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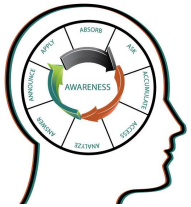

Develop Your Data Mindset

Module 10 - Classroom Level Goal Monitoring
Part 3A - Analyze

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

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Learning Goals

- Analyze data to identify middle-of-period values
- Analyze data to compare middle-of-period actual values with expected values
- Analyze data to compare middle-of-period actual values with end-of-year goal values
- Analyze data to identify highest and lowest areas of performance
- Analyze data to compare the change in values relevant to the action plan focus area
  Identify limitations and implications of analysis findings

SLDS Data Use Standards

- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

Introduction

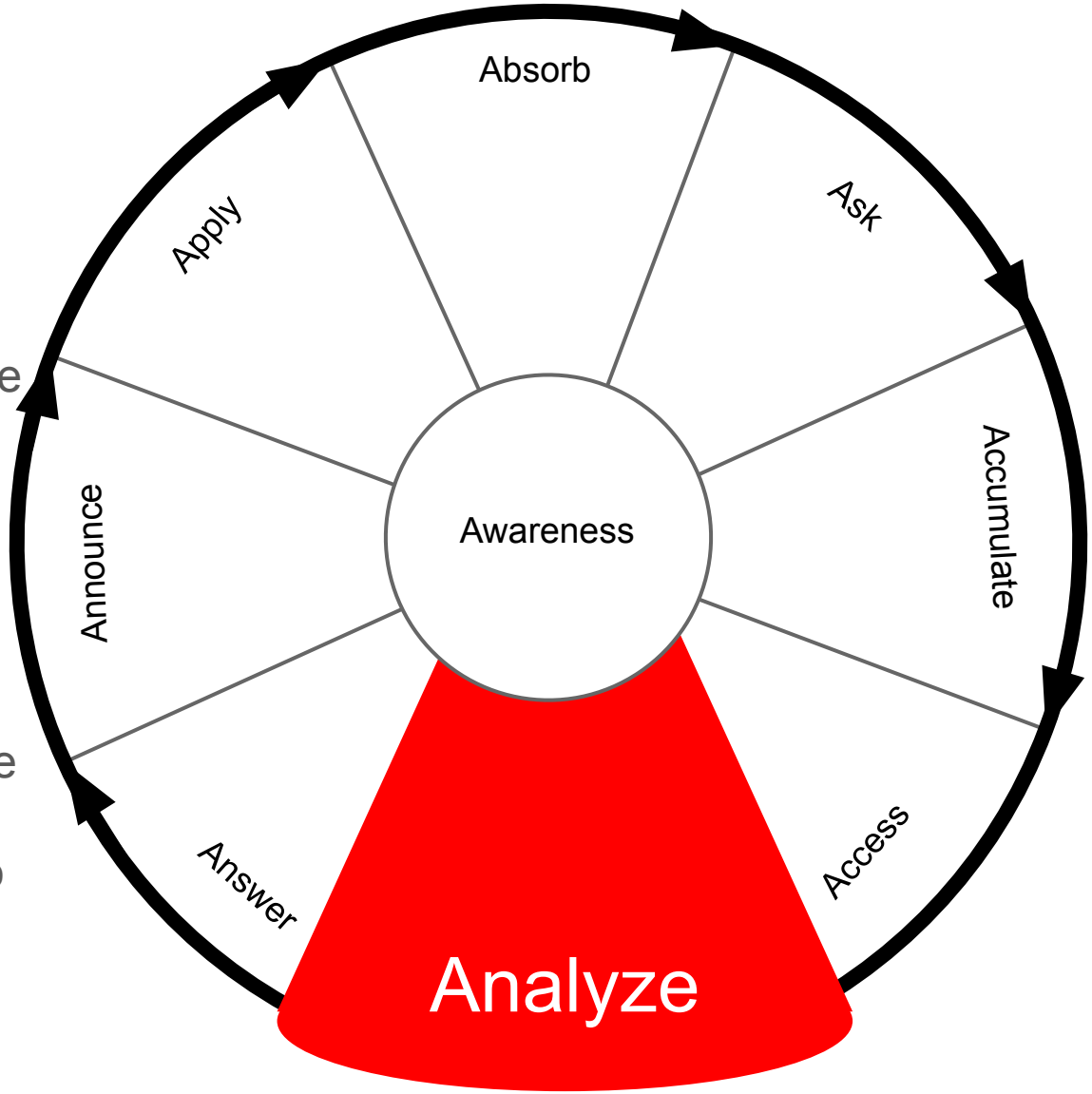
Ryan:

Now you will have individual work time to dive in and analyze your student data. I know that some of you have been eagerly awaiting the opportunity to dive into the fall assessment data on each of your students, so I’m sure you will be excited to take advantage of this time. Then, we will have conversations around the data to conclude our Data Team meeting.

Introduction

Ryan:

Now that you have pulled your needed data from the SLDS and your Goal Setting, Monitoring, and Evaluating Organizer, it's time to enter the Analyze stage where you will conduct analysis of the data you accessed. Make sure you have out your flyers in case you need to reference our district's protocols for goal setting and monitoring or be reminded of key vocabulary and concepts.



Introduction

Ryan:

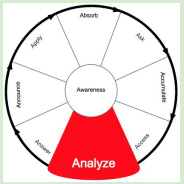
Make sure you have your Goal Setting, Monitoring, and Evaluating Organizer ready as we work through the Analyze, Answer, Announce, and Apply stages. As you can see, your organizer already includes quite a bit of information, which you added during the goal setting process at the beginning of the year. At this time, during the goal monitoring process, we'll be adding middle-of-year values and action plan details.

Link to Goal Setting, Monitoring, and Evaluating Organizer: https://goo.gl/Cir3dG

NORTH DAKOTA DATA UP

Goal Setting, Monitoring, and Evaluating Organizer

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):**	



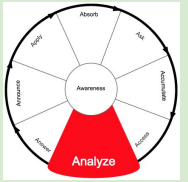
Activity - 10.3A.01

Which chart and corresponding table in the “Group Level Multi-Term” report display data display data that may be analyzed to help answer the following questions relevant to the first goal: “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?”

- Group Mean Score and Scores by Percentile by Test Term
- Percentage of Students Who Met or Did Not Meet Proficiency
- Percentage of Students by Performance Level and Test Term
- Potential Uses, Subject, and Assessment Name

Standard: S.4.C Aligned Analysis

(Image of report on next slide…)



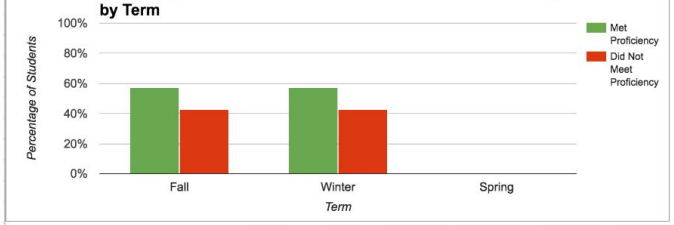
Activity - 10.3A.01 (Image of Report)

Statewide Longitudinal Data System

Group Level Multi-Term

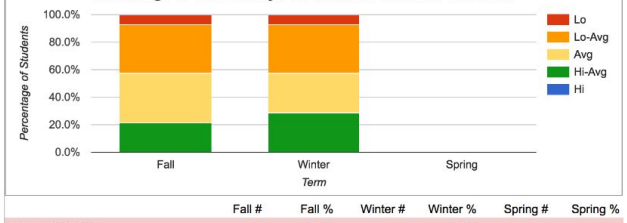
Description	Percentage of students achieving proficiency; Percentage of students by performance level; Mean score and scores by %ile
Guiding Question(s)	Is the group performing at, above, or below the expected level of performance? Is the group showing a positive trend in performance?
Potential Use(s)	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



