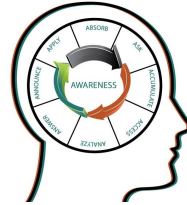


This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



Develop Your Data Mindset

Module 13 - Student Level Goal Evaluation Part 2 - Accumulate & Access

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

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

Learning Goals

- Specify data that are useful in the process of evaluating a student-level goal
- Identify locations where data utilized for evaluating a student-level goal may be retrieved

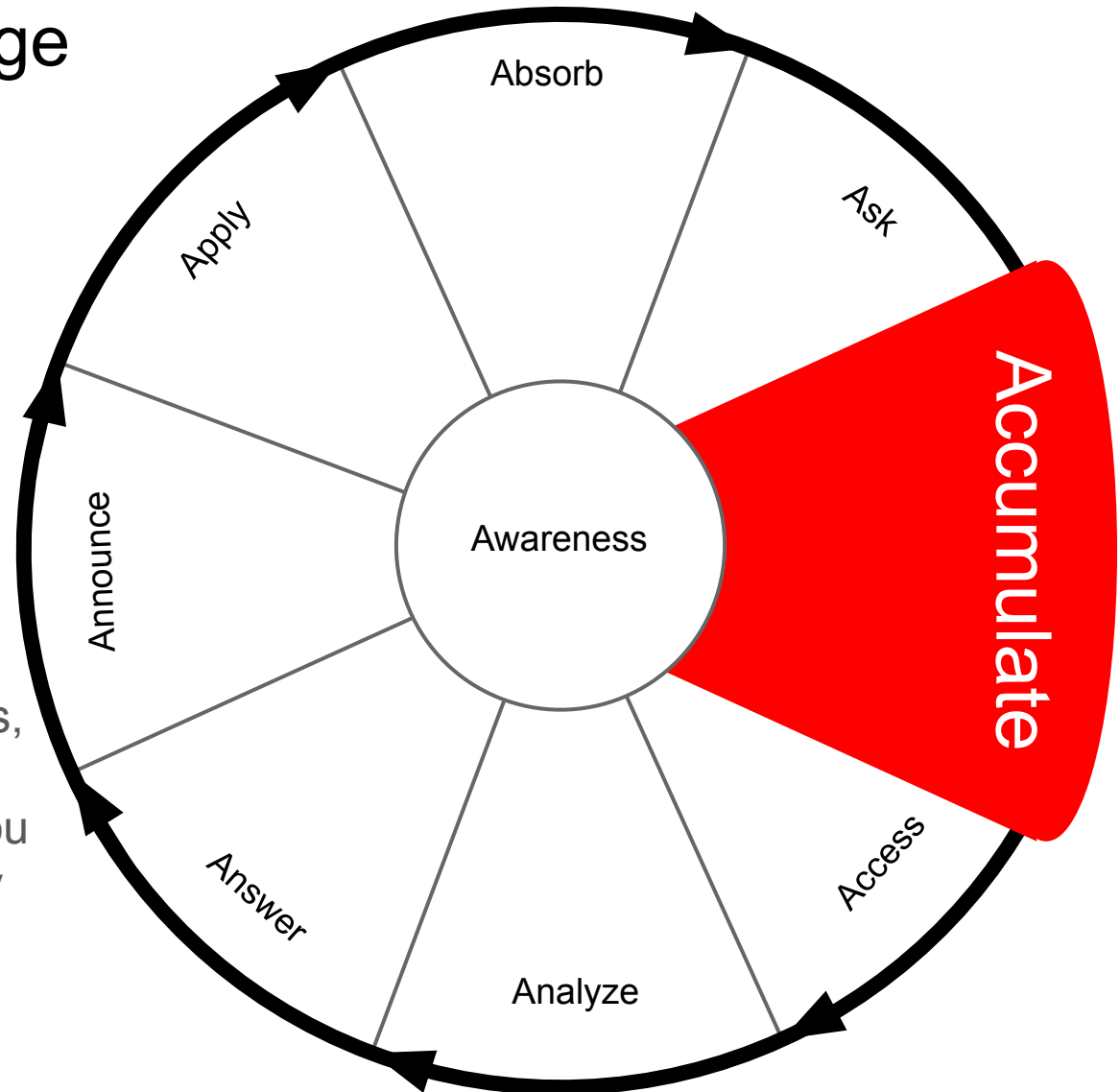
SLDS Data Use Standards

- K.1.C Types of Data: Knows that data come in two main forms—quantitative and qualitative—and that, within these forms, there are other categories
- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each
- S.2.A Data Discovery and Acquisition: Identifies and locates appropriate data sources and can access the data from various sources (e.g., classroom, school, district, state sources) for data acquisition

Accumulate Stage

Ryan:

Now it's time to enter the Accumulate stage where you will identify details of data required to answer the questions you posed in the Ask stage. When formulating the operationalized questions, you demonstrated an awareness of the data you need. Here, you'll specify a few more details of the data, which will help ensure you retrieve the appropriate data in the Access stage.



Introduction

Ryan:

We'll use the *individual student* Goal Evaluating Data Planner to describe details of the data necessary for answering questions you formulated in the Ask stage.

Goal Evaluating Data Planner - Individual Student

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
End of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's spring interim reading assessment?		
End of period actual value compared to baseline (scale score and percentile)	To what extent are the spring scale score and percentile above or below the fall scale score and percentile?		
End of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the spring scale score and percentile above or below the end of year goal scale score and percentile?		
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's spring interim reading assessment?		
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's spring interim reading assessment?		
Middle year value compared to end year value of focus area in middle of year action plan	To what extent are the scale score and %ile in the spring above or below the scale score and %ile in the winter in the focus area identified in the beginning of the year action plan?		



Activity - 13.02.01

In order to Stephanie's goal, which on increasing her scale score on the district's interim reading assessment, I need _____ data representing her reading performance.

- Student learning
- School process
- Perception
- Behavior

Standard: K.1.C Types of Data



Activity - 13.02.02

The first question relevant to Stephanie’s goal is, “What is Stephanie’s scale score and corresponding percentile on the current year’s spring interim reading assessment?” I need data representing the following description to help me answer this question:

- Current year students in Stephanie’s class, most recent unit test results of all students, percentile on a spring chapter quiz, average performance on the spring test
- Current year interim reading assessment, spring term, Stephanie’s scale score, Stephanie’s percentile
- Current year students in Stephanie’s class, prior year interim reading assessment, spring term, average scale score, spring scale score w/ similar percentile as fall average scale score
- Current year unit quiz, spring term, Stephanie’s letter grade, Stephanie’s percent correct

Standard K.1.C Types of Data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
End of period actual value (scale score and percentile)	What is the student’s scale score and corresponding percentile on the current year’s spring interim reading assessment?		



