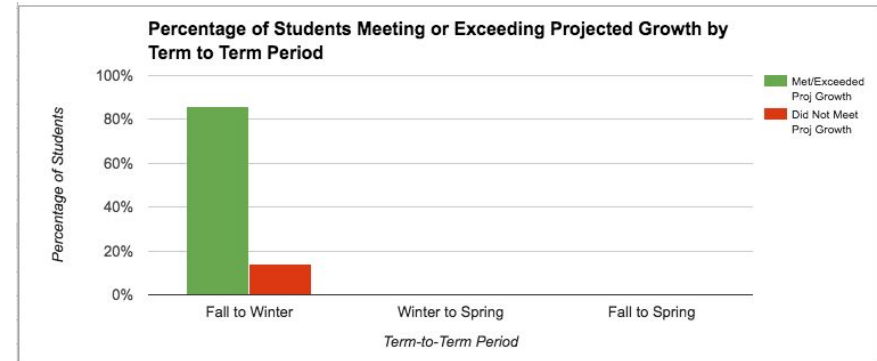
Description	Percentage of students increasing, maintaining, or decreasing percentile; Percentage of students achieving projected growth
Guiding Question(s)	Is the group performing at, above, or below the expected level of performance from one term to another?
Potential Use(s)	Evaluate whether there may be a need to make educaitonal adjustments based on student growth from one term to another
	Evaluate the extent to which a group of students met a pre-defined goal to grow from one term to another
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year
Test Term(s)	Fall, Winter, Spring

Percentage of Students Increasing, Maintaining, and Decreasing Percentile by Term-to-Term Period
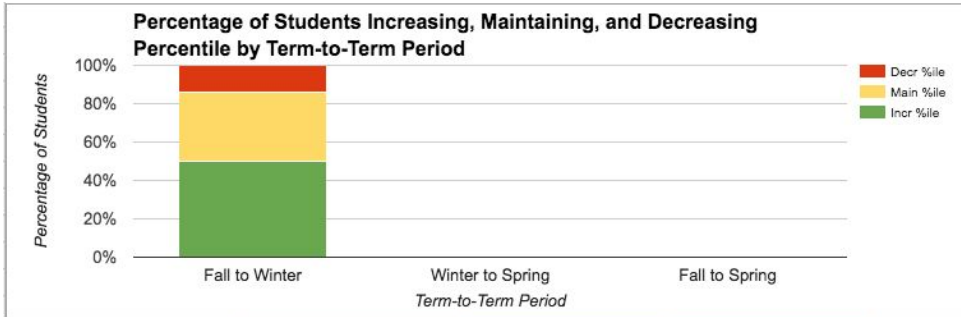
	Increase %ile		Maintain %ile		Decrease %ile	
	#	%	#	%	#	%
Fall to Winter	7	50%	5	36%	2	14%
Winter to Spring						
Fall to Spring						

Percentage of Students Meeting or Exceeding Projected Growth by Term to Term Period

	Met/Exceeded Proj Growth		Did Not Meet Growth	
	#	%	#	%
Fall to Winter	12	86%	2	14%
Winter to Spring				
Fall to Spring				

Tutorial

The title of the SLDS report, which includes data that can help answer questions relevant to goal 2 has been added to the Goal Monitoring Data Planner. Note the goal organizer is identified as an access point for data relevant to the second and third questions specific to goal 2 because certain previous values you entered on the Goal Setting, Monitoring, and Evaluating Organizer will be useful for analysis.

Goal Monitoring Data Planner
write questions, describe data, identify location of data

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
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?	Current yr interim read asmnt, winter, current class, avg scale scr	Group Level Multi-Term
Middle of period actual value compared to expected value	To what extent is the winter assessment avg above or below the expected avg score?	Same as actual AND winter scale score w/ similar %ile as fall	Group Level Multi-Term; Goal organizer
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?	Same as actual AND end of year goal avg scr	Group Level Multi-Term; Goal organizer
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?	Current yr interim read asmnt, fall, winter, current yr class, % met %ile	Group Level Multi-Term Growth
Middle of period actual value compared to expected value	To what extent is the fall to winter actual % above or below the expected %?	Same as actual AND % met or exceed fall to winter %ile prior yr	Group Level Multi-Term Growth; Goal org
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	Group Level Multi-Term Growth; Goal org
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?	Current yr interim read asmnt, winter, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, winter, fall, current yr class, % avg or above in subcategory focus area	

