Setting Student Goals with PVAAS Data

Combining Data Sources and Collaborating with Students to Create Actionable Goals for Learning

Data plays an important role in the setting of academic goals at the student level. Goal setting should reflect the analysis of multiple sources of data, especially the many data sets available in PVAAS. Pairing these data sources with student involvement and discussion can support an effective goal-setting process.

The *Student's* Role in Student Goal Setting

Student goal setting is best done *with* students, not *for* students. Engaging students in looking at patterns, strengths, and needs in their *own* learning, and helping them to set relevant and attainable goals, is most powerful when done in a collaborative manner. This, of course, looks different at different levels (i.e., primary, intermediate, and secondary levels).

"Goal setting, as defined in Classroom Instruction that Works, *is the process of establishing a direction for learning."*

Marzano, Pickering, & Pollock, 2001

"The power of goal setting has been studied for many years. Setting goals keeps students focused on desired outcomes and provides a clear direction for success."

https://files.eric.ed.gov/fulltext/EJ1158116.pdf

"Appropriate goal implementation also positively affects

- *student self-regulation and self-efficacy,*

- *and provides the student with a sense of ownership over their own learning,*

- *and leads to higher achievement."*

Schunk, D. "Goal Setting." Education.com, 2009

Student goals can include personal goals, behavioral goals, and many other areas where they are seeking to improve and grow. Goals can be either short-term or long-term; short-term goals might be set for a particular unit of study, whereas long-term goals might be set as annual goals, such as moving from proficient to advanced on a statewide assessment.

> A **personal** goal might be something like: *"I will look for opportunities to speak in front of the class to gain self-confidence and help my classmates learn by raising my hand more when the teacher asks for answers from the class."* This goal can be measured; for example, *"By the end of the week, I will have raised my hand at least five times to answer questions."*

> A **behavioral** goal may be something like: *"I will follow the school rules on the playground with no discipline actions for one week."*

> An **attendance** goal may be something like: *"By winter break, I will reduce the number of days that I'm absent by 50%."*

Goals should be **SMART** — **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-bound. Goals that embody these goal-setting principles ensure that both student and educator have the same expectations, and are working toward the same definition of "success".

For this resource, we'll be focusing on **student learning goals**, or academic goals – goals that are based on data about academic performance, and which drive students toward greater growth, achievement, and skill development in key academic subjects.

*Student goal setting is best done **with** students, not **for** students.*

Data's Role in Student Goal Setting

Student learning goals should be based on student learning *data.* The use of personalized data helps students become aware of their own strengths and learning needs, and facilitates their ownership and their motivation.

Goal setting with students starts with assessing their needs using multiple sources of data — data from the student's past performance, PVAAS projection data where available, and also current data. Triangulating those three types of data gives a more complete profile of a student's needs.

Past Data

Past data could be any or all past state and local assessment data. However, goal setting can occur even in the subjects that do not result in end of year statewide assessments. Students in grades K-2, and students in non-tested courses, can also engage in goal setting! For those students, past data may include past benchmark assessment results, or end-of-unit tests.

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PVAAS Projections

After reviewing past data, **PVAAS student projections** should be considered. PVAAS projections are available for state assessments (PSSA and Keystones), as well as ACCESS for ELLs, Advanced Placement (AP), and college readiness assessments (PSAT, SAT, and ACT).

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Current Data

Finally, there is **current data** to consider for the student. This would include data from benchmark, screening, and diagnostic assessments, such as aimsweb®, the CDT, Firefly from PDE, DIBELS®, NWEA MAP®, and STAR. Classroom formative and summative data is also important to consider. This may be exit tickets, questioning prompts, ungraded quizzes, or chapter/end-of-unit tests.

Goal Setting, Then *Action Planning*

It is important to remember that this process is more than just setting a goal. *Students—just like anyone else with a goal—will need to develop a plan* in order to reach their goal!

Goals must be supported with appropriate action steps that are feasible for students, and action steps that the teacher and school will take to support the student. We need to ensure that we are helping students monitor their progress toward goals, and either celebrating their progress with them or adjusting things along the way to increase success.

After developing and recording the goal, the next step is to develop a relevant action plan. Using a template or some sort of structured "worksheet" formalizes the process and helps to keep the student engaged with the identified goal and action steps.

