STUDENT LEARNING & GROWTH GOALS

A Professional Development Workshop for Administrators and Teacher Leaders
GROUP RESUME

A Team-Building Activity

➢ First locate teammates with the same color dot on their name tag

➢ Your team task is to create a resume for the group

➢ Include various categories of information, such as:
  • GROUP NAME OR TITLE
  • Background
  • Interest/Hobbies
  • Something you might guess about us
  • Something that might surprise you
  • Signatures
when we focus on teachers, our students succeed
when we focus on leaders, our teachers succeed.
CHINESE PROVERB:

What I hear, I forget
- 5% retention after 24 hours

What I see, I remember
- 30% retention rate if use of audio-visual and demonstration

What I do, I understand
- 80% retention rate with discussion and practice by engagement
DESIR ED OUTCOMES

Each participant will be:

- Able to Identify a Well-Written SLGG
- Capable of Writing a SLGG
- Prepared to Lead Teachers in Writing Effective SLGG
- Equipped to Facilitate a Professional SLGG Conversation
The intention of Student Learning and Growth Goals is to...

- Engage in collaborative conversations about what really matters
- Recognize what you are doing well
- Ensure that educators and students get the support they need in real time to be successful
LEARNING TARGETS:

Participants will be able to:

- Distinguish the difference between a growth goal versus an achievement goal
- Write an effective measurable growth goal
- Facilitate a professional conversation with others around growth goals setting
Every educator conducts an assessment of practice against Performance Standards.

Every educator prepares to strategically identify professional practice and student learning goals.
APPENDIX A

WHO IS REQUIRED TO SET STUDENT LEARNING AND GROWTH GOALS?

All teachers and administrators, as defined in state statute (ORS 342.815 & ORS 342.856), must use the new educator evaluations system requirements described in the Oregon Framework (SB290/SESA Waiver). The following definitions apply to Senate Bill 290:

Teacher: Any individual holding a Teacher Standards and Practices Commission (TSPC) teaching license or registration (ORS 342.125 & 342.144) or who is otherwise authorized to teach in the public schools of this state and who is employed as an instructor at .5 FTE and at least 135 consecutive days of the school year (as per ORS 342.840).

Instructor: Includes those individuals who meet the definition used in ORS 342.121 “Instruction includes direction of learning in class, in small groups, in individual situations, in the library and in guidance and counseling, but does not include the provision of related services, as defined in ORS 342.145, to a child identified as a child with a disability pursuant to ORS 343.146 when provided in accordance with ORS 343.041–343.065.” Instruction does include provision of specially designed instruction (special education) provided in accordance with 343.035(19).

Administrator: Any individual holding a TSPC Administrator license includes any licensed educator (ORS 342.125 & 342.144), the majority of whose employed time is devoted to service as a supervisor, principal, vice principal or director of a department or the equivalent in a fair dismissal district but shall not include the superintendent, deputy superintendent or assistant superintendent of any such district or any substitute or temporary teacher employed by such a district.

Superintendents who also serve as principals are evaluated by their local school board and are not required to be evaluated under SB290 requirements.

TSPC licensed personnel including special education teachers, counselors, speech language pathologists* and library/media and technology specialists are required to set SLG goals. These educators may use measures of learning specific to academic subjects as well as to social, emotional, behavioral, or skill development. For example, a school-wide writing assessment may be used for a library/media specialist SLG goal.

Teachers who only provide instruction in English Language Proficiency for English Learners (often called ELD teachers) are not considered teachers in “tested grades and subjects” because they are not providing instruction in the content areas of ELA and math, but rather the language skills necessary to access those content areas. Consequently, they would not be required to set a goal using a Category 1 measure (state assessments) Sheltered instruction

*For additional definitions of related services and special education see ORS 343.041(15) and ORS 343.050(18).
STATE REVISIONS
REVISIONS TO THE SLG GOAL GUIDANCE

- RATIONALE added to the template
- Category 3 REMOVED
- State checklist and scoring rubric
CHANGES IN THE REQUIRED COMPONENTS FOR SLG GOALS

RATIONALE

Provides a detailed description of the reasons for selecting this specific area for a goal
Targeted goals rather than school wide

All SLG goals must be focused on academic growth
### CATEGORIES OF MEASURES FOR SLG GOALS