Activity - 13.02.03

The second question relevant to Stephanie’s goal is, “To what extent are Stephanie’s actual scale score and percentile on the current year’s spring interim assessment above or below her scale score and percentile on the fall interim assessment?” I need data representing the following description to help me answer this question:

- Current year students in Stephanie’s class, most recent unit test results of all students, percentile on spring and fall chapter quizzes, average letter grade growth from fall to spring
- Current year interim reading assessment, Stephanie’s fall and spring scale scores, Stephanie’s fall and spring percentiles
- Current year students in Stephanie’s class, current year interim reading assessment, fall term, spring term, average scale scores in fall and spring
- Current year interim unit quiz, spring term, Stephanie’s letter grade, Stephanie’s percent correct

Standard K.1.C Types of Data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
End of period actual value compared to baseline (scale score and percentile)	To what extent are the spring scale score and percentile above or below the fall scale score and percentile?		



Activity - 13.02.04

The third question relevant to Stephanie’s goal is, “To what extent are Stephanie’s actual scale score and percentile on the current year’s spring interim assessment above or below the values set as her end-of-year goal?” I need data representing the following description to help me answer this question:

- Current year students in Stephanie’s class, most recent unit test results of all students, percentile on a spring chapter quiz, average letter grade growth from fall to spring
- Current year students in Stephanie’s class, prior year students in Stephanie’s class, interim reading assessment, fall, spring, average scale score by term, median percentile by term
- Current year interim reading assessment, spring term, Stephanie’s scale score, Stephanie’s percentile, minimum spring scale score representing achievement level above Stephanie’s fall level
- Current year interim unit quiz, spring term, Stephanie’s letter grade, Stephanie’s percent correct, most common letter grade increase from fall to spring

Standard K.1.C Types of Data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
End of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the spring scale score and percentile above or below the end of year goal scale score and percentile?		



Activity - 13.02.05

What data do I need to answer the following questions: “Which subcategory represents Stephanie’s highest scale score on the current year’s spring interim reading assessment?”; “Which subcategory represents Stephanie’s lowest scale score on the current year’s spring interim reading assessment?”; and “To what extent are Stephanie’s scale score and %ile in the spring above or below her scale score and %ile in the winter in the focus area identified in her middle-of-year action plan?”

- Current year interim reading assessment, spring term, Stephanie’s scale score by subcategory, Stephanie’s winter and spring percentile and scale score in subcategory focus area of action plan
- Prior year students in Stephanie’s class, prior year interim reading assessment, spring term, winter term, percentage of students average or above by subcategory, percentage of average students in focus area of action plan
- Current year, unit reading test, spring term, winter term, Stephanie’s letter grade increase from winter to spring
- Current year students, current year oral reading test, spring, percentage of students completing the test

Standard K.1.C Types of Data

*Image on next slide



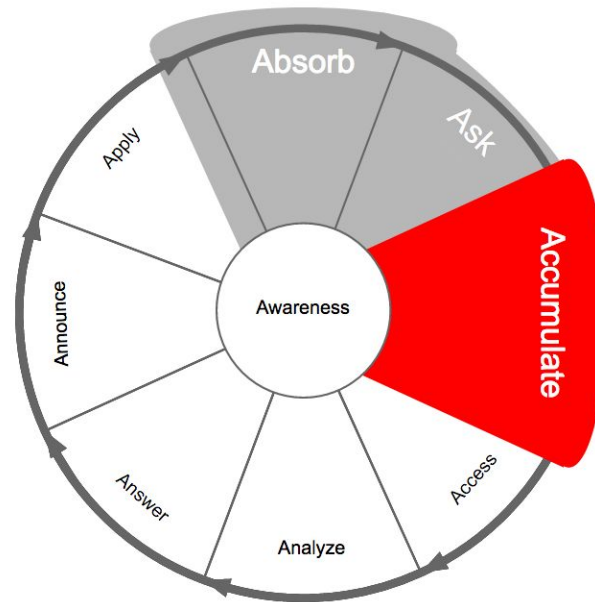
Activity - 13.02.05 (Image)

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's spring interim reading assessment?		
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's spring interim reading assessment?		
Middle year value compared to end year value of focus area in middle of year action plan	To what extent are the scale score and %ile in the spring above or below the scale score and %ile in the winter in the focus area identified in the beginning of the year action plan?		

Tutorial

In the Accumulate stage, you specify the data required to answer your questions and verify the data have been collected in a valid and reliable way.

In this case, the data you need have already been accumulated. The goal evaluating data planner will help facilitate alignment of the questions posed in the Ask stage with details of the data required to answer each question.



