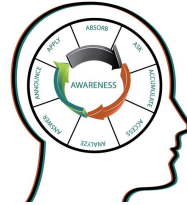




This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



Develop Your Data Mindset

Module 10 - Classroom Level Goal Monitoring Part 4 - Announce and Apply

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

This material is based upon work supported by the National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, through Grant R372A150042 to North Dakota Department of Public Instruction. The opinions expressed are those of the authors and do not represent the views of the National Center, Institute, or the U.S. Department of Education.

Learning Goals

- Communicate findings of goal monitoring analysis to appropriate stakeholders
- Maintain or adjust end-of-year goals based on data analysis
- Write action plan based on goals and supporting evidence

SLDS Data Use Standards

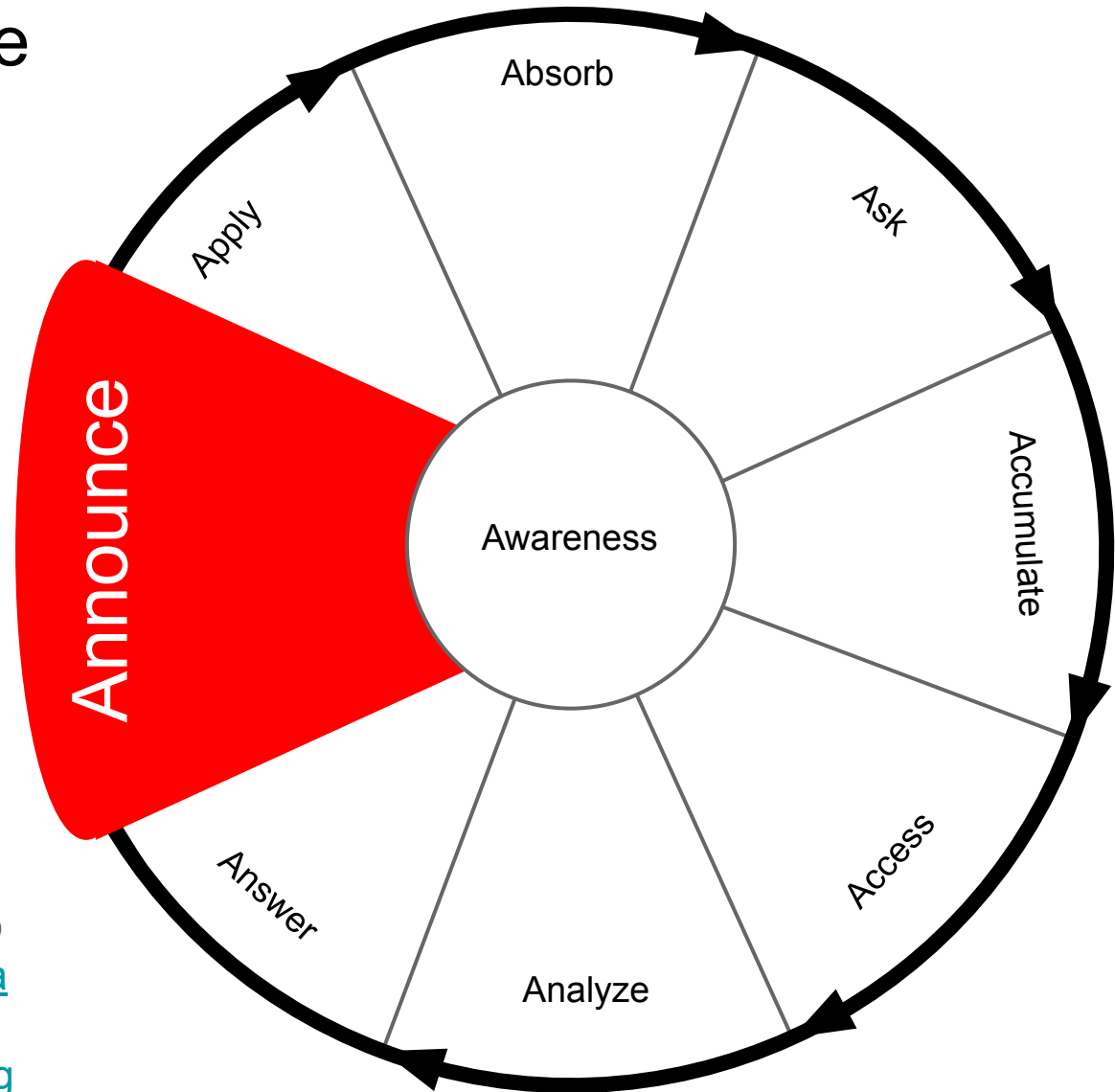
- S.1.A Goals and Questions: Identifies BASELINE measure(s) and poses questions that can be answered with data
- S.6.B. Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)
- S.6.C. Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

