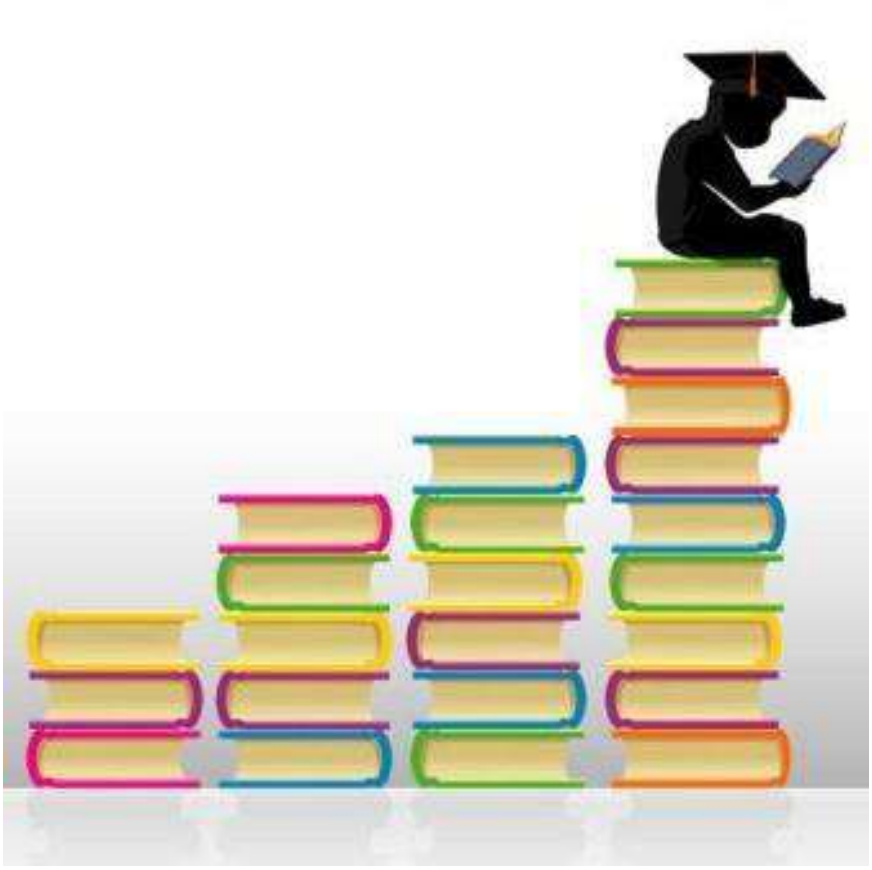
Kentucky Department of Education
Professional Growth and Effectiveness System

Goal Setting for Student Growth

A Collection of Content Area Scenarios



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Introduction and Purpose

Using Student Growth Goals (SGG) as a measure of student growth allows for teachers and districts to analyze sources of evidence to identify whether a pre-established goal has been met by noting a demonstrated change in a student's knowledge and skills over a period of time. However, it takes careful planning and preparation for this process to be successful. Districts need to develop a process for training, setting, reviewing and evaluating SGG to ensure rigor and comparability within the district. There are five key steps that all teachers and administrators should take when setting SGG:

1. Review Standards and Content while Identifying Key Enduring Skills
2. Gather and Analyze Prior Student Data
3. Develop/Select a means of gathering evidence from multiple sources to establish a baseline
4. Develop the growth target and proficiency target along with a rationale
5. Identify instructional activities and methods to best meet student growth

Please note that these steps are initially taken to set the goal. Once the goal is established, the teacher will need to design instruction to support students in their progression towards mastery of the goal and utilize the formative assessment process to ensure student progression towards the intended target.

The Classroom Scenarios

The scenarios provided are to be used in professional learning experiences designed to engage teachers and administrators in discussion around the student growth goal setting process. One of the strengths of the student growth goal setting process is that the teacher is able to articulate the needs of the students and why the goal is appropriate for the population/class chosen. A goal might be appropriate for one classroom, but it might not be appropriate for all. The process also allows for the teacher to choose an instructionally sensitive means of assessing what is occurring in the classroom that will provide continuous data throughout the year to inform instruction.

These scenarios, along with the following questions, can be used to stimulate a discussion among teachers for the purpose of understanding the student growth goal setting process.

