


Goal Setting

Summer 2017

Delaware
Department of Education

Common Errors in the Goal-Setting Process




Delaware
Department of Education

Activity: Error Analysis

In what ways are these goals SMART?

1. Are the measures selected related to student success and from the approved list of measures?

2. Is the form completed with all details and are goal statements clear?

3. Are targets high quality, rigorous, and appropriate based on the baseline data and average growth or gains for the measure?

4. Do targets include a range of scores and account for variation?

Common Goal Setting Error #1:

No Range in Performance Level(s)

Unsatisfactory: Less than 70% of students…

Satisfactory: 70% of students will gain 10 points between the pre- and post-assessments.

Exceeds: Greater than 70% of students…

Common Goal Setting Error #2:

Lack of Rigor

Measure B One-Pager: Average gain between pre- and post- is 12 points

Satisfactory: 50% of students will grow 5 points between pre- and post- assessment

Exceeds: 60% of students will grow 5 points between pre- and post- assessment

Common Goal Setting Error #3:

Targets Change Two Parts of Goal

Satisfactory: 80%-89% of students will gain an average of 10 points or greater between the pre- and post- assessments.

Exceeds: 90% or more of students will gain an average of 15 points or more between the pre- and post- assessments

Common Goal Setting Error #4:

Target Difficult to Calculate

Satisfactory: At least 70% of students will grow by 50% on 50% of the assessment

Common Goal Setting Error #5:

Target Lower Than Baseline Data

Baseline Data: Pre-test class average of 14 points

Measure B One-Pager: Average gain of 8 points

Unsatisfactory: The class average on the post-test will be less than 9 points.

Satisfactory: The class average on the post-test will be between 9 and 14 points.

Exceeds: The class average on the post-test will be greater than 14 points.

Common Goal Setting Error #6:
Targets Overlap

Satisfactory: Between the pre-and post-assessment, the class average score will increase by 15-20 points

Exceeds: Between the pre-and post-assessment, the class average score will increase by 20 points or greater

Common Goal Setting Error #7:

Targets Inappropriate (Too High)

Measure B One-Pager: Average gain between pre- and post- is 5 points

Satisfactory: 60% of students will grow 15-20 points between pre- and post- assessment

Exceeds: 75% of students will grow greater than 20 points between pre- and post- assessment

Additional Challenges with Goal Setting

- Inconsistent rigor across educator groups.
- Not transparent (unclear goals – does not fully explain what the goal is, which assessment is being used, etc.)
- Not student centered – actual impact of targets/goals
- Lack of connection between educator goals and school goals
- Not using baseline data to set goals
- Not providing backup documentation for goal setting

Activity: Correct the Common Errors

With your group, correct each of the 7 errors by re-writing the goal or target statement.

Student Improvement Component

- Measure A – State Assessment for reading and mathematics

- **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.
  - ELA/ Reading, Math, Science, Social Studies, World Languages,
  - Health Education, Physical Education,
  - Music, Visual Arts, Dance, Theatre,
  - Family and Consumer Sciences,
  - Business, Finance and Marketing,
  - Agriscience; Technology Education; Skilled and Technical Sciences; Driver's Ed

Internal Measure B Assessments

- Analyses of internal Measure B assessment data (reliability, validity, & item-level analyses)
- Goal-setting support

GOAL-SETTING AND PERFORMANCE PLUS




Delaware Department of Education

PerformancePLUS Reports

The following reports are available for Internal Measure B assessments:

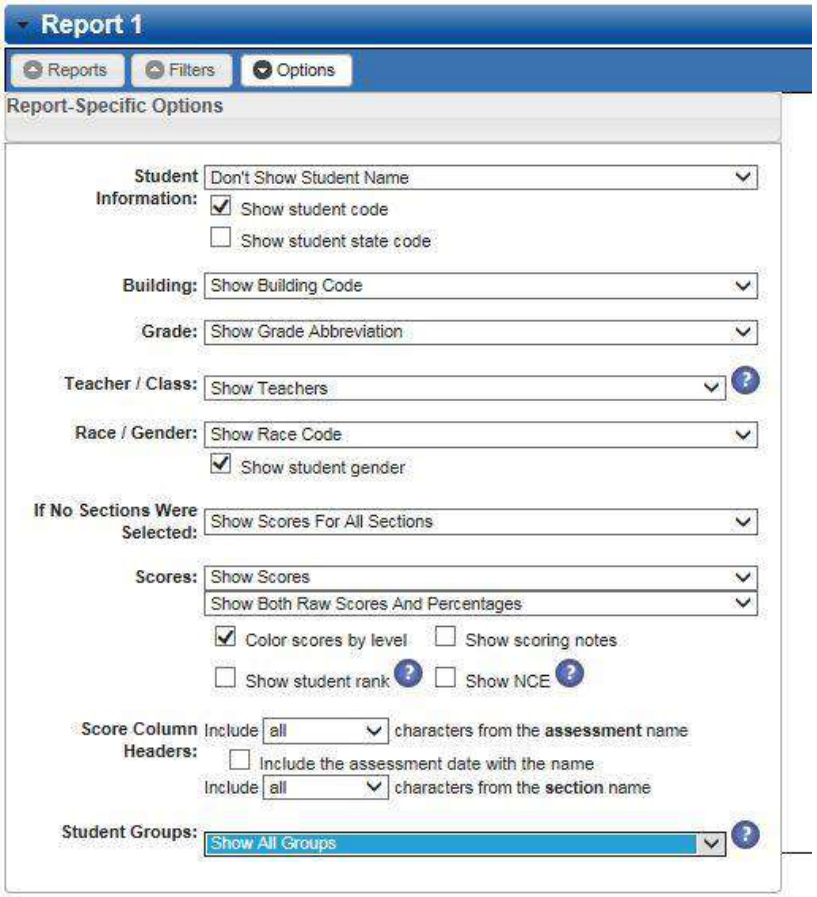
- Assessment Scores Reports
- Item Analysis by Question
- Item Analysis by Student
- Item Analysis by Incorrect Responses
- Standards Analysis

