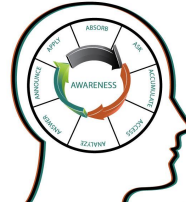




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Develop Your Data Mindset

Module 12 - Classroom Level Goal Evaluation Part 2 - Accumulate & Access

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

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

Learning Goals

- 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

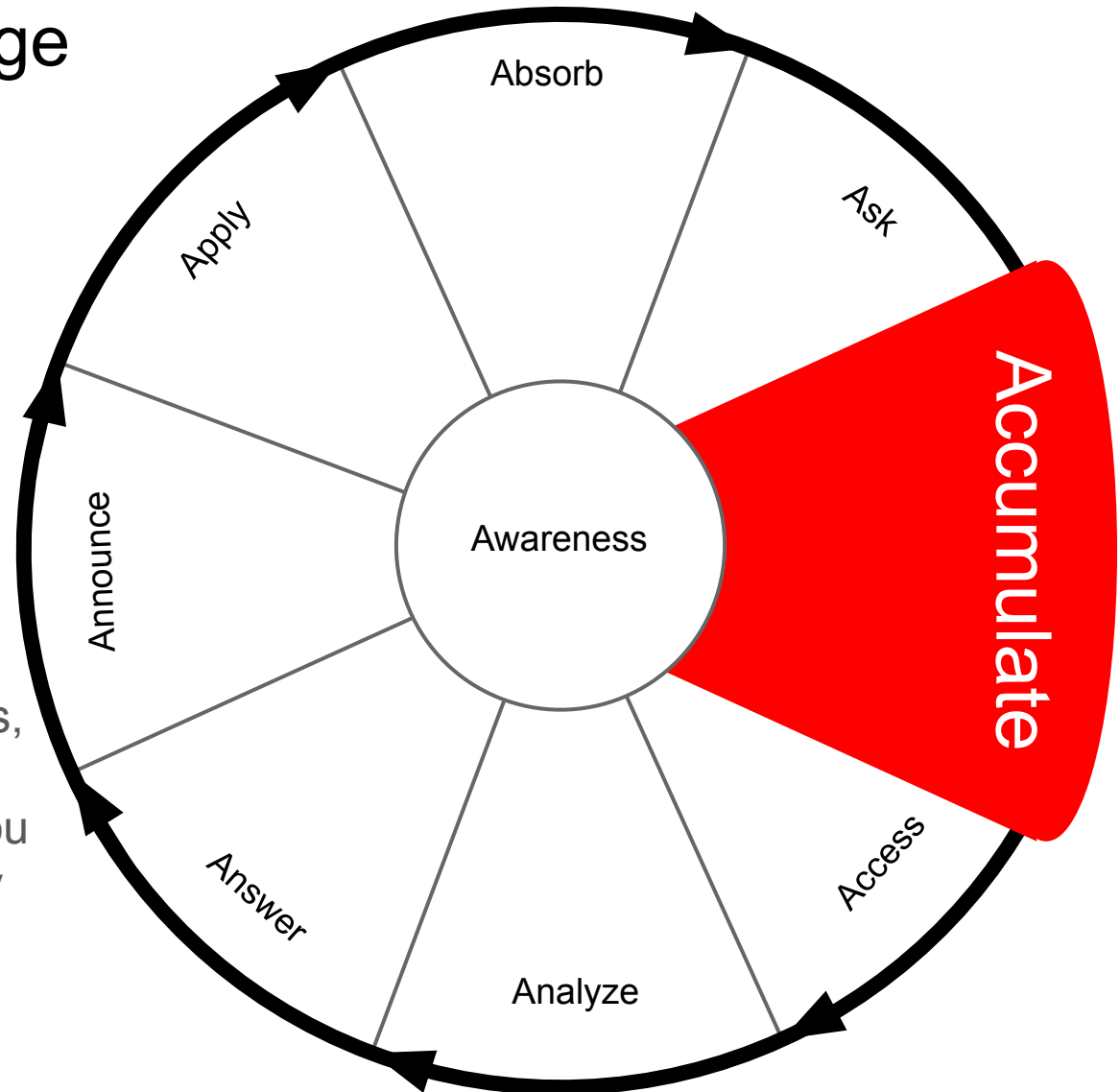
SLDS Data Use Standards

- 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

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.



Introduction

Ryan:

Now let's use the Goal Evaluating Data Planner to describe details of the data necessary for answering questions you formulated in the Ask stage.

Goal Evaluating Data Planner

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?		



Activity - 12.02.01

I need _____ data that represents the students in my class.

- Student learning
- School process
- Perception
- Behavior

Standard: K.1.C Types of Data



Activity - 12.02.02

Questions relevant to the first goal include, “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?”; and “To what extent is the spring assessment average scale score above or below the end of year goal score?” I need data representing the following description to help me answer these questions:

- Current year students, current year interim reading assessment, spring term, fall term, average scale score, scale score set as end-of-year goal
- Current year students, most recent unit test, percentage correct on a spring chapter quiz, average performance on the teacher-developed spring test
- Current year students, prior year interim reading assessment, fall term, average scale score, summer scale score w/ similar percentile as spring average scale score
- Current year students, first unit reading assessment, fall term, actual average winter score, average spring score

Standard K.1.C Types of Data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?		



Activity - 12.02.03

Questions relevant to the second goal include, “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?” and “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?” I need data representing the following description to help me answer these questions:

- Current year students (current year interim reading assessment, fall, spring, percent of students meeting fall to spring %ile); Prior year students (prior year interim reading assessment, fall, spring, percent of students meeting fall to spring %ile)
- Current year students (current year interim reading assessment, fall term, winter term, percentage of students meeting current fall to winter percentile, percentage of students achieving proficiency in the fall and winter)
- Prior year students, prior year reading test, spring term only, percentage of students with a percentile
- Current year students, current year reading test, spring term, percentage correct on the spring test

Standard K.1.C Types of Data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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 %?		



Activity - 12.02.04

Questions revealing evidence relevant to my action plan include, “Which area(s) represent the highest percentage of students achieving average or above on the current year’s spring interim reading assessment?”; “Which area(s) represent the lowest percentage of students achieving average or above on the current year’s spring interim reading assessment?”; and “To what extent is the percentage of average or 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?” I need data representing the following description to help me answer these questions:

- Current year students, current year interim reading assessment, spring term, winter term, percentage of students average or above by subcategory
- Prior year students, prior year interim reading assessment, spring term, percentage of students average or above by subcategory
- Current year students, current year oral reading test, spring, percentage of students completing test
- Prior year students, prior year oral reading test, spring, percentage of students completing the test

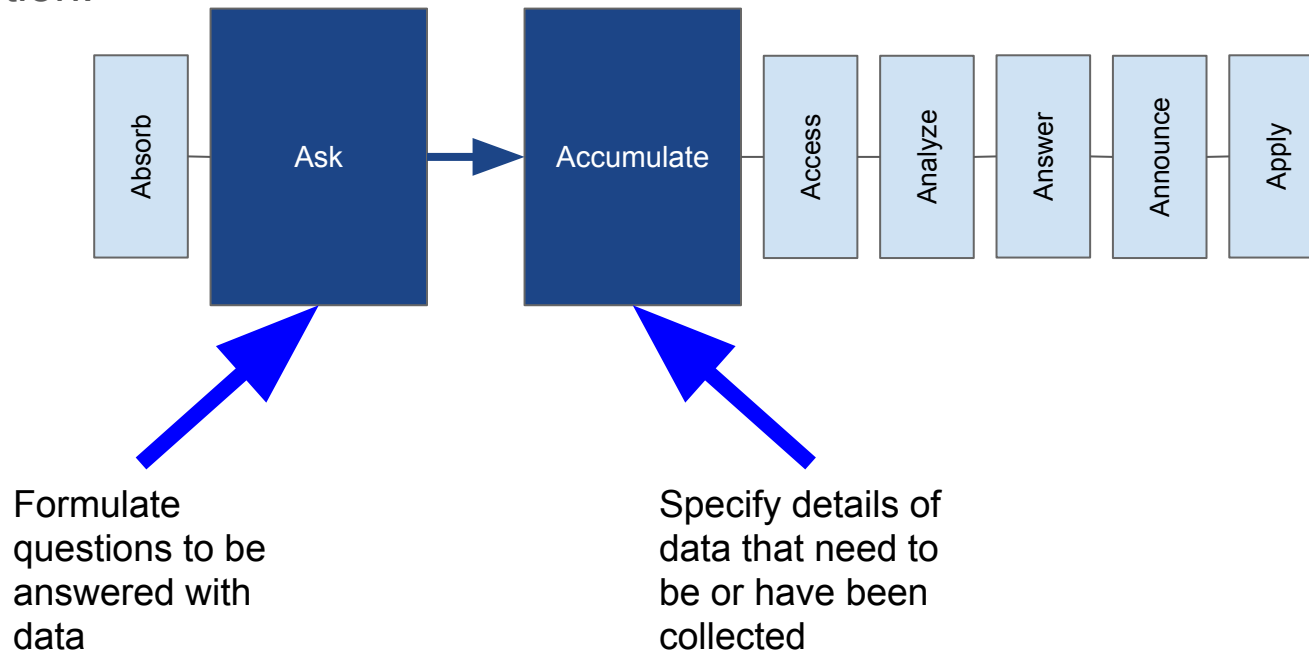
Standard K.1.C Types of Data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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

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 Evaluating Data Planner (link: <https://goo.gl/EH1XPk>) will help facilitate alignment of the questions posed in the Ask stage with details of the data required to answer each question.



