Develop Your Data Mindset

Module 12 - Classroom Level Goal Evaluation
Part 1 - Background Knowledge, Absorb & Ask

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Learning Goals

- Formulate questions to guide the inquiry cycle for evaluating a classroom level goal
- Specify data that are useful in the process of evaluating a classroom level goal
- Identify locations where data utilized for evaluating a classroom level goal may be retrieved

SLDS Data Use Standards

- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- K.1.E Data Metric: Knows that measures can be broken down into data metrics, which are calculated for analysis and monitored for changes
- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- K.1.C Types of Data: Knows that data come in two main forms—quantitative and qualitative—and that, within these forms, there are other categories
- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each
- S.1.A Goals and Questions: Identifies BASELINE measure(s) and poses questions that can be answered with data
- S.2.A Data Discovery and Acquisition: Identifies and locates appropriate data sources and can access the data from various sources (e.g., classroom, school, district, state sources) for data acquisition

Teacher Thought

If I know how to apply the A+ Inquiry cycle as a framework for classroom level goal evaluating, then I will be able to use data to measure the extent to which I met the achievement goals I set for my classroom.

Introduction

Teachers,

I hope you are enjoying a restful Spring Break. As you think about returning, please review what we did in Module 6 and Module 10 around setting and monitoring classroom level achievement goals. We discussed setting goals during our meeting in September (before you were all counting down to the end of the school year) and monitoring the goals in January after your Holiday Break.

When we meet next week, I want to get a jump on *evaluating* the classroom level goals you set in September. Here are links to the work you did in September and January. It will make good beach reading!

Don't forget to reapply sunblock!
Ryan

Link to Goal Setting flyer: https://goo.gl/ZA2Ho5
Link to Goal Monitoring flyer: https://goo.gl/Yoy2tr

Introduction

Teacher 1:
You all know that after Spring Break time really flies.Pretty soon we will be able to see how all of our new data knowledge has impacted our students.

Teacher 2:
I'm looking forward to learning the difference in qualitative and quantitative data. I always get those confused!

Teacher 3:
I just want to impress Ryan when I talk about my "baseline data."

Teacher 4:
The only thing I know about base lines is spring training!

Teacher 5:
As we get closer to end-of-year assessments I wonder what Ryan will have in store for us.

Teacher 6:
Where is Ryan, anyway? Is he still at the beach or what?

Introduction

Ryan:

Alright ladies and gentleman; I'm fired up and ready to take on the big stuff! We have a lot of ground to cover today for classroom level goal evaluation at our PLC meeting.

We don't have much time left before the end of the year, so let's get started before our brains all go on vacation again. Spring fever is upon us, and it isn't just the children who get excited this time of year.

I will do my best to hold your attention. We are really getting into the good stuff and tying together all that you have learned.

Introduction

Ryan:

Remember this image of your Assessment Calendar? The portion we are covering in this module is in color above. In this meeting, we are focusing on evaluating the classroom level reading goals you set at the beginning of the year. The findings of your analysis will provide you with a better understanding of the extent to which you met your goals.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) ● Establish baseline, identify high/low areas, set end of year goal w/ each student (F) ● Establish baseline, identify high and low areas, set end of year classroom goal (F) Winter data ● Universal screening (F) ● Monitor progress toward each student's end of year goal (F) ● Monitor progress toward classroom end of year goal (F) Spring data ● Evaluate extent to which each student's end of year goal was met (S) ● Evaluate extent to which classroom level goal was met (S) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F) ● Deliver whole group instruction based on the instructional level of the class (F) **How does the district use the data?** ● Set school or district academic goal (F) ● Evaluate extent to which district academic goals and objectives were met (S)
NDSA (State Assessment)	All students Grades 3-8, 11	Spring (April)	**How does the district use the data?** ● Set school or district academic goals and objectives based on needs (F) ● Evaluate extent to which district academic goals and objectives were met (S)
ACT	All students Grade 11	Spring	**How does the district use the data?** ● Set school or district academic goals and objectives based on needs (F) ● Evaluate extent to which district academic goals and objectives were met (S)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	**How do teachers use the data?** ● Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g., Diagnostic Assessment of Reading, Star, etc.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** ● Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F) ● Decide whether a class is ready for the next learning target during whole group instruction (F)
Summative classroom assessments	All students Grades K-12	At the end of an instructional unit throughout the year	**How do teachers use the data?** ● Assign and report grades

Introduction

Ryan:

Goal evaluation data fits into the scope of study framework as a summative purpose. As you can see, the participants in the study are students. Student learning data is required. The district is the decision maker of the collection methods. The data represent a type of student learning data that is collected periodically. Group level analysis is conducted. The main question generally focuses on whether performance is at, above, or below the goal level of performance.

Instructions: Select the scope of study elements relevant to the contextual need for data use, assessment name, and question(s)

Context: Teacher evaluating the extent to which an end of year classroom level goal was met after an end-of-year benchmark assessment
Assessment name: District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
Question(s): Is the end of year classroom level performance at, above, or below the end of year goal value?

Type(s) of disciplined inquiry

Assessment	Evaluation	Research

Purpose(s) of required data

Formative	Summative	Other

Participants in the study

Students	Parents	Staff	Other

Type(s) of required data

Student learning	Demographic	Perception	School process	Behavior	Other

Decision maker of data collection methods

Teacher	School/District	State	Other

Frequency of collection

Ongoing	Periodic	One-time	Other

Unit level of analysis

Individual	Group

Focus of the question(s)

| Performance	Highest / lowest	At / above / below expected	Positive / negative trend	Other

Introduction

Ryan:

Let's see if you brought your thinking caps back from Spring Break with you. In order to access your data binder with the notes relevant to goal evaluating, you need to answer the next question correctly. Think of it as your pass to the next activity.

Introduction

Ryan:

In which stage should you begin?
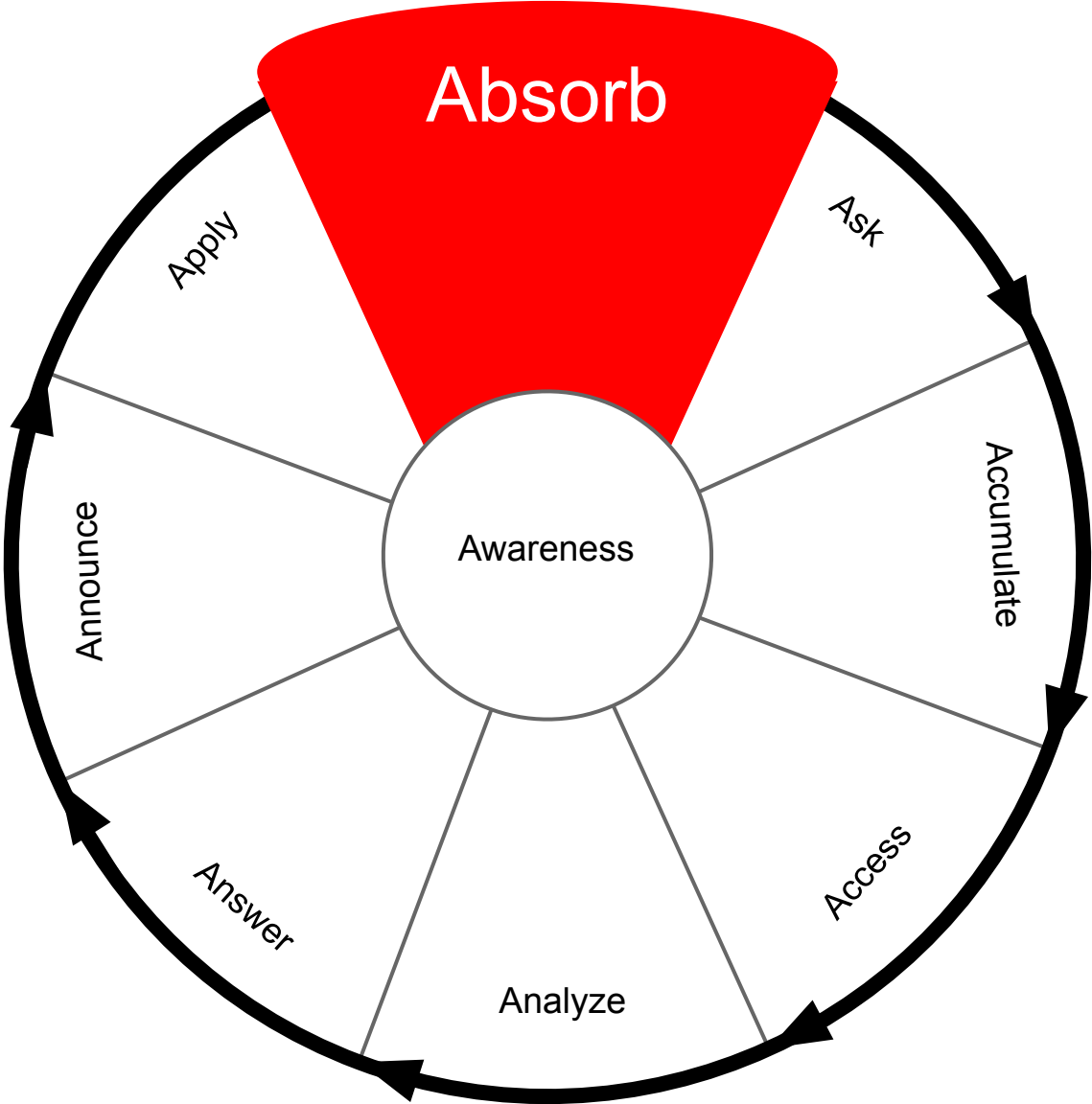
Introduction

Ryan:

That's right. The Absorb stage is the right place to start. Now you can access helpful resources from your data binder, including your:

- Goal Setting flyer: https://goo.gl/ZA2Ho5
- Goal Monitoring flyer: https://goo.gl/Yoy2tr
- Goal Setting Data Planner: https://goo.gl/Z1rLEX
- Goal Monitoring Data Planner: https://goo.gl/78ifb5
- Goal Setting, Monitoring, and Evaluating Organizer: https://goo.gl/2T9z5i

If you will recollect, you have completed each of these through the goal monitoring phase.

I gave you a pass on your PLC meeting last week since you were at the beach, which means now we are going to work through a few quick background knowledge items on a Goal Evaluating flyer to make sure you are ready to dig into the data reports and evaluate the classroom level goals you set earlier this year.
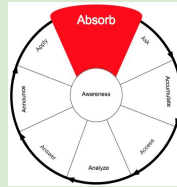
Activity - 12.01.01

You added two classroom level goals to your Goal Setting, Monitoring, and Evaluating Organizer at the beginning of the year and you monitored those goals during the middle of the year. Based on the two classroom level goals you set at the beginning of the year and monitored during the middle of the year, the goals you need to evaluate at the end of the year focus on

- The semester grade of each student in your class and the average daily attendance rate
- The average scale score of your class and the percentage of your students who met or exceeded their respective baseline percentile
- The percentage of students perceiving improvements in achievement and the average score on the most recent classroom level end-of-unit test
- The percentage of students earning a C or higher and the average daily attendance rate

Standard: K.1.E Data Metric
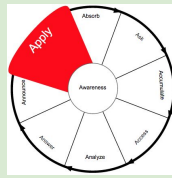
Activity - 12.01.02

At the beginning of the year you set goals that you monitored during the middle of the year. They were Specific, Measurable, Appropriate, Realistic, and Time-bound. The first SMART goal you set was

- 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
- The reading performance of my students will increase by a reasonable amount from the beginning of the year to the end of the year
- My students will improve their reading achievement on a reading assessment in the spring
- I will help my students increase their reading performance levels between now and the end of the year

Standard: S.1.A Goals and Questions
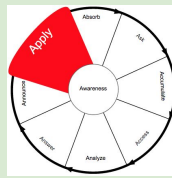
Activity - 12.01.03

The second SMART (i.e., Specific, Measurable, Appropriate, Realistic, and Time-bound) goal you set was

- 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
- The percentage of students in my class maintaining or increasing their individual percentile from fall to spring will be better this year than last year
- All of my students will be better at reading at the end of the year than they were at the beginning of the year
- The scale score of each student will increase from fall to spring

Standard: S.1.A Goals and Questions
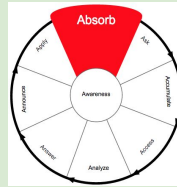
Activity - 12.01.04

Goal evaluation occurs
- At the beginning of an instructional period (e.g., beginning of the year)
- Toward the middle of an instructional period (e.g., middle of the year)
- At the end of an instructional period (e.g., end of the year)
- After an instructional period has been completed (e.g., after the year is over)

Standard: K.2.D Data Context
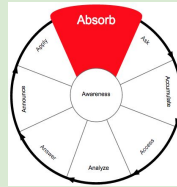
Activity - 12.01.05

When you are in the process of evaluating an achievement goal, such as in the area of reading, you need to know the

- Actual level of reading performance at the end of the instructional period, end-of-year goal level, baseline level, performance levels in reading subcategories, middle and end-of-year performance in focus area of action plan
- Titles of each reading lesson you taught throughout the entire year and the actual scores each student achieved on each assignment
- Actual perceptions of parents relevant to the effectiveness of instructional strategies implemented throughout the year
- Report card grade assigned to each student at the end of the year

Standard: K.1.E Data Metric
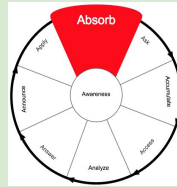
Activity - 12.01.06

When evaluating a goal, why is it important for you to know the actual performance level of your students at the END of an instructional period, as well as the baseline value?

