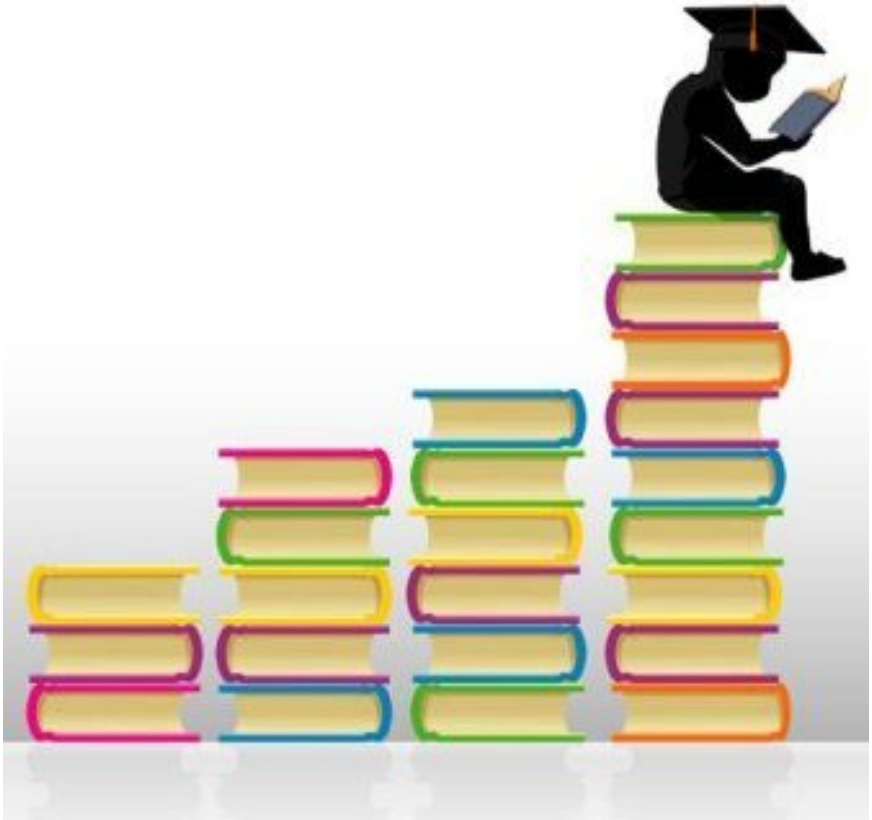
Kentucky Department of Education
Professional Growth and Effectiveness System

Goal Setting for Student Growth

A Collection of Content Area Scenarios



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 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

Context

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. Last year, Ms. Nye set the following student growth goal: *During the 12 week unit, 100% of my students will demonstrate measurable growth in their knowledge of earth processes and cycles. Each student will improve his or her score on the district science learning check by at least 10%.*

Ms. Nye gave her students the district science learning check when she first started the unit to gather baseline data. 78% of students scored less than 65%, 15% scored between 66-79%, and the remaining 10% scored 82%. 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. Most students met the goal, increasing their score by at least 10%. However, several scores were still low and she didn't feel that her assessment choice really gave her the results she wanted. Students were learning some content, but what was assessed on the district learning check was simply that – content knowledge. Ms. Nye wanted more for her students. Instead of simply demonstrating that they could regurgitate content knowledge, she wanted her students to demonstrate that they could apply that knowledge. She wanted to think differently about how she would set a student growth goal.

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

Standards

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

Sources of evidence

Ms. Nye decided that she could begin to identify her students' abilities related to these cross-cutting concepts and practices. She started by working with her district science PLC to better understand the expectation of the standards. 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 mastery in the cross-cutting concepts and scientific practices. Next, they developed a 4-leveled rubric that could be used to assess where students are in meeting mastery.

So, 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. She continued to reflect. *How do I pull this information and evidence together to determine my student growth goal? Are there greater areas of need for which I should focus my goal?* 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 and would collect evidence in a variety of ways. She would give students a variety of performance assessments to show how well they understood investigative design; students would respond to prompts; and students would answer a set of multiple-choice questions to demonstrate analysis and communication of data in science. This collection of evidence would result in a baseline grounded in the district rubric.