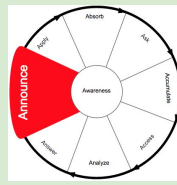
Announce Stage

Ryan:

Now it's time to enter the Announce stage where you communicate the answers, including potential limitations and implications, to other stakeholders who should be aware of the answers.

Did you remember to get your [Goal Setting](#) and [Monitoring](#) flyers out of your Data Binder and also your [Goal Monitoring Data Planner](#) and [Goal Setting, Monitoring, and Evaluating Organizer](#)?



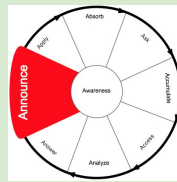


Activity - 10.04.01

Which stakeholders would be the most appropriate for you to have a discussion with about the findings of your analysis?

- School board members at the spring school board meeting
- Members of the Data Team and other colleagues at the current meeting
- Legislators at the next legislative assembly
- Parents of students in other classes at the next session of parent teacher conferences

Standard: S.6.C Multiple Audiences

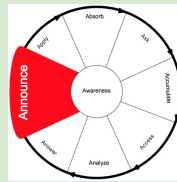


Activity - 10.04.02

Which information relevant to the findings of your analysis would be important to share and discuss with the Data Team?

- The extent to which middle-of-year actual values are above or below expected middle-of-year expected values and end-of-year goal values, highest and lowest levels of performance, and fall to WINTER change in performance in the focus area of the beginning-of-year action plan
- The amount of time it took for you to analyze winter assessment data relevant to expected values and goals, as well as your level of satisfaction with the data analysis process
- Whether the expected levels of performance of your students align with the average educational levels of their parents
- The average number of minutes students typically spend on summative assessments at the end of an instructional unit

Standard: S.6.B Explanation



Activity - 10.04.03

What would be appropriate items to discuss with the Data Team members and other colleagues that would be relevant to the findings of your analysis?

- Maintaining or adjusting end-of-year goal values, fall to winter change in performance relevant to the area of focus in your action plan, and strategies that could be implemented to improve weak areas of performance
- The amount of time it took for you to analyze the data, the people you were thinking about when you analyzed the data
- How many different reports you viewed while analyzing data, as well as the distractions you faced while conducting analysis
- The average number of minutes students typically spend on summative assessments at the end of an instructional unit

Standard: S.6.B Explanation

Tutorial

Now that you have answers to your questions, it's time to share them with the *appropriate audiences*. You discuss the findings of your analysis with the Data Team and other colleagues at the current meeting.

You review the extent to which middle-of-year actual values are above or below the middle-of-year expected values and end-of-year goal values. You also discuss the highest and lowest levels of performance in the reading subcategories, as well as the fall to winter change in performance in the focus area of the beginning-of-year action plan.

You use the Goal Setting, Monitoring, and Evaluating Organizer as a tool to help guide the discussion. Your discussion includes a focus on maintaining the end-of-year goals you set at the beginning of the year and a focus on brainstorming potential strategies that could be implemented to improve the lowest performing area of Literature.

