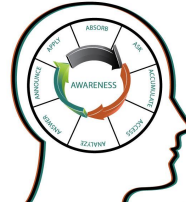




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Develop Your Data Mindset

Module 12 - Classroom Level Goal Evaluating Part 3A - Analyze

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

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Learning Goals

- Analyze data to identify end-of-period values
- Analyze data to compare end-of-period actual values with baseline values
- Analyze data to compare end-of-period actual values with end-of-year goal values
- Analyze data to identify highest and lowest areas of performance
- Analyze data to compare the change in values relevant to action plan focus areas

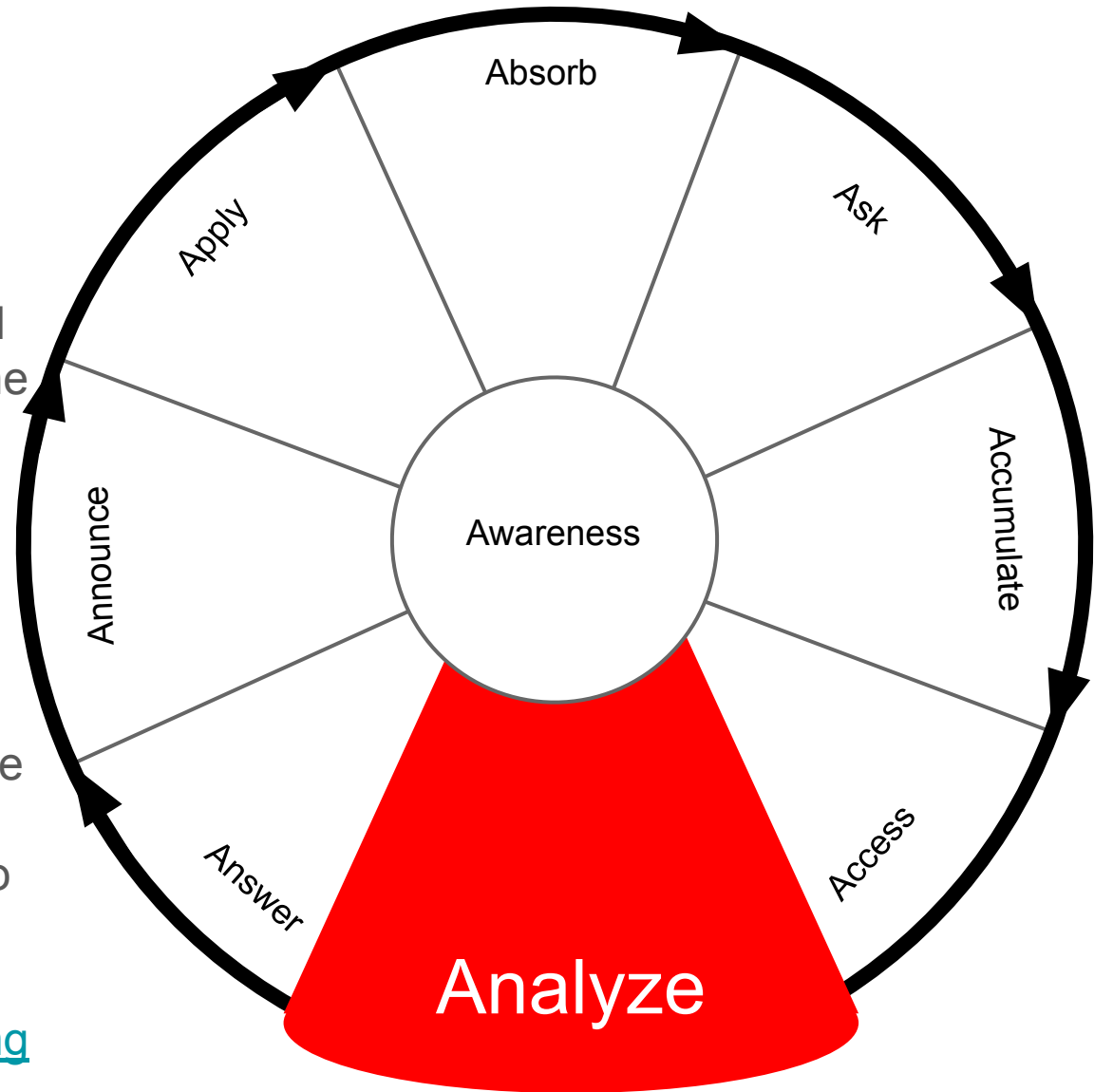
SLDS Data Use Standards

- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed

Introduction

Ryan:

Now that you have pulled your needed data from the SLDS and your Goal Setting, Monitoring, and Evaluating Organizer, it's time to enter the Analyze stage where you will conduct analysis of the data you accessed. Make sure you have out your flyers in case you need to reference our district's protocols for [goal setting](#), [monitoring](#), and [evaluating](#) or be reminded of key vocabulary and concepts.



Introduction

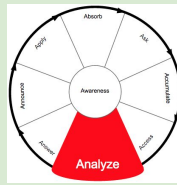
Ryan:

Make sure you have your Goal Setting, Monitoring, and Evaluating Organizer ready as we work through the Analyze, Answer, Announce, and Apply stages. As you can see, your organizer already includes quite a bit of information, which you added during the goal setting and monitoring processes earlier in the year. At this time, during the goal evaluating process, we'll be adding end-of-year values.

Link to PDF of organizer complete through monitoring: <https://goo.gl/nmBrW2>

Goal Setting, Monitoring, and Evaluating Organizer

Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: 212 Expected: 212	Actual: Expected: 213 Original Goal: 215 Revised Goal: 215
Goal 2: The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district's interim reading assessment will increase from 60% based on my prior year class to 80% based on my current year class					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: 86% Expected: 46%	Actual: Expected: 60% Original Goal: 80% Revised Goal: 80%
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report		Lit: 71% Inform txt: 58% Vocab/Acqu: 50%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	
Action plan (beginning of year): I will transfer my vocabulary teaching strategies from literary text to the content areas to include the genre of informational text. The specific skills I will work on are: Uses context to determine the meaning of domain-specific words or phrases in informational text; Uses a definition to confirm initial understanding of word meaning; Uses context and dictionary, glossary, or thesaurus entries to determine word meaning; Uses antonym and synonym relationships in context to determine word meanings				Action plan (middle of year): I will keep doing what I'm doing for vocabulary and acquisition because it's successful and in addition, I need to focus on literary text. The specific skills I will work on are: Draws conclusions; Infers character feelings or thoughts; Makes predictions.	



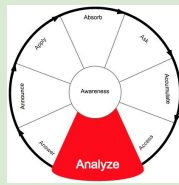
Activity - 12.3A.01

Which chart and corresponding table in the “Group Level Multi-Term” report display data that may be analyzed to help answer the following questions relevant to the first goal: “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?”

- Group Mean Score and Scores by Percentile by Test Term
- Percentage of Students Who Met or Did Not Meet Proficiency
- Percentage of Students by Performance Level and Test Term
- Potential Uses, Subject, and Assessment Name

Standard: S.4.C Aligned Analysis

*See image of report on next slide



Activity - 12.3A.01 (Image of Report)

Link to image of report: <https://goo.gl/ovnrRrT>

Group Level Multi-Term

Description Percentage of students achieving proficiency; Percentage of students by performance level; Mean score and scores by %ile

Guiding Question(s) Is the group performing at, above, or below the expected level of performance?
Is the group showing a positive trend in performance?

Potential Use(s) Establish beginning of year baseline, set a goal, evaluate the extent to which a middle or end of year goal was met

Assessment Name Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)

Subject Reading

Year Current year

Percentage of Students Who Met or Did Not Meet Proficiency by Term

	Fall #	Fall %	Winter #	Winter %	Spring #	Spring %
Met Proficiency	8	57%	8	57%	8	57%
Did Not Meet Proficiency	6	43%	6	43%	6	43%

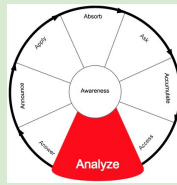
Percentage of Students by Performance Level and Test Term

	Fall #	Fall %	Winter #	Winter %	Spring #	Spring %
Low < 21st %ile	1	7.1%	1	7.1%	0	0.0%
Low-Avg 21st-40th %ile	5	35.7%	5	35.7%	6	42.9%
Avg 41st-60th %ile	5	35.7%	4	28.6%	4	28.6%
High-Avg 61st-80th %ile	3	21.4%	4	28.6%	3	21.4%
High > 81st %ile	0	0.0%	0	0.0%	1	7.1%

Group Mean Score and Scores by Percentile by Test Term

	Mean score	1st %ile	21st %ile	41st %ile	61st %ile	81st %ile	95th %ile
Fall	209	176	199	208	215	224	236
Winter	212	180	202	211	218	227	238
Spring	215	182	204	212	220	229	240

Low < 21st %ile
Low-Avg 21st-40th %ile
Avg 41st-60th %ile
High-Avg 61st-80th %ile
High > 81st %ile

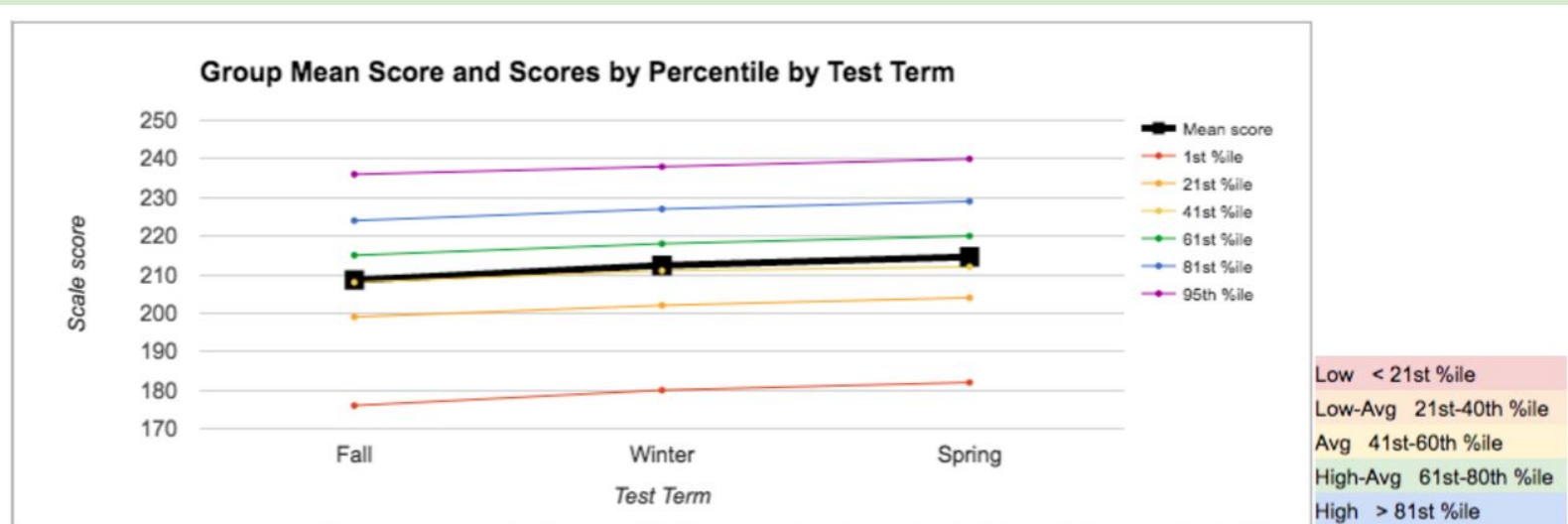


Activity - 12.3A.02

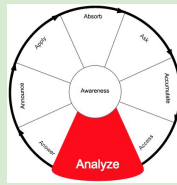
The average scale score of my class on this year's spring interim reading assessment is _____

- 209
- 212
- 215
- 61

Standard: S.4.C Aligned Analysis



	Mean score	1st %ile	21st %ile	41st %ile	61st %ile	81st %ile	95th %ile
Fall	209	176	199	208	215	224	236
Winter	212	180	202	211	218	227	238
Spring	215	182	204	212	220	229	240



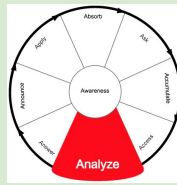
Activity - 12.3A.03

The average scale score of my class on this year’s spring interim reading assessment is _____ the average scale score of my class on this year’s fall interim reading assessment.

