Develop Your Data Mindset

Module 11 - Student Level Goal Monitoring
Part 3B - Answer

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

Learning Goals

- Increase knowledge of limitations that may affect analysis findings relevant to student-level goal monitoring
- Increase knowledge of implications that may be informed by analysis findings relevant to student-level goal monitoring

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

Answer Stage

Ryan:

Now it's time to enter the Answer stage where you confirm that data analysis revealed answers to your questions and begin to identify limitations and implications of the answers.
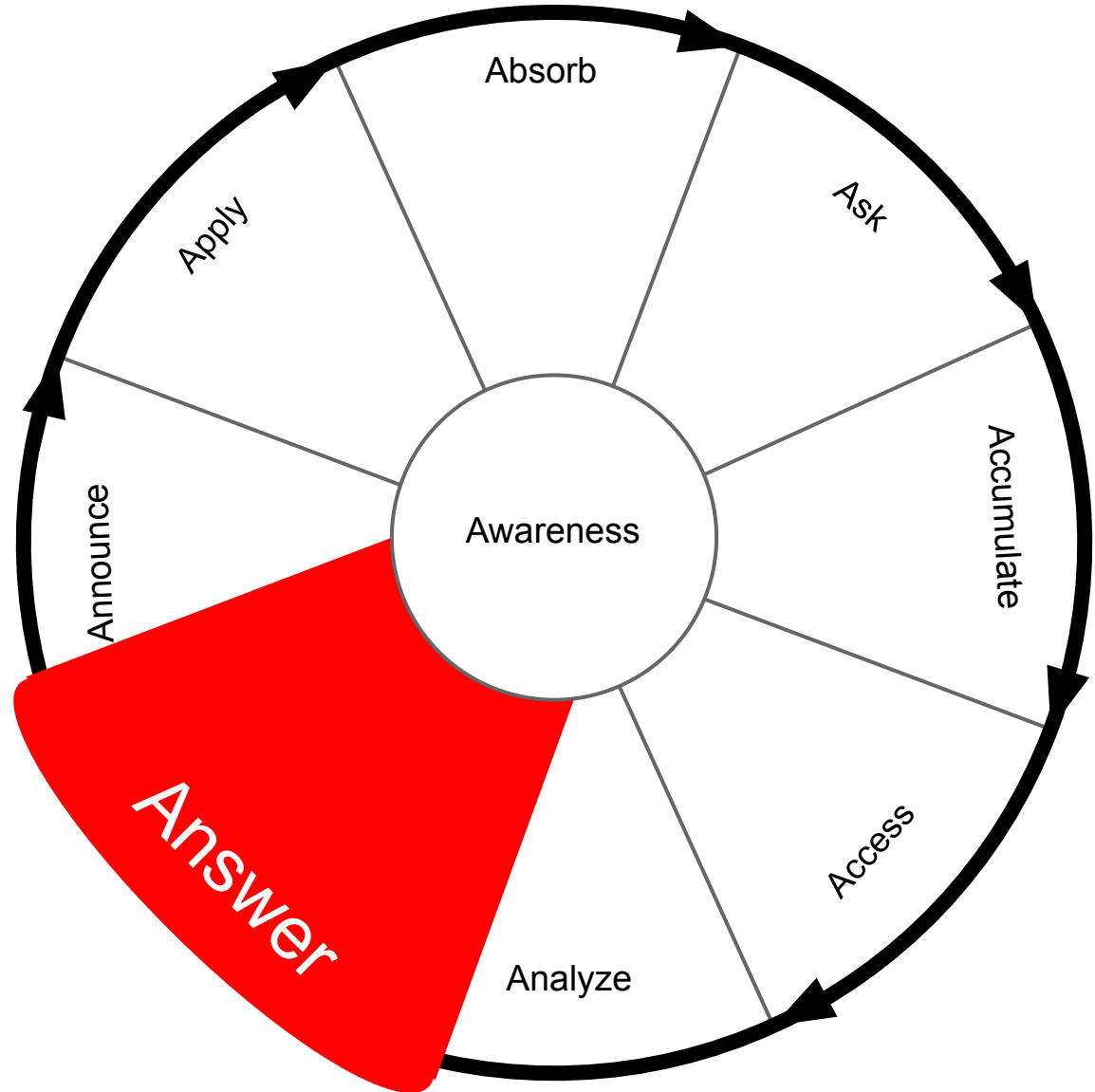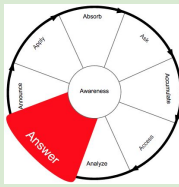
Activity - 11.3B.01

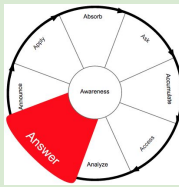Select the answer to your first question relevant to Stephanie's goal being monitored, "What is Stephanie's scale score and corresponding percentile on the current year's WINTER interim reading assessment?"

