Develop Your Data Mindset

Module 11 - Student Level Goal Monitoring
Part 2 - Accumulate & Access

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Learning Goals

- Specify data that are useful in the process of monitoring a student-level goal
- Identify locations where data utilized for monitoring a student-level goal may be retrieved

SLDS Data Use Standards

- K.1.C Types of Data: Knows that data come in two main forms—quantitative and qualitative—and that, within these forms, there are other categories

- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each

- S.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

Introduction

Teacher 1:
I'm so glad we had that break. I had to order carnations for the fundraiser.

Teacher 2:
I have a great idea for my President's Day bulletin board.

Teacher 3:
Are we off this year?

Teacher 4:
Of course! Then, we only have 67 school days until testing!

Teacher 5:
Who is chaperoning the Valentine's Dance this year?!

Teacher 6:
Not me!

Introduction

Ryan:

You're all back! Let's get our Data Team meeting started.

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.
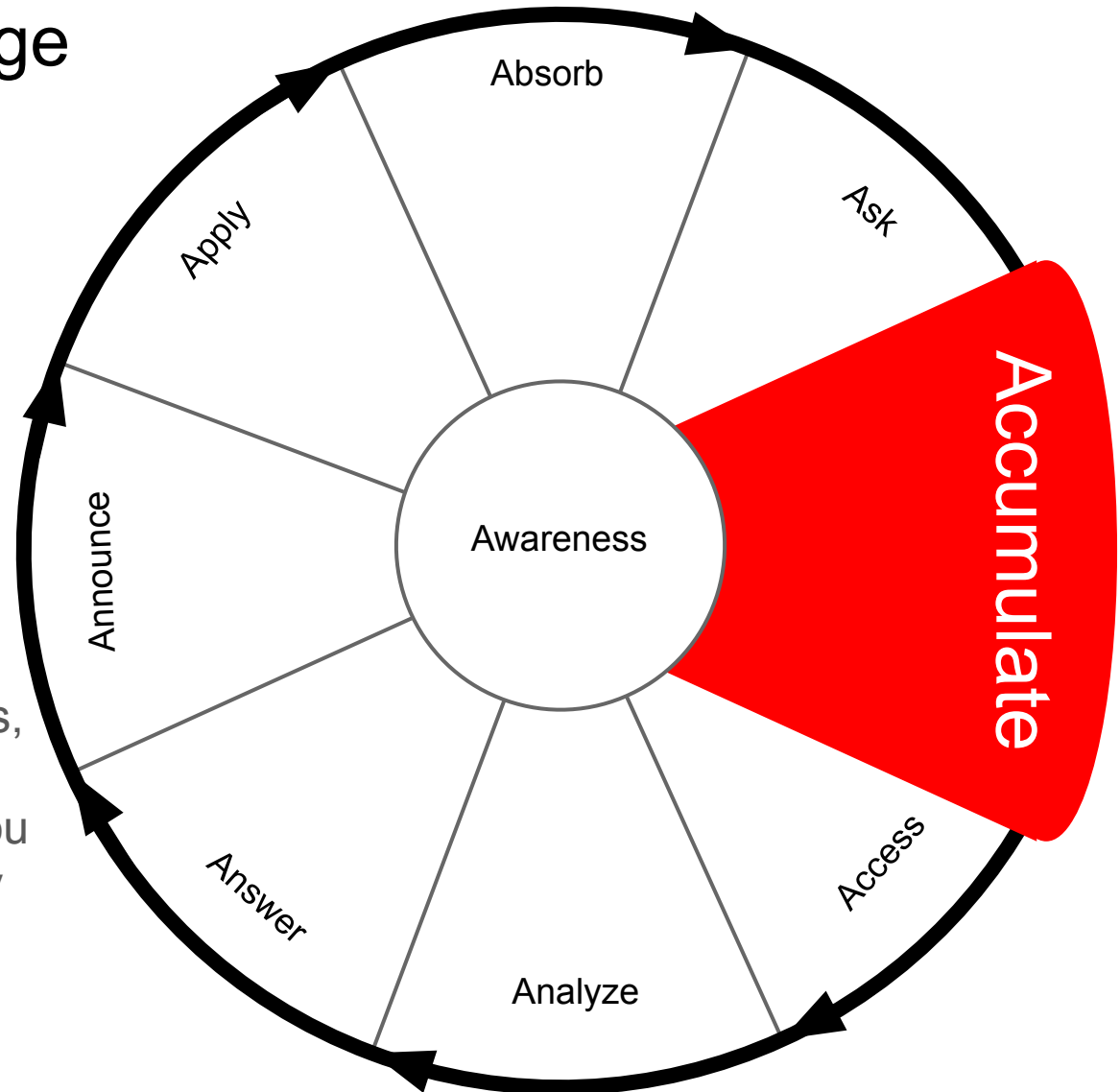
Accumulate Stage

Let's use the *individual student* Goal Monitoring Data Planner to describe details of the data necessary for answering questions you formulated in the Ask stage.

Goal Monitoring Data Planner - Individual Student
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: Scale score increase based on reading performance			
Middle of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's winter interim reading assessment?		
Middle of period actual value compared to expected value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the expected scale score and percentile?		
Middle of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the end of year goal scale score and percentile?		
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's winter interim reading assessment?		
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's winter interim reading assessment?		
Beginning year value compared to middle year value of focus area in beginning of year action plan	To what extent are the scale score and %ile in the winter above or below the scale score and %ile in the fall in the focus area identified in the beginning of the year action plan?		

Activity - 011.02.01

In order to monitor a goal focused on increasing Stephanie's scale score on the district's interim reading assessment, I need _____ data representing her reading performance.

- Student learning
- School process
- Perception
- Behavior

Standard: K.1.C Types of Data

Activity - 011.02.02

The first question relevant to Stephanie's goal is, "What is Stephanie's scale score and corresponding percentile on the current year's winter interim reading assessment?" I need data representing the following description to help me answer this question:

- Current year interim reading assessment, winter term, Stephanie's scale score, Stephanie's percentile
- Current year students in Stephanie's class, most recent unit test results of all students, percentile on a winter chapter quiz, average performance on the spring test
- Current year students in Stephanie's class, prior year interim reading assessment, fall term, average scale score, summer scale score w/ similar percentile as fall average scale score
- Current year interim unit quiz, winter term, Stephanie's letter grade, Stephanie's percent correct

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: Scale score increase based on reading performance			
Middle of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's winter interim reading assessment?		

