Handout 3.4. Using Available Data to Inform Growth Targets

Use the information below about Ms. Felipe's class and the data contained in Table 1 to construct growth targets.

The class:

- Ms. Felipe teaches high school band at a small, rural school.

- She is writing an SLO for her Concert Band class.

The assessment:

- She is administering a pre-assessment and post-assessment that she administered last year. The assessments are two forms of the same assessment.

- The assessment consists of short response questions on music theory (50 points) and a performance assessment (worth 50 points).

- The assessment is aligned to the state standards.

- The assessment has enough stretch that all students may demonstrate growth, but higher-performing students tend to show less growth than other students.

- The assessment has been approved by the district.

- The district has used the assessment for three years, but this is only Ms. Felipe's second year teaching. The data from the first year of administration is not available at this time.

- The assessment is structured so that a raw school of 61 represents a passing score and a raw score of 81 represents very high achievement.

- The higher the student's pre-assessment score, the less the expected growth on this particular assessment. The assessment was constructed so that at the lower levels of performance students are developing basic knowledge and skills. At the higher levels of performance, students are refining skills and will demonstrate less growth.

Available data:

- Ms. Felipe has performance data from last year's Concert Band class. These data include the pre-assessment and post-assessment scores, shown in Table 1.

- She has the pre-assessment scores for this year's students, which are also shown in Table 1.

Table 1. Ms. Felipe's Available Data

Baseline Data from 2011-12 (pre- and post-test results from Ms. Felipe's 2011-12 class)					Current Data for 2012-13 (pretest data for Ms. Felipe's 2012-13 class)			
Student	Years of Experience	Pretest (out of 100)	Posttest (out of 100)	Growth	Student	Years of Experience	Pretest (out of 100)	
Student A	2	20	48	28	1. Alice	2	20	
Student B	2	24	49	25	2. Peter	2	22	
Student C	2	28	51	23	3. Devin	2	23	
Student D	3	45	62	17	4. Michael	2	25	
Student E	3	46	46	0	5. Victoria	2	26	
Student F	3	53	73	20	6. Edgar	2	27	
Student G	3	55	74	19	7. Winston	2	29	
Student H	4	57	50	-7	8. Felix	3	39	
Student I	4	62	75	13	9. Zeke	3	45	
Student J	4	62	76	14	10. Xavier	3	46	
Student K	6	68	86	18	11. Olivia	3	47	
Student L	5	68	88	20	12. José	3	48	
Student M	6	69	85	16	13. Charles	3	48	
Student N	7	73	82	9	14. Igor	3	51	
Student O	7	75	83	8	15. Umar	3	53	
Student P	7	77	85	8	16. Nora	3	54	
Student Q	7	85	90	5	17. Theodore	4	62	
Student R	7	84	87	3	18. Barry	4	67	
					19. Hannah	5	69	
					20. Reina	7	73	
Mean	**4.56**	**58.39**	**71.67**	**13.28**	**Mean**	**3.05**	**43.70**	

These data are also available in the Excel document on the thumb drive.