- equal to
- six points above
- three points above
- two points above

Standard: S.4.C Aligned Analysis

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: 215 Expected: 213 Original Goal: 215 Revised Goal: 215



Activity - 12.3A.04

The average scale score of my class on this year’s spring interim reading assessment is _____ the average scale score set as the end-of-year goal for my class.

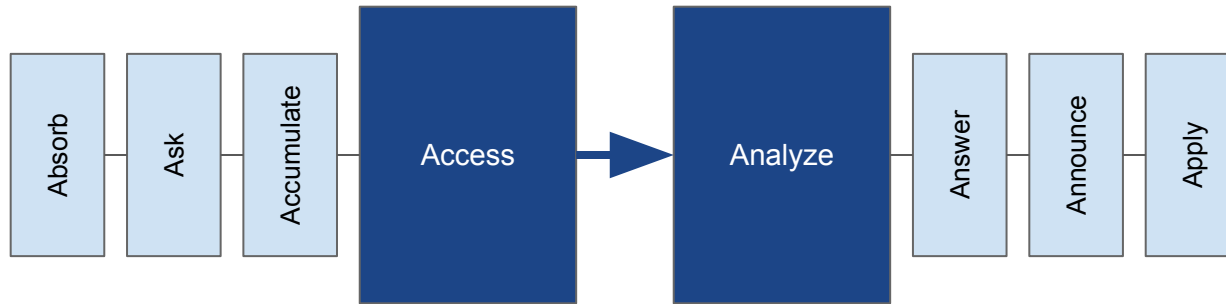
- equal to
- six points above
- three points above
- two points above

Standard: S.4.C Aligned Analysis

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: 215 Expected: 213 Original Goal: 215 Revised Goal: 215

Tutorial

In the Analyze stage, you analyze the data you accessed in a way that will reveal answers to your questions.



Tutorial

We'll begin by analyzing data in the "Group Level Multi-Term" report, which includes data that will help you respond to questions regarding the goal you are monitoring, which focuses on a scale score increase.

Link to image of report: <https://goo.gl/ovnrRt>



Group Level Multi-Term

Description Percentage of students achieving proficiency; Percentage of students by performance level; Mean score and scores by %ile

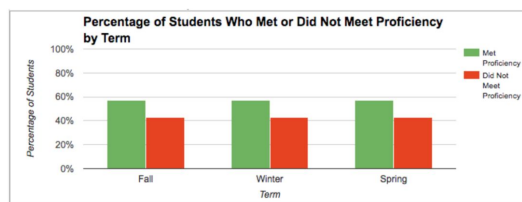
Guiding Question(s) Is the group performing at, above, or below the expected level of performance?
Is the group showing a positive trend in performance?

Potential Use(s) Establish beginning of year baseline, set a goal, evaluate the extent to which a middle or end of year goal was met

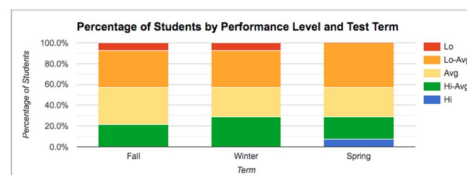
Assessment Name Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)

Subject Reading

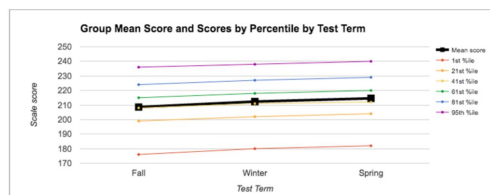
Year Current year



	Fall #	Fall %	Winter #	Winter %	Spring #	Spring %
Met Proficiency	8	57%	8	57%	8	57%
Did Not Meet Proficiency	6	43%	6	43%	6	43%



	Fall #	Fall %	Winter #	Winter %	Spring #	Spring %
Low < 21st %ile	1	7.1%	1	7.1%	0	0.0%
Low-Avg 21st-40th %ile	5	35.7%	5	35.7%	6	42.9%
Avg 41st-60th %ile	5	35.7%	4	28.6%	4	28.6%
High-Avg 61st-80th %ile	3	21.4%	4	28.6%	3	21.4%
High > 81st %ile	0	0.0%	0	0.0%	1	7.1%



	Mean score	1st %ile	21st %ile	41st %ile	61st %ile	81st %ile	95th %ile
Fall	209	176	199	208	215	224	236
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Low < 21st %ile
Low-Avg 21st-40th %ile
Avg 41st-60th %ile
High-Avg 61st-80th %ile
High > 81st %ile

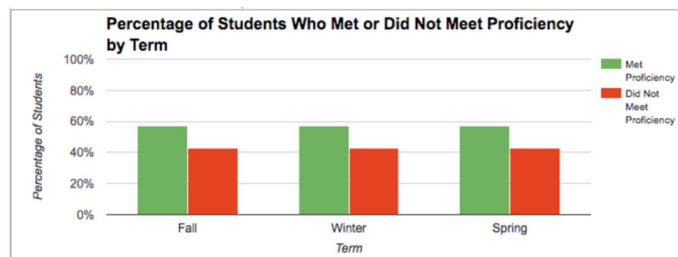
Tutorial

There are three charts with corresponding tables in this report.

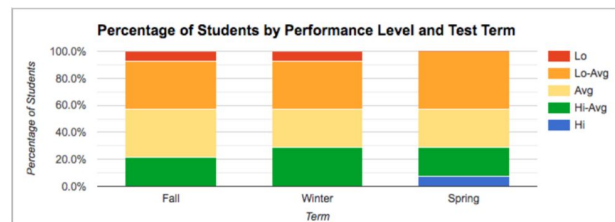


Group Level Multi-Term

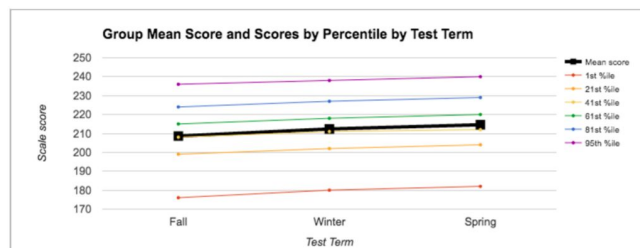
Description	Percentage of students achieving proficiency; Percentage of students by performance level; Mean score and scores by %ile
Guiding Question(s)	Is the group performing at, above, or below the expected level of performance? Is the group showing a positive trend in performance?
Potential Use(s)	Establish beginning of year baseline, set a goal, evaluate the extent to which a middle or end of year goal was met
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year



	Fall #	Fall %	Winter #	Winter %	Spring #	Spring %
Met Proficiency	8	57%	8	57%	8	57%
Did Not Meet Proficiency	6	43%	6	43%	6	43%



	Fall #	Fall %	Winter #	Winter %	Spring #	Spring %
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High-Avg 61st-80th %ile	3	21.4%	4	28.6%	3	21.4%
High > 81st %ile	0	0.0%	0	0.0%	1	7.1%



	Mean score	1st %ile	21st %ile	41st %ile	61st %ile	81st %ile	95th %ile
Fall	209	176	199	208	215	224	236
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Low < 21st %ile
Low-Avg 21st-40th %ile
Avg 41st-60th %ile
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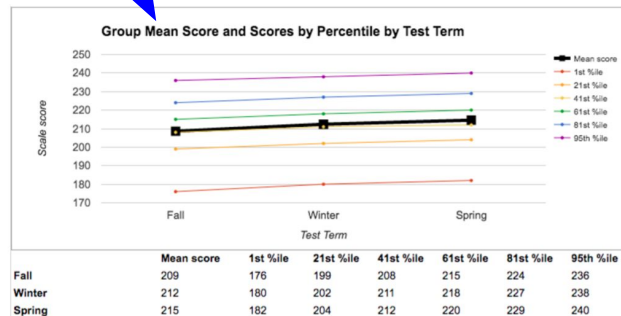
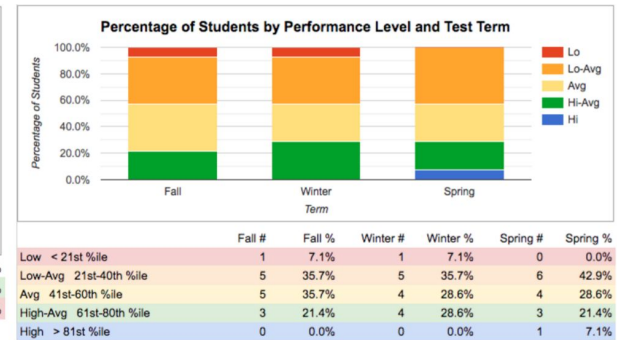
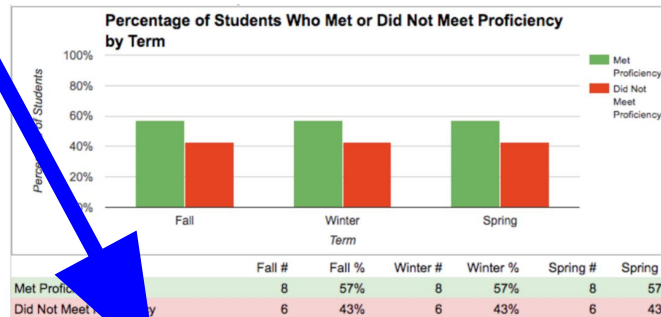
Tutorial

Given the scope of your questions, you need to narrow your focus on the chart and table titled, “Group Mean Score and Scores by Percentile by Test Term.”

Group Level Multi-Term

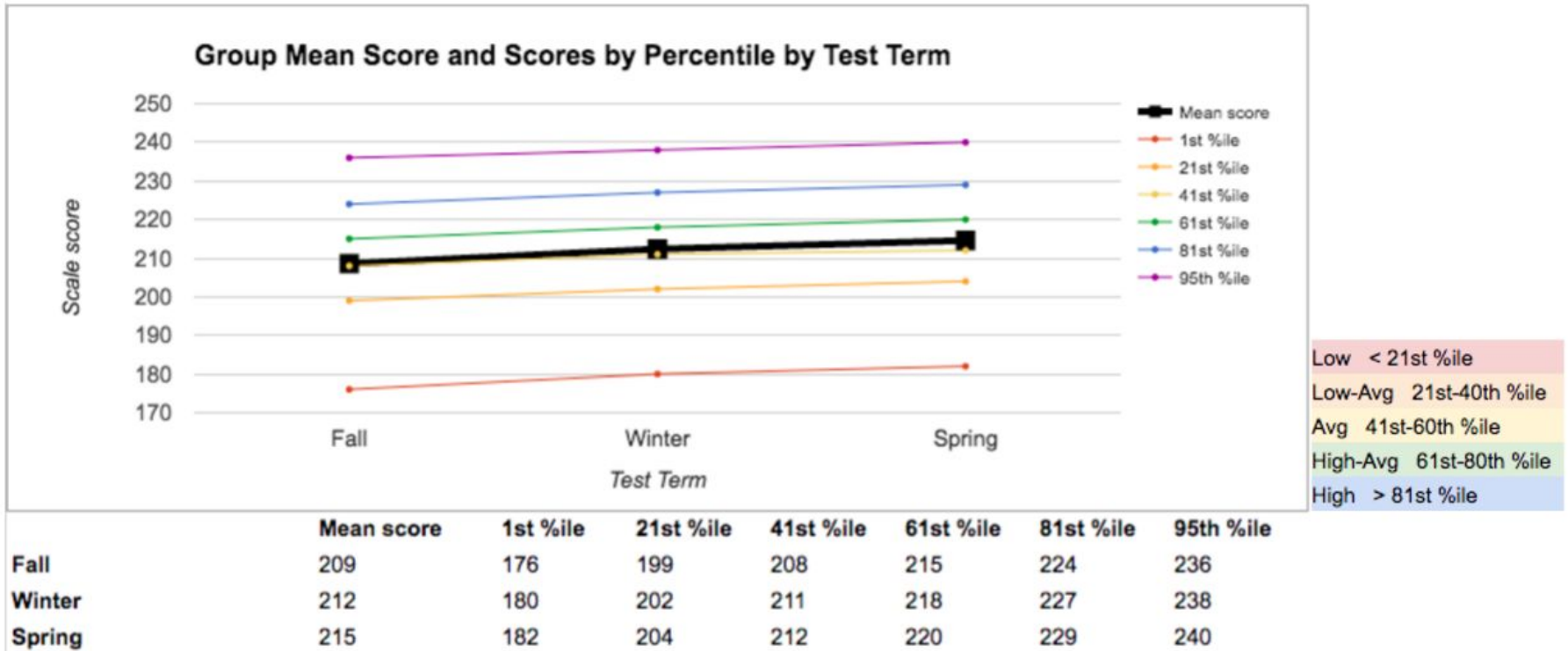
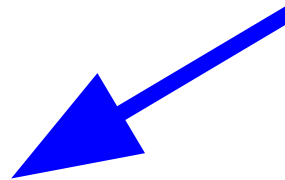
Description	Percentage of students achieving proficiency; Percentage of students by performance level; Mean score and scores by %ile
Guiding Question(s)	Is the group performing at, above, or below the expected level of performance? Is the group showing a positive trend in performance?
Potential Use(s)	Establish beginning of year baseline, set a goal, evaluate the extent to which a middle or end of year goal was met
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year