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

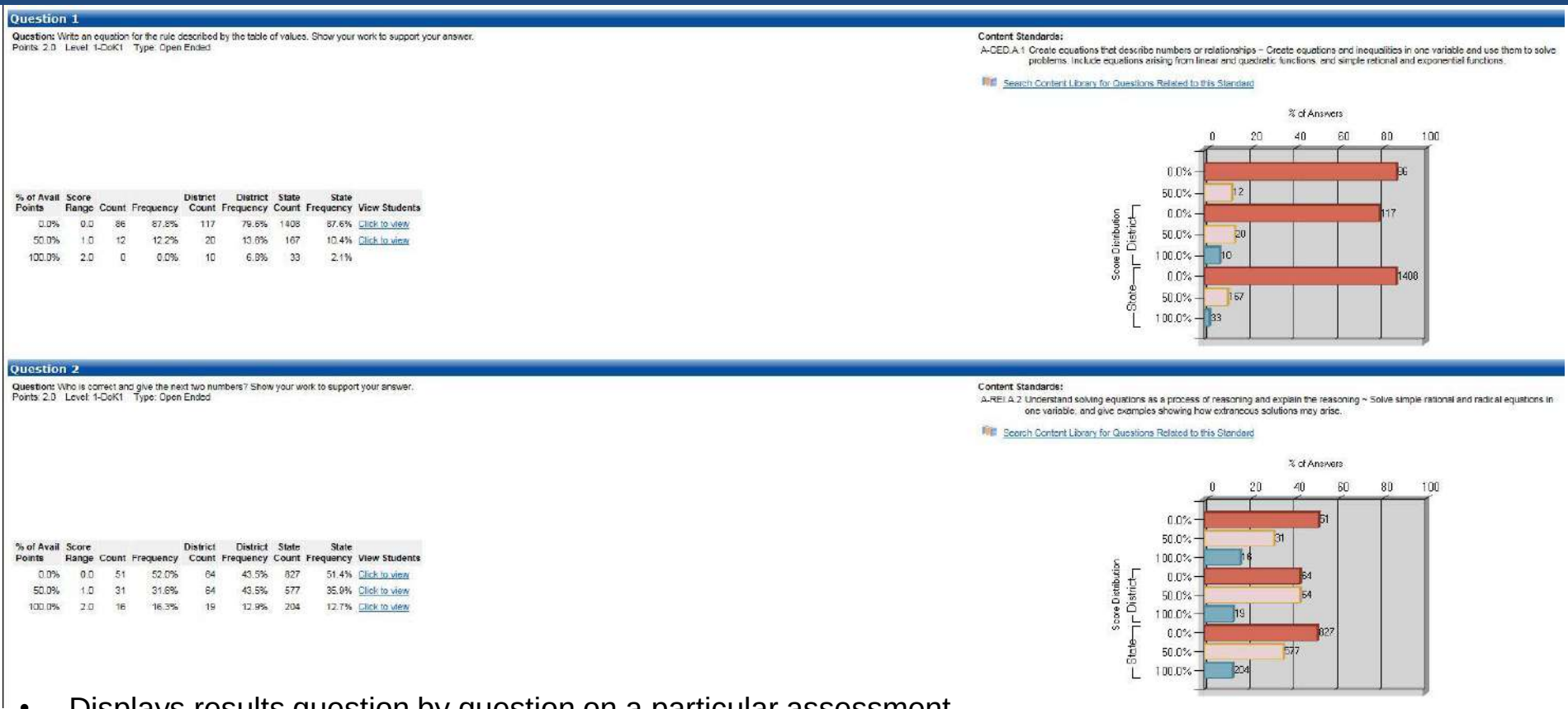
- Displays performance by section of the assessment (if assessment is set up with sections) with various sorting capabilities
- The check boxes on the far left side allows you to build focus/intervention groups on the fly
- The boxes include the raw score and percentage score