Activity - 011.02.03

The second question relevant to Stephanie's goal is, "To what extent are Stephanie's actual scale score and percentile on the current year's winter interim assessment above or below the values she was expected to achieve on the assessment?" I need data representing the following description to help me answer this question:

- Current year interim reading assessment, winter term, Stephanie's scale score, Stephanie's percentile, winter scale score representing average growth based on Stephanie's fall score
- Current year students in Stephanie's class, most recent unit test results of all students, percentile on a winter chapter quiz, average letter grade growth from fall to winter
- Current year students in Stephanie's class, current year interim reading assessment, fall term, winter term, average scale score, summer scale score w/ similar percentile as fall average scale score
- Current year interim unit quiz, winter term, Stephanie's letter grade, Stephanie's percent correct, most common letter grade increase from fall to winter

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: Scale score increase based on reading performance			
Middle of period actual value compared to expected value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the expected scale score and percentile?		

Activity - 011.02.04

The third question relevant to Stephanie's goal is, "To what extent are Stephanie's actual scale score and percentile on the current year's winter interim assessment above or below the values set as her end-of-year goal?" I need data representing the following description to help me answer this question:

● Current year students in Stephanie's class, most recent unit test results of all students, percentile on a winter chapter quiz, average letter grade growth from fall to winter
● Current year students in Stephanie's class, prior year students in Stephanie's class, interim reading assessment, fall, winter, spring, average scale score by term, median percentile by term
● Current year interim reading assessment, winter term, Stephanie's scale score, Stephanie's percentile, minimum spring scale score representing achievement level above Stephanie's fall level
● Current year interim unit quiz, winter term, Stephanie's letter grade, Stephanie's percent correct, most common letter grade increase from fall to winter

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: Scale score increase based on reading performance			
Middle of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the end of year goal scale score and percentile?		

Activity - 011.02.05

What data do I need to answer the following questions: "Which subcategory represents Stephanie's highest scale score on the current year's winter interim reading assessment?"; "Which subcategory represents Stephanie's lowest scale score on the current year's winter interim reading assessment?"; and "To what extent are Stephanie's scale score and %ile in the winter above or below her scale score and %ile in the fall in the focus area identified in her beginning-of-year action plan?"

- Current year interim reading assessment, winter term, Stephanie's scale score by subcategory, Stephanie's fall and winter percentile and scale score in subcategory focus area of action plan
- Prior year students in Stephanie's class, prior year interim reading assessment, winter term, fall term, percentage of students average or above by subcategory, percentage of average students in focus area of action plan
- Current year, unit reading test, winter term, fall term, Stephanie's letter grade increase from fall to winter
- Prior year students, prior year oral reading test, winter, percentage of students completing the test

Standard K.1.C Types of Data

*Image of individual student Goal Monitoring Data Planner on next slide…

Activity - 011.02.05 (image)

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: Scale score in each reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's winter interim reading assessment?		
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's winter interim reading assessment?		
Beginning year value compared to middle year value of focus area in beginning of year action plan	To what extent are the scale score and %ile in the winter above or below the scale score and %ile in the fall in the focus area identified in the beginning of the 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.
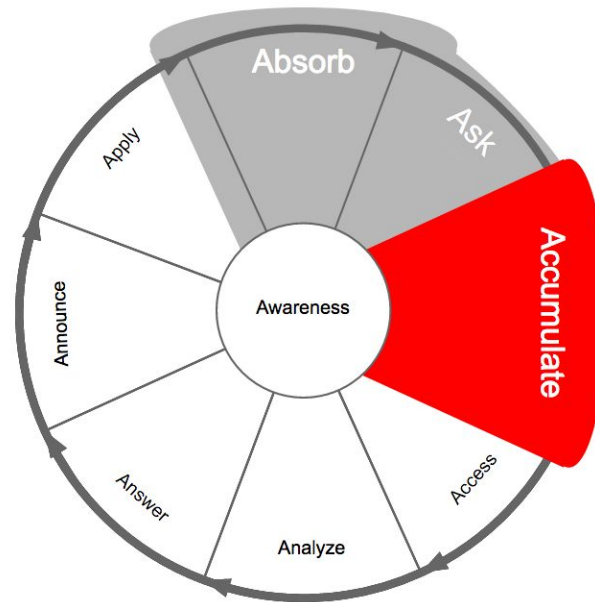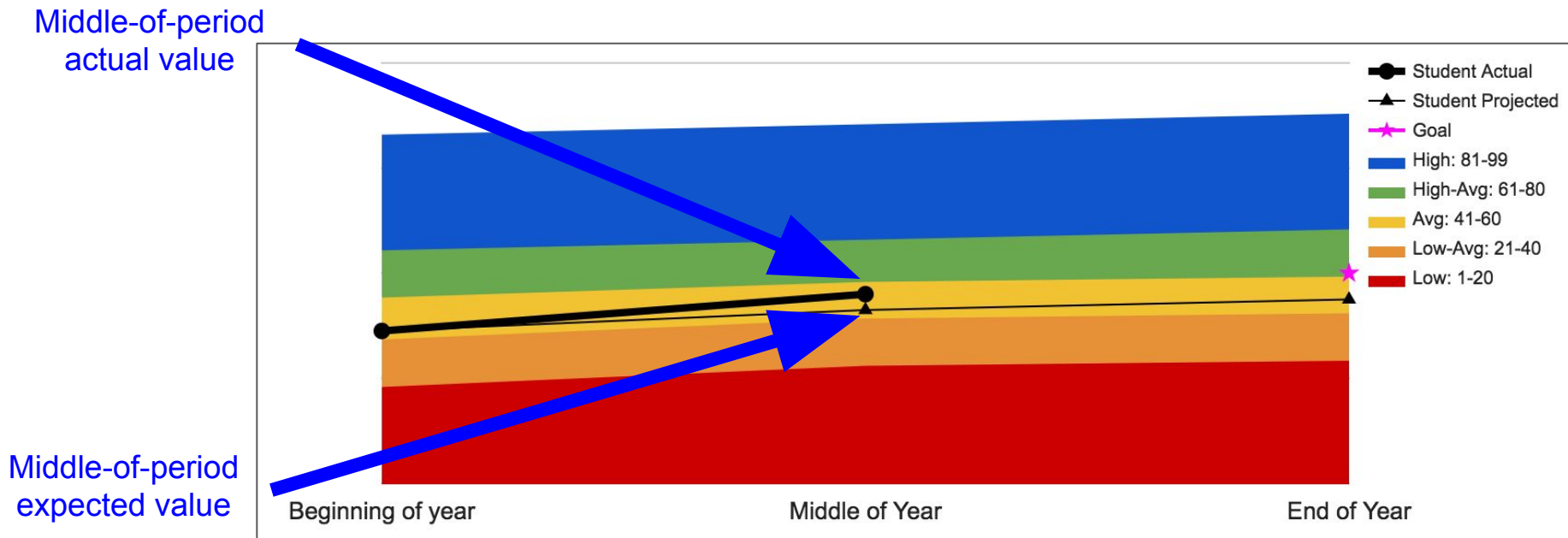
Tutorial