Tutorial

	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:

Discuss maintaining original goals

	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:

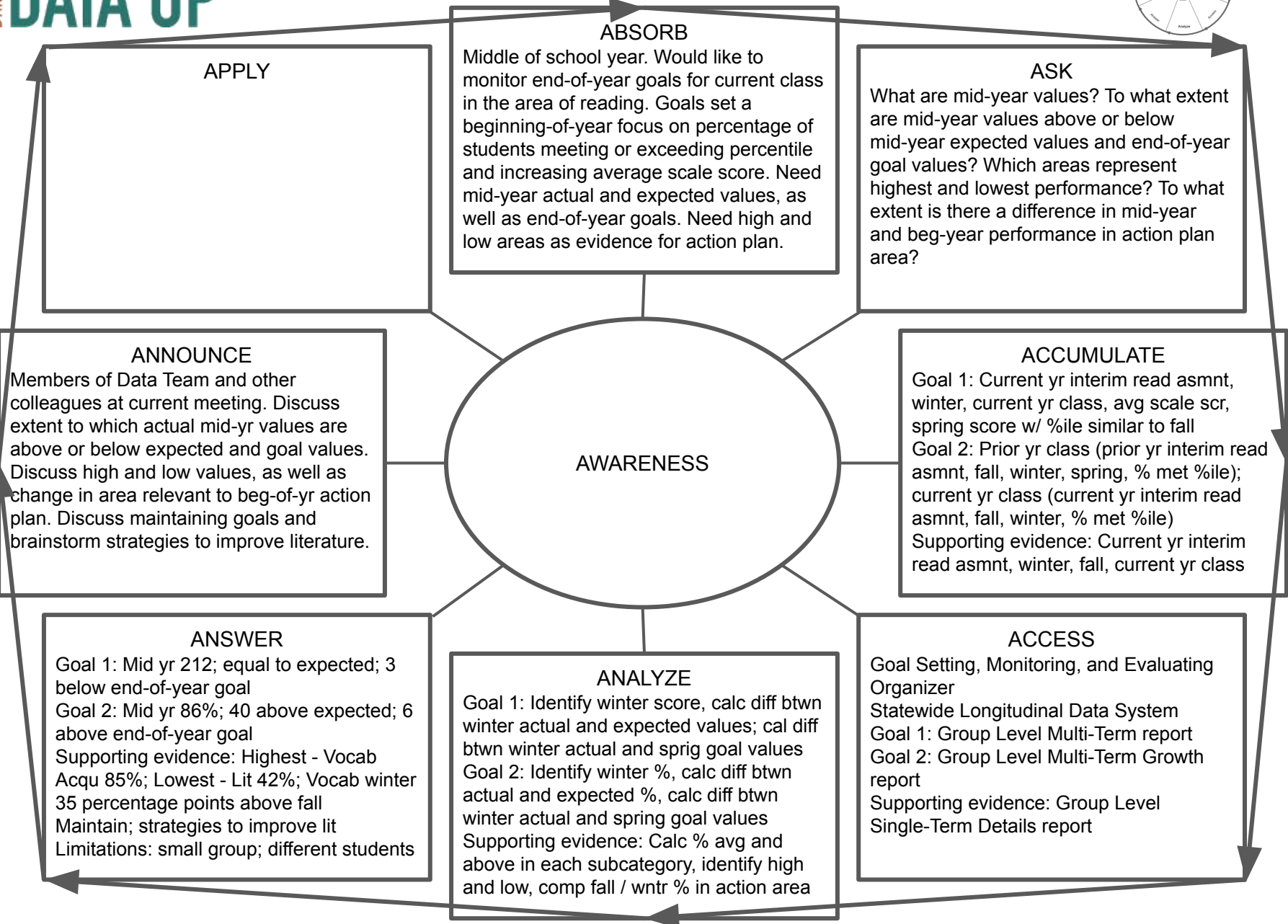
Brainstorm strategies for middle-of-year action plan

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: 35%	
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

Great work! You communicated important findings of your data analysis to the data team and other colleagues at the current staff meeting. You discussed the extent to which your middle-of-year values were above or below the expected middle-of-year value and end-of-year goal value. You also discussed the highest and lowest levels of performance, the change in performance relevant to your beginning-of-year action plan, maintaining your original goals, and potential strategies that could promote achievement of your goals.