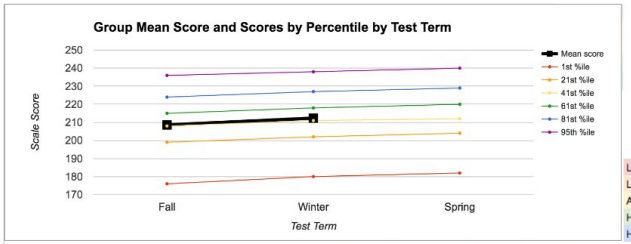
	Fall #	Fall %	Winter #	Winter %	Spring #	Spring %
Met Proficiency	8	57%	8	57%		
Did Not Meet Proficiency	6	43%	6	43%		

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

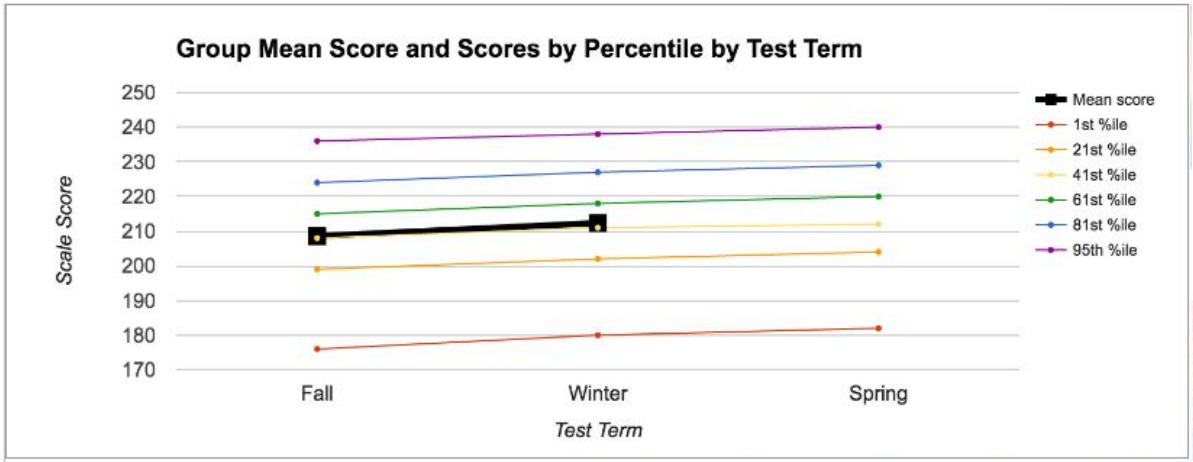
	Mean score	1st %ile	21st %ile	41st %ile	61st %ile	81st %ile	95th %ile
Fall	209	176	199	208	215	224	236
Winter	212	180	202	211	218	227	238
Spring		182	204	212	220	229	240

Activity - 10.3A.02

The average scale score of my class on this year's winter interim reading assessment is _____

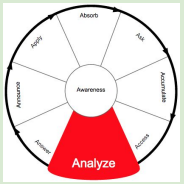
- 209
- 212
- 41
- 61

Standard: S.4.C Aligned Analysis



	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

Low < 21st %ile
Low-Avg 21st-40th %ile
Avg 41st-60th %ile
High-Avg 61st-80th %ile
High > 81st %ile



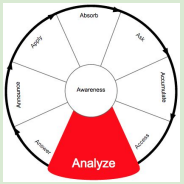
Activity - 10.3A.03

The average scale score of my class on this year's winter interim reading assessment is _____ the expected average scale score of my class on this year's winter interim reading assessment.

- equal to
- three points above
- one point below
- three points below

Standard: S.4.C Aligned Analysis

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: 212 Expected: 212	Actual: Expected: 213 Original Goal: 215 Revised Goal:



Activity - 10.3A.04

The average scale score of my class on this year's winter interim reading assessment is _____ the average scale score set as the end-of-year goal for my class.

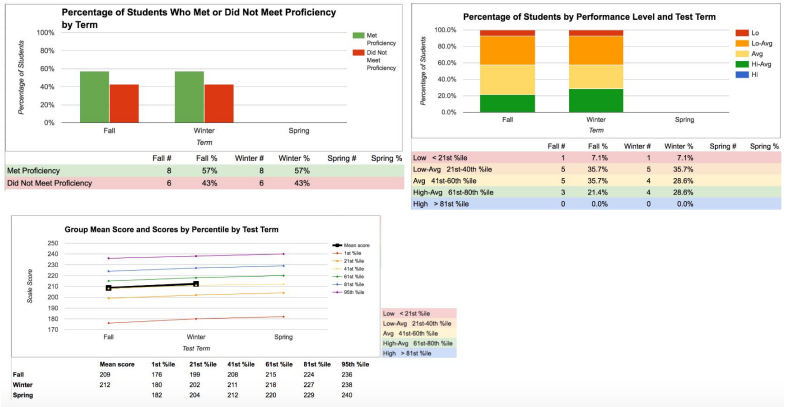
- equal to
- three points above
- one point below
- three points below

Standard: S.4.C Aligned Analysis

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: 212 Expected: 212	Actual: Expected: 213 Original Goal: 215 Revised Goal:

Tutorial

In the Analyze stage, you analyze the data you accessed in a way that will reveal answers to your questions. We'll begin by analyzing data in the "Group Level Multi-Term" report. This report includes data that will help you respond to questions regarding the goal you are monitoring, which focuses on a scale score increase.



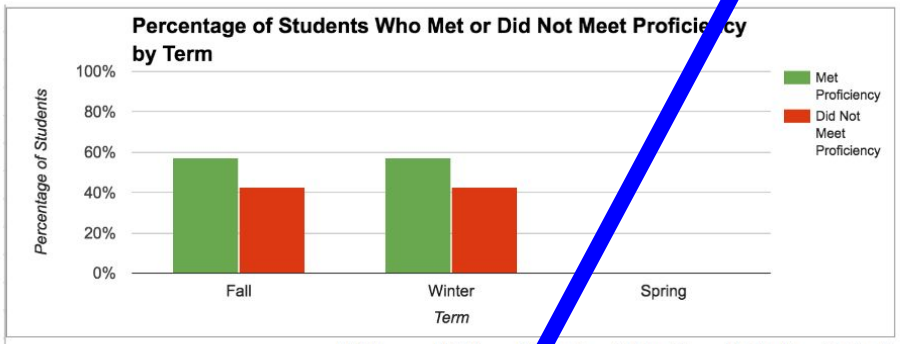
There are three charts with corresponding tables in this report. Given the scope of your questions, you need to narrow your focus on the chart and table titled, "Group Mean Score and Scores by Percentile by Test Term." You will be able to use this section of the report to identify the middle-of-year value, which will be compared to middle-of-period expected value and end-of-year goal value.