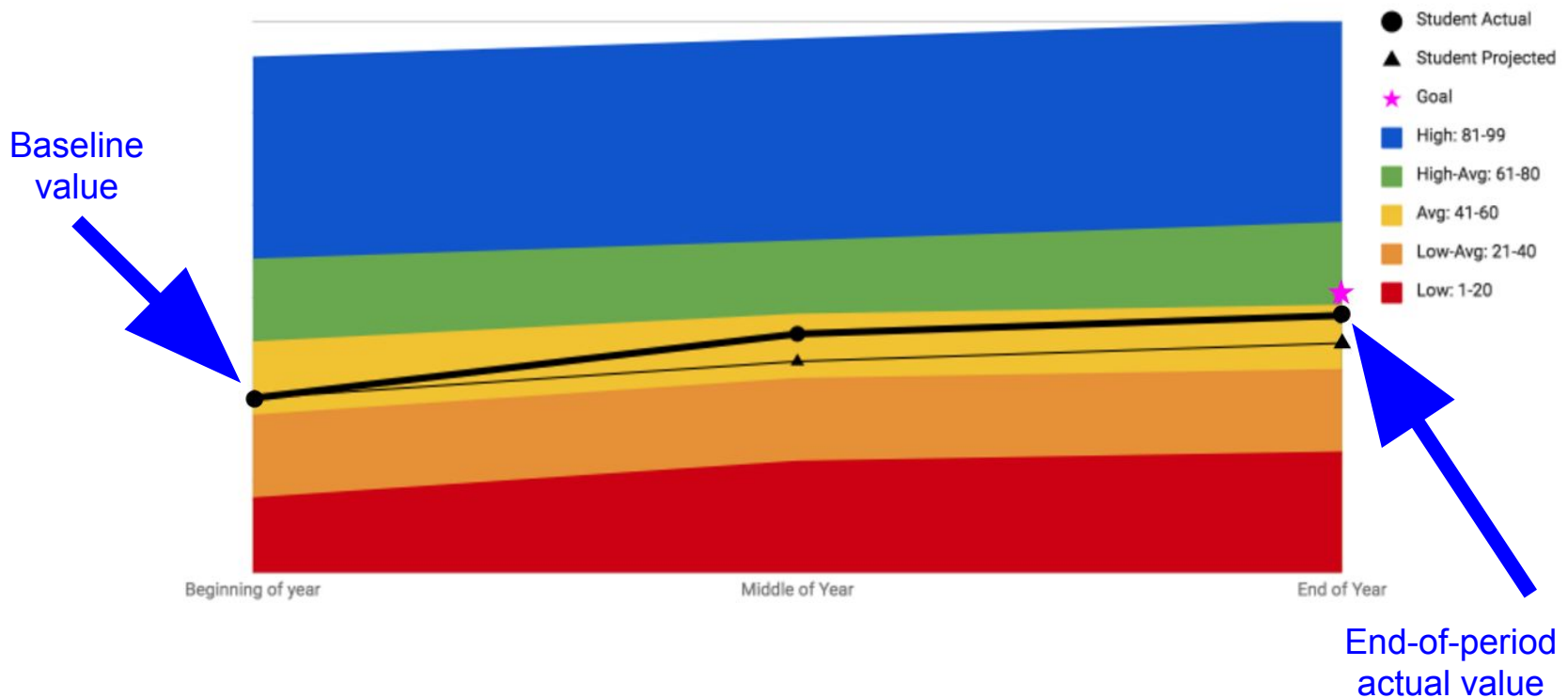
Tutorial

The following data are required to answer the end-of-period actual value question, “What is Stephanie’s scale score and corresponding percentile on the current year’s spring interim reading assessment?”

- Stephanie’s scale score [and]
- Stephanie’s percentile [on the]
- Current year’s
- Interim reading assessment [representing the]
- Spring term

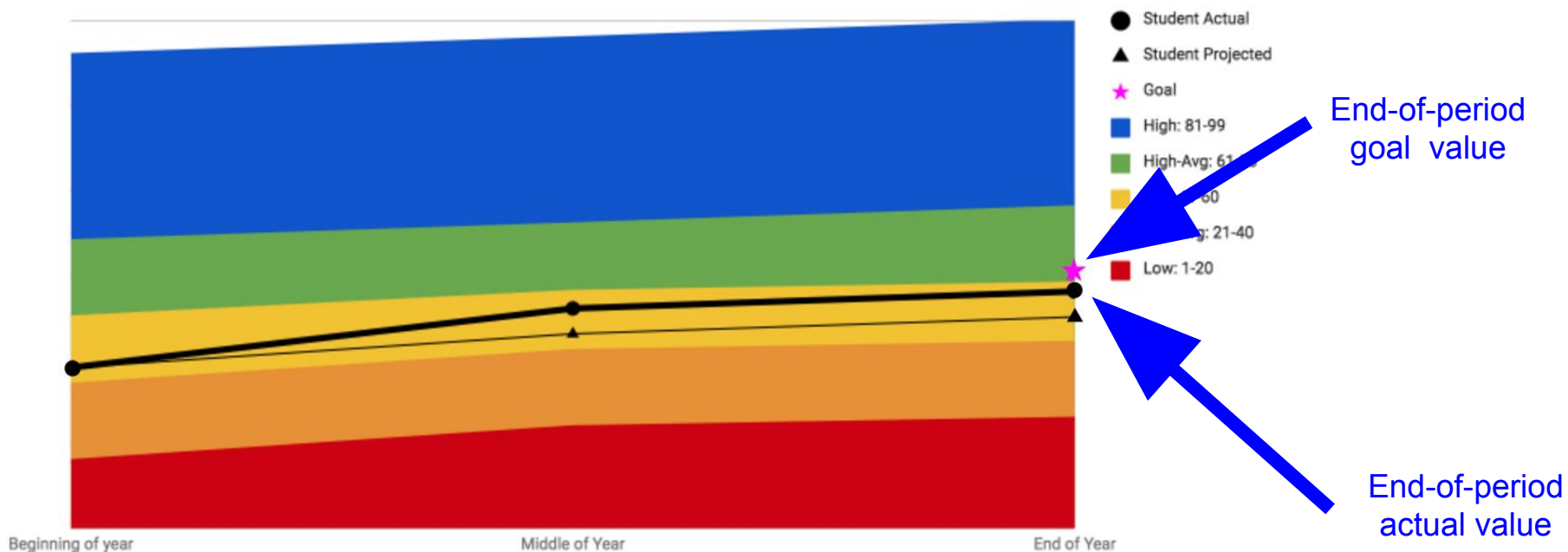
Tutorial

The end-of-period actual value compared to the baseline value question, “To what extent are Stephanie’s actual scale score and percentile on the current year’s spring interim assessment above or below her scale score and percentile on the fall assessment?” needs the same data required for the end-of-period value question, as well as Stephanie’s scale score and percentile on the current year’s fall interim reading assessment.



Tutorial

The end-of-period actual value compared to the end-of-year goal question, “To what extent are Stephanie’s actual scale score and percentile on the current year’s spring interim assessment above or below the values set as her end-of-year goal?” needs the same data required for the end-of-period value question, as well as the minimum spring scale score representing the achievement level above Stephanie’s fall level of achievement.



Tutorial

Details of data required to answer questions relevant to the focus of Stephanie's goal have been added to the goal evaluating data planner.

Goal Evaluating Data Planner - Individual Student

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
End of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale scr, percentile	
End of period actual value compared to baseline (scale score and percentile)	To what extent are the spring scale score and percentile above or below the fall scale score and percentile?	Same as actual AND fall scale score and percentile	
End of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the spring scale score and percentile above or below the end of year goal scale score and percentile?	Same as actual AND minimum spring scale score representing achievement level above fall level	
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's spring interim reading assessment?		
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's spring interim reading assessment?		
Middle year value compared to end year value of focus area in middle of year action plan	To what extent are the scale score and %ile in the spring above or below the scale score and %ile in the winter in the focus area identified in the beginning of the year action plan?		

Tutorial

Now let's take a look at questions in the area of supporting evidence for action planning, which focus on Stephanie's performance in reading subcategories. The following data are required to answer the question regarding Stephanie's highest area of achievement, "Which subcategory represents Stephanie's highest scale score on the current year's spring interim reading assessment?"

- Stephanie's scale score [in each]
- Subcategory [on the]
- Current year's
- Interim reading assessment [representing the]
- Spring term

Tutorial

The same data are required for the question regarding Stephanie's lowest area of achievement, "Which subcategory represents Stephanie's lowest scale score on the current year's spring interim reading assessment?"

Similar data are required for the question regarding Stephanie's middle-of-year values compared to her end-of-year values, "To what extent are Stephanie's scale score and %ile in the spring above or below her scale score and %ile in the winter in the focus area identified in her middle-of-year action plan?" This question does not require data representing all subcategories; however, both winter and spring scale scores and percentiles are required for the subcategory that is the focus in the middle-of-year action plan.

Tutorial

Details of data required to answer questions relevant to Stephanie's action plan have been added to the goal evaluating data planner.