1. How did each teacher identify key enduring skills to determine need? How are we going to identify enduring skills for my/our content?
2. How did each teacher gather student data prior to determining a student growth goal? How would this process apply to my/our content?
3. Do we review the results of our students' assessments together as a team? Do we have a method for analyzing these results?
4. Do the sources of evidence chosen/designed allow high- and low-achieving students to adequately demonstrate their knowledge? Are the evidence choices appropriate measures for the skills? What are appropriate sources of evidence for my content/grade/students?
5. Identify each component of the SMART Criteria found in the student growth goal scenarios. What will the Student Growth Goal Setting Process look like for my content? What are some

effective practices that we have read about recently, and how do these relate to our instructional improvement goals?

6. How does collaboration support a climate that encourages flexibility and responsiveness to student needs in order to support student growth?

Criteria demonstrated in each scenario

The **CONTEXT** includes information about the student population, special characteristics, demographics, and grade-level of the course.

STANDARDS/CONTENT identifies the connection to the content area standards.

BASELINE & TREND DATA refers to specific data the teacher uses to decide the student growth goal.

The term **SOURCES of EVIDENCE** refers to the variety of evidence that the teacher uses to contribute to baseline data.

The **GROWTH TARGET** identifies the expected growth for all students within the student growth goal.

The **PROFICIENCY TARGET** identifies the percentage of all students that are expected to reach an identified level of proficiency within the student growth goal. The proficiency target raises the level of rigor of the goal.

The **RATIONALE FOR TARGETS** provides the teacher's explanation of how he or she decided on the targets for growth and proficiency.

A Science Teacher's Story of Goal Setting for Student Growth

Ms. Nye is a 6th grade science teacher who teaches science to five classes, each class representing a diverse population. One class contains a gifted cluster, two classes have nine special education students and all classes have a free and reduced lunch population. Ms. Nye collaborates with a special education teacher, the gifted consultant, and a title one teacher. She learned about the student growth goal setting process last spring and looked forward to applying that process when school started.

Context

Ms. Nye reflected on how she usually collected data and thought of one example from last year. She gave her students the district science learning check when she first started the earth processes unit. She found that 78% of students scored less than 65%, 15% scored between 66-79%, and the remaining 10% scored 82% on the learning check. Her interpretation of the results was that most students had either never been exposed to the content or they didn't remember it. At the end of the unit, Ms. Nye gave the same district learning check. All students performed better on the post-assessment. However, several scores were still low and her assessment choice gave her only limited, unit-level data. Students were learning some content, but what was assessed on the district learning check was simply that – content knowledge. Ms. Nye realized that for goal-setting for student growth, her goal needed to cover the entire course and it needed to be based on an enduring skill measured by students' application of knowledge. Instead of simply demonstrating that they could regurgitate content knowledge for a single unit of study, she wanted her students to demonstrate that they could apply that knowledge in a meaningful way that supports learning across the school year.

This year, Ms. Nye decided to take a different approach to data collection to support student growth goal setting. First, she took time to simply get to know her students academically. She began by asking: *What do I know about my science students and their abilities? What can I learn from previous years' data? What does the data tell me?*

Ms. Nye had just learned about the Next Generation Science Standards and because she was using the new standards with her students, she set her student growth goal in the context of the new standards. She reflected: *How can I determine students' abilities in respect to the scientific practices and crosscutting concepts students should learn in these new standards?*

Standards

Ms. Nye began identifying her students' abilities related to these practices and cross-cutting concepts. She started by working with her district science PLC to better understand the expectation of the standards and to identify the related enduring skills. She knew this was a task she and her colleagues would continue across the school year, but it gave her a place to begin. Together, the science PLC decided what it would look like for students to demonstrate proficiency in the scientific practices. Next, they developed a 5-leveled rubric they all could use to assess where students are in meeting proficiency of the scientific practices.

Sources of evidence

Next, Ms. Nye began assessing her students in a variety of ways. She asked questions, she observed student discussions, she collected and analyzed student work, and she gave her students' performance assessments. Students responded to prompts and multiple-choice questions. Throughout the process of

collecting baseline data from multiple sources of evidence, she continued to reflect. *How do I pull this information and evidence together to determine my student growth goal? What are the greater areas of need on which I should focus my goal? Which areas will impact student learning the most?* Ms. Nye reflected on what the data was telling her. She noticed that instead of one large area of need that her students had a wide range of needs. Ms. Nye decided she would use the rubric her PLC designed for determining baseline data for goal setting. Additionally, she decided to focus on two practices rather than all. She pulled together data collected related to just those two practices, thus the collection of evidence would result in a baseline grounded in the district rubric.

