Develop Your Data Mindset

Module 12 - Classroom Level Goal Evaluating
Part 3B - Answer

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Learning Goals

- Answer questions posed in the Ask stage based on analysis findings
- Identify limitations and implications of analysis findings

SLDS Data Use Standards

- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data

- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence

- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

Answer Stage

Ryan:

Now it's time to enter the Answer stage where you confirm that data analysis revealed answers to your questions and begin to identify limitations and implications of the answers.
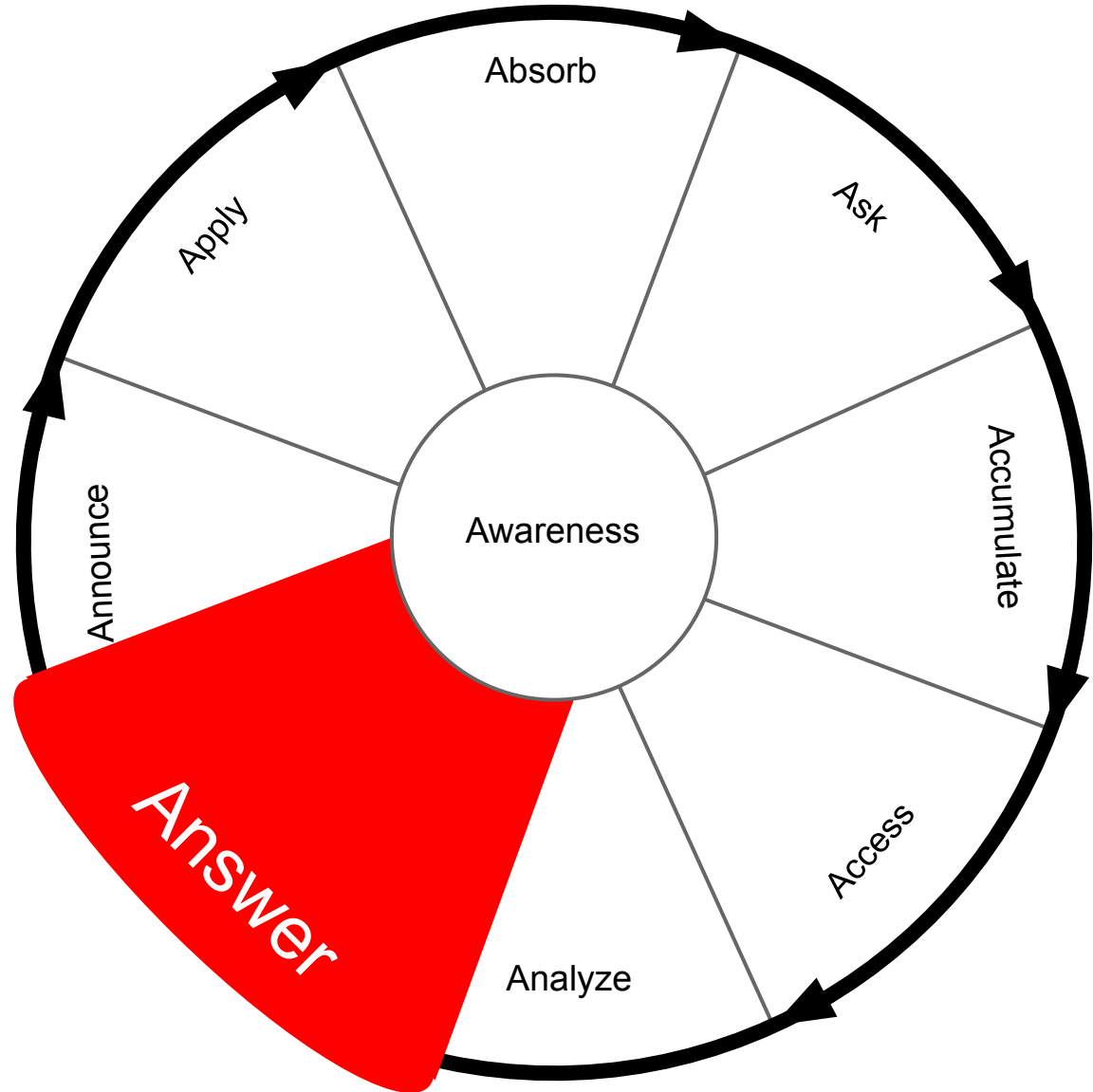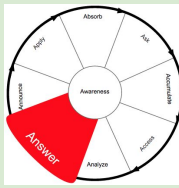
Activity - 12.3B.01

Select the answer to your first question relevant to the first goal you are evaluating, "What is the average scale score of my class on this year's spring interim reading assessment?"