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



Question 1

Question: Write an equation for the rule described by the table of values. Show your work to support your answer.
Points: 2.0 Level: 1-DoK1 Type: Open Ended

Content Standards:
A-CED.A.1 Create equations that describe numbers or relationships - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Search Content Library for Questions Related to this Standard

% of Avail Points	Score Range	Count	Frequency	District Count	District Frequency	State Count	State Frequency	View Students
0.0%	0.0	86	87.8%	117	79.6%	1408	87.6%	Click to view
50.0%	1.0	12	12.2%	20	13.6%	167	10.4%	Click to view
100.0%	2.0	0	0.0%	10	6.8%	33	2.1%	

Question 2

Question: Who is correct and give the next two numbers? Show your work to support your answer.
Points: 2.0 Level: 1-DoK1 Type: Open Ended

Content Standards:
A-REI.A.2 Understand solving equations as a process of reasoning and explain the reasoning - Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Search Content Library for Questions Related to this Standard

% of Avail Points	Score Range	Count	Frequency	District Count	District Frequency	State Count	State Frequency	View Students
0.0%	0.0	51	52.0%	64	43.5%	827	51.4%	Click to view
50.0%	1.0	31	31.6%	64	43.5%	577	35.8%	Click to view
100.0%	2.0	16	16.3%	19	12.9%	204	12.7%	Click to view

- 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

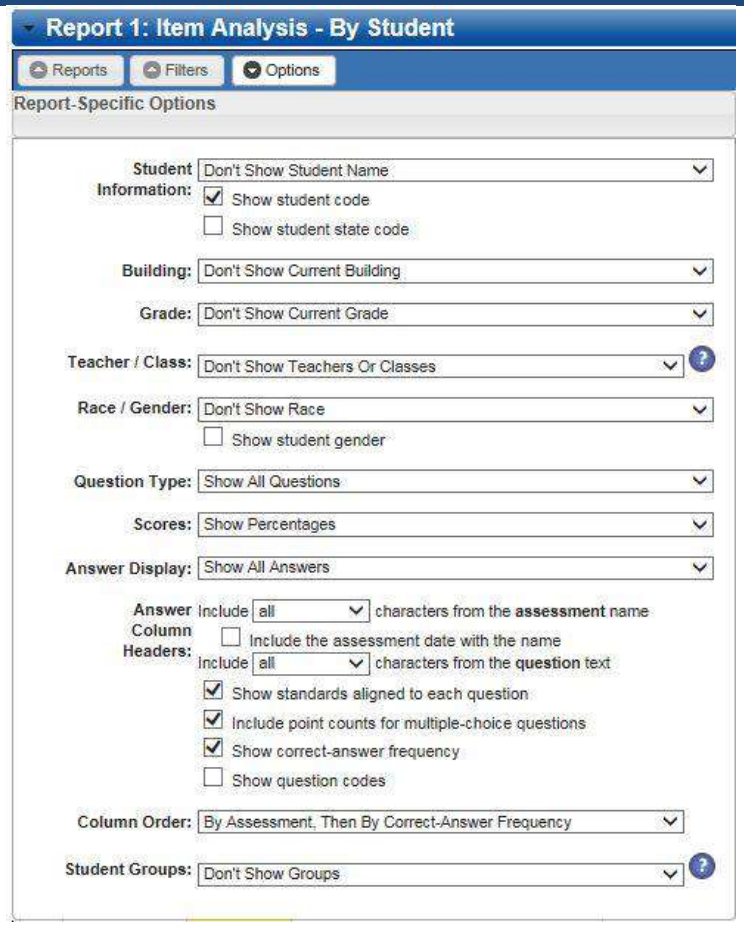
Item Analysis by Student Report

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
12947	34.3%	A	C	B	D	B	C	D	C	A	C	0.0
128873	45.7%	A	A	B	A	A	A	A	A	A	A	15.0
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
376812	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
274824	48.6%	A	A	A	D	B	B	D	C	D	A	7.0
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
92162	14.3%											5.0