Data showed that 70% of students scored at level 2 on the rubric, while 30% performed at 1. After determining baseline data, Ms. Nye was ready to write her student growth goal. *How do I make sure that all students show growth this year? How can I be sure that my goal represents meaningful and significant growth for my students in the enduring skills and concepts?*

Baseline

These questions were on Ms. Nye's mind as she drafted her student growth goal to share with her principal. She thought it would be reasonable for students to move up at least 2 levels in the 5-point rubric, since she had all year to guide that learning and all her students needed to grow in these areas. She had also had discussions with her district science PLC about what would be an appropriate target for growth. Together, they discussed past years' trends and where students should perform at year's end and concluded that movement of 2 or more levels on the rubric is doable, yet stretches the boundaries to create a rigorous goal. They also agreed that based on her baseline data for that class, it is reasonable to expect 80% of students to reach proficiency.

Rationale

Together, Ms. Nye and her principal decided on the following student growth goal for this year: *This school year, all of my 6th grade science students will demonstrate measurable growth in their ability to apply the scientific practices. Each student will improve by two or more levels on the districts' science rubric in the areas of engaging in argument from evidence,* and *obtaining, evaluating and communicating information. 80% of students will perform at level 4 on the 5-point science rubric.*

After setting her goal, Ms. Nye is anxious to share it with her PLC group. With their help, she would choose strategies to help students attain the goal and decide on a process for monitoring students' progress. She will reflect on the data throughout the school year to determine if this process gives her meaningful results that were a missed opportunity last year.

A World Language Student Growth Goal Scenario

Nichole Brown teaches 2 classes of French I and 2 classes of French II. Because she is a new hire she does not know any of her students from previous years, so she needs to get to know something about her students' academic abilities before she begins thinking about setting a student growth goal. She begins by considering these questions:

What can I find out about my students and their abilities?

Does sufficient information already exist to help me know my students' needs?

How can I obtain that information?

Context

As she gathered data, she learned there was a diverse population of students in each of her French I classes. One of her French II classes contained primarily students taking pre-AP English classes and the other French II class included students with a range of reading levels and course majors. All of her classes had some free and reduced lunch students. Ms. Brown consulted with a special education teacher and the gifted consultant because she knew they would both be able to give her insights about her students and they would be able help her support the needs of the student groups in her classes this year.

Using the enduring skills, which were identified by the district's world language teachers' PLC, Nicole's first task was determining her students' proficiency level with the Core Competencies in the KY World Language (WL) Standards. Based on the descriptors in the range of levels in the WL standards, she decided to use a variety of assessment modes to collect evidence about year two students' interpersonal listening and reading skills, interpersonal communication skills, speaking and writing communication skills, as well as their intercultural competencies.

She used a variety of individual performance assessments around the target skills to gather baseline evidence.

Baseline Data

- She used conversation scenarios a district team of world language (WL) teachers created for pairs and teams of students. Then she used the indicators in the WL Standards as her rubric to assess their core competencies, not only in conversations, but also in the context of the cultural elements embedded in the scenarios.

- Using prompts designed the district by the district WL team to determine students reading and writing competencies in the target language, she used the indicators in the WL standards to determine the current level of those skills.

- To determine their current vocabulary levels with specific topics, she embedded that vocabulary in the scenarios, the texts they read and their writing prompts.

After measuring her students' competency with the target skills, Nicole reflected:

How do I pull this information/evidence together to determine my student growth goal or goals?

In what critical areas (enduring skills) do my students need the most growth?

Based on evidence she collected during observation, interactions with her students and from written assessments, she used the WL core competency standards to determine the proficiency range level of her students. With the evidence from three different measures used to collect that evidence, and using the WL Standards as her rubric. That way she was able to determine their beginning proficiency level, she captured the baseline data she needs for goal setting.

From the data she collected on all of her students, Nicole decided to establish her Student Growth Goal for her French II students on linguistic competencies, because that was the enduring skill where they showed the most deficiency . Most (89%) of those students in the two classes were Novice – Mid range, which was lower than she expected for second year language students.