Direct your attention toward the “Group Mean Score and Scores by Percentile by Test Term” chart and table



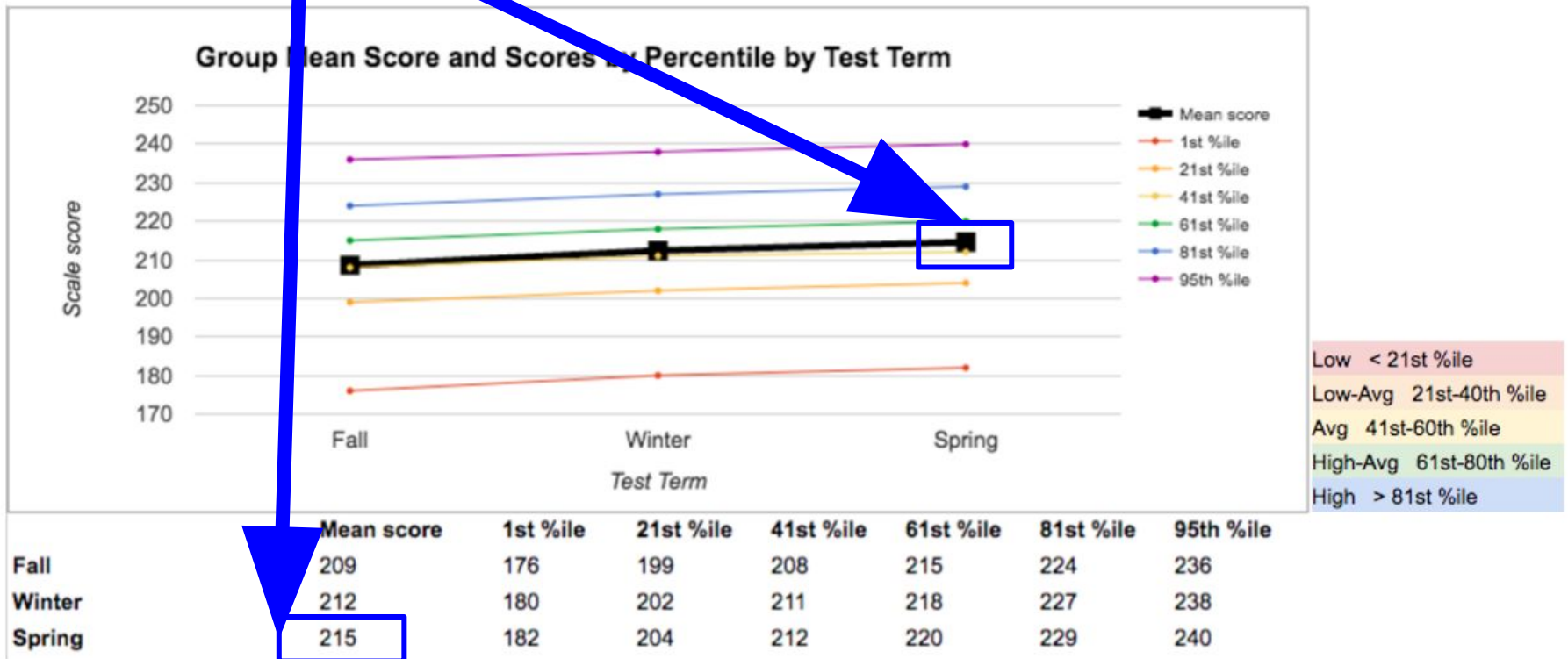
Tutorial

You will be able to use this section of the report to identify the end-of-year value, which will be compared to the baseline value and end-of-year goal value.



Tutorial

Identify the end-of-period score by locating the average (i.e., mean) spring scale score of your class in the table. A visual representation of the score is available on the chart. As you can see in the table, 215 is the average score of your class in the spring.



Tutorial

The scale score of 215 has been added to the organizer as the end-of-year actual value.

Goal Setting, Monitoring, and Evaluating Organizer

Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: 212 Expected: 212	Actual: 215 Expected: 213 Original Goal: 215 Revised Goal:
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	

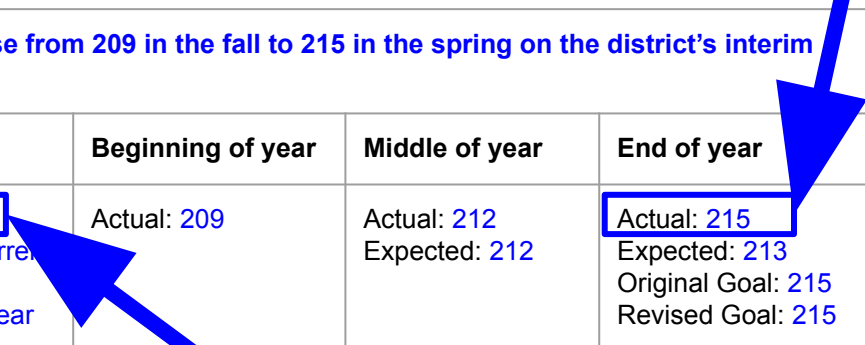
Tutorial

Now it's time to compare the end-of-year actual value with the baseline value

- Step 1: Identify the actual end-of-year scale score, 215
- Step 2: Identify the baseline scale score, which is 209
- Step 3: Subtract the baseline score from the actual end-of-year score (215 - 209 = 6)

The actual end-of-year score is six points above the baseline score.

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: 215 Expected: 213 Original Goal: 215 Revised Goal: 215



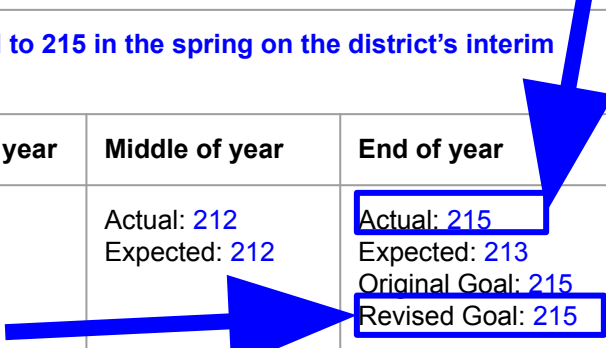
Tutorial

Here, we'll compare the end-of-year actual value with the end-of-year goal value. Note there is a revised goal value and an original goal value. In this case both goal values are the same, so either goal value could be used as a comparison; however, if the goal values were different, we would use the revised goal for the comparison value.

- Step 1: Identify the actual end-of-year actual scale score, 215
- Step 2: Identify the end-of-year goal scale score, 215
- Step 3: Subtract the end-of-year goal score from the actual end-of-year scale score
(212 - 215 = 0).

The actual end-of-year scale score and the revised end-of-year goal value are equal.

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: 215 Expected: 213 Original Goal: 215 Revised Goal: 215

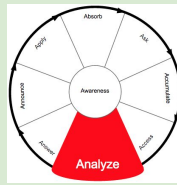


Activity Conclusion

Well done! You added 215 as the actual average scale score of your class on the spring interim reading assessment to the Goal 1 section of your Goal Setting, Monitoring, and Evaluating organizer. You also compared the actual end-of-year value to the baseline value and end-of-year goal value.

Goal Setting, Monitoring, and Evaluating Organizer

Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: 212 Expected: 212	Actual: 215 Expected: 213 Original Goal: 215 Revised Goal:
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
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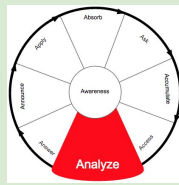
Activity - 12.3A.05

Which chart and corresponding table in the “Group Level Multi-Term Growth” report display data that may be analyzed to help answer the following questions relevant to the second goal: 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?”

- Percentage of Students Increasing, Maintaining, and Decreasing Percentile by Term-to-Term Period
- Percentage of Students Meeting or Exceeding Projected Growth by Term-to-Term Period
- Description, Guiding Questions, Year, and Test Term
- Potential Uses, Subject, and Assessment Name

Standard: S.4.C Aligned Analysis

*See image of report on next slide

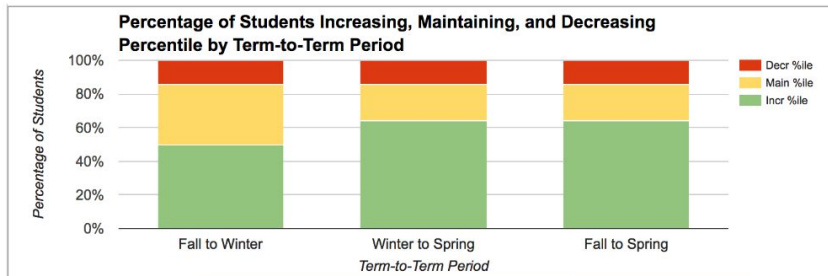


Activity - 12.3A.05 (Image of Report)

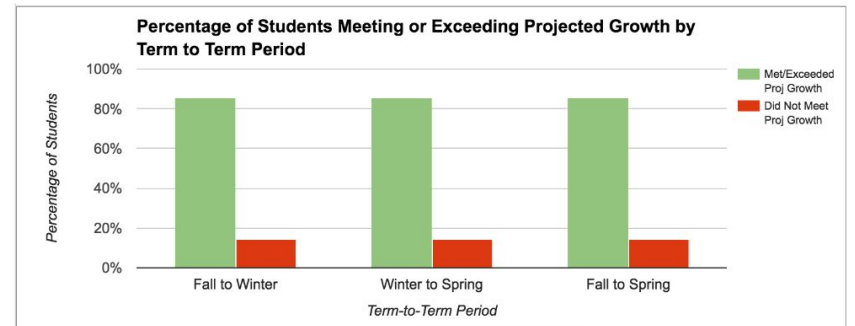
Link to image of report: <https://goo.gl/Q8ynDz>

Group Level Multi-Term Growth

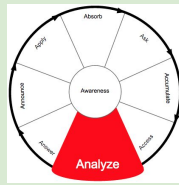
Description	Percentage of students increasing, maintaining, or decreasing percentile; Percentage of students achieving projected growth
Guiding Question(s)	Is the group performing at, above, or below the expected level of performance from one term to another?
Potential Use(s)	Evaluate whether there may be a need to make educational adjustments based on student growth from one term to another Evaluate the extent to which a group of students met a pre-defined goal to grow from one term to another
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year
Test Term(s)	Fall, Winter, Spring



	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%



	Met/Exceeded Proj Growth		Did Not Meet Growth	
	#	%	#	%
Fall to Winter	12	86%	2	14%
Winter to Spring	12	86%	2	14%
Fall to Spring	12	86%	2	14%

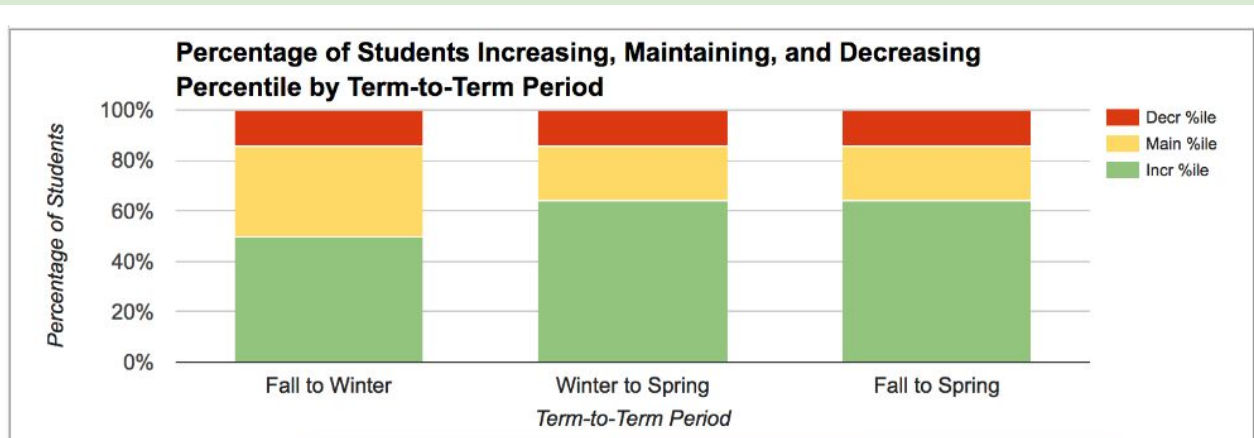


Activity - 12.3A.06

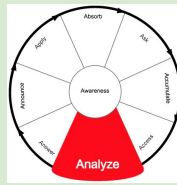
_____ % of my students either increased or maintained their percentile from fall to spring.