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 sprng goal values
 Goal 2: Identify winter %, calc diff btwn winter 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

Goal 1: Mid yr 212; equal to expected; 3 below end-of-year goal
 Goal 2: Mid yr 86%; 40 above expected; 6 above end-of-year goal
 Supporting evidence: Highest - Vocab Acqu 85%; Lowest - Lit 42%; Vocab winter 35 percentage points above fall
 Maintain; strategies to improve lit
 Limitations: small group; different students

ANNOUNCE

Members of Data Team and other colleagues at current meeting. Discuss extent to which actual mid-yr values are above or below expected and goal values. Discuss high and low values, as well as change in area relevant to beg-of-yr action plan. Discuss maintaining goals and brainstorm strategies to improve literature.

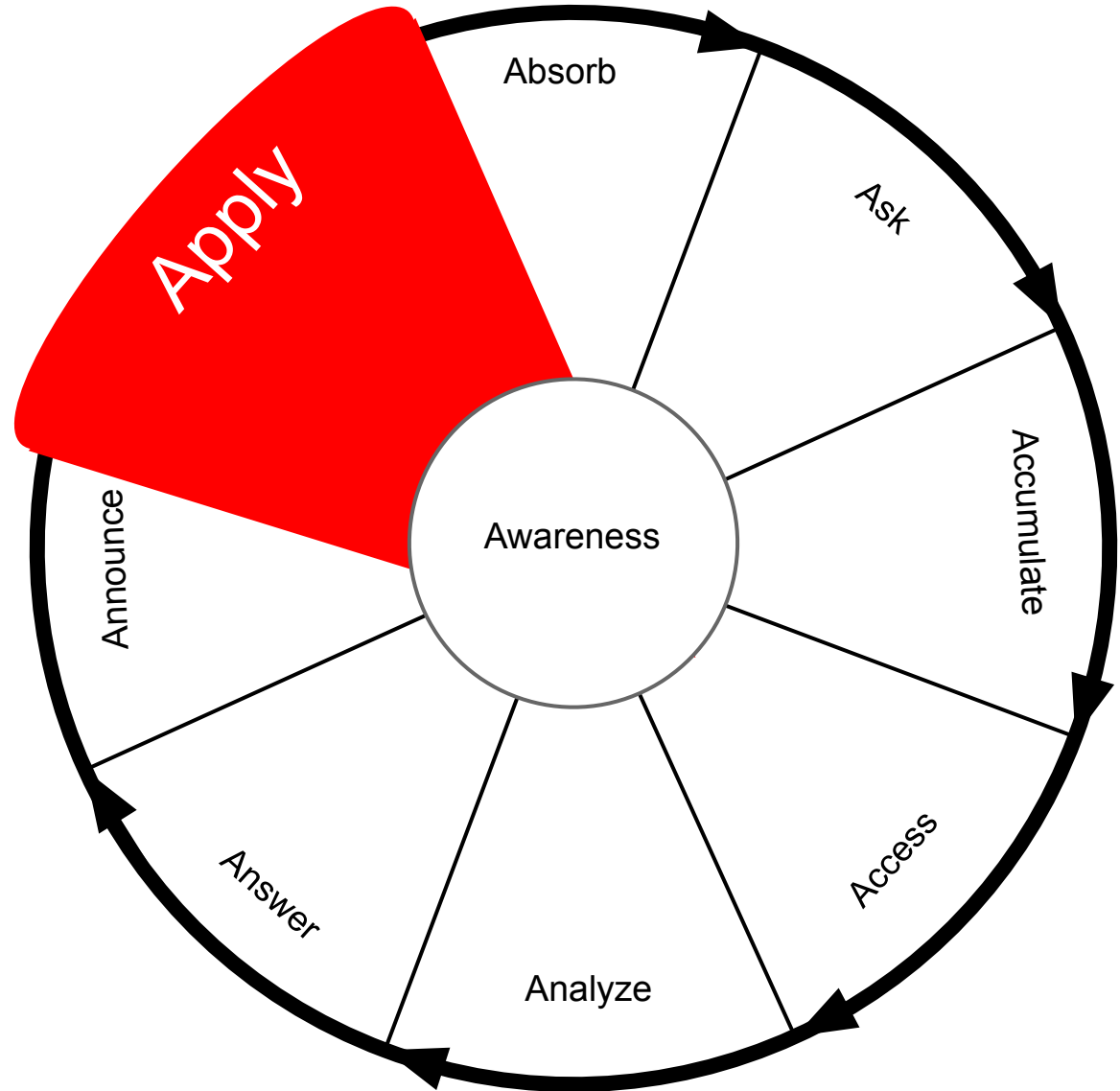
APPLY

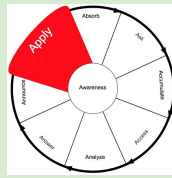
(This box is currently empty in the image)

Apply Stage

Ryan:

Now it's time to enter the Apply stage where you make decisions and take action based on answers to the questions you posed in the Ask stage.



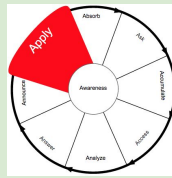


Activity - 10.04.04

The first goal you are monitoring states, “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.” Based on the findings of your analysis that the middle-of-year value is equal to the middle-of-year expected value and 3 points below the end-of-year goal value, it would be appropriate for you to

- Maintain the end-of-year goal value of 215
- Revise the end-of-year goal to be the same as the baseline level of 209
- Revise the end-of-year goal value to be 250
- Remove the goal so you no longer have a desired achievement level at the end of the year

Standard: S.1.A Goals and Questions

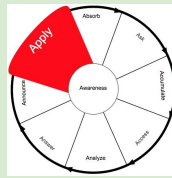


Activity - 10.04.05

The second goal you are monitoring states, “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.” Based on the findings of your analysis that the middle-of-year value is 40 percentage points above the middle-of-year expected value and 6 percentage points above the end-of-year goal value, it would be appropriate for you to

- Maintain the end-of-year goal value of 80%
- Revise the end-of-year goal value to be the same as the baseline value of 60%
- Revise the end-of-year goal value to be the same as the middle-of-year expected value of 46%
