


Using Data in the Goal-Setting Process

Webinar

September 30, 2015

Delaware
Department of Education

Presenter

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Student Improvement Component

- Measure A – State Assessment for reading and mathematics (for information only in 2015-16)

- **Measure B – Bank of Pre-Post Assessments**

- Measure C – Bank of DOE-approved growth goals

What are Measure Bs?

External Assessments	• Recognized and identified by Delaware educator groups • Generally created by outside vendors • Reviewed by an outside vendor prior to approval
Internal Assessments	• Developed by and for groups of Delaware educators • Reviewed by an outside vendor prior to approval
Alternate Assessments	• Developed and submitted by a District or LEA • Reviewed by an outside vendor prior to approval

An educator, with administrator approval, may choose to use any approved measure.

Internal Measure B Assessments

- DOE maintains a bank of 240+ pre/post assessments used as one of multiple measures for educator evaluation in the student improvement component.

Internal Measure B Assessments

- Analyses of internal Measure B assessment data (reliability, validity, & item-level analyses)
- Ongoing refinement cycle
- Alternative Measure B assessments and grants
- Goal-setting support

Ongoing Refinement: Proposed Refinement Cycle

- Four-year cycle for refinement of Measure Bs and Cs
- Led by DDOE staff, with support from educators/content experts in the field
- Assessments vetted for rigor, format by outside vendor

Subject	Refinement Year	Roll-Out Year
SS & Arts	14-15	15-16
CTE	15-16	16-17
Math & ELA	16-17	17-18
Languages & Other	17-18	18-19

NEW RESOURCES




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www.tinyurl.com/ddoe-gs-suite

Student Improvement Component – Goal Setting Resources

Resources for Goal Setting -- New for 2015-16

Educators, school leaders, and district leaders can utilize the resources provided on this page to aid the goal-setting process.

The resources provided include the following:

- ASSESSMENT REPORTS - provide historical student performance data on approximately 90 internal Measure B assessments. *now available - see bottom of page*
- GOAL-SETTING GUIDANCE DOCUMENT - provides examples of strong methods for setting goals and targets as well as some pros and cons for each approach.
- GOAL-SETTING TARGETS WORKSHEET - provided as an optional resource to be used along with internal Measure B assessments during the goal-setting process. The worksheets are designed to calculate targets and final ratings based on information entered about goals set during the fall conference and student pre/post-test scores. Please note that while there are many approaches to goal-setting, the templates are ONLY designed for educators using one of the three approaches described in the *"Goal-Setting Guidance Document"* above.
- GOAL-SETTING POWER POINT - provides a brief overview of strong methods for setting goals and targets. *coming soon*

All of the resources on this page are NEW as of August 2015. The DOE would like to continue to provide additional resources as well as improve the ones here. Please provide feedback on the following website: http://tinyurl.com/ddoe-gs-feedback

Using Data in the Goal-Setting Process Webinars

The Teacher & Leader Effectiveness Unit is offering webinars on how to use the data and resources provided on this page in the goal-setting process. Participants can register for the webinar by going into PDMS. The next live webinars titled "Using Data in the Goal-Setting Process" will be offered at the following time:

- Wednesday, September 30, 4:30-5:30 pm

More detailed course information and instructions for how to register can be found in PDMS. Participants can access the webinar via the following link: http://www.dcet.k12.de.us/webmeet/tlvirtualoffice.html

This webinar will use Blackboard Collaborate. It is recommended that participants download the software in advance. For questions related to registration or the webinar, please email shanna.ricketts@doe.k12.de.us

Assessment Reports

Subject All

Grade Level All

Assessment Name Starts With

Submit

Measure B Assessment Reports

Calculus

Internal Measure B Assessment Report

Delaware Department of Education

This document provides historical student performance results from Delaware's Calculus assessment. This document is intended as a resource for educators and evaluators in preparation for and during their fall conferences. The data presented here are based on data entered by districts, schools, and educators into PerformancePLUS over two academic years.

The maximum possible score on this assessment is 36 points.

Table 1. Summary Statistics for Pre- and Post-Assessments

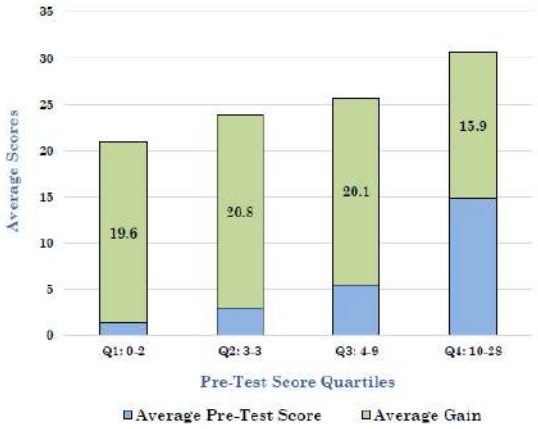
School Year	Average Gain	Std. Dev. of Gain	Num. of Students	Pre- or Post-Test	Average Scores	
					Raw Score	% Score
2012-13	18.1	8.0	394	Pre	6.0	16.7%
				Post	24.2	67.1%
2013-14	20.2	7.5	257	Pre	5.2	14.5%
				Post	25.4	70.6%
Both Years	**19.0**	**7.9**	**651**	**Pre**	**5.7**	**15.8%**
				Post	**24.7**	**68.5%**

Average Gain
19.0 points

Table 1 shows the average gain for two academic years. It also includes the average raw score and the average score as a percent of the total possible score. You could use the average gain to set a growth target for your entire class.*

All students recorded over two academic years were divided into four groups (quartiles) based on their pre-test scores. In **Figure 1**, the top portion of the bars in the graph represents the average amount of gain students in each quartile made from pre-test to post-test. The labels at the bottom of the graph show the range of scores for each quartile. You could use this information to set more specific growth targets for each student based on pre-test scores.*

Figure 1. Average Gains by Quartile



Questions to Consider when Setting Goals & Targets

How does the performance of my students compare to statewide results? How does this inform my student improvement targets?