<table>
<thead>
<tr>
<th>Category</th>
<th>Types of Measures</th>
<th>Guidance</th>
</tr>
</thead>
</table>
| 1        | • Oregon’s state assessments  
  o SMARTER Balanced (formerly OAKS)  
  o Extended Assessments[^1] | • Same assessment and administration guidelines are used statewide |
| 2        | • Commercially developed assessments that include pre- and post-measures  
  • Locally developed assessments that include pre- and post-measures  
  • Results from proficiency-based assessment systems  
  • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance | • Same assessment and administration guidelines are used district-wide or school-wide  
  • Assessments meet state criteria[^2] |

[^1]: Used by special education teachers who provide instruction in ELA or math for those students who take extended assessments  
[^2]: ODE will provide state criteria by June 1, 2014
## SLG GOAL QUALITY REVIEW CHECKLIST

<table>
<thead>
<tr>
<th>BASELINE DATA</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is baseline data used to make data-driven decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT GROWTH GOAL (TARGETS)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the SLG goal written as a “growth” goals v. “achievement” goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the SLG goal describe a “target” or expected growth for all students, tiered or differentiated as needed based on baseline data?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>RIGOR OF GOALS</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the goal address specific knowledge and skills aligned to the course curriculum and based on content standards?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the SLG goal measurable and challenging, yet attainable?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 4</td>
<td>This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.</td>
<td></td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.</td>
<td></td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.</td>
<td></td>
</tr>
<tr>
<td>LEVEL 1</td>
<td>This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.</td>
<td></td>
</tr>
</tbody>
</table>

**SLG GOAL SCORING RUBRIC**
Student Learning and Growth Goal (Targets)

...describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate

The targets should be rigorous yet attainable. The target can be tiered for specific students in the class-course to allow all students to demonstrate growth
Learning Experience:

With an administrator-teacher elbow partner examine and articulate the relationship between a Student Learning and Growth Goal and a SMART Goal
A CLOSER LOOK AT STUDENT LEARNING GOALS

SMART Goals versus Student Learning Goals

- **SLGs** are detailed, measurable goals for student growth
- Specific timeframe
- Collaboratively developed
- Based on student learning needs identified via baseline data
- Step-by-step process to follow
- Regular review/assessment of progress

**SMART** goals are general format for writing goals
- Specific, Measurable, Attainable, Realistic, Timeframe
- The objective/learning target in a SLG is a SMART goal
100% of students will demonstrate growth toward mastery of the content of Visual Arts as measured by performance on a range of performance tasks.

- Students who earned a 2 first quarter will earn at least a 3 or 4 on a similar performance task in the 4th quarter.
- Students who earned a 3 first quarter will earn at least a 4 on a similar performance task in the 4th quarter.
- Student who earned a 4 first quarter will earn at least a 4 on a more complex performance task in the 4th quarter.
80% of students will earn at least a 3 on a visual arts performance task.
Intentionally Blank
The Tree Analogy
We can compare the height of the trees one year ago to the height today.

By finding the difference between these heights, we can determine how many inches the trees grew during the year of gardener’s care.

This is analogous to using **SIMPLE GROWTH**, also called **GAIN**, to measure performance.

<table>
<thead>
<tr>
<th>Gardener A</th>
<th>Gardener B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oak A</td>
<td>Oak A</td>
</tr>
<tr>
<td>September</td>
<td>September</td>
</tr>
<tr>
<td>(1 year ago)</td>
<td>(Today)</td>
</tr>
<tr>
<td>47 in.</td>
<td>61 in.</td>
</tr>
<tr>
<td>14 in.</td>
<td></td>
</tr>
</tbody>
</table>
GROWTH:

The change in student achievement for an individual student between two or more points in time
Learning Experience:

With an elbow partner, discuss the differences between an Achievement Goal versus a Growth Goal.
# ACHIEVEMENT VS GROWTH

<table>
<thead>
<tr>
<th>ACHIEVEMENT GOAL</th>
<th>GROWTH GOAL</th>
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<td>Does not consider baseline data</td>
<td>Start with baseline data</td>
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<td>Student goals are a “one-size-fits-all” and do not include ALL students</td>
<td>Includes all students regardless of ability level in the grade(s)/content you select</td>
</tr>
<tr>
<td>Students are expected to cross the same finish line regardless of where they start.</td>
<td>Students can show various levels of growth—students may have individualized finish lines</td>
</tr>
</tbody>
</table>
GOAL SORTING