- Remove the goal so you no longer have a desired achievement level at the end of the year

Standard: S.1.A Goals and Questions

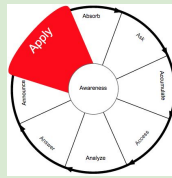


Activity - 10.04.06

What would be an appropriate action plan for you to implement based on the findings that your class performed lowest in the area of Literature on the winter assessment and also demonstrated an increase in the focus area of your beginning-of-year action plan (i.e., Vocabulary and Acquisition and Use)?

- I will focus on strategies for identifying main or central idea, topic, and titles in informational text
- I will keep doing what I'm doing for vocabulary and acquisition because it's successful and, in addition, I will focus on literary text
- I will focus on strategies for characteristics of persuasive and argumentative genres
- I will keep doing what I'm doing for vocabulary and acquisition because it's successful

Standard: S.7.A Strategies



Activity - 10.04.07

What would be appropriate skill strategies for you to implement for your middle-of-year action plan based on the findings that your class performed lowest in the area of Literature?

- Draws conclusions from literary text; Infers character feelings or thoughts; Makes predictions from literary text
- Analyzes language used to convey messages in advertising and identifies rhetorical technique used to introduce a claim
- Analyzes nuances in meaning among related words to determine which fits a given context
- Draws conclusions from informational text; Infers cause in informational text; Infers the word that completes predictable text; Makes inferences from informational text

Standard: S.7.A Strategies

Tutorial

Now that you have discussed the findings of your analysis, as well as potential implications, it's time to take *action* in the **Apply stage**. In this stage, you decide to maintain the same end-of-year goals you set at the beginning of the year. You decide to maintain the goals because adequate progress is being made toward the goals, which is evidenced by middle-of-year values that are above the middle-of-year expected values, yet still below the end-of-year goals. You also develop and implement an action plan to improve performance in the area of Literature to support further progress toward your goal.

Tutorial

As a reminder, your first goal states, “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.”