The following data are required to answer the middle-of-period actual value question, "What is Stephanie's scale score and corresponding percentile on the current year's winter interim reading assessment?"

- Stephanie's scale score [and]
- Stephanie's percentile [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 are Stephanie's actual scale score and percentile on the current year's winter interim assessment above or below the values she was expected to achieve on the assessment?" needs the same data required for the middle-of-period value question, as well as the winter scale score representing average growth based on Stephanie's fall score.

Tutorial

The middle-of-period actual value compared to the end-of-year goal question, "To what extent are Stephanie's actual scale score and percentile on the current year's winter interim assessment above or below the values set as her end-of-year goal?" needs the same data required for the middle-of-period value question, as well as the minimum spring scale score representing the achievement level above Stephanie's fall level of achievement.
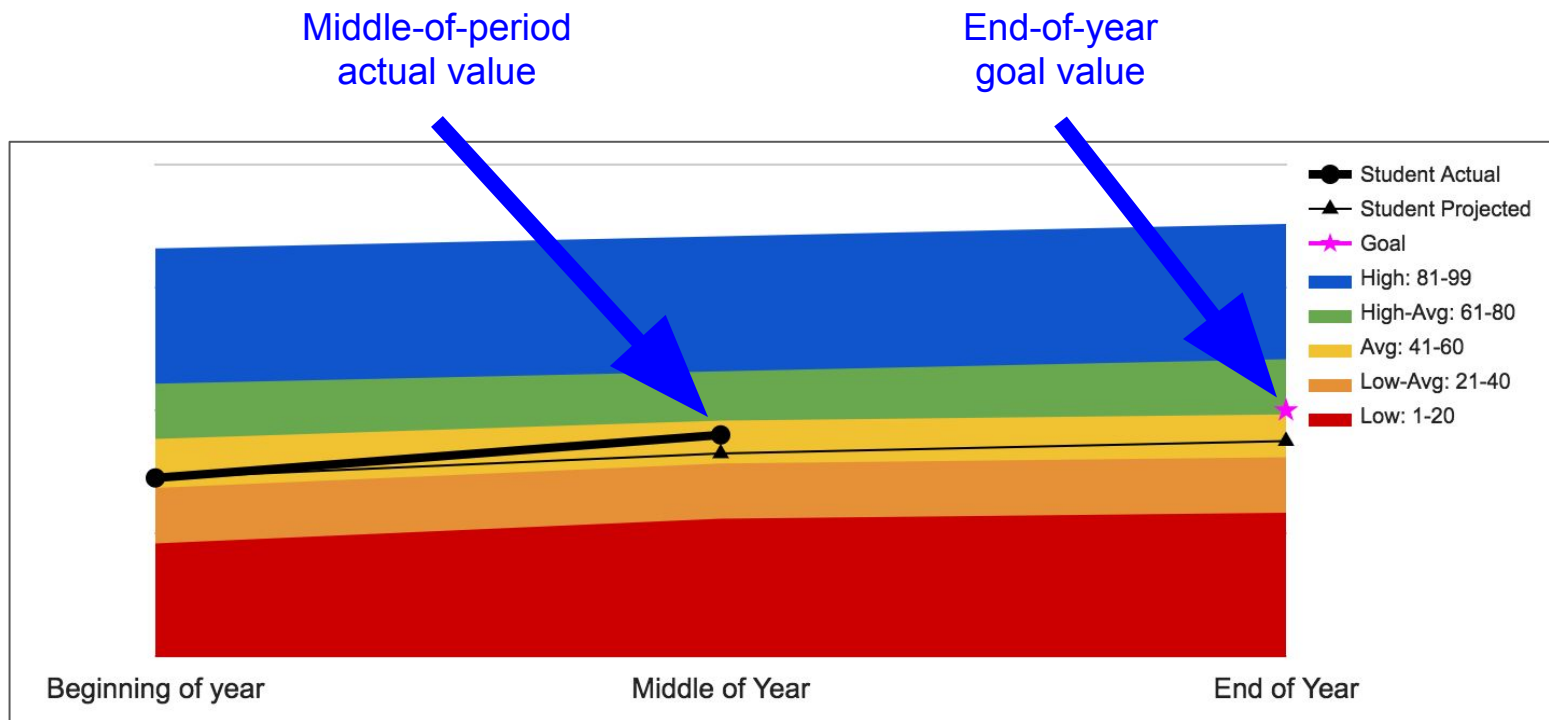
Tutorial

Details of data required to answer questions relevant to the focus of Stephanie's goal have been added to the Goal Monitoring Data Planner.

Goal Monitoring Data Planner - Individual Student
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: Scale score increase based on reading performance			
Middle of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale scr, percentile	
Middle of period actual value compared to expected value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the expected scale score and percentile?	Same as actual AND winter scale score representing average growth based on same fall score	
Middle of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the end of year goal scale score and percentile?	Same as actual AND minimum spring scale score representing achievement level above fall level	
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's winter interim reading assessment?		
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's winter interim reading assessment?		
Beginning year value compared to middle year value of focus area in beginning of year action plan	To what extent are the scale score and %ile in the winter above or below the scale score and %ile in the fall in the focus area identified in the beginning of the year action plan?		

Tutorial

Now let's take a look at questions in the area of supporting evidence for action planning, which focus on Stephanie's performance in reading subcategories. The following data are required to answer the question regarding Stephanie's highest area of achievement, "Which subcategory represents Stephanie's highest scale score on the current year's winter interim reading assessment?"

