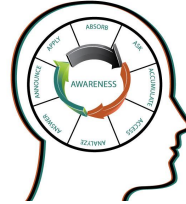


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Develop Your Data Mindset

Module 13 - Student Level Goal Monitoring Part 4 - Announce and Apply

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Learning Goals

- Communicate findings of goal evaluation analysis to appropriate stakeholders
- Make decisions based on goal evaluation analysis findings

SLDS Data Use Standards

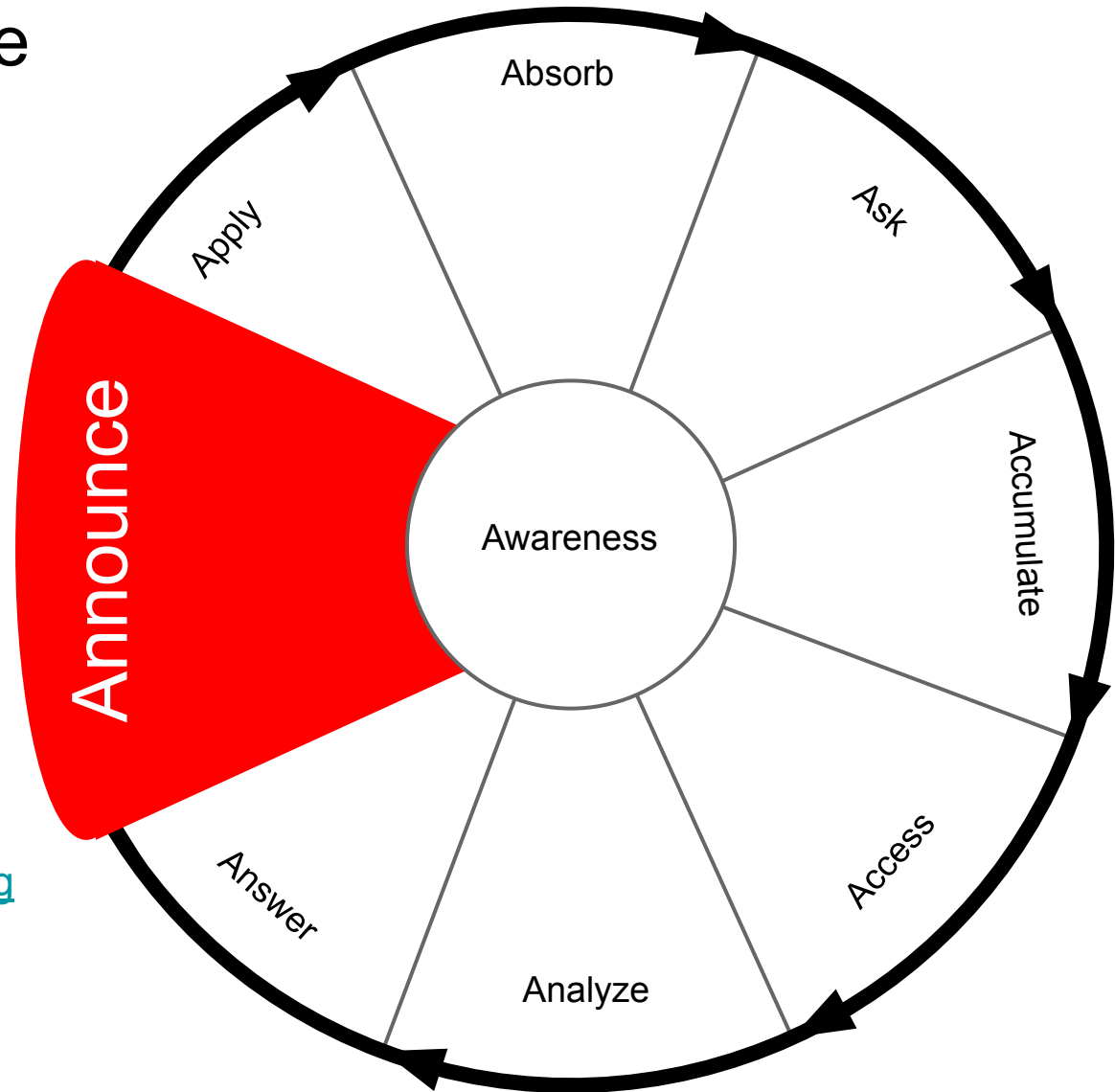
- S.6.B. Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)
- S.6.C. Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

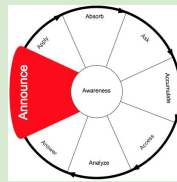
Announce Stage

Ryan:

Now it's time to enter the Announce stage where you communicate the answers, including potential limitations and implications, to other stakeholders who should be aware of the answers.