Baseline

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. *I know that the growth goal should address growth for all my students. So, 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?*

Rationale

These questions continued to float in Ms. Nye's mind as she drafted her student growth goal and shared it with her principal. Ms. Nye thought it would be reasonable for students to move up at least 2 levels in the rubric. After all, 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 it is reasonable to expect 80% of students to reach proficiency.

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 3 on the 4-point science rubric.*

Ms. Nye is anxious to share her goal with her PLC group and collaborate with them to decide strategies to help students attain the goal as well as on-going processes for monitoring students' progress. She is looking forward to reflecting on the data throughout the school year and seeing if this process gives her the 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 knows she needs to get to know something about her students before she begins thinking about setting a student growth goal. She begins by asking herself,

> *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?*

She discovered 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 those student groups in her classes this year.

Nicole realized her first task would be to determine 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.

- She created conversation scenarios for pairs and teams; then 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 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?*
> *What are the greater areas of need that should be the focus of my goal?*

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 those three different measures, and using the WL Standards as a rubric 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 because they scored the lowest in linguistic competencies. Most (89%) of those students in the two classes were Novice – Mid range, which was lower than she expected for second year 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:

- ✓ *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 them to reflection about what her students' needs were as she gathered and analyzed baseline data. The evidence 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 the state world language consultant, helped her determine an appropriate growth expectation for her French II students. Because of a discussion with her 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 demonstrate performance at least one level above their baseline for interpretive listening, interpersonal speaking, interpretive reading and interpersonal writing, and they will expand the breadth of their vocabulary topic areas. Data from individual performance assessments, designed by teacher teams around speaking and listening, reading and writing competencies in the target language will provide multiple data points for baseline and throughout the year. 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 assesses her students throughout the school year, she will gather data, so she can make instructional changes to meet her students' needs. She believes with attention to student progress, she can get her French II students back on track. If by mid-year she determines that there is not sufficient evidence of student growth, she will seek professional learning support and will adjust her instructional strategies to support the proficiency goal she knows her students need to meet to be ready for French III.

To support her own content area professional growth Ms. Brown will attend regional Proficiency training provided by her co-op on how to use the oral proficiency assessment tool. During the year she will use resources from thematic units based on performance-based standards for levels 1 and 2 for French, which will be 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 Framework for Historical Thinking Skills* as a guide, 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.

*Framework for Historical Thinking Skills**

I. Crafting Historical Arguments from Historical Evidence
   a. Historical Argumentation
   b. Appropriate use of relevant historical evidence
II. Chronological Reasoning
   a. Historical causation
   b. Patterns of continuity and change over time
   c. Periodization
III. Comparison and Contextualization
   a. Comparison
   b. Contextualization
IV. Historical Interpretation and Synthesis
   a. Interpretation
   b. Synthesis

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 has found that students, as a whole, struggled with using historical evidence to support argumentative writing. In addition, students also struggled with demonstrating an understanding of source perspective, point of view, and audience.

Deciding the Student Growth 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 and development areas of the LDC Argumentation Rubric.*

A 4th Grade Elementary Teacher's Story of Goal Setting for Student Growth

Context

Mr. Spark is a 4th grade teacher who teaches all core subjects in his self-contained classroom, as do all grade-level teachers in his school. He teaches 25 students, 10 of who receive free or reduced lunch. Additionally, 8 students have Individual Education Plans (IEP) that include goals in both literacy and math. A special education teacher co-teaches with Mr. Spark half the day. A Title One teacher is present the other half of the day.

After learning about the process for student growth goal-setting, Mr. Spark knew he needed to choose an area of focus for the student growth goal (SGG) based on the needs of his students. To do so, he first organized the data he had already collected on his students and he decided what more precise data he still needed. His school used MAP assessment yearly to monitor student progress in reading and math so that was a good place to start. The end of 3rd grade year MAP data reflected that, overall, students in his class scored about a full grade behind in both reading and math. Since the beginning of the current school year, Mr. Spark formatively assessed students' ability in literacy and in mathematics through a variety of assessment types. After identifying standard-based criteria for assessing his 4th graders, Mr. Spark provided several opportunities for independent problem solving in mathematics and for written responses to grade level texts. He also took anecdotal notes as students participated in collaborative reading, writing, and mathematical thinking. Pulling together this combined data gave Mr. Spark a more informed picture of students' overall abilities in reading, writing, and mathematics. Looking over the collective data, Mr. Spark thought about how to focus his student growth goal. He noticed areas of need in writing, in reading and in mathematics. However, he noticed the largest gap was in students' understanding of mathematics. Progress in math was also a school-wide focus this current year. Considering all this and once again consulting the standards, he decided to focus his SGG on students' developing their understanding and fluency with multi-digit multiplication and for dividing to find quotients involving multi-digit dividends. These related enduring skills come directly from the critical areas noted in the 4th grade standards for mathematics.