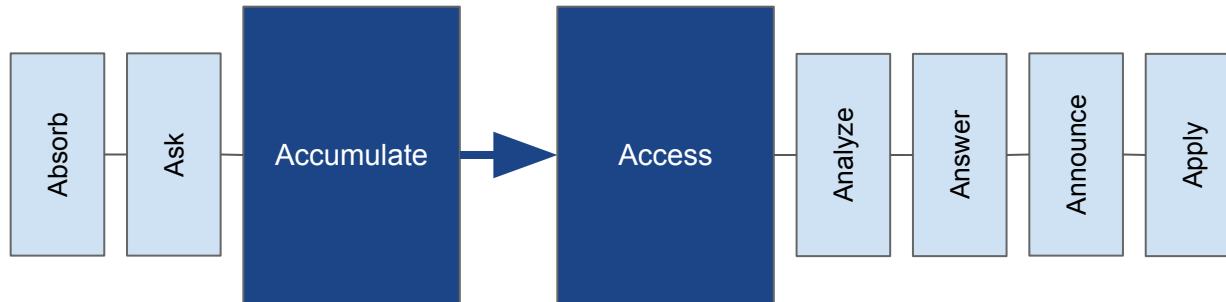
Goal Evaluating Data Planner - Individual Student

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
End of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale scr, percentile	
End of period actual value compared to baseline (scale score and percentile)	To what extent are the spring scale score and percentile above or below the fall scale score and percentile?	Same as actual AND fall scale score and percentile	
End of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the spring scale score and percentile above or below the end of year goal scale score and percentile?	Same as actual AND minimum spring scale score representing achievement level above fall level	
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale score by subcategory	
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale score by subcategory	
Middle year value compared to end year value of focus area in middle of year action plan	To what extent are the scale score and %ile in the spring above or below the scale score and %ile in the winter in the focus area identified in the beginning of the year action plan?	Current yr interim read asmnt, spring, winter, individual student, %ile and scale score in subcategory focus area	

Tutorial

Now that you've described details of the data required to answer each question, you'll be able to proceed to the *Access* stage where you will retrieve the required data.



Activity Conclusion

You specified details of data required to answer the questions you posed in the Ask stage and entered them on the *individual student* Goal Evaluating Data Planner.

Goal Evaluating Data Planner - Individual Student

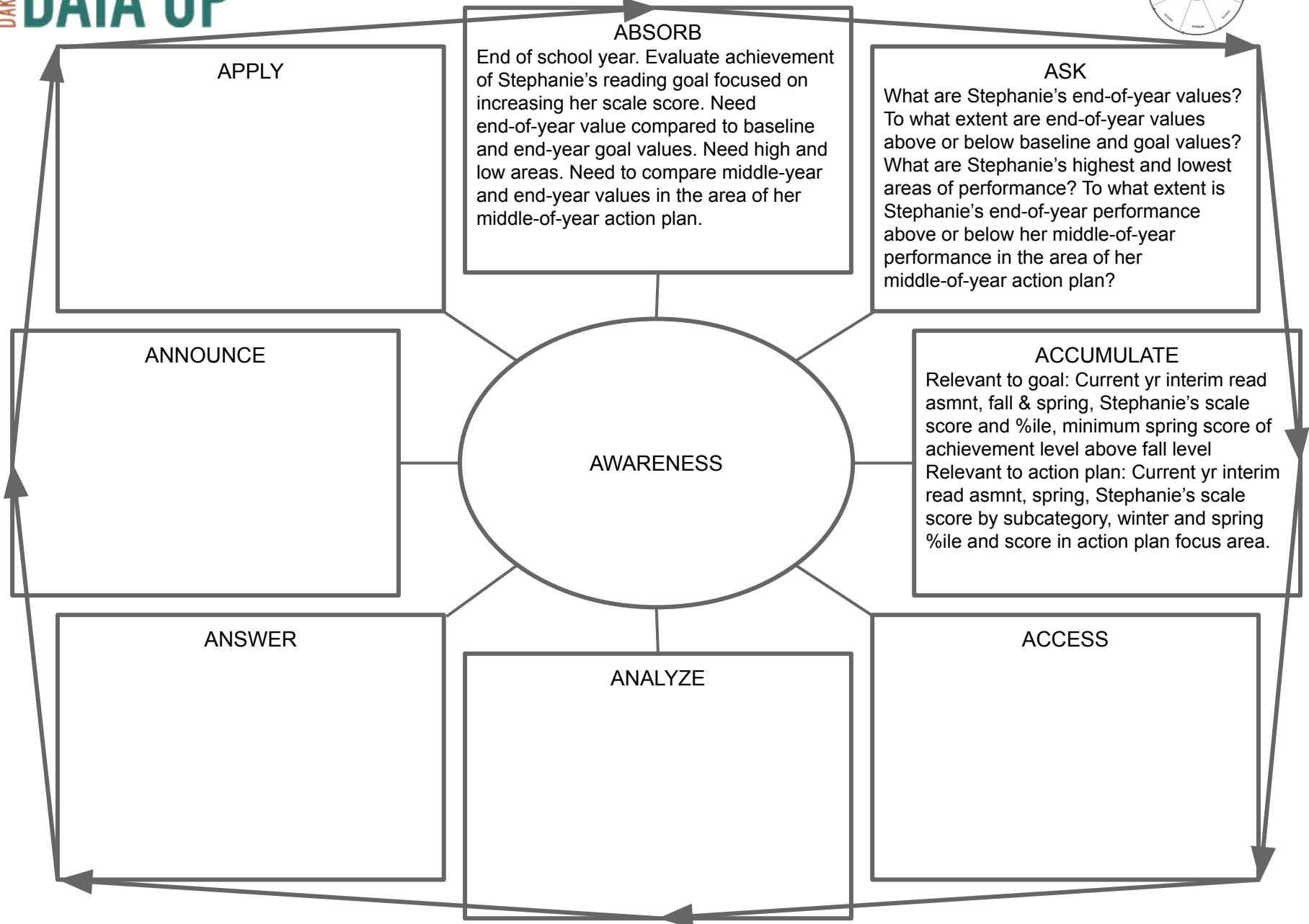
write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
End of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale scr, percentile	
End of period actual value compared to baseline (scale score and percentile)	To what extent are the spring scale score and percentile above or below the fall scale score and percentile?	Same as actual AND fall scale score and percentile	
End of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the spring scale score and percentile above or below the end of year goal scale score and percentile?	Same as actual AND minimum spring scale score representing achievement level above fall level	
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale score by subcategory	
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale score by subcategory	
Middle year value compared to end year value of focus area in middle of year action plan	To what extent are the scale score and %ile in the spring above or below the scale score and %ile in the winter in the focus area identified in the beginning of the year action plan?	Current yr interim read asmnt, spring, winter, individual student, %ile and scale score in subcategory focus area	

A+ Inquiry Framework

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

A+ INQUIRY
 GRAPHIC ORGANIZER - Student Goal Evaluating



ABSORB

End of school year. Evaluate achievement of Stephanie's reading goal focused on increasing her scale score. Need end-of-year value compared to baseline and end-year goal values. Need high and low areas. Need to compare middle-year and end-year values in the area of her middle-of-year action plan.

ASK

What are Stephanie's end-of-year values? To what extent are end-of-year values above or below baseline and goal values? What are Stephanie's highest and lowest areas of performance? To what extent is Stephanie's end-of-year performance above or below her middle-of-year performance in the area of her middle-of-year action plan?