Did you remember to get your [Goal Setting](#), [Monitoring](#), and [Evaluating](#) flyers out of your Data Binder and also your *individual student* [Goal Setting, Monitoring, and Evaluating Organizer](#)?



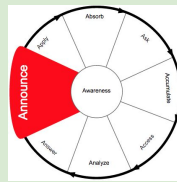


Activity - 13.04.01

With whom would it be appropriate to discuss specific results of your analysis relevant Stephanie Sanders' performance levels?

- Stephanie's friends
- Stephanie, her next year's teacher(s), and her parents/guardians
- My connections on social media
- Parents of other students in Stephanie's class

Standard: S.6.C Multiple Audiences

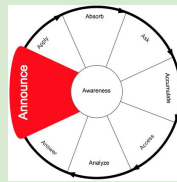


Activity - 13.04.02

You discuss the data analysis results with Stephanie during a one-on-one meeting and with her next year's teacher during an end-of-year data meeting. Which information relevant to the findings of your analysis would be important to share and discuss in your meetings?

- The amount of time it took for you to analyze Stephanie's data compared to the amount of time you expected to spend on her data and the amount of time you set as your goal to spend analyzing her data
- The actual education level of Stephanie's parents compared to their expected level of education and the level of education set as a goal for them to achieve by the end of the year
- The extent to which Stephanie's actual spring performance is above or below her fall baseline performance and her end-of-year goal value, her highest and lowest levels of subcategory performance, and her winter to spring change in performance in the focus area of her middle-of-year action plan
- The extent to which the average distance students in Stephanie's class walk or run each day is above or below the expected and end-of-year goal distances, their highest and lowest daily distances, and the winter to spring change in average distance

Standard: S.6.B Explanation

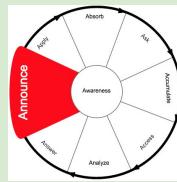


Activity - 13.04.03

Which items would be appropriate to use as visual aids to guide the discussion regarding Stephanie's performance

- Stephanie's Student Level Multi-Year, Multi-Term report; Stephanie's Goal Setting, Monitoring, and Evaluating Organizer
- School district's Home and Employment pages on the school website; excerpts of recent news stories highlighting school functions
- Stephanie's science textbook; Stephanie's box of school supplies
- Next week's school event calendar; weekly ad for the local grocery store

Standard: S.6.B Explanation



Activity - 13.04.04

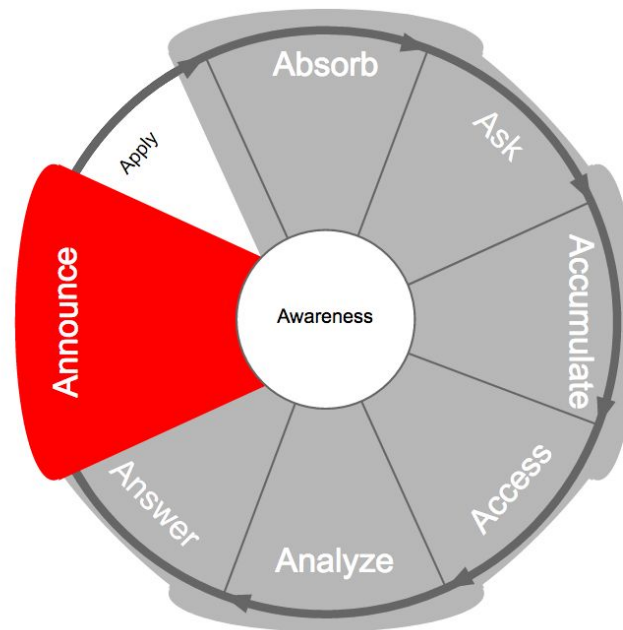
What would be appropriate items to discuss at your meetings that would be relevant to the data analysis findings?

- Maintaining or adjusting Stephanie's summer travel plans with her family, as well as the extent to which her plans changed from the beginning of the year
- Encouraging Stephanie's family members to consider changing the theoretical lenses through which they interpret education
- Learning approaches and instructional strategies implemented throughout the year that may have contributed to her growth; the importance of reading throughout the summer to maintain or increase her reading performance
- Establishing a fitness regimen that could improve Stephanie's flexibility and endurance during the summer

Standard: S.7.A Strategies

Tutorial

Now that you have answers to your questions, it's time to share them with the *appropriate audiences*.