Tutorial

As indicated in the Accumulate stage, in order to answer questions relevant to supporting evidence for action planning, you need percentiles of students in your current year's class within the reading subcategories on the current year's interim reading assessment representing the winter term, as well as the percentage of students who achieved average or above by subcategory. Similar data representing the fall term are required for the subcategory that was the focus area in the beginning-of-year action plan. Required data are available in the SLDS "Group Level Single-Term Details" report, specifically in the "Percentage of Students by Subcategory and Percentile Range" chart and corresponding table. The goal organizer is also indicated as an access point because you previously entered the required fall subcategory data on the Goal Setting, Monitoring, and Evaluating Organizer during the goal setting phase.

(See next slide for image)

Description	Percentage and number of students at each performance level by subject area and subcategories
Guiding Question(s)	Is the group performing at, above, or below the expected level of performance in the subject and subcategories? Which subcategories represent the highest and lowest levels of performance?
Potential Use(s)	Establish baseline, set goal, evaluate extent to which goal was met by subject and subcategories Make instructional changes to improve performance in weak subcategories
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year
Test Term	Winter

Summary

Mean scale sore	212
Norm grade level mean score	214
Std Deviation	7.1
Median %ile	44.5
District grade level mean score	210

	Low <21st %ile		Low-Avg 21st-40th %ile		Avg 41st-60th %ile		High-Avg 61st-80th %ile		High >80th %ile	
Subject area performance	Count	%	Count	%	Count	%	Count	%	Count	%
Reading	1	7%	5	36%	4	29%	4	29%	0	0%
Subcategory performance										
Literature	1	7%	7	50%	3	21%	3	21%	0	0%
Informational Text	1	7%	5	36%	6	43%	2	14%	0	0%
Vocabulary Acquistion and Use	1	7%	1	7%	8	57%	2	14%	2	14%

Percentage of Students by Subcategory and Percentile Range
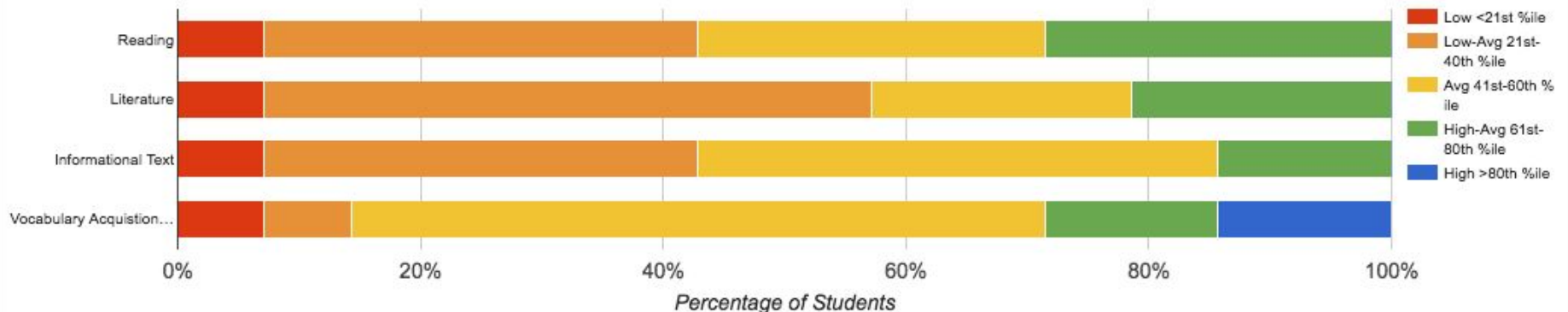
Tutorial

The title of the SLDS report, which includes data that can help answer questions relevant to supporting evidence for action planning has been added to the Goal Monitoring Data Planner. Note the goal organizer is identified as an access point for data relevant to the last question in the supporting evidence for action planning section because one of the fall subcategory values you entered on the Goal Setting, Monitoring, and Evaluating Organizer will be useful for analysis.