- 215
- 212
- 213
- 85%

Standard: S.5.C Patterns
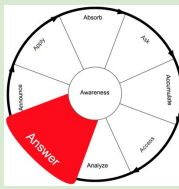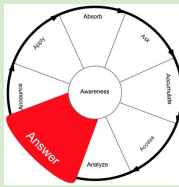
*See image next slide

Activity - 12.3B.01 (Image of 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): ...			**Action plan (middle of year):**		

Answer

Select the answer to your second question relevant to the first goal you are evaluating, "To what extent is the spring assessment average scale score above or below the fall average score?"

<mark>The spring average scale score is 6 points above the fall average scale score</mark>
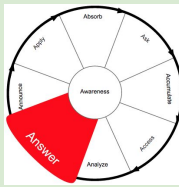The spring average scale score is the same as the fall average scale score
The spring average scale score is 3 points above the fall average scale score
The spring average scale score is 2 points below the fall average scale score
Standard: S.5.C Patterns

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
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	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): ...				**Action plan (middle of year):**	

Answer

Select the answer to your third question relevant to the first goal you are evaluating, "To what extent is the spring assessment average scale score above or below the end of year goal score?"

<mark>The spring average scale score is the same as the end-of-year goal scale score</mark>
The spring average scale score is 2 points above the end-of-year goal scale score
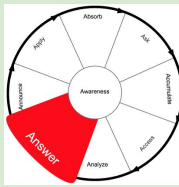The spring average scale score is 6 points above the end-of-year goal scale score
The spring average scale score is 1 point above the end-of-year goal scale score

Standard: S.5.C Patterns

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): ...				**Action plan (middle of year):**	

Answer

Select the answer to your first question relevant to the second goal you are evaluating, "What percentage of students in my current year's class met or exceeded their fall percentile in the spring?"
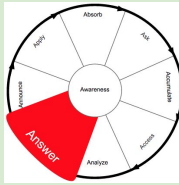
<mark>85%</mark>
46%
60%
80%

Standard: S.5.C Patterns

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): ...				Action plan (middle of year):	

Answer

Select the answer to your second question relevant to the second goal you are evaluating, "To what extent is the actual percentage of students meeting or exceeding their fall percentile in the spring above or below the baseline percentage?"

The % of students meeting or exceeding their fall percentile in the spring is 25 percentage points above the baseline %

The % of students meeting or exceeding their fall percentile in the spring is the same as the baseline %
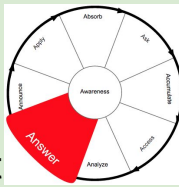
The % of students meeting or exceeding their fall percentile in the spring is 5 percentage points above the baseline %

The % of students meeting or exceeding their fall percentile in the spring is 39 percentage points above the baseline %

Standard: S.5.C Patterns

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
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	Where to access	**Baseline**	**Beginning of year**	**Middle of year**	**End of year**
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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): ...			Action plan (middle of year):		

Answer

Select the answer to your third question relevant to the second goal you are evaluating, "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?"

The % of students meeting or exceeding their fall percentile in the spring is 25 percentage points above the goal %

The % of students meeting or exceeding their fall percentile in the spring is the same as the goal %
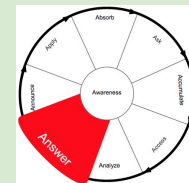
The % of students meeting or exceeding their fall percentile in the spring is 5 percentage points above the goal %

The % of students meeting or exceeding their fall percentile in the spring is 39 percentage points above the goal %

Standard: S.5.C Patterns

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					
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	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): ...			**Action plan (middle of year):**		

Answer

Select the answer to your first question regarding evidence relevant to your action plan, "What is the lowest end-of-year level of performance in the area of reading?"