Tutorial

In this case, you discuss the answers during a one-on-one meeting with Stephanie. You may also discuss the answers during meetings with her parents and her next year's teacher(s). In your meetings, you explain the extent to which Stephanie's actual spring performance is above or below her fall baseline performance and her end-of-year goal value, her highest and lowest levels of subcategory performance, and her winter to spring change in performance in the focus area of her middle-of-year action plan.

You use updated versions of the same visual aids you used to guide the goal setting and goal monitoring conversations earlier in the year, as follows:

- Stephanie's Goal Setting, Monitoring, and Evaluating Organizer
- Stephanie's Student Level Multi-Year, Multi-Term report

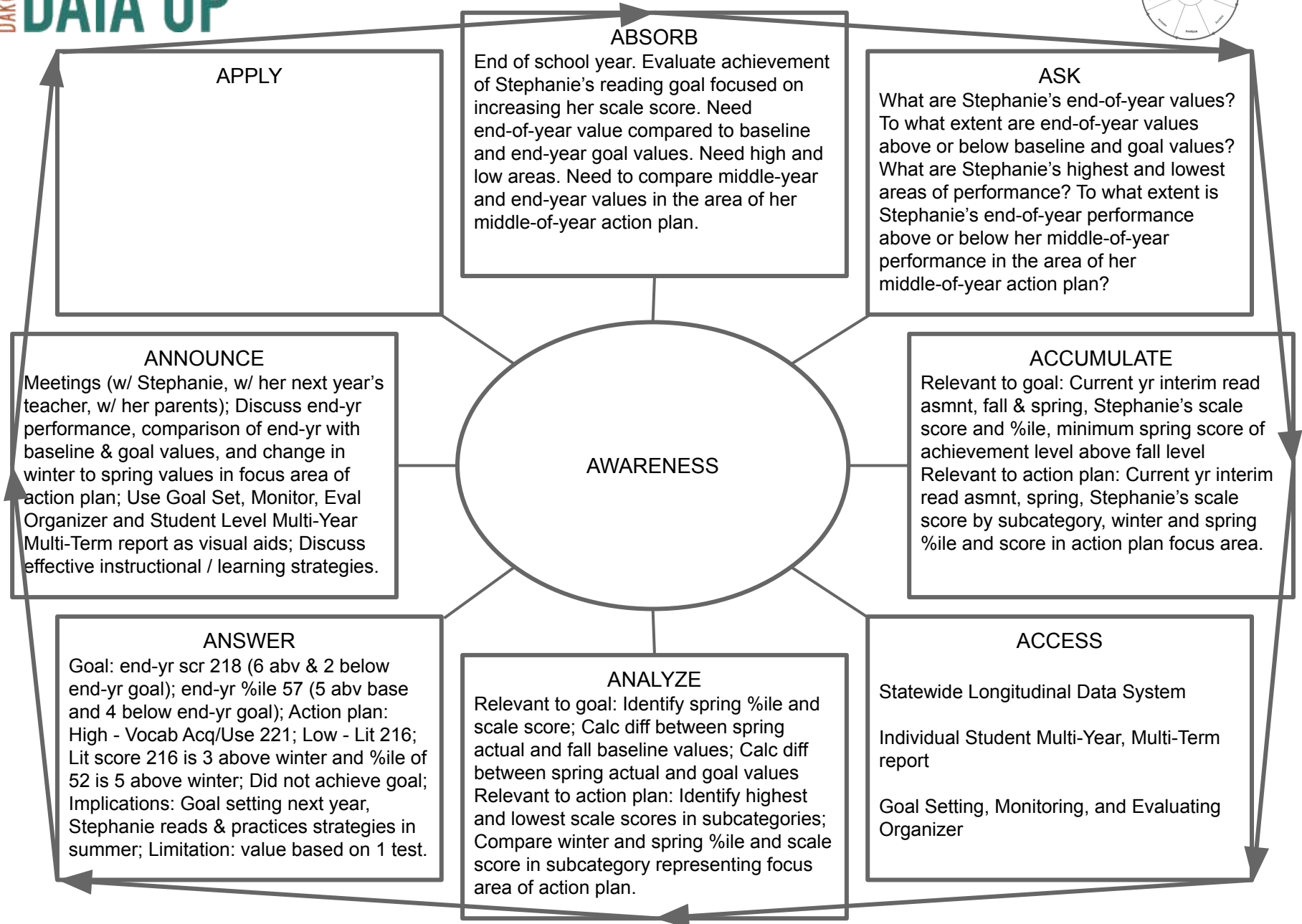
Tutorial

Your discussion includes conversation about learning approaches and instructional strategies implemented throughout the year that may have contributed to Stephanie's growth, as well as the importance of reading throughout the summer to maintain or increase her reading performance.

