Student Growth Measures in Teacher Evaluation

Module 3: Using Data to Inform Growth Targets and Submitting Your SLO

Agenda

- Module 1: Introduction to SLOs
- Module 2: Selecting Appropriate Assessments
- **Module 3: Using Data to Inform Growth Targets and Submitting Your SLO**
- Module 4: Scoring an Individual SLO

The SLO Development Process

STEP 1: Gather and review available student data.

STEP 2: Determine the interval of instruction and identify content.

STEP 3: Choose assessments and set the growth target.

STEP 4: Submit your SLO and prepare for approval and review.

STEP 5: Final scoring of the SLO.

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Growth Targets

- Should be informed by baseline or, in some cases, trend data.

- Should include specific indicators of growth that demonstrate an increase in learning between two points in time.

- Should be tiered whenever possible and appropriate.

- Should be set so that all students can demonstrate developmentally appropriate growth.

Growth Targets

- All students must be expected to demonstrate growth.

- The expectations captured in growth targets should be rigorous yet attainable.

- Growth targets should articulate a specific minimum expected performance.

Example Growth Targets

Target 1
During the fall semester, all of my students will progress at least one fitness zone on the FitnessGram.

Example Growth Targets

Target 2
Students will increase their scores by half the difference between 100 and their pre-assessment score. For example, a student with a pre-assessment of 50 would be expected to increase his or her score by 25 points on the post-assessment. 100 – 50 = 50 / 2 = 25

Example Growth Targets

Target 3

Taking into account student's entry level of skill, all students will meet their target score on the post assessment:

Pre-Assessment Baseline Score Range	Target Score on Post-Assessment
41-60	70
61-80	85
81-90	95 plus 85 or higher on capstone project
91-100	95 plus 90 or higher on capstone project

Example Growth Targets

Target 4
Taking into account student's entry level of skill, all students will meet their target score on the post assessment:

Pre-Assessment Baseline Score Range	Target Score on Post-Assessment
41-60	**70** or **increase score by 15 points**, whichever is greater
61-80	**85** or **increase score by 15 points**, whichever is greater
81-90	**95** or **increase score by 7 points**, whichever is greater, **plus 85 or higher on capstone project**
91-100	**97** plus **90 or higher on capstone project**

Descriptive Growth Target

Target 5	
Students will improve their performance by meeting the following growth targets using LinguaFolio Can-Do Assessments, supporting data, and a final individualized performance assessment as sources of evidence:	

Baseline Data (from Spanish I)	Growth Target (for Spanish II)
Novice Mid	Novice High
Novice High	Intermediate Low
Intermediate Low	Intermediate Mid

How Could This Growth Target Be Improved?

Target 6
During the fall semester, 50 percent of the students will earn a National Physical Fitness award for their performance on the Physical Fitness test.

This target is focused on proficiency, not growth. It also only requires 50 percent of students to meet the specified goal.

Revisions:
- Use baseline data to inform the target(s).
- Focus on growth, not proficiency.
- Consider using a different assessment.

How Could This Growth Target Be Improved?

Target 7

Students scoring 80 or lower on the pre-assessment will increase their scores on the similar post-assessment by at least 10 points. Any students scoring 81 or higher on the pre-assessment will maintain their scores.

This target could be stronger. It does not sufficiently aim to bring students up to proficiency. Not all students are required to show growth.

Revisions:
- **Consider revising targets if students are very low performing so that all low-performing students are moving towards proficiency.**
- **Revise targets for students scoring 81 or higher so that they must demonstrate growth.**

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How Could This Growth Target Be Improved?

Target 8

Taking into account student's entry level of skill, all students will meet their target score on the post-assessment:

Pre-Assessment Baseline Score Range	Target Score Range on Post-Assessment
41-60	65-74
61-80	75-90
81-90	91-100
91-100	95 plus 85 or higher on capstone project

The growth target uses tiered targets that are differentiated based upon student baseline data. However, use of ranges does not require ALL students to demonstrate growth.