Tutorial

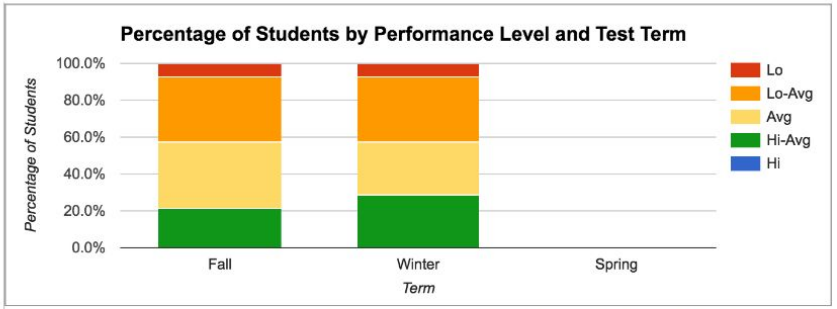
There are three charts with corresponding tables in this report. Given the scope of your questions, you need to narrow your focus on the chart and table titled, “Group Mean Score and Scores by Percentile by Test Term.” You will be able to use this section of the report to identify the middle-of-year value, which will be compared to middle-of-period expected value and end-of-year goal value.

Tutorial

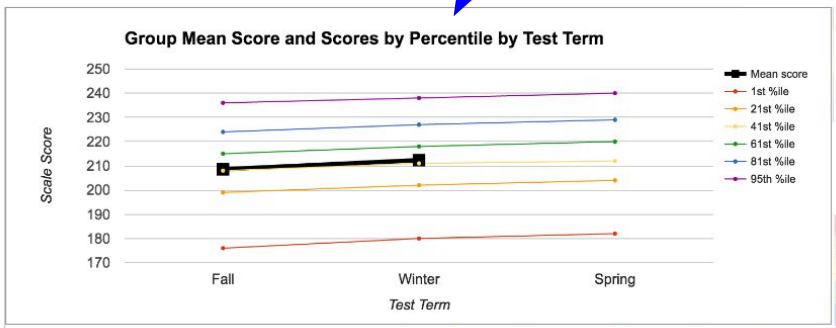
Direct your attention toward the
“Group Mean Score and Scores by Percentile by Test Term”
chart and table



	Fall #	Fall %	Winter #	Winter %	Spring #	Spring %
Met Proficiency	8	57%	8	57%		
Did Not Meet Proficiency	6	43%	6	43%		



	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%		

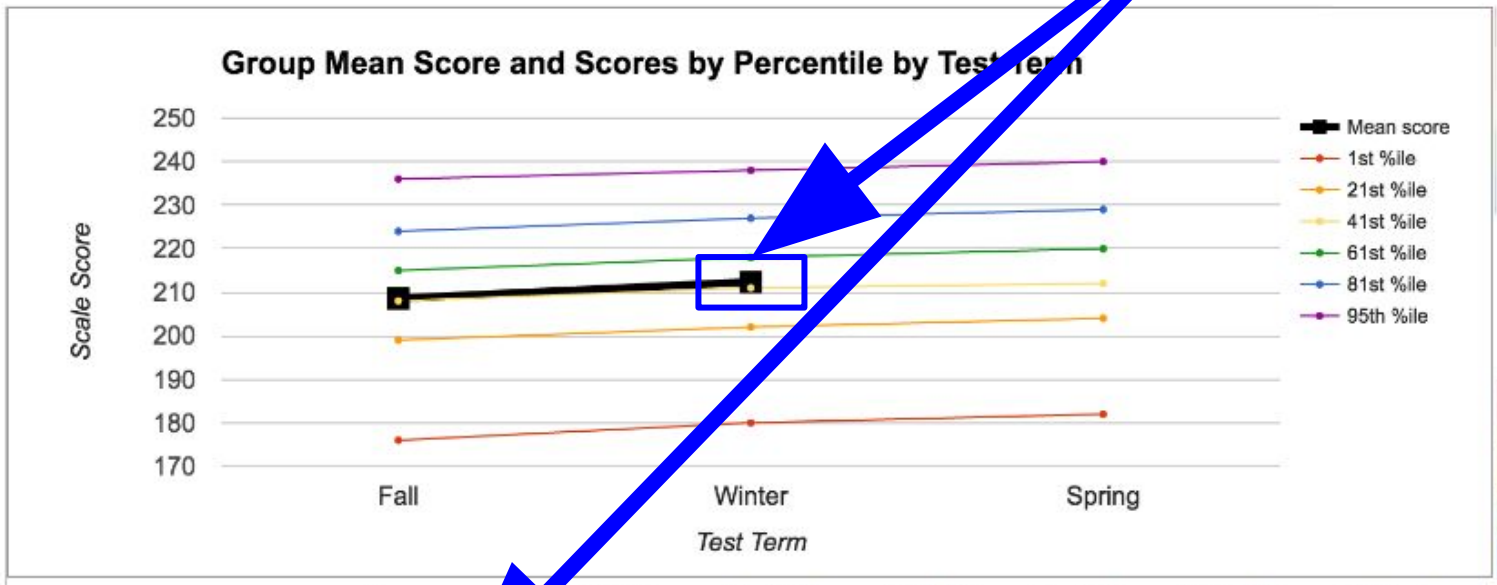


Low < 21st %ile
Low-Avg 21st-40th %ile
Avg 41st-60th %ile
High-Avg 61st-80th %ile
High > 81st %ile

	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

Identify the middle-of-period score by locating the average (i.e., mean) winter scale score of your class in the table. A visual representation of the score is available on the chart. As you can see in the table, 212 is the average score of your class in the winter.



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 scale score of 212 has been added to the organizer as the middle-of-year actual value.

NORTH DAKOTA DATA UP

Goal Setting, Monitoring, and Evaluating Organizer

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: 212 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):**

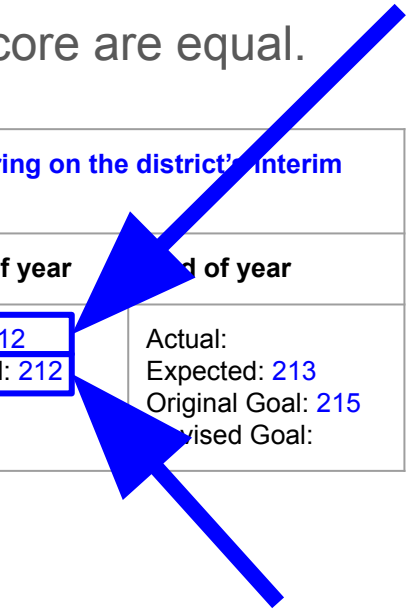
Tutorial

Now it's time to compare the middle-of-year actual value with the middle-of-year expected value

- Step 1: Identify the actual middle-of-year scale score, 212
- Step 2: Identify the expected middle-of-year scale score, which is also 212
- Step 3: Subtract the expected score from the actual score (212 - 212 = 0)

The actual middle-of-year score and expected middle-of-year score are equal.

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**	**d 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: 212 Expected: 212	Actual: Expected: 213 Original Goal: 215 vised Goal:



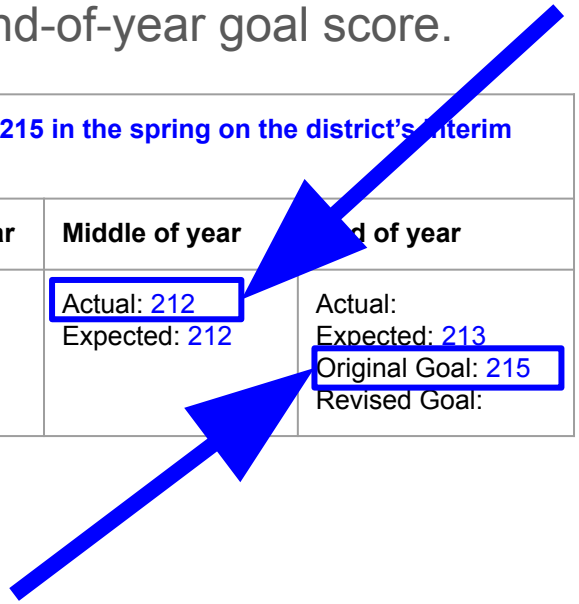
Tutorial

Here, we'll compare the middle-of-year actual value with the end-of-year goal value.