Initially, before meeting with her principal, Ms. Brown set the following student growth goal: *Students in my French 2 classes will make improvement gains in their linguistic competencies. Using performance –based speaking and listening scenarios, and reading and writing prompts as the end of year assessments, most of the students in my French 2 classes will reach the Intermediate High competency level on the WL Standards rubric by the end of the year.*

Initial Goal

When she met with her principal to collaborate on her goal, the principal asked:

Principal's guiding questions

- ✓ *Can you explain why you chose your French II students for your student growth goal?*
- ✓ *The student growth goal should address growth for all your French II students. So, how can articulate your goal to include growth for all students?*
- ✓ *What essential knowledge and skills that are enduring skills and necessary for the next level of instruction have you selected?*
- ✓ *How can you be sure that your goal represents challenging, but realistically attainable, academic growth for those students? Have you consulted with other world language teachers and the state consultant to determine what level of proficiency is a realistic goal for your students?*

Their conversation led her to reflect about what her students' needs were as she gathered and analyzed baseline data. The evidence/data she collected showed that all of her French II students were significantly behind in their linguistic competencies. Discussions with other WL teachers in her region, as well as with her state world language consultant, helped her determine an appropriate growth expectation for her French II students. Because of that collaboration with the KDE world language consultant, she decided a more realistic goal would be to expect her students to move up at least 1 level on the WL Standards rubric.

Ultimately, Ms. Brown and her principal decided on the following student growth goal for this year:

*During this school year **all of the students** in my French II classes will improve their linguistic competency by performing at least one level above their baseline for interpretive listening, interpersonal speaking, interpretive reading and interpersonal writing using the WL standards as the rubric. At least **70% of my students** will meet or exceed the Intermediate-Low competency level for at least two modes of communication, as measured by the KY World Language Standards rubric.*

Revised Goal

As Ms. Brown formatively assessed her students throughout the school year, she gathered data, so she can make instructional changes to meet her students' needs. By continuously monitoring her students' progress, she determined their areas and rate of growth. When by mid-year she

Monitoring growth

determined that there was not sufficient evidence of student growth to meet her goal, she sought professional learning support and adjusted her instructional strategies to support the proficiency goal she knew her students needed to meet to be ready for French III.

To support her own content area professional growth, Ms. Brown also attended regional Proficiency training provided by her co-op on how to use the oral proficiency assessment tool.
In addition, during the year she used resources from thematic units based on performance-based standards for levels 1 and 2 for French, available for her in CIITS.

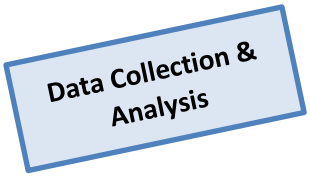
Student Growth Goal-Setting in Social Studies

Mr. Diamond is a social studies teacher at Benjamin Franklin High School. Using the C3 Framework and the Kentucky Core Academic Standards (KCAS) as to guide the process, Mr. Diamond worked with the teachers in his content-based PLC to identify the following enduring skills for his 10th grade world history course:

- Construct compelling and supporting questions to develop inquiry skills.
- Use evidence to support a claim.
- Evaluate the credibility of sources.
- Communicate conclusions to a range of audiences
- Critique own work as well as the work of others.
- Take informed action.

Mr. Diamond and his colleagues determined that a Literacy Design Collaborative (LDC) module (the instructional ladder and a product requiring an informed call to action) would provide the opportunity to determine which of the enduring skills should be of greatest attention. Mr. Diamond developed two LDC Argumentation Modules to assess students' ability to demonstrate these skills. One module was implemented during the first unit of study and the second is designated for the last unit of study.

The following data was collected during the first LDC module implementation



Formative Assessments during the Instructional Ladder

Instructional Ladder	Meets Expectations
Preparing for the Task	100%
Reading Process	45%
Transition to Writing	40%
Writing Planning and Development	40%
Revision and Editing	30%

Argumentation Module Pre-Assessment
(Results of the first LDC Module Student Work)

Focus	**1**	**2**	**3**	**4**
Controlling Idea	0%	15%	80%	5%
Reading/ Research	20%	75%	5%	0%
Development	25%	65%	10%	0%
Organization	0%	10%	90%	0%
Conventions	15%	15%	65%	5%
Content Understanding	10%	15%	75%	0%

After reviewing formative assessments from the instructional ladder and the final product, Mr. Diamond found that students, as a whole, struggled with using historical evidence to support a claim/argument. In addition, students also struggled with the ability to evaluate the credibility of a source.