- 85
- 64
- 21
- 14

Standard: S.4.C Aligned Analysis



	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%



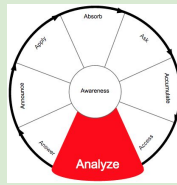
Activity - 12.3A.07

The percentage of students either increasing or maintaining their fall to spring percentile is _____ the baseline percentage of students either increasing or maintaining their fall to spring percentile.

- 25 percentage points above
- equal to
- 5 percentage points above
- 39 percentage points above

Standard: S.4.C Aligned Analysis

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: 85% Expected: 60% Original Goal: 80% Revised Goal: 80%



Activity - 12.3A.08

The percentage of students either increasing or maintaining their fall to winter percentile is _____ the percentage of students that was set as an end-of-year goal for my class.

- 25 percentage points above
- equal to
- 5 percentage points above
- 20 percentage points above

Standard: S.4.C Aligned Analysis

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: 85% Expected: 60% Original Goal: 80% Revised Goal: 80%

Tutorial

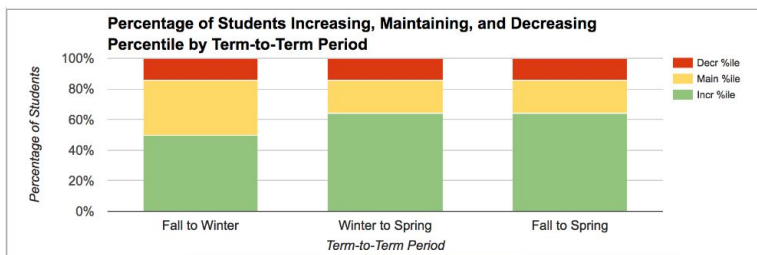
Let's analyze the "Group Level Multi-Term Growth" report, which includes data that will help you respond to questions regarding the goal focused on a percentage of students meeting or exceeding their percentile.

Link to image of report: <https://goo.gl/Q8ynDz>

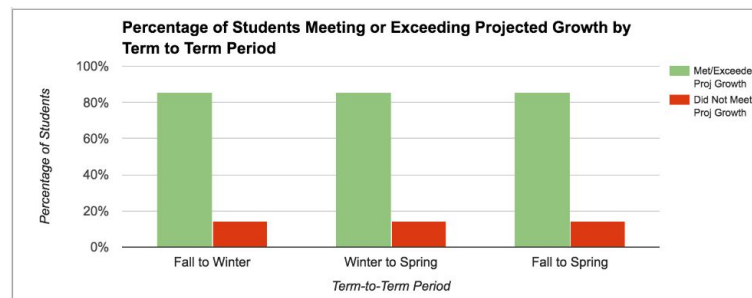


Group Level Multi-Term Growth

Description	Percentage of students increasing, maintaining, or decreasing percentile; Percentage of students achieving projected growth
Guiding Question(s)	Is the group performing at, above, or below the expected level of performance from one term to another?
Potential Use(s)	Evaluate whether there may be a need to make educational adjustments based on student growth from one term to another Evaluate the extent to which a group of students met a pre-defined goal to grow from one term to another
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year
Test Term(s)	Fall, Winter, Spring



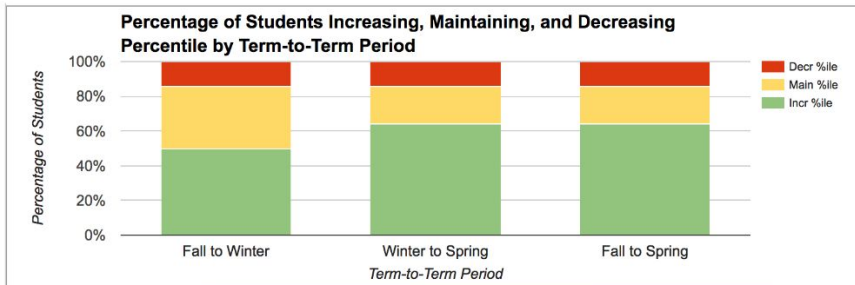
	Increase %ile		Maintain %ile		Decrease %ile	
	#	%	#	%	#	%
Fall to Winter	7	50%	5	36%	2	14%
Winter to Spring	9	64%	3	21%	2	14%
Fall to Spring	9	64%	3	21%	2	14%



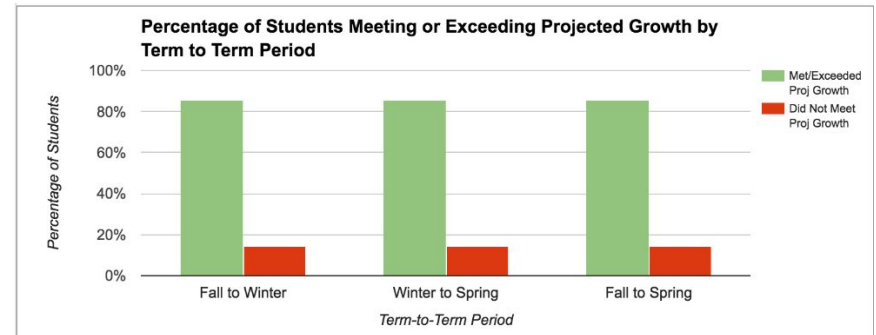
	Met/Exceeded Proj Growth		Did Not Meet Growth	
	#	%	#	%
Fall to Winter	12	86%	2	14%
Winter to Spring	12	86%	2	14%
Fall to Spring	12	86%	2	14%

Tutorial

There are two charts with corresponding tables in this report.



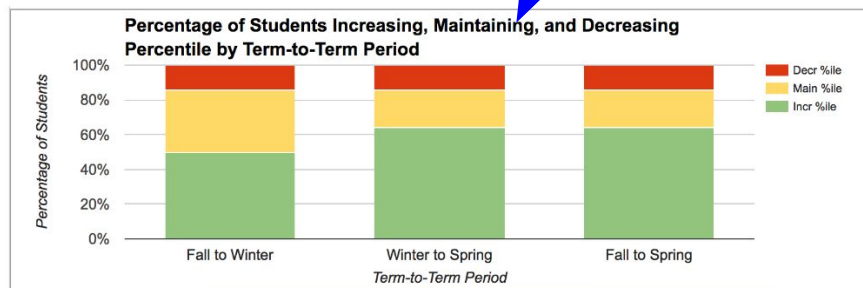
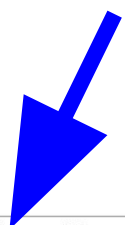
	Increase %ile		Maintain %ile		Decrease %ile	
	#	%	#	%	#	%
Fall to Winter	7	50%	5	36%	2	14%
Winter to Spring	9	64%	3	21%	2	14%
Fall to Spring	9	64%	3	21%	2	14%



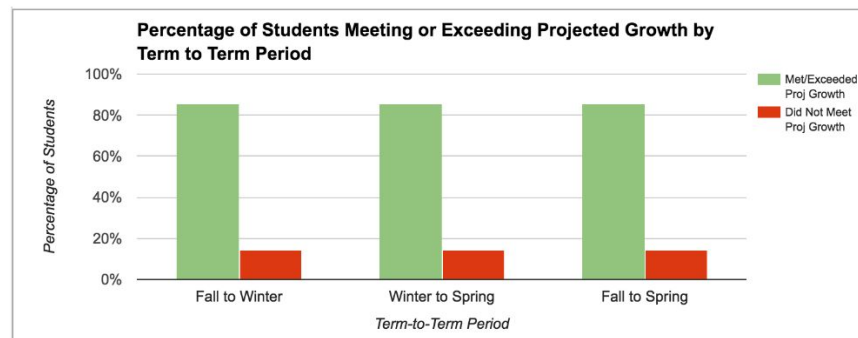
	Met/Exceeded Proj Growth		Did Not Meet Growth	
	#	%	#	%
Fall to Winter	12	86%	2	14%
Winter to Spring	12	86%	2	14%
Fall to Spring	12	86%	2	14%

Tutorial

Given the scope of your questions, direct your attention toward the chart and table titled, “Percentage of Students Increasing, Maintaining, and Decreasing Percentile by Term to Term Period.” You will be able to use this section of the report to identify the end-of-year value, which will be compared to the baseline value and end-of-year goal value.



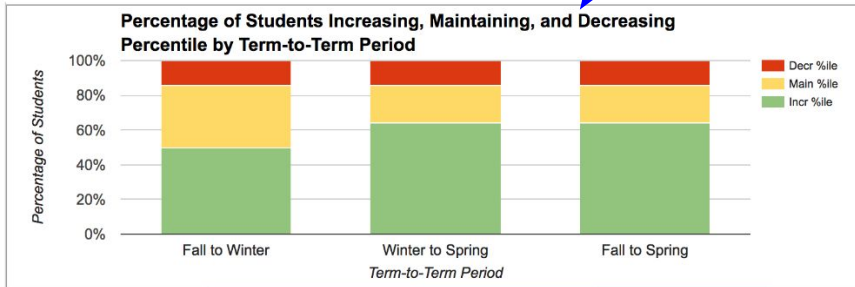
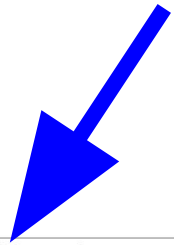
	Increase %ile		Maintain %ile		Decrease %ile	
	#	%	#	%	#	%
Fall to Winter	7	50%	5	36%	2	14%
Winter to Spring	9	64%	3	21%	2	14%
Fall to Spring	9	64%	3	21%	2	14%



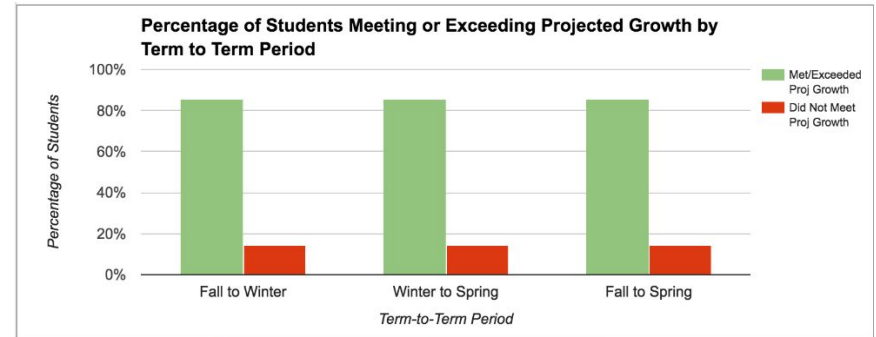
	Met/Exceeded Proj Growth		Did Not Meet Growth	
	#	%	#	%
Fall to Winter	12	86%	2	14%
Winter to Spring	12	86%	2	14%
Fall to Spring	12	86%	2	14%

Tutorial

Direct your attention toward the
 “Percentage of Students Increasing, Maintaining, and Decreasing Percentile by
 Term to Term Period”
 chart and table