Goal Monitoring Data Planner
write questions, describe data, identify location of data

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
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?	Current yr interim read asmnt, winter, current class, avg scale scr	Group Level Multi-Term
Middle of period actual value compared to expected value	To what extent is the winter assessment avg above or below the expected avg score?	Same as actual AND winter scale score w/ similar %ile as fall	Group Level Multi-Term; Goal organizer
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?	Same as actual AND end of year goal avg scr	Group Level Multi-Term; Goal organizer
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?	Current yr interim read asmnt, fall, winter, current yr class, % met %ile	Group Level Multi-Term Growth
Middle of period actual value compared to expected value	To what extent is the fall to winter actual % above or below the expected %?	Same as actual AND % met or exceed fall to winter %ile prior yr	Group Level Multi-Term Growth; Goal org
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	Group Level Multi-Term Growth; Goal org
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?	Current yr interim read asmnt, winter, current yr class, % avg or above by subcategory	Group Level Single-Term Details
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?	Current yr interim read asmnt, winter, fall, current yr class, % avg or above in subcategory focus area	Group Level Single-Term Details; Goal organizer

Activity Conclusion

Now that you've retrieved the data required to answer each question, you'll be able to proceed to the Analysis stage where you will analyze the data.
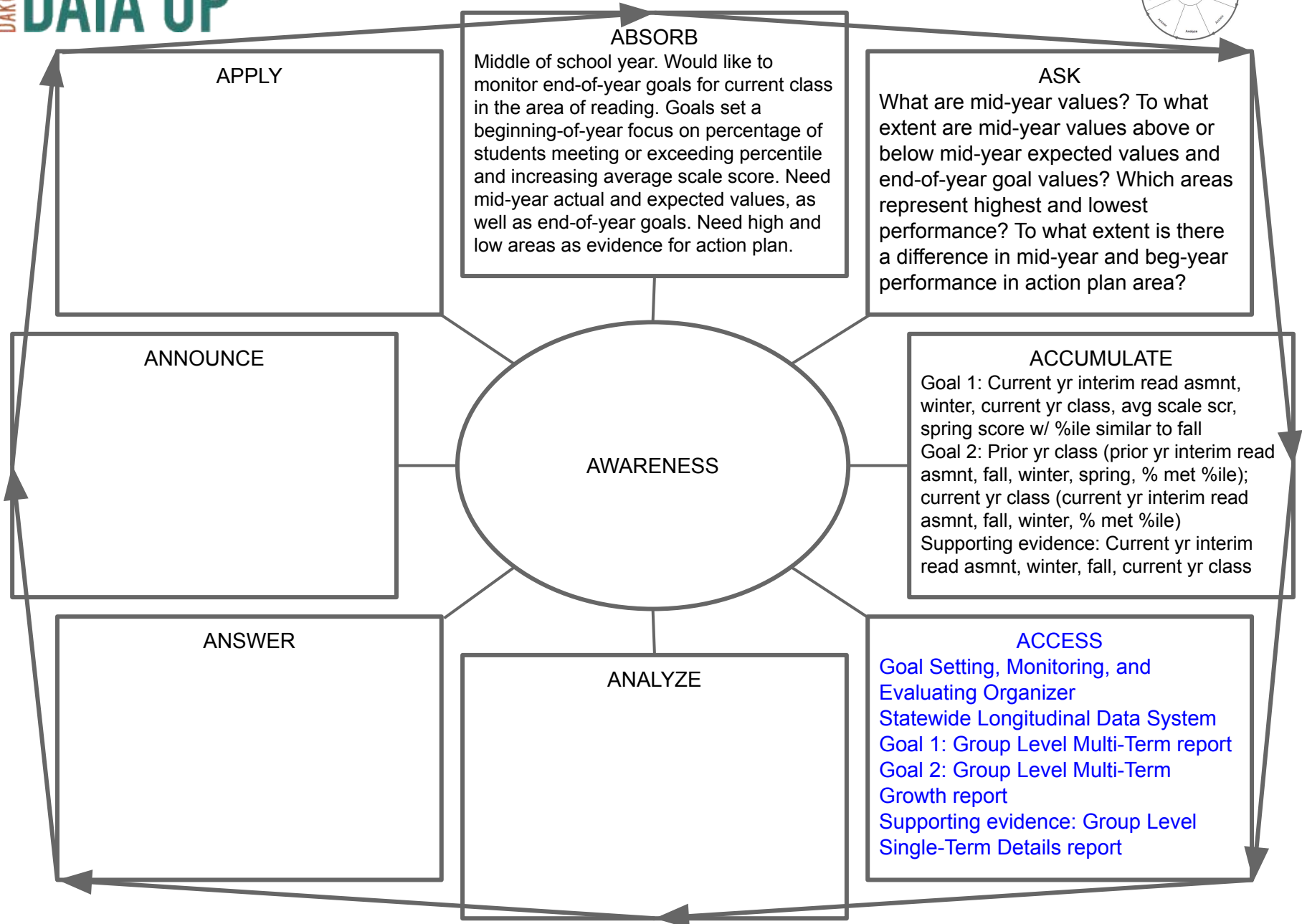
Goal Monitoring Data Planner
write questions, describe data, identify location of data

