

SLO GROWTH TARGETS

HOW TO DETERMINE & SET GROWTH TARGETS

TODAY'S LEARNING TARGETS

I CAN evaluate
pre-assessment data &
group my students
by score ranges.

I CAN set growth targets
that are rigorous yet attainable.

I CAN complete the
Growth Target Template.

SLO STEPS

- Gather & review available student data
- Determine interval of instruction & identify content
- Choose assessments & *set growth targets*
- Submit for approval*
- Final scoring*

SLO GROWTH TARGETS

* Informed

* Specific

* Tiered

* All

* Rigorous

* Attainable

BASELINE & TREND DATA

- Identify & summarize student info
- Review & draw upon trend data if appropriate or necessary
- Identify student strengths & weaknesses
- Sort data and identify 'tiers'

STEPS TO SETTING GROWTH TARGETS

1. Determine baseline data

DATA ENTRY

	Student Name	Baseline / Pretest Score	Growth Target	Score on the End-of- Interval Assessment	Met Growth Target? (Yes OR No)
1	Adams, John Q.	35			
2	Washington, George	95			
3	Jefferson, Tom	70			
4	Lincoln, Abe	80			
5	Grant, Ulysses	86			
6	Bush, George	21			
7	Clinton, Bill	76			
8	Hoover, Herb	88			
9	Johnson, Lyndon	66			
10	Nixon, Rich	98			
11	Kennedy, John	70			
12	Coolidge, Calvin	68			
13	Harding, Warren	50			
14	Wilson, Woodrow	45			
15	Roosevelt, Teddy	80			
16	Cleveland, Grover	54			
17	McKinley, William	88			
18	Hayes, Rutherford	60			
19	Fillmore, Millard	54			
20	Polk, Jimmy	67			

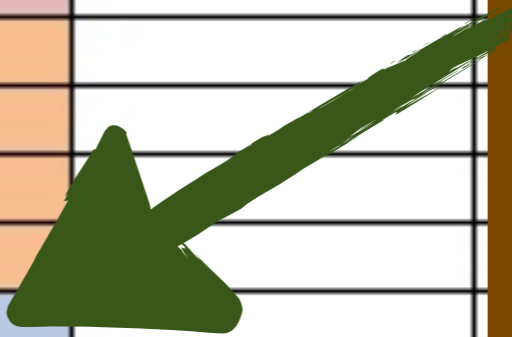
STEPS TO SETTING GROWTH TARGETS

1. Determine baseline data
2. Sort data & determine 'tiers'

RE-SORTED

	Student Name	Baseline / Pretest Score	Growth Target	Score on the	Met Growth
1	Bush, George	21			
2	Adams, John Q.	35			
3	Wilson, Woodrow	45			
4	Harding, Warren	50			
5	Cleveland, Grover	54			
6	Fillmore, Millard	54			
7	Hayes, Rutherford	60			
8	Johnson, Lyndon	66			
9	Polk, Jimmy	67			
10	Coolidge, Calvin	68			
11	Jefferson, Tom	70			
12	Kennedy, John	70			
13	Clinton, Bill	76			
14	Lincoln, Abe	80			
15	Roosevelt, Teddy	80			
16	Grant, Ulysses	86			
17	Hoover, Herb	88			
18	McKinley, William	88			
19	Washington, George	95			
20	Nixon, Rich	98			

Notice that the data has been resorted by score. Ranges have been highlighted & color coded. These are **TEACHER DETERMINED** ranges.



STEPS TO SETTING GROWTH TARGETS

1. Determine baseline data
2. Sort data & determine 'tiers'
3. Determine growth expectations

RATIONALE FOR TARGETS

Why is the goal important?

How is it achievable?

Uses baseline data & standards

Aligned to school & district goals

STEPS TO SETTING

1. Determine baseline data
2. Sort data & determine 'tiers'
3. Determine growth expectations
4. Finalize targets

EXAMPLE GROWTH TARGET # 1

During the fall semester,
all of my students will
progress at least one
fitness zone on the Fitness
Gram.

EXAMPLE GROWTH TARGET #2

Students will increase their scores by half the difference between 100 and their pre-assessment score.

For example, a student with a pre-assessment score of 50 would be expected to increase his or her score by 25 points on the post-assessment.

$$100 - 50 = 50 / 2 = 25$$

EXAMPLE GROWTH TARGET #3

Taking into account each student's entry level of skill, all students will meet their target score on the post-assessment.