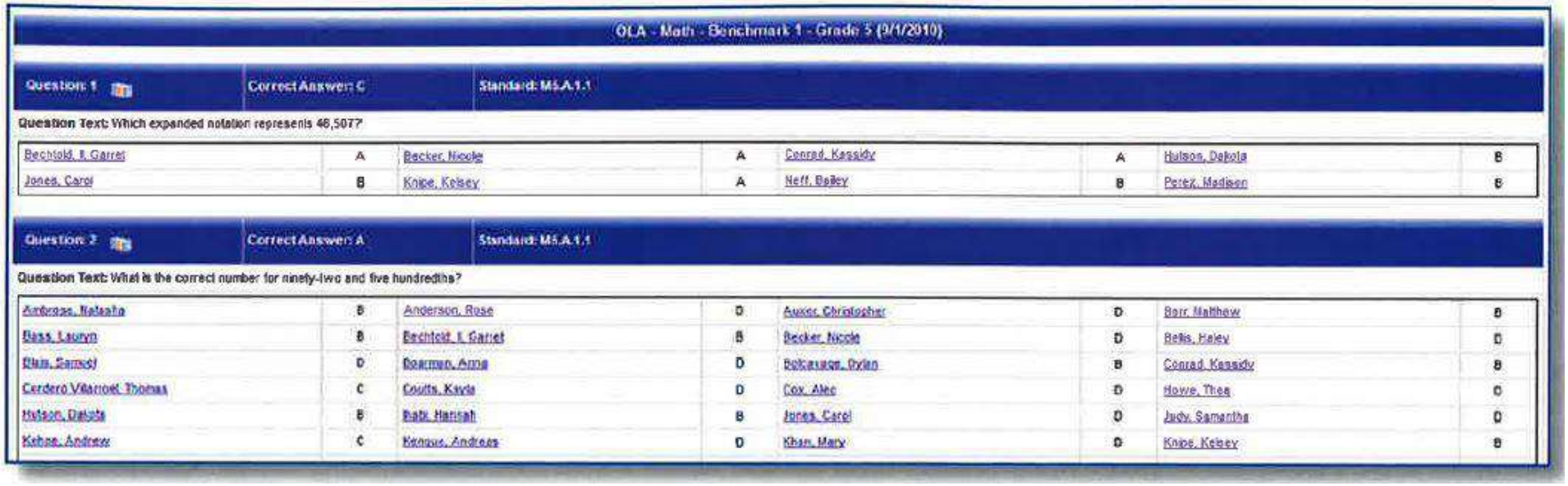
- View each student's answer and sortable by column
- Color blocks indicate proficiency level
- The RED boxes indicate INCORRECT answers

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	Hulson, Dakota	B
Jones, Carol	B	Knipe, Kelsey	A	Neff, Bailey	B	Perez, Madison	B

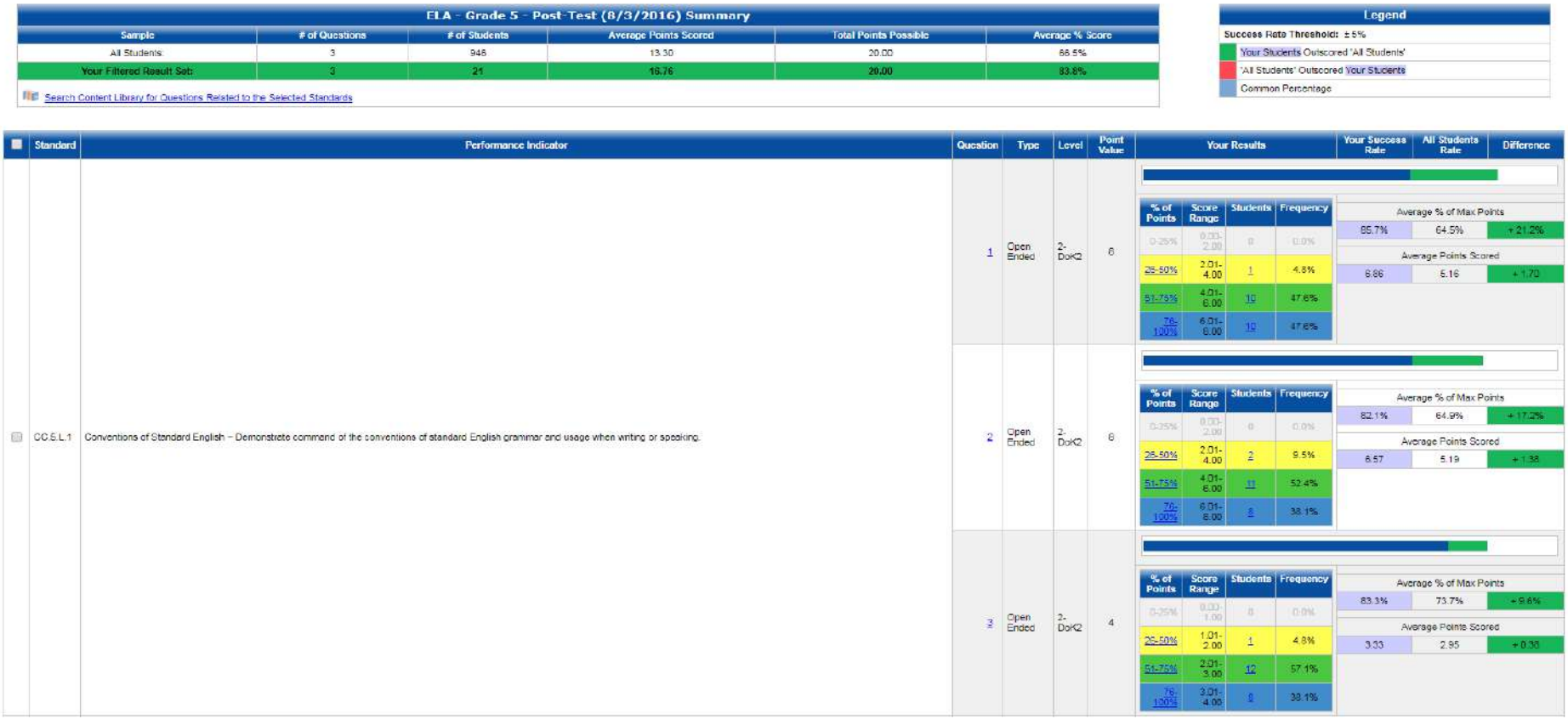
Question: 2	Correct Answer: A	Standard: M5.A.1.1