- The extent to which the actual value is above or below the baseline value will be an indicator of whether a change in performance occurred throughout the year
- It's always a good idea to collect data on my students, even if I'm not sure why or how the data could be utilized
- The actual and expected values will provide me with knowledge of specific strengths and weaknesses of my students that are related to the my end of year goal
- The actual and expected values will give me a better understanding of the efforts students put toward achieving the end of year goal when they're not in school

Standard: K.1.E Data Metric
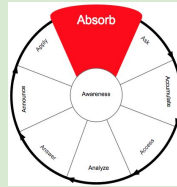
Activity - 12.01.07

Why is it important for you to know the highest and lowest levels of performance in the content area of your goal?
- The information will be communicated to teachers in the next grade level who may teach the students the following year
- It's always helpful to have extra information; the more data the better
- The information is all I need to gain a better understanding of the amount of progress my students have been making
- The information will give me a better understanding of the extent to which I have been implementing the strategies in my action plan with fidelity

Standard: K.1.E Data Metric
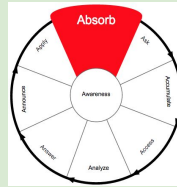
Activity - 12.01.08

Why is it important for you to know the middle-of-year value and the end-of-year value of the focus area identified in the middle-of-year action plan?
- The extent to which the spring value is above or below the winter value will provide me with a better understanding of the impact my action plan strategies may have had on the focus area
- Having as much information as possible will help me make more meaning out of ambiguous situations
- The extent to which there is a difference will tell me whether the parents of my students are providing adequate support at home
- It will give me a better understanding of the extent to which I have been implementing the strategies in my action plan with fidelity

Standard: K.1.E Data Metric

Tutorial

Goal evaluation for a classroom, which represents a group level goal, occurs toward the end of an instructional period, such as the end of a year. When evaluating group level goals for you classroom, the goals you evaluate depend on the goals you set at the beginning of the year.

You set two SMART goals at the beginning of the year, one which *focused on a desire to increase your classroom's average scale score* and one which *focused on a certain percentage of your students meeting or exceeding their respective baseline percentile levels*. You added both goals to your Goal Setting, Monitoring, and Evaluating Organizer at the beginning of the year. During the middle of the year, you monitored your goals by measuring the extent to which you were making progress toward your goals.

Tutorial

The first SMART goal you wrote stated, "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." The second goal you wrote stated, "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."
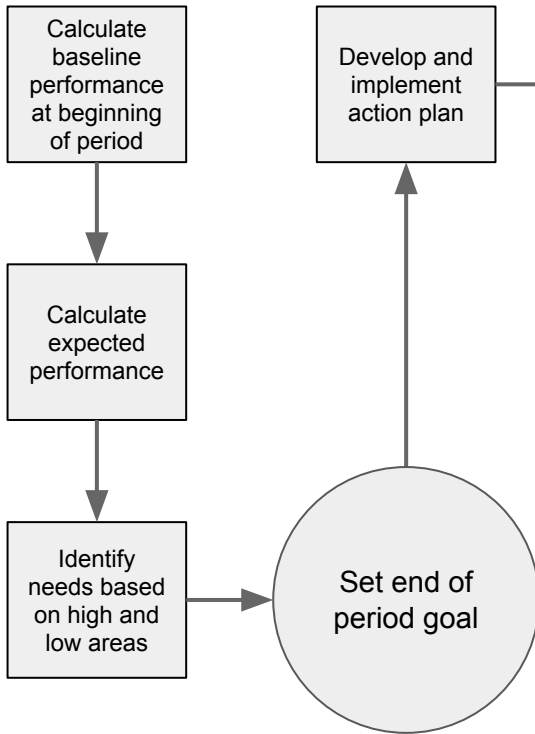
*see organizer on next slide

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.

Tutorial

This diagram, which was reviewed during the goal setting and goal monitoring phases, highlights key steps relevant to setting, monitoring, and evaluating goals. As a reminder, the goal setting phase focuses on calculating baseline performance, calculating expected levels of performance, identifying needs based on high and low areas, setting an end-of-period goal, and developing and implementing an action plan. The goal monitoring phase focuses on calculating middle of period performance, comparing actual performance to expected performance, monitoring progress toward the end of period goal, identifying needs based on high and low areas, maintaining or adjusting the end of period goal, and developing and implementing an action plan. The **goal evaluating phase** includes calculating the end of period performance and evaluating the extent to which the end of period goal was met.

*see diagram on next slide

Setting

Setting

Monitoring

Evaluating

Calculate baseline performance at beginning of period

Calculate expected performance

Identify needs based on high and low areas

Set end of period goal

Develop and implement action plan

Calculate middle of period performance

Compare actual performance to expected performance

Monitor progress toward end of period goal

Identify needs based on high and low areas

Maintain or adjust end of period goal

Develop and implement action plan

Calculate end of period performance

Evaluate extent to which end of period goal was met

Tutorial

Evaluating

Calculate end of period performance

Evaluate extent to which end of period goal was met

There are a few key processes requiring data utilization in the **goal evaluating phase**:

Calculate the end-of-year performance level
Evaluate the extent to which the end-of-year goal was met
Compare the end-of-year performance level to measure the extent to which there was a change from baseline performance to end-of-year performance
Compare the end-of-year performance level with the end-of-year goal level to measure the extent to which the desired achievement level (i.e., goal) was met

Although it's not depicted in the diagram
highest and lowest levels of performance will be calculated and communicated to teachers in the next grade level who may teach the students the following year
the middle-of-year and end-of-year values of the focus area identified in the middle-of-year action plan will be compared to gain a better understanding of the extent to which action plan strategies may have had an impact on the focus area

Activity Conclusion

Ryan:

Awesome work on filling in the information for your Goal Evaluating flyer. Here is a finished and polished version for you to keep in your Data Binder to reference as we get going on evaluating our classroom level goals.

Link to Goal Evaluating flyer: https://goo.gl/iA5QWE

A+ Inquiry Framework

The Absorb stage has been completed.