- Step 1: Identify the actual middle-of-year scale score, 212
- Step 2: Identify the end-of-year goal scale score, 215
- Step 3: Subtract the end-of-year goal score from the actual middle-of-year score
  (212 - 215 = -3)

The actual middle-of-year score is 3 points below the end-of-year goal score.

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**	**d 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: 212 Expected: 212	Actual: Expected: 213 Original Goal: 215 Revised Goal:



Activity Conclusion

Well done! You added 212 as the actual average scale score of your class on the winter interim reading assessment to the goal 1 section of your Goal Setting, Monitoring, and Evaluating Organizer. You also compared the actual value to the middle-of-year expected value and end-of-year goal value.

NORTH DAKOTA DATA UP

Goal Setting, Monitoring, and Evaluating Organizer

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: 212 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

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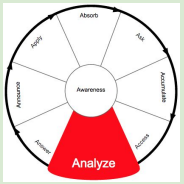


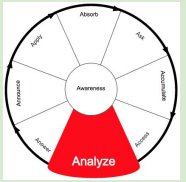
Activity - 10.3A.05

Which chart and corresponding table in the “Group Level Multi-Term Growth” report display data that may be analyzed to help answer the following questions relevant to the second goal: “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?”

- Percentage of Students Increasing, Maintaining, and Decreasing Percentile by Term-to-Term Period
- Percentage of Students Meeting or Exceeding Projected Growth by Term-to-Term Period
- Description, Guiding Questions, Year, and Test Term
- Potential Uses, Subject, and Assessment Name

Standard: S.4.C Aligned Analysis

(Image of report on next slide…)

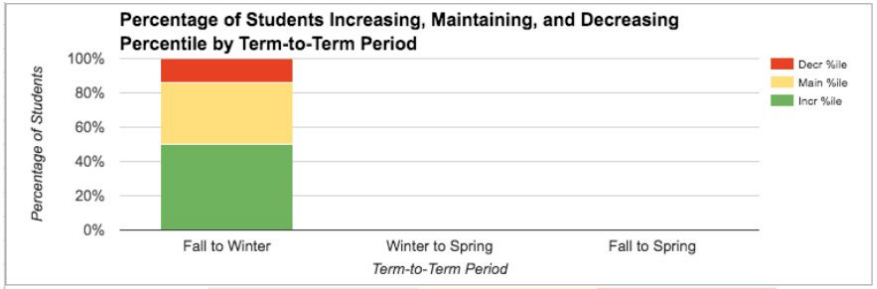


Activity - 10.3A.05 (Image of Report)

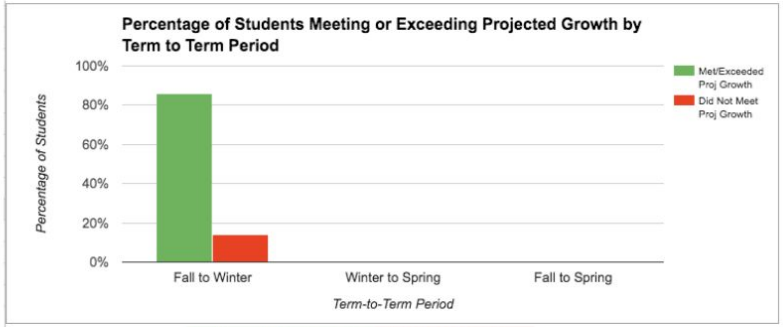
Statewide Longitudinal Data System

Group Level Multi-Term Growth

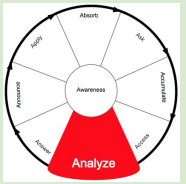
Description	Percentage of students increasing, maintaining, or decreasing percentile; Percentage of students achieving projected growth
Guiding Question(s)	Is the group performing at, above, or below the expected level of performance from one term to another?
Potential Use(s)	Evaluate whether there may 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



	Increase %ile		Maintain %ile		Decrease %ile	
	#	%	#	%	#	%
Fall to Winter	7	50%	5	36%	2	14%
Winter to Spring						
Fall to Spring						



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

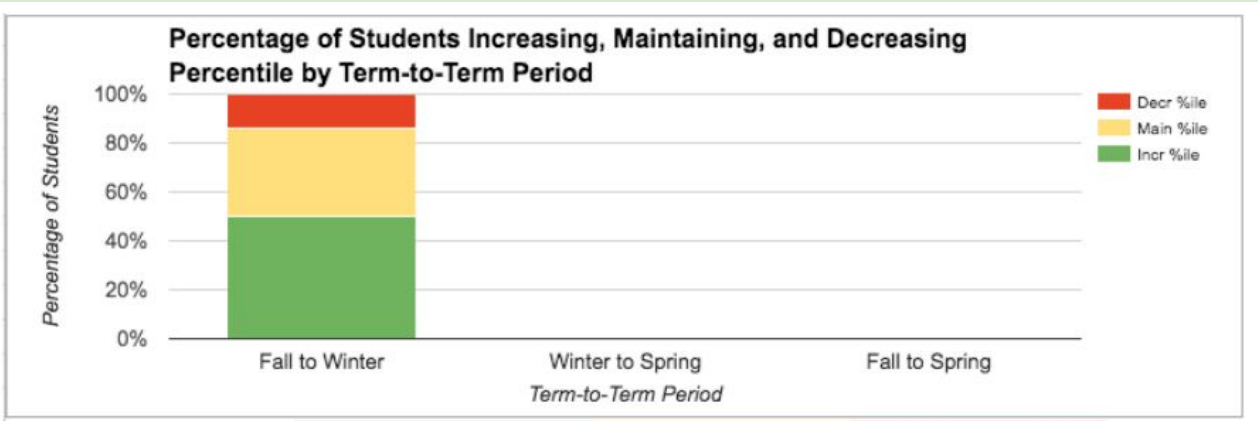


Activity - 10.3A.06

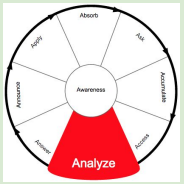
_____% of my students either increased or maintained their percentile from fall to winter.

- 86
- 50
- 12
- 36

Standard: S.4.C Aligned Analysis



	Increase %ile		Maintain %ile		Decrease %ile	
	#	%	#	%	#	%
Fall to Winter	7	50%	5	36%	2	14%
Winter to Spring						
Fall to Spring						



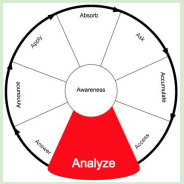
Activity - 10.3A.07

The percentage of students either increasing or maintaining their fall to winter percentile is _____ the percentage of students expected to either increase or maintain their fall to winter percentile.

- 40 percentage points above
- 26 percentage points above
- 6 percentage points above
- 20 percentage points above

Standard: S.4.C Aligned Analysis

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: 86% Expected: 46%	Actual: Expected: 60% Original Goal: 80% Revised Goal:



Activity - 10.3A.08

The percentage of students either increasing or maintaining their fall to winter percentile is _____ the percentage of students that was set as an end-of-year goal for my class.