- Stephanie's scale score [in each]
- Subcategory [on the]
- Current year's
- Interim reading assessment [representing the]
- Winter term

Tutorial

The same data are required for the question regarding Stephanie's lowest area of achievement, "Which subcategory represents Stephanie's lowest scale score on the current year's winter interim reading assessment?"

Similar data are required for the question regarding Stephanie's beginning-of-year values compared to her middle-of-year values, "To what extent are Stephanie's scale score and %ile in the winter above or below her scale score and %ile in the fall in the focus area identified in her beginning-of-year action plan?" This question does not require data representing all subcategories; however, both fall and winter scale scores and percentiles are required for the subcategory that is the focus in the beginning-of-year action plan.

Tutorial

Details of data required to answer questions relevant to supporting evidence for Stephanie's action plan have been added to the goal monitoring data planner.
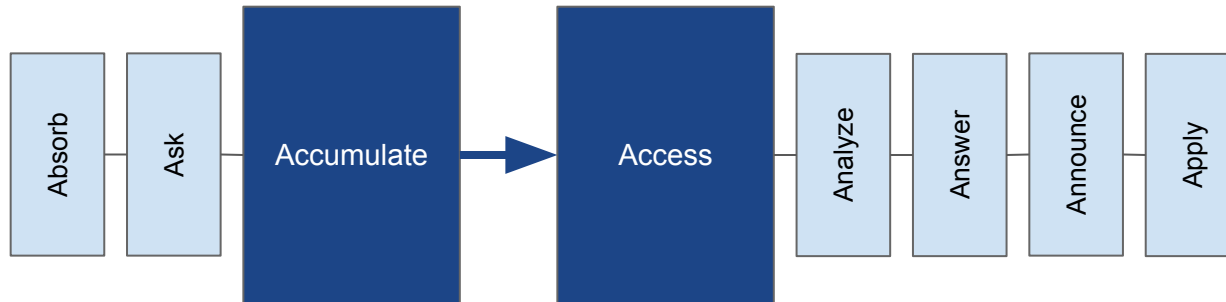
Goal Monitoring Data Planner - Individual Student
write questions, describe data, identify location of data

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: Scale score increase based on reading performance			
Middle of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale scr, percentile	
Middle of period actual value compared to expected value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the expected scale score and percentile?	Same as actual AND winter scale score representing average growth based on same fall score	
Middle of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the end of year goal scale score and percentile?	Same as actual AND minimum spring scale score representing achievement level above fall level	
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale score by subcategory	
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale score by subcategory	
Beginning year value compared to middle year value of focus area in beginning of year action plan	To what extent are the scale score and %ile in the winter above or below the scale score and %ile in the fall in the focus area identified in the beginning of the year action plan?	Current yr interim read asmnt, winter, fall, individual student, %ile and scale score in subcategory focus area	

Tutorial

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.

Activity Conclusion

You specified details of data required to answer the questions you posed in the Ask stage using the individual student Goal Monitoring Data Planner.
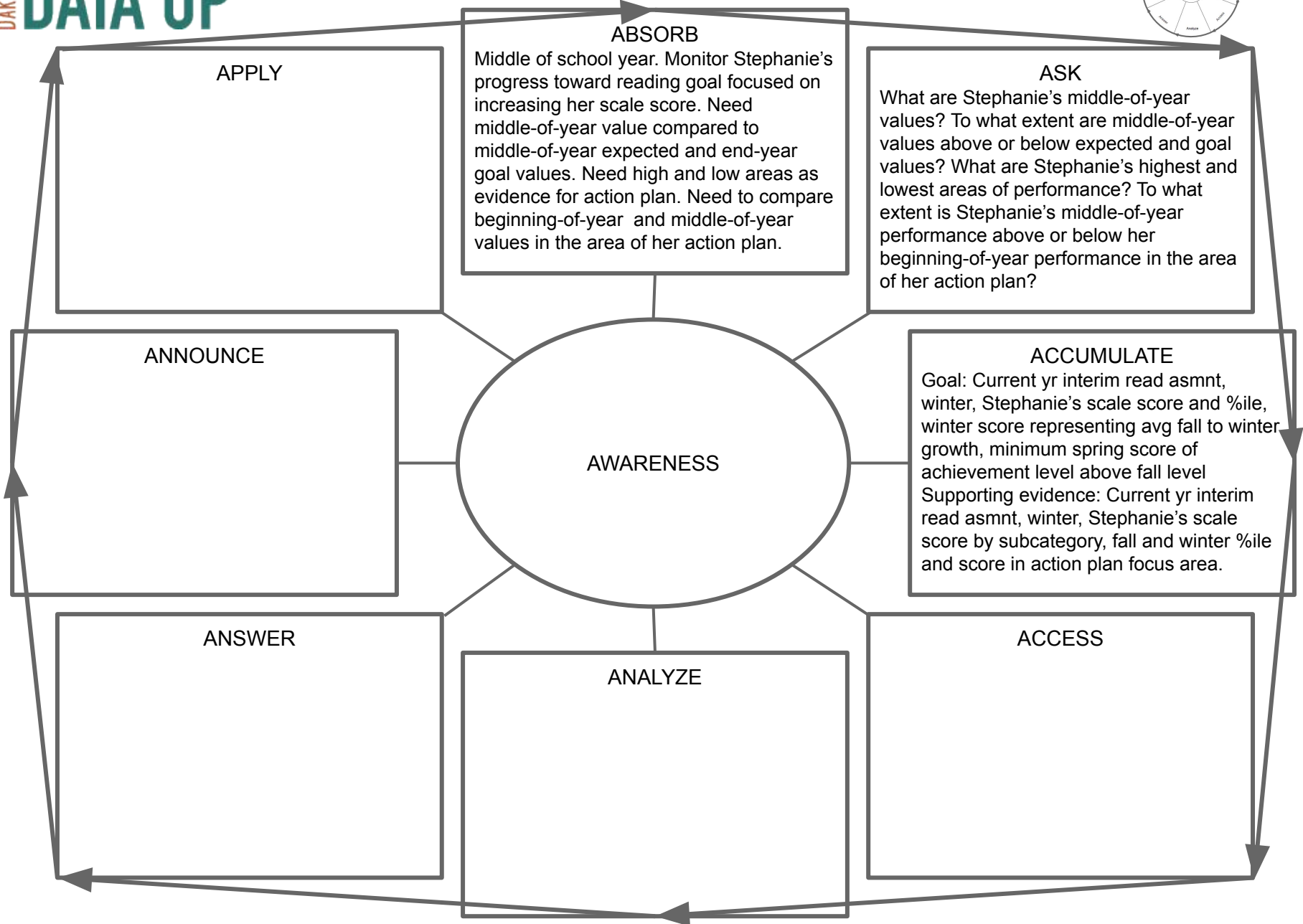
Goal Monitoring Data Planner - Individual Student
write questions, describe data, identify location of data