**A+ INQUIRY
GRAPHIC ORGANIZER**
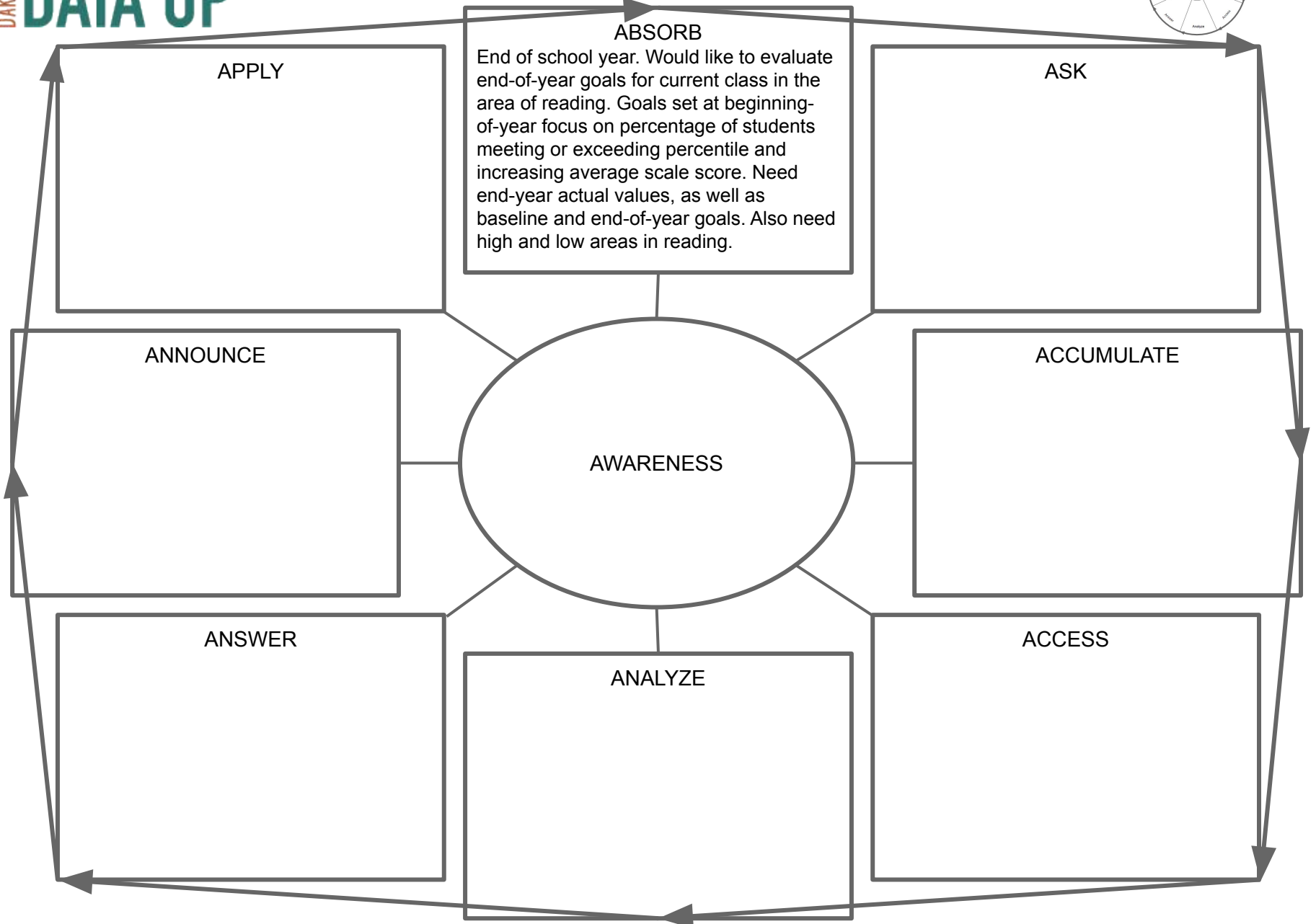
APPLY

ABSORB
End of school year. Would like to evaluate end-of-year goals for current class in the area of reading. Goals set at beginning-of-year focus on percentage of students meeting or exceeding percentile and increasing average scale score. Need end-year actual values, as well as baseline and end-of-year goals. Also need high and low areas in reading.

ASK

ANNOUNCE

ACCUMULATE

AWARENESS

ANSWER

ANALYZE

ACCESS

Ask Stage

Ryan:

Now that you are past the Absorb stage, let's see if you can ask operationalized or answerable questions.

They lead you to the information you need to know.
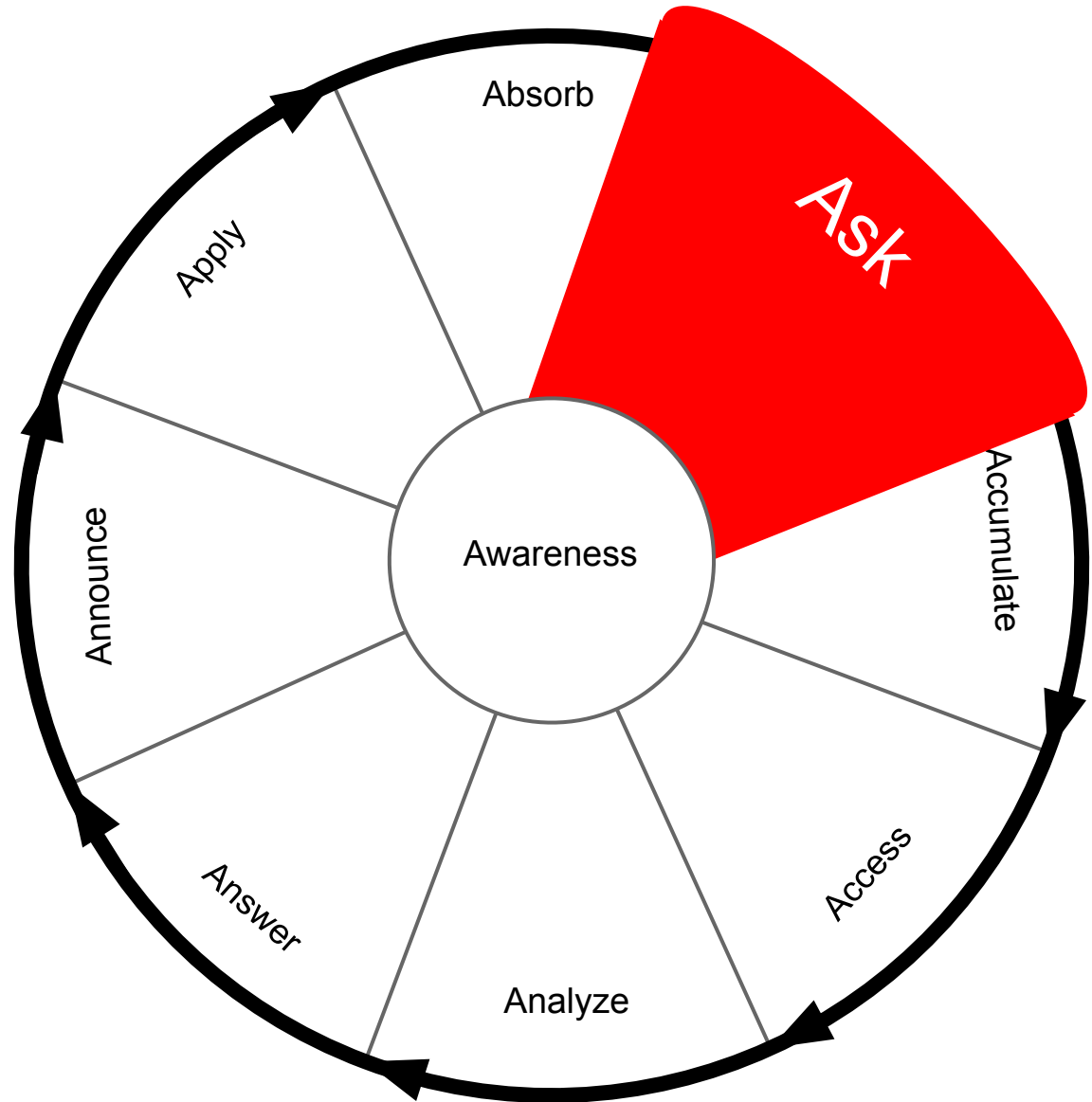
Ask Stage