One example you could consider using with students is the Colorado Education Initiative's "Grades 9-12 Goal Setting" Template (PDF). They offer an example for students in grades 6-8, though it could be modified for younger or older students. The template includes steps for identifying a goal, creating an action plan, and reflecting on progress toward meeting the goal.
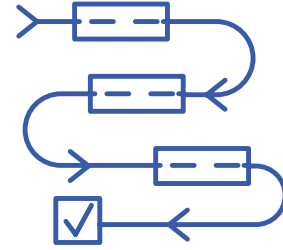
"Schunk (2009) clarifies that while goal setting can lead to student motivation and higher academic achievement, simply stating a goal does not automatically benefit students."

Dotson, R. (2016). Goal Setting to Increase Student Academic Performance. Journal of School Administration Research and Development, *1(1), 44–46. https://files.eric.ed.gov/fulltext/EJ1158116.pdf*

Step 1: Identify a Goal

Think about how you can make this goal specific, measurable, attainable, realistic, and completed on time. (SMART)

Write your specific goal._____

My goal is clear? (Specific)	I'll know when I reach my goal. (Measurable)	Is the goal attainable (given knowledge, skills, ability?) (Attainable)	My goal in my reach? (Realistic)	My goal h time limi (Time Phas
How?	How?	How?	How?	How?

What are the benefits to you for reaching this goal? _____

Why is this goal important to you? _____

Who will you share your goal with for feedback and to help keep you on track?

What will you do to celebrate when you reach your goal? _____

Step 2: Create an Action Plan

Goal: _____

Goal Start Date: _____ Goal End Date: _____

Steps I Will Use To Reach My Goal: Place a checkmark next to each step once it is completed.

Measurable Steps to the Goal	Starting and Completion Dates	What Do I Need?	Did I Achieve It?	Why Not? What Is My Solution?

Who can support me in reaching my goal? _____

Step 3: Reflection

Why was this goal important to me? _____

ch my goal? YES NO

ings did I do that made it possible for me to reach goal? _____

ot reach my goal, why didn't I? _____

ve to change anything while I was working on my goal? Explain. _____

l this goal benefit my life? _____

Excerpted from Colorado Education Initiative (2014). "Grades 9-12 Goal Setting."
https://www.coloradoedinitiative.org/wp-content/uploads/2014/10/GS-9-12-model.pdf

There are other sample templates that come from local, Pennsylvania LEAs/districts who use the CDT in setting student-level goals. The template below allows a student to to set their goal and determine what they will do to work towards that goal, including identifying help they may need from others. They can also identify their results by category, and articulate strengths and where they could improve.

PLAN:

What are your strengths?	What is an area of growth?
	GOAL
What will you do to help yourself?	What additional help do you need?

REVIEW RESULTS: Place an X in each row to show the location of each of your scores.

Score	RED	BLUE	GREEN
Overall Score			
Numbers and Operations			
Algebraic Concepts			
Geometry			
Data Analysis and Probability			

In the template example below, again using the CDT, students identify their current results in each reporting category. In step 2 of the template, they reflect on these results. Then in step 3, they work with a teacher to identify specific areas to improve. This allows the teacher to guide the student in setting goals for specific standards that will be addressed in an upcoming unit.

Through this conversation between students and teachers, everyone has an understanding of what the student will be working on, and what each can do in order for the student to reach the goal.

CDT Student Data Analysis

Mathematics

Student Name:_____ Date of CDT_____

Grade_____

1. Review your results:

Score	Red	Green	Blue
Overall Score			
Numbers and Operations			
Algebraic Concepts			
Geometry			
Measurement, Data, Probability			

2. Are your results what you expected? Why or why not?

3. Setting Goals

Diagnostic Category	Specific areas to work on.	What will you do to help yourself?	What can your teacher do to help you?	How will you know you are improving?

Strategies for Learning:

- Participate in class discussions.
- Ask questions during class.
- Focus on a positive attitude--- I can learn this!
- Read questions carefully.
- Read at home and do homework.
- Ask for help.
- Ignore distractions. Find a quiet place to work.
- Keep notes and review them each night.

Example: 5th Grade

PAST DATA: Past data is available for this student, including some in the PVAAS Child Success Summary and the PVAAS Student Report. Shown here is a Child Success Summary Report, where we can see past PSSA data from grade 3 only – this student did not test in grade 4. The student has a history of lower achievement – below the state average – in ELA, but performed higher in Math.