Standards

Sources of Evidence

Once the focus was decided, Mr. Spark wanted to gather one more piece of data to contribute to the baseline for his SGG. He gave an assessment that included problem solving components and mathematical equations. Students were provided several opportunities to demonstrate mathematical thinking to solve scenarios around problems with multi-digit multiplication and division.

Mr. Spark and his 4th grade professional learning community (PLC) had been working to better understand the expectations of the standards and to define what fluency looks like for their students. Together, they created a proficiency scale around this critical area and he used it to identify the baseline for his SGG. The proficiency scale provided incremental descriptions of

learning toward grade level proficiency and beyond. The teachers intentionally included in the scale how students' progress cognitively from forming concrete understanding by using manipulatives, to representation of their understanding through visuals (e.g., illustrations, charts, graphs), and finally to the abstract use of equations and expressions. Furthermore, it exemplified the learning expectations of the grade level standards. Level 9 on the scale is where students should be at the end of this 4th grade year, while level 2 demonstrated beginning of 3rd grade expectations. Mr. Spark planned to use this same scale throughout the year to monitor student progress.

Data analysis based on compilation of data **Baseline**

Critical Area: Understanding and fluency with multi-digit multiplication and for dividing to find quotients involving multi-digit dividends

Proficiency Level		Description of Level	# of students scoring at this level
Level 10	Reflects abilities beyond 4th grade expectation	Level 9 plus, Students extend their methods for solving multiplication and division to solve complex problems.	0
Level 9	Meets End of 4th grade year expectation	Students use their understanding of place value, models and properties of operations, and the relationship between multiplication and division to discuss accurate, efficient and generalizable methods for solving multi-digit multiplication and division problems. Students represent multiplication comparison and factor relationships through drawings, equations and other models.	0
Level 8	Progressing toward 4th grade end of year expectation	Students use their understanding of place value, models and properties of operations, and the relationship between multiplication and division to discuss accurate and efficient methods for solving multi-digit multiplication and division problems, selecting a strategy and explaining why this method is efficient.	0
Level 7	Progressing toward mid-year 4th grade expectation	Students use their understanding of place value, models and properties of operations, and the relationship between multiplication and division to discuss accurate methods for solving multi-digit multiplication and division problems.	0

		Students represent multiplication comparison and factor relationships through drawings and other models.	
Level 6	Beginning 4th grade level expectation	Students represent factor relationships through drawings and other models. Students multiply or divide to solve word problems involving multiplicative comparison (e.g., using drawings and equations with a symbol for the unknown number to represent the problem), distinguishing multiplicative comparison from additive comparison.	0
Level 5	Meets 3rd grade end of year expectation	Students use properties of multiplication to multiply within 100. Students know from memory products of two 1-digit numbers. Students use properties of operations as strategies to multiply and divide. Students interpret products and quotients of whole numbers.	2
Level 4	Progressing toward 3rd grade end of year expectation	Students understand the relationship between multiplication and division and use properties of operations to solve problems.	5
Level 3	Progressing toward mid-year 3rd grade expectation	Students understand multiplication as groups of objects and represent quantities as multiplication relationships.	13
Level 2	Beginning 3rd grade level expectation	Students use area and other models to develop understanding of multiplication and its properties.	5
Level 1	Below 3rd grade expectation	Students understand multiplication as repeated addition and use this method only in addressing problems.	0

Rationale

The data Mr. Spark collected confirmed that more than half the class was a full year behind in their mathematical ability. This posed a significant challenge for Mr. Spark this year since he needed to help his students meet the 4th grade expectations by the end of this year. Based on this data and his PLC's help and feedback, Mr. Spark decided on the following SGG:

During this school year, all my 4th graders will improve their mathematical ability to demonstrate their understanding and fluency with multi-digit multiplication and dividing to find quotients involving multi-digit dividends. Each student will improve 5 or more levels on the 4th grade proficiency scale demonstrating more than a full year's growth. Furthermore, 60% of students will demonstrate ability at level 9 on the scale demonstrating expected end of year grade level proficiency.