Your second goal states, “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 class.”

Your action plan (middle of the year) states, “I will keep doing what I’m doing for vocabulary and acquisition because it’s successful and in addition, I need to focus on literary text. The specific skills I will work on are:

- Draws conclusions
- Infers character feelings or thoughts
- Makes predictions”

Activity Conclusion

Excellent work in the Announce and Apply stages! You added values as revised goals to indicate you are maintaining the original goals you set in your Goal Setting, Monitoring, and Evaluating Organizer. You also added an action plan based on low performance in the area of literature. Be sure to keep this organizer on hand. We'll be using it again when we evaluate the extent to which our goals were met after the district's end-of-year interim assessment.

Link to Goal Setting, Monitoring, and Evaluating Organizer (complete through monitoring): <https://goo.gl/3bb7u9>

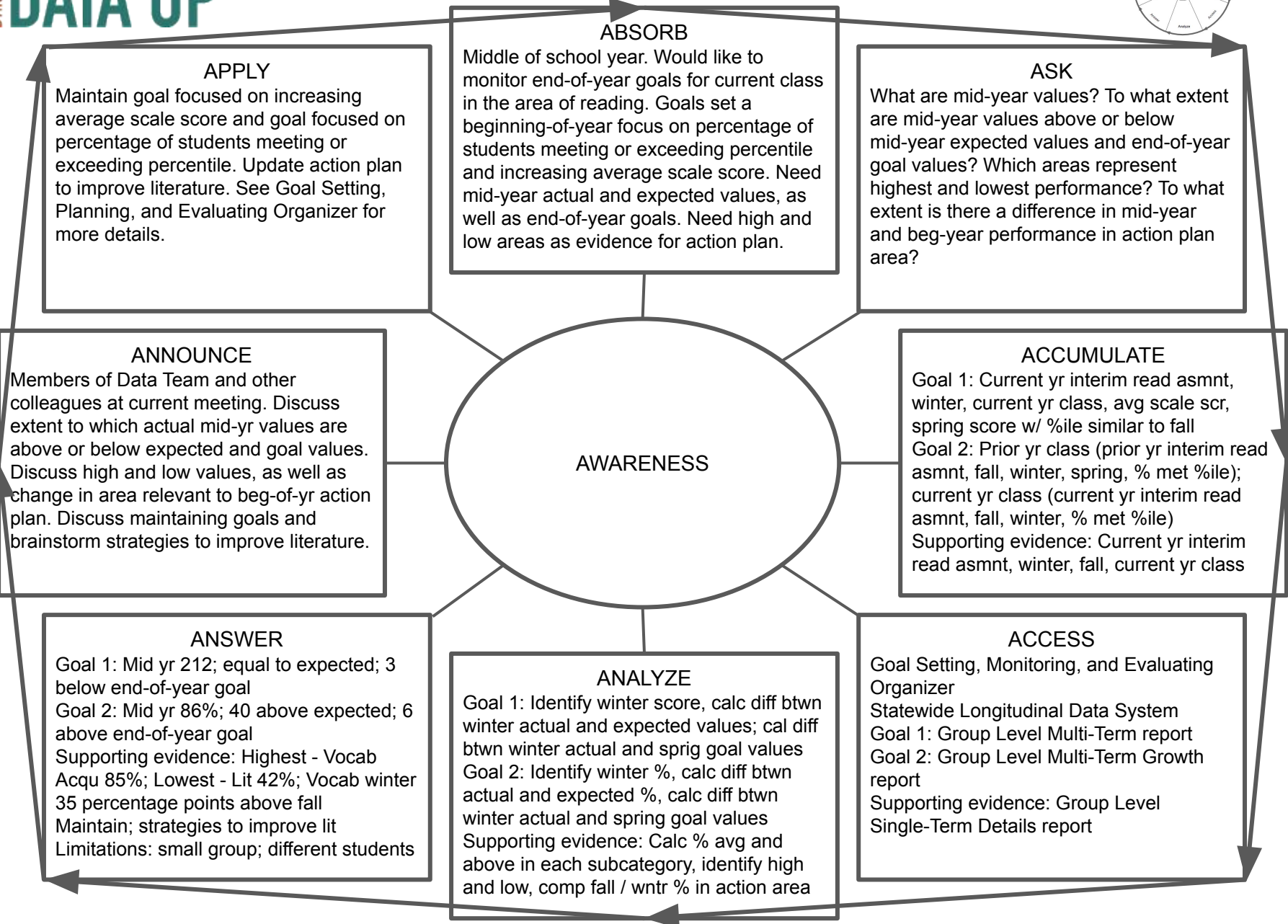
Goal Setting, Monitoring, and Evaluating Organizer