*What approach to setting goals and targets might be best for my students? Class average? Individualized? Tiered?**

*What degree of improvement will my students achieve during the instructional period/academic year? What is the appropriate nexus of ambitiousness and attainability? How might this differ for "Exceeds" versus "Satisfactory" target-setting?**

*See the Goal-Setting guidance document for more information (http://tinyurl.com/ddoe-gs-guidance).

Questions? Email shanna.ricketts@doe.k12.de.us. Share your thoughts about this resource (http://tinyurl.com/ddoe-gs-feedback).

Goal-Setting Guidance Document

Delaware Department of Education

TARGET-SETTING WITH DATA GUIDANCE DOCUMENT

This goal-setting guidance document contains examples of how to use historical statewide student performance data made available in the assessment reports to set high-quality goals for student growth. Educators are encouraged to use all available data in the goal-setting process—this includes data from prior years, as well as other available student performance data.

Additional goal-setting resources, including the assessment reports, can be found by visiting www.tinyurl.com/ddoe-gs-suite.

COMMONLY-USED APPROACHES TO SETTING TARGETS

This document highlights two commonly-used approaches to setting targets: 1) A class average approach—In this approach, an educator compares the class average in the fall with the class average in the spring to demonstrate student growth throughout the year and 2) A student-level approach—In this approach a target is set for each student and the percentage of students who meet their targets is calculated in the spring.

A high-quality student growth target is rigorous: ambitious, yet attainable.

Goal-Setting Excel Templates
Class Average Approach

Teacher Name:			**FINAL RATING**		**#DIV/0!**
Class:					
Evaluator:					
Assessment used:					**Avg. Points**
Maximum Points Possible on Assessment: (Type into cell B5) --->			**Satisfactory Target Class Average:**		
			Exceeds Target Class Average:		
	Pre-Test Average Score	**Pre-Test Average as %**		**Post-Test Average Score**	**Post-Test Average as %**
Roster Averages:	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!

ROSTER TEST SCORES					
Student Name	**Pre-Test Score**	**Pre-Test Score as %**		**Post-Test Score**	**Post-Test Score as %**

Goal-Setting Excel Templates Individualized Approach

Teacher Name:			**FINAL RATING**		**#DIV/0!**
Class:					
Evaluator:					
Assessment used:					
Maximum Points Possible on Assessment: (Type into cell B5) --->				**% of students meeting their targets**	
Number of students tested ---->	0		**Satisfactory Target:**		
Goal: Each student will increase their score by XX points (type into cell B7) -->			**Exceeds Target:**		
Optional Caveat Goal Statement: Students will also have met their target if they reach this score. MUST ENTER HIGHEST POSSIBLE SCORE IF CAVEAT IS NOT USED (type score in B9) --->	Raw Score	% Score			
		#DIV/0!			
Percent of students meeting target after post-test	**#DIV/0!**				

ROSTER TEST SCORES

Student Name	Pre-Test Score	Target		Post-Test Score	Target Met?

Goal-Setting Excel Templates Tiered Approach

Teacher Name:			FINAL RATING	#DIV/0!	
Class:					
Evaluator:					
Assessment used:					
Maximum Points Possible on Assessment: (Type into cell B5) --->				% of students meeting their targets	
Number of students tested --->	0		Satisfactory Target:		
Optional Caveat Goal Statement: Students will also have met their target if they reach this score. MUST ENTER HIGHEST POSSIBLE SCORE IF CAVEAT IS NOT USED (type score in B9) --->	Raw Score	% Score	Exceeds Target:		
		#DIV/0!			
	Range (only whole numbers allowed)		Target growth		
Goal: Student in this first group (enter range of pre-test scores in B9 and C9) will increase their score by XX points (type into cell D9) -->					
Goal: Student in thi second group (enter range of pre-test scores in B10 and C10) will increase their score by XX points (type into cell D10) -->					
Goal: Student in this third group (enter range of pre-test scores in B11 and C11) will increase their score by XX points (type into cell D11) -->					
Goal: Student in this fourth group (enter range of pre-test scores in B12 and C12) will increase their score by XX points (type into cell D12) -->					
Percent of students meeting target after post-test	#DIV/0!				

ROSTER TEST SCORES					
Student Name	Pre-Test Score	Target		Post-Test Score	Target Met?