Ryan:

Use this Goal Evaluating data Planner to stay organized during the Ask, Accumulate, and Access stages. As you can see, we will begin by posing questions that will lead us to the missing information you identified in the Absorb stage. The information you identified as missing in the Absorb stage includes end-of-period actual values, middle-of-period actual values compared to expected values, and middle-of-period actual values compared to end-of-year goal values relevant to Goal 1 and Goal 2, as well as the highest and lowest levels of performance relevant to the focus of supporting evidence. You'll write three questions for the focus of each of the two group level goals you identified in the Absorb stage, as well as three questions that will lead to supporting evidence for an action plan. There will be 9 total questions; however, the highest and lowest levels of performance questions will appear as one question as a result of limited space on Goal Monitoring Data Planner. Please print this planner and place it in your data binder to use as we work through the Ask, Accumulate, and Access stages.

Link to Goal Evaluating Data Planner (Absorb only): https://goo.gl/JKXYKn

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

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 1: Scale score increase based on reading performance			
End-of-period actual value			
End-of-period actual value compared to baseline			
End-of-period actual value compared to end of year goal value			
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
End-of-period actual value			
End-of-period actual value compared to baseline			
End-of-period actual value compared to end of year goal value			
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			
Middle-of-period value compared to end-of-period value of focus area in middle of year action plan			

Activity - 12.01.09

The first goal you would like to evaluate focuses on a scale score increase in reading performance of your students from the beginning of the year to the end of the year. Which of the following questions could lead you to the actual end-of-period scale score that will be helpful to know when evaluating this goal?

- What is the average scale score of my class on the current year's spring interim reading assessment?
- What is the percentile of each student in my classroom on the spring reading assessment?
- How well did my students perform on this year's spring reading assessment?
- What are the highest and lowest scale scores on the chapter reading test in my classroom?

Standard: K.1.A Question Formation

| Absorb
What information needs to be known? | Ask
What question(s) can lead to unknown information? | Accumulate
Which data are required to answer the question(s)? | Access
Where can required data be retrieved? |
|---|---|---|---|
| **Focus of Goal 1: Scale score increase based on reading performance** | | | |
| End-of-period actual value | | | |
| End-of-period actual value compared to baseline | | | |
| End-of-period actual value compared to end of year goal value | | | |

Activity - 12.01.10

Which of the following questions could lead you to a better understanding of how the actual end-of-period scale score of your students compares to the baseline scale score?

- To what extent is the average scale score of my class on the current year's spring interim assessment above or below the the average scale score of my class on the current year's fall interim assessment?
- What is the average scale score of my class on the current year's spring interim reading assessment compared to the scale score they were expected to achieve in the winter?
- What percentage of students in my class should be proficient in reading on the spring interim assessment?
- Why did my students struggle on the spring reading assessment in different areas than they struggled on the assessment in the fall?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 1: Scale score increase based on reading performance			
End-of-period actual value			
End-of-period actual value compared to baseline			
End-of-period actual value compared to end of year goal value			

Activity - 12.01.11

Which of the following questions could lead you to a better understanding of how the actual end-of-year scale score of your students compares to the end-of-year goal score?

- To what extent is the average scale score of my class on the current year's spring interim assessment above or below the score that has been set as a goal for my class on the spring interim reading assessment?
- What is the average scale score of my class on the current year's spring interim reading assessment compared to the grades they were expected to achieve on their report cards?
- What percentage of students in my class should be proficient in reading on the spring interim assessment?
- Why are my students' scores on the spring interim reading assessment different than their scores on the winter and fall interim reading assessments?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 1: Scale score increase based on reading performance			
End-of-period actual value			
End-of-period actual value compared to baseline			
End-of-period actual value compared to end of year goal value			

Activity - 12.01.12

Now it's time to formulate questions for the second goal you would like to monitor that focuses on the percentage of students meeting or exceeding their reading percentile. Which of the following questions could lead you to a better understanding of the actual percentage of your current students who met or exceeded their beginning-of-year reading percentile at the end of the year?"

- What percentage of students in my current year's class met or exceeded their fall interim reading assessment percentile on the spring interim reading assessment?
- What are the percentiles of each student in my classroom on the spring reading assessment compared to their percentiles on the previous year's spring reading assessment?
- How many students met or exceeded their fall to winter scale score on the district's interim reading assessment?
- What was the expected end-of-year performance level on the interim reading assessment?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	**Ask** *What question(s) can lead to unknown information?*	**Accumulate** *Which data are required to answer the question(s)?*	**Access** *Where can required data be retrieved?*
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
End-of-period actual value			
End-of-period actual value compared to baseline			
End-of-period actual value compared to end of year goal value			

Activity - 12.01.13

Which of the following questions could lead you to a better understanding of how the actual percentage of students achieving appropriate beginning-of-year to end-of-year growth compares to the baseline percentage of students achieving beginning-of-year to end-of-year growth?"
- To what extent is the percentage of students in my current class who met or exceeded their fall percentile in the spring on the district's interim reading assessment above or below the baseline (i.e., the percentage of students in my prior year's class who met or exceeded their fall percentile in the spring)?
- How many students in my current class achieved their fall to spring percentile compared to how many students performed adequately on the end of semester test I developed for my students?
- How many students met or exceeded their projected growth on the district's interim reading assessment?
- What is the expected level of performance on the district's spring interim reading assessment?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
End-of-period actual value			
End-of-period actual value compared to baseline			
End-of-period actual value compared to end of year goal value			

Activity - 12.01.14

Which of the following questions could lead you to a better understanding of the extent to which the percentage of students achieving appropriate beginning-of-year to end-of-year growth compares to the percentage that has been set as an end of year goal?"