NORTH DAKOTA DATA UP

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: Scale score increase based on reading performance			
Middle of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale scr, percentile	
Middle of period actual value compared to expected value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the expected scale score and percentile?	Same as actual AND winter scale score representing average growth based on same fall score	
Middle of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the end of year goal scale score and percentile?	Same as actual AND minimum spring scale score representing achievement level above fall level	
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale score by subcategory	
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale score by subcategory	
Beginning year value compared to middle year value of focus area in beginning of year action plan	To what extent are the scale score and %ile in the winter above or below the scale score and %ile in the fall in the focus area identified in the beginning of the year action plan?	Current yr interim read asmnt, winter, fall, individual student, %ile and scale score in subcategory focus area	

A+ Inquiry Framework

The Accumulate stage has been completed. You specified details of the accumulated data you need to answer the questions posed in the Ask stage.

NORTH DAKOTA **DATA UP**

APPLY

ABSORB
Middle of school year. Monitor Stephanie's progress toward reading goal focused on increasing her scale score. Need middle-of-year value compared to middle-of-year expected and end-year goal values. Need high and low areas as evidence for action plan. Need to compare beginning-of-year and middle-of-year values in the area of her action plan.

ASK
What are Stephanie's middle-of-year values? To what extent are middle-of-year values above or below expected and goal values? What are Stephanie's highest and lowest areas of performance? To what extent is Stephanie's middle-of-year performance above or below her beginning-of-year performance in the area of her action plan?

ANNOUNCE

AWARENESS

ACCUMULATE
Goal: Current yr interim read asmnt, winter, Stephanie's scale score and %ile, winter score representing avg fall to winter growth, minimum spring score of achievement level above fall level
Supporting evidence: Current yr interim read asmnt, winter, Stephanie's scale score by subcategory, fall and winter %ile and score in action plan focus area.

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!**
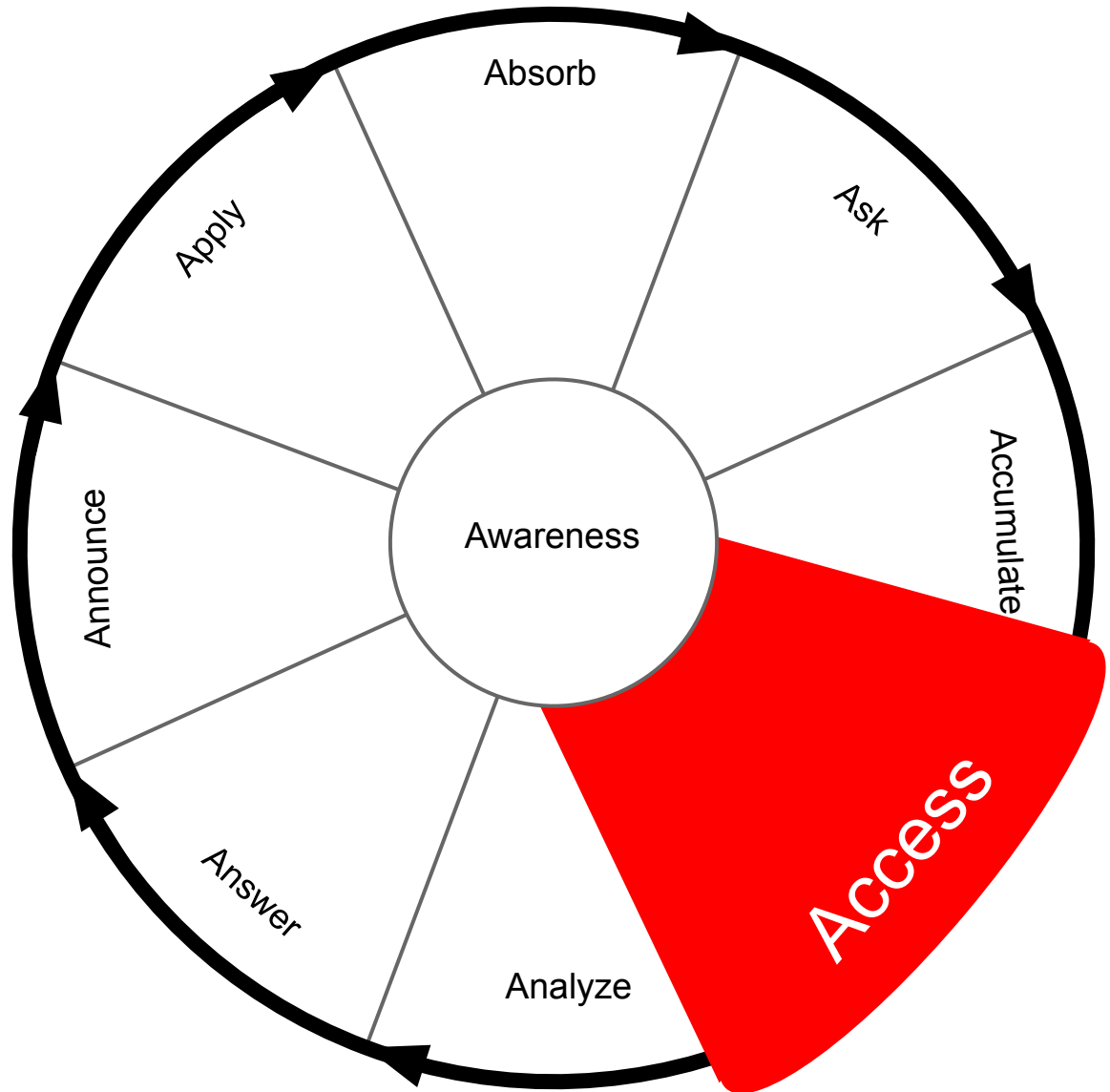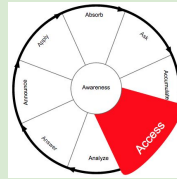
Access Stage

Now, let's use the individual student Goal Monitoring Data Planner to specify where you may retrieve the required data.