- Scale score = 216; Percentile = 54
- Scale score = 215; Percentile = 52
- Scale score = 212; Percentile = 52
- Scale score = 216; Percentile = 52

Standard: S.5.C Patterns

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 Individual Student 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	216	54		
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

Activity - 11.3B.02

Select the answer to your second question relevant to Stephanie's goal being monitored, "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?"

- Actual scale score is 1 point above expected scale score; Actual percentile is 2 points above expected percentile
- Actual scale score is 1 point below expected scale score; Actual percentile is 2 points below expected percentile
- Actual scale score is 4 points above expected scale score; Actual percentile is 2 points above expected percentile
- Actual scale score is equal to expected scale score; Actual percentile is 2 points below expected percentile

Standard: S.5.C Patterns

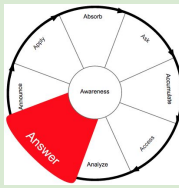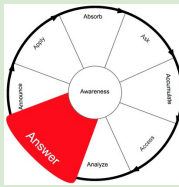| Student Name: Stephanie Sanders	Annual Goal: The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	Beginning of year (baseline)		Middle of year		End of year	
	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Actual	212	52	216	54		
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

Activity - 11.3B.03

Select the answer to your third question relevant to Stephanie's goal being monitored, "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?"

- Actual winter scale score is 4 points above goal scale score; Actual winter percentile is 7 points above goal percentile
- Actual winter scale score is 5 points below goal scale score; Actual winter percentile is 9 points below goal percentile
- Actual winter scale score is 4 points below goal scale score; Actual winter percentile is 7 points below goal percentile
- Actual winter scale score is 1 point below goal scale score; Actual winter percentile is equal to goal percentile

Standard: S.5.C Patterns

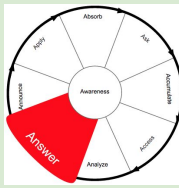| Student Name: Stephanie Sanders	Annual Goal: The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	Beginning of year (baseline)		Middle of year		End of year	
	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Actual	212	52	216	54		
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

Activity - 11.3B.04

Select the answer to your first question relevant to supporting evidence for Stephanie's action plan, "Which subcategory represents Stephanie's highest scale score on the current year's winter interim reading assessment?"
- Literature
- Informational Text
- Vocabulary Acquisition and Use
- Reading

Standard: S.5.C Patterns

Action Planning w/ Supporting Evidence						
Where to access: SLDS Individual Student 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	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		

Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Action plan (middle of year):
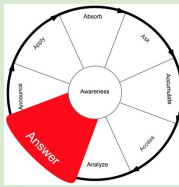
Activity - 11.3B.05

Select the answer to your second question relevant to supporting evidence for Stephanie's action plan, "Which subcategory represents Stephanie's lowest scale score on the current year's winter interim reading assessment?"

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

Standard: S.5.C Patterns

Action Planning w/ Supporting Evidence						
Where to access: SLDS Individual Student 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	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		

Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Action plan (middle of year):

Activity - 11.3B.06

Select the answer to your third question relevant to supporting evidence for Stephanie's action plan, "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?"

- Stephanie's winter Literature scale score is 4 points above her fall Literature score. Her winter Literature percentile is 2 points above her fall Literature percentile
- Stephanie's winter Literature scale score is 3 points above her fall Literature score. Her winter Literature percentile is 2 points below her fall Literature percentile
- Stephanie's winter Literature scale score is 4 points above her fall Literature score. Her winter Literature percentile is 4 points above her fall Literature percentile
- Stephanie's winter Literature scale score is 2 points above her fall Literature score. Her winter Literature percentile is 4 points above her fall Literature percentile
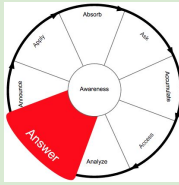
Standard: S.5.C Patterns

| Action Planning w/ Supporting Evidence						
Where to access: SLDS Individual Student 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	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		
Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events			**Action plan (middle of year):**			