A+ Inquiry Framework

The Announce stage has been completed. You communicated important data analysis results to appropriate stakeholders.

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

Relevant to goal: Identify spring %ile and scale score; Calc diff between spring actual and fall baseline values; Calc diff between spring actual and goal values
 Relevant to action plan: Identify highest and lowest scale scores in subcategories; Compare winter and spring %ile and scale score in subcategory representing focus area of action plan.

ANSWER

Goal: end-yr scr 218 (6 abv & 2 below end-yr goal); end-yr %ile 57 (5 abv base and 4 below end-yr goal); Action plan: High - Vocab Acq/Use 221; Low - Lit 216; Lit score 216 is 3 above winter and %ile of 52 is 5 above winter; Did not achieve goal; Implications: Goal setting next year, Stephanie reads & practices strategies in summer; Limitation: value based on 1 test.

ANNOUNCE

Meetings (w/ Stephanie, w/ her next year's teacher, w/ her parents); Discuss end-yr performance, comparison of end-yr with baseline & goal values, and change in winter to spring values in focus area of action plan; Use Goal Set, Monitor, Eval Organizer and Student Level Multi-Year Multi-Term report as visual aids; Discuss effective instructional / learning strategies.

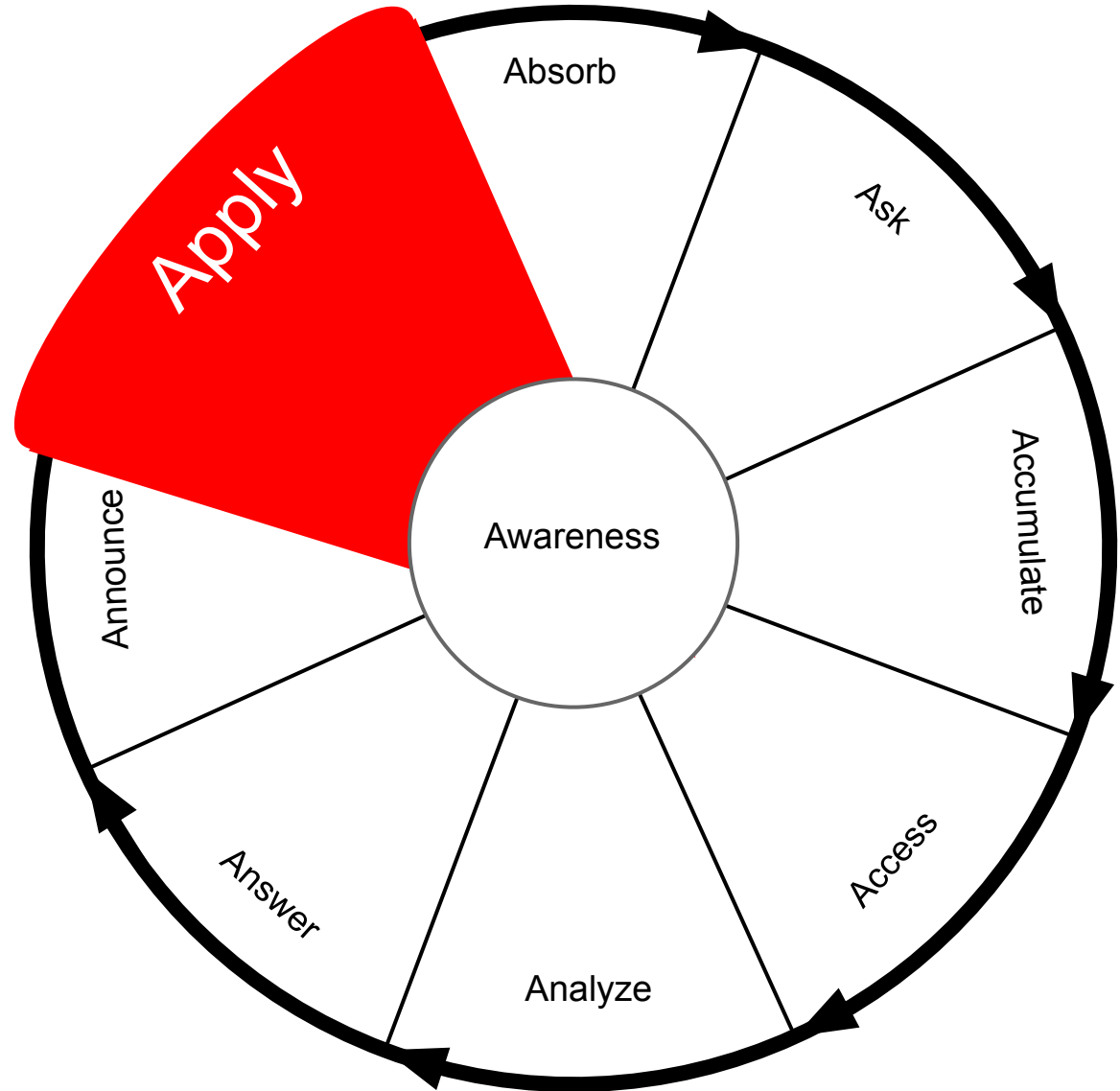
APPLY

AWARENESS

Apply Stage

Ryan:

Now it's time to enter the Apply stage where you make decisions and take action based on answers to the questions you posed in the Ask stage.



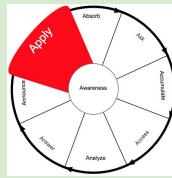


Activity - 13.04.05