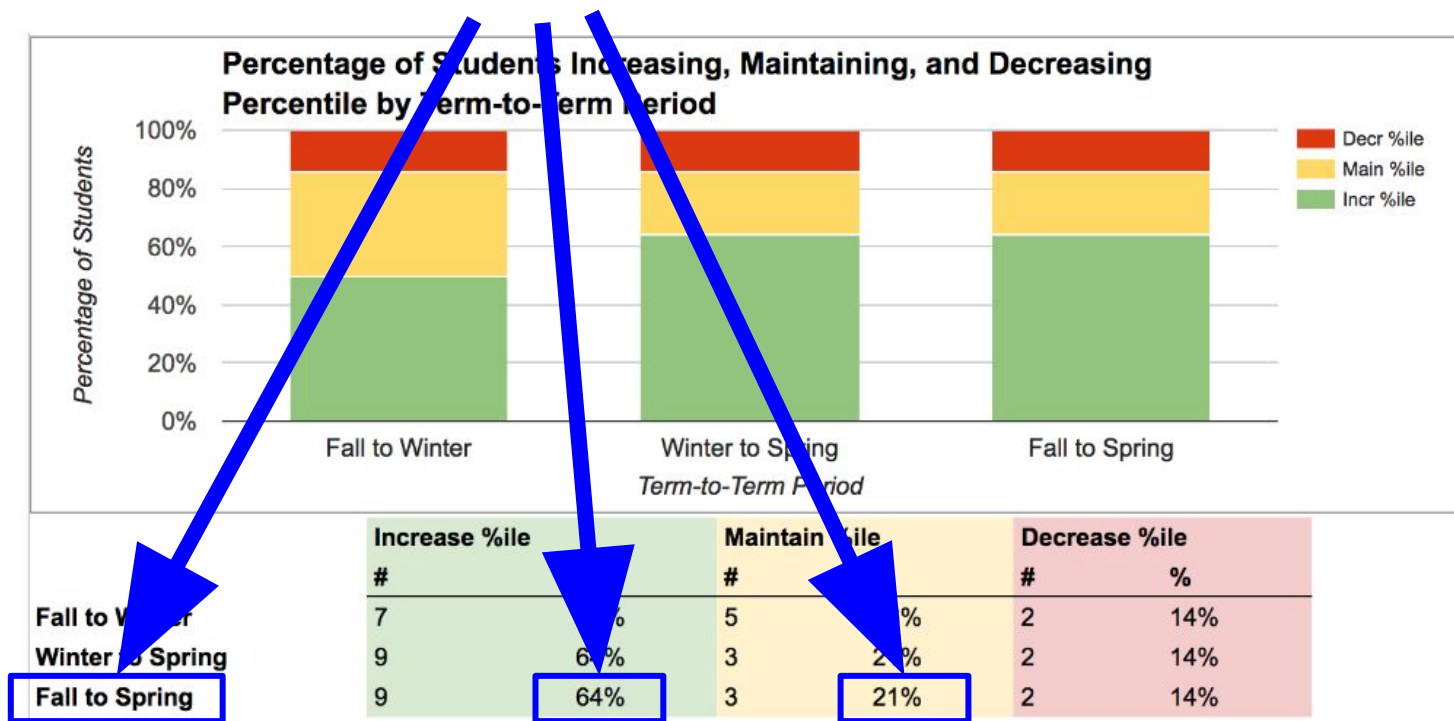
	Increase %ile		Maintain %ile		Decrease %ile	
	#	%	#	%	#	%
Fall to Winter	7	50%	5	36%	2	14%
Winter to Spring	9	64%	3	21%	2	14%
Fall to Spring	9	64%	3	21%	2	14%



	Met/Exceeded Proj Growth		Did Not Meet Growth	
	#	%	#	%
Fall to Winter	12	86%	2	14%
Winter to Spring	12	86%	2	14%
Fall to Spring	12	86%	2	14%

Tutorial

The end-of-period value relevant to the focus of your second goal, which addresses the percentage of students meeting or their percentile, may be calculated by adding together the percentage of students increasing their fall to spring percentile and the percentage of students maintaining their fall to spring percentile (64% + 21% = 85%). A visual representation of these values is available in the chart.



Tutorial

85% has been added to the organizer as the middle-of-year actual value.

Goal Setting, Monitoring, and Evaluating Organizer

Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: 212 Expected: 212	Actual: 215 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: 85% 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

Now, let's compare the end-of-year actual value with the baseline value. Note there are two goal values: an original goal value and a revised goal value. In this scenario, the original and revised goals are the same so either value could be used as a comparison; however, if the goal values were different, we would use the revised goal for the comparison value.

- Step 1: Identify the actual end-of-year percentage of students achieving their fall to spring percentile, which is 85%
- Step 2: Identify the baseline percentage of students achieving their fall to spring percentile, which is 60%
- Step 3: Subtract the expected percentage from the actual percentage (85% - 60% = 25%)

The actual end-of-year percentage of students achieving their fall to spring percentile is 25 percentage points higher than the baseline percentage.

*See image on next slide

Tutorial

	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: 85% Expected: 60% Original Goal: 80% Revised Goal: 80%

Tutorial

Here, we'll compare the end-of-year actual value with the end-of-year goal value

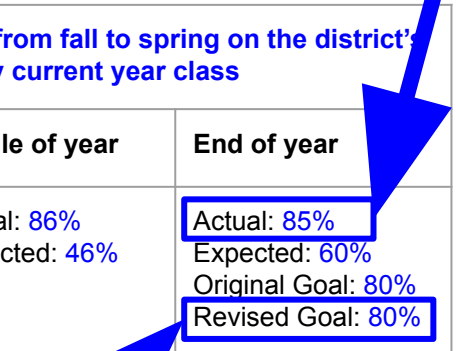
- Step 1: Identify the actual end-of-year percentage of students achieving their fall to spring percentile, which is 85%
- Step 2: Identify the percentage set as the end-of-year goal for students to achieve their fall to spring percentile, 80%
- Step 3: Subtract the end-of-year goal percentage from the actual percentage (85% - 80% = 5%)

The actual end-of-year percentage of students achieving their fall to spring percentile is 5 percentage points higher than the end-of-year goal percentage.

*See image on next slide

Tutorial

	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: 85% Expected: 60% Original Goal: 80% Revised Goal: 80%

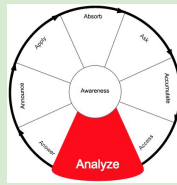


Activity Conclusion

Great work! You added 85% as the actual percentage of your students increasing or maintaining their fall to spring percentile to the Goal 2 section of your Goal Setting, Monitoring, and Evaluating Organizer. You also compared the actual end-of-year value to the baseline value and end-of-year goal value.

Goal Setting, Monitoring, and Evaluating Organizer

Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: 212 Expected: 212	Actual: 215 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: 85% 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	



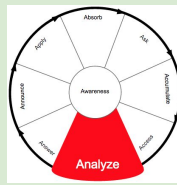
Activity - 12.3A.09

As you indicated in the Access stage, the Group Level Single-Term Details report from the current year's spring assessment can be analyzed to answer questions relevant to 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. Let's begin by calculating the percentage of students achieving average or above in each category. First, calculate the percentage of your students achieving average or above in the area of Literature.

- 100%
- 21%
- 72%
- 57%

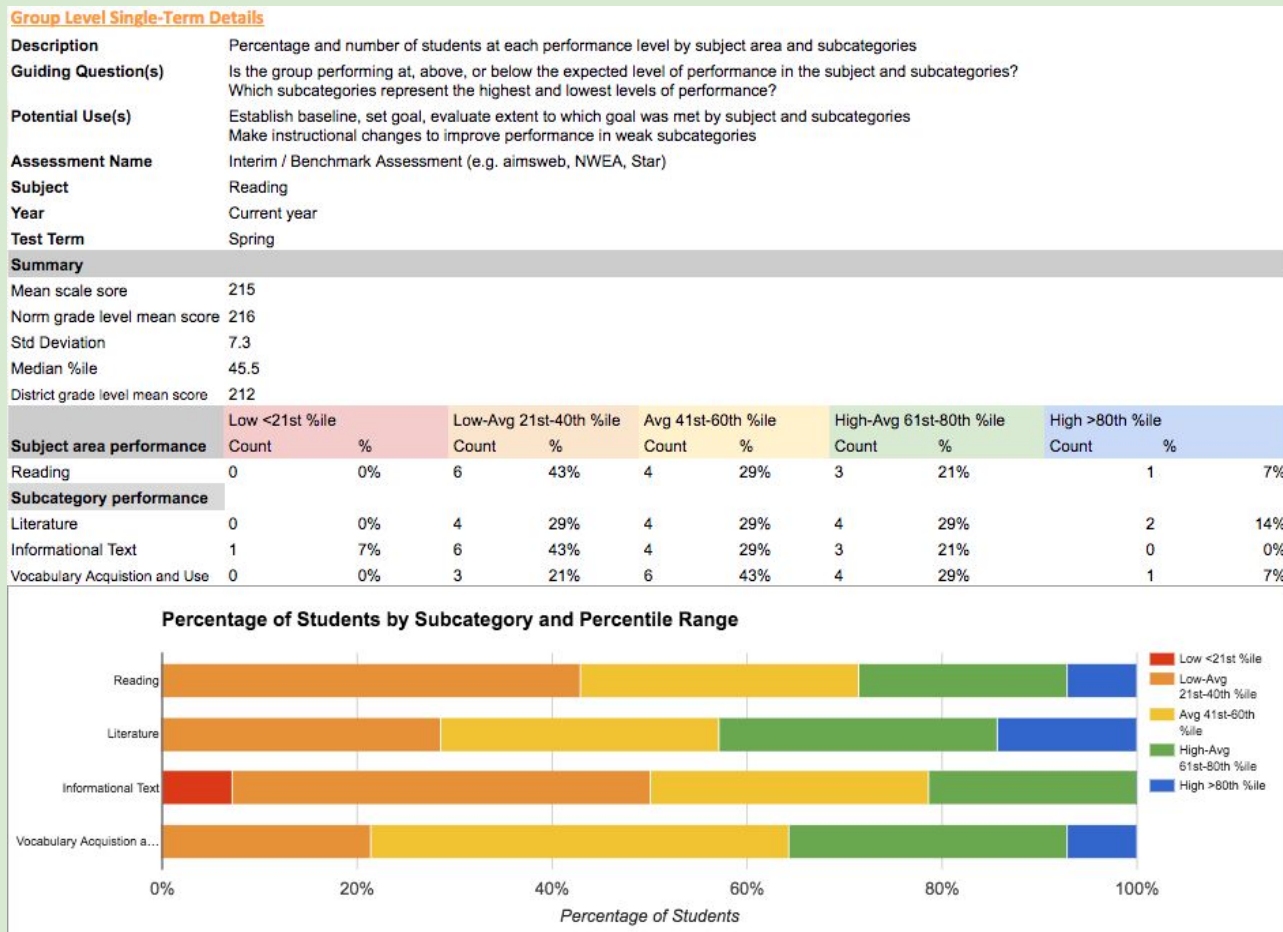
Standard: S.4.C Aligned Analysis

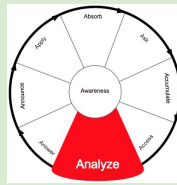
*See image of report on next slide



Activity - 12.3A.09 (Image of Report)

Link to image of report: <https://goo.gl/fFTCCy>





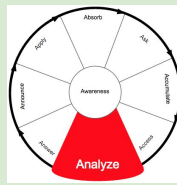
Activity - 12.3A.10

Calculate the percentage of your students achieving average or above in the area of Informational Text.