PVAAS PROJECTIONS: From the PVAAS Child Success Summary Report, we can also view this student's projections to upcoming state assessments — in particular, projections to the grade 5 Math and ELA assessments. We see a potential need for ELA support as compared to Math – the student has a 70% probability of reaching ELA proficiency, and while this is not particularly low, it does indicate a lower probability of reaching this benchmark than they have for Math. The student may benefit from targeted support, depending on what other diagnostic data currently indicates about any potential skill needs.
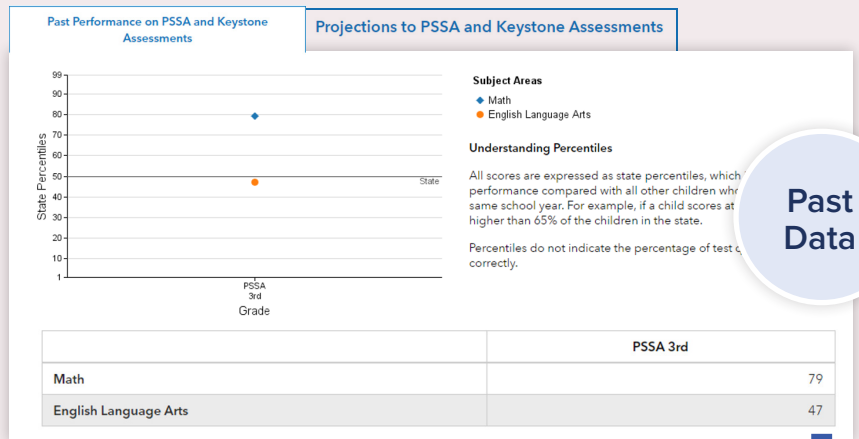
CURRENT DATA: Let's factor in current ELA data and insights we have for this student. Considering the information to the right – what might it look like if the student was assessed today with something like aimsweb® or Acadience®?

By combining past data, the PVAAS projection, and current data, we get a better understanding of this student's trajectory, and where a goal may be set to support this student's needs.
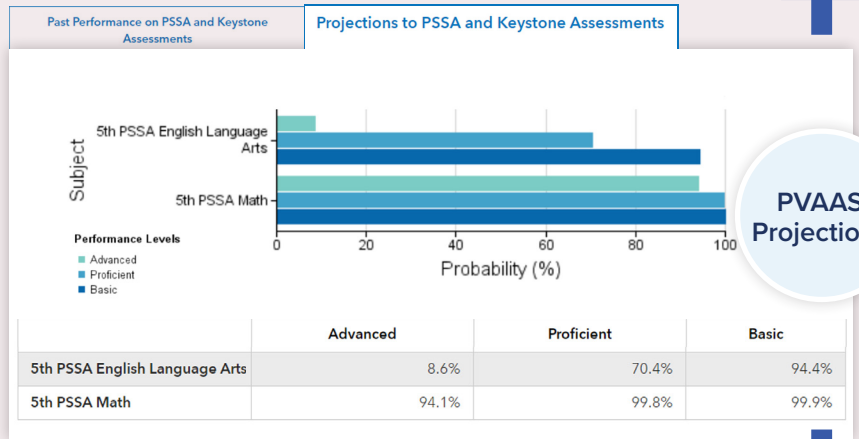

Past Performance on PSSA and Keystone Assessments

	PSSA 3rd
Math	79
English Language Arts	47

Projections to PSSA and Keystone Assessments

	Advanced	Proficient	Basic
5th PSSA English Language Arts	8.6%	70.4%	94.4%
5th PSSA Math	94.1%	99.8%	99.9%

Past Data

PVAAS Projections

- Scored in the below-average range in fluency measures, but accuracy was average.
- Reads very slowly, which is quite possibly impacting comprehension.
- Oral Reading Fluency is 100 words with 93% accuracy. Retell score is 22. All indicates a need for strategic support.
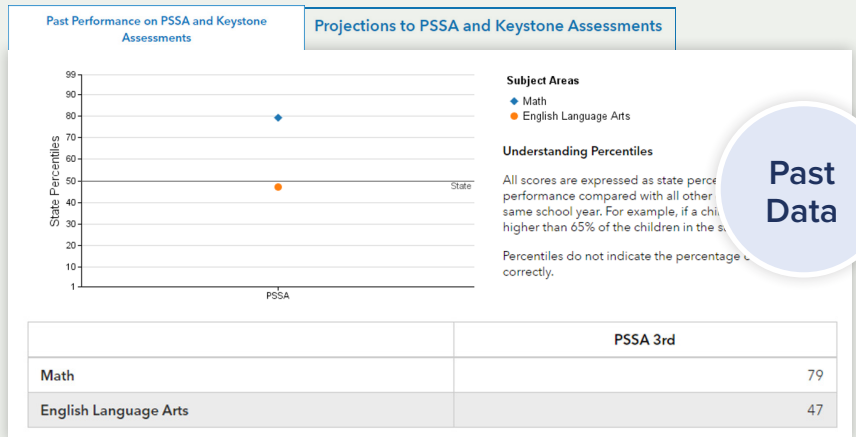
Current Data

An appropriate goal and rationale for the student may look something like this:

> *"The student is at a strategic level for oral reading fluency. Although they are reading accurately, they are reading slowly, which may be impacting comprehension. The teacher has a goal of moving this student from strategic to benchmark in oral reading fluency. The student has a goal of reading 120 words correctly per minute by January with 98% accuracy."*

It is important to then put action steps in place for these goals. This may include the student reading passages of controlled text for 10 minutes each day, and the student and/or teacher recording their reading passage, speed, and accuracy on a chart each day.