Stephanie's goal you are evaluating states, "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." Based on the findings of your analysis that her performance level compared to her grade level peers in the norm study improved from the beginning of the year to the end of the year, it would be appropriate for you to

- Implement a similar goal setting, monitoring, and evaluating process with individual students the following year
- Revise Stephanie's end-of-year goal to be below her actual end-of-year value
- Manually change Stephanie's end-of-year value so it is the same as her goal value of 220
- Stop implementing the goal setting, monitoring, and evaluating process with individual students the following year because Stephanie did not improve her performance

Standard: S.1.A Goals and Questions

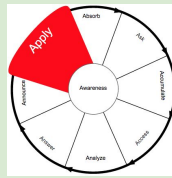


Activity - 13.04.06

What would be an appropriate action for Stephanie to take during the summer based on the analysis result that she performed lowest in the subcategory of Literature?

- Read 3-5 days per week and practice skills acquired during individual book studies and small group instruction, which focused on improving her performance in the area of Literature
- Stop reading in the summer because there will not be any assessments during the summer
- Implement negative self-talk strategies because she did not achieve her end-of-year reading goal
- Complain to her friends that she did not perform quite as well in the area of Literature

Standard: S.7.A Strategies



Activity - 13.04.07

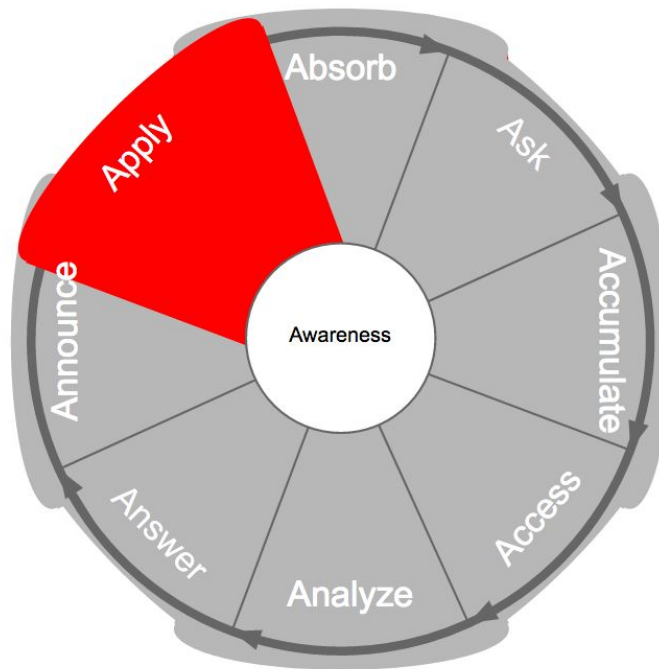
What would be appropriate actions to take for the teacher who will instruct Stephanie next year?