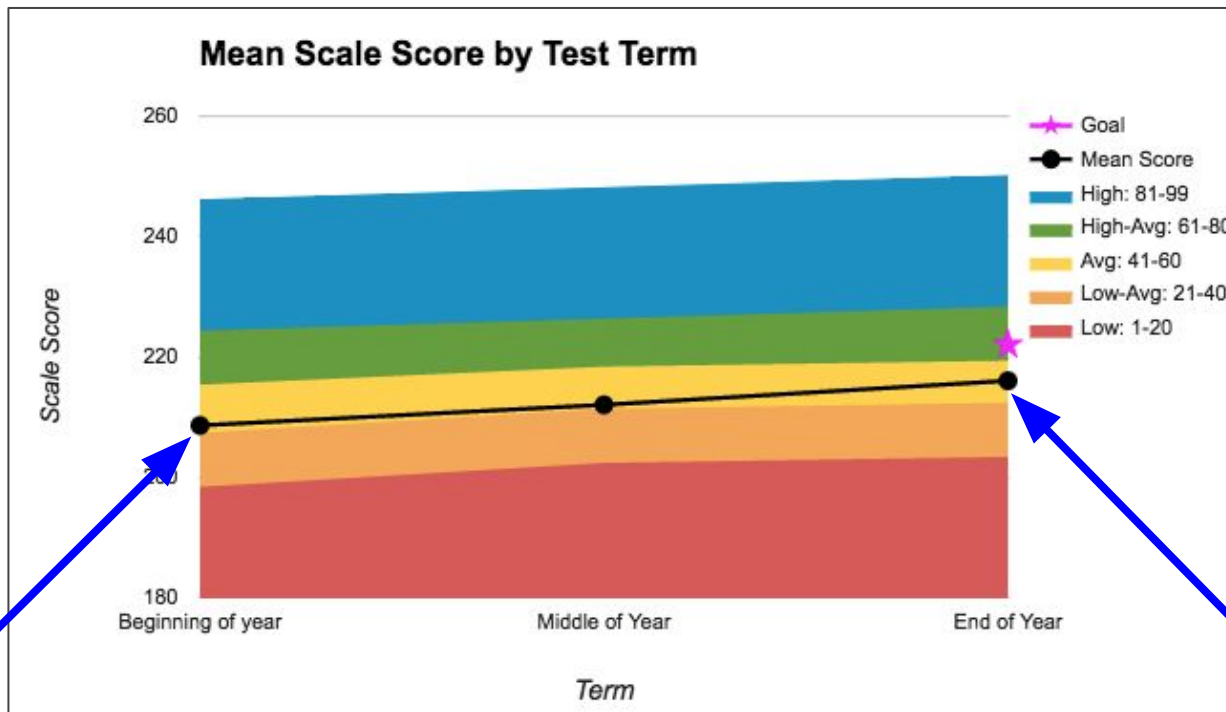
Tutorial

Let's begin with questions relevant to your first goal, which focuses on a scale score increase based on reading performance. The following data are required to answer the end-of-period actual value question, "What is average scale score of my class on this year's spring interim reading assessment?"

- Average scale score [of]
- Students in your current class [on the]
- Current year's
- Interim reading assessment [representing the]
- Spring term

Tutorial

The end-of-period actual value compared to the baseline value question, “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?” needs the same data required for the end-of-period value question, as well as the average scale score of the class in the fall.

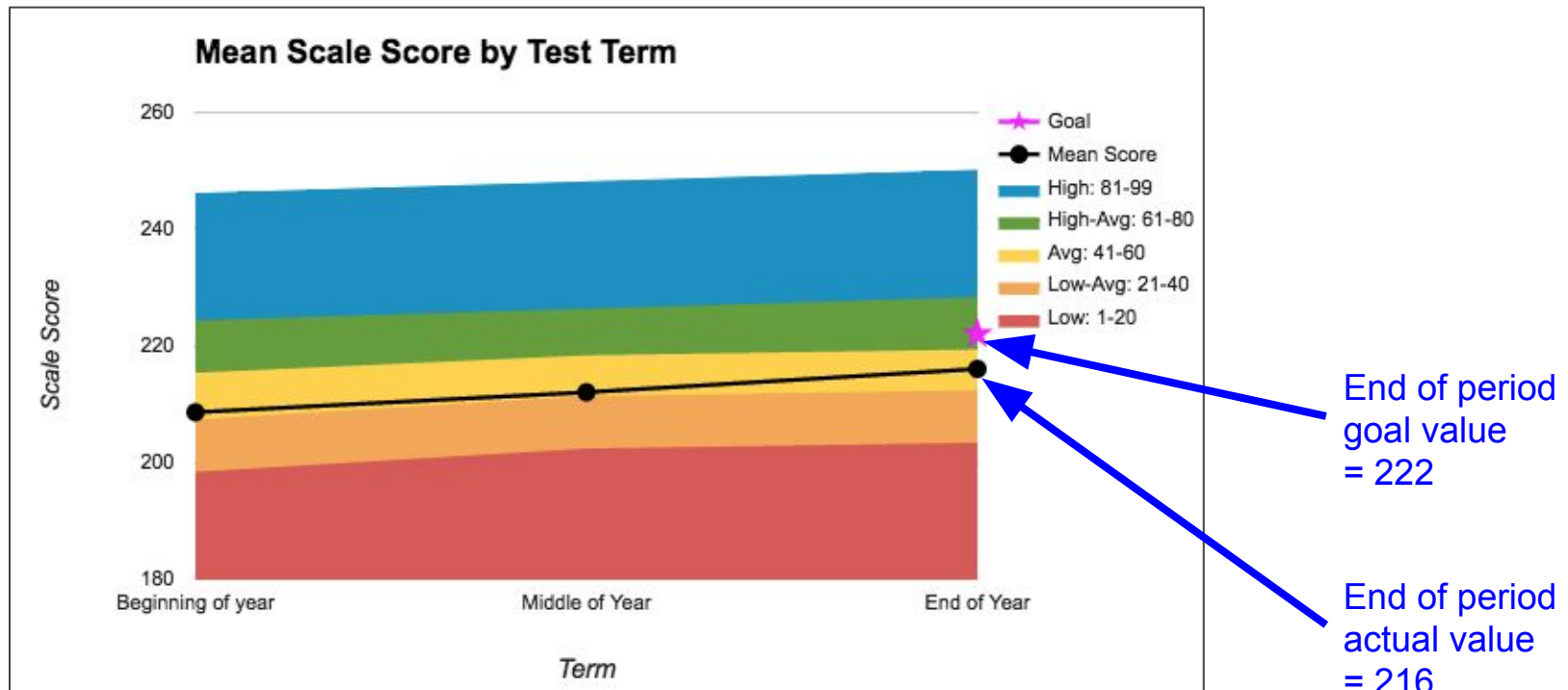


Baseline
value
= 209

End of period
actual value
= 216

Tutorial

The end-of-period actual value compared to the end-of-year goal question, “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?” needs the same data required for the end-of-period value question, as well as the scale score set as the end-of-year goal.



Tutorial

Details of data required to answer questions relevant to the focus of goal 1 have been added to the Goal Evaluating Data Planner.