ACCUMULATE

Relevant to goal: Current yr interim read asmnt, fall & spring, Stephanie's scale score and %ile, minimum spring score of achievement level above fall level
 Relevant to action plan: Current yr interim read asmnt, spring, Stephanie's scale score by subcategory, winter and spring %ile and score in action plan focus area.

ACCESS

ANALYZE

ANSWER

ANNOUNCE

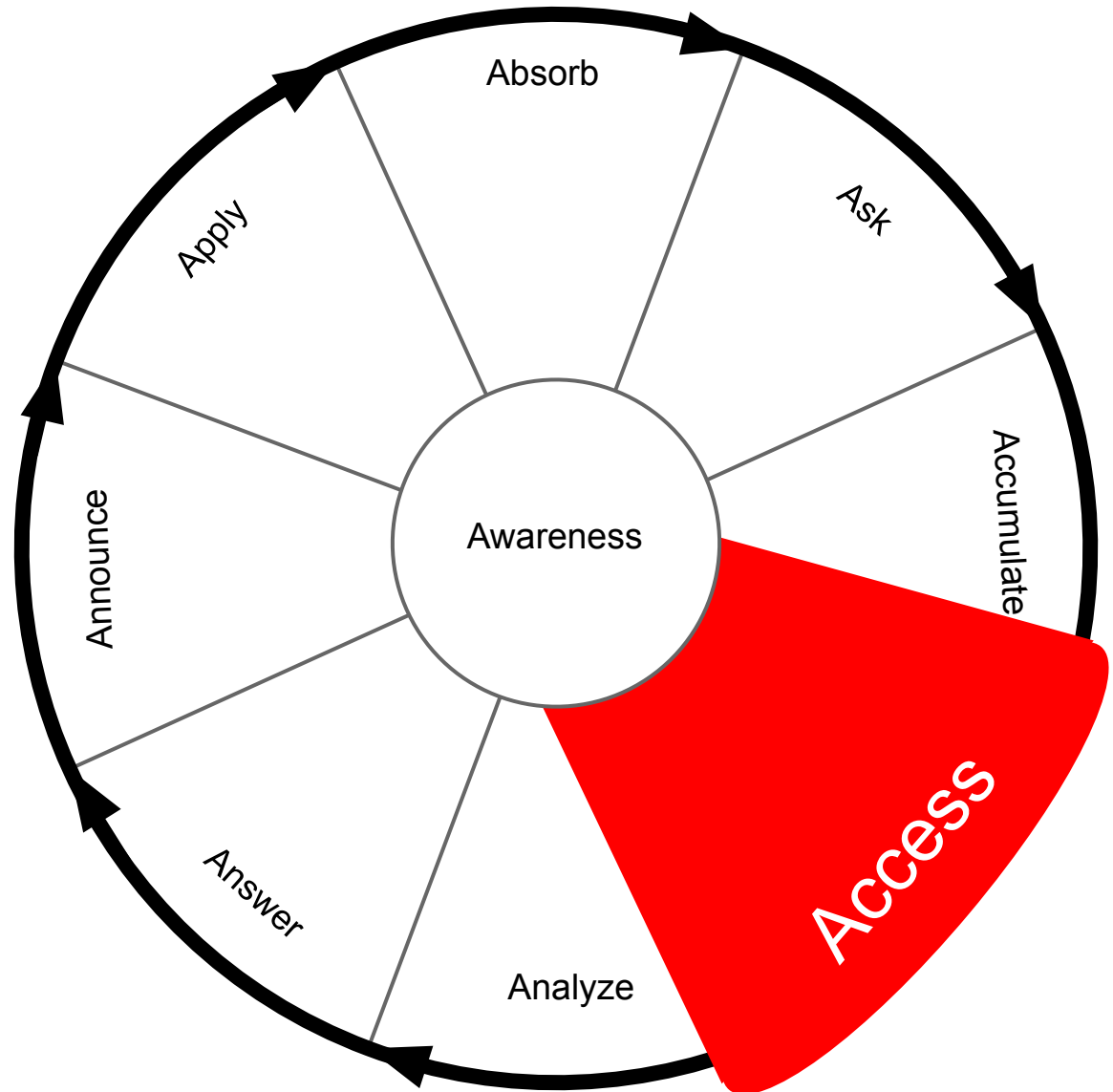
APPLY

AWARENESS

Access Stage

Ryan:

Now it's time to enter the Access stage where you will retrieve the specific data you identified in the Accumulate stage. **It's time to open your computer and dig in!**



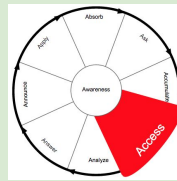
Access Stage

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

Goal Evaluating Data Planner - Individual Student

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
End of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale scr, percentile	
End of period actual value compared to baseline (scale score and percentile)	To what extent are the spring scale score and percentile above or below the fall scale score and percentile?	Same as actual AND fall scale score and percentile	
End of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the spring scale score and percentile above or below the end of year goal scale score and percentile?	Same as actual AND minimum spring scale score representing achievement level above fall level	
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale score by subcategory	
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale score by subcategory	
Middle year value compared to end year value of focus area in middle of year action plan	To what extent are the scale score and %ile in the spring above or below the scale score and %ile in the winter in the focus area identified in the beginning of the year action plan?	Current yr interim read asmnt, spring, winter, individual student, %ile and scale score in subcategory focus area	

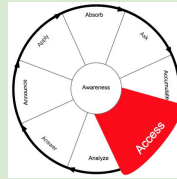


Activity - 13.02.06

In order to answer my questions, data may be retrieved from the _____.

- Statewide Longitudinal Data System
- School newspaper
- District's public website
- PowerSchool student information system

Standard: K.1.F Data Sources



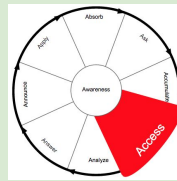
Activity - 13.02.07

Some data, such as Stephanie's baseline and end-of-year goal values may be accessed in the _____.

- Goal Monitoring Data Planner
- District's public website
- Goal Setting, Monitoring, and Evaluating Organizer
- PowerSchool student information system

Standard: K.1.F Data Sources

Link to organizer complete through monitoring: <http://bit.ly/2ktdcls>



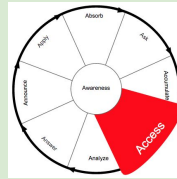
Activity - 13.02.08

The _____ report includes data that will help me answer the following questions: “What is Stephanie’s scale score and corresponding percentile on the current year’s spring interim reading assessment?”; “To what extent are Stephanie’s actual scale score and percentile on the current year’s spring interim assessment above or below her scale score and percentile on the fall interim assessment?”; and “To what extent are Stephanie’s actual scale score and percentile on the current year’s spring interim assessment above or below the values set as her end-of-year goal?” I will also need to retrieve data in my Goal Setting, Monitoring, and Evaluating Organizer.

- Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
- Group Level Multi-Year (percentage of students achieving proficiency by subject and year)
- Group Level Multi-Year by Subgroup (percentage of students achieving proficiency by subgroup)
- Group Level Single-Year by Grade (percentage of students achieving proficiency by subject and grade)

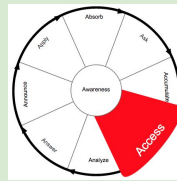
Standard: S.2.A Data Discovery and Data Acquisition

*Image on next slide



Activity - 13.02.08 (Image)

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
End of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale scr, percentile	
End of period actual value compared to baseline (scale score and percentile)	To what extent are the spring scale score and percentile above or below the fall scale score and percentile?	Same as actual AND fall scale score and percentile	
End of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the spring scale score and percentile above or below the end of year goal scale score and percentile?	Same as actual AND minimum spring scale score representing achievement level above fall level	



Activity - 13.02.09

The _____ report includes data that will help me answer the questions:

“Which subcategory represents Stephanie’s highest scale score on the current year’s spring interim reading assessment?”

and

Which subcategory represents Stephanie’s lowest scale score on the current year’s spring interim reading assessment?”

- Group Level Multi-Year (percentage of students achieving proficiency by subject and year)
- Student Level Multi-Term Overview by Group Percentile and scale score by test term for multiple students across one year
- Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
- Group Level Single-Year by Grade (percentage of students achieving proficiency by subject and grade)

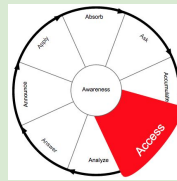
Standard: S.2.A Data Discovery and Data Acquisition

*Image on next slide



Activity - 13.02.09 (Image)

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale score by subcategory	
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale score by subcategory	
Middle year value compared to end year value of focus area in middle of year action plan	To what extent are the scale score and %ile in the spring above or below the scale score and %ile in the winter in the focus area identified in the beginning of the year action plan?	Current yr interim read asmnt, spring, winter, individual student, %ile and scale score in subcategory focus area	



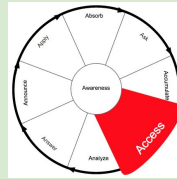
Activity - 13.02.10

The _____ report includes data that will help me answer the question, “To what extent are Stephanie’s scale score and %ile in the spring above or below her scale score and %ile in the winter in the focus area identified in her middle-of-year action plan?” I will also need to retrieve data in my Goal Setting, Monitoring, and Evaluating Organizer.

- Group Level Multi-Year (percentage of students achieving proficiency by subject and year)
- Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
- Student Level Multi-Term Overview by Group Percentile and scale score by test term for multiple students across one year
- Group Level Single-Year by Grade (percentage of students achieving proficiency by subject and grade)

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

*Image on next slide



Activity - 13.02.10 (Image)

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale score by subcategory	
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale score by subcategory	
Middle year value compared to end year value of focus area in middle of year action plan	To what extent are the scale score and %ile in the spring above or below the scale score and %ile in the winter in the focus area identified in the beginning of the year action plan?	Current yr interim read asmnt, spring, winter, individual student, %ile and scale score in subcategory focus area	

Tutorial

In the Access stage, you retrieve the data required for analysis. The required data may be accessed in the Statewide Longitudinal Data System (SLDS). You go to the SLDS and login with your username and password. After logging in, click the link that directs you to the “Reports” section.

Reports section

About Us | ND SLDS HOME | SLDS TRAINING

Historical, timely, and predictive information on students

Reports

Dashboards

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

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

KPI

Interactive Analysis

Data Editors

Tutorial

In order to answer the 3 questions formulated relevant to Stephanie's goal, you need to retrieve data from a couple sections of the "Individual Student Multi-Term, Multi-Year" report. Note that title and/or layout of each report you need may change over time. Fortunately, you know enough details about the required data so the information will be easier to find even if the report name or format changes.

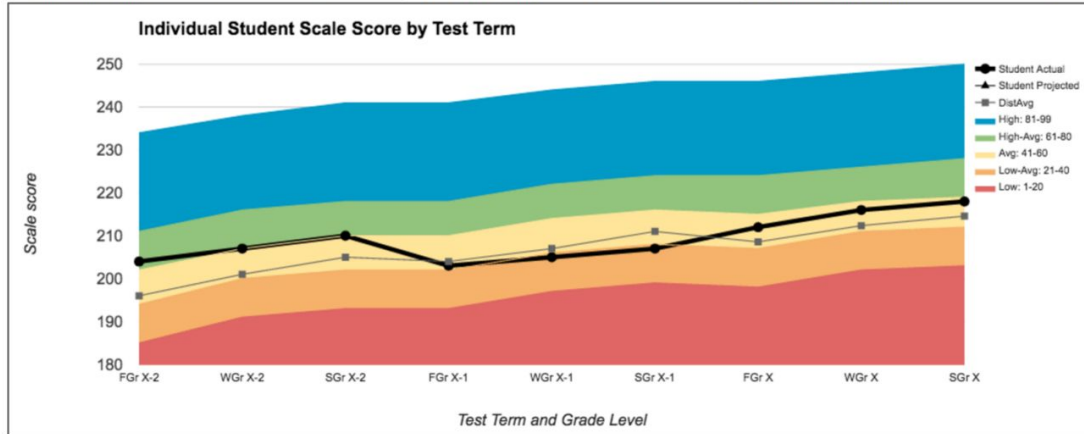
Link to report pdf: <http://bit.ly/2IW4Kvn>

Individual Student Multi-Year, Multi-Term

Description	Percentile and scale score of a single student by subject for multiple terms and multiple years; Percentile and scale score of a single student by subcategory for multiple terms across a single year; includes fall to winter, fall to spring, and winter to spring projected scores
Guiding Question(s)	What is a student's performance level in a subject and subcategories? Which subcategories represent a student's highest and lowest level of performance? What is a student's projected performance level? Did a student perform at, above, or below the expected performance level?
Potential Use(s)	Set goal, write action plan, monitor interim progress toward goal, evaluate extent to which goal was met
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year
Test Term	Spring
Student Name	Stephanie Sanders

Subject and Subcategory Performance (Current Year)									
	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	52	212	867	54	216	900	57	218	950
Literature	45	209		47	213		52	216	
Informational Text	52	212		56	216		55	218	
Vocabulary Acquisition and Use	61	215		59	218		64	221	

Projected Performance (Current Year)								
Fall to Winter Projection			Fall to Spring Projection			Winter to Spring Projection		
	Score	%ile		Score	%ile		Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring value	217	54
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change	1	0



	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual									
Student Projected	204	207	210	203	205	207	212	216	218
DistAvg	196	201	205	204	207	211	209	212	215

Grade X Score Ranges by Percentile Category and Test Term						
Current Year (Grade X)	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	Min	Max	Min	Max	Min	Max
High: 81-99	225	246	227	248	229	250
High-Avg: 61-80	216	224	219	226	220	228
Avg: 41-60	208	215	212	218	213	219
Low-Avg: 21-40	199	207	203	211	204	212
Low: 1-20	176	198	180	202	182	203

Tutorial

Data relevant to the first question, “What is Stephanie’s scale score and corresponding percentile on the current year’s spring interim reading assessment?” may be accessed in the “Subject and Subcategory Performance” section of the report.