    Literature
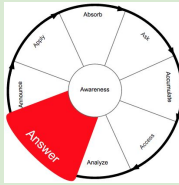   <mark>Informational Text</mark>
    Vocabulary Acquisition and Use
    Reading
Standard: S.5.C Patterns

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): ...				**Action plan (middle of year):**	

Answer

Select the answer to your second question regarding evidence relevant to your action plan, "What is the highest end-of-year level of performance in the area of reading?"
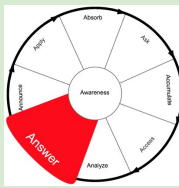
Literature
Informational Text
<mark>Vocabulary Acquisition and Use</mark>
Reading
Standard: S.5.C Patterns

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): ...				Action plan (middle of year):	

Answer

Your third question regarding evidence relevant to your action plan is posed twice: once for the first focus area in your middle-of-year action plan and once for the second focus area in your middle-of-year action plan. Select the answer to the following question in terms of the <u>first focus</u> area of your action plan **(i.e. Vocabulary Acquisition and Use)**:

"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?"

<mark>The spring % of students is 6 percentage points below the winter % of students in vocabulary acquisition and use</mark>

The spring % of students in literature is 29 percentage points above the winter percentage of students in the area of vocabulary acquisition and use

The spring % of students is the same as the winter % of students in the area of vocabulary acquisition and use
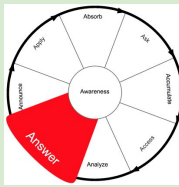
The spring % of students is 17 percentage points above the winter % of students in the area of vocabulary acquisition and use

Standard: S.5.C Patterns

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.	

Answer

Your third question relevant to supporting evidence for your action plan is posed twice: once for the first focus area in your middle-of-year action plan and once for the second focus area in your middle-of-year action plan. Select the answer to the following question in terms of the <u>second</u> focus area of your action plan **(i.e. Literature)**: "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?"

<mark>The spring % of students is 30 percentage points above the winter % of students in literature</mark>

The spring % of students in literature is 22 percentage points above the winter percentage of students in the area of literature

The spring % of students is the same as the winter % of students in the area of vocabulary acquisition and use
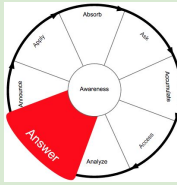
The spring % of students is 7 percentage points above the winter % of students in the area of literature

Standard: S.5.C Patterns

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.	

Answer

My data analysis findings serve as evidence that:

<mark>I achieved both of my end-of-year goals and that my middle-of-year action plan may have had a positive impact on my class in the area of literature</mark>

I did not achieve the goals I set and that my middle-of-year action plan did not have a positive impact on my class in the area of literature
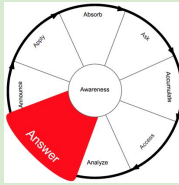
my students do not receive adequate instructional support at home and they do not spend enough time doing homework

my students know exactly what they should do in order to be successful the following year

Standard: S.5.C Patterns

Answer

What are potential limitations of the data analysis findings?

<mark>The end-of-year values represent small group sizes; the baseline percentage of students meeting or exceeding their fall percentile represents a different group of students than the students in my current class; specific factors that caused the change in performance levels are unknown</mark>

The end-of-year value relevant to the second goal represents a percentage of students while the end-of-year value relevant to the first goal represents a scale score

The end-of-year value relevant to the second goal is 3 points higher than the middle-of-year value relevant to the same goal; the end of year expected value relevant to the second goal is different than the actual value

Data analysis focused on multiple metrics; the subcategory percentages were not the same; there were baseline and end-of-year goal values established for each goal

Standard: K.3.B Data Limitations

Answer
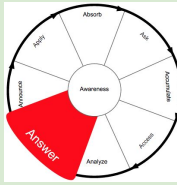
What are potential implications of the analysis findings?

Implement goal setting, monitoring, and evaluating the following year; implement similar instructional strategies the following year and make adjustments based on identified weaknesses; teachers of the subsequent grade level implement strategies to address the current weakest areas at the beginning of the following year.