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	Bolkcavage, Dylan	B	Conrad, Kassidy	B
Cordero Villarroel, Thomas	C	Coutts, Kayla	D	Cox, Alec	D	Howe, Thea	C
Hulson, Dakota	B	Ball, 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.

Standards Analysis Report



ELA - Grade 5 - Post-Test (8/3/2016) Summary

Sample	# of Questions	# of Students	Average Points Scored	Total Points Possible	Average % Score
All Students:	3	948	13.30	20.00	66.5%
Your Filtered Result Set:	3	21	16.76	20.00	83.8%

Search Content Library for Questions Related to the Selected Standards

Legend

Success Rate Threshold: ±5%

Your Students Outscored 'All Students'

'All Students' Outscored Your Students

Common Percentage

Standard	Performance Indicator	Question	Type	Level	Point Value	Your Results	Your Success Rate	All Students Rate	Difference
CC.5.L.1	Conventions of Standard English – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1	Open Ended	2-DoK2	6	% of Points / Score Range / Students / Frequency: 0-25% 0.00-2.00 0 0.0%; 26-50% 2.01-4.00 1 4.8%; 51-75% 4.01-6.00 10 47.6%; 76-100% 6.01-8.00 10 47.6%	Average % of Max Points	85.7%	64.5%	+21.2%
							Average Points Scored	6.86	5.16	+1.70
		2	Open Ended	2-DoK2	6	% of Points / Score Range / Students / Frequency: 0-25% 0.00-2.00 0 0.0%; 26-50% 2.01-4.00 2 9.5%; 51-75% 4.01-6.00 11 52.4%; 76-100% 6.01-8.00 8 38.1%	Average % of Max Points	82.1%	64.9%	+17.2%
							Average Points Scored	6.57	5.19	+1.38
		3	Open Ended	2-DoK2	4	% of Points / Score Range / Students / Frequency: 0-25% 0.00-1.00 0 0.0%; 26-50% 1.01-2.00 1 4.8%; 51-75% 2.01-3.00 12 57.1%; 76-100% 3.01-4.00 8 38.1%	Average % of Max Points	83.3%	73.7%	+9.6%
							Average Points Scored	3.33	2.95	+0.38

- Displays each standard and lists the items how they were answered and what option they chose.
- You can easily see the correct answer and the average score of the question.
- Educators can compare their class to all students taking the assessment.

LUNCH BREAK

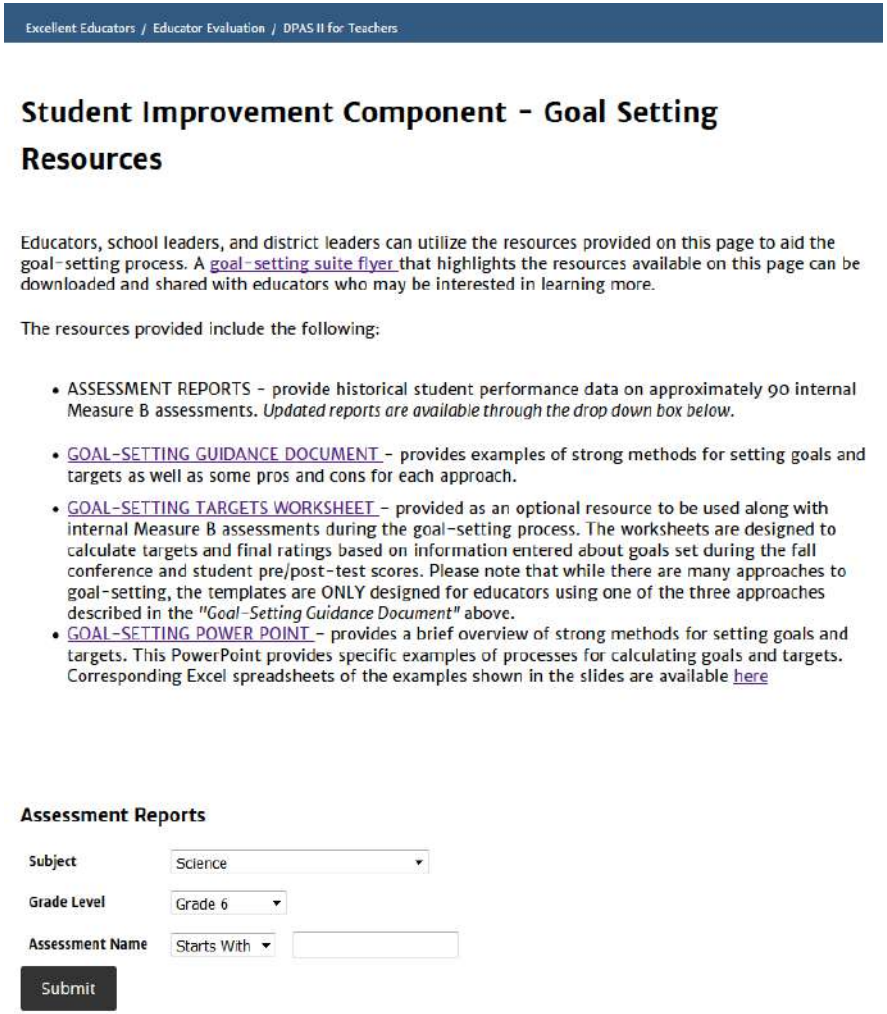
"Remember, Spike, he gets a 1/2 hour lunch. One minute more and you attack!"

