Student Growth Plan/SLO

Staff Development

October 7, 2015

Guiding Questions for SLO Process

- What are the goals for student learning?
- How will we know they were met?

Student Growth/SLO Plan

Our plan has 4 steps:

- Step 1. Guidance for Establishing a Learning Goal
- Step 2. Guidance for Documenting Assessments and Scoring
- Step 3: Guidance for Establishing Expected Growth Targets
- Step 4. Guidance for Measuring Student Growth

Student Growth = 30%

- Type 1 (MAP)= 15%
- Type 3 (Teacher Created) = 15%

How many kids need to hit their goal for Type I Assessment (MAP)?

Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
% Growth	<25%	25-40%	41-60%	≥61%
Points	1	2	3	4

How many kids need to hit their goal for Type III Assessment (Teacher Created)

Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
% Growth	<25%	25-50%	51%-75%	≥76%
Points	1	2	3	4

Examples

Summative Rating Process	Student Growth Measure #1	Student Growth Measure #2
Student Growth Performance Rating	4	3
Sum of the Student Growth Measures	7	
Divide by 2 to calculate the average	3.5	
Summative Student Growth Rating	Excellent - 4	

Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Average of two ratings	0-1.49	1.5-2.49	2.5-3.49	3.5 -4.00
Points	1	2	3	4

Examples

Summative Rating Process	Student Growth Measure #1	Student Growth Measure #2
Student Growth Performance Rating	2	3
Sum of the Student Growth Measures	5	
Divide by 2 to calculate the average	2.5	
Summative Student Growth Rating	Proficient - 3	

Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Average of two ratings	0-1.49	1.5-2.49	2.5-3.49	3.5 -4.00
Points	1	2	3	4

Examples

Summative Rating Process	Student Growth Measure #1	Student Growth Measure #2
Student Growth Performance Rating	3	3
Sum of the Student Growth Measures	6	
Divide by 2 to calculate the average	3	
Summative Student Growth Rating	Proficient - 3	

Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Average of two ratings	0-1.49	1.5-2.49	2.5-3.49	3.5 -4.00
Points	1	2	3	4

Examples

Summative Rating Process	Student Growth Measure #1	Student Growth Measure #2
Student Growth Performance Rating	1	4
Sum of the Student Growth Measures	5	
Divide by 2 to calculate the average	2.5	
Summative Student Growth Rating	Proficient - 3	

Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Average of two ratings	0-1.49	1.5-2.49	2.5-3.49	3.5 -4.00
Points	1	2	3	4

Examples

Summative Rating Process	Student Growth Measure #1	Student Growth Measure #2
Student Growth Performance Rating	1	2
Sum of the Student Growth Measures	3	
Divide by 2 to calculate the average	1.5	
Summative Student Growth Rating	Needs Improvement - 2	

Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Average of two ratings	0-1.49	1.5-2.49	2.5-3.49	3.5 -4.00
Points	1	2	3	4

Summative Rating

Summative Rating Chart			Professional Practice	Excellent	Proficient	Needs Improvement	Unsatisfactory
			Rating	4	3	2	1
			%	0.7	0.7	0.7	0.7
Student Growth	**Rating**	**%**	**Factor**	2.8	2.1	1.4	0.7
Excellent	4	0.3	1.2	4.0	3.3	2.6	1.9
Proficient	3	0.3	0.9	3.7	3.0	2.3	1.6
Needs Improvement	2	0.3	0.6	3.4	2.7	2.0	1.3
Unsatisfactory	1	0.3	0.3	3.1	2.4	1.7	1.0

Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Final Score	0-1.49	1.5-2.49	2.5-3.49	3.5 -4.00
Points	1	2	3	4

Step 1

Guidance for Establishing a Learning Goal

What is a Learning Goal?

- A description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards
- Provides a solid foundation for meaningful, goal directed instruction and assessment
- Encompasses a big idea that integrates multiple content standards

How do Learning Goals Align to the Danielson Framework?

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1c Setting Instructional Outcomes
- 1e Designing Coherent Instruction

Domain 3: Instruction

- 3c Engaging Students in Learning

Use SMART Goal Protocol

- **Specific** – focused on the big idea and content standards
- **Measurable** – able to be appropriately and adequately assessed
- **Appropriate** – within the teacher's control to effect change and is important, meaningful for students to learn during the identified time span.
- **Realistic** – while ambitious, it is achievable for both teachers and students during the time span identified,
- **Time Limited** – can be summatively evaluated within the time under the teacher's control.

SMART Goal Examples

- Within the first trimester, 100% of third grade students will advance at least one performance level in writing on the Six Traits Writing Rubric from their beginning performance level.
- 80% of 8th grade students will achieve a proficient or excellent on the District's Common Formative Assessment for Social Studies second quarter assessment.

SMART Goal Examples

- During the first semester, 100% of my special education resource students will demonstrate at least 25% growth on the AIMSweb Reading CBM –Words Read Correct.
- This year, 80% of the students enrolled in Advanced Placement – U.S. History will earn a 3 or better on the Advanced Placement test for U.S. History.