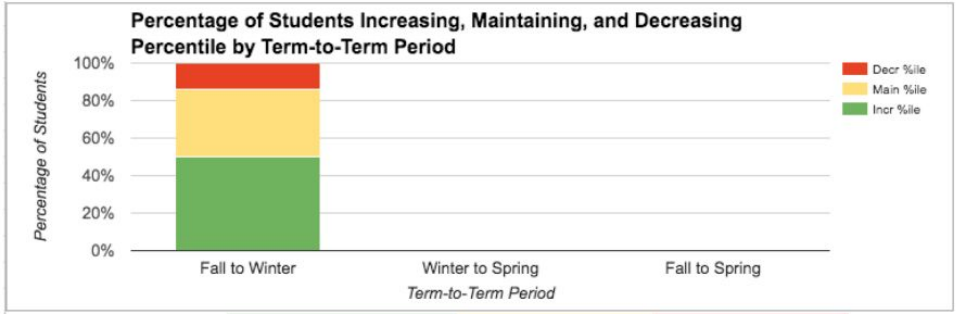
- 40 percentage points above
- 26 percentage points above
- 6 percentage points above
- 20 percentage points above

Standard: S.4.C Aligned Analysis

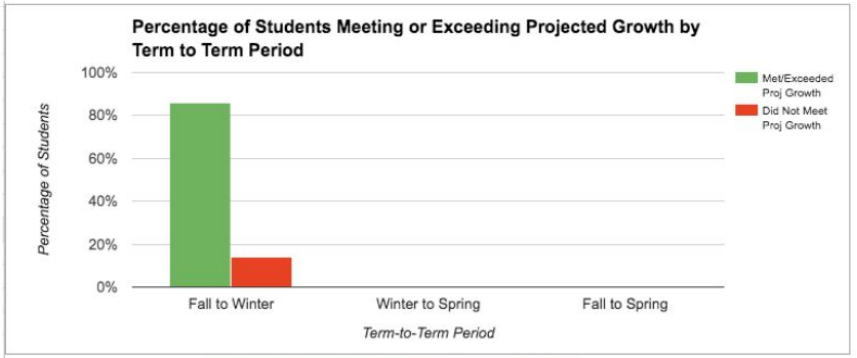
Goal 2: The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district's interim reading assessment will increase from 60% based on my prior year class to 80% based on my current year class					
	Where to access	**Baseline**	**Beginning 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: 86% Expected: 46%	Actual: Expected: 60% Original Goal: 80% Revised Goal:

Tutorial

Let's take a look at data analysis in the "Group Level Multi-Term Growth" report, which includes data that will help you respond to questions regarding the goal focused on a percentage of students meeting or exceeding their percentile.



	Increase %ile		Maintain %ile		Decrease %ile	
	#	%	#	%	#	%
Fall to Winter	7	50%	5	36%	2	14%
Winter to Spring						
Fall to Spring						



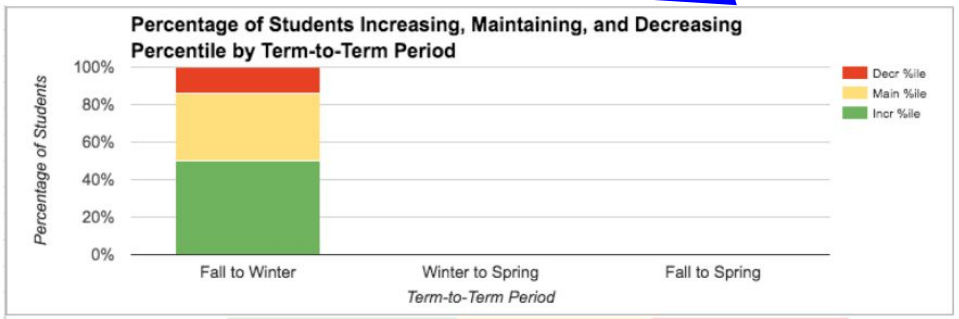
	Met/Exceeded Proj Growth		Did Not Meet Growth	
	#	%	#	%
Fall to Winter	12	86%	2	14%
Winter to Spring				
Fall to Spring				

Tutorial

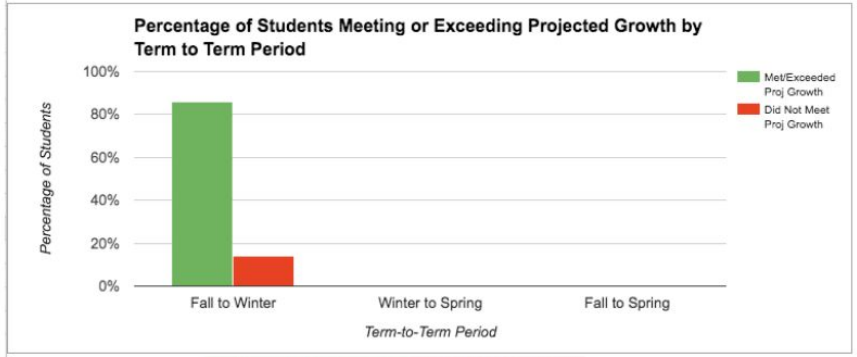
There are two charts with corresponding tables in this report. Given the scope of your questions, direct your attention toward the chart and table titled, “Percentage of Students Increasing, Maintaining, and Decreasing Percentile by Term to Term Period.” You will be able to use this section of the report to identify the middle-of-year value, which will be compared to the middle-of-period expected value and end-of-year goal value.

Tutorial

Direct your attention toward the
“Percentage of Students Increasing, Maintaining, and Decreasing Percentile by Term to Term Period”
chart and table



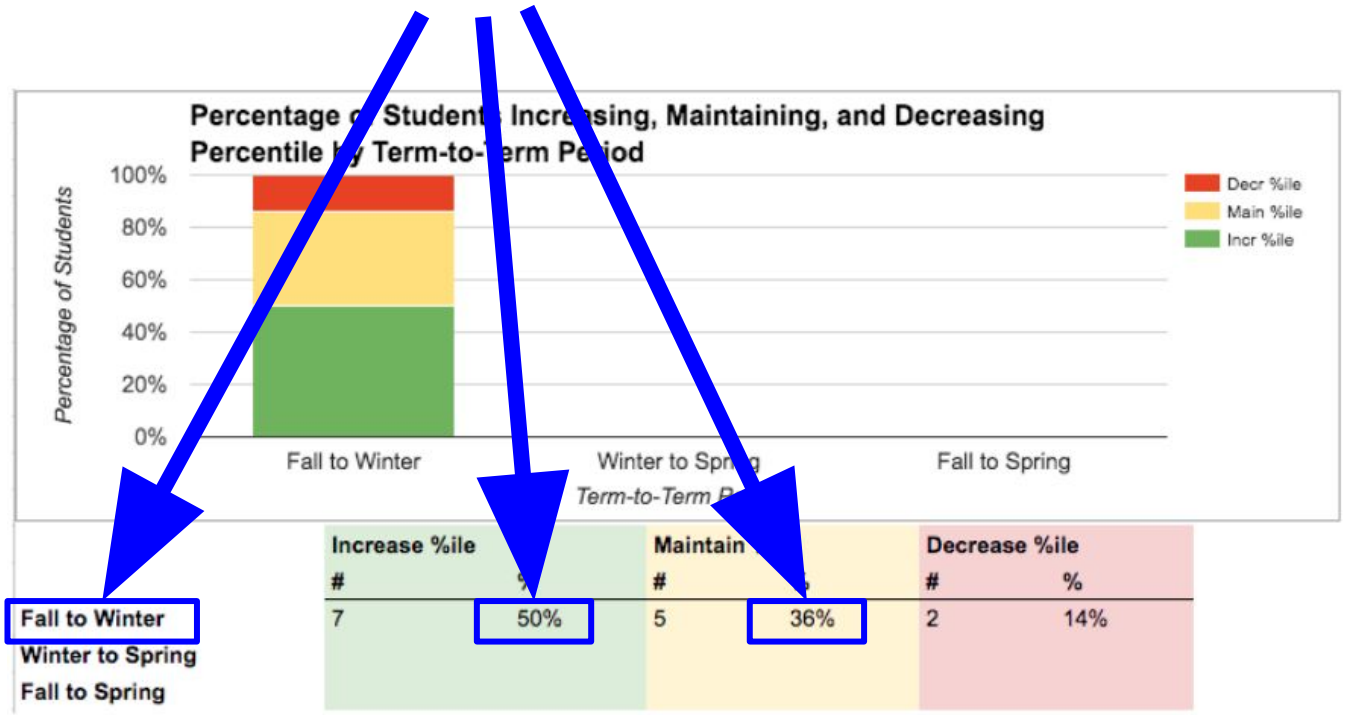
	Increase %ile		Maintain %ile		Decrease %ile	
	#	%	#	%	#	%
Fall to Winter	7	50%	5	36%	2	14%
Winter to Spring						
Fall to Spring						