- 50%
- 57%
- 100%
- 29%

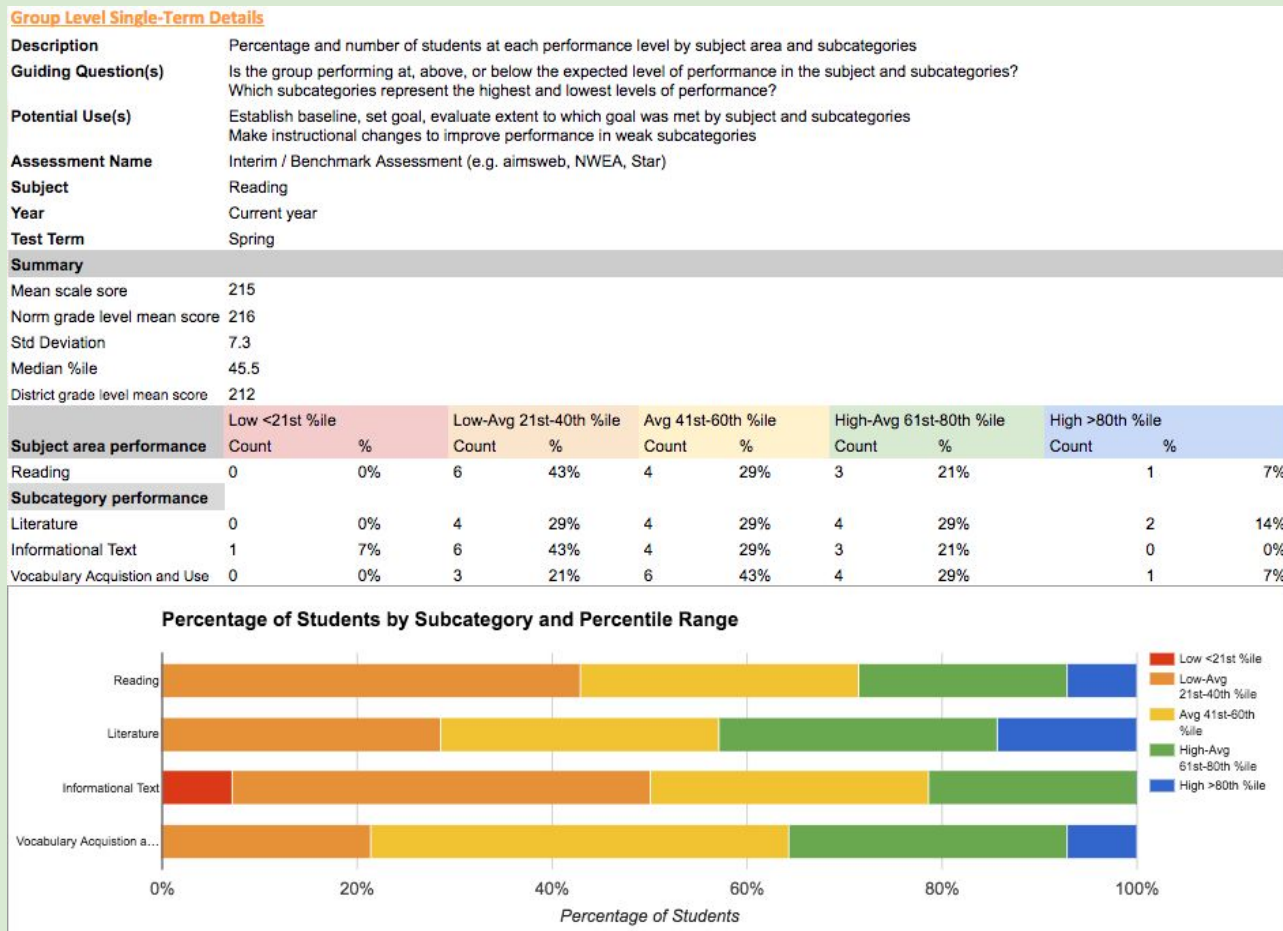
Standard: S.4.C Aligned Analysis

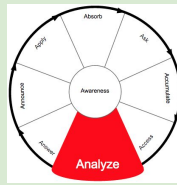
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Activity - 12.3A.10 (Image of Report)

Link to image of report: <https://goo.gl/fFTCCy>





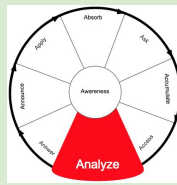
Activity - 12.3A.11

Calculate the percentage of your students achieving average or above in the area of Vocabulary Acquisition and Use.

- 57%
- 79%
- 43%
- 21%

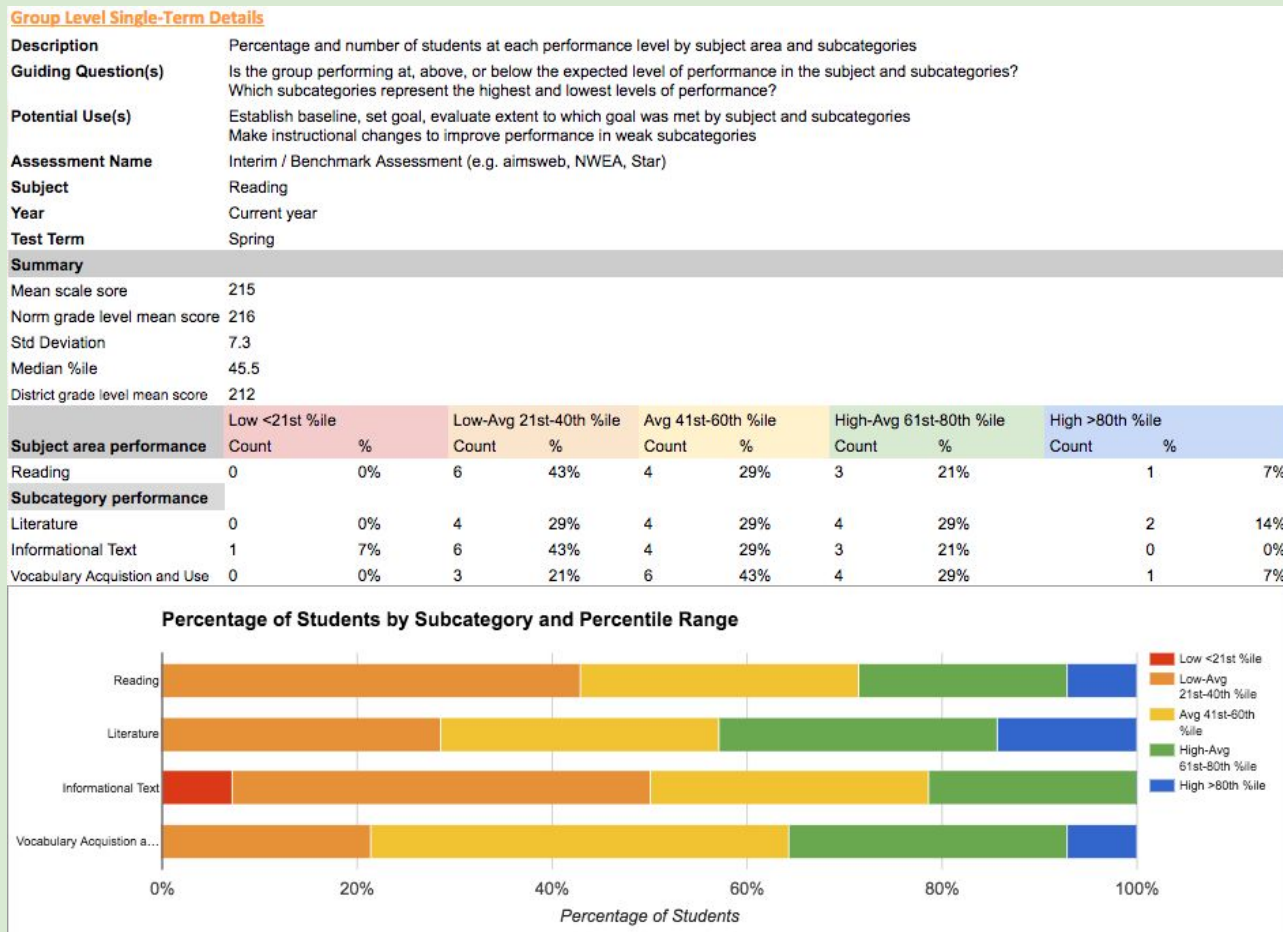
Standard: S.4.C Aligned Analysis

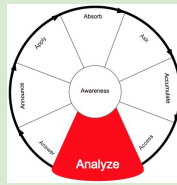
*See image of report on next slide



Activity - 12.3A.11 (Image of Report)

Link to image of report: <https://goo.gl/fFTCCy>





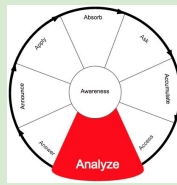
Activity - 12.3A.12

Identify the subcategory with the highest percentage of students achieving average or above.

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

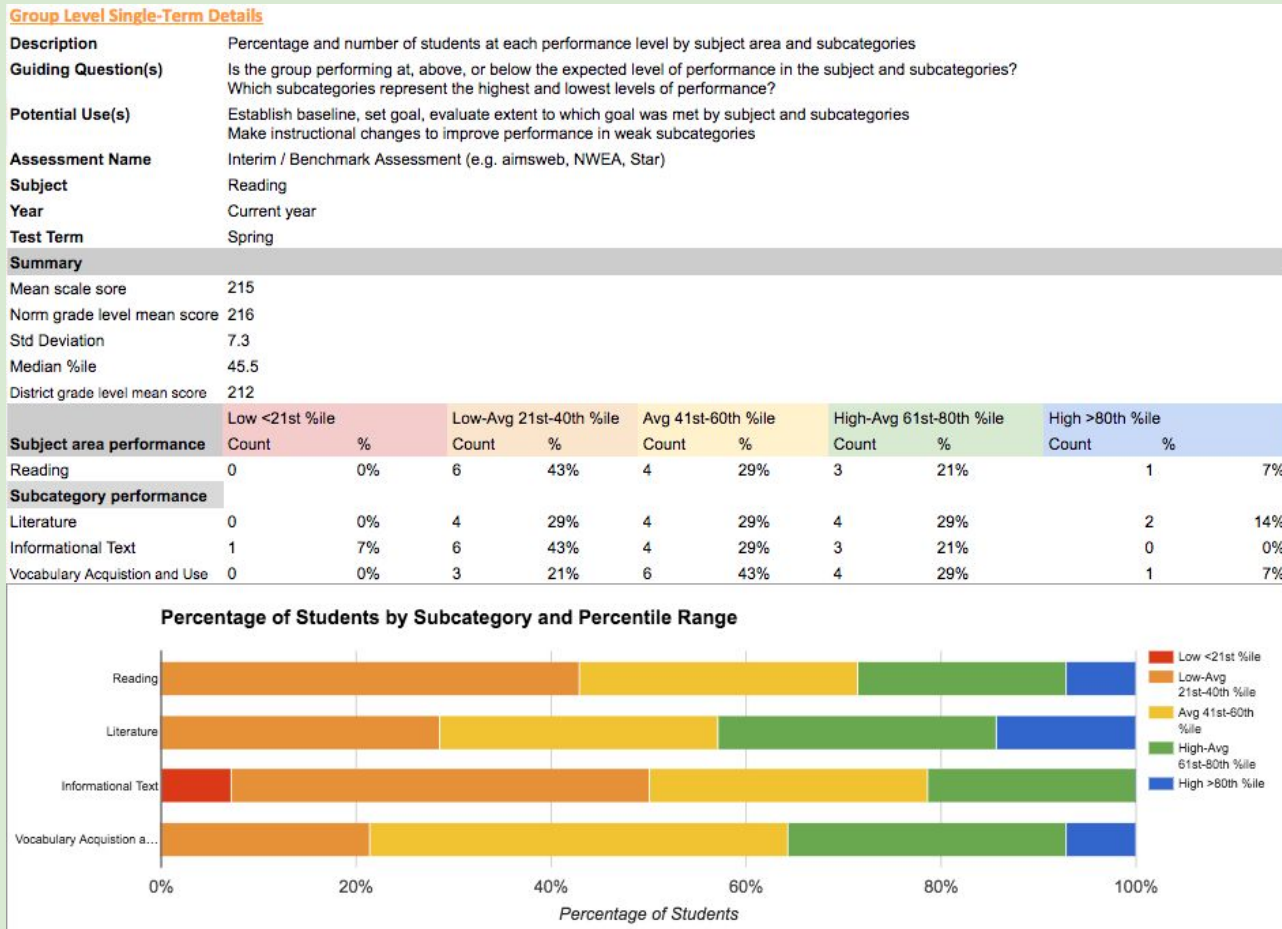
Standard: S.4.C Aligned Analysis

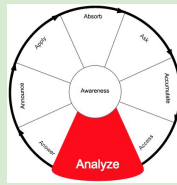
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Activity - 12.3A.12 (Image of Report)

Link to image of report: <https://goo.gl/fFTCCy>





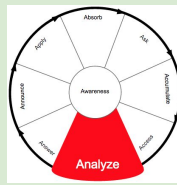
Activity - 12.3A.13

Identify the subcategory with the lowest percentage of students achieving average or above.