Goal Evaluating Data Planner

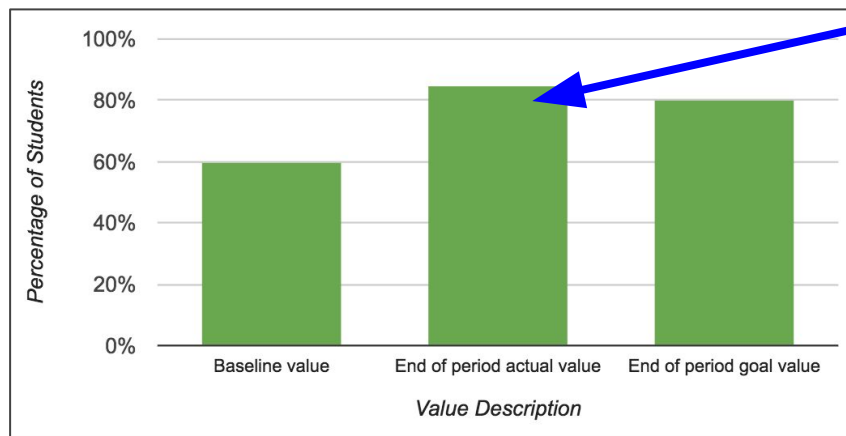
write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, spring, current class, avg scale scr	
End-of-period actual value compared to baseline	To what extent is the spring assessment avg above or below the fall average score?	Same as actual AND fall avg scale scr	
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?	Same as actual AND end of year goal avg scr	
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

Now let's address questions relevant to your second goal, which focuses on the percentage of students meeting or exceeding their reading percentile. The following data are required to answer the end-of-period actual value question, "What percentage of students in my current year's class met or exceeded their fall percentile in the spring?"

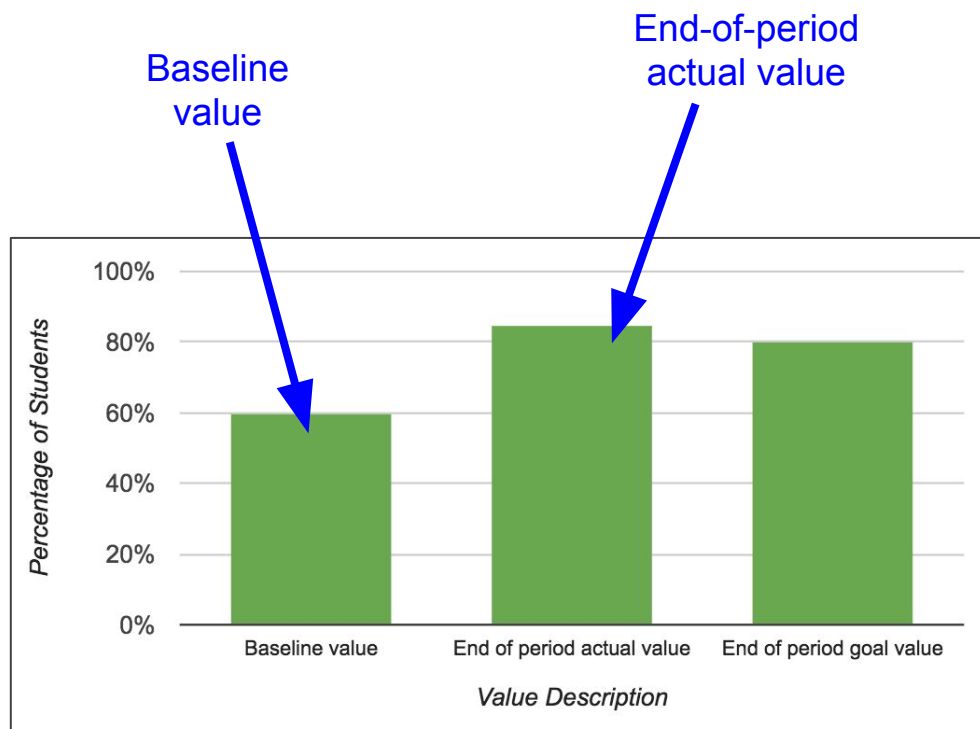
- Percentile values [of]
- Students in your current year's class [on the]
- Current year's
- Interim reading assessment [representing the]
- Fall and spring terms [as well as the]
- Percentage of students whose spring percentile met or exceeded their fall percentile



End-of-period
actual value

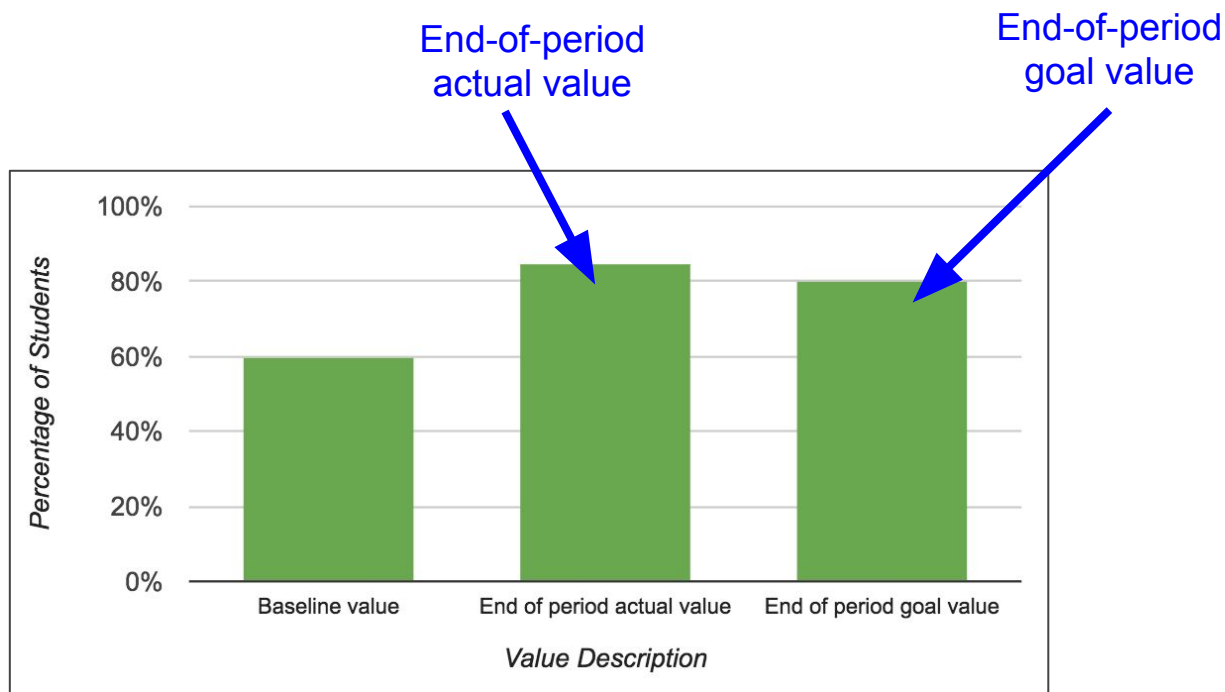
Tutorial

The end-of-period actual value compared to the baseline value question, “To what extent is the actual percentage of students meeting or exceeding their fall percentile in the spring above or below the baseline percentage?” needs the same data required for the end-of-period value question, as well as the baseline percentage (i.e., the percentage of prior year students meeting or exceeding their fall to spring percentile on the prior year interim reading assessment).



Tutorial

The end-of-period actual value compared to the end-of-period goal value question, “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?” needs the same data required for the end-of-period value question, as well as the percentage set as the goal for students to meet or exceed their fall to spring percentile. In this example, you see that the actual percentage of students is greater than the percentage of students set as the goal.



Tutorial

Details of data required to answer questions relevant to the focus of goal 2 have been added to the Goal Evaluating Data Planner.

Goal Evaluating Data Planner

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, spring, current class, avg scale scr	
End-of-period actual value compared to baseline	To what extent is the spring assessment avg above or below the fall average score?	Same as actual AND fall avg scale scr	
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?	Same as actual AND end of year goal avg scr	
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?	Current yr interim read asmnt, fall, spring, curent yr class, % met %ile	
End-of-period actual value compared to baseline	To what extent is the fall to spring actual % above or below the baseline %?	Same as actual AND % met fall to spring %ile prior yr	
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	
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

We'll shift our attention to questions relevant to your action plan, which focus on the percentage of students achieving proficiency by reading subcategory. The following data are required to answer the question regarding high areas of achievement, "Which area(s) represent the highest % of students achieving average or above on the current year's spring interim reading assessment?"

- Percentiles [of]
- Students in your current year's class [within the]
- Reading subcategories [on the]
- Current year's
- Interim reading assessment [representing the]
- Spring term [as well as the]
- Percentage of students who achieved average or above by subcategory

Tutorial

The same data are required for the question regarding low areas of achievement, “Which area(s) represent the highest % of students achieving average or above on the current year’s spring interim reading assessment?”