GOAL-SETTING WITH MEASURE B DATA




Delaware Department of Education

STUDENT IMPROVEMENT COMPONENT (2015-16)

- Group 1 Educators
  - 2 data points within Measure B
- Group 2 Educators
  - 2 Measure Bs

    OR
  - 1 Measure B and 1 Measure C
- Group 3 Educators
  - 2 Measure Cs

See the DPAS-II Guide Revised for Teachers, Updated August 2015
http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/375/DPAS_II_Guide_for_Teachers_2015-16.pdf

How do you set goals?

Steps in Goal-Setting

Step 1: Gather and analyze base data

Step 2: Using available data, set ambitious targets

Step 3: Calculate post-test results and determine rating

Step 1: Gather and analyze baseline data

PerformancePLUS Reports

The following reports are available for Internal Measure B assessments:

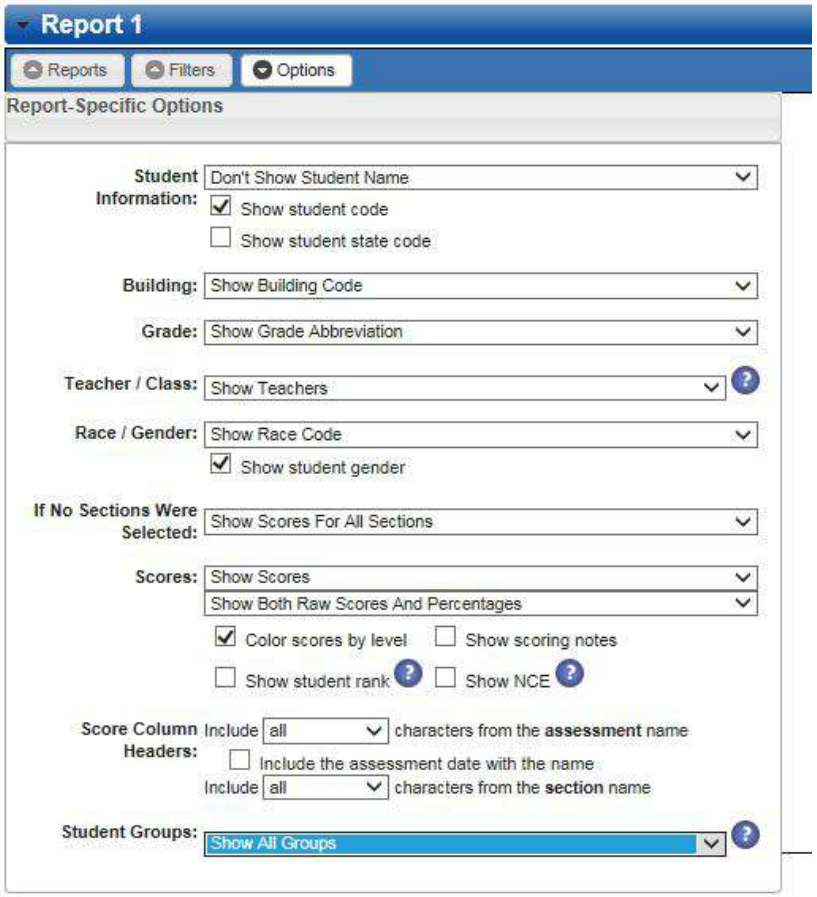
- Assessment Scores Reports
- Item Analysis by Question
- Item Analysis by Student
- Item Analysis by Incorrect Responses

Assessment Scores Report

				Mathematics - Algebra I - Pre-Test 8/25/2014	
				Raw Score	
	Student Code	Race	Gender	Score	Level
☐	90717	6	Male	5	Raw Score
☐	736261	6	Female	5	Raw Score
☐	337134	4	Male	0	Raw Score
☐	703462	6	Female	0	Raw Score
☐	77418	6	Male	15	Raw Score
☐	171660	6	Female	7	Raw Score
☐	248921	4	Male	3	Raw Score
☐	117279	6	Male	5	Raw Score
☐	76369	6	Male	2	Raw Score
☐	2917	4	Female	4	Raw Score
☐	*65386*	*4*	*Female*	*3*	*Raw Score*
☐	188337	4	Female	0	Raw Score
☐	169180	4	Female	5	Raw Score
☐	*374202*	*6*	*Male*	*0*	*Raw Score*
☐	942651	4	Female	0	Raw Score