Place students in tiers and begin progress monitoring for the remainder of the year; administer as many quizzes and tests as possible throughout the rest of the year.

Identify and implement research-based interventions for select students in my class

Change the baseline values, expected values, and goal values to make sure they match the actual values achieved by my students.

Standard: S.7.A Strategies

If 100% or higher, allow forward arrow to go to slide 89
If less than an 100%, then they go to slide 88.

This slide does not go into the final.

Tutorial

Ryan Kelly sunburned holding sunscreen: What an overachiever! You did it! I bet you even interpreted the directions on your waterproof sunscreen on Spring Break and reapplied it every 40 minutes. Maybe I should have gone with YOU. I cannot wait to see what you are doing in your classroom with this knowledge since you know how to interpret the answers to the questions you posed in the Ask phase!

Tutorial

Ryan Kelly holding sunscreen: Hold on. Just like you needed to reapply sunblock occasionally while at the beach on Spring Break, it appears you may need to reapply some practice on how to interpret your answers to the questions you posed in the Ask stage. Let's take a deeper look!

Go to slide 86.

Tutorial

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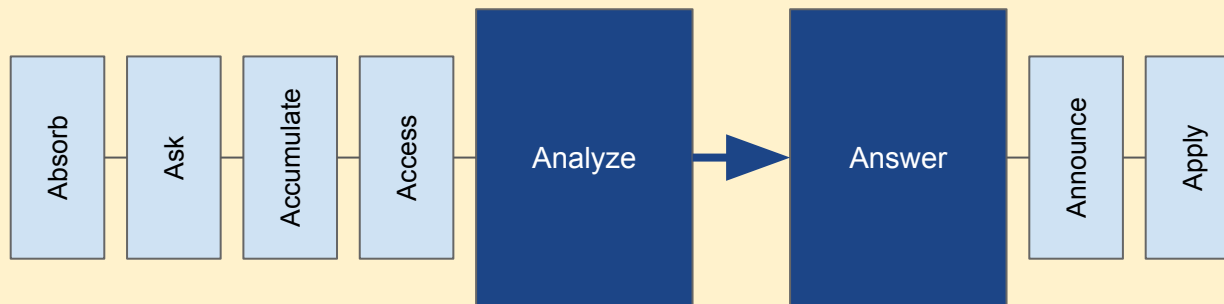
Tutorial

Your first question relevant to evaluating a scale score increase states, "What is the average scale score of my class on this year's spring interim reading assessment?"

The answer to this question, 215, appears as the end-of-year actual value in the Goal 1 section

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

Your second question relevant to a scale score increase states, "To what extent is the spring assessment average scale score above or below the fall average score?"

The answer to this question is that the spring average score is 6 points above the fall average score (i.e., the baseline value). Remember, the baseline value relevant to this goal is the same as the fall average score (i.e., the beginning of the year value). This answer stems from your analysis when you subtracted the baseline value from the actual end-of-year value to calculate a difference of 6 points.

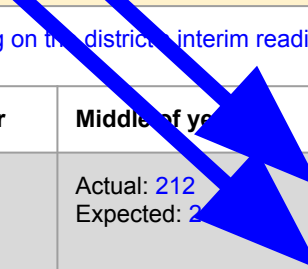| Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level 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

Your third question relevant to a scale score increase states, "To what extent is the spring assessment average scale score above or below the end-of-year goal score?"

The answer to this question is that the spring average score is the same as the end-of-year goal score. This answer stems from your analysis when you subtracted the revised end-of-year goal value from the actual end-of-year value to calculate a difference of 0 points.

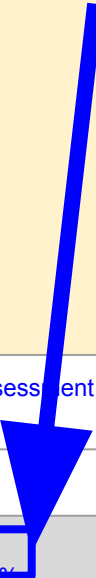| Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district interim reading assessment					
	Where to access	**Baseline**	**Beginning of year**	**Middle of year**	**End of year**
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: 212 Expected: 2	Actual: 215 Expected: 213 Original Goal: 215 Revised Goal: 215

Tutorial

Your first question relevant to a percentage of students meeting or exceeding their percentile states, "What percentage of students in my current year's class met or exceeded their fall percentile in the spring?"