Goal Monitoring Data Planner - Individual Student
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: Scale score increase based on reading performance			
Middle of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale scr, percentile	
Middle of period actual value compared to expected value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the expected scale score and percentile?	Same as actual AND winter scale score representing average growth based on same fall score	
Middle of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the end of year goal scale score and percentile?	Same as actual AND minimum spring scale score representing achievement level above fall level	
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale score by subcategory	
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale score by subcategory	
Beginning year value compared to middle year value of focus area in beginning of year action plan	To what extent are the scale score and %ile in the winter above or below the scale score and %ile in the fall in the focus area identified in the beginning of the year action plan?	Current yr interim read asmnt, winter, fall, individual student, %ile and scale score in subcategory focus area	

Activity - 011.02.06

In order to answer my questions, data may be retrieved from the _____.
- ● Statewide Longitudinal Data System
- ● School newspaper
- ● District's public website
- ● PowerSchool student information system
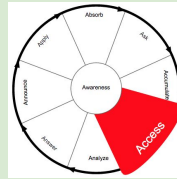
Standard: K.1.F Data Sources
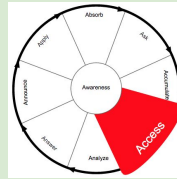
Activity - 011.02.07

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

Standard: K.1.F Data Sources

Activity - 011.02.08 (image on next slide)

The _____ report includes data that will help me answer the following questions: "What is Stephanie's scale score and corresponding percentile on the current year's winter interim reading assessment?"; "To what extent are Stephanie's actual scale score and percentile on the current year's winter interim assessment above or below the values she was expected to achieve on the assessment?"; and "To what extent are Stephanie's actual scale score and percentile on the current year's winter interim assessment above or below the values set as her end-of-year goal?" I will also need to retrieve data in my Goal Setting, Monitoring, and Evaluating Organizer.
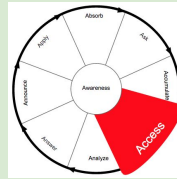
- Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
- Group Level Multi-Year (percentage of students achieving proficiency by subject and year)
- Group Level Multi-Year by Subgroup (percentage of students achieving proficiency by subgroup)
- Group Level Single-Year by Grade (percentage of students achieving proficiency by subject and grade)

Standard: S.2.A Data Discovery and Data Acquisition
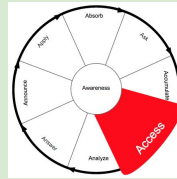
Activity - 011.02.08 (image)

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: Scale score increase based on reading performance			
Middle of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale scr, percentile	
Middle of period actual value compared to expected value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the expected scale score and percentile?	Same as actual AND winter scale score representing average growth based on same fall score	
Middle of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the end of year goal scale score and percentile?	Same as actual AND minimum spring scale score representing achievement level above fall level	

Activity - 011.02.09 (image on next slide)

The _____ report includes data that will help me answer the following questions: "Which subcategory represents Stephanie's highest scale score on the current year's winter interim reading assessment?" and Which subcategory represents Stephanie's lowest scale score on the current year's winter interim reading assessment?"
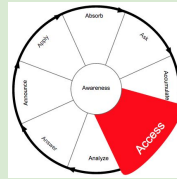
- Group Level Multi-Year (percentage of students achieving proficiency by subject and year)
- Student Level Multi-Term Overview by Group Percentile and scale score by test term for multiple students across one year
- Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
- Group Level Single-Year by Grade (percentage of students achieving proficiency by subject and grade)

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

Activity - 011.02.09 (image)

| 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: Scale score in each reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's fall interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale score by subcategory	
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's fall interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale score by subcategory	
Beginning year value compared to middle year value of focus area in beginning of year action plan	To what extent are the scale score and %ile in the winter above or below the scale score and %ile in the fall in the focus area identified in the beginning of the year action plan?	Current yr interim read asmnt, winter, fall, individual student, %ile and scale score in subcategory focus area	

Activity - 011.02.10 (image on next slide)

The _____ report includes data that will help me answer the question, "To what extent are Stephanie's scale score and %ile in the winter above or below her scale score and %ile in the fall in the focus area identified in her beginning-of-year action plan?" I will also need to retrieve data in my Goal Setting, Monitoring, and Evaluating Organizer.

- Group Level Multi-Year (percentage of students achieving proficiency by subject and year)
- Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
- Student Level Multi-Term Overview by Group Percentile and scale score by test term for multiple students across one year
- Group Level Single-Year by Grade (percentage of students achieving proficiency by subject and grade)

Standard: S.2.A Data Discovery and Data Acquisition
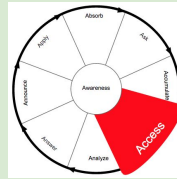
Activity - 011.02.10 (image)

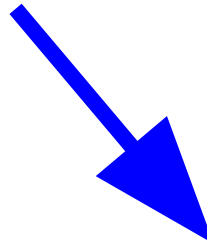| Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale score by subcategory	
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale score by subcategory	
Beginning year value compared to middle year value of focus area in beginning of year action plan	To what extent are the scale score and %ile in the winter above or below the scale score and %ile in the fall in the focus area identified in the beginning of the year action plan?	Current yr interim read asmnt, winter, fall, individual student, %ile and scale score 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.

Tutorial

In order to answer the three questions formulated relevant to Stephanie's goal, you need to retrieve data from a couple sections of the "Individual Student Multi-Term, Multi-Year" report. 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.

Link to "Individual Student Multi-Term, Multi-Year" report pdf: https://goo.gl/X1u1nu

Tutorial

Data relevant to the first question, "What is Stephanie's scale score and corresponding percentile on the current year's winter interim reading assessment?" may be accessed in the "Subject and Subcategory Performance" section of the report.

Subject and Subcateogry Performance (Current Year)	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	52	212	867	54	216	900			
Literature	45	209		47	213				
Informational Text	52	212		56	216				
Vocabulary Acquistion and Use	61	215		59	218				

Tutorial

Data relevant to the second question, "To what extent are Stephanie's actual scale score and percentile on the current year's winter interim assessment above or below the values she was expected to achieve on the assessment?" may be accessed in the "Subject and Subcategory Performance" and "Projected Performance" sections of the report.