With table partners discuss and sort the goal cards into two groups

ACHIEVEMENT VS GROWTH
Learning Experience:

- Read the SLG Goal
- Determine if it is a Growth or Achievement Goal
- Briefly discuss your thoughts with an elbow partner
- Use the clicker to acknowledge your final decision
ACHIEVEMENT OR GROWTH

By the end of the school year, all 6th students will meet their growth target in the area of Writing Conventions as measured by the Conventions Common Assessment. **Subgroup (A)** Students who did not meet (scored 10 or fewer points) will meet by making at least four points growth. **Subgroup (B)** Students who nearly met (scored 11-13 points) will meet by making at least three points growth. **Subgroup (C)** Students who met (scored 14-15 points) will exceed by making at least two points growth. **Subgroup (D)** Students who exceeded (scored 16 or more points) will continue to exceed by making at least one point growth.
A. Achievement
B. Growth
GROWTH GOAL
All 9th students will demonstrate growth in Reading Informational Text as measured by their performance on the Reading Common Assessment pretest and post-test by the end of the school year. Subgroup (A) Students who scored 60 – 69% on their pre-test will increase their score by 10% on the post-test. Subgroup (B) Students who scored 70 -79% on their pre-test will increase their score by 7% on the post-test. Subgroup (C) Students who scored 80% or greater on their pre-test will increase their score by 5% on the post-test.
ACHIEVEMENT OR GROWTH

A. Achievement
B. Growth
GROWTH
GOAL
All students will meet or exceed their growth targets on STAR Early Literacy Assessment as specified on the STAR reports by the end of the school year.
ACHIEVEMENT OR GROWTH

A. Achievement
B. Growth
ACHIEVEMENT GOAL
By June 2013, all students scoring a 1 or 2 on their lowest trait(s) in informative/explanatory writing will increase by 2 levels, and all students scoring a 3-5 in informative/explanatory writing will increase at least 1 level in their lowest trait(s) using the same rubric as the pre-test.
ACHIEVEMENT OR GROWTH

A. Achievement
B. Growth
GROWTH GOAL
By June 2013, all students will score a 4 or higher on all traits of informative/explanatory writing as measured by the state Writing Scoring Guide.
ACHIEVEMENT OR GROWTH

A. Achievement
B. Growth
ACHIEVEMENT GOAL
BREAK
STUDENT GROWTH PROCESS

Step 1: Determine needs

Step 2: Create specific learning goals based on pre-assessment

Step 3: Create and implement teaching and learning strategies

Step 4: Monitor student progress through ongoing formative assessment

Step 5: Determine whether students achieved the goals
**SMART GOAL PROCESS**

**S**pecific – The goal addresses student needs within the content.

**M**easurable – An appropriate instrument or measure is selected to assess the goal.

**A**ppropriate – The goal is focused on a specific area of need.

**R**ealistic – The goal is standards-based and directly related to the role and responsibilities of the teacher.

**T**ime-bound – The goal is contained to a single school year/course.

The goal is measurable and uses an appropriate instrument.

The goal is standards-based and directly related to the subject and students that the teacher teaches.

The goal is doable, but rigorous and stretches the outer bounds of what is attainable.

The goal is bound by a timeline that is definitive and allows for determining goal attainment.
IS THE GOAL

S

M

A

R

T
By May 2015, all Algebra I students at Second Ward High School will demonstrate growth according to their starting levels on the District Algebra I pre-assessment aligned with CCSS using the following differentiated tiers outlined in the table below. The final assessment will be the District Algebra I assessment exam:

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%-29%</td>
<td>70%-79%</td>
</tr>
<tr>
<td>30%-39%</td>
<td>80%-84%</td>
</tr>
<tr>
<td>40%-49%</td>
<td>85%-89%</td>
</tr>
<tr>
<td>50%-53%</td>
<td>90%-100%</td>
</tr>
</tbody>
</table>
Learning Experience:

Determine if the SLGG meets the minimum criteria
All students in Honors American Literature will improve their OAKS Writing composite score by the end of the school year in the following manner: Subgroup (A) Students with a baseline score of 36-37 will grow 4 points; Subgroup (B) Students with a baseline score of 38-39 will grow 2 points; Subgroup (C) Students with a baseline score of 40-42 will grow at least one point.
ACCEPT OR DECLINE

A. Accept
B. Decline
ACCEPT
All 9th graders enrolled in PE 1 will demonstrate growth in their Cardiovascular Endurance by the end of the semester when assessed using the PACER Test assessment.