Revisions:
- **Use minimum expectations (cut scores and/or expected improvement in points) rather than ranges**

Using Assessment Data to Help Set Appropriate Growth Targets

- Use growth goals or targets set by providers (e.g., Scholastic) or the local school district.

- Consult with a data, assessment, or content-area expert in your school district who is familiar with the assessment.

- Use technical reports from the vendors to see what the expected growth or benchmarks are.

- Look at trend data from your past students, provided your classes have a similar composition.

An Approach to Setting Growth Targets

- **Step 1**: Determine your baseline data sources (pre-assessment, prior year test scores, etc.) and select a high-quality post-assessment that:
  - Is aligned to the curriculum
  - Contains stretch
  - Is valid and reliable

An Approach to Setting Growth Targets

- **Step 2**: Determine performance tiers for the post-assessment by establishing score ranges.
  - What is the passing score?
  - What score would represent high performance?

Example 1
Basic (score is <60)
Approaching Proficient/Proficient (61-86)
Advanced (87-100)

Example 2
Very low achievement (score is <60)
Low-mid achievement (61-76)
Mid-high achievement (77-86)
High achievement (87-93)
Exceptional achievement (94-100)

An Approach to Setting Growth Targets

- **Step 3**: Determine performance tiers for the baseline data by establishing score ranges.
  - What is the passing score?
  - What score would represent high performance?

An Approach to Setting Growth Targets

- **Step 4**: Categorize the student performance data on the baseline assessments by the tiers of performance you established in Step 2.

Performance Level on Preassessment	Number of Students Performing at that Level on the Preassessment
Very low achievement (score is <60)	5
Low-mid achievement (61-76)	21
Mid-high achievement (77-86)	12
High achievement (87-93)	11
Exceptional achievement (94-100)	1

An Approach to Setting Growth Targets

Step 5: Determine what growth expectations are reasonable based upon post-assessment or trend data.

Student	Pretest (out of 100)	Posttest (out of 100)	Growth
Student A	61	79	**18 pts**
Student B	63	81	**18 pts**
Student C	65	82	**17 pts**
Student D	65	81	**16 pts**
Student E	66	83	**17 pts**

Mean Growth = (18+18+17+16+17)/5 = 17.5

Median Growth = 17

An Approach to Setting Growth Targets

- **Step 6**: Set your growth targets based upon the information available to you.

Baseline Score (based on pre-assessment)	Number of Students	Growth Target (for post-assessment; whichever is greater)
Very low achievement (score < 60)	5	Score 70 or increase score 15 points
Low-mid achievement (61-76)	21	Score 81 or increase score by 13 points
Mid-high achievement (77-86)	12	Score 90 or increase score by 10 points
High achievement (87-93)	11	Score 97 plus 80 on capstone project
Exceptional achievement (94-100)	1	Score 97 or maintain higher score, plus 85 on capstone project

Developing Growth Target Activity

- Read Handout 3.4.

- Work in small groups to set growth targets for Ms. Felipe's 2012-13 class.

- Construct your growth targets in Microsoft Excel using the file on the flash drive OR create targets on chart paper to share.

Developing Growth Target Activity

- How did your group set the growth targets?

- Key takeaways:
  - Teachers should use the information and data available to them when constructing growth targets.
  - Conversations with colleagues when setting growth targets can be critical.
  - The teacher should be able to explain how s/he set the growth targets as well as his or her reasoning for the approach used.
  - The rationale should include the teacher's explanation for the growth targets.

Requirements and Promising Practices

Requirements for Implementing SLOs	Promising Practice Recommendations
Minimum of two SLOs representative of the teacher's schedule for Category C teachers.	Two to four SLOs representative of the teacher's schedule for Category C teachers.
Gather and use baseline data for each student represented in the SLO.	
Use the Student Learning Objective Template when writing SLOs.	
Identify a rigorous and attainable growth target for students.	Identify rigorous and attainable tiered targets.
Select rigorous and appropriate assessments (not developed by the individual teacher).	• Consult the *Guidance on Selecting Assessments* when choosing assessments. • Complete the *Checklist for Selecting Appropriate Assessments.*

End of Module 3

Please complete the evaluation for Module 3

Thank you