

Student Growth Goals: Part One

Harlan Independent School District
August 5, 2014

Focal Questions

1. What is a Student Growth Goal (SGG)?
2. What are the expectations for SGGs in the certified evaluation plan?
3. How do I develop an SGG?
4. What role does assessment play in developing an SGG?
5. How will my SGG be scored?
6. How do I enter my SGG into CIITS?
7. What do I need to do now?

What is a Student Growth Goal?

“A goal focused on learning that is specific, appropriate, realistic and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.” (KAR definition)

GOALS ADDRESS:

1. Actual growth in skills and knowledge
2. Proficiency in the standard selected

WHAT IS GROWTH?

- **GROWTH** IS DEFINED AS MOVEMENT FROM A LOWER PERFORMANCE LEVEL TO A HIGHER LEVEL
- **PROFICIENCY** IS A FINAL STUDENT SCORE IN THE PROFICIENT OR DISTINGUISHED RANGE
- **EXPECTED GROWTH:** STUDENT IMPROVES BY ONE LEVEL
- **HIGH GROWTH:** STUDENT IMPROVES BY TWO LEVELS AND IS PROFICIENT

SGG Requirements (CEP)

- Every teacher every year
- Due in CIITS by September 30.
- Peer reviewed and approved by principal
- One goal for one subject area (elementary self-contained) or one section of a course
- Report due for summative cycle by April 15; for formative cycle by Closing Day
- Teacher will be assigned a local Student Growth Rating each year which contributes to summative year growth rating

Criteria for Goals

Student Growth Goals are to:

- Be congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed.
- Represent or encompass an enduring skill, process, understanding or concept that students are expected to master by taking the particular course.
- Allow high and low achieving students to demonstrate adequately their knowledge.
- Provide access and opportunity for all students including students with disabilities, , English Language Learners, and gifted/talented students.

• RUBRIC (Appendix B-4)

General considerations

- The normal time interval for SGGs is the school year (from point of approval to time for reporting on SGGs as specified in the CEP). The interval is to be defined in the Student Growth Template.
- Where a teacher may have students for less than a full year, an alternate time interval will be used.
- The minimum number of students to be included in the results is ten (ten with a pre and post score). A lower number may be used in situations where there is a limit on the number of students in a class (e.g., special education)
- To be included in the results, a student must have been enrolled in the class for 75% of the interval and have a baseline score.

8

How do I develop my Student Growth Goal?

9

A goal for whom?

- Identify the subject area or the particular section for whom you will write a goal.
- This identification should be based on some general assessment of student needs.
- Screen the class selected to refine your understanding of their needs. Use this data to identify the standard (s) and enduring skill, concept, or process to be targeted in the goal.
- Develop or secure assessments to provide baseline data that will serve as a benchmark for comparison at the end of the instructional interval. Clear the instruments with the principal.
- Administer and score the assessment(s).

10

A goal about what?

1. Compile the data and assign each student to a performance level using the district scale. *(Note: if you have students scoring distinguished or a sizeable number of proficient, you may need to rethink what the goal will address.)*
2. Formulate goal using the Student Growth Goal Template (Appendix B-3)
3. Have a Peer Observer review using the Comparability and Rigor Checklist (Appendix B-4) and provide feedback.
4. Enter into CIITS and submit to your principal for approval. (Also submit the completed B-3 and B-4.)

11

Forms Used in Process

- Student Growth Goal Template (Appendix B-3)
- Comparability & Rigor Checklist (Appendix B-4)
- Student Growth Record (from Appendix B-5)
- Student Growth Goal Summative Report (Appendix B-5)

These forms are available on our website by going to Departments, then to Supervisor of Instruction. They are in Word format so you can complete them electronically.

12

Student Growth Goal Template Appendix B-3

13

APPENDIX B-3
STUDENT GROWTH GOAL TEMPLATE

Teacher _____
 Class _____ Level _____
 Instructional Interval _____ School Year _____

1. Describe the context of the class (number of students, student demographics)

2. Identify the KCAS standard(s) to be addressed along with the associated Enduring Skill(s), Concept(s), or Process(es) to be targeted by the SGG.

14

3. Describe the assessment process that led to the selection of the targeted skill(s). Identify the instrument(s) used.

4. Identify the process to be used to measure growth (instruments, assessment points). Will you use pre/post, repeated measures, or a combination?