Plan for Instruction

What **big idea/essential question (reading level, outcomes of the Civil War, etc.)** is supported by the learning goal?

Big Idea

- The learning goal may include one big idea.
- A big idea integrates multiple content standards and links units of instruction together.
- The big idea chosen should be representative of the most important learning and typical student growth in a specific content area, grade level, or classroom.
  - *A teacher covers many big ideas over the course of a school year or course, but chooses one big idea per SLO.*

Finishing Step 1

- Which **content standards** are associated with this big idea?
- How is the **Learning Goal** aligned to the school and district goals or improvement plans?
- Describe the **student population**.
- What instruction and strategies are used to teach goal
- Demonstrate deep understanding – Bloom's/Depth of Knowledge (DOK)
- Identify the **Interval of Instruction**

Step 2

Guidance for Documenting Assessments and Scoring

Assessments

Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this STUDENT GROWTH PLAN/SLO

Scoring Assessments

- The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.
- Consider how the assessment and evaluation procedures will be used to monitor student growth over multiple points in time and differentiate instruction for all students.

How Does the Assessment Align to the Danielson Framework?

- **Domain 1: Planning and Preparation**
  - 1d Demonstrating Knowledge of Resources
  - 1f Designing Student Assessments
- **Domain 3: Instruction**
  - 3d Using Assessment in Instruction

Assessments & Scoring Procedures

- Describe the **assessments and scoring procedures** that measure students' understanding of the learning goal.
  - Rubrics
  - Teacher Created Tests
  - Portfolios, etc
- Describe how these assessments are **aligned** to the Big Idea/essential question, Learning Goal and content standards.

Finishing Step 2

- Choose a baseline assessment and date
- Choose an ending point assessment and date
- Describe how you will differentiate the assessments if needed and what accommodations will be provided
- What kind of interim data will be used and how often
- Explain how student performance is defined and evaluated using the assessments

Step 3

Guidance for Establishing Expected Growth Targets

Growth Targets

- In order to identify expected growth targets, educators must first identify students' actual performance through a review of available data reflecting the students' starting points (i.e. baseline) concerning the learning goal.

How do Growth Targets Align to the Danielson Framework?

Domain 1 Planning and Preparation

- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1f. Designing Student Assessments

Domain 3: Instruction

- 3f Using Assessment in Instruction

Growth Targets

- Identify the actual performance (e.g. test scores, performance tasks, etc.) to establish starting points (i.e. baseline) for students.
- Record the date the baseline assessment is administered and scored on the Student Roster

Growth Targets

- Which method of setting growth targets will be used? Are you using whole group, tiered or individual? (See p. 19 in plan)
- Be sure to include any formula or rubric that will be used to set targets for individual or groups of students.
- Explain how subgroups of students were defined.

Growth Targets

- Using students' starting points (i.e. baseline data) identify the growth target for each student, subgroup of students or students as a whole group based on their initial assessment performances
- Explain how these expected growth targets demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal

Target Approach 1 - Growth

Target Example: 85% of students will grow by 60 percentage points or more on their post-test compared to their pre-test for the standards.

Student	Pre-Test Score	Summative Target
Student A	10	70
Student B	20	80
Student C	5	65
Student D	0	60
Student E	30	90
Student F	10	70

Target Approach 2 - Mastery

Example: 85% of students, including special populations, will score 75% or higher on the summative assessment.

Student	Pre-Test Score	Summative Target
Student A	10	75
Student B	20	75
Student C	5	75
Student D	0	75
Student E	30	75
Student F	10	75

Target Approach 3: Individualized Target(s)

Example: 85% of students, including special populations, will meet or exceed their individualized target.

Student	Pre-Test Score	Summative Target
Student A	10	80
Student B	20	80
Student C	5	75
Student D	0	70
Student E	30	85
Student F	10	80

Step 4

Guidance for Measuring Student Growth

Measuring Student Growth

For each assessment used in the Student Growth Plan, a measurement model will be used to determine whether students met their expected student growth targets.

- ☐ Conditional Status: Adjusted Growth – For Type I Assessments
- ☑ Adaptive Conditional Status Model – For Type II and III Assessments

How does Measuring Student Growth Align to the Danielson Framework?

- **Domain 1 Planning and Preparation**
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1f. Designing Student Assessments

  Domain 3: Instruction
- 3f Using Assessment in Instruction

Remember We Want to Know…

- What are the goals for student learning?
- How will we know they were met?

Next Steps:

- Work with your teams on an area to focus on (aligned with goals for the building)
- As a team, walk through SLO process/plan and complete together
  - Yes, you can use the same plan
  - Your goals are only different for your particular group of students in your classrooms
- Contact your evaluator if you have any questions
- Target Completion Date of SLO Plan is before winter break
- Interval of instruction starts after winter break
  - Timelines for mid-point check in will come upon meeting with evaluator for approval
- Reminder, we are all learning together this year on the SLO process