Activity - 11.3B.07

My data analysis findings serve as evidence that
- Stephanie is NOT making progress toward the achievement of her end-of-year goals and her beginning-of-year action plan absolutely had a negative impact on her performance in the area of Literature
- Stephanie thoroughly enjoys the subject area of reading puts extensive efforts into improving her performance in the area of Literature
- Stephanie is making progress toward the achievement of her end-of-year goal and her beginning-of-year action plan may have had a positive impact on her performance in the area of Literature
- Stephanie's parents are highly supportive of her learning and have monitored her efforts throughout the fall to ensure she made adequate progress in the area of Literature

Standard: S.5.C Patterns
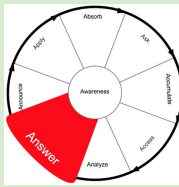
Activity - 11.3B.08

What are potential limitations of the data analysis findings?
- The middle-of-year value is four scale score points below, and nine percentile points below, the end-of-year goal values.
- The assessment may have accurately measured Stephanie's true performance level. If the assessment accurately measured Stephanie's performance levels, then the results would be valid
- The middle-of-year value is based only on one score. If Stephanie was ill, experienced test anxiety, or guessed correctly on test items, the validity of her performance values may be weakened.
- The data required for analysis were available in different sections of the same report

Standard: K.3.B Data Limitations
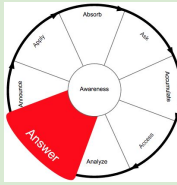
Activity - 11.3B.09

What are potential implications of the analysis findings?
- Maintain or modify Stephanie's end-of-year goal values and implement strategies to improve her performance in the weakest subcategory
- Place Stephanie in a tier 2 (i.e., strategic) intervention and conduct weekly progress monitoring on her performance for the remainder of the school year
- Revise Stephanie's end-of-year goal so it is below her middle-of-year expected level of performance and don't consider adjusting teaching strategies in response to data analysis results
- Manually change Stephanie's actual winter scale score and percentile so the values are closer to her end-of-year goal values

Standard: S.7.A Strategies

Tutorial

Now that you've analyzed the data, you can proceed to the Answer stage where you verify that your analyses revealed answers to the questions and begin to identify limitations and implications of the answers.
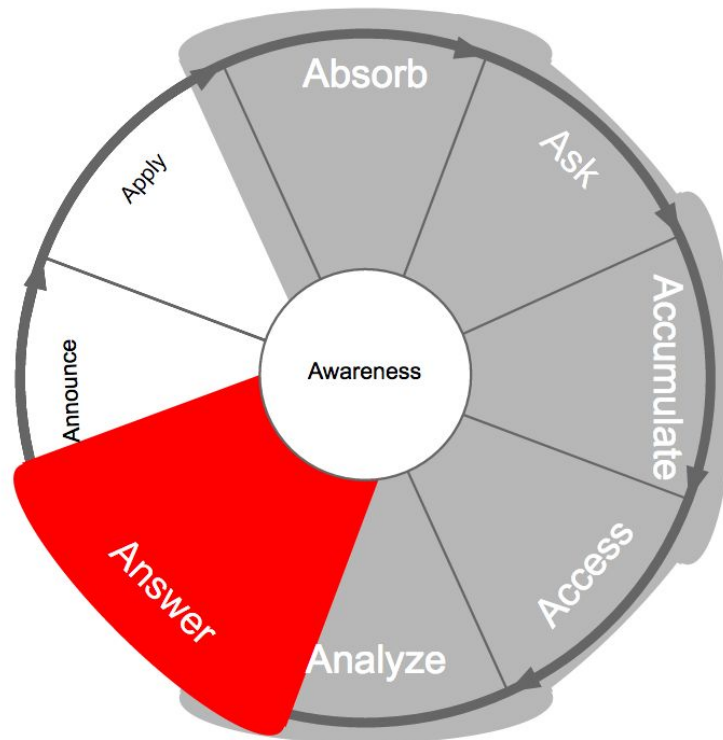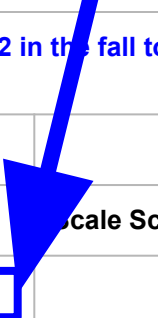
Tutorial

Your first question relevant to Stephanie's goal being monitored states, "What is Stephanie's scale score and corresponding percentile on the current year's WINTER interim reading assessment?" The answers to this question -- a scale score of 216 and percentile of 54 -- appear as scale score and percentile values along the "Actual" row in the "middle-of-year" section.