The answer to this question, 85%, appears as the end-of-year actual value in the Goal 2 section
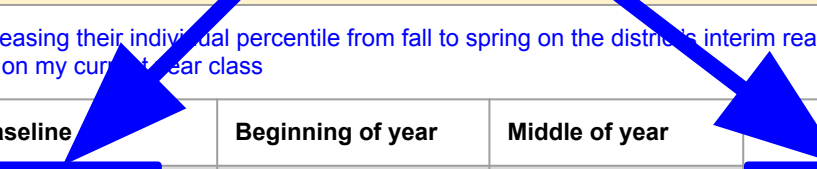
Goal 2: The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district's interim reading assessment will increase from 60% based on my prior year class to 80% based on my current year class					
	Where to access	**Baseline**	**Beginning 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: 80% Original Goal: 80% Revised Goal: 80%

Tutorial

Your second question relevant to a percentage of students meeting or exceeding their percentile states, "To what extent is the actual percentage of students meeting or exceeding their fall percentile in the spring above or below the baseline percentage?"

The answer to this question is that the percentage of students actually meeting or exceeding their fall percentile in the spring is 25 percentage points above the baseline value. This answer stems from your analysis when you subtracted the baseline value from the end-of-year actual value to calculate the difference.
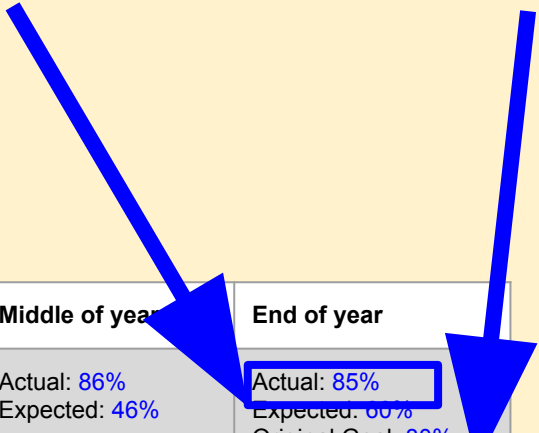
Goal 2: The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district's interim reading assessment will increase from 60% based on my prior year class to 80% based on my current year class					
	Where to access	**Baseline**	**Beginning 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

Your third question relevant to a percentage of students meeting or exceeding their percentile states, "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?"

The answer to this question is that the actual percentage of students meeting or exceeding their fall percentile in the spring is 5 percentage points above the end-of-year goal value.This answer stems from your analysis when you subtracted the end-of-year goal value from the actual end-of-year value to calculate the difference.
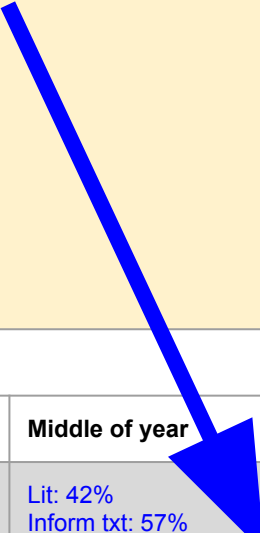
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: 86% Expected: 46%	Actual: 85% Expected: 60% Original Goal: 80% Revised Goal: 80%

Tutorial

Your first question regarding evidence relevant to your action plan states, "Which subcategory represents the highest percentage of students achieving average or above on the current year's spring interim reading assessment?"