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: 215
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: 80%
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): I will keep doing what I'm doing for vocabulary and acquisition because it's successful and in addition, I need to focus on literary text. The specific skills I will work on are: Draws conclusions; Infers character feelings or thoughts; Makes predictions.	

A+ Inquiry Framework

The Apply stage has been completed. You made a decision to take action based on the findings of your data analysis. You put the implications into action by maintaining your goals focused on increasing the average scale score of your class and on the percentage of students meeting or exceeding their fall to spring percentile. You also wrote, and will implement, an action plan to improve literature.

**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 sprng 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

Goal 1: Mid yr 212; equal to expected; 3 below end-of-year goal
Goal 2: Mid yr 86%; 40 above expected; 6 above end-of-year goal
Supporting evidence: Highest - Vocab Acqu 85%; Lowest - Lit 42%; Vocab winter 35 percentage points above fall
Maintain; strategies to improve lit
Limitations: small group; different students

ANNOUNCE

Members of Data Team and other colleagues at current meeting. Discuss extent to which actual mid-yr values are above or below expected and goal values. Discuss high and low values, as well as change in area relevant to beg-of-yr action plan. Discuss maintaining goals and brainstorm strategies to improve literature.

APPLY

Maintain goal focused on increasing average scale score and goal focused on percentage of students meeting or exceeding percentile. Update action plan to improve literature. See Goal Setting, Planning, and Evaluating Organizer for more details.

AWARENESS

Conclusion

You can monitor the progress your students have made toward end-of-year goals. By applying the steps of the A+ Inquiry Framework, you can make decisions to maintain or adjust your end-of-year classroom level goals and develop an action plan intended to increase performance in the weakest areas. Please keep all of this information in your Data Binder as it will be revisited as we continue with our PLC and Data Team meetings.

Module 10 flyer: <https://goo.gl/98G9tH>

Goal Monitoring Data Planner: <https://goo.gl/GYPFsZ>

A+ Inquiry Graphic Organizer - Classroom Level Goal Monitoring:
<https://goo.gl/HvupdE>

Goal Setting, Monitoring, and Evaluating Organizer (complete through monitoring):
<https://goo.gl/ZhgqcA>

Conclusion

Excited Teacher Thought:

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

Activity Answers

10.04.01	Members of the Data Team and other colleagues at the current meeting
10.04.02	The extent to which middle-of-year actual values are above or below expected middle-of-year expected values and end-of-year goal values, highest and lowest levels of performance, and fall to WINTER change in performance in the focus area of the beginning-of-year action plan
10.04.03	Maintaining or adjusting end-of-year goal values, fall to winter change in performance relevant to the area of focus in your action plan, and strategies that could be implemented to improve weak areas of performance
10.04.04	Maintain the end-of-year goal value of 215
10.04.05	Maintain the end-of-year goal value of 80%
10.04.06	I will keep doing what I'm doing for vocabulary and acquisition because it's successful and, in addition, I will focus on literary text
10.04.07	(Draws conclusions from literary text; Infers character feelings or thoughts; Makes predictions from literary text)

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of how analysis findings relevant to classroom-level goal monitoring may be communicated to appropriate stakeholders				
This module part increased my knowledge of how classroom-level goals may be maintained for adjusted based on analysis findings				
This module part increased my knowledge of how an action plan may be written based on monitoring classroom-level goals and supporting evidence				

Well Done

You have completed this module part and it concludes this module. You can begin the next module when you are ready.