GOAL-SETTING SUPPORTS




Delaware Department of Education

www.tinyurl.com/ddoe-gs-suite



Excellent Educators / Educator Evaluation / DPAS II for Teachers

Student Improvement Component - Goal Setting Resources

Educators, school leaders, and district leaders can utilize the resources provided on this page to aid the goal-setting process. A goal-setting suite flyer that highlights the resources available on this page can be downloaded and shared with educators who may be interested in learning more.

The resources provided include the following:

- ASSESSMENT REPORTS - provide historical student performance data on approximately 90 internal Measure B assessments. *Updated reports are available through the drop down box below.*
- 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. This PowerPoint provides specific examples of processes for calculating goals and targets. Corresponding Excel spreadsheets of the examples shown in the slides are available here

Assessment Reports

Subject: Science

Grade Level: Grade 6

Assessment Name: Starts With

Submit

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 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?

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

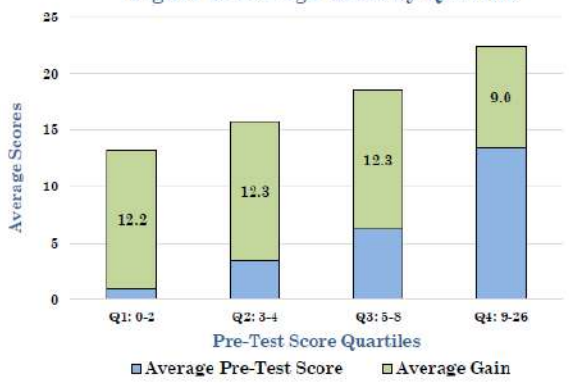
School Year	Average Gain	Std. Dev. of Gain	Num. of Students	Pre- or Post-Test	Average Scores	
					Raw Score	% Score
2014-15	11.4	5.7	2,233	Pre	5.8	22.3%
				Post	17.2	66.3%
2015-16	11.6	5.7	1,696	Pre	5.4	20.9%
				Post	17.0	65.4%
Both Years	**11.5**	**5.7**	**3,929**	**Pre**	**5.6**	**22.3%**
				Post	**17.1**	**66.3%**

Average Gain
11.5 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).
**Please note that this assessment was revised in Summer 2016.

GOAL-SETTING WITH MEASURE B DATA




Delaware Department of Education

STUDENT IMPROVEMENT COMPONENT (2017-18)

- Group 1 Educators
  - –1 Measure A and 1 Measure B or Measure C
- Group 2 Educators
  - –2 Measure Bs

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

Please refer to the DPAS-II Guide Revised for Teachers, Updated August 2017

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

- Performance Plus reports

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

- How will you set targets?
  - Does the amount of growth represent significant learning over the school year?
  - 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?
  - Based on the class average?