Pre-Assessment Score	Target Score
41-60	70
61-80	85
81-90	95 plus 85 or higher on project
91-100	95 plus 90 or higher on project

EXAMPLE GROWTH TARGET #4

Taking into account each student's entry level of skill, all students will meet their target score on the post-assessment.

Pre-Assessment	Target Score
41-60	70 or increase by 15, whichever is greater
61-80	85 or increase by 15, whichever is greater
81-90	95 or increase score by 7, whichever is greater; plus 85 or higher on project
91-100	97 plus 90 or higher on project

EXAMPLE GROWTH TARGET #5

Descriptive Target

Students will improve their performance by meeting the following growth targets using LiguaFolio Can-Do Assessments, supporting data, and a final individualized performance assessment as sources of evidence.

Baseline Data (from Sp. 1)	Growth Target (Sp. 2)
Novice Mid	Novice High
Novice High	Intermediate Low
Intermediate Low	Intermediate Mid

EXAMPLE GROWTH TARGET #6

During the fall semester, 50% of my students will earn a National Physical Fitness award for their performance on the Physical Fitness Test.

TARGET #6: RATIONALE

During the fall semester, 50% of my students will earn a National Physical Fitness award for their performance on the Physical Fitness Test.

This target is focused on proficiency, not growth. It also only requires 50% of students to meet the goal.

Revisions:

- Use baseline data to inform target
- Focus on GROWTH
- Consider using a different assessment

EXAMPLE GROWTH TARGET #7

Students scoring 80 or lower on the pre-assessment will increase their scores on the similar post-assessment by at least 10 points. Any student scoring 81 or higher on the pre-assessment will maintain their scores.

TARGET #7: RATIONALE

Students scoring 80 or lower on the pre-assessment will increase their scores on the similar post-assessment by at least 10 points. Any students scoring 81 or higher on the pre-assessment will maintain their scores.

This target does not require ALL students to show growth.

Revisions:

- Revise to require very low-performing students to move toward proficiency.
- Revise targets for students scoring 81 or higher so they must demonstrate growth.

EXAMPLE GROWTH TARGET #8

Taking into account each student's entry level of
... students will meet their target on
the post-assessment.

Pre-Assessment Score	Target Score
41-60	65-74
61-80	75-90
81-90	91-100
91-100	95 plus 85 or higher on project

TARGET #8: RATIONALE

Taking into account each student's entry level of skill, all students will meet their target score on the post-assessment.

Pre-Assessment Score	Target Score
41-60	65-74
61-80	75-90
81-90	91-100
91-100	95 plus 85 or higher on project

The use of ranges does not require ALL students to demonstrate growth

Revisions:

- Use minimum expectations (cut scores & / or expected improvement in points) rather than ranges

SPREADSHEET EXAMPLE

	A	B	C	D	E	F	G	H
1				Growth Target				
2		Student Name	Baseline / Pretest Score	Half the Difference	+ 15 points	level	Score on the End-of-Interval Assessment	Met Growth Target? (Yes OR No)
3	1	Bush, George	21	60.5	36	60		
4	2	Adams, John Q.	35	67.5	50	60		
5	3	Wilson, Woodrow	45	72.5	60	60		
6	4	Harding, Warren	50	75	65	70		
7	5	Cleveland, Grover	54	77	69	70		
8	6	Fillmore, Millard	54	77	69	70		
9	7	Hayes, Rutherford	60	80	75	70		
10	8	Johnson, Lyndon	66	83	81	80		
11	9	Polk, Jimmy	67	83.5	82	80		
12	10	Coolidge, Calvin	68	84	83	80		
13	11	Jefferson, Tom	70	85	85	80		
14	12	Kennedy, John	70	85	85	80		
15	13	Clinton, Bill	76	88	91	80		
16	14	Lincoln, Abe	80	90	95	90		
17	15	Roosevelt, Teddy	80	90	95	90		
18	16	Grant, Ulysses	86	93	101	90		
19	17	Hoover, Herb	88	94	103	90		
20	18	McKinley, William	88	94	103	90		
21	19	Washington, George	95	97.5	110			
22	20	Nixon, Rich	98	99	113			

APPROPRIATE TARGETS SHOULD...

- Use baseline data...
- Focus on GROWTH...
- Allow for ALL students to show growth...
- Use ranges for baseline & cut scores for targets...

UPCOMING SESSIONS...

SLO Submission

- work session
- get feedback before submission