Similar data are required for the question regarding the middle-of-year value compared to the end-of-year value, “To what extent is the percentage of average or above students on the current year’s interim reading assessment above or below the percentage of average or above students on the current year’s fall interim reading assessment in the subcategory representing the focus area of my middle-of-year action plan?” This question does not require data representing all subcategories; however, both winter and spring data are required for the subcategories of focus in the middle-of-year action plan.

Tutorial

The same data are required for the question regarding low areas of achievement, “Which area(s) represent the highest % of students achieving average or above on the current year’s spring interim reading assessment?”

Similar data are required for the question regarding the middle-of-year value compared to the end-of-year value, “To what extent is the percentage of average or above students on the current year’s interim reading assessment above or below the percentage of average or above students on the current year’s fall interim reading assessment in the subcategory representing the focus area of my middle-of-year action plan?” This question does not require data representing all subcategories; however, both winter and spring data are required for the subcategories of focus in the middle-of-year action plan.

Tutorial

Details of data required to answer questions relevant to supporting evidence for action planning have been added to the Goal Evaluating Data Planner.

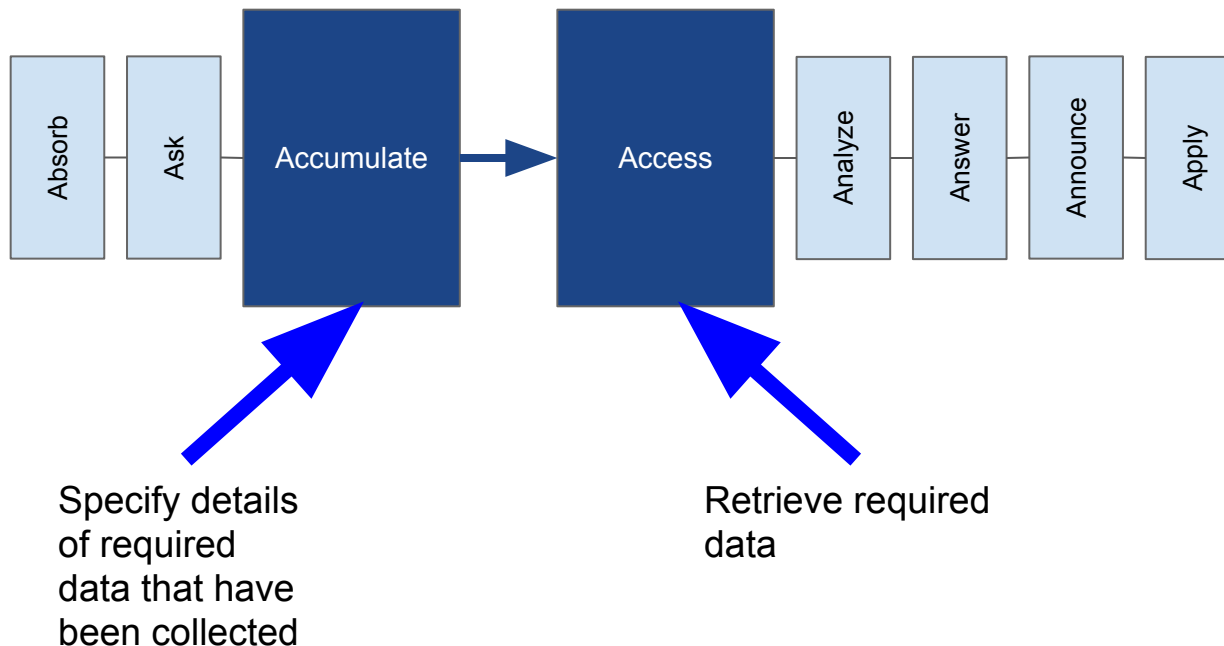
Goal Evaluating Data Planner

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, spring, current class, avg scale scr	
End-of-period actual value compared to baseline	To what extent is the spring assessment avg above or below the fall average score?	Same as actual AND fall avg scale scr	
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?	Same as actual AND end of year goal avg scr	
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?	Current yr interim read asmnt, fall, spring, curent yr class, % met %ile	
End-of-period actual value compared to baseline	To what extent is the fall to spring actual % above or below the baseline %?	Same as actual AND % met fall to spring %ile prior yr	
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	
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?	Current yr interim read asmnt, spring, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, spring, winter, current yr class, % avg or above 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 and have added them to the Goal Evaluating Data Planner.

Goal Evaluating Data Planner

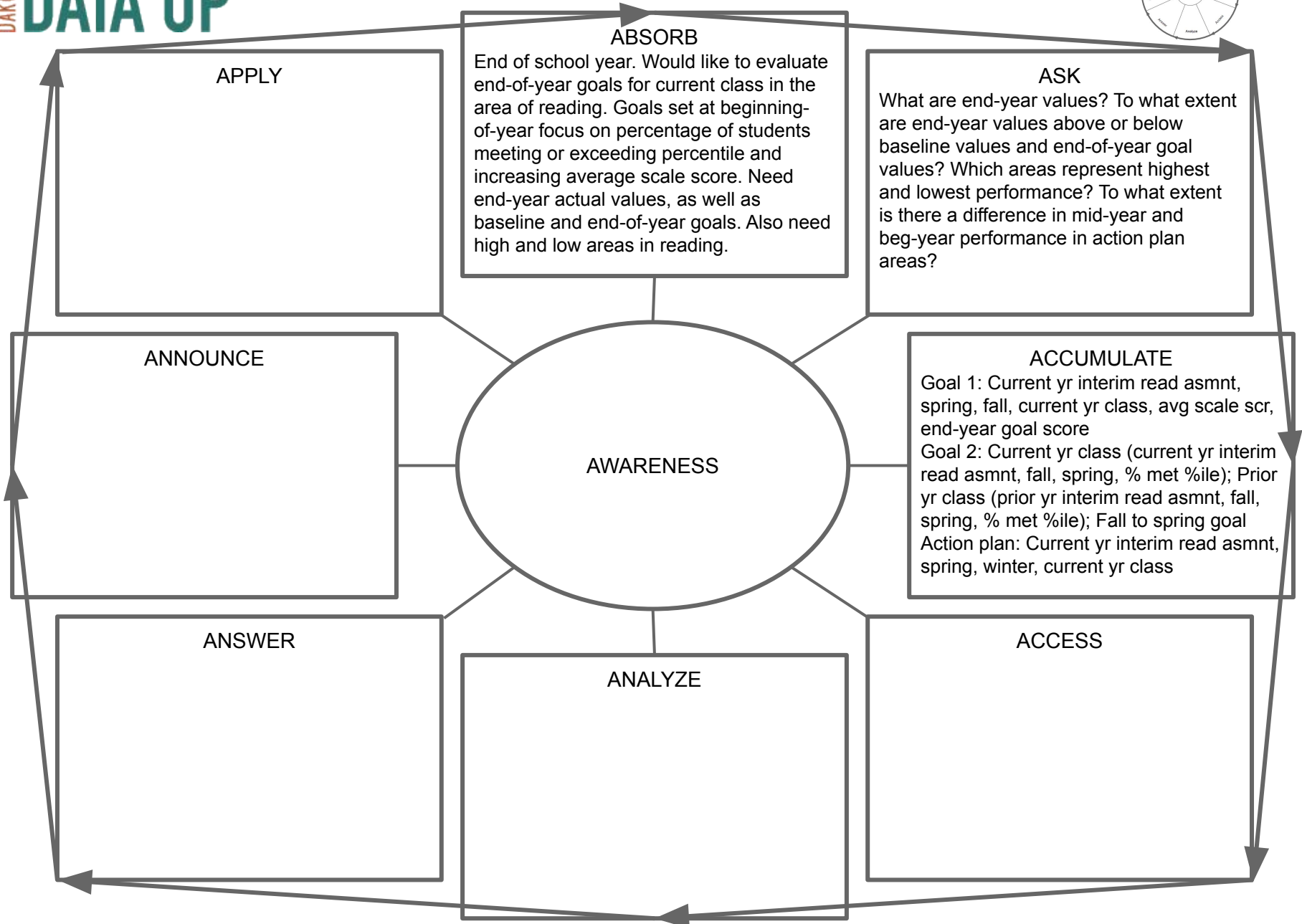
write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, spring, current class, avg scale scr	
End-of-period actual value compared to baseline	To what extent is the spring assessment avg above or below the fall average score?	Same as actual AND fall avg scale scr	
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?	Same as actual AND end of year goal avg scr	
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?	Current yr interim read asmnt, fall, spring, curent yr class, % met %ile	
End-of-period actual value compared to baseline	To what extent is the fall to spring actual % above or below the baseline %?	Same as actual AND % met fall to spring %ile prior yr	
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	
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?	Current yr interim read asmnt, spring, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, spring, winter, current yr class, % avg or above in subcategory focus area	

A+ Inquiry Framework

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

A+ INQUIRY GRAPHIC ORGANIZER



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?