Example: 9th Grade

PAST DATA: Past data is available for this student, including some in the PVAAS Child Success Summary or the Student Report. In the Child Success Summary to the right, we can see the student's past PSSA data for grades 4-7; this student did not test in grade 3 or in grade 8. We can see this student's longitudinal history and path in all 3 subject areas at one time.

PVAAS PROJECTIONS: From the PVAAS Child Success Summary Report, we can also view the student's projections to upcoming state assessments — in particular, their projections to the 3 Keystone exams that this student will be taking in the future. In this image to the right, we see a potential need for support in the area of Algebra — the student has only a 47% probability of reaching proficiency in Algebra, as compared to a 72% probability of reaching proficiency in Biology and an 83% probability of reaching proficiency in Literature. We now want to investigate the student's strengths and needs in the area of Algebra with some diagnostic and benchmark data.
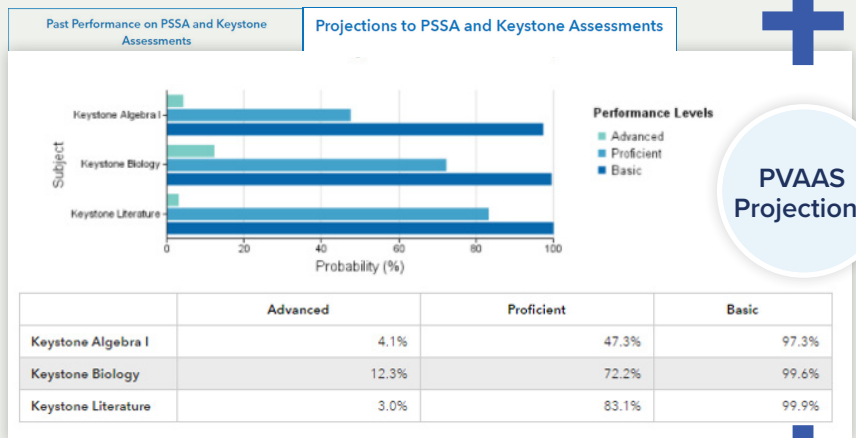
CURRENT DATA: The graphics at right show current data we have available, such as assessments like STAR or the CDT.
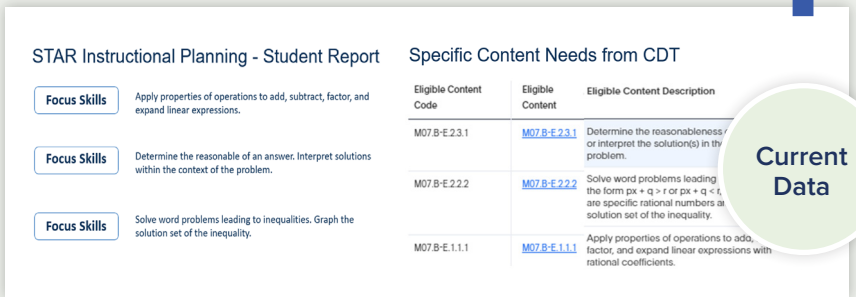
By combining past data, the PVAAS projection, and current data, we get a better understanding of this student's trajectory, and where a goal may be set to support this student's needs.

An appropriate goal and rationale for the student may look something like this:

"The student is in need of support for reaching proficiency in Algebra I. The student is currently performing below level in algebraic concepts and needs prerequisite skills at the 7th grade level. The teacher has a goal for this student to show significant growth in the CDT Growth & Focus Report. The student has a goal of demonstrating mastery of 7th and 8th grade math skills by January."

It is important to then put action steps in place for these goals. This may include the teacher providing weekly assignments for the student that support understanding in prerequisite skills. The student's steps could include completing those assignments with 80% accuracy, and meeting with the teacher twice a week to check on progress made and discuss questions on concepts still unclear.

Visit **PDE's PVAAS webpage** for additional resources on this topic.