Mr. Spark felt fortunate that his 4th grade team worked closely as a professional learning community, and teachers shared their student data and ideas for student growth goal-setting. The PLC provided feedback on SGGs before the teachers finalize them with their principal. The other 4th grade teachers' student data was similar to Mr. Sparks' and so were the SGGs they created. The PLC team has already started collaboratively planning the instructional strategies for supporting students to meet the goal. The teachers shared the goal with their students and engaged them in learning how to track their own progress. The 4th grade teachers looked forward to their continued collaboration as they met the challenge of addressing the needs of their students and using the scale they developed together to continue to monitor students' progress.

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

Lynn Miles is a Family and Consumer Science teacher at Forest View High School. She plans to write a student growth goal for her 4th period Nutritional Food Science class. This class has a total of 24 students in grades 9-12. Four of her students have IEPs. A special education teacher is available for collaboration.

As she prepares for the upcoming year, Ms. Miles identifies enduring skills for this course referencing the KOSSA standards for her course, Technical Content/Processes for Nutritional Science, and the KCAS Literacy Standards for Science/Technical Subjects.

Ms. Miles looks at the previous years' data including scored writing samples. Because the district is implementing Literacy Design Collaborative (LDC) strategies across all content areas in Middle and High School, principals provide a day for a vertical meeting with middle and high school teachers. Ms. Miles is able to meet with teachers to discuss general trends in student writing. In the first week of school, Ms. Miles uses an on-demand like assessment (students read a passage and respond to a prompt) in order to determine the students' ability to produce an informative piece of writing detailing the procedures for a food science experiment. Ms. Miles scores the student essays and identifies that students performed the lowest in the following areas: Content Understanding, Reading/Research, and Development. Using the LDC rubric, she was able to provide an analysis of student outcomes:

Baseline assessment data shows the following scores using the LDC Informational Rubric

Score	**1**	**1.5**	**2**	**2.5**	**3**	**3.5**	**4**
Content Understanding	4	7	9	2	2	0	0
Reading/Research	4	10	7	3	0	0	0
Development	4	8	8	3	1	0	0
Score	**1**	**1.5**	**2**	**2.5**	**3**	**3.5**	**4**
Overall Score (all 7 scoring elements)	3	3	8	3	5	2	0

(# of students per performance level are indicated for the corresponding categories)

Ms. Miles, knowing that the LDC strategies will support students' ability to apply Family and Consumer Science content, decided to connect her student growth goal to the following standards.

KOSSA Standards:
AA 001 Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary.
AA 002 Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks.
AA 003 Demonstrates competence in writing and editing documents, using correct grammar and punctuation.

Technical Content/Processes for Nutritional Science:
1. formulate a procedure for a food science experiment
17. apply math, science and communication skills within technical content.

KCAS:

CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Ms. Miles writes the following goal based on the data from her pre-assessment and the standards she selected for focus.

GOAL: *For the 2013-2014 school year, 100% of students in Nutritional Food Science will make measurable progress in writing. Each student will improve by one performance level in the areas of Content Understanding, Reading/Research and Development of the LDC Informational Rubric. In addition, 80% of students will score a 3 or better overall.*

Ms. Miles identifies the following strategies to be used to help students reach the goal:

Instructional Strategies

- Collaborate with the resource teacher.
- Share and analyze LDC Informational Rubric with students and provide examples of student performance.
- Have students apply rubrics to their own work and the work of others.

- Incorporate goal setting with students by having students track progress toward their goals.
- Model writing and incorporate peer editing.
- Maintain a skills checklist to target specific areas for improvement.
- Incorporate mini-tasks aligned with students needs into the LDC module.

Ms. Miles meets with her team to review her goal, making sure she addresses the needs of the diverse learners in her class. She also meets with her principal to discuss the goal.