Subject and Subcateogry Performance (Current Year)

	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	52	212	867	54	216	900			
Literature	45	209		47	213				
Informational Text	52	212		56	216				
Vocabulary Acquistion and Use	61	215		59	218				

Projected Performance (Current Year)

Fall to Winter Projection	Score	%ile	Fall to Spring Projection	Score	%ile	Winter to Spring Projection	Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring value	217	54
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	1	0

Tutorial

Data relevant to the third question, "To what extent are Stephanie's actual scale score and percentile on the current year's winter interim assessment above or below the values set as her end-of-year goal?" may be accessed in the "Subject and Subcategory Performance" section of the report and the Goal Setting, Monitoring, and Evaluating organizer.

Subject and Subcateogry Performance (Current Year)

	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	**52**	**212**	**867**	**54**	**216**	**900**			
Literature	45	209		47	213				
Informational Text	52	212		56	216				
Vocabulary Acquistion and Use	61	215		59	218				

Student Name: Stephanie Sanders	Annual Goal: The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment					
Where to access: SLDS Student Level Multi-Year, Multi-Term	Beginning of year (baseline)		Middle of year		End of year	
	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Actual	212	52				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61

Tutorial

The title of the SLDS report, which includes data that can help answer questions relevant to Stephanie's goal and action plan, 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 in the goal portion and the third question in the supporting evidence for action planning section because certain values relevant to these questions were previously entered into the organizer.

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

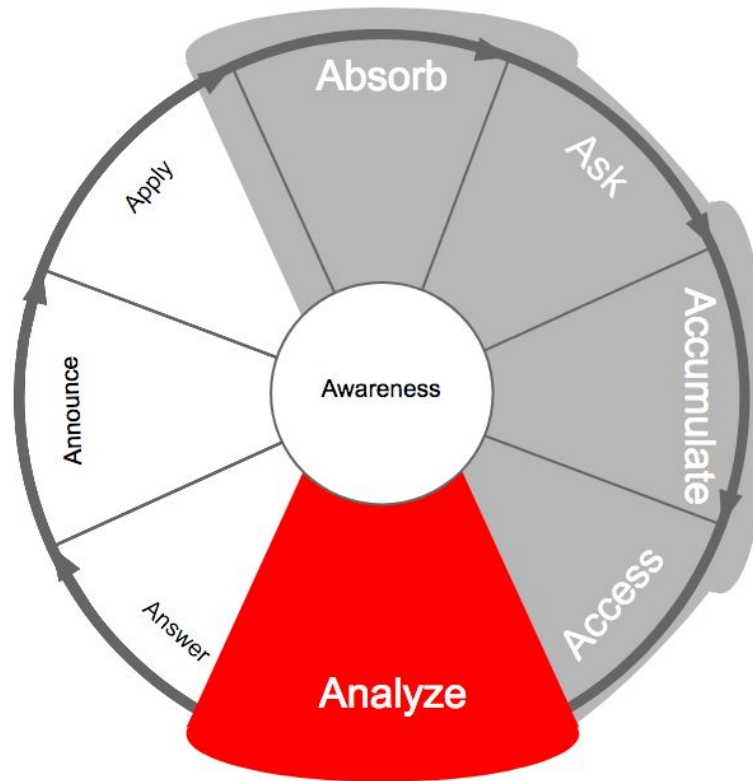| Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal: Scale score increase based on reading performance			
Middle of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale scr, percentile	Student Level Multi-Year, Multi-Term
Middle of period actual value compared to expected value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the expected scale score and percentile?	Same as actual AND winter scale score representing average growth based on same fall score	Student Level Multi-Year, Multi-Term; Goal organizer
Middle of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the end of year goal scale score and percentile?	Same as actual AND minimum spring scale score representing achievement level above fall level	Student Level Multi-Year, Multi-Term; Goal organizer
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale score by subcategory	Student Level Multi-Year, Multi-Term
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale score by subcategory	Student Level Multi-Year, Multi-Term
Beginning year value compared to middle year value of focus area in beginning of year action plan	To what extent are the scale score and %ile in the winter above or below the scale score and %ile in the fall in the focus area identified in the beginning of the year action plan?	Current yr interim read asmnt, winter, fall, individual student, %ile and scale score in subcategory focus area	Student Level Multi-Year, Multi-Term; Goal organizer

Tutorial

Data relevant to the three questions regarding evidence for Stephanie's action plan may be accessed in the "Subject and Subcategory Performance" section of the report. After the data are entered into the goal organizer, the goal organizer may also be access point for the required data.

Subject and Subcateogry Performance (Current Year)

	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	52	212	867	54	216	900			
Literature	45	209		47	213				
Informational Text	52	212		56	216				
Vocabulary Acquistion and Use	61	215		59	218				

Where to access: SLDS Student Level Multi-Year, Multi-Term	Beginning of year		Middle of year		End of year	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45				
Informational Text	212	52				
Vocab Acqu / Use	215	61				

Tutorial

Now that you've retrieved the data required to answer each question, you'll be able to proceed to the Analyze stage where you conduct analysis of the data.

Activity Conclusion

Well done! 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 *individual student* Goal Setting, Monitoring, and Evaluating Organizer will be useful for analysis.

Goal Monitoring Data Planner - Individual Student
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: Scale score increase based on reading performance			
Middle of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale scr, percentile	Individual Student Multi-Year, Multi-Term
Middle of period actual value compared to expected value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the expected scale score and percentile?	Same as actual AND winter scale score representing average growth based on same fall score	Individual Student Multi-Year, Multi-Term; Goal organizer
Middle of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the end of year goal scale score and percentile?	Same as actual AND minimum spring scale score representing achievement level above fall level	Individual Student Multi-Year, Multi-Term; Goal organizer
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale score by subcategory	Individual Student Multi-Year, Multi-Term
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's winter interim reading assessment?	Current yr interim read asmnt, winter, individual student, scale score by subcategory	Individual Student Multi-Year, Multi-Term
Beginning year value compared to middle year value of focus area in beginning of year action plan	To what extent are the scale score and %ile in the winter above or below the scale score and %ile in the fall in the focus area identified in the beginning of the year action plan?	Current yr interim read asmnt, winter, fall, individual student, %ile and scale score in subcategory focus area	Individual Student Multi-Year, Multi-Term; Goal organizer

A+ Inquiry Framework

The Access stage has been completed.