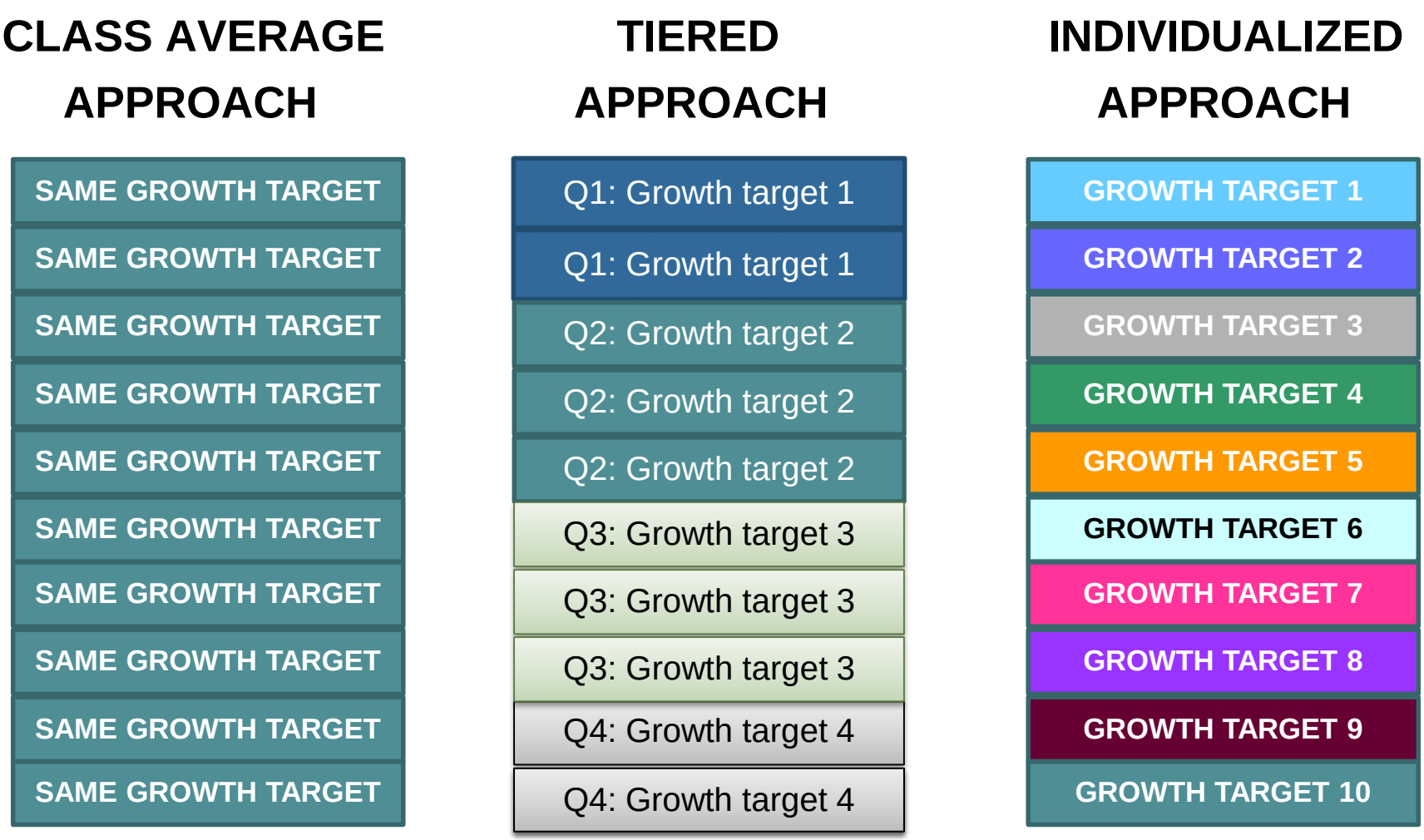
Step 2: Using available data, set high-quality targets

- 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. Tiered approach: Setting targets for different groups of students based on their performance on the pre-test
3. Individualized approach: Setting individual targets for each student with students scoring above some threshold and staying above that threshold

Sample Goal Setting Approaches



Measure B Assessment Reports

Mathematics Grade 4

Internal Measure B Assessment Report

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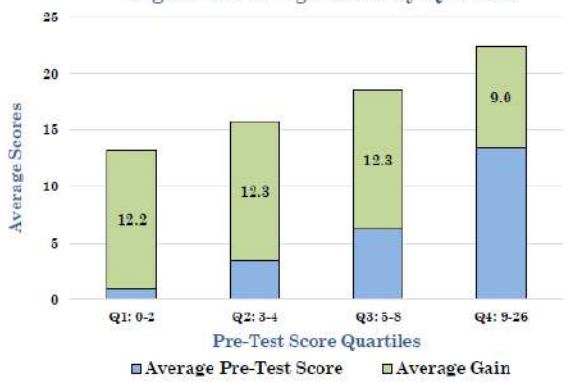

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*What degree of improvement will my students achieve during the instructional period/academic year? What is the appropriate nexus of ambitiousness and attainability? How might this differ for "Exceeds" versus "Satisfactory" target-setting?**

*See the Goal-Setting guidance document for more information (http://tinyurl.com/ddoe-gs-guidance).
**Please note that this assessment was revised in Summer 2016.

Mathematics Grade 4
Class Average Approach

- Class average approach:
  - Class Pre-Test Average: ~6 points
  - Historical State growth: 11.5 points
  - Std. dev: ~ 6 points

❖ Satisfactory Target: Class average on the post-test will be between 17.5 and 23.5 points

❖ Exceeds Target: Class average on the post-test will be greater than 23.5 points

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
Tiered Approach

- Tiered Approach
  - –Pre-Test Scores
    - Quartile 1: students with scores between 0 – 2 points
    - Quartile 2: students with scores between 3 – 4 points
    - Quartile 3: students with scores between 5 – 8 points
    - Quartile 4: students with scores between 9 – 26 points
  - ❖Goal: Students in Group 1 gain 12.2 points; Students in Group 2 gain 12.3 points; Students in Group 3 gain 12.3 points; Students in Group 4 gain 9.0 points
  - ❖Satisfactory Target: 60% - 79% of students meet target
  - ❖Exceeds Target: 80% or more of students meet target