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

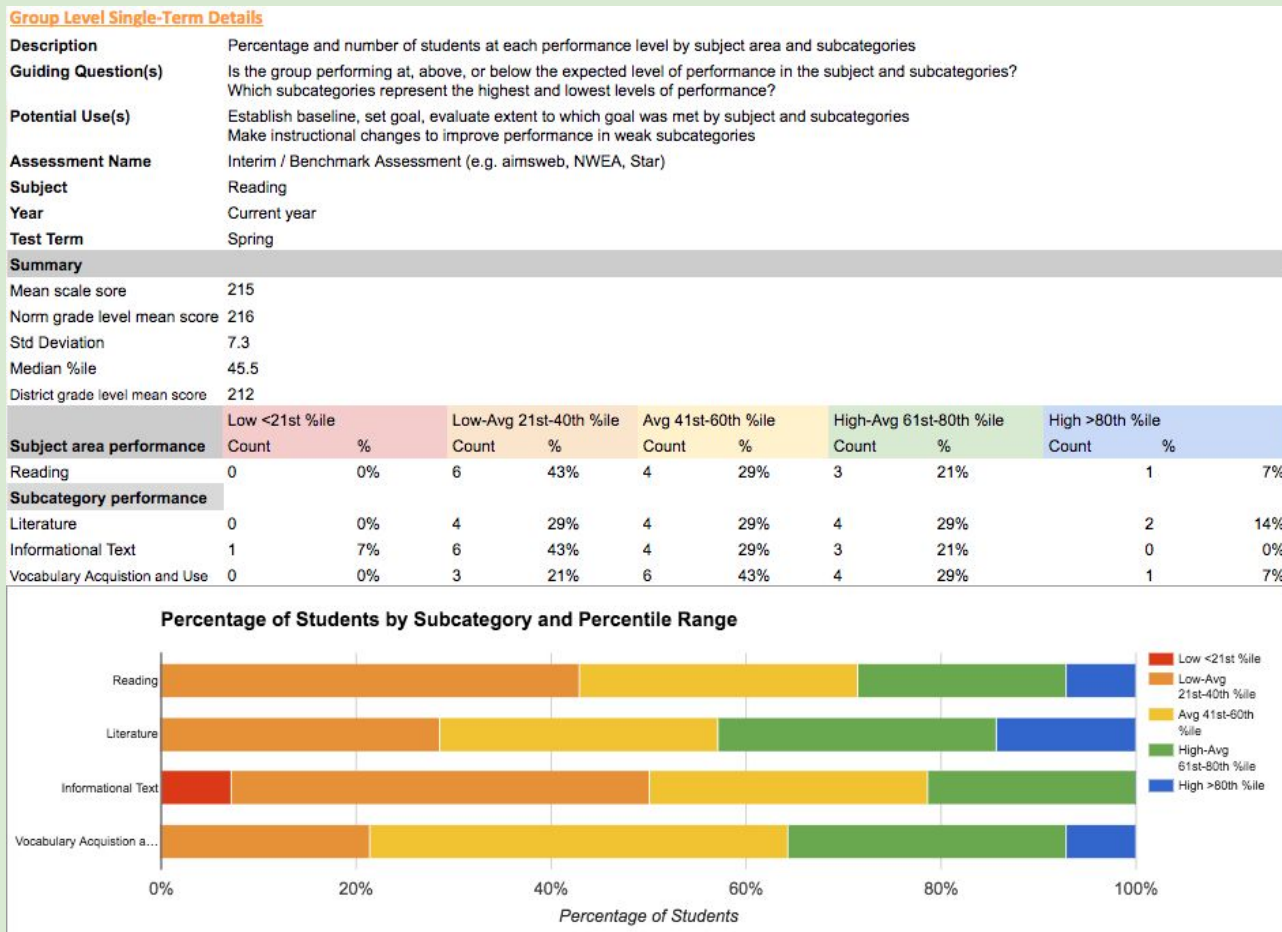
Standard: S.4.C Aligned Analysis

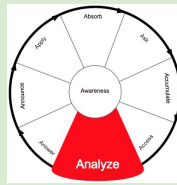
*See image of report on next slide



Activity - 12.3A.13 (Image of Report)

Link to image of report: <https://goo.gl/fFTCCy>





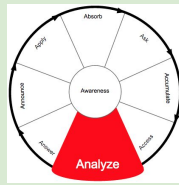
Activity - 12.3A.14

Your middle-of-year action plan included two focus areas: “Vocabulary Acquisition and Use” and “Literature.” The percentage of average or above students in the spring is _____ the percentage of average or above students in the winter in the first focus area identified in the middle-of-year action plan (i.e., vocabulary acquisition and use)?

- equal to
- 6 percentage points below
- 7 percentage points above
- 29 percentage points above

Standard: S.4.C Aligned Analysis

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%	Lit: 72% Inform txt: 50% Vocab/Acqu: 79%
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.	



Activity - 12.3A.15

The percentage of average or above students in the spring is _____ the percentage of average or above students in the winter in the second focus area identified in the middle-of-year action plan (i.e., literature)?

- equal to
- 30 percentage points above
- 22 percentage points above
- 7 percentage points below

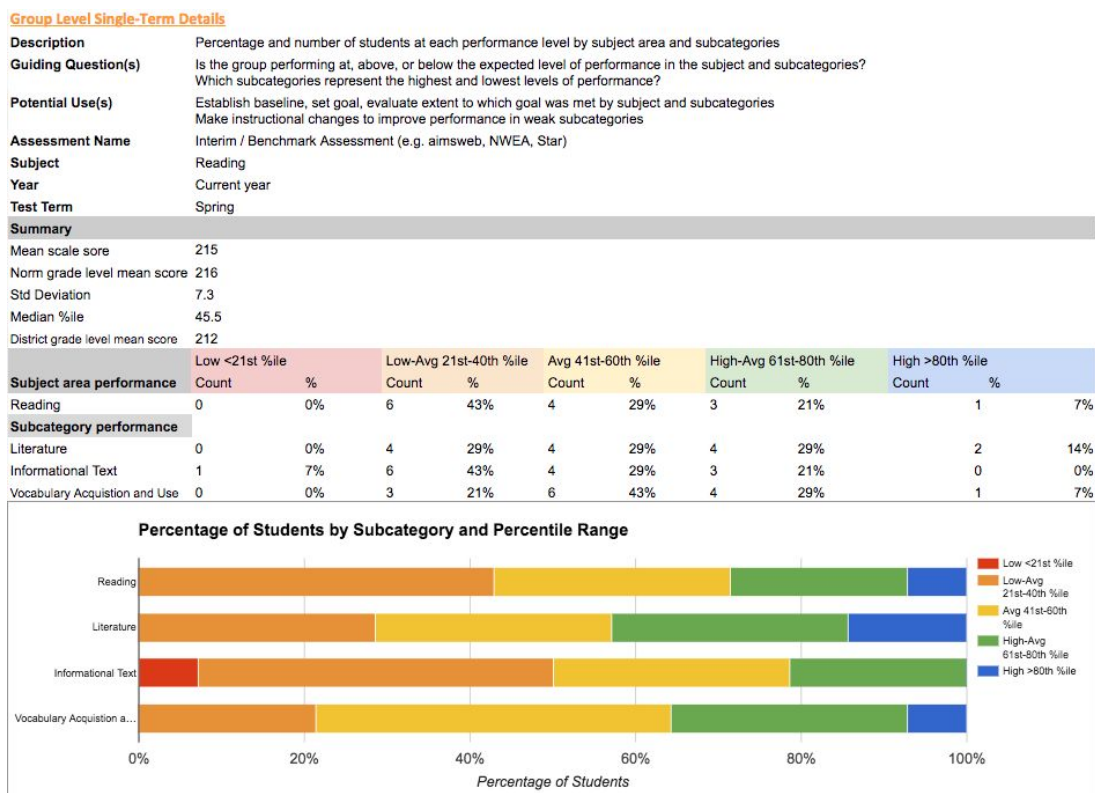
Standard: S.4.C Aligned Analysis

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%	Lit: 72% Inform txt: 50% Vocab/Acqu: 79%
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

Analyzing the “Group Level Multi-Term Growth” report will help you respond to questions regarding 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.

Link to image of report: <https://goo.gl/fFTCCy>

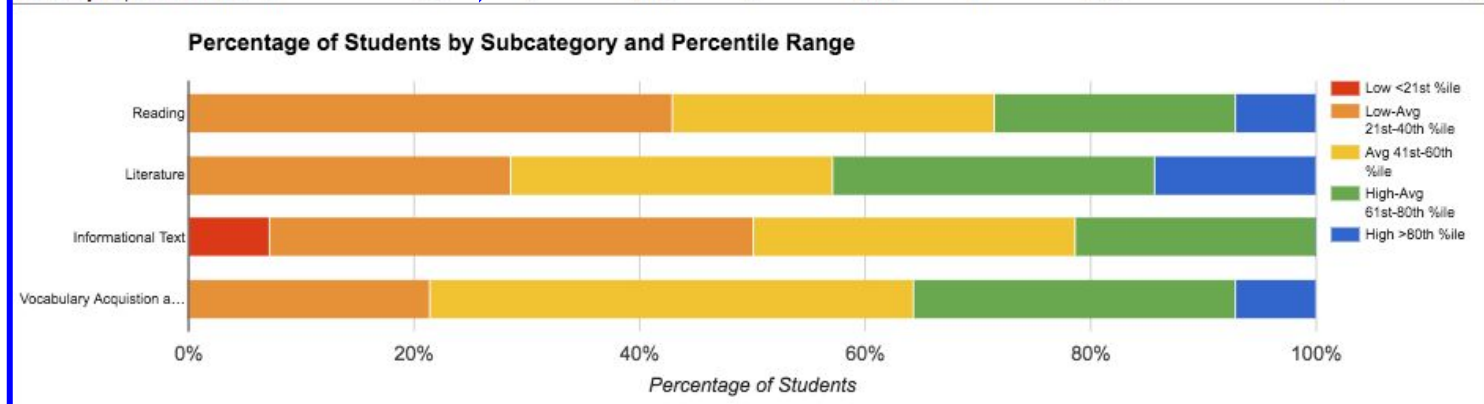


Tutorial

Given the scope of your questions, direct your attention toward the chart titled, “Percentage of Students by Subcategory and Percentile Range” and the corresponding chart. You will be able to use this section of the report to calculate the highest and lowest levels of performance within the subject of reading.

Summary	
Mean scale score	215
Norm grade level mean score	216
Std Deviation	7.3
Median %ile	45.5
District grade level mean score	212

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%	6	43%	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%



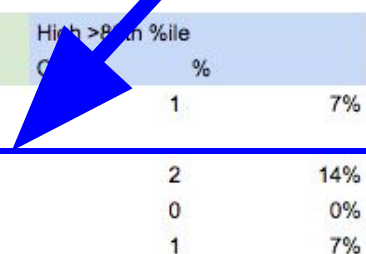
Tutorial

Calculate the percentage of students achieving average or above in each subcategory (i.e., Literature, Informational Text, and Vocabulary Acquisition and Use) by adding the respective percentages in the Avg 41st-60th %ile, High-Avg 61st-80th %ile, and High >80th %ile columns.

- The percentage of students achieving average or above in “Literature” is 29% + 29% + 14% = 72%
- The percentage of students achieving average or above in “Informational Text” is 29% + 21% + 0% = 50%
- The percentage of students achieving average or above in “Vocabulary Acquisition and Use” use is 43% + 29% + 7% = 79%

The highest percentage of students achieving average or above, 79%, represents the subcategory of “Vocabulary Acquisition and Use.” The lowest percentage of students achieving average or above, 50%, represents the subcategory of “Informational Text.”