The answer to this question, Vocabulary Acquisition and Use (79%), appears as one of the end-of-year values in the Supporting Evidence section.
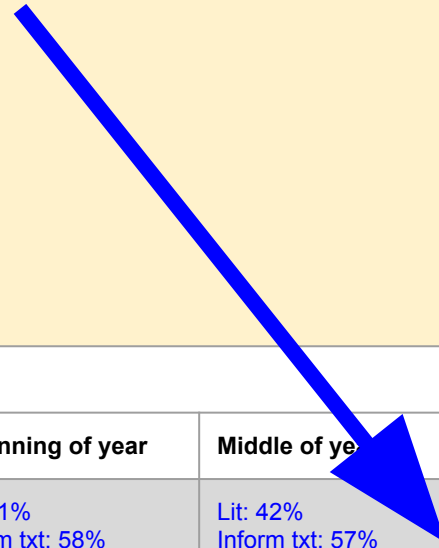
Action Planning				
Supporting Evidence	**Where to access**	**Beginning of year**	**Middle of year**	**End of year**
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report	Lit: 71% Inform txt: 58% Vocab/Acqu: 50%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	Lit: 72% Inform txt: 50% Vocab/Acqu: 79%
Action plan (beginning of year): ...			**Action plan (middle of year):**	

Tutorial

Your second question regarding evidence relevant to your action plan states, "Which subcategory represents the lowest percentage of students achieving average or above on the current year's spring interim reading assessment?"

The answer to this question, Informational Text (50%), appears as one of the end-of-year values in the Supporting Evidence section.
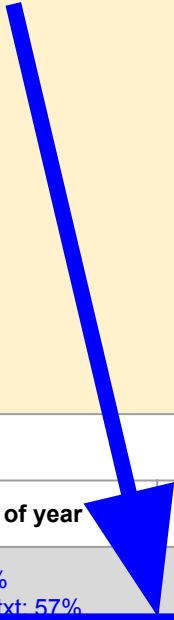
Action Planning				
Supporting Evidence	**Where to access**	**Beginning of year**	**Middle of year**	**End of year**
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report	Lit: 71% Inform txt: 58% Vocab/Acqu: 50%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	Lit: 72% Inform txt: 50% Vocab/Acqu: 79%
Action plan (beginning of year): ...			**Action plan (middle of year):**	

Tutorial

Your third question regarding evidence relevant to your action plan states, "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?"

As you may recall, there are two focus areas of your middle-of-year action plan: "Vocabulary Acquisition and Use" and "Literature." The answer to this question regarding the first focus area is that the the spring percentage (79%) is 6 percentage points below the winter percentage (85%) in the area of Vocabulary Acquisition and Use.
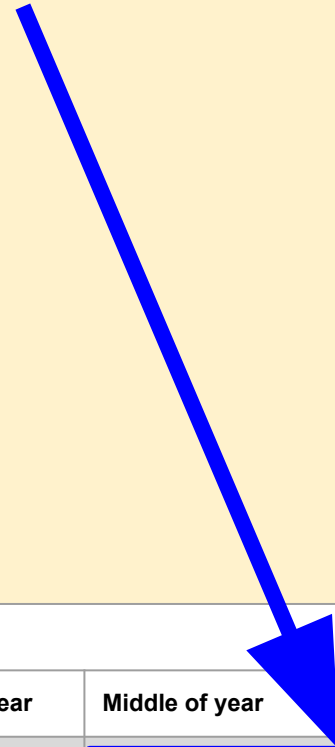
Action Planning				
Supporting Evidence	**Where to access**	**Beginning of year**	**Middle of year**	**End of year**
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report	Lit: 71% Inform txt: 58% Vocab/Acqu: 50%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	Lit: 72% Inform txt: 50% Vocab/Acqu: 79%
Action plan (beginning of year): ...			Action plan (middle of year):	

Tutorial

You pose the third question again, "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?" This time, however, you answer the question relevant to the second focus area of your action plan.

The answer to this question regarding the second focus area is that the the spring percentage (72%) is 30 percentage points above the winter percentage (42%) in the area of Literature.

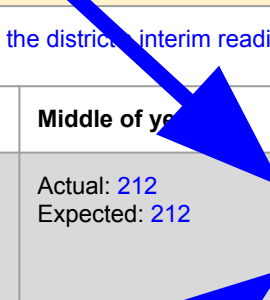| Action Planning				
Supporting Evidence	Where to access	Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report	Lit: 71% Inform txt: 58% Vocab/Acqu: 50%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	Lit: 72% Inform txt: 50% Vocab/Acqu: 79%
Action plan (beginning of year): ...			Action plan (middle of year):	

Tutorial

Data analysis findings revealed evidence that both end-of-year goals were achieved. Furthermore, focusing strategies on the weakest subcategory may have had a positive impact on performance of the weakest subcategories (i.e. "Vocabulary Acquisition and Use" and "Literature"), as well as overall performance in the area of reading.