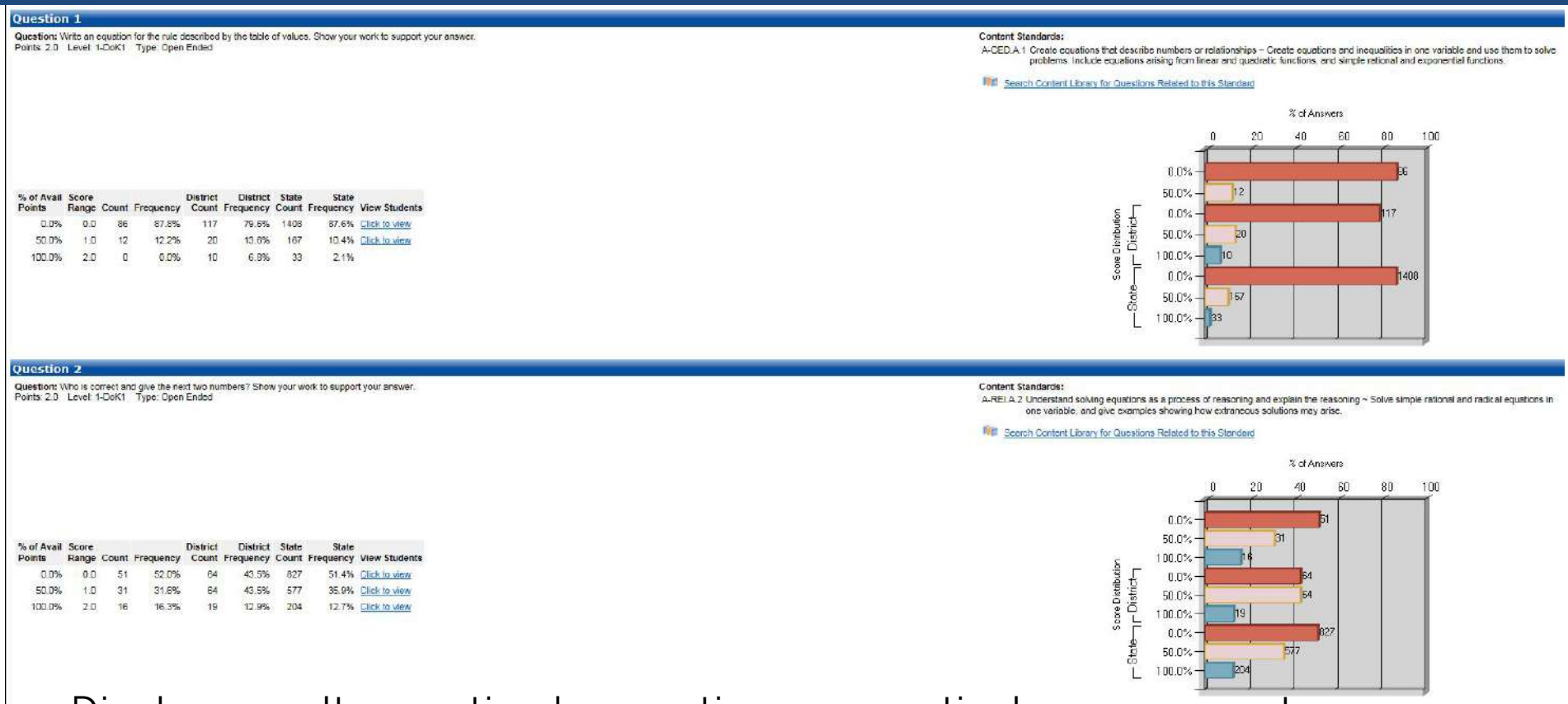
- Displays performance by section of the assessment (if assessment is set up with sections) with various sorting capabilities
- The check boxes on the far left side allows you to build focus/intervention groups on the fly
- The boxes include the raw score and percentage score

Assessment Scores Report Options



- Options include – showing the students code, building, grade, teacher, class, race, and student group. Choose to show scores, default levels, scores and default levels, assessment specific levels, or to show scores and assessment specific levels.

Item Analysis by Question Report



- Displays results question by question on a particular assessment
- Shows how many students answered each possible response
- Click on the colored bar to see which students answered each possible response
- Click on a students name to see how they performed on the whole assessment
- Options include the ability to compare results to the overall district and state