ACCUMULATE

Goal 1: Current yr interim read asmnt, spring, fall, current yr class, avg scale scr, end-year goal score
 Goal 2: Current yr class (current yr interim read asmnt, fall, spring, % met %ile); Prior yr class (prior yr interim read asmnt, fall, spring, % met %ile); Fall to spring goal
 Action plan: Current yr interim read asmnt, spring, winter, current yr class

ACCESS

ANALYZE

ANSWER

ANNOUNCE

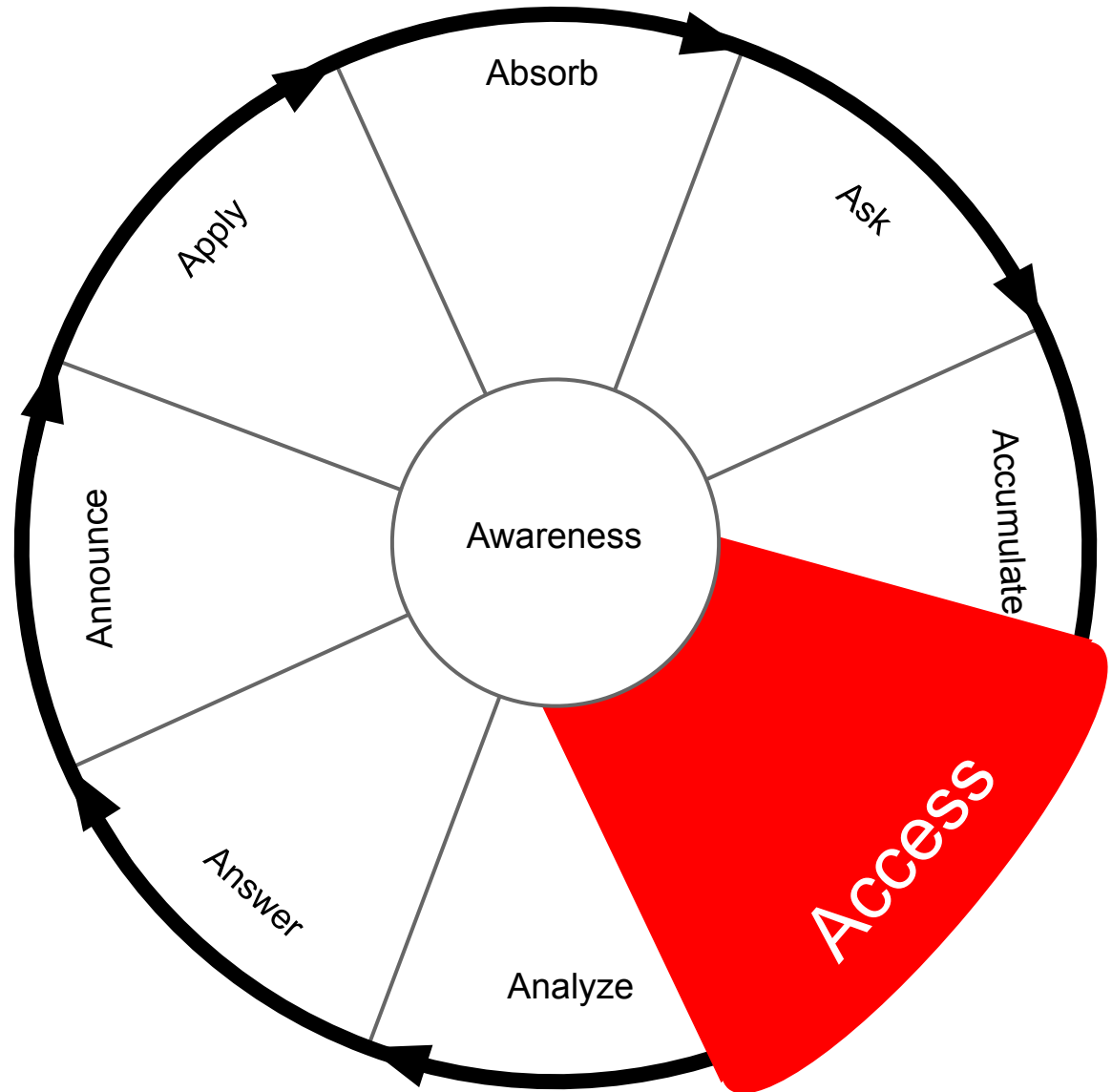
APPLY

AWARENESS

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

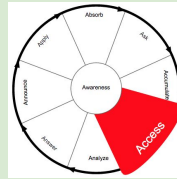
Ryan:

Now let's use the Goal Evaluating Data Planner to specify where you may retrieve the required data.

Goal Evaluating Data Planner

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, spring, current class, avg scale scr	
End-of-period actual value compared to baseline	To what extent is the spring assessment avg above or below the fall average score?	Same as actual AND fall avg scale scr	
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?	Same as actual AND end of year goal avg scr	
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?	Current yr interim read asmnt, fall, spring, curent yr class, % met %ile	
End-of-period actual value compared to baseline	To what extent is the fall to spring actual % above or below the baseline %?	Same as actual AND % met fall to spring %ile prior yr	
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	
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?	Current yr interim read asmnt, spring, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, spring, winter, current yr class, % avg or above in subcategory focus area	

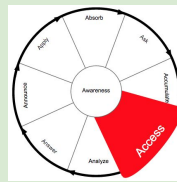


Activity - 12.02.05

In order to answer my questions, I need to retrieve data from the _____.

- Statewide Longitudinal Data System [and] Goal Setting, Monitoring, and Evaluating Organizer
- File cabinet in my classroom [and] spreadsheet file on my computer
- Spreadsheet file on my computer [and] district student information system
- PowerSchool student information system

Standard: K.1.F Data Sources



Activity - 12.02.06

After logging into the SLDS, I will click _____ to begin accessing the data?

- Reports
- Dashboards
- KPI
- Data Editors

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

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Historical, timely, and predictive information on students

Reports

Reports give you quick access to information without having to aggregate and sort data. You can drill-down, export or print reports.

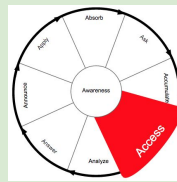
Dashboards

Dashboard is a collection of reports, input controls, graphics, labels, and web content that displays in a single, integrated view.

KPI

Interactive Analysis

Data Editors



Activity - 12.02.07

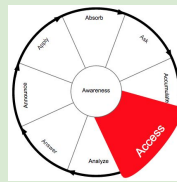
I need to select the _____ reports category?

- State
- District
- School
- Teacher

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

Search bar

- Dashboard Insight
- Reports **upd**
 - State
 - Regional **upd**
 - District
 - School
 - Teacher
 - Student **upd**
 - Data Quality
- Dashboards
- KPI
- Interactive Analysis
- Data Editors



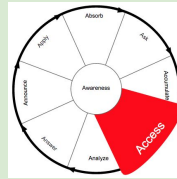
Activity - 12.02.08

The _____ report includes data that will help me answer the following questions: “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?”; and “To what extent is the spring assessment average scale score above or below the end of year goal score?” I will also need to retrieve data in my Goal Setting, Monitoring, and Evaluating Organizer.

- Group Level Multi-Term (percentage of students achieving proficiency; percentage of students by performance level; mean score and scores by percentile)
- Group Level Multi-Year (percentage of students achieving proficiency by subject and year)
- Student Level Single Term Details by Group (percentile, scale, score, and other details by subject and subcategories for multiple students during one test term)
- Student Level Multi Term Overview by Group (percentile and scale score by test term for multiple students across one year)

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

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, spring, current class, avg scale scr	
End-of-period actual value compared to baseline	To what extent is the spring assessment avg above or below the fall average score?	Same as actual AND fall avg scale scr	
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?	Same as actual AND end of year goal avg scr	



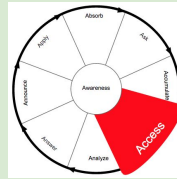
Activity - 12.02.09

The _____ report includes data that will help me answer the following questions: “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?” and “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?” I will also need to retrieve data in my Goal Setting, Monitoring, and Evaluating Organizer.