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 Individual Student 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	216	54		
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

Your second question relevant to Stephanie's goal being monitored states, "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?"

Tutorial

The answers to this question are that the her middle-of-year actual scale score is 1 point above her expected scale score and her actual middle-of-year percentile is 2 points above her expected percentile. These answers stem from your analyses when you calculated the differences between her actual and expected middle-of-year values.

Difference between actual and expected scale score is +1

Difference between actual and expected percentile is +2

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 Individual Student 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	216	54		
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

Your third question relevant to Stephanie's goal being monitored states, "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?"
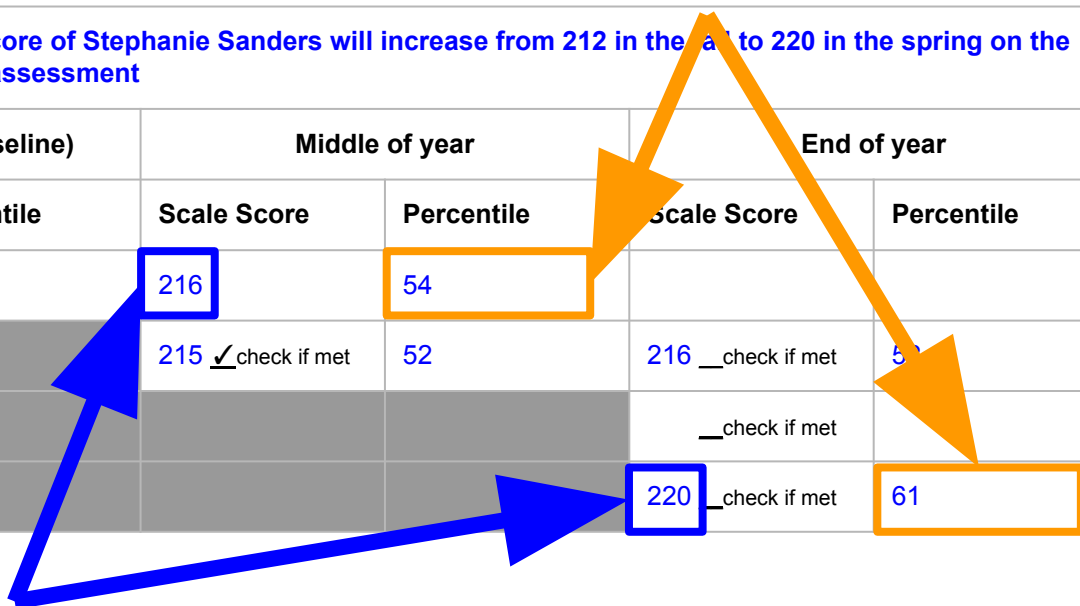
Tutorial

The answers to this question are that the her middle-of-year actual scale score is 4 points below the scale score set as her end-of-year goal and her actual middle-of-year percentile is 7 points below the percentile set as her end-of-year goal. These answers stem from your analyses when you calculated the differences between her actual middle-of-year values and end-of-year goal values.

Difference between actual and expected percentile is -7

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 Individual Student 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	216	54		
Expected after beg			215 ✓check if met	52	216 __check if met	5?
Expected after mid					__check if met	
Original Goal					220 __check if met	61

Difference between actual and goal scale score is -4

Tutorial

Your first question relevant to supporting evidence for Stephanie's action plan states, "Which subcategory represents Stephanie's highest scale score on the current year's winter interim reading assessment?" The answer to this question is Vocabulary Acquisition and Use. Values revealing the answer to this question appear in the middle-of-year area of the action planning w/ supporting evidence section of the Goal Setting, Monitoring, and Evaluating Organizer.

Action Planning w/ Supporting Evidence						
Where to access: SLDS Individual Student 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	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		
Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events			**Action plan (middle of year):**			

Tutorial

Your second question relevant to supporting evidence for Stephanie's action plan states, "Which subcategory represents Stephanie's lowest scale score on the current year's winter interim reading assessment?" The answer to this question is Literature. Values revealing the answer to this question appear in the middle-of-year area of the action planning w/ supporting evidence section of the Goal Setting, Monitoring, and Evaluating Organizer.
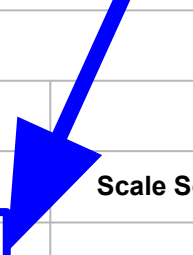
Action Planning w/ Supporting Evidence						
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45	213	47		
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Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events			**Action plan (middle of year):**			

Tutorial

Your third question relevant to supporting evidence for Stephanie's action plan states, "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?"