NORTH DAKOTA **DATA UP**

ABSORB
Middle of school year. Monitor Stephanie's progress toward reading goal focused on increasing her scale score. Need middle-of-year value compared to middle-of-year expected and end-year goal values. Need high and low areas as evidence for action plan. Need to compare beginning-of-year and middle-of-year values in the area of her action plan.

ASK
What are Stephanie's middle-of-year values? To what extent are middle-of-year values above or below expected and goal values? What are Stephanie's highest and lowest areas of performance? To what extent is Stephanie's middle-of-year performance above or below her beginning-of-year performance in the area of her action plan?

APPLY

ANNOUNCE

AWARENESS

ACCUMULATE
Goal: Current yr interim read asmnt, winter, Stephanie's scale score and %ile, winter score representing avg fall to winter growth, minimum spring score of achievement level above fall level
Supporting evidence: Current yr interim read asmnt, winter, Stephanie's scale score by subcategory, fall and winter %ile and score in action plan focus area.

ANSWER

ANALYZE

ACCESS

Statewide Longitudinal Data System

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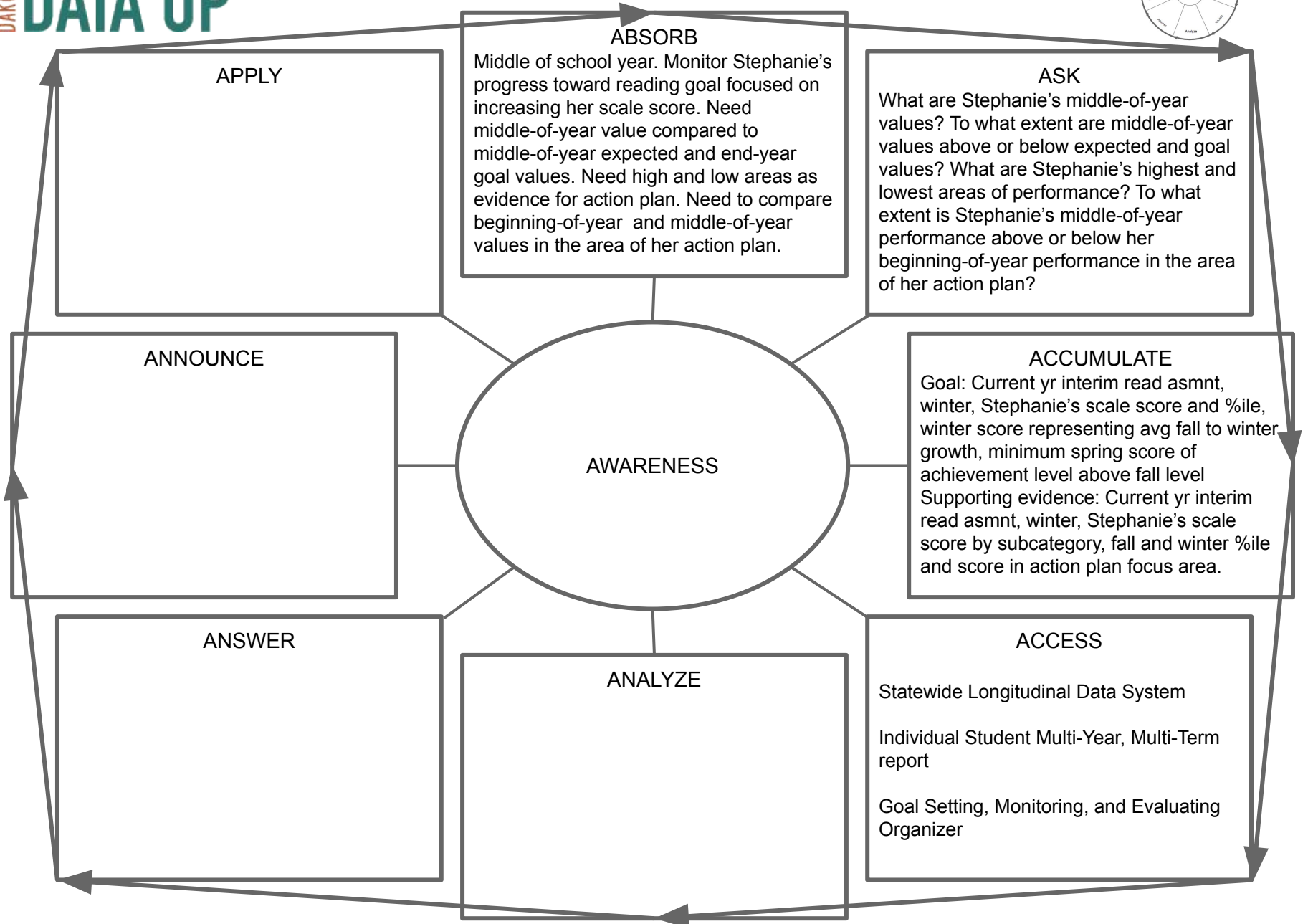
Goal Setting, Monitoring, and Evaluating Organizer

Conclusion

Ryan:

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

Individual Student Goal Monitoring Data Planner: https://goo.gl/HozNAQ

Individual Student Goal Setting, Monitoring, and Evaluating Organizer (complete through "setting"): https://goo.gl/iFGM7q

Activity Answers

11.02.01	Student learning
11.02.02	Current year interim reading assessment, winter term, Stephanie's scale score, Stephanie's percentile
11.02.03	Current year interim reading assessment, winter term, Stephanie's scale score, Stephanie's percentile, winter scale score representing average growth based on Stephanie's fall score
11.02.04	Current year interim reading assessment, winter term, Stephanie's scale score, Stephanie's percentile, minimum spring scale score representing achievement level above Stephanie's fall level
11.02.05	Current year interim reading assessment, winter term, Stephanie's scale score by subcategory, Stephanie's fall and winter percentile and scale score in subcategory focus area of action plan
11.02.06	Statewide Longitudinal Data System
11.02.07	Goal Setting, Monitoring, and Evaluating Organizer
11.02.08	Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
11.02.09	Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
11.02.10	Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)

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 student-level goal				
This module part increased my knowledge of locations where data utilized for monitoring a student-level goal may be retrieved				

Well Done

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