Tutorial

In terms of the first goal, the actual end-of-year value of 215 is equal to the revised goal value of 215. Therefore, the first goal was achieved.
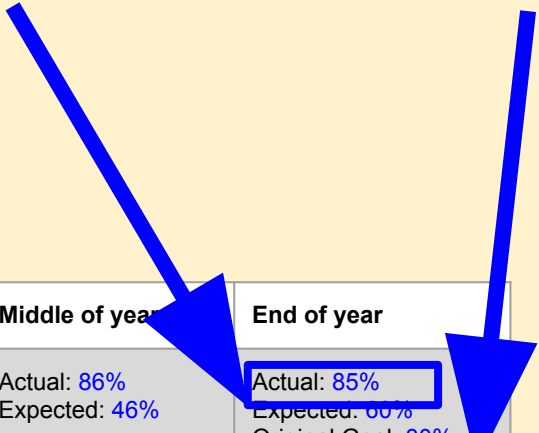
Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district interim reading assessment					
	Where to access	**Baseline**	**Beginning of year**	**Middle of year**	**End of year**
Metric: Average scale score of students in my class	SLDS, 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 terms of the second goal, the actual end-of-year value of 85% is 5 percentage points above the revised goal value of 80%. Therefore, the second goal was achieved.
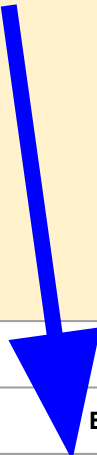
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: 86% Expected: 46%	Actual: 85% Expected: 60% Original Goal: 80% Revised Goal: 80%

Tutorial

In terms of the strategies focused on improving the weakest subcategories, the end-of-year value of 72% in Literature is 30 percentage points above the middle-of-year value of 42%. This is evidence that action plan strategies may have had a positive impact on the area of Literature between the middle of the year and end of the year.

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): ...			**Action plan (middle of year):**	

Tutorial

In terms of the other focus area of the action plan, the end-of-year value of 79% in Vocabulary Acquisition and Use is 6 percentage points below the middle-of-year value of 85%. Although the end-of-year percentage represents a slight decrease, this result is evidence that action plan strategies may have helped maintain performance in this area for the most part.

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): ...			**Action plan (middle of year):**	

Tutorial

As with any set of findings revealed through data analysis, there are limitations in these results. A few limitations of these findings are:
- The end-of-year values represent small group sizes
- The baseline percentage of students meeting or exceeding their fall percentile represents a different group of students than the students in the current class
- Although data analysis findings may serve as evidence that the middle-of-year action strategies plan may have had a positive impact on learning, specific factors that caused the change in performance levels are unknown

Although limitations exist, there are implications that could be applied as decisions and actions in support of improved student learning. Implications include implementing goal setting, monitoring, and evaluating the following year; implementing similar instructional strategies the following year and making adjustments based on identified weaknesses; and teachers of the subsequent grade level implementing strategies to address the current weakest areas at the beginning of the following year.

●Ryan Kelly passing the coconut: If you think you are ready to try again, then select the forward arrow OR if you think you need to review the tutorial again, then select the "Repeat Tutorial" button. Once you arrow forward you will be taken back and given a final opportunity to complete this section. When you finish you can pass the coconut!

●Arrow forward Goes to slide 74.