Tutorial

The answers to this question are that Stephanie's winter score is 4 points above her fall score and her winter percentile is 2 points above her fall percentile in the area of Literature. The answers stem from your analyses when you calculated the differences between her middle-of-year and beginning-of-year values.

Difference between winter and fall percentile is +2

Action Planning w/ Supporting Evidence						
Where to access: SLDS Individual Student 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	213	47		
Informational Text	21	52	16	56		
Vocab Acqu / Use	215	61	218	59		
Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events				**Action plan (middle of year):**		

Difference between actual and goal scale score is +4

Tutorial

The data analysis findings revealed evidence that Stephanie is making progress toward the achievement of her end-of-year goals. Furthermore, her beginning-of-year action plan may have had a positive impact on her performance in the area of literature even though it continues to be the subcategory representing her lowest area of performance.

As with any set of answers revealed through analysis of data, there are limitations with these results. Potential limitations of the results are as follows:
- Stephanie's middle-of-year reading performance is based only on one assessment score.
- If Stephanie was ill, experienced test anxiety, or guessed correctly on test items, the validity of her performance values may be weakened.

Tutorial

Although limitations exist, there are implications that could be applied as decisions and actions in support of improved student learning. Implications include maintaining the end-of-year 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. Implications also include implementing strategies relevant to the weakest subcategory.

Activity Conclusion

Great work in the Analyzing and Answer stages for student level goal monitoring! Here's another look at Stephanie's Goal Setting, Monitoring, and Evaluating Organizer. We still need to indicate whether her goal will be revised and write a middle-of-year action plan.

Goal Setting, Monitoring, and Evaluating Organizer
Individual Student

Student Name: Stephanie Sanders	Annual Goal: The scale score of Stephanie Sanders will increase from 209 in the fall to 220 in the spring on the district's interim reading assessment					
Where to access: SLDS Individual Student 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	216	54		
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
Revised Goal					__check if met	

Action Planning w/ Supporting Evidence

Where to access: SLDS Individual Student 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	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		

Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Action plan (middle of year):

A+ Inquiry Framework

The Answer stage has been completed. You answered each question posed in the Ask stage.