- Begin the next year by implementing instructional strategies that contributed to Stephanie's growth during the current year, with an initial emphasis on increasing her Literature skills
- Do not consider implementing instructional strategies that contributed to Stephanie's learning growth
- Ignore the data analysis results and wait until the following year before considering which types of instructional strategies may work well with Stephanie
- Target Stephanie for a tier 2 (i.e., strategic) intervention at the beginning of the following school year

Standard: S.7.A Strategies

Tutorial

Now that you have discussed the data analysis results, limitations, and implications, it's time to take *action* in the Apply stage.



Tutorial

Stephanie's performance level compared to her grade level peers in the norm study improved from the beginning of the year to the end of the year. The goal setting, monitoring, and evaluating process served as a means for Stephanie's learning to be measured and may have contributed to improvements in her achievement. Therefore, you decide to implement a similar goal setting, monitoring, and evaluating process with individual students the following year.

Tutorial

Stephanie decides to read 3-5 days per week during the summer and practice skills she acquired throughout the year during individual book studies and small group instruction, which focused on improving her performance in the area of Literature.

Stephanie's teacher(s) the following year consider beginning the next year by implementing instructional strategies that contributed to Stephanie's growth during the current year, with an initial emphasis on increasing her Literature skills.

Activity Conclusion

Excellent work in the Announce and Apply stages! Here's another look at the Goal setting, monitoring, and evaluating organizer you completed throughout the year.