Subgroup (A) Students who pre-tested in the “Unhealthy” Zone will increase by 1 or more levels.

Subgroup (B) Students who pre-tested in the “Healthy” Zone will increase by $\frac{1}{2}$ or more levels.

Subgroup (C) Students who pre-tested in the “Exceeds Healthy” Zone will increase by 1 or more laps.
ACCEPT OR DECLINE

A. Accept
B. Decline
ACCEPT
During the 2014-15 school year, all fourth grade ELL students will increase their 2013-14 ELPA score, through analysis of trend data, as follows:

- beginning level increase by __ points
- early intermediate level increase by __ points
- intermediate level increase by __ points
- early advanced level increase by __ points
- advanced level increase by __ points
ACCEPT OR DECLINE

A. Accept
B. Decline
ACCEPTED
By the end of the Physics unit, all of my students will demonstrate growth by increasing their score from Physics Unit pre-test to Physics Unit final to show they have learned at least 66% of what they did not know on their pre-test.

Growth targets per student will be calculated as follows:  \( S = n + \frac{2}{3}(100 - n) \)  Where \( S \) is the target score for growth and \( n \) is the original percentage earned on the pretest.
ACCEPT OR DECLINE

A. Accept
B. Decline
DECLINE
During the 2014-15 school year, 100% of Physics I students will demonstrate growth to meet or exceed their designated target scores on the Physics I post-assessment.

<table>
<thead>
<tr>
<th>Preparedness Group based on Pre-Assessment</th>
<th>Number of Students in Each Group</th>
<th>Target Score on Post-Assessment (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–32%</td>
<td>36/65</td>
<td>70%</td>
</tr>
<tr>
<td>33–68%</td>
<td>21/65</td>
<td>80%</td>
</tr>
<tr>
<td>69–79%</td>
<td>8/65</td>
<td>95%</td>
</tr>
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</table>
ACCEPT OR DECLINE

A. Accept
B. Decline
ACCEPTED
During the 2014-15 school year, all students will be expected to achieve at least a target score of 70 on for the end-of-year portfolio assessment.

<table>
<thead>
<tr>
<th>Baseline Score Range (Based on pre-assessment)</th>
<th>Growth Target Score (on end of year portfolio)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30–40</td>
<td>70</td>
</tr>
<tr>
<td>41–50</td>
<td>80</td>
</tr>
<tr>
<td>51–70</td>
<td>90</td>
</tr>
<tr>
<td>71–85</td>
<td>95 plus a score of 85 on...xyz exam</td>
</tr>
<tr>
<td>86–95</td>
<td>100 plus a score of 90 or higher on xyz exam</td>
</tr>
</tbody>
</table>
ACCEPT OR DECLINE

A. Accept
B. Decline
ACCEPTED
By the end of the 2014-15 school year, all AP Biology students will demonstrate growth by improving at least one rank from the fall pre-assessment to the spring post-assessment.

(Note: The AP Board uses a ranking system of 1-5, with each rank corresponding to a percentage of correct answers)
ACCEPT OR DECLINE

A. Accept
B. Decline
DECLINE
Learning Experience:

Work with as an administrator/teacher team to write a Student Learning and Growth Goal
Learning Experience:

- Post your SLG Goal
- Assess a SLGG that you did not author
- Choose to Accept or Decline the SLGG
- If you Decline the SLGG, briefly explain why
## Remember...

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LUNCH
Review academic priorities identified by the district

Review the academic history of students

Set rigorous targets by grade level and/or subgroup

Monitor students’ learning throughout the year

Review the students’ learning at the end of the instructional period using high quality assessments & analyze the results of the data
INQUIRYING MINDS WANT TO KNOW...

- What are the most important skills and knowledge my students must learn?
- How will I determine if students have learned them?
- Based on what I know about the students, what is a rigorous and attainable target for how much they should learn?