Mid-course review:

Reflecting on & Adjusting Strategies

By mid-course, Ms. Miles implements one LDC module AND students create a procedure for completing a Nutritional Food Science experiment.
Her students are making progress, however only 11 of them met the benchmark of scoring a 3 or better on the Informational rubric.

After reviewing the skills checklist, she can see there are significant improvements in the scoring elements of Organization, Conventions, Content Understanding and Reading/Research.

After the mid-course review, she:

- Will meet with Mr. Beasley, the head of the English department, to discuss specific needs and implement additional strategies they determine would be applicable.
- Will continue to use informational texts to support analysis, reflection, and research.
- Plans to administer another on-demand-like assessment for continued progress monitoring and determining effectiveness of instructional strategies.

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

Ms. Fields is a health science teacher who teaches Principles of Health Science at an area technology center (ATC). Her class of 24 represents a diverse population, a small number of gifted students, four special education students and a large number of students meeting free and reduced lunch criteria.

Because this was the introductory course in her program area and Ms. Fields had limited access to students' educational history, she knew that she must spend intentional time getting to know her students. She began by asking: *What do I know about my students and their abilities? What can I use to gauge student readiness? What does that data tell me?* She started assessing her students in a variety of ways. First, she surveyed the class to determine their career interests and found that 70% of her class had chosen the pre-nursing career cluster on their ILP.

Identifying the Essential/Enduring Skills

Ms. Fields began asking herself the question, "What are the enduring skills students need to be successful in this program?" She knew that to earn an industry certification and to prepare for post-secondary nursing programs, students must successfully pass the Kentucky Medicaid Nursing Assistant exam. So she began reviewing those standards. From experience, she knew that students typically had difficulty in two areas, implementing standard precautions and measuring and recording vital signs. With that in mind, she introduced these two topics of study and began to collect evidence in a variety of ways. She asked questions, observed student discussions, collected and analyzed student responses to prompts, reviewed answers to multiple-choice questions, and observed her students' skills performance.

Standards

Collecting Data

She continued to reflect. *How do I pull this information and evidence together to determine my student growth goal? Are there greater areas of need for which I should focus my goal?* She noticed that, even in the classroom/lab setting, her students made little progress in measuring and recording vital signs. Ms. Fields decided she would use the district Health Science rubric*. She would give students performance assessments; students would respond to prompts; and answer a set of multiple-choice questions.* This collection of evidence would result in a baseline grounded in the state rubric.

Sources of evidence

Collecting Data

Baseline

Data revealed that 95% of students scored at level 1 on the district rubric and 5% performed at level 2. Ms. Fields was now ready to write her

student growth goal. *I know that the growth goal should address growth for all my students. So, 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?*

Using Results to Write a Goal

Rationale

These questions continued to float in Ms. Fields' mind as she drafted her student growth goal and shared it with her principal. Ms. Fields thought it would be reasonable for students to move up at least 1 level in the rubric. After discussing past years' trends and considering where students should perform at the end of the course, they concluded that movement of 1 or more levels on the rubric is doable, yet stretches the boundaries to create a rigorous goal. They also agreed that it is reasonable to expect 20% of students to reach level 3. Together, Ms. Fields and her principal decided on the following student growth goal for this year:

This school year, all of my 4th period Principles of Health Science students will demonstrate measurable growth in their ability to measure and record vital signs. Each student will improve by one or more levels on the district Health Science rubric in the areas of measuring and recording vital signs. In addition, 20% of students will perform at level 3 on the 4-point science rubric.

She also identifies the following strategies to help students reach the goal:

- Share and analyze the enduring skill with students
- Incorporate goal setting with students by having students track progress toward their goals.
- Maintain a skills checklist to target specific areas for improvement.
- Incorporate mini-tasks based on students' needs into the instructional plan.

Mid-course review:

Reflecting on & Adjusting Strategies

By mid-course, students have had multiple opportunities to develop their skills in measuring vital signs. Both the students and Ms. Fields have kept a running list to document their progress. She decides to create an extended response as a formative assessment. She also invites members from her advisory committee to assist in a performance assessment. Findings reveal that 40% of her students have progressed by one level, and only 5% scored at level 3.