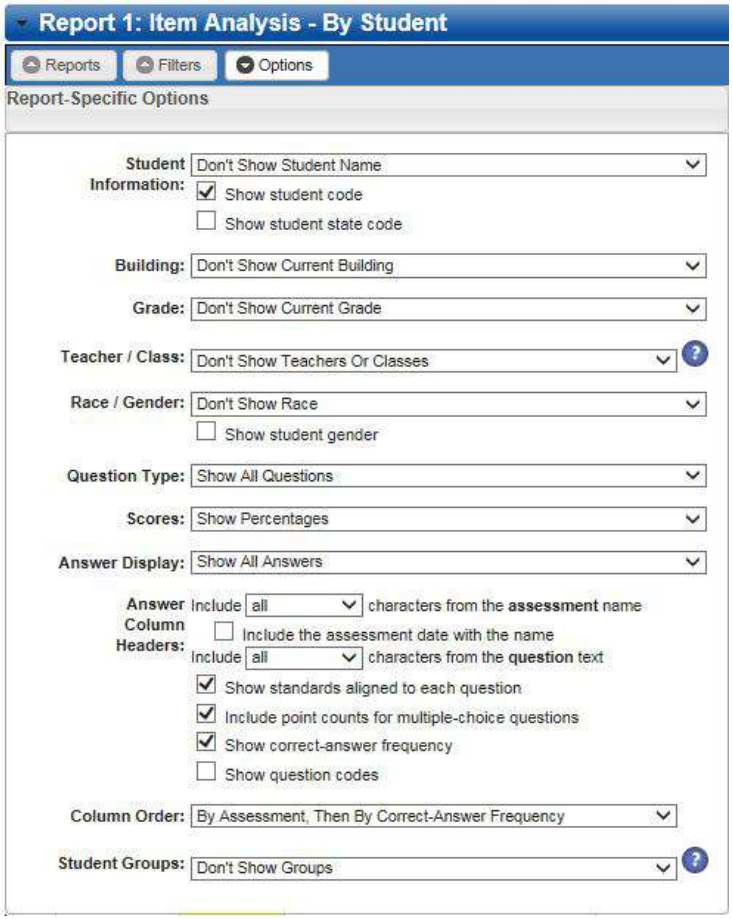
Item Analysis by Student Report

WLG - Spanish I - Pre-Test Gr12 - 08/16/2014

Student Code	% Of Max Score	1: DIRECTIONS: Use the following graphics and text to answer Questions 1-10. What is the dog's name?	7: What is Berta taking to the picnic?	5: When does the first class in school start?	3: Why does Roberto want to go to the beach?	2: Who are Nube and Luz?	6: At what time does the cafeteria open on Fridays?	4: Where is Adela going?	9: What did Manuel's parents give him for his birthday?	8: What does Cristina want to do when she gets home from school?	10: What does Luisa do in class?	11: DIRECTIONS: Provide a written response to the prompt below. You and a friend are competing to collect the most friends from Spanish-speaking countries on a social networking site. To help catch the attention of more friends, you decide to create a personal profile in Spanish.
Standards		H5.7-12.1.2	H5.7-12.1.2	H5.7-12.1.2	H5.7-12.1.2	H5.7-12.1.2	H5.7-12.1.2	H5.7-12.1.2	H5.7-12.1.2	H5.7-12.1.2	H5.7-12.1.2	H5.7-12.1.3
Correct Answer Frequency		74.9%	61.0%	60.2%	53.2%	52.4%	48.5%	47.2%	46.3%	45.5%	8.2%	3.9%
Correct Answer		A 2 pt	C 2 pt	B 2 pt	D 2 pt	B 2 pt	B 2 pt	D 2 pt	C 2 pt	D 2 pt	D 2 pt	15 pt
190042	28.6%	A	C	D	D	B	C	A	A	D	C	0.0
41886	17.1%	B	B	B	B	B	B	B	B	B	B	0.0
372742	37.1%	A	C	B	A	B	B	D	A	A	C	1.0
57989	65.7%	A	C	B	D	B	B	D	C	D	C	5.0
131892	85.7%	A	C	B	D	B	C	D	C	D	C	14.0
12847	34.3%	A	C	B	D	B	C	D	C	B	C	0.0
128813	45.7%	A	B	B	C	A	C	B	A	B	C	10.0
212845	28.6%											10.0
920586	28.6%	A	A	A	A	D	A	A	A	A	C	8.0
168989	11.4%	A	A	C	B	D	D	A	B	C	D	0.0
52314	74.3%	A	C	B	D	B	B	D	C	D	C	8.0
376012	0.0%											0.0
128396	40.0%	A	C	B	A	B	C	D	C	D	C	0.0
524895	28.6%											10.0
30322	60.0%	A	C	B	D	B	B	D	C	D	C	10.0
274624	48.6%	A	C	D	D	B	B	D	C	D	C	0.0
899527	20.0%	A	C	D	B	D	C	D	B	A	C	1.0
953782	28.6%											10.0
38075	71.4%	A	B	B	D	B	B	D	C	D	C	9.0
311884	71.4%	A	C	B	D	B	B	D	C	D	A	7.0
377394	74.3%	A	C	A	B	B	C	D	C	D	C	14.0
118882	25.7%	A	C	B	A	D	C	A	B	D	C	1.0
92182	14.3%											5.0

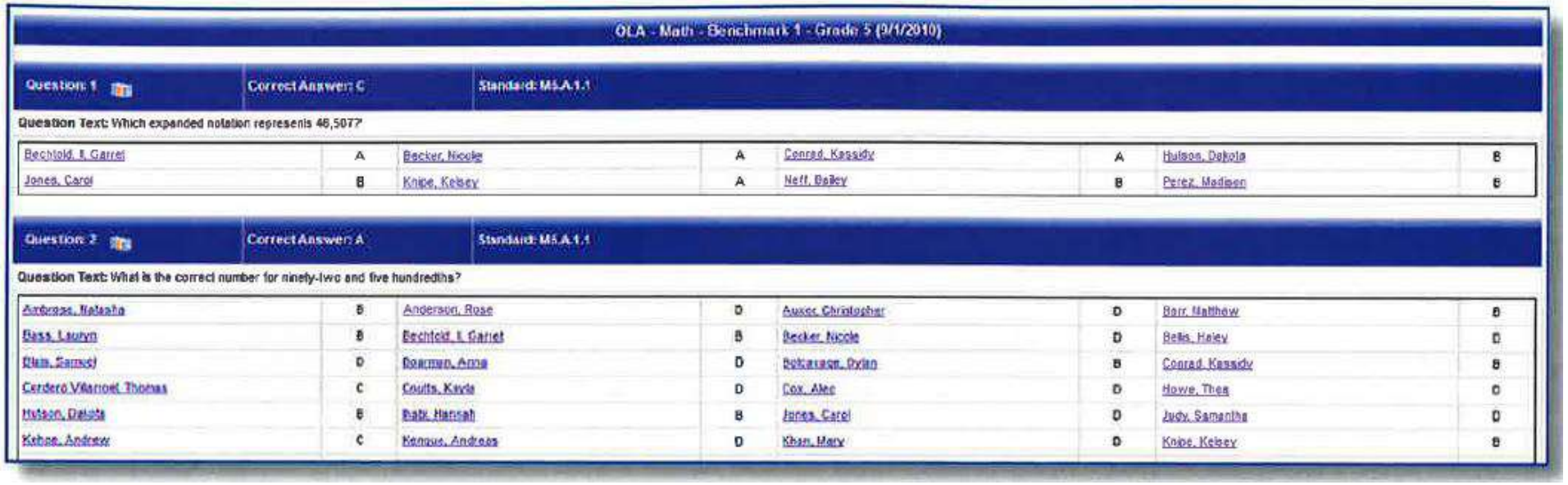
- View each student's answer and sortable by column
- Color blocks indicate proficiency level
- The RED boxes indicate INCORRECT answers