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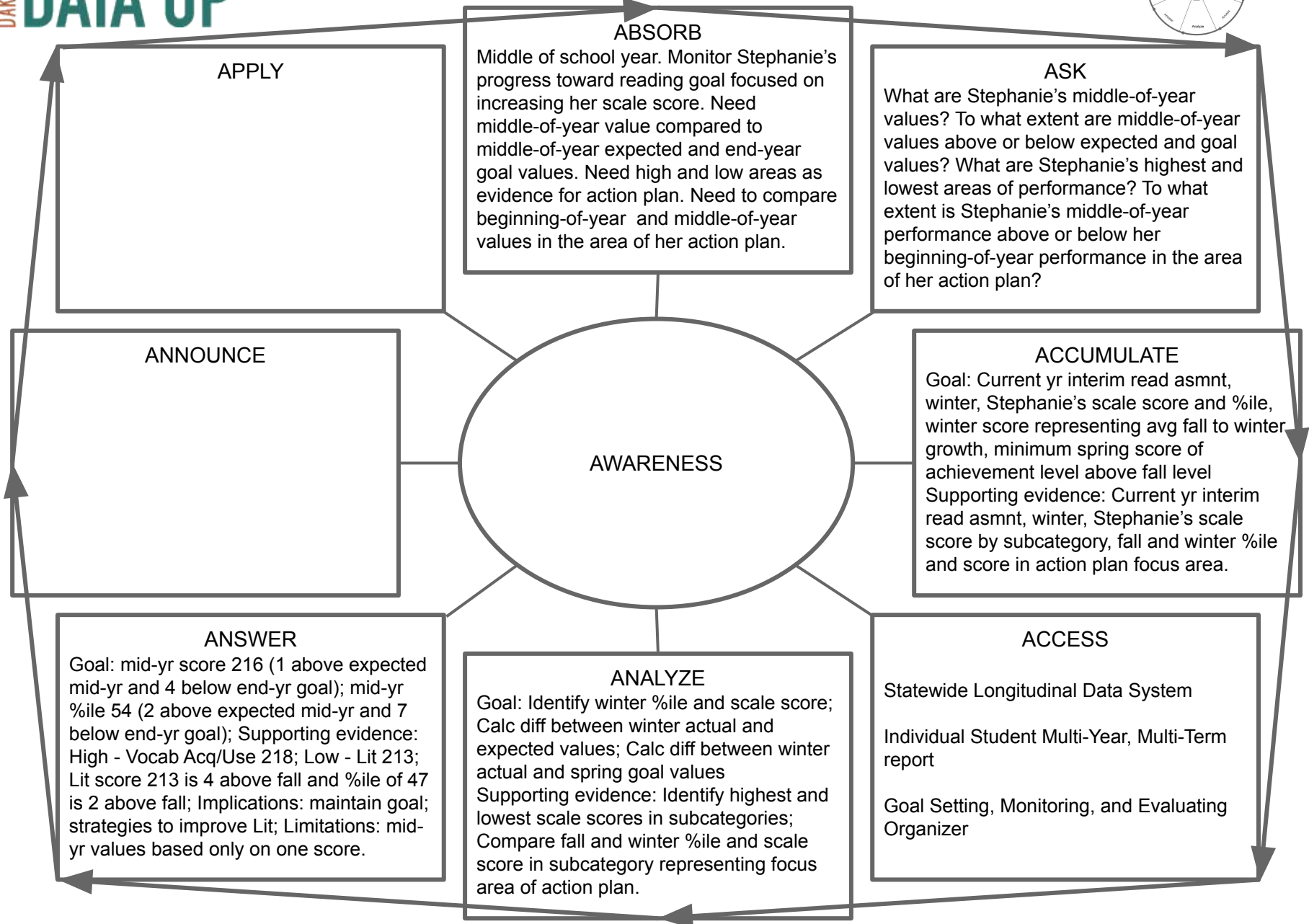
ABSORB
Middle of school year. Monitor Stephanie's progress toward reading goal focused on increasing her scale score. Need middle-of-year value compared to middle-of-year expected and end-year goal values. Need high and low areas as evidence for action plan. Need to compare beginning-of-year and middle-of-year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

APPLY

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
Goal: mid-yr score 216 (1 above expected mid-yr and 4 below end-yr goal); mid-yr %ile 54 (2 above expected mid-yr and 7 below end-yr goal); Supporting evidence: High - Vocab Acq/Use 218; Low - Lit 213; Lit score 213 is 4 above fall and %ile of 47 is 2 above fall; Implications: maintain goal; strategies to improve Lit; Limitations: mid-yr values based only on one score.

ANALYZE
Goal: Identify winter %ile and scale score; Calc diff between winter actual and expected values; Calc diff between winter actual and spring goal values
Supporting evidence: Identify highest and lowest scale scores in subcategories; Compare fall and winter %ile and scale score in subcategory representing focus area of action plan.

ACCESS

Statewide Longitudinal Data System

Individual Student Multi-Year, Multi-Term report

Goal Setting, Monitoring, and Evaluating Organizer

Activity Answers

11.03B.01	(Scale score = 216; Percentile = 54)
11.03B.02	(Actual scale score is 1 point above expected scale score; Actual percentile is 2 points above expected percentile)
11.03B.03	(Actual winter scale score is 4 points below goal scale score; Actual winter percentile is 7 points below goal percentile)
11.03B.04	Vocabulary Acquisition and Use
11.03B.05	Literature
11.03B.06	(Stephanie's winter Literature scale score is 4 points above her fall Literature score. Her winter Literature percentile is 2 points above her fall Literature percentile)
11.03B.07	Stephanie is making progress toward the achievement of her end-of-year goal and her beginning-of-year action plan may have had a positive impact on her performance in the area of Literature
11.03B.08	The middle-of-year value is based only on one score. If Stephanie was ill, experienced test anxiety, or guessed correctly on test items, the validity of her performance values may be weakened
11.03B.09	Maintain or modify Stephanie's end-of-year goal values and implement strategies to improve her performance in the weakest subcategory

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of limitations that may affect analysis findings relevant to student-level goal monitoring				
This module part increased my knowledge of implications that may be informed by analysis findings relevant to student-level goal monitoring				

Well Done

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