Link to pdf of organizer complete through evaluating: <http://bit.ly/2mSWkpi>

Goal Setting, Monitoring, and Evaluating Organizer

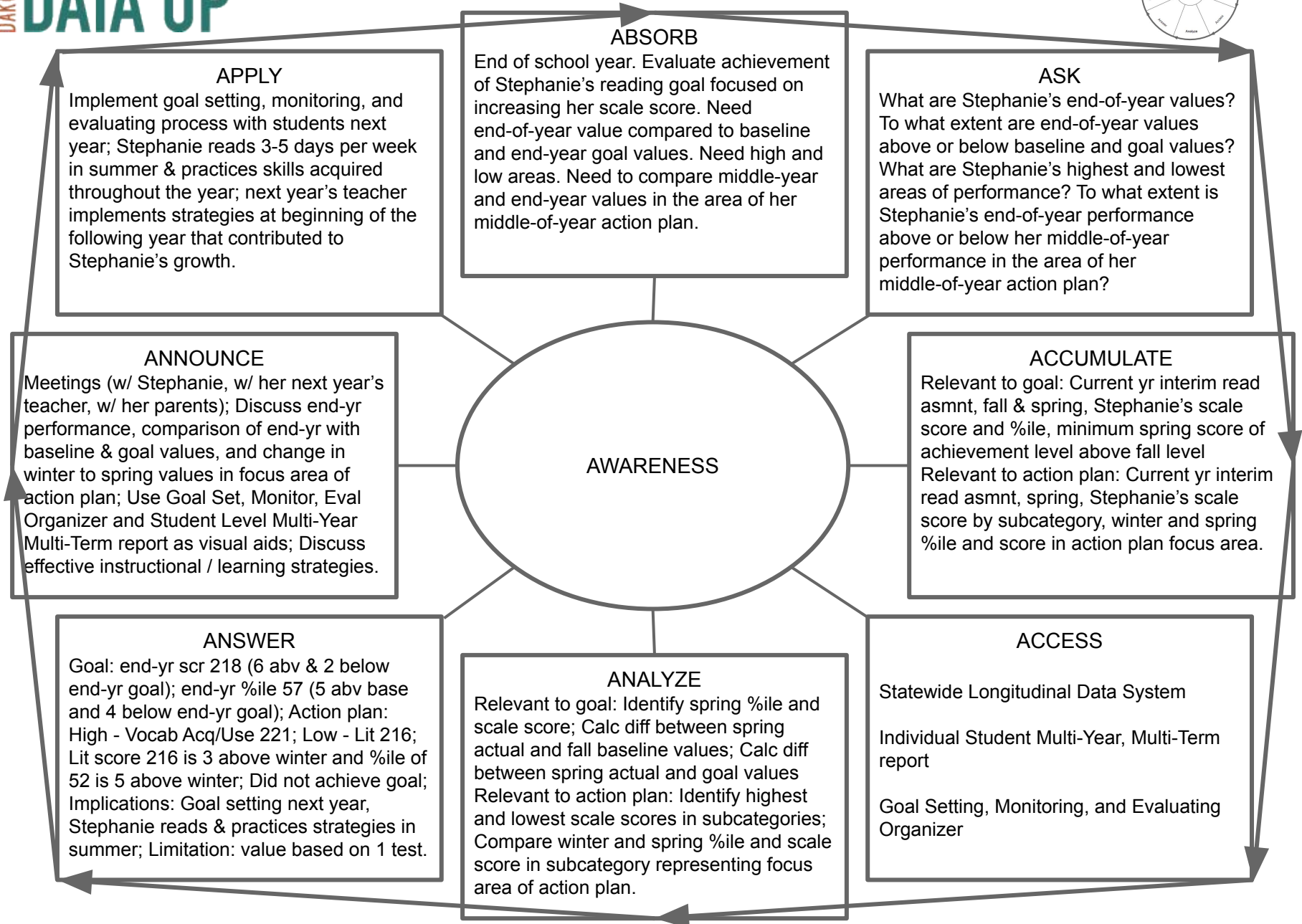
Individual Student

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	218	57
Expected after beg			215 ✓check if met	52	216 ✓check if met	52
Expected after mid					217 ✓check if met	54
Original Goal					220 __check if met	61
Revised Goal					220 __check if met	61
Action Planning w/ Supporting Evidence						
Where to access: SLDS Individual Student 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	216	52
Informational Text	212	52	216	56	218	57
Vocab Acqu / Use	215	61	218	59	221	64
Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events				Action plan (middle of year): Because data analysis findings serve as evidence that Stephanie is making progress toward the achievement of her end-of-year goals and that Literature still represents her lowest subcategory of performance, it is appropriate to have her middle-of-year action plan be to continue the plan from the beginning-of-year.		

A+ Inquiry Framework

The Apply stage has been completed. You, Stephanie, and her next year's teacher have all identified actions that may be taken based on answers revealed through your data analyses.

A+ INQUIRY
GRAPHIC ORGANIZER - Student Goal Evaluating



Conclusion

Ryan:

You did it! We all did it! You addressed each stage of the A+ Inquiry framework, demonstrating awareness throughout the entire inquiry cycle to ensure the right context was absorbed, the right questions were asked, the right data were accumulated, accessed, and analyzed, the right answers were derived, the right announcements were communicated, and the right applications were made. You have completed the last component of your Inquiry training, which means I can sign off on your checklist. Here are your last resources to keep in your data binders.

Goal Evaluating flyer: <http://bit.ly/2kFcOQD>

Goal Evaluating A+ Inquiry graphic organizer: <http://bit.ly/2nMRSZ7>

Goal setting, monitoring, and evaluating organizer complete through evaluating: <http://bit.ly/2mSWkpi>

Goal evaluating data planner: <http://bit.ly/2lZJ1lY>

Conclusion

Excited Teacher Thought:

If I evaluate the end-of-year goal for an individual student, I will have a better understanding of the extent to which the student achieved the goal and whether my instructional approach may have had an impact on the student's learning.

Activity Answers

13.04.01	Stephanie, her next year's teacher(s), and her parents/guardians
13.04.02	The extent to which Stephanie's actual spring performance is above or below her fall baseline performance and her end-of-year goal value, her highest and lowest levels of subcategory performance, and her winter to spring change in performance in the focus area of her middle-of-year action plan
13.04.03	Stephanie's Student Level Multi-Year, Multi-Term report; Stephanie's Goal Setting, Monitoring, and Evaluating Organizer
13.04.04	Learning approaches and instructional strategies implemented throughout the year that may have contributed to her growth; the importance of reading throughout the summer to maintain or increase her reading performance
13.04.05	Implement a similar goal setting, monitoring, and evaluating process with individual students the following year
13.04.06	Read 3-5 days per week and practice skills acquired during individual book studies and small group instruction, which focused on improving her performance in the area of Literature
13.04.07	Begin the next year by implementing instructional strategies that contributed to Stephanie's growth during the current year, with an initial emphasis on increasing her Literature skills

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of how analysis findings relevant to student-level goal monitoring may be communicated to appropriate stakeholders				
This module part increased my knowledge of decisions that may be made based on analysis findings relevant to student-level goal evaluating				

Well Done

You have completed this module part and it concludes this module. You can begin the next module when you are ready.