15

5. Student Growth Goal

6. How will this SGG be accessible to all students in the class?

16

7. Baseline data to be used for comparison against end results (record on Student Growth Record)

	Number	%
Students with baseline scores		100
Students scoring Novice		
Students scoring Apprentice		
Students scoring Proficient		
Students scoring Distinguished		

8. Describe your overall instructional plan for helping students achieve the gains projected in the SGG.

17

9. Describe any professional learning you may need to support students' attainment of the SGG.

10. Peer review completed on _____
 Peer reviewer's signature _____

We agree to this goal:
 Teacher's signature _____ Date _____
 Principal's signature _____ Date _____

18

What role does assessment play in developing an SGG?

- Assess needs of students
- Set a baseline
- Assess student progress during the instructional interval
- Summative assessment at end of instructional interval

19

Criteria for Assessments

- **Validity:** the instrument measures what it purports to measure
- **Reliability:** the instrument produces consistent results when administered on multiple occasions or in multiple venues
- **Instructional value:** the instrument produces results that can be used to shape instruction for students (e.g., can identify where the student stands with regard to proficiency and information about strengths and weaknesses)
- **Access and opportunity:** allows both high and low achieving students, students with disabilities, English Language Learners, and gifted/talented students to demonstrate their learning
- Can **function effectively as both a pre and post assessment** (the exact prompts to be used can vary from administration to administration but the format remains the same)

20

Comparability and Rigor Checklist (Appendix B-4)

- What would be evidence that each criterion has been met?

21

What MEASURES can you use in developing your goal?

our CEP allows you to negotiate with principal and use:

- Single measure – pre/post
 - Could be rubric, matrix or assessment
- Multiple measures – combined with a rubric or matrix
- Multiple data points
 - Looking at progress over the year with multiple opportunities for students to show proficiency

If multiple measures are used, there must be a written agreement for how the final data will be assigned a number to generate a performance level.


22

Questions to ask: sources of evidence

- Do the sources of evidence provide the data required to determine proficiency for the identified area(s) of need?
- Can the sources of evidence be used to provide baseline data, comparable mid-term data, and end of the year/course data?

23

Using Data – Places to begin...



- Beginning of the year data collected by the teacher
- Content need identified last year –
 - Previous year's assessment data
 - Program Review data
 - Classroom formative and summative assessment data
- Match to the needs of current students

You need to connect your student needs to Enduring Learning

24

These data can be quantitative (use of numbers, measurable) and qualitative (descriptive, observed) and can include:

Student Achievement Data	Demographic Data	Perceptual Data
– the assessments that are used to determine student learning based on the baseline data	– helps provide a fuller picture of students in my classroom	– provides opinions and ideas of stakeholders and can support hypothesis about programs and student needs
<ul style="list-style-type: none"> • formative assessment <ul style="list-style-type: none"> ✓ portfolios (writing, art, etc.) ✓ observations ✓ Running Records ✓ Exit slips ✓ Think-pair-share • performance assessments • common assessments • interim assessments • summative assessments • report card grades • student work samples • Individual Education Plans • state assessment results 	<ul style="list-style-type: none"> • trends in student population and learning needs • school and student profiles • data disaggregated by subgroups (gender, ethnicity, socio-economic status, special needs, ELL) 	<ul style="list-style-type: none"> • results of student surveys • results of parent/ community surveys.

(Sharratt & Fullan 2013; Brown & Maday, 2008)

Learning Goal	Students will be able to independently solve real-world problems that involve finding the perimeter of polygons given the side lengths, finding an unknown side length, and calculating perimeter when combining polygons.
Scenarios:	Examining student data to understand learning, determine starting points, and set targets
Use of Data Source #1: State Assessment	The 5 th grade teachers at Rivenview Elementary School met to examine selected data about how students had performed on the previous year's mathematics state assessment. The teachers examined the results on each math strand and found that most students scored above the state average in arithmetic, but were below the state average in geometry.
Use of Data Source #2: End-of-Year 4th Grade Common Assessment	Using the end-of-year 4 th grade common assessment on geometry, the teachers observed that the content strand in which students struggled the most was measuring perimeters of polygons. Since calculating perimeters was a matter of adding, and students had performed well on the addition strands of both the annual and unit assessments, the teachers were perplexed. They decided to collect new data on students' geometry skills using questions from the supplemental workbooks of their standards-based math curriculum.
Use of Data Source #3: Supplemental Workbooks	When reviewing the students' workbook responses, they noticed a pattern. Students performed well on simple perimeter problems when the shapes were drawn for them, but on word problems that required them to combine shapes before adding, they struggled. The teachers hypothesized that students' difficulties were not with calculating perimeters, but with considering when and how to combine polygons in response to real-world problems. They further hypothesized that students would benefit from opportunities to apply basic geometry skills to novel situations.