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

Tutorial

The middle-of-period value relevant to the focus of your second goal, which addresses the percentage of students meeting or their percentile, may be calculated by adding together the percentage of students increasing their fall to winter percentile and the percentage of students maintaining their fall to winter percentile (50% + 36% = 86%). A visual representation of these values is available in the chart.



Tutorial

86% has been added to the organizer as the middle-of-year actual value.

Goal Setting, Monitoring, and Evaluating Organizer

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: 212 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: 86% 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):**	

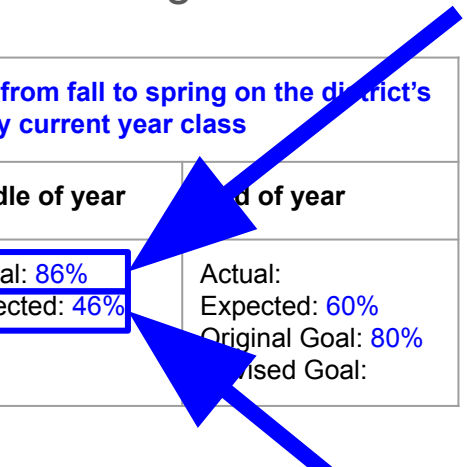
Tutorial

Now, let's compare the middle-of-year actual value with the middle-of-year expected value

- Step 1: Identify the actual middle-of-year percentage of students achieving their fall to winter percentile, which is 86%
- Step 2: Identify the expected middle-of-year percentage of students achieving their fall to winter percentile, which is 46%
- Step 3: Subtract the expected percentage from the actual percentage (86% - 46% = 40%)

The actual middle-of-year percentage of students achieving their fall to winter percentile is 40 percentage points higher than the expected percentage.

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**	**d 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: 86% Expected: 46%	Actual: Expected: 60% Original Goal: 80% ised Goal:



Tutorial

Here, we'll compare the middle-of-year actual value with the end-of-year goal value

- Step 1: Identify the actual middle-of-year percentage of students achieving their fall to winter percentile, which is 86%
- Step 2: Identify the percentage set as the end-of-year goal for students to achieve their fall to spring percentile, 80%
- Step 3: Subtract the end-of-year goal percentage from the actual percentage (86% - 80% = 6%)

The actual middle-of-year percentage of students achieving their fall to winter percentile is 6 percentage points higher than the end-of-year goal percentage.

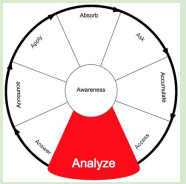
Goal 2: **The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district's interim reading assessment will increase from 60% based on my prior year class to 80% based on my current year class**					
	Where to access	**Baseline**	**Beginning 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: 86% Expected: 46%	Actual: Expected: 60% Original Goal: 80% Revised Goal:

Activity Conclusion

Great work! You added 86% as the actual percentage of your students increasing or maintaining their fall to winter percentile to the Goal 2 section of your Goal Setting, Monitoring, and Evaluating organizer. You also compared the actual value to the middle-of-year expected value and end-of-year goal value.

Goal Setting, Monitoring, and Evaluating Organizer

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: 212 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: 86% 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):**	



Activity - 10.3A.09 through 13

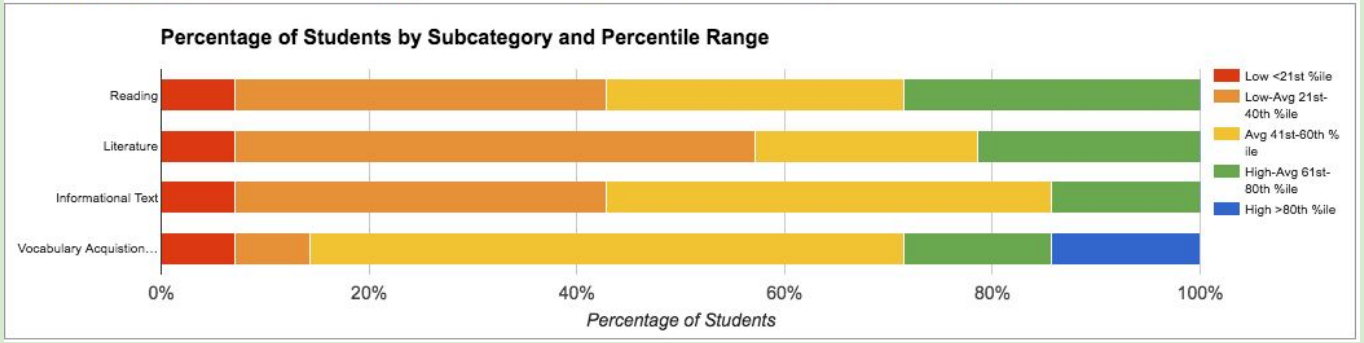
Image of report for activities 9 through 13

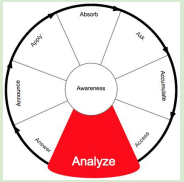
Group Level Single-Term Details

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%



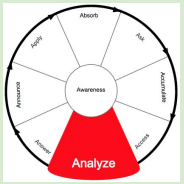


Activity - 10.3A.09

As you indicated in the Access stage, the Group Level Single-Term Details report from the current year's winter assessment can be analyzed to answer questions relevant to supporting evidence that will inform the development of an action plan to help you achieve the goals you set. Let's begin by calculating the percentage of students achieving average or above in each category. First, calculate the percentage of your students achieving average or above in the area of Literature.

- 42%
- 21%
- 57%
- 58%

Standard: S.4.C Aligned Analysis

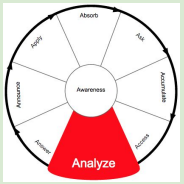


Activity - 10.3A.10

Calculate the percentage of your students achieving average or above in the area of Informational Text.

- 57%
- 43%
- 71%
- 36%

Standard: S.4.C Aligned Analysis

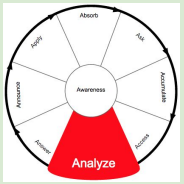


Activity - 10.3A.11

Calculate the percentage of your students achieving average or above in the area of Vocabulary Acquisition and Use.

- 85%
- 57%
- 14%
- 58%

Standard: S.4.C Aligned Analysis

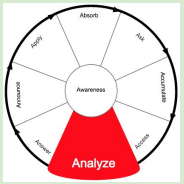


Activity - 10.3A.12

Identify the subcategory with the highest percentage of students achieving average or above.

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

Standard: S.4.C Aligned Analysis

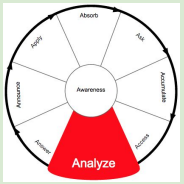


Activity - 10.3A.13

Identify the subcategory with the lowest percentage of students achieving average or above.