- To what extent is the percentage of students in my current class who met or exceeded their fall percentile in the spring on the district's interim reading assessment above or below the goal representing the percentage of students increasing their fall percentile in the spring?
- How many students in my current class maintained or increased their fall to winter percentile compared to the percentage of students expected to maintain or increase their fall to winter percentile?
- How many students met or exceeded their projected growth on the district's interim reading assessment?
- What is the expected average scale score on the district's spring interim reading assessment compared to the actual average scale score in the spring?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
End-of-period actual value			
End-of-period actual value compared to baseline			
End-of-period actual value compared to end of year goal value			

Activity - 12.01.15

Now it's time to formulate questions that focus on generating evidence that may be useful to the following year's teachers and is relevant to the action plan you set at the middle of the year. You pose two questions to identify the greatest needs in the area of reading. Your first question focuses on the highest levels of performance. Which of the following questions could lead you to a better understanding of the highest levels of achievement in the area of reading?"
- Which subcategory represents the highest percentage of students achieving average or above on the current year's spring interim reading assessment?
- Which subcategories are the highest performing areas on the interim reading assessment?
- Why did some of my students perform better than others in the area of reading on the current year's winter interim reading assessment?
- What are the highest levels of performance on my most recent unit test in the area of reading?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			
Middle-of-period value compared to end-of-period value of focus area in middle of year action plan			

Activity - 12.01.16

The second question that focuses on generating evidence that may be useful to the following year's teachers, and is relevant to the action plan you set at the middle of the year, addresses lowest levels of performance. Which of the following questions could lead you to a better understanding of the lowest levels of achievement in the area of reading?

- Which subcategory represents the lowest percentage of students achieving average or above on the current year's spring interim reading assessment?
- Which subcategories are the lowest performing areas on the interim reading assessment?
- Which of my students performed more poorly than others on the spring interim assessment in the area of reading?
- Who was the lowest performer on my end of year unit test?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			
Middle-of-period value compared to end-of-period value of focus area in middle of year action plan			

Activity - 12.01.17

You pose a third question in the action planning section, which addresses the winter to spring performance change in the focus area identified in your middle-of-year action plan. Which of the following questions could lead you to a better understanding of the winter to spring change that may have occurred in the focus area of your middle-of-year action plan?

- To what extent is the percentage of average of above students on the current year's spring interim reading assessment above or below the percentage of average or above students on the current year's winter interim reading assessment in the subcategory representing the focus area of my middle-of-year action plan?
- Which subcategories are the lowest performing areas on the interim reading assessment based on winter performance?
- Which of my students performed more poorly than others on the spring interim assessment in the general area of reading?
- To what extent is there a difference in the lowest level of performance on my most recent unit test and performance on the first unit test administered toward the beginning of the school year?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			
Middle-of-period value compared to end-of-period value of focus area in middle of year action plan			

Tutorial

Let's take another look at the Ask stage. In this stage you formulate questions that, if answered, will provide you with the knowledge you are currently missing. You begin this stage by formulating the missing information identified in the Absorb stage into a question.
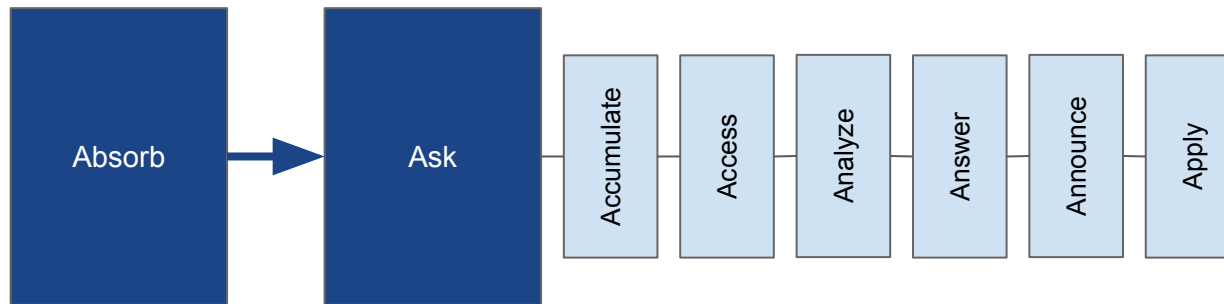
Tutorial

You already know the focus areas of the two goals because you have worked with the goals multiple times this year. For example, you set the goals at the beginning of the year and monitored them during the middle of the year.

One goal is relevant to a *scale score* increase in the reading performance of your students from the beginning of the year to the end of the year; the other goal is relevant to a *desired percentage* of your students who meet or exceed their respective beginning of year baseline percentile at the end of the year.

You need to write questions that will help you evaluate your goals in these areas, as well as questions relevant to your action plan and levels of subcategory performance. You will formulate a total of 9 questions in this scenario: 3 relevant to the goal of increasing the scale score in the subject of reading, 3 relevant to the desired percentage of students meeting or exceeding their percentiles in the subject of reading, and 3 relevant to identifying high and low percentages of students achieving proficiency in subcategories of reading and the extent to which there was a performance change in the focus area of your middle-of-year action plan.

Tutorial

You need to write questions that will help you evaluate your goals in these areas, as well as questions relevant to your action plan and levels of subcategory performance.

Tutorial

You will formulate a total of 9 questions in this scenario: 3 relevant to the goal of increasing the scale score in the subject of reading, 3 relevant to the desired percentage of students meeting or exceeding their percentiles in the subject of reading, and 3 relevant to identifying high and low percentages of students achieving proficiency in subcategories of reading and the extent to which there was a performance change in the focus area of your middle-of-year action plan.

Sample question	Relevant to focus of		
	Goal 1	**Goal 2**	**Action plan**
To what extent is the end-of-year average scale score above or below the baseline scale score?	X		
What percentage of my students met or exceeded their fall percentile in the spring?		X	
To what extent is the percentage of average or above students in the spring greater than the percentage in the winter in the focus area of the action plan?			X

Tutorial

You will formulate a total of 9 questions for the subject of reading in this scenario:
- 3 relevant to the goal of increasing the scale score,
- 3 relevant to the desired percentage of students meeting or exceeding their and
- 3 relevant to identifying high and low percentages of students achieving proficiency in subcategories and the extent to which there was a performance change in the focus area of your middle-of-year action plan.

Tutorial

The focus of Goal 1, the focus of Goal 2, and the focus of the supporting evidence have been added to the Goal Setting Data Planner.

Goal Evaluating Data Planner
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 1: Scale score increase based on reading performance			
End-of-period actual value			
End-of-period actual value compared to baseline			
End-of-period actual value compared to end of year goal value			
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
End-of-period actual value			
End-of-period actual value compared to baseline			
End-of-period actual value compared to end of year goal value			
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			
Middle-of-period value compared to end-of-period value of focus area in middle of year action plan			

Tutorial

The first three questions you need to formulate will help you evaluate the extent to which you achieved your goal focused on increasing the reading performance scale score of your class. To evaluate the goal, you need to identify the end-of-period performance, compare the actual end-of-period value with the baseline value, and compare the actual end-of-period value with the value set as the end-of-period goal. The questions you formulate will lead you to this information.

The questions you formulate relevant to this goal are as follows:
● What is the average scale score of my class on this year's spring interim reading assessment?
● To what extent is the spring assessment average scale score above or below the fall avg score?
● To what extent is the spring assessment average scale score above or below the end of year goal score?

Tutorial

Three questions relevant to the focus of Goal 1 have been added to the Goal Evaluating Data Planner.