Subject and Subcategory Performance (Current Year)									
	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	52	212	867	54	216	900	57	218	950
<i>Literature</i>	45	209		47	213		52	216	
<i>Informational Text</i>	52	212		56	216		57	218	
<i>Vocabulary Acquisition and Use</i>	61	215		59	218		64	221	

Tutorial

Data relevant to the second question, “To what extent are Stephanie’s actual scale score and percentile on the current year’s spring interim assessment above or below her scale score and percentile on the fall interim assessment?” and the third question, “To what extent are Stephanie’s actual scale score and percentile on the current year’s spring interim assessment above or below the values set as her end-of-year goal?” may be accessed in the “Subject and Subcategory Performance” section of the report and the Goal Setting, Monitoring, and Evaluating organizer.

Subject and Subcategory Performance (Current Year)

	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	52	212	867	54	216	900	57	218	950
<i>Literature</i>	45	209		47	213		52	216	
<i>Informational Text</i>	52	212		56	216		57	218	
<i>Vocabulary Acquisition and Use</i>	61	215		59	218		64	221	

Student Name: Stephanie Sanders	Annual Goal: The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district’s interim reading assessment					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	Beginning of year (baseline)		Middle of year		End of year	
	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Actual	212	52	216	54		
Expected after beg			215 <input checked="" type="checkbox"/> check if met	52	216 __check if met	52
Expected after mid					217 __check if met	54
Original Goal					220 __check if met	61

Tutorial

The “Subject and Subcategory Performance” section of the report is also where data relevant to the 3 questions regarding Stephanie’s action plan may be accessed. After entering the data into the goal organizer, the goal organizer could be considered another access point for the required data.

Subject and Subcategory Performance (Current Year)

	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	52	212	867	54	216	900	57	218	950
<i>Literature</i>	45	209		47	213		52	216	
<i>Informational Text</i>	52	212		56	216		57	218	
<i>Vocabulary Acquisition and Use</i>	61	215		59	218		64	221	

Where to access: SLDS Student Level Multi-Year, Multi-Term	Beginning of year		Middle of year		End of year	
	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Literature	209	45	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		

Tutorial

The title of the SLDS report, which includes data that can help answer questions relevant to Stephanie's goal and action plan, has been added to the Goal Monitoring Data Planner. Note the goal organizer is identified as an access point for data relevant to the second and third questions in the goal portion and the third question in the supporting evidence for action planning section because certain values relevant to these questions were previously entered into the organizer.

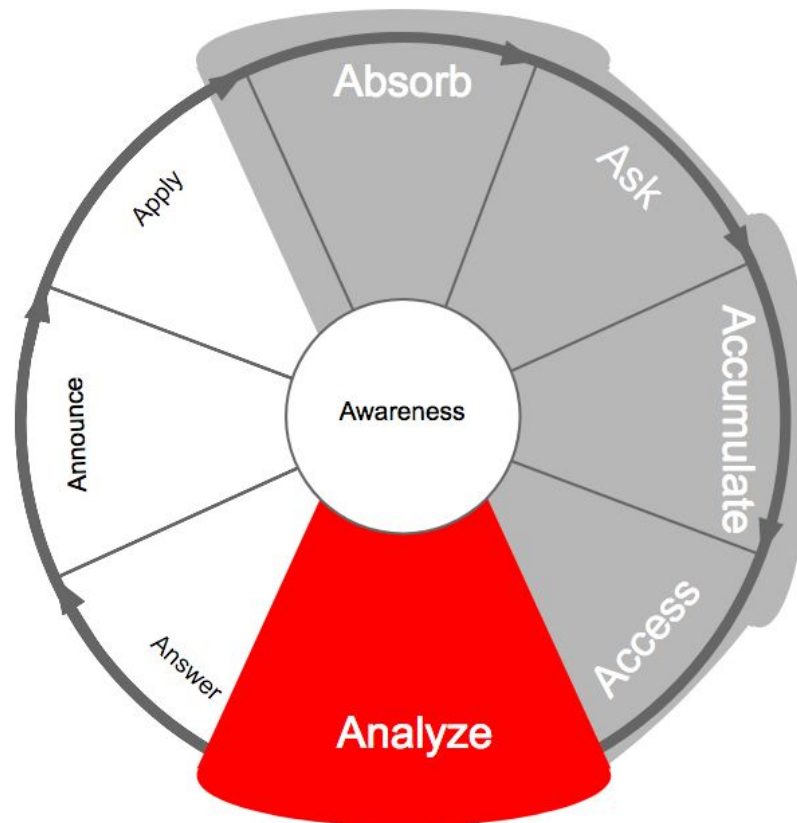
Goal Evaluating Data Planner - Individual Student

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
End of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale scr, percentile	Individual Student Multi-Year, Multi-Term
End of period actual value compared to baseline (scale score and percentile)	To what extent are the spring scale score and percentile above or below the fall scale score and percentile?	Same as actual AND fall scale score and percentile	Individual Student Multi-Year, Multi-Term; Goal organizer
End of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the spring scale score and percentile above or below the end of year goal scale score and percentile?	Same as actual AND minimum spring scale score representing achievement level above fall level	Individual Student Multi-Year, Multi-Term; Goal organizer
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale score by subcategory	Individual Student Multi-Year, Multi-Term
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale score by subcategory	Individual Student Multi-Year, Multi-Term
Middle year value compared to end year value of focus area in middle of year action plan	To what extent are the scale score and %ile in the spring above or below the scale score and %ile in the winter in the focus area identified in the beginning of the year action plan?	Current yr interim read asmnt, spring, winter, individual student, %ile and scale score in subcategory focus area	Individual Student Multi-Year, Multi-Term; Goal organizer

Tutorial

Now that you've retrieved the data required to answer each question, you'll be able to proceed to the Analyze stage where you conduct analysis of the data.



Activity Conclusion

Ryan:

Wonderful work! You know where to retrieve the required data that have been accumulated. The goal organizer is identified as an access point for data relevant to some questions because certain previous values you entered on the *individual student* Goal Setting, Monitoring, and Evaluating Organizer will be useful for analysis.