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

Standard: S.4.C Aligned Analysis



Activity - 10.3A.14

The percentage of average or above students in the winter is _____ the percentage of average or above students in the fall in the focus area identified in the beginning of year action plan (i.e., vocabulary acquisition and use)?

- equal to
- 35 percentage points above
- 21 percentage points above
- 8 percentage points below

Standard: S.4.C Aligned Analysis

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%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	
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

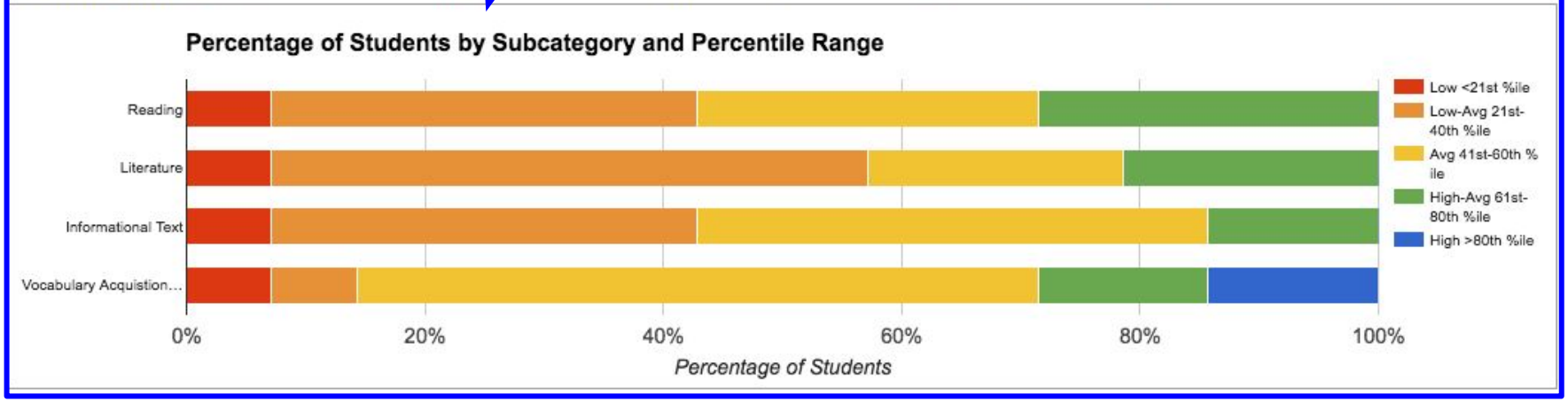
Analyzing the “Group Level Multi-Term Growth” report will help you respond to questions regarding evidence for action planning. Given the scope of your questions, direct your attention toward the chart titled, “Percentage of Students by Subcategory and Percentile Range” and the corresponding chart. You will be able to use this section of the report to calculate the highest and lowest levels of performance within the subject of reading.

Tutorial

Direct your attention toward the
“Percentage of Students by Subcategory and Percentile Range”
table and chart

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

	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%

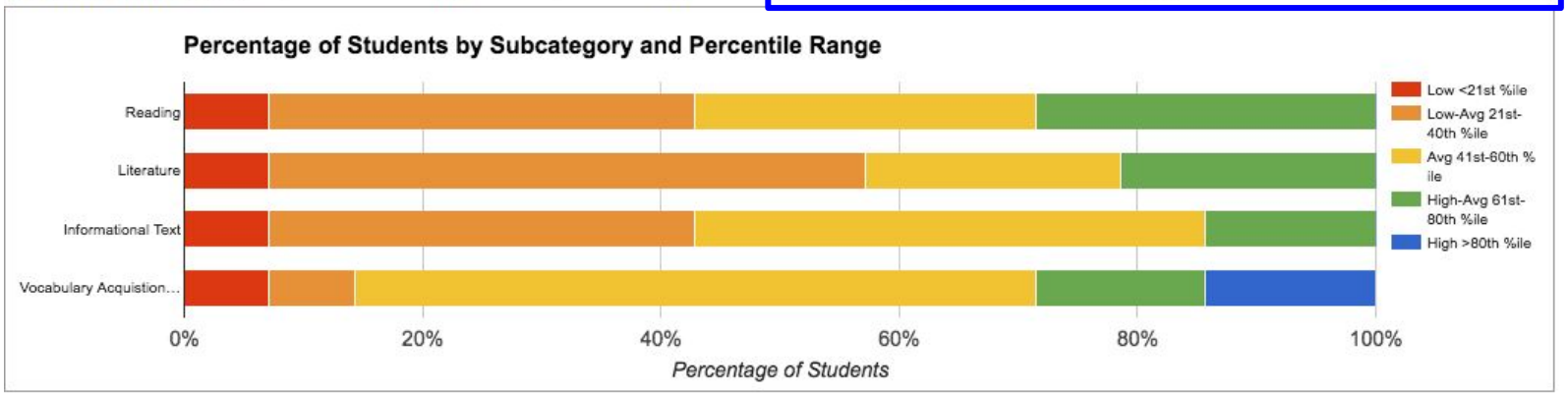


Tutorial

Calculate the percentage of students achieving average or above in each subcategory (i.e., Literature, Informational Text, and Vocabulary Acquisition and Use) by adding the respectives percentages in the Avg 41st-60th %ile, High-Avg 61st-80th %ile, and High >80th %ile columns.

- The percentage of students achieving average or above in “Literature” is 21% + 21% + 0% = 42%
- The percentage of students achieving average or above in “Informational Text” is 43% + 14% + 0% = 57%

	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%

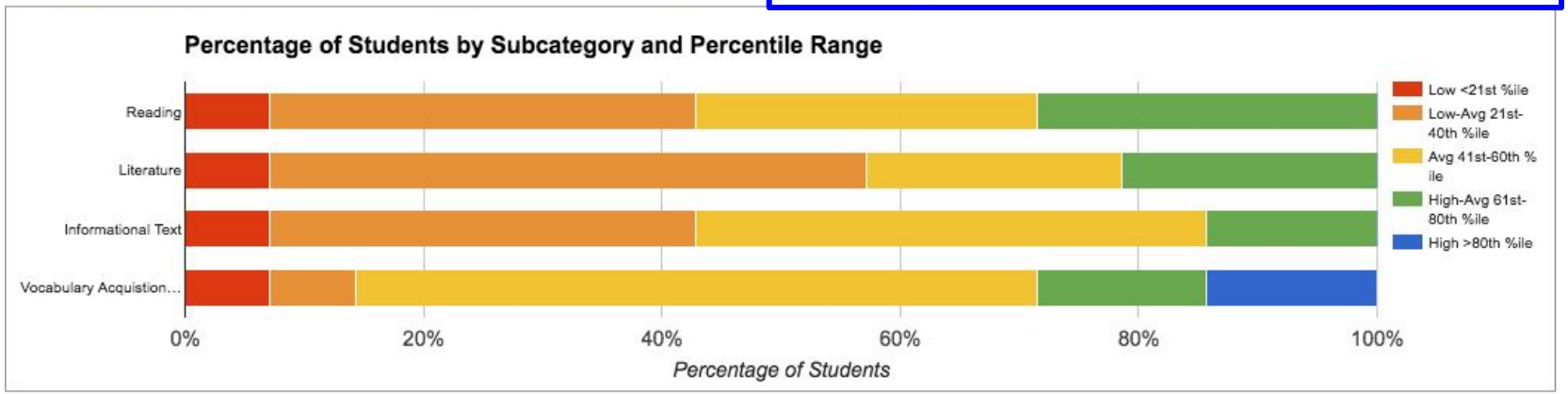


Tutorial

- The percentage of students achieving average or above in “Vocabulary Acquisition and Use” use is 57% + 14% + 14% = 85%

The highest percentage of students achieving average or above, 85%, represents the subcategory of “Vocabulary Acquisition and Use.” The lowest percentage of students achieving average or above, 42%, represents the subcategory of “Literature.”