Item Analysis by Student Report Options



- Options include – showing the students code, building, grade, teacher, class, race, and student group. Limit questions by question type. Choose to see the scores by percentage or raw score. Display all answers or just incorrect answers.

Item Analysis by Incorrect Responses Report



OLA - Math - Benchmark 1 - Grade 5 (9/1/2010)

Question: 1	Correct Answer: C	Standard: M5.A.1.1

Question Text: Which expanded notation represents 46,507?

Bechtold, E Garret	A	Becker, Nicole	A	Conrad, Kassidy	A	Hutson, Dakota	B
Jones, Carol	B	Knipe, Kelsey	A	Neff, Bailey	B	Perez, Madison	B

Question: 2	Correct Answer: A	Standard: M5.A.1.1

Question Text: What is the correct number for ninety-two and five hundredths?

Ambrose, Natasha	B	Anderson, Rose	D	Auxier, Christopher	D	Barr, Matthew	B
Bass, Lauryn	B	Bechtold, E Garret	B	Becker, Nicole	D	Bellis, Haley	D
Blair, Samuel	D	Boarman, Anna	D	Bolkhavac, Dylan	B	Conrad, Kassidy	B
Cordero Villarroel, Thomas	C	Coutts, Kayla	D	Cox, Alec	D	Howe, Thea	C
Hutson, Dakota	B	Ibatt, Hannah	B	Jones, Carol	D	Judy, Samantha	D
Kehoe, Andrew	C	Kenyon, Andreas	D	Khan, Mary	D	Knipe, Kelsey	B

- Displays each item and lists the students who answered incorrectly and what option they chose.
- You can easily see the correct answer and the standard that was addressed.
- Only for multiple choice questions.
- No options for this report.

Step 2: Using available data, set high-quality targets

- How will you set targets?
  - Based on the class average?
  - Based on the percentage of students that meet a specific goal?
    - Are the targets unique to each student?
    - Are the targets unique to groups of students?
  - Does the amount of growth represent significant learning over the school year?

Step 2: Using available data, set high-quality targets

- How will you record progress, and determine whether the targets were met at the end of the school year?
  - Which students will be included/excluded?
  - Will you record data in a spreadsheet?
  - Is it clear to both you and your administrator how it will be determined whether you met your targets?

Sample Goal Setting Approaches

1. Class average approach: Using the class average

2. Individualized approach: Setting individual targets for each student with students scoring above some threshold (e.g. 85%) staying above that threshold

3. Tiered approach: Setting targets for different groups of students based on their performance on the pre-test

Mathematics Grade 4
Class Average Approach

- Class average approach:
  - Class Pre-Test Average: 8 points out of 26 points

Measure B Assessment Reports

Mathematics Grade 4

Internal Measure B Assessment Report

Delaware Department of Education

This document provides historical student performance results from Delaware's Mathematics Grade 4 assessment. This document is intended as a resource for educators and evaluators in preparation for and during their fall conferences. The data presented here are based on data entered by districts, schools, and educators into PerformancePLUS over two academic years.

The maximum possible score on this assessment is 26 points.

Table 1. Summary Statistics for Pre- and Post-Assessments

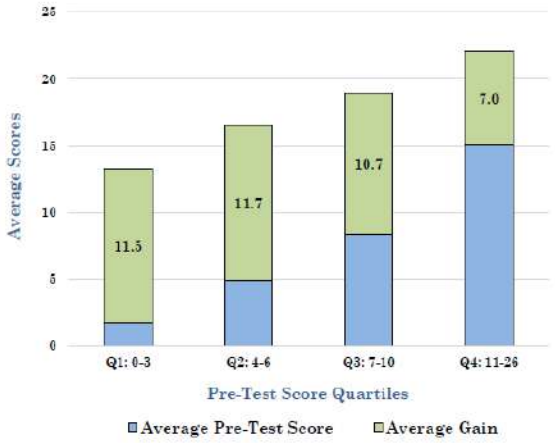
School Year	Average Gain	Std. Dev. of Gain	Num. of Students	Pre- or Post-Test	Average Scores	
					Raw Score	% Score
2012-13	9.6	5.8	1,650	Pre	7.6	29.4%
				Post	17.3	66.5%
2013-14	11.5	5.7	1,123	Pre	5.7	22.0%
				Post	17.2	66.0%
Both Years	**10.4**	**5.8**	**2,773**	**Pre**	**6.9**	**26.4%**
				Post	**17.2**	**66.3%**

Average Gain
10.4 points

Table 1 shows the average gain for two academic years. It also includes the average raw score and the average score as a percent of the total possible score. You could use the average gain to set a growth target for your entire class.*

All students recorded over two academic years were divided into four groups (quartiles) based on their pre-test scores. In Figure 1, the top portion of the bars in the graph represents the average amount of gain students in each quartile made from pre-test to post-test. The labels at the bottom of the graph show the range of scores for each quartile. You could use this information to set more specific growth targets for each student based on pre-test scores.*

Figure 1. Average Gains by Quartile



Questions to Consider when Setting Goals & Targets

How does the performance of my students compare to statewide results? How does this inform my student improvement targets?