- Group Level Multi-Term Growth (percentage of students increasing, maintaining, or decreasing percentile; percentage of students achieving projected growth)
- Group Level Multi-Year by Grade (percentage of students achieving proficiency by year and grade)
- Student Level Single Term Details by Group (percentile, scale, score, and other details by subject and subcategories for multiple students during one test term)
- Group Level Single-Term Details (percentage and number of students at each performance level by subject area and subcategories)

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

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, fall, spring, curent yr class, % met %ile	
End-of-period actual value compared to baseline	To what extent is the fall to spring actual % above or below the baseline %?	Same as actual AND % met fall to spring %ile prior yr	
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	



Activity - 12.02.10

The _____ report includes data that will help me answer the following questions: “Which area(s) represent the highest percentage of students achieving average or above on the current year’s winter interim reading assessment?”; “Which area(s) represent the lowest percentage of students achieving average or above on the current year’s winter interim reading assessment?”; and “To what extent is the percentage of average or 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?”

- Group Level Multi-Term Growth (percentage of students increasing, maintaining, or decreasing percentile; percentage of students achieving projected growth)
- Group Level Multi-Year by Grade (percentage of students achieving proficiency by year and grade)
- Student Level Single Term Details by Group (percentile, scale, score, and other details by subject and subcategories for multiple students during one test term)
- Group Level Single-Term Details (percentage and number of students at each performance level by subject area and subcategories)

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

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, spring, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, spring, winter, current yr class, % avg or above 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.

About Us

ND SLDS HOME

SLDS TRAINING

Reports section

Historical, timely, and predictive information on students

Reports



Reports give you quick access to information without having to aggregate and sort data. You can drill-down, export or print reports.

Dashboards

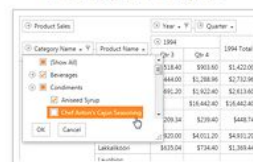


Dashboard is a collection of reports, input controls, graphics, labels, and web content that displays in a single, integrated view.

KPI



Interactive Analysis



Data Editors



Tutorial

In this scenario, you need three reports:

1. A report with data relevant to the focus of the first goal,
2. A report with data relevant to the focus of the second goal,
3. A report with data relevant to the action plan you set.

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.

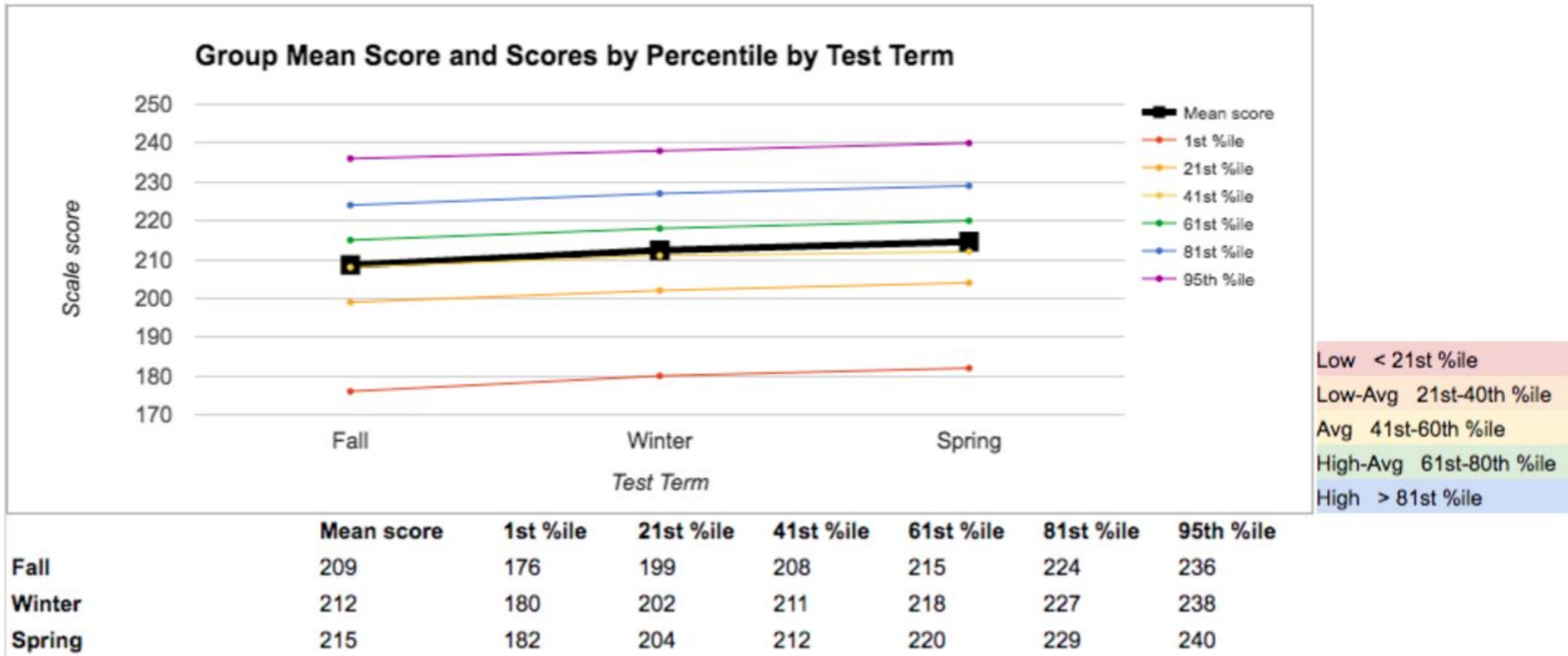
Tutorial

As indicated in the Accumulate stage, in order to answer questions relevant to the focus of the first goal, you need the average scale score of students in your current class on the current year's interim reading assessment representing the spring term. Required data are available in the SLDS "Group Level Multi-Term" report, specifically in the report's "Group Mean Score and Scores by Percentile by Test Term" chart and corresponding table.

Link to PDF of complete report: <https://goo.gl/tQaAfm>

*See image of report on next slide

Tutorial



Tutorial

The title of the SLDS report, which includes data that can help answer questions specific to goal 1 has been added to the Goal Evaluating Data Planner. Note the goal organizer is identified as an access point for data relevant to the second and third questions relevant to goal 1 because certain previous values you entered on the Goal Setting, Monitoring, and Evaluating Organizer will be useful for analysis.

Goal Evaluating Data Planner

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, spring, current class, avg scale scr	Group Level Multi-Term
End-of-period actual value compared to baseline	To what extent is the spring assessment avg above or below the fall average score?	Same as actual AND fall avg scale scr	Group Level Multi-Term; Goal organizer
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?	Same as actual AND end of year goal avg scr	Group Level Multi-Term; Goal organizer
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?	Current yr interim read asmnt, fall, spring, curent yr class, % met %ile	
End-of-period actual value compared to baseline	To what extent is the fall to spring actual % above or below the baseline %?	Same as actual AND % met fall to spring %ile prior yr	
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	
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?	Current yr interim read asmnt, spring, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, spring, winter, current yr class, % avg or above in subcategory focus area	

Tutorial

As indicated in the Accumulate stage, in order to answer questions relevant to the focus of the second goal, you need:

- Percentile values [of]
- Students in your current year's class [on the]
- Current year's interim reading assessment [representing the]
- Winter and spring terms [as well as the]

You also need the

- the baseline value,
- the end-of-year goal value,
- and the percentage of current year students whose spring percentile met or exceeded their fall percentile

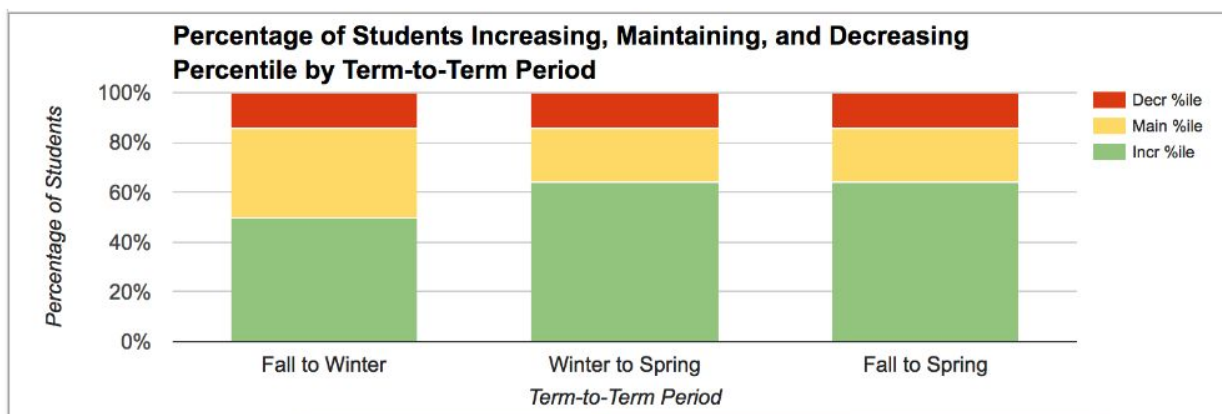
Tutorial

Required data are available in the SLDS “Group Level Multi-Term Growth” report, specifically in the report’s “Percentage of Students Increasing, Maintaining, and Decreasing Percentile by Term-to-Term Period” chart and corresponding table. The goal organizer is also indicated as an access point because you previously entered the expected value on the Goal Setting, Monitoring, and Evaluating Organizer during the goal setting phase.