	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%



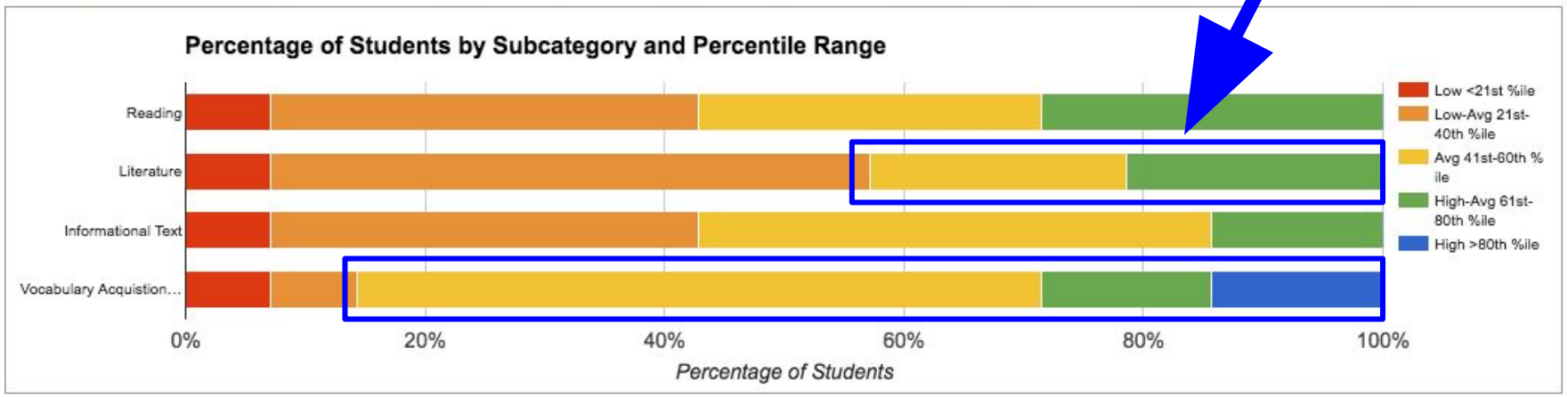
Tutorial

You may also identify the highest and lowest subcategory through visual analysis of the bar chart. The length of each colored section represents the percentage of students performing in that category. Red indicates Low, orange indicates Low-Average, Yellow indicates Average, Green indicates High-Average, and blue indicates High.

Tutorial

The subcategory with the longest combined sections of yellow, green and blue represents the highest percentage of students achieving average or above. The subcategory with the shortest combined sections of yellow, green, and blue represents the lowest percentage of students achieving average or above. As you can see, Literature is the lowest percentage subcategory and Vocabulary Acquisition and Use is the highest percentage subcategory.

	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%



Tutorial

The reading subcategories and their respective percentages of students achieving average or above have been added to the organizer as middle-of-year values in the supporting evidence section.

NORTH DAKOTA DATA UP

Goal Setting, Monitoring, and Evaluating Organizer

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: 212 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: 86% 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%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	

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

Analyzing data that have already been entered into the “Goal Setting, Monitoring, and Evaluating” organizer will help you respond to the question regarding the extent to which the percentage of average or above students in the winter is above or below the percentage of average or above students in the fall in the focus area identified in the beginning of year action plan. As you may recall, the beginning-of-year action plan was focused on “Vocabulary Acquisition and Use.”

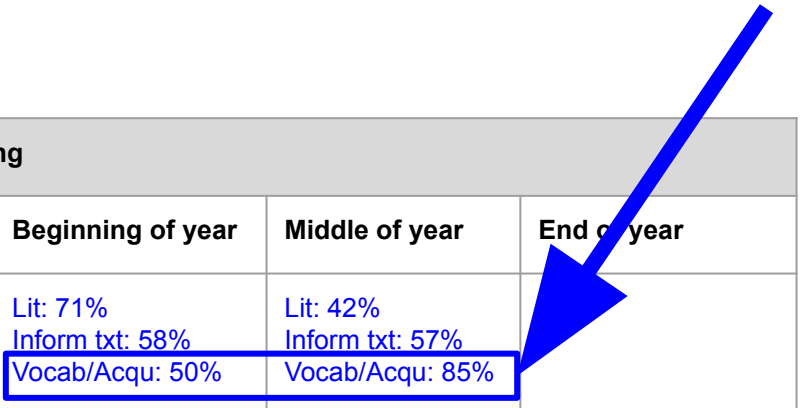
Tutorial

Compare the middle-of-year percentage of students achieving average or above in the area of Vocabulary Acquisition and Use with the beginning-of-year percentage

- Step 1: Identify the middle-of-year percentage of students achieving average or above in the area of Vocabulary Acquisition and Use, 85%
- Step 2: Identify the beginning-of-year percentage of students achieving average or above in the area of Vocabulary Acquisition and Use, 50%
- Step 3: Subtract the beginning-of-year percentage from the middle-of-year percentage (85% - 50% = 35%)

Tutorial

The middle-of-year percentage of students achieving average or above in Vocabulary Acquisition and Use is 35 percentage points above the beginning-of-year percentage.



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%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	
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):**	

Activity Conclusion

Excellent work! The reading subcategories and their respective percentages of students achieving average or above have been added to the organizer as middle-of-year values in the supporting evidence section. You identified the highest and lowest performing subcategories, as well as compared the middle-of-year percentage of students achieving average or above in the area of Vocabulary Acquisition and Use with the beginning-of-year percentage.

NORTH DAKOTA DATA UP

Goal Setting, Monitoring, and Evaluating Organizer

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: 212 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: 86% 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%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	

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):**

A+ Inquiry Framework

The Analyze stage has been completed.

NORTH DAKOTA DATA UP

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?

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

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

ANALYZE

Goal 1: Identify winter score, calc diff btwn winter actual and expected values; cal diff btwn winter actual and sprig goal values
Goal 2: Identify winter %, calc diff btwn actual and expected %, calc diff btwn winter actual and spring goal values
Supporting evidence: Calc % avg and above in each subcategory, identify high and low, comp fall / wntr % in action area

ANSWER

ANNOUNCE

APPLY

AWARENESS

Activity Answers

10.03A.01 Total	
10.03A.02	212
10.03A.03	equal to
10.03A.04	three points below
10.03A.05	Percentage of Students Increasing, Maintaining, and Decreasing Percentile by Term-to-Term Period
10.03A.06	86
10.03A.07	40 percentage points above
10.03A.08	6 percentage points above
10.03A.09	42%
10.03A.10	57%
10.03A.11	85%
10.03A.12	Vocabulary Acquisition and Use
10.03A.13	Literature
10.03A.14	35 percentage points above

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my skill in analyzing data to identify middle-of-period values relevant to classroom-level goal monitoring				
This module part increased my skill in analyzing data to compare middle-of-period actual values with expected values relevant to classroom-level goal monitoring				
This module part increased my skill in analyzing data to compare middle-of-period actual values with end-of-year goal values relevant to classroom-level goal monitoring				
This module part increased my skill in analyzing data to identify highest and lowest areas of performance relevant to classroom-level goal monitoring				
This module part increased my skill in analyzing data to compare the change in values relevant to the action plan focus area relevant to classroom-level goal monitoring				

Well Done

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