Baseline Data

The baseline data for this enduring skill indicates that only 5% of students meet the expectation for Reading/Research (using the LDC Argumentation Rubric and grade-band expectations). Since Reading/Research requires students to "accurately and effectively present important details from reading materials to develop argument or claim" Mr. Diamond has chosen this skill as the most essential need. Mr. Diamond also believes that student's ability to evaluate the credibility of a source will improve as their ability to use historical evidence improves.

Deciding the Student Growth Goal

Goal

Together, Mr. Diamond and his principal reviewed the data and collectively agreed upon the following goal*: For the current school year, all of my students will make measurable progress in historical argumentation and appropriate use of relevant historical evidence. All students will move up at least 1 level and 75% of students will achieve at the 3 or higher level on the reading/research area of the LDC Argumentation Rubric.*

Monitoring Growth

Using the Plan-Do-Study-Act model, Mr. Diamond plans to work with his PLC to create and implement teaching and learning strategies. This will involve planning instruction to address the identified area for growth, implement specific strategies to support student learning (Mr. Diamond also addressed this need in his Professional Growth Plan), meet bi-weekly with his colleagues to discuss formative assessments related to the identified growth area, and use both qualitative and quantitative data to inform his next steps.

A CTE Teacher's Story of Goal Setting for Student Growth

CONTEXT & BACKGROUND INFORMATION:

Context

Ms. Mills is a Career & Technical Education (CTE) teacher at Hughes High School. The school utilizes common planning time for content-based PLC groups to meet on a weekly basis. Ms. Mills spent time with other CTE teachers analyzing the school's College/Career Ready state report and Practical Living/Career Studies Program Review expectations and results at the start of the school year. The review of the data illustrated the need to increase the number of students earning Industry Certificates and focus on connecting technology programs to the needs of business and industry.

School Data Review

High School College/Career Ready																	
Career Ready									College and/or Career Ready								
Number Career Ready Academic[2]			Number Career Ready Technical[2]			Number Career Ready Total[2]			Non-Duplicated Total[3]			Percentage of graduates (high school diploma or certificate of attainment) College and/or Career Ready			Accountability Points with Bonus[4]		
School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
38	38	7,797	29	29	9,605	14	14	5,158	82	82	23,756	45.6	45.6	54.1	48.3	48.3	60.8

Program Review- Demonstrator 4. Career Education

Proficient

a)	Career education is **rigorous, aligned to state and national standards**, and **meets the needs of diverse learners** and includes the **integration of 21st Century Skills and Knowledge.**
b)	Students **develop and practice real world skills related to careers including problem solving, goal setting, critical thinking, decision making, and analyzing information.**
c)	Career education **curriculum is designed to meet the needs of business and industry**, which includes the employment, needs of the local workforce, as well as job outlook and/or sector strategy data. At the high school level, business and industry partners serve on advisory committees for career education programs.

Ms. Mills teaches Advanced Multimedia in which she has students working towards multiple certifications in one class period. In order to prepare for Student Growth planning, she and her colleagues developed a VCAT (Visual Communications Art Technology) Performance Task Assessment to determine Flash/Dreamweaver/Photoshop level of growth. She identified her Enduring Skill as: Effectively communicate using digital media tools. The task aligns to the Enduring Skill because students will demonstrate their ability to use Flash/Dreamweaver/ Photoshop to communicate effectively. The task was approved by the district's Instructional Supervision Team to be used in the school's Advanced Multimedia course.

For this school year, Ms. Mills has 80 students enrolled in three sections of Advanced Multimedia. This course centers on Flash/Dreamweaver/Photoshop, so that so that students may obtain an industry certification for a student's Career Pathway of Communication.

The course is designed to support the following CTE performance standards:

KOSSA OC 003 Demonstrate the use of industry-accepted software applications

Adobe Certification Exam Standards:

http://www.adobe.com/education/resources/certificate-programs/flash-exam-objectives.edu.html?

http://www.adobe.com/education/resources/certificate-programs/dreamweaver-exam-objectives.edu.html?

http://www.adobe.com/education/resources/certificate-programs/photoshop-exam-objectives.edu.html?