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%

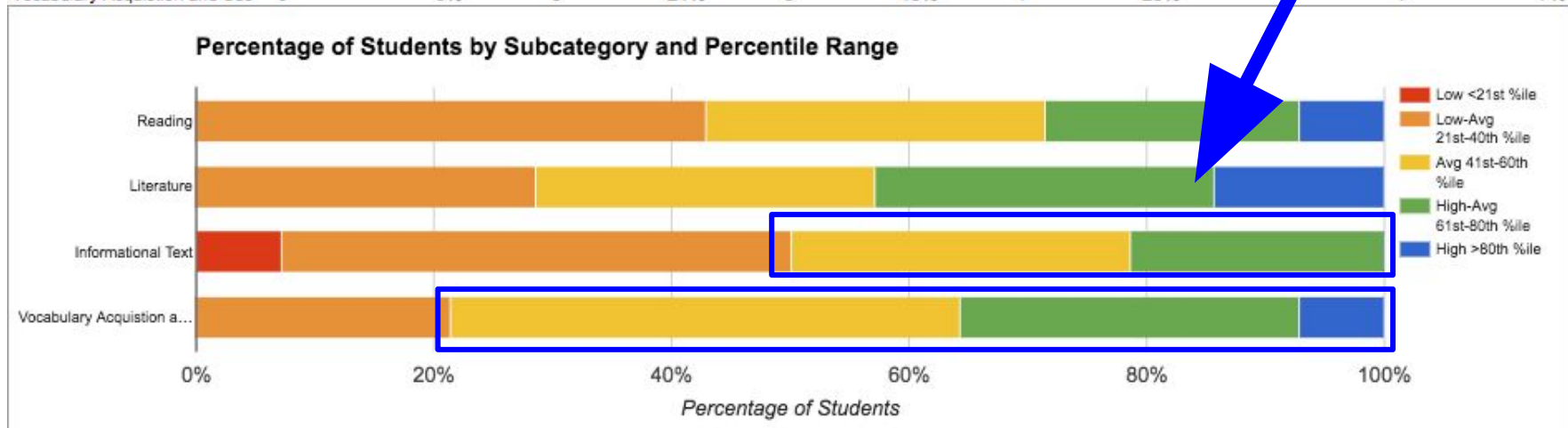


Tutorial



You may also identify the highest and lowest subcategory through visual analysis of the bar chart. The length of each colored section represents the percentage of students performing in that category.

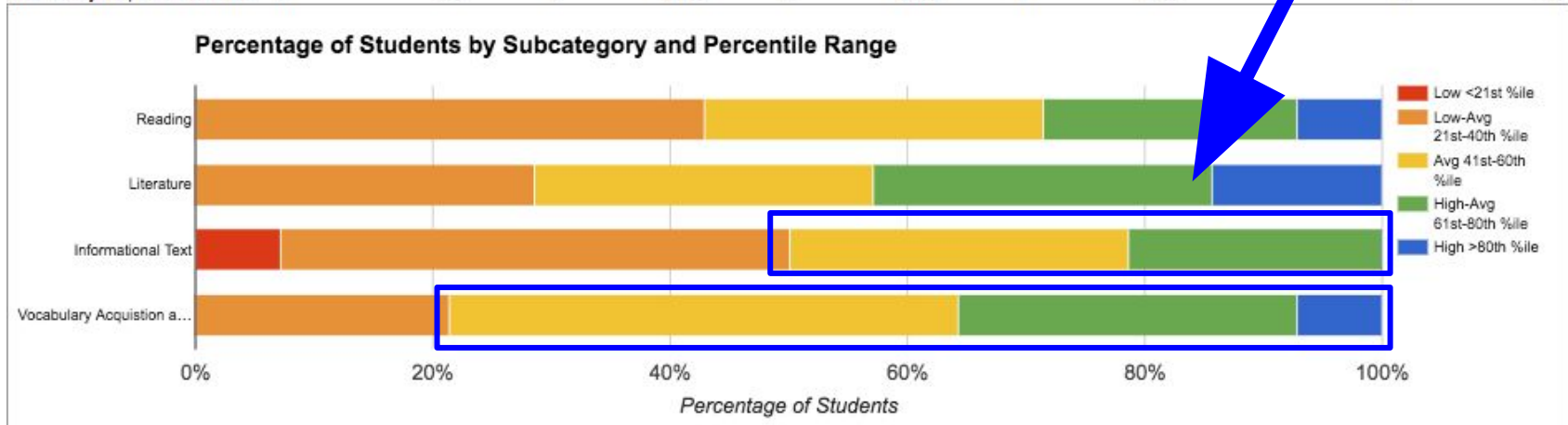
Subject area performance	Low <21st %ile		Low-Avg 21st-40th %ile		Avg 41st-60th %ile		High-Avg 61st-80th %ile		High >80th %ile	
	Count	%	Count	%	Count	%	Count	%	Count	%
Reading	0	0%	6	43%	4	29%	3	21%	1	7%
Subcategory performance										
Literature	0	0%	4	29%	4	29%	4	29%	2	14%
Informational Text	1	7%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



Tutorial

The subcategory with the longest combined sections of yellow, green and blue represents the highest percentage of students achieving average or above. The subcategory with the shortest combined sections of yellow, green, and blue represents the lowest percentage of students achieving average or above. As you can see, Informational Text is the lowest percentage subcategory and Vocabulary Acquisition and Use is the highest percentage subcategory.

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 reading subcategories and their respective percentages of students achieving average or above have been added to the organizer as end-of-year values in the supporting evidence section.

Goal Setting, Monitoring, and Evaluating Organizer

Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: 212 Expected: 212	Actual: 215 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: 85% 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%	Lit: 72% Inform txt: 50% Vocab/Acqu: 79%
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

Analyzing data that have already been entered into the “Goal Setting, Monitoring, and Evaluating” organizer will help you respond to the question regarding the extent to which the percentage of average or above students in the spring is above or below the percentage of average or above students in the winter in the focus area identified in the beginning of year action plan. As you may recall, in your middle-of-year action, you indicated you would continue doing what you had been doing in the area “Vocabulary Acquisition and Use” and also begin focusing more on the area of “Literature.”


Tutorial

First, let's compare the end-of-year percentage of students achieving average or above in the area of Vocabulary Acquisition and Use with the middle-of-year percentage

- Step 1: Identify the end-of-year percentage of students achieving average or above in the area of Vocabulary Acquisition and Use, 79%
- Step 2: Identify the middle-of-year percentage of students achieving average or above in the area of Vocabulary Acquisition and Use, 85%
- Step 3: Subtract the middle-of-year percentage from the end-of-year percentage (79% - 85% = -6%)

The end-of-year percentage of students achieving average or above in Vocabulary Acquisition and Use is 6 percentage points below the middle-of-year percentage.

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%	Lit: 72% Inform txt: 50% Vocab/Acqu: 79%
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

Now, compare the end-of-year percentage of students achieving average or above in the area of Literature with the middle-of-year percentage

- Step 1: Identify the end-of-year percentage of students achieving average or above in the area of Literature, 72%
- Step 2: Identify the middle-of-year percentage of students achieving average or above in the area of Literature, 42%
- Step 3: Subtract the middle-of-year percentage from the end-of-year percentage (72% - 42% = 30%)

The end-of-year percentage of students achieving average or above in Literature is 30 percentage points below the middle-of-year percentage.

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%	Lit: 72% Inform txt: 50% Vocab/Acqu: 79%
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	



Activity Conclusion

Excellent work! The reading subcategories and their respective percentages of students achieving average or above have been added to the organizer as end-of-year values in the supporting evidence section. You identified the highest and lowest performing subcategories, as well as compared the end-of-year percentage of students achieving average or above with the middle-of-year percentage in the areas of Vocabulary Acquisition and Use and Literature.

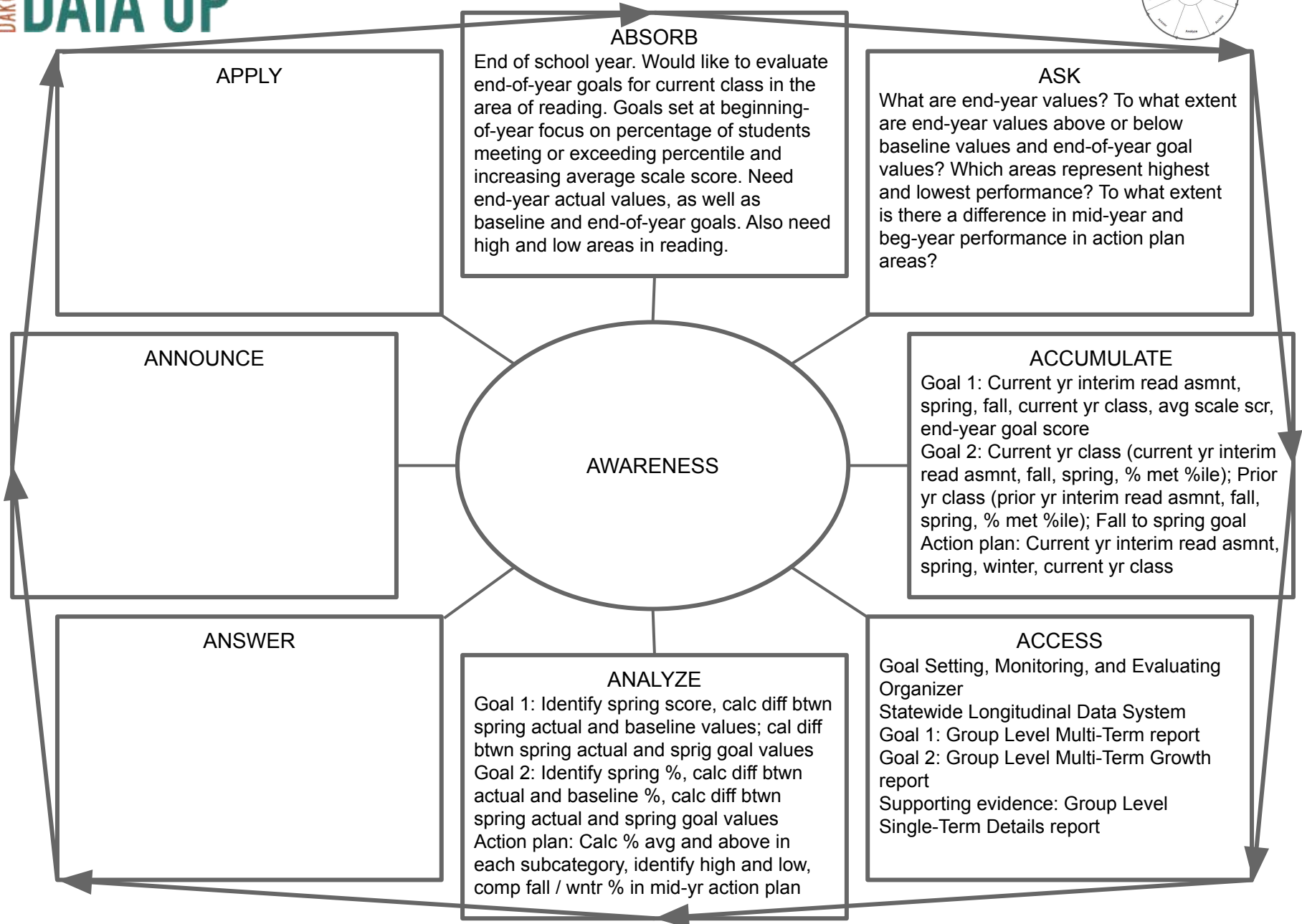
Goal Setting, Monitoring, and Evaluating Organizer

Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
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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					
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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%	Lit: 72% Inform txt: 50% Vocab/Acqu: 79%
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A+ Inquiry Framework

The Analyze 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

Goal 1: Identify spring score, calc diff btwn spring actual and baseline values; cal diff btwn spring actual and sprig goal values
 Goal 2: Identify spring %, calc diff btwn actual and baseline %, calc diff btwn spring actual and spring goal values
 Action plan: Calc % avg and above in each subcategory, identify high and low, comp fall / wntr % in mid-yr action plan

ANSWER

ANNOUNCE

APPLY

AWARENESS

Activity Answers

12.03A.01	Group Mean Score and Scores by Percentile by Test Term
12.03A.02	215
12.03A.03	six points above
12.03A.04	equal to
12.03A.05	Percentage of Students Increasing, Maintaining, and Decreasing Percentile by Term-to-Term Period
12.03A.06	85
12.03A.07	25 percentage points above
12.03A.08	5 percentage points above
12.03A.09	72%
12.03A.10	50%
12.03A.11	79%
12.03A.12	Vocabulary Acquisition and Use
12.03A.13	Informational Text
12.03A.14	6 percentage points below
12.03A.15	30 percentage points above

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my skill in analyzing data to identify end-of-period values relevant to classroom-level goal evaluating				
This module part increased my skill in analyzing data to compare end-of-period actual values with baseline values relevant to classroom-level goal evaluating				
This module part increased my skill in analyzing data to compare end-of-period actual values with end-of-year goal values relevant to classroom-level goal evaluating				
This module part increased my skill in analyzing data to identify highest and lowest areas of performance relevant to classroom-level goal evaluating				
This module part increased my skill in analyzing data to compare the change in values in the action plan focus areas relevant to classroom-level goal evaluating				

Well Done

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