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

**A+ INQUIRY
GRAPHIC ORGANIZER**

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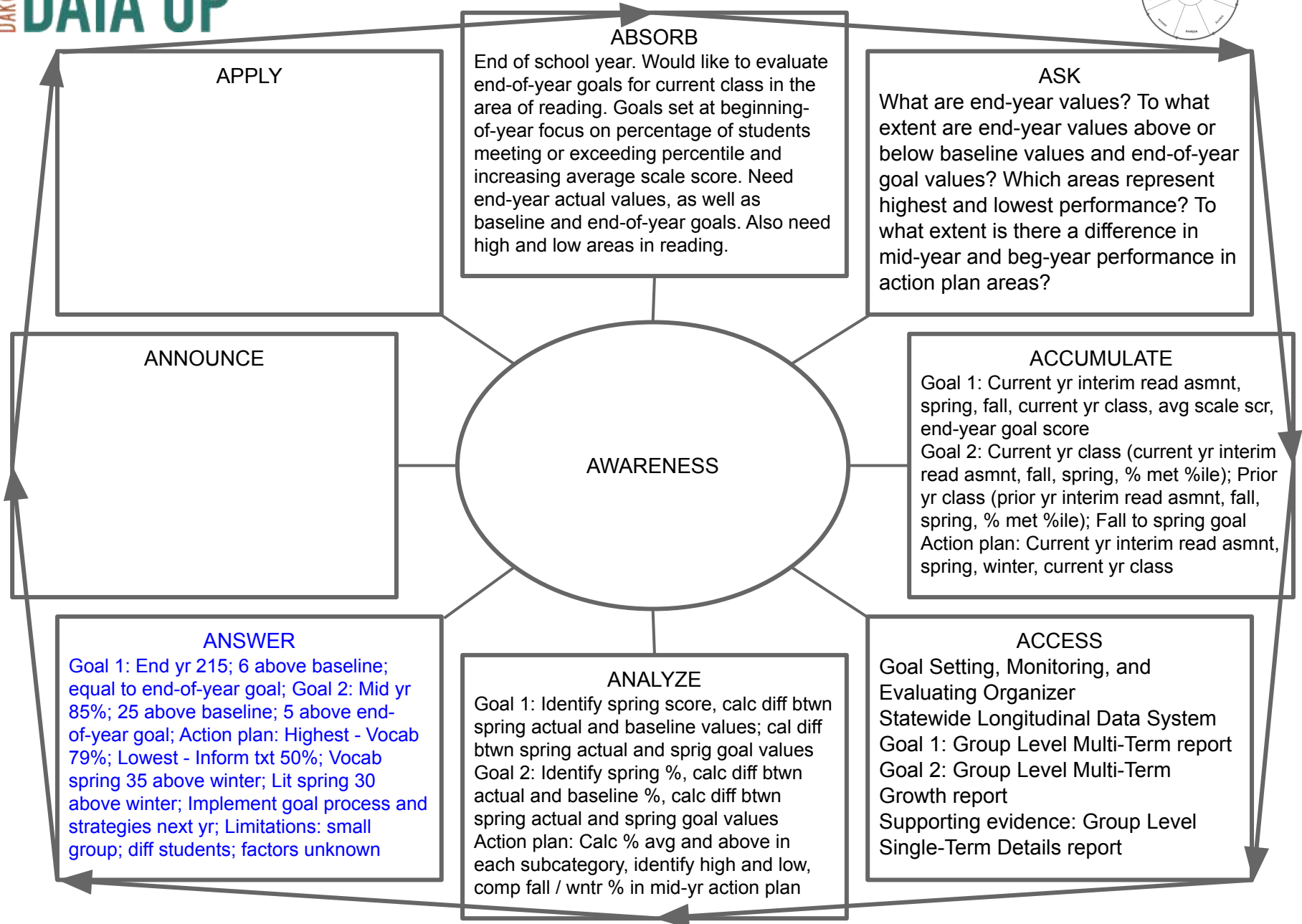
ABSORB
End of school year. Would like to evaluate end-of-year goals for current class in the area of reading. Goals set at beginning-of-year focus on percentage of students meeting or exceeding percentile and increasing average scale score. Need end-year actual values, as well as baseline and end-of-year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

APPLY

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?

ANNOUNCE

AWARENESS

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

ANSWER
Goal 1: End yr 215; 6 above baseline; equal to end-of-year goal; Goal 2: Mid yr 85%; 25 above baseline; 5 above end-of-year goal; Action plan: Highest - Vocab 79%; Lowest - Inform txt 50%; Vocab spring 35 above winter; Lit spring 30 above winter; Implement goal process and strategies next yr; Limitations: small group; diff students; factors unknown

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

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

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.