Goal Evaluating Data Planner: <http://bit.ly/2IZJ1IY>

Goal Setting Monitoring and Evaluating Organizer (complete through monitoring):
<http://bit.ly/2ktdcls>

Goal Evaluating Data Planner - Individual Student

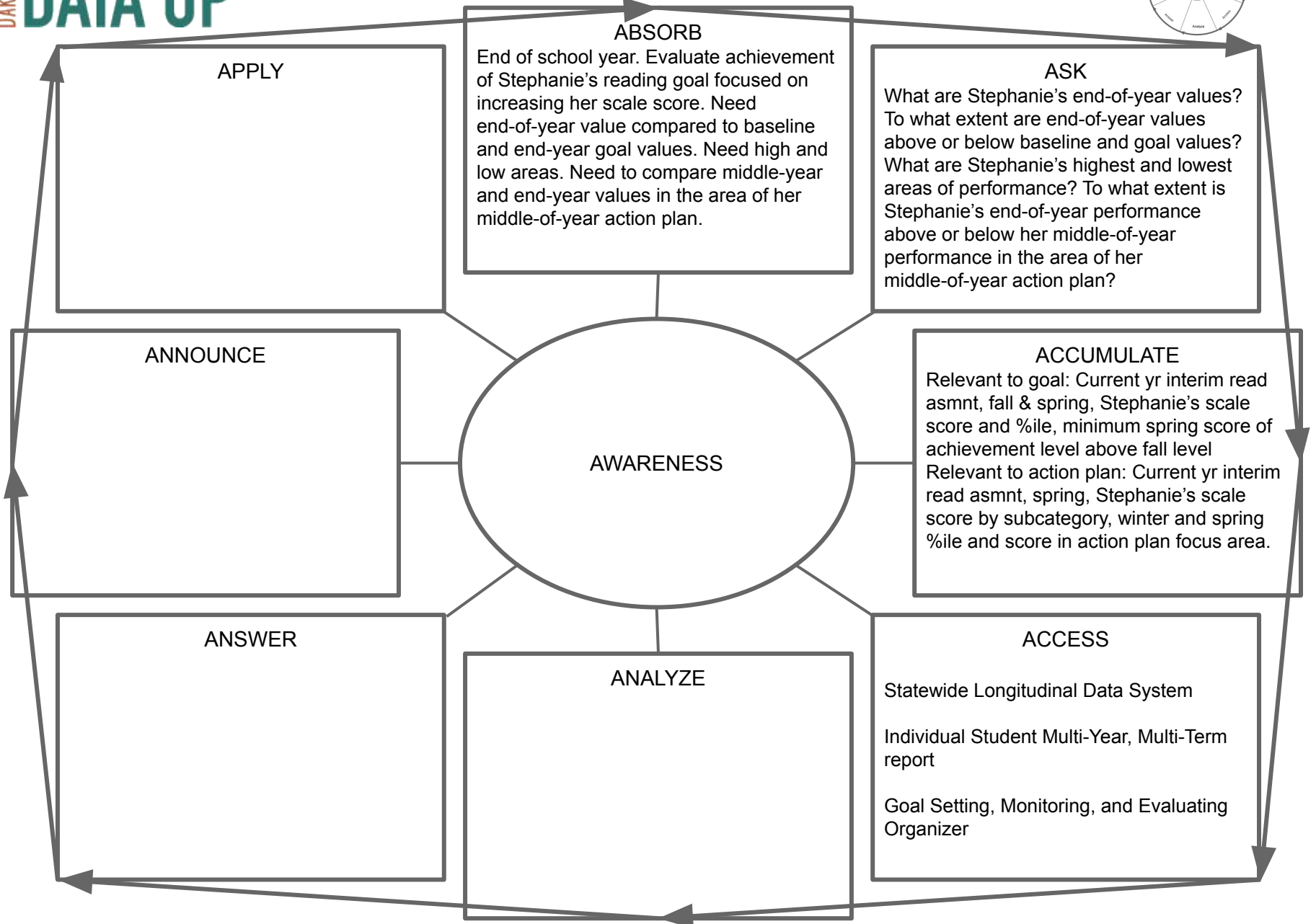
write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
End of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale scr, percentile	Individual Student Multi-Year, Multi-Term
End of period actual value compared to baseline (scale score and percentile)	To what extent are the spring scale score and percentile above or below the fall scale score and percentile?	Same as actual AND fall scale score and percentile	Individual Student Multi-Year, Multi-Term; Goal organizer
End of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the spring scale score and percentile above or below the end of year goal scale score and percentile?	Same as actual AND minimum spring scale score representing achievement level above fall level	Individual Student Multi-Year, Multi-Term; Goal organizer
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale score by subcategory	Individual Student Multi-Year, Multi-Term
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's spring interim reading assessment?	Current yr interim read asmnt, spring, individual student, scale score by subcategory	Individual Student Multi-Year, Multi-Term
Middle year value compared to end year value of focus area in middle of year action plan	To what extent are the scale score and %ile in the spring above or below the scale score and %ile in the winter in the focus area identified in the beginning of the year action plan?	Current yr interim read asmnt, spring, winter, individual student, %ile and scale score in subcategory focus area	Individual Student Multi-Year, Multi-Term; Goal organizer

A+ Inquiry Framework

The Access stage has been completed. You accessed the data you need for analysis.

A+ INQUIRY
 GRAPHIC ORGANIZER - Student Goal Evaluating



ABSORB

End of school year. Evaluate achievement of Stephanie's reading goal focused on increasing her scale score. Need end-of-year value compared to baseline and end-year goal values. Need high and low areas. Need to compare middle-year and end-year values in the area of her middle-of-year action plan.

ASK

What are Stephanie's end-of-year values? To what extent are end-of-year values above or below baseline and goal values? What are Stephanie's highest and lowest areas of performance? To what extent is Stephanie's end-of-year performance above or below her middle-of-year performance in the area of her middle-of-year action plan?

ACCUMULATE

Relevant to goal: Current yr interim read asmnt, fall & spring, Stephanie's scale score and %ile, minimum spring score of achievement level above fall level
 Relevant to action plan: Current yr interim read asmnt, spring, Stephanie's scale score by subcategory, winter and spring %ile and score in action plan focus area.

ACCESS

Statewide Longitudinal Data System
 Individual Student Multi-Year, Multi-Term report
 Goal Setting, Monitoring, and Evaluating Organizer

ANALYZE

ANSWER

ANNOUNCE

APPLY

AWARENESS

Activity Answers

13.02.01	Student learning; School process; Perception; Behavior
13.02.02	Current year interim reading assessment, spring term, Stephanie's scale score, Stephanie's percentile
13.02.03	Current year interim reading assessment, Stephanie's fall and spring scale scores, Stephanie's fall and spring percentiles
13.02.04	Current year interim reading assessment, spring term, Stephanie's scale score, Stephanie's percentile, minimum spring scale score representing achievement level above Stephanie's fall level
13.02.05	Current year interim reading assessment, spring term, Stephanie's scale score by subcategory, Stephanie's winter and spring percentile and scale score in subcategory focus area of action plan
13.02.06	Statewide Longitudinal Data System
13.02.07	Goal Setting, Monitoring, and Evaluating Organizer
13.02.08	Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
13.02.09	Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
13.02.10	Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of data that may be useful for evaluating a student-level goal				
This module part increased my knowledge of locations where data utilized for evaluating a student-level goal may be retrieved.				

Well Done

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