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
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?	Current yr interim read asmnt, winter, current class, avg scale scr	Group Level Multi-Term
Middle of period actual value compared to expected value	To what extent is the winter assessment avg above or below the expected avg score?	Same as actual AND winter scale score w/ similar %ile as fall	Group Level Multi-Term; Goal organizer
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?	Same as actual AND end of year goal avg scr	Group Level Multi-Term; Goal organizer
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?	Current yr interim read asmnt, fall, winter, current yr class, % met %ile	Group Level Multi-Term Growth
Middle of period actual value compared to expected value	To what extent is the fall to winter actual % above or below the expected %?	Same as actual AND % met or exceed fall to winter %ile prior yr	Group Level Multi-Term Growth; Goal org
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	Group Level Multi-Term Growth; Goal org
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?	Current yr interim read asmnt, winter, current yr class, % avg or above by subcategory	Group Level Single-Term Details
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?	Current yr interim read asmnt, winter, fall, current yr class, % avg or above in subcategory focus area	Group Level Single-Term Details; Goal organizer

A+ Inquiry Framework

The Access stage has been completed. You know where to retrieve the required data that have been accumulated. You'll notice the goal organizer is identified as an access point for data relevant to some questions because certain previous values you entered on the Goal Setting, Monitoring, and Evaluating Organizer will be useful for analysis.

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

AWARENESS

ACCUMULATE
Goal 1: Current yr interim read asmnt, winter, current yr class, avg scale scr, spring score w/ %ile similar to fall
Goal 2: Prior yr class (prior yr interim read asmnt, fall, winter, spring, % met %ile); current yr class (current yr interim read asmnt, fall, winter, % met %ile)
Supporting evidence: Current yr interim read asmnt, winter, fall, current yr class

ANSWER

ANALYZE

ACCESS
Goal Setting, Monitoring, and Evaluating Organizer
Statewide Longitudinal Data System
Goal 1: Group Level Multi-Term report
Goal 2: Group Level Multi-Term Growth report
Supporting evidence: Group Level Single-Term Details report

Conclusion

Ryan:

Please keep these documents in your Data Binder as we proceed through the next stages of goal monitoring.

Goal Monitoring Data Planner: https://goo.gl/Vr5Y4o

Goal Setting, Monitoring, and Evaluating Organizer (complete through "setting"): https://goo.gl/nb13qf

Activity Answers

10.02.01	Student learning
10.02.02	Current year students, current year interim reading assessment, winter term, average scale score, spring scale score w/ similar percentile as fall average scale score, winter scale score with similar percentile as fall average scale score
10.02.03	Current year students (current year interim reading assessment, fall, winter, percent of students meeting fall to winter %ile)
10.02.04	Current year students, current year interim reading assessment, winter term, fall term, percentage of students average or above by subcategory
10.02.05	Statewide Longitudinal Data System
10.02.06	Goal Setting, Monitoring, and Evaluating Organizer
10.02.07	Reports
10.02.08	Teacher
10.02.09	Group Level Multi-Term (percentage of students achieving proficiency; percentage of students by performance level; mean score and scores by percentile)
10.02.10	Group Level Multi-Term Growth (percentage of students increasing, maintaining, or decreasing percentile; percentage of students achieving projected growth)
10.02.11	Group Level Single-Term Details (percentage and number of students at each performance level by subject area and subcategories)

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of data that may be useful for monitoring a classroom-level goal				
This module part increased my knowledge of locations where data utilized for monitoring a classroom-level goal may be retrieved				

Well Done

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