Goal Evaluating Data Planner

write questions, describe data, identify location of data

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 1: Scale score increase based on reading performance			
End-of-period actual value	What is the average scale score of my class on this year's spring interim reading assessment?		
End-of-period actual value compared to baseline	To what extent is the spring assessment avg above or below the fall average score?		
End-of-period actual value compared to end of year goal value	To what extent is the spring assessment avg above or below the end of year goal score?		
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
End-of-period actual value			
End-of-period actual value compared to baseline			
End-of-period actual value compared to end of year goal value			
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			
Middle-of-period value compared to end-of-period value of focus area in middle of year action plan			

Tutorial

The next three questions you need to formulate will help you monitor the goal focused on the percentage of students meeting or exceeding their beginning-of-period reading percentile at the end of a period. As with the first goal you will be evaluating, you need to identify the end-of-period performance, compare the actual end-of-period value with the baseline value, and compare the actual end-of-period value with the value set as the end-of-period goal. The questions you formulate will lead you to this information that is currently missing.

The questions you formulate relevant to this goal are as follows:
- What percentage of students in my current year's class met or exceeded their fall percentile in the spring?
- To what extent is the actual percentage of students meeting or exceeding their fall percentile in the spring above or below the baseline percentage?
- To what extent is the actual percentage of students meeting or exceeding their fall percentile in the spring above or below the spring goal percentage?

Goal Evaluating Data Planner
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 1: Scale score increase based on reading performance			
End-of-period actual value	What is the average scale score of my class on this year's spring interim reading assessment?		
End-of-period actual value compared to baseline	To what extent is the spring assessment avg above or below the fall average score?		
End-of-period actual value compared to end of year goal value	To what extent is the spring assessment avg above or below the end of year goal score?		
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
End-of-period actual value	What % of students in my current year's class met or exceeded their fall %ile in the spring?		
End-of-period actual value compared to baseline	To what extent is the fall to spring actual % above or below the baseline %?		
End-of-period actual value compared to end of year goal value	To what extent is the fall to spring actual % above or below the spring goal %?		
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance			
Lowest levels of performance			
Middle-of-period value compared to end-of-period value of focus area in middle of year action plan			

Tutorial

The final three questions you need to formulate focus on highest and lowest areas of performance within reading subcategories, as well as the extent to which there was a performance change in the focus areas of your middle-of-year action plan. These questions lead you to evidence of highest and lowest areas of performance that will be communicated to teachers in the next grade level of may teach the students the following year, as well as provide you with a better understanding of the extent to which the strategies in your middle-of-year action plan may have had an impact on student learning in the focus areas of the action plan.

Tutorial

The questions you formulate are as follows:
- Which subcategory represents the highest percentage of students achieving average or above on the current year's spring interim reading assessment?
- Which subcategory represents the lowest percentage of students achieving average or above on the current year's spring interim reading assessment?
- To what extent is the percentage of average of above students on the current year's spring interim reading assessment above or below the percentage of average or above students on the current year's winter interim reading assessment in the subcategory representing the focus area of my middle-of-year action plan?
  - Because there are two focus areas in your middle-of-year action plan -- "literature" and "vocabulary acquisition and use" -- this question will need to be answered one time for each area.

Tutorial

Three questions relevant to the focus of supporting evidence for action planning have been added to the Goal Evaluating Data Planner.

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

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 1: Scale score increase based on reading performance			
End-of-period actual value	What is the average scale score of my class on this year's spring interim reading assessment?		
End-of-period actual value compared to baseline	To what extent is the spring assessment avg above or below the fall average score?		
End-of-period actual value compared to end of year goal value	To what extent is the spring assessment avg above or below the end of year goal score?		
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
End-of-period actual value	What % of students in my current year's class met or exceeded their fall %ile in the spring?		
End-of-period actual value compared to baseline	To what extent is the fall to spring actual % above or below the baseline %?		
End-of-period actual value compared to end of year goal value	To what extent is the fall to spring actual % above or below the spring goal %?		
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance	Which area(s) represent the [highest / lowest] % of students achieving average or above on the current year spring reading assessment?		
Lowest levels of performance			
Middle-of-period value compared to end-of-period value of focus area in middle of year action plan	To what extent is the % of avg/above students in the spring above or below the % of avg/above students in the winter in the focus area identified in the middle-of-year action plan?		

Tutorial

When you proceed to the Accumulate stage, you will identify specific details of the data required to answer questions you posed in the Ask stage.
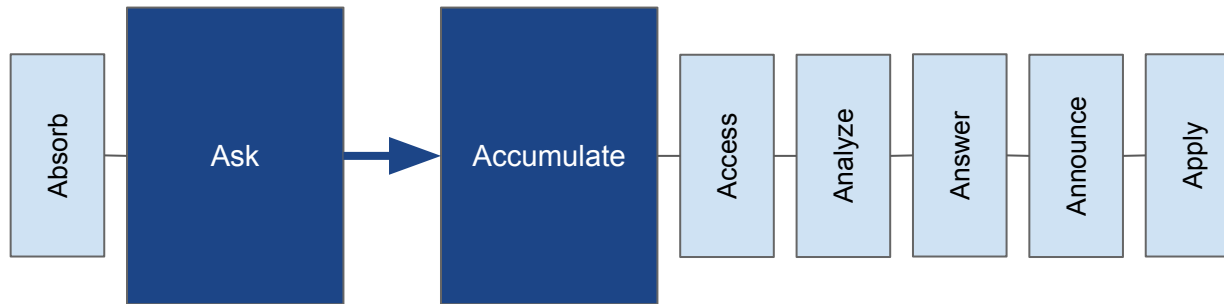
In this stage you formulated questions that will lead you toward information you need for evaluating the extent to which you achieved the two goals you set in the area of reading and for communicating the highest and lowest levels of performance to teachers in the next grade level who may teach your students the following year.

Activity Conclusion

Ryan:

Well done! You formulated questions that will lead you to end-of-period actual values, end-of-period actual values compared to baseline values, and end-of-period actual values compared to end-of-year goal values relevant to Goal 1 and Goal 2, as well as levels of performance in the reading subcategories.

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

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal 1: Scale score increase based on reading performance			
End-of-period actual value	What is the average scale score of my class on this year's spring interim reading assessment?		
End-of-period actual value compared to baseline	To what extent is the spring assessment avg above or below the fall average score?		
End-of-period actual value compared to end of year goal value	To what extent is the spring assessment avg above or below the end of year goal score?		
Focus of Goal 2: Percentage of students meeting or exceeding reading percentile			
End-of-period actual value	What % of students in my current year's class met or exceeded their fall %ile in the spring?		
End-of-period actual value compared to baseline	To what extent is the fall to spring actual % above or below the baseline %?		
End-of-period actual value compared to end of year goal value	To what extent is the fall to spring actual % above or below the spring goal %?		
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest levels of performance	Which area(s) represent the [highest / lowest] % of students achieving average or above on the current year spring reading assessment?		
Lowest levels of performance			
Middle-of-period value compared to end-of-period value of focus area in middle of year action plan	To what extent is the % of avg/above students in the spring above or below the % of avg/above students in the winter in the focus area identified in the middle-of-year action plan?		