How will my SGG be scored?

Assigning Individual Student Growth Scores

Assessment data will be translated into individual student scores using this table

	Value	Range by 4.0 scale	Range by percentage scale
Novice	1	0-1.7	0-44%
Apprentice	2	1.8-2.7	45-69%
Proficient	3	2.8-3.7	70-94%
Distinguished	4	3.8-4.0	95-100%

LIST STUDENTS AND SCORES ON A WORKSHEET; KEEP ON FILE ALONG WITH THE ASSESSMENTS THEMSELVES

Student Growth Goal Report

Student	Baseline	End of Interval	Change by # levels	√ if proficient or distinguished	Growth Rating
Adams, M.	Novice				
Barton, S.	Apprentice				
Chapin, M.	Novice				
Dudley, R.	Apprentice				
Ernst, K.	Proficient				
Fellows, J.	Proficient				
Evans, K.	Apprentice				
Hughes, J.	Proficient				

Student Growth Goal Template

7. Baseline data to be used for comparison against end results (record on Student Growth Record)

	Number	%
Students with baseline scores		100
Students scoring Novice		
Students scoring Apprentice		
Students scoring Proficient		
Students scoring Distinguished		

In spring, you will compare this data to your results using the Student Growth Goal Summative Report.

How did my students do?

Growth	Proficiency		RATING
Change	Yes	No	
0	√		LOW
0		√	LOW
-n	√		LOW
-n		√	LOW
+1	√		EXPECTED
+1		√	EXPECTED
+2	√		HIGH
+3	√		HIGH

How did I do?

The percent of students achieving each rating will be calculated. Based on those percentages, the teacher will be assigned a Student Growth Rating as follows:

- **LOW:** Combined percentages of Expected and High scores falls below 55%
- **EXPECTED:** Combined percentages of Expected and High scores falls between 55% and 69%
- **HIGH:** Combined percentages of Expected and High scores is at or above 70%

32

Defining ENDURING

Learning that:

- **ENDURES** beyond a single test date
- involves transferable big ideas of lasting value

33

Enduring Learning

WHAT IT IS	WHAT IT ISN'T
<ul style="list-style-type: none"> ✓ Worthy of extended focus ✓ Aptitude that has value and utility beyond one narrow context ✓ Foundational for the application of content ✓ Applicable beyond school ✓ Can be measured over time 	<ul style="list-style-type: none"> ✓ A sub-skill ✓ Explicit content knowledge ✓ An activity ✓ A skill with limited application ✓ A strategy for learning

SKILL

WHAT IT IS	WHAT IT ISN'T
<ul style="list-style-type: none"> ✓ Competency ✓ Ability to perform <p>Examples: Reading and comprehending complex text</p>	<ul style="list-style-type: none"> ✓ A strategy ✓ Finite Content <p>Non-examples:</p> <ul style="list-style-type: none"> • Annotating text • Re-reading • Questioning text • Identifying figures of speech

ENDURING LEARNING Reading Example



EXAMPLES	NON-EXAMPLES
<p>Summarize key supporting details and ideas</p> <p style="text-align: center;">Sub Skills</p> <p style="text-align: center;">Strategy</p>	<ul style="list-style-type: none"> -Identifying main ideas of a text -Differentiate between bias and evidence. -Differentiate between essential and irrelevant information. -Skimming or scanning a text.

ENDURING LEARNING Science Example

EXAMPLES	NON-EXAMPLES
<p>Develop models using an analogy, example, or abstract representation to describe a scientific principle or design solution.</p>	<p>Create a model of an erupting volcano using vinegar and baking soda.</p> <p style="text-align: center;">Activity</p>

ENDURING LEARNING Social Studies Example

EXAMPLES	NON-EXAMPLES
<p>Produce an argument to support claims with appropriate use of relevant historical evidence.</p> <p style="text-align: right;"><i>Sub Skill</i></p>	<p>Describe point of view for primary and secondary sources.</p>
<p style="text-align: right;"><i>Strategy</i></p>	<p>Use Chicago Style correctly when citing evidence.</p>
<p style="text-align: right;"><i>Disposition</i></p>	<p>Improve student perception of history.</p>

Use Standards Documents to Identify Enduring Skills, Concepts, Processes

- Common Core/KCAS English/LA Anchor Standards
- C3 Framework (+ Common Core literacy standards) -Social Studies
- Kentucky CTE Program of Studies
- CCSS/KCAS- Clusters and Math Practices
- KY World Language Standards
- National Standards for PE, Health, Arts
- NGSS/KCAS- Practices, Cross-Cutting Concepts

Using Standards

Arts & Humanities KCAS

- **AH-HS-SA-S-VA2** Use the elements of art, principles of design, and a variety of processes expressively in creating artworks
- **AH-HS-SA-S-Mu2** Apply the elements of music with technical accuracy and expression while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others

Common Core Reading Anchor Standards

- R.CCR.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Using Standards

Common Core Speaking & Listening

- SL.CCR.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Common Core Math

- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Create equations that describe numbers or relationships

Using Standards

NGSS Science and Engineering Practices

- Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.