Tutorial

Required data are available in the SLDS “Group Level Multi-Term Growth” report, specifically in the report’s “Percentage of Students Increasing, Maintaining, and Decreasing Percentile by Term-to-Term Period” chart and corresponding table. The goal organizer is also indicated as an access point because you previously entered the expected value on the Goal Setting, Monitoring, and Evaluating Organizer during the goal setting phase.

Link to PDF of complete report: <https://goo.gl/chtZz>



	Increase %ile		Maintain %ile		Decrease %ile	
	#	%	#	%	#	%
Fall to Winter	7	50%	5	36%	2	14%
Winter to Spring	9	64%	3	21%	2	14%
Fall to Spring	9	64%	3	21%	2	14%

Tutorial

The title of the SLDS report, which includes data that can help answer questions relevant to goal 2 has been added to the Goal Evaluating Data Planner. Note the goal organizer is identified as an access point for data relevant to the second and third questions specific to goal 2 because certain previous values you entered on the Goal Setting, Monitoring, and Evaluating Organizer will be useful for analysis.

Goal Evaluating Data Planner

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, spring, current class, avg scale scr	Group Level Multi-Term
End-of-period actual value compared to baseline	To what extent is the spring assessment avg above or below the fall average score?	Same as actual AND fall avg scale scr	Group Level Multi-Term; Goal organizer
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?	Same as actual AND end of year goal avg scr	Group Level Multi-Term; Goal organizer
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?	Current yr interim read asmnt, fall, spring, curent yr class, % met %ile	Group Level Multi-Term Growth; Goal org
End-of-period actual value compared to baseline	To what extent is the fall to spring actual % above or below the baseline %?	Same as actual AND % met fall to spring %ile prior yr	Group Level Multi-Term Growth; Goal org
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	Group Level Multi-Term Growth; Goal org
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?	Current yr interim read asmnt, spring, current yr class, % avg or above by subcategory	
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?	Current yr interim read asmnt, spring, winter, current yr class, % avg or above in subcategory focus area	

Tutorial

As indicated in the Accumulate stage, in order to answer questions relevant to highest and lowest areas of performance and your action plan, you need percentiles of students in your current year's class within the reading subcategories on the current year's interim reading assessment representing the spring term, as well as the percentage of students who achieved average or above by subcategory.

Similar data representing the winter term are required for the subcategories that were the focus areas in the middle-of-year action plan. Required data are available in the SLDS "Group Level Single-Term Details" report, specifically in the "Percentage of Students by Subcategory and Percentile Range" chart and corresponding table. The goal organizer is also indicated as an access point because you previously entered the required fall subcategory data on the Goal Setting, Monitoring, and Evaluating Organizer during the goal setting phase.

Tutorial

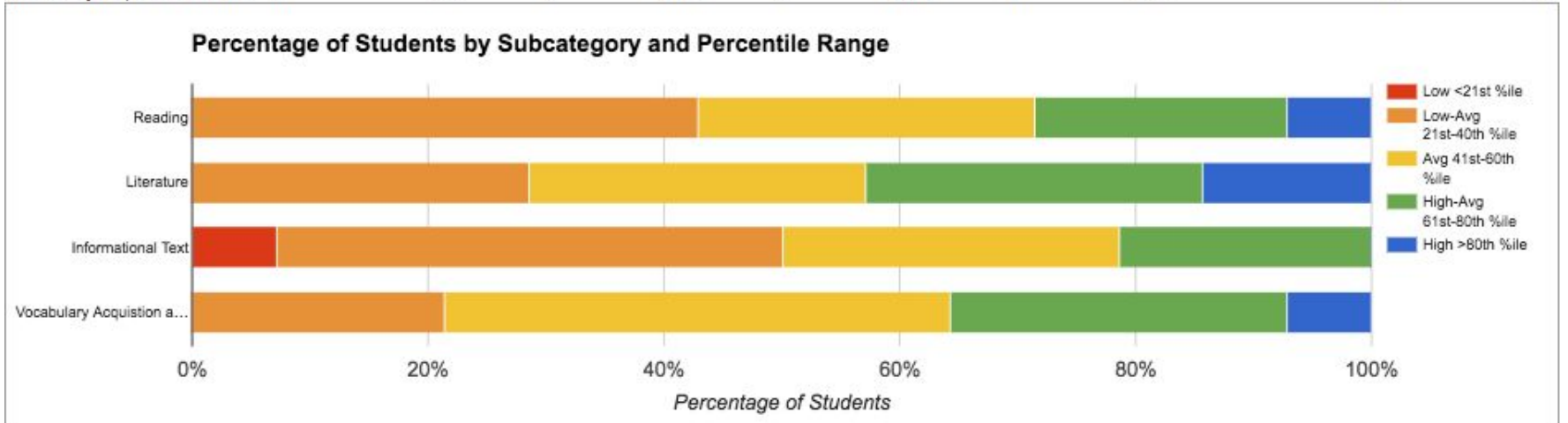
Similar data representing the winter term are required for the subcategories that were the focus areas in the middle-of-year action plan. Required data are available in the SLDS “Group Level Single-Term Details” report, specifically in the “Percentage of Students by Subcategory and Percentile Range” chart and corresponding table. The goal organizer is also indicated as an access point because you previously entered the required fall subcategory data on the Goal Setting, Monitoring, and Evaluating Organizer during the goal setting phase.

Link to pdf of complete report: <https://goo.gl/nJk4go>

*See image of report on next slide

Tutorial

Subject area performance	Low <21st %ile		Low-Avg 21st-40th %ile		Avg 41st-60th %ile		High-Avg 61st-80th %ile		High >80th %ile	
	Count	%	Count	%	Count	%	Count	%	Count	%
Reading	0	0%	6	43%	4	29%	3	21%	1	7%
Subcategory performance										
Literature	0	0%	4	29%	4	29%	4	29%	2	14%
Informational Text	1	7%	6	43%	4	29%	3	21%	0	0%
Vocabulary Acquisition and Use	0	0%	3	21%	6	43%	4	29%	1	7%



Tutorial

The title of the SLDS report, which includes data that can help answer questions relevant to highest and lowest areas of performance and your action plan have been added to the Goal Evaluating Data Planner. Note the goal organizer is identified as an access point for data relevant to the last question because two of the winter subcategory values you entered on the Goal Setting, Monitoring, and Evaluating Organizer will be useful for analysis.