A+ Inquiry Framework

The Ask stage has been completed. You have formulated questions relevant to goal setting that can be answered with data.

A+ INQUIRY
GRAPHIC ORGANIZER
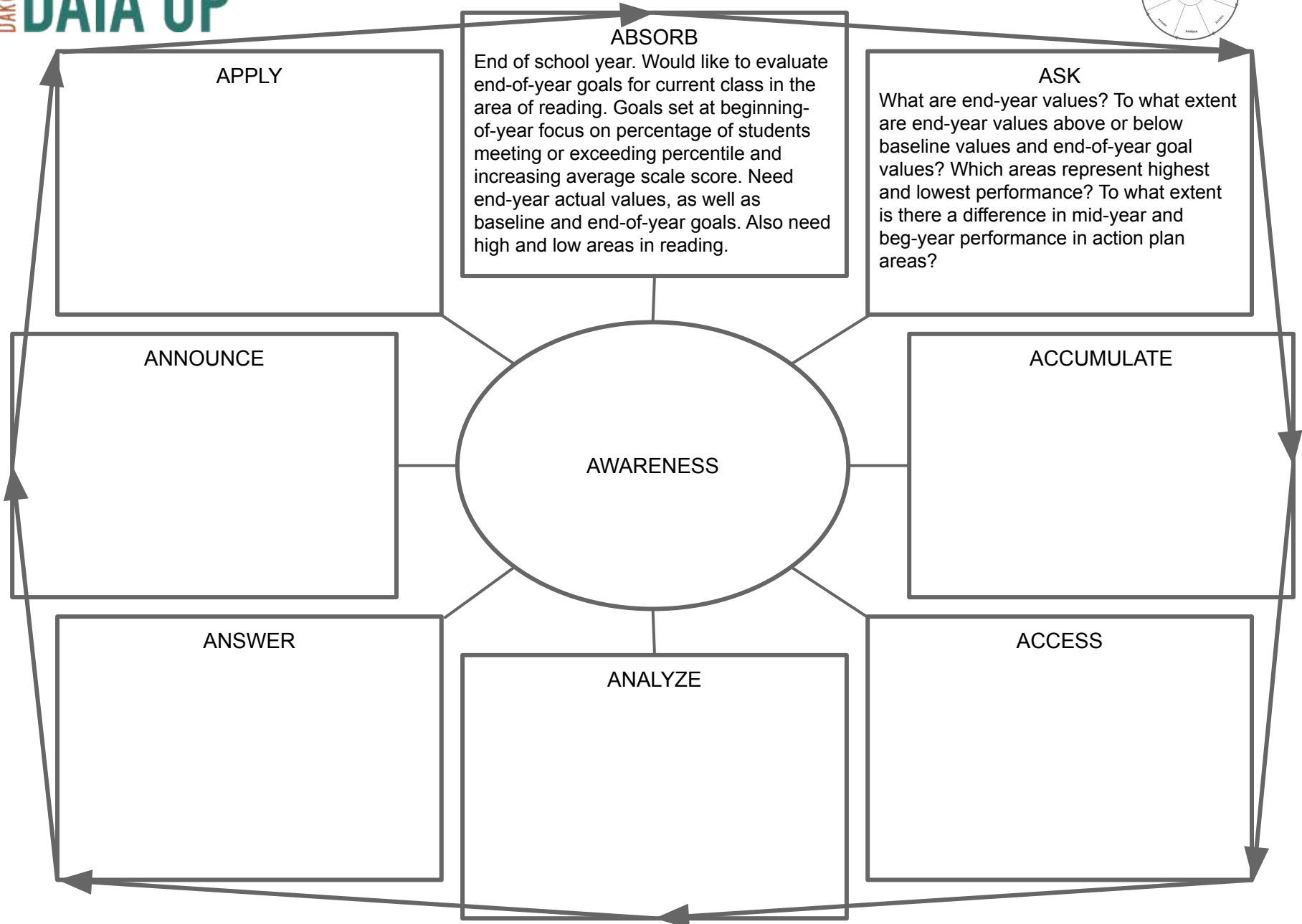
NORTH DAKOTA DATA UP

ABSORB
End of school year. Would like to evaluate end-of-year goals for current class in the area of reading. Goals set at beginning-of-year focus on percentage of students meeting or exceeding percentile and increasing average scale score. Need end-year actual values, as well as baseline and end-of-year goals. Also need high and low areas in reading.

ASK
What are end-year values? To what extent are end-year values above or below baseline 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 areas?

APPLY

ANNOUNCE

AWARENESS

ACCUMULATE

ANSWER

ANALYZE

ACCESS

Activity Answers

12.01.01	The average scale score of your class and the percentage of your students who met or exceeded their respective baseline percentile
12.01.02	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
12.01.03	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
12.01.04	At the end of an instructional period (e.g., end of the year)
12.01.05	Actual level of reading performance at the end of the instructional period, end-of-year goal level, baseline level, performance levels in reading subcategories, middle and end-of-year performance in focus area of action plan
12.01.06	The extent to which the actual value is above or below the baseline value will be an indicator of whether a change in performance occurred throughout the year
12.01.07	The information will be communicated to teachers in the next grade level who may teach the students the following year
12.01.08	The extent to which the spring value is above or below the winter value will provide me with a better understanding of the impact my action plan strategies may have had on the focus area
12.01.09	What is the average scale score of my class on the current year's spring interim reading assessment?
12.01.10	To what extent is the average scale score of my class on the current year's spring interim assessment above or below the the average scale score of my class on the current year's fall interim assessment?

Activity Answers

12.01.11	To what extent is the average scale score of my class on the current year's spring interim assessment above or below the score that has been set as a goal for my class on the spring interim reading assessment?
12.01.12	What percentage of students in my current year's class met or exceeded their fall interim reading assessment percentile on the spring interim reading assessment?
12.01.13	To what extent is the percentage of students in my current class who met or exceeded their fall percentile in the spring on the district's interim reading assessment above or below the baseline (i.e., the percentage of students in my prior year's class who met or exceeded their fall percentile in the spring)?
12.01.14	To what extent is the percentage of students in my current class who met or exceeded their fall percentile in the spring on the district's interim reading assessment above or below the goal representing the percentage of students increasing their fall percentile in the spring?
12.01.15	Which subcategory represents the highest percentage of students achieving average or above on the current year's spring interim reading assessment?
12.01.16	Which subcategory represents the lowest percentage of students achieving average or above on the current year's spring interim reading assessment?
12.01.17	To what extent is the percentage of average of above students on the current year's spring interim reading assessment above or below the percentage of average or above students on the current year's winter interim reading assessment in the subcategory representing the focus area of my middle-of-year action plan?

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of questions that may be formulated to guide the inquiry cycle for evaluating a classroom-level goal				

Well Done

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