Social Studies C3 Framework

- D1.1.6-8. Construct compelling questions and explain how a question represents key ideas in the field.
- D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.

Mathematics Goal Sample

KCAS/Common Core Math Practices

1 Make sense of problems and persevere in solving them.

During the 2014/15 school year, 100% of my last period 6th grade math students will improve their ability to make sense of problems and persevere in solving them. Each student will improve by at least one level on at least two indicators on the Mathematics Problem Solving rubric. In addition, 80% of my students will perform at the proficient level on all three indicators on the rubric.

Data contributing to baseline

- MAP (DesCartes)
- Common assessments
- Math Design Collaborative formative assessment lessons

44

Art Goal Sample

Identify and apply criteria for evaluating visual arts (e.g., skill of artist, originality, emotional impact, variety, interest) (AH-8-PA-S-VA3)

This year, all 8th grade first rotation art students will improve their skills in creating and critiquing works of art. Each student will improve at least one level in all areas on the district art standards-based rubric. At least 70% of the students will demonstrate proficiency in all criteria of the rubric.

45

Data contributing to baseline

- Beginning Portfolio of artwork
- Art on-demand assignment
- Critique of art work
- Feedback to peer

46

Writing Goal Sample

10.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

For the 2014-15 school year, 100% of the students in my First Period class will make measurable progress in argumentative writing. Each student will improve by at least one performance level in three or more areas of the LDC argumentation rubric. Furthermore 80% of my students will score a 3 or better overall.

47

Data contributing to baseline

- On demand writing prompts
- Writer's Notebook responses
- Short research assignment

48

Social Studies Sample

SS-07-5.1.1 Use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

This year at least fifty-five percent of students my Second Period seventh grade social studies class will demonstrate measurable growth and achieve proficiency in their ability to use a variety of tools to describe and explain historical events and conditions and to analyze perspectives of different individuals and groups in the context of world history through 1500 A.D.

49

Data contributing to baseline

- Analytical writing prompts requiring use of a variety of primary and secondary sources
- Social Studies notebook responses
- Short research assignment
- Series of multiple choice prompts targeting analysis of sources

50

4th grade goal: Summarization

4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (R)

By the end of the 2014-15 school year, all of my 4th grade students (100%) will show growth in summarizing key ideas and details in what they read. Each student will improve by 2 or more levels on the rubric developed by my PLC team for summarization. In addition, 90% of students will score Proficient or above on the rubric by the end of the year.

51
KDE

Data contributing to baseline

- MAP data (DesCartes Continuum regarding summarization skills)
- Written summaries
- Journal entries
- M/C items where students identify main ideas and supporting details.

52

Science sample growth goal

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

This school year, all of my third grade students will demonstrate measurable growth in their ability to apply the scientific practices. 100% of my students will improve by 2 or more levels on the district's science rubric in the areas of engaging in argument from evidence and obtaining, evaluating, and communicating information. 85% of students will perform at level four on the 5-point science rubric.

53
KDE

Data Contributing to Baseline

- Assessments using evidence from observations and text to develop and support arguments.
- Short responses to identify appropriate resources to support claims
- Related science journal entries

54

SGG Tasks for August

- Select the subject area (elementary) or particular section (middle and high school) to work with on the SGG
- Identify possible standards and enduring skills, etc., to target
- Assess students to determine their needs
- Compile data on the Student Growth Goal Report
- Bring data to the September 2 PD
- We will have Professional Learning Community sessions during planning periods to provide support:
 - MS/HS August 21 in the Community Learning Center
 - Elementary August 22 in my office

55

SGG Tasks for September

- September 2: PD on drafting SGGs with opportunity for peer review
- Refine goals and assessments as needed
- Have official peer review
- Enter into CIITS and submit to principal by September 30
- We will have at least one Professional Learning Community session during September to provide support in completing this task and the Self-Reflection and Professional Growth Plan tasks; dates to be announced