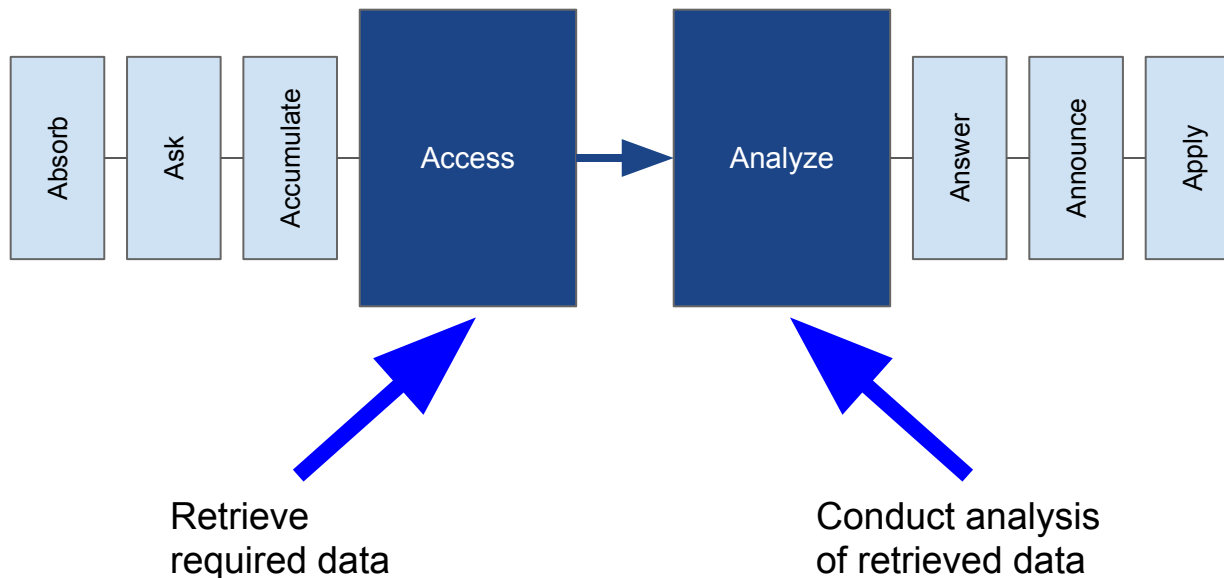
Goal Evaluating Data Planner

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, spring, current class, avg scale scr	Group Level Multi-Term
End-of-period actual value compared to baseline	To what extent is the spring assessment avg above or below the fall average score?	Same as actual AND fall avg scale scr	Group Level Multi-Term; Goal organizer
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?	Same as actual AND end of year goal avg scr	Group Level Multi-Term; Goal organizer
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?	Current yr interim read asmnt, fall, spring, curent yr class, % met %ile	Group Level Multi-Term Growth; Goal org
End-of-period actual value compared to baseline	To what extent is the fall to spring actual % above or below the baseline %?	Same as actual AND % met fall to spring %ile prior yr	Group Level Multi-Term Growth; Goal org
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	Group Level Multi-Term Growth; Goal org
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?	Current yr interim read asmnt, spring, current yr class, % avg or above by subcategory	Group Level Single-Term Details
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?	Current yr interim read asmnt, spring, winter, current yr class, % avg or above in subcategory focus area	Group Level Single-Term Details; Goal org

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 will conduct analysis of the data.



Activity Conclusion

Ryan:

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 Goal Setting, Monitoring, and Evaluating Organizer will be useful for analysis.

Goal Evaluating Data Planner

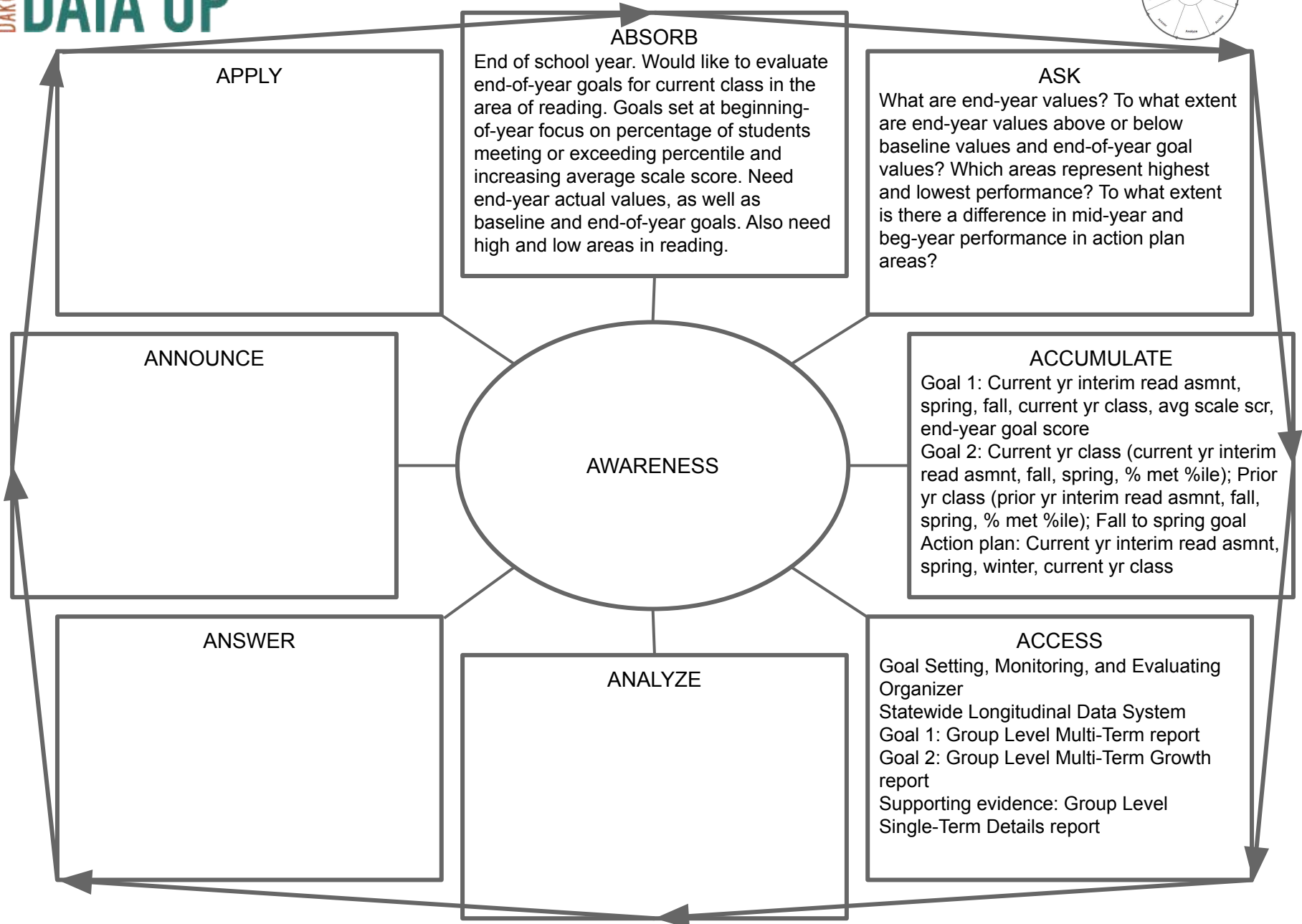
write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, spring, current class, avg scale scr	Group Level Multi-Term
End-of-period actual value compared to baseline	To what extent is the spring assessment avg above or below the fall average score?	Same as actual AND fall avg scale scr	Group Level Multi-Term; Goal organizer
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?	Same as actual AND end of year goal avg scr	Group Level Multi-Term; Goal organizer
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?	Current yr interim read asmnt, fall, spring, current yr class, % met %ile	Group Level Multi-Term Growth; Goal org
End-of-period actual value compared to baseline	To what extent is the fall to spring actual % above or below the baseline %?	Same as actual AND % met fall to spring %ile prior yr	Group Level Multi-Term Growth; Goal org
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 %?	Same as actual AND % set as goal to meet fall to spring %ile	Group Level Multi-Term Growth; Goal org
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?	Current yr interim read asmnt, spring, current yr class, % avg or above by subcategory	Group Level Single-Term Details
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?	Current yr interim read asmnt, spring, winter, current yr class, % avg or above in subcategory focus area	Group Level Single-Term Details; Goal org

A+ Inquiry Framework

The Access stage has been completed.

A+ INQUIRY GRAPHIC ORGANIZER



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?

ACCUMULATE

Goal 1: Current yr interim read asmnt, spring, fall, current yr class, avg scale scr, end-year goal score
 Goal 2: Current yr class (current yr interim read asmnt, fall, spring, % met %ile); Prior yr class (prior yr interim read asmnt, fall, spring, % met %ile); Fall to spring goal
 Action plan: Current yr interim read asmnt, spring, winter, current yr class

ACCESS

Goal Setting, Monitoring, and Evaluating Organizer
 Statewide Longitudinal Data System
 Goal 1: Group Level Multi-Term report
 Goal 2: Group Level Multi-Term Growth report
 Supporting evidence: Group Level Single-Term Details report

ANALYZE

ANSWER

ANNOUNCE

APPLY

AWARENESS

Activity Answers

12.02.01	Student learning
12.02.02	Current year students, current year interim reading assessment, spring term, fall term, average scale score, scale score set as end-of-year goal
12.02.03	[Current year students (current year interim reading assessment, fall, spring, percent of students meeting fall to spring %ile); Prior year students (prior year interim reading assessment, fall, spring, percent of students meeting fall to spring %ile)]
12.02.04	Current year students, current year interim reading assessment, spring term, winter term, percentage of students average or above by subcategory
12.02.05	Statewide Longitudinal Data System [and] Goal Setting, Monitoring, and Evaluating Organizer
12.02.06	Reports
12.02.07	Teacher
12.02.08	Group Level Multi-Term (percentage of students achieving proficiency; percentage of students by performance level; mean score and scores by percentile)
12.02.09	Group Level Multi-Term Growth (percentage of students increasing, maintaining, or decreasing percentile; percentage of students achieving projected growth)
12.02.10	Group Level Single-Term Details (percentage and number of students at each performance level by subject area and subcategories)

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 evaluating a classroom-level goal				
This module part increased my knowledge of locations where data utilized for evaluating a classroom-level goal may be retrieved.				

Well Done

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