*What approach to setting goals and targets might be best for my students? Class average? Individualized? Tiered?**

*What degree of improvement will my students achieve during the instructional period/academic year? What is the appropriate nexus of ambitiousness and attainability? How might this differ for "Exceeds" versus "Satisfactory" target-setting?**

*See the Goal-Setting guidance document for more information (http://tinyurl.com/ddoe-gs-guidance).

Questions? Email shanna.ricketts@doe.k12.de.us. Share your thoughts about this resource (http://tinyurl.com/ddoe-gs-feedback).

Mathematics Grade 4
Class Average Approach

- Class average approach:
  - Class Pre-Test Average: 8 points
  - Historical State growth: 10.4 points

❖Satisfactory Target: Class average on the post-test will be between 12 and 24 points (between 4 and 16 points gain)

❖Exceeds Target: Class average on the post-test will be greater than 24 points (greater than 16 points gain)

Mathematics Grade 4
Class Average Approach

Note: The targets were calculated using data from the assessment report as follows:

Gain required to meet Satisfactory target:

Average gain – 1 standard deviation of gain

= 10 – 6

= 4 points (based on additional data, e.g. prior years' data on student performance, this may be too low or too high)

Gain required to meet Exceeds target:

Average gain + 1 standard deviation of gain

= 10 + 6

= 16 points (based on additional data, e.g. prior years' data on student performance, this may be too low or too high)

Mathematics Grade 4
Class Average Approach

- Class average approach:
  - Class Pre-Test Average: 8 points
  - Historical State growth: 10.4 points

❖Satisfactory Target: Class average on the post-test will be between 12 and 24 points (between 4 and 16 points gain)

❖Exceeds Target: Class average on the post-test will be greater than 24 points (greater than 16 points gain)

Mathematics Grade 4
Class Average Approach

Teacher Name:	Teacher A		**FINAL RATING**		**Satisfactory**
Class:	Math Gr. 4				
Evaluator:	Principal A				
Assessment used:	Math Gr. 4 Meas B				**Avg. Points**
Maximum Points Possible on Assessment: (Type into cell B5) --->	26		**Satisfactory Target Class Average:**		12
			Exceeds Target Class Average:		24
	Pre-Test Average Score	**Pre-Test Average as %**		**Post-Test Average Score**	**Post-Test Average as %**
Roster Averages:	8.3	32%		16.67	64%

ROSTER TEST SCORES

Student Name	**Pre-Test Score**	**Pre-Test Score as %**	**Post-Test Score**	**Post-Test Score as %**
John	17	65.38%	20	76.92%
Jimmy	0	0.00%	10	38.46%
Jeremy	9	34.62%	14	53.85%
Jerome	10	38.46%	21	80.77%
Jeremiah	4	15.38%	9	34.62%

Class Average Approach

Pros

- Relatively easy to calculate and understand
- Less measurement error than when targets are set for individual students

Cons

- If educator has a high-scoring class, may be more difficult to set rigorous goals
- There may be less focus on individual student progress

Mathematics Grade 4 Individualized Approach

- Individualized approach:
  - ❖Goal: Each student gains 10 points or reaches a score of 85% or better
  - ❖Satisfactory Target: 50%- 69% of students meet target
  - ❖Exceeds Target: 70% or more of students meet target

Mathematics Grade 4 Individualized Approach

Teacher Name:	Teacher A		**FINAL RATING**		**Satisfactory**
Class:	Math Gr 4				
Evaluator:	Principal A				
Assessment used:	Math Gr 4 Meas B				
Maximum Points Possible on Assessment: (Type into cell B5) --->	26			**% of students meeting their targets**	
Number of students tested --->	36		**Satisfactory Target:**	50%	
Goal: Each student will increase their score by XX points (type into cell B7) -->	10		**Exceeds Target:**	70%	
Optional Caveat Goal Statement: Students will also have met their target if they reach this score. MUST ENTER HIGHEST POSSIBLE SCORE IF CAVEAT IS NOT USED (type score in B9) --->	Raw Score	% Score			
	22	85%			
Percent of students meeting target after post-test	**61%**				

ROSTER TEST SCORES

Student Name	Pre-Test Score	Target	Post-Test Score	Target Met?
John	17	22.00	20	Not Met
Jimmy	0	10.00	10	Met
Jeremy	9	19.00	14	Not Met
Jerome	10	20.00	21	Met

Individualized Approach

Pros

- More focused on individual student

Cons

- Some students may not have much room to grow on the assessment
- More calculation needed
- More measurement error around test score for each individual student