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

Mathematics Grade 4 Individualized Approach

- Individualized approach:
  - ❖ Goal: Each student gains 11.5 points or better
  - ❖ Satisfactory Target: 60%- 79% of students meet target
  - ❖ Exceeds Target: 80% or more of students meet target

Individualized Approach

Pros

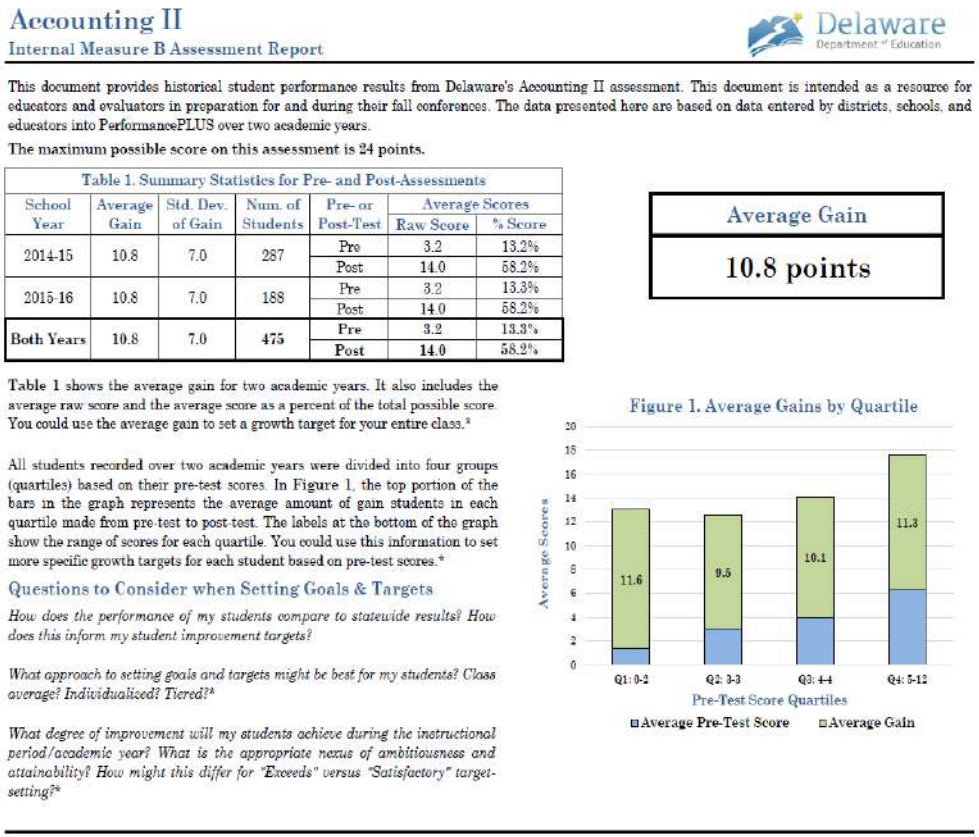
- More focused on individual student

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

Let's set a goal

www.tinyurl.com/ddoe-gs-suite



Accounting II

Internal Measure B Assessment Report

Delaware Department of Education

This document provides historical student performance results from Delaware's Accounting II 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 24 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
2014-15	10.8	7.0	287	Pre	3.2	13.2%
				Post	14.0	58.2%
2015-16	10.8	7.0	188	Pre	3.2	13.3%
				Post	14.0	58.2%
Both Years	10.8	7.0	475	**Pre**	3.2	13.3%
				Post	**14.0**	58.2%

Average Gain
10.8 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?**

1) Go to the following website: www.tinyurl.com/ddoe-gs-suite
2) Based on the goal-setting approach, open the relevant tab on the spreadsheet.
3) Put in pre-test data for 10 students (see handout)
4) Set an ambitious goal factoring in data on Measure B 1 pager – average gain, quartiles (see handout)
5) Fill in post-test data (see handout)
6) Tell us about your approach!

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
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☐	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...

Measure C Support Documents

Have you thought about……

√ Printing and maintaining a binder of all Measure C goal statements and standards for the current Specialists working in your building.

√ Printing and maintaining a binder of all Measure C goal statements and standards for any subject area of an educator in your building who may choose to use a Measure C.

√ Reviewing goal statements to find those that are most aligned the work that the specialists in your building do with district and/or school-wide goals.

√ The current measurement tools used by those specialists that would support those goal statements AND district and/or school-wide goals.

√ How the educator will collect and use baseline data.

√ What a rigorous growth goal might be for the different educators in your building.

√ How educators will represent the BOY and EOY year data to support their growth goals.

√ What strategies the educator might use to help meet their target

√ How and when the educator might monitor progress towards the target

Questions?

- Questions email:
  - Seher Ahmad
  - seher.ahmad@doe.k12.de.us
- Questions about PerformancePLUS email:
  - Brenda Dorrell
  - brenda.dorrell@doe.k12.de.us