After the mid-course review, she planned to:

- Strategically group students for mini-lessons in areas of weakness

- Provide additional opportunities for students to apply skills in a variety of contexts/settings.
- Build student competency by strategically pairing weaker students with stronger students while performing skill in the lab.

Ms. Fields plans to continue to reflect on the data to guide instructional practice throughout the remainder of the school year. She believes that with attention to this data and implementing appropriate strategies, she can ensure that all students will demonstrate growth.

Ms. Fields is anxious to find strategies to help students attain the goal as well as on-going processes for monitoring students' progress. She is looking forward to reflecting on the data throughout the school year and seeing if this process gives her the meaningful results that were a missed opportunity last year.

An Automotive Technology Instructor's Story of Goal Setting for Student Growth

Mr. Jones is an Automotive Technology Instructor who teaches a 4th period Automotive Maintenance and Light Repair Section C course at an area technology center (ATC). His class of 18 represents a diverse population, a small number of gifted students, five special education students and a large number of students meeting free and reduced lunch criteria.

Because this was one of the introductory courses in his program area and Mr. Jones had limited access to students' educational history, he knew that he must spend intentional time getting to know his students. He began by asking: *What do I know about my students and their abilities? What can I use to gauge student readiness? What does that data tell me?* He found that 70% of the students planned to earn their ASE certification.

Identifying the Essential/Enduring Skills

Standards

Mr. Jones began asking himself the question, "What are the enduring skills students need to be successful in this course, and which skills will be important to all aspects of the program?" He began by consulting the ASE/NATEF Certification Manual. He chose a "P1" task, which is the highest priority for all technicians to know – the ability to evaluate electronic/electrical systems for maintenance and repair.

Sources of evidence

To check the students' knowledge of automotive electrical/electronic systems, he first surveyed the class to see if students knew the importance of proper battery operation and diagnosis, the different ways to check the battery, and how to analyze the results. He asked questions, observed student discussions, collected and analyzed student responses to prompts, and reviewed answers to multiple-choice questions dealing with battery operation. He reflected on his results, and asked himself, "How do I pull this information and evidence together to determine my student growth goal?"

Collecting Data

Baseline

He found that the majority of his students had little to no knowledge of automotive electrical/electronic systems. Approximately 80% of his students had no knowledge of how the systems functioned, while 20% had some limited knowledge.

Using Results to Write a Goal

After determining baseline data, and comparing his findings with the district *Automotive Technology rubric*, Mr. Jones was ready to write his student growth goal. While meeting with his principal, they discussed where students should perform at the

Rationale

end of the course and concluded that movement of 1 or more levels on the rubric was doable, yet stretched the boundaries to create a rigorous goal. They also agreed that it was reasonable to expect 40% of students to reach level 3 and decided on the following Student Growth Goal:

During the 2014/2015 school year, students will improve in their ability apply electrical/electronic skills in maintenance and repair. Each student in the 4th period class will improve their ability by at least one level on the Automotive Technology rubric. Furthermore, 40% of the students will be able to apply their electrical/electronic skills at the "3" level listed on the rating rubric.

He identified the following strategies to help students reach the goal:

Instructional Strategies

- Share and analyze the enduring skill with students.
- Incorporate goal setting with students by having students track progress toward their goals.
- Use a variety of learning modalities, e.g., text, videos, demonstrations, hands-on practice, etc.
- Provide scenarios to illustrate real word situations.
- Maintain a skills checklist to target specific areas for improvement.
- Incorporate mini-tasks based on students' needs into the instructional plan.

Mid-course review:

Reflecting on & Adjusting Strategies

By mid-course, students have had multiple opportunities to apply electrical/electronic maintenance and repair skills. Mr. Jones has kept a running list to document each student's progress. He decides to create an extended response scenario as a formative assessment. Findings from this assessment reveal that all but 5% of his students are making progress.

After the mid-course review, he:

- Strategically grouped students for mini-lessons to review areas of weakness.
- Build student competency by strategically pairing weaker students with stronger students while performing tests in the lab.
- Plans to administer another on-demand-like assessment for continued progress monitoring and determining effectiveness of instructional strategies.

He plans to continue to reflect on the data to guide instructional practice throughout the remainder of the school year. Mr. Jones believes that with attention to this data, he can ensure that all students will demonstrate growth.