Mathematics Grade 4
Tiered Approach

- Tiered Approach
  - Pre-Test Scores
    - Group 1: students with scores below 10 points
    - Group 2: students with scores of 10-15 points
    - Group 3: students with scores greater than 15 points
  - ❖Goal: Students in Group 1 gain 10 points; Students in Group 2 gain 7 points; Students in Group 3 gain 4 points
  - ❖Satisfactory Target: 50% - 69% of students meet target
  - ❖Exceeds Target: 70% or more of students meet target

Mathematics Grade 4 Tiered Approach

Teacher Name:	Teacher A		**FINAL RATING**	**Satisfactory**
Class:	Mathematics-Grade 4			
Evaluator:	Principal A			
Assessment used:	Math Grade 4 Meas B			
Maximum Points Possible on Assessment: (Type into cell B5) --->	26			**% of students meeting their targets**
Number of students tested ---->	36		**Satisfactory Target:**	50%
Optional Caveat Goal Statement: Students will also have met their target if they reach this score. MUST ENTER HIGHEST POSSIBLE SCORE IF CAVEAT IS NOT USED (type score in B9) --->	Raw Score: 26	% Score: 100%	**Exceeds Target:**	70%
	Range (only whole numbers allowed)		**Target growth**	
Goal: Student in this first group (enter range of pre-test scores in B9 and C9) will increase their score by XX points (type into cell D9) -->	0	9	10	
Goal: Student in thi second group (enter range of pre-test scores in B10 and C10) will increase their score by XX points (type into cell D10) -->	10	15	7	
Goal: Student in this third group (enter range of pre-test scores in B11 and C11) will increase their score by XX points (type into cell D11) -->	16	26	4	
Goal: Student in this fourth group (enter range of pre-test scores in B12 and C12) will increase their score by XX points (type into cell D12) -->				
Percent of students meeting target after post-test	**58%**			

Tiered Approach

Pros

- More focused on individual students
- Can differentiate targets based on student pre-test scores
- Does a better job of accounting for expected growth for students who scored highly on the pre-test

Cons

- Setting different targets for specific groups of students may reflect different expectations for some students

Step 3: Calculate Post-Test Results & Determine Rating

Assessment Scores Report

				Mathematics - Algebra I - Pre-Test 8/25/2014		Mathematics - Algebra I - Post-Test 9/2/2014	
				Raw Score		Raw Score	
	Student Code	Race	Gender	Score	Level	Score	Level
	190042	3	Female	-		12	Raw Score
	90717	6	Male	5	Raw Score	24	Raw Score
	736261	6	Female	5	Raw Score	8	Raw Score
	337134	4	Male	0	Raw Score	7	Raw Score
	703462	6	Female	0	Raw Score	12	Raw Score
	291396	4	Male	-		1	Raw Score
	77418	6	Male	15	Raw Score	22	Raw Score
	171660	6	Female	7	Raw Score	15	Raw Score
	248921	4	Male	3	Raw Score	-	
	117279	6	Male	5	Raw Score	21	Raw Score
	76369	6	Male	2	Raw Score	-	
	2917	4	Female	4	Raw Score	13	Raw Score
	65386	*4*	*Female*	*3*	*Raw Score*	-	
	188337	4	Female	0	Raw Score	0	Raw Score
	169180	4	Female	5	Raw Score	13	Raw Score
	374202	*6*	*Male*	*0*	*Raw Score*	-	
	942651	4	Female	0	Raw Score	9	Raw Score

- Run the report with multiple assessments to compare pre and post scores
- Use filters to exclude inactive students, only students who have taken both assessments, select sub groups
- Export to excel to run calculations
- Use the export function at the bottom of the screen for a clean export

From each report you can…

				Mathematics - Algebra I - Pre-Test 8/25/2014		Mathematics - Algebra I - Post-Test 9/2/2014	
				Raw Score		Raw Score	
	Student Code	Race	Gender	Score	Level	Score	Level
	190042	3	Female	-		12	Raw Score
	90717	6	Male	5	Raw Score	24	Raw Score
	736261	6	Female	5	Raw Score	8	Raw Score
	337134	4	Male	0	Raw Score	7	Raw Score
	703462	6	Female	0	Raw Score	12	Raw Score
	291396	4	Male	-		1	Raw Score
	77418	6	Male	15	Raw Score	22	Raw Score
	171660	6	Female	7	Raw Score	15	Raw Score
	248921	4	Male	3	Raw Score	-	
	117279	6	Male	5	Raw Score	21	Raw Score
	76369	6	Male	2	Raw Score	-	
	2917	4	Female	4	Raw Score	13	Raw Score
	65386	*4*	*Female*	*3*	*Raw Score*	-	
	188337	4	Female	0	Raw Score	0	Raw Score
	169180	4	Female	5	Raw Score	13	Raw Score
	374202	*6*	*Male*	*0*	*Raw Score*	-	
	942651	4	Female	0	Raw Score	9	Raw Score

Data Export

Export the entire list (including any records not currently shown) to

Excel

Comma-separated text

Focus Groups: Add/Remove Students

Focus Group: Please Select or Create a Focus Group...

Add Selected Students | Remove Selected Students

ILP/Interventions: Add Students

Type: Please Select...

Questions?

- Questions email:
  - Shanna Ricketts
  - shanna.ricketts@doe.k12.de.us
- Questions about PerformancePLUS email:
  - Brenda Dorrell
  - brenda.dorrell@doe.k12.de.us