KOSSA and Industry Certifications 2013-2014

PROGRAM AREA	PROGRAM	CIP CODES	KOSSA *Indicates default KOSSA	ACCEPTABLE INDUSTRY CERTIFICATIONS

ARTS, A/V TECHNOLOGY AND COMMUNICATIONS	TELEMEDIA TECHNOLOGY	[10.0202]	• Communications	• Adobe Certified Associate
				  • Premiere Pro
				• Apple Certified Associate
				  • Final Cut Pro
				• Apple Certified Pro
				  • Final Cut Pro X Level One
				  • Final Cut Pro X Level Two

ARTS, A/V TECHNOLOGY AND COMMUNICATIONS	VISUAL COMMUNICATIONS ART TECHNOLOGY	[50.0402]	• Communications	• Adobe Certified Expert
				• Adobe Certified Associate (ACA) (1 of 3)
				  • Dreamweaver
				  • Flash
				  • Photoshop
				  • Premiere Pro

Baseline Data

BASELINE DATA:

Ms. Mills decided to include all 80 students in her Student Growth Goal. No student scored "Proficient" on the first practice Adobe Certification Exam. Upon administering the district approved VCAT Performance Task Assessment, it was determined that 0% met the desired level of MASTER; 0% were at the SKILLED level; 100% were at the LEARNER level. See data below:

VCAT Performance Task Assessment (1): Growth Data Baseline

LEARNER	SKILLED	MASTER
100%	0%	0%

After sharing these results with her PLC team, Ms. Mills developed the following Student Growth Goal:

Goal

During this school year, students in Advance Multimedia will demonstrate growth in effectively communicating with digital media tools by moving at least one performance level (3 levels: Learner, Skilled, Master) on the district approved VCAT Performance Task Assessment. 70% of the students will demonstrate proficiency by obtaining an Adobe Certification in Dreamweaver, Flash, or Photoshop.

Enduring Skill

Growth Statement

Proficiency Statement

MONITORING STUDENT LEARNING

Monitoring Growth

PROFICIENCY TARGET: Ms. Mills expects 70% of students to earn the Adobe Certification. She will use formative assessments and practice certification assessments to track student progress towards proficiency. (See the chart below for an example of Photoshop CS5.) She is able to determine in which domains of the assessment the students might need additional instruction. The certification exam does not lend itself to tracking growth and neither do the practice exams since the specific content can change from assessment to assessment. For this purpose, the CTE department devised a performance task to determine growth.

PHOTOSHOP CS5 - PASSING SCORE - 700									
Last Name	First Name	Date	Test	SCORE	D1	D2	D3	D4	D5
		10/4/2013	R	100	0	20	11	7	0
		11/12/2013	R	300	25	40	33	27	0
		10/4/2013	R	200	50	20	0	20	50
		11/12/2013	R	275	25	20	33	33	0
		10/4/2013	R	250	0	40	22	27	0
		11/12/2013	R	425	50	50	44	33	50
		10/4/2013	R	175	25	20	22	13	0
		10/4/2013	R	400	50	40	33	47	0
		11/12/2013	R	650	25	70	78	73	0
		10/4/2013	R	250	25	40	22	20	0
		10/4/2013	R	500	75	40	56	53	0
		11/12/2013	R	525	25	60	56	60	0
		10/4/2013	R	475	50	50	33	53	50
		11/12/2013	R	550	25	60	67	53	50
		10/4/2013	R	350	25	20	33	53	0
		11/12/2013	R	425	50	20	56	53	0
		10/4/2013	R	400	0	40	33	53	50
		11/12/2013	R	625	75	50	67	73	0

GROWTH TARGET:

Students will demonstrate growth in effectively communicating with digital media tools by moving at least one performance level (3 levels: Learner, Skilled, Master) on the district approved VCAT Performance Task Assessment.

At the beginning of the school year, the teacher administers the Performance Task as a Pre-Test. She has mini-tasks that she administers throughout the year to determine the students' performance mastery. She is able to determine what performance skills the students have mastered and how to adjust instruction to aid students in meeting the growth target. At the end of the year, the teacher will administer the Performance Task again as a Post-Assessment

(Sample Progress Monitoring Chart)

Name	**Mini-Task 1**	**Mini-Task 2**	**Mini-Task 3**	**Mini-Task 4**	**Mini-Task 5**	**Mini-Task 6**	**Mini-Task 7**
******	M 9/13	M 10/13	M 11/13	M 12/13	M 2/14		
******	M 10/13	M 11/13	M 12/13	M 1/14	M 1/14		
******	M 9/13	M 10/13	M 11/13	M 12/13	M 2/14		
******	M 10/13	M 10/13	M 11/13	M 1/14	In Progress		
******	M 9/13	M 10/13	M 11/13	M 12/13	M 2/14		