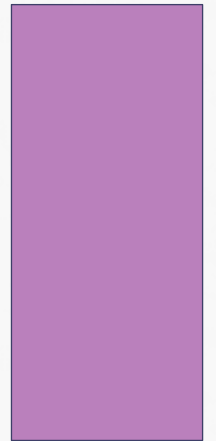


WPSD EDUCATOR EFFECTIVENESS 102

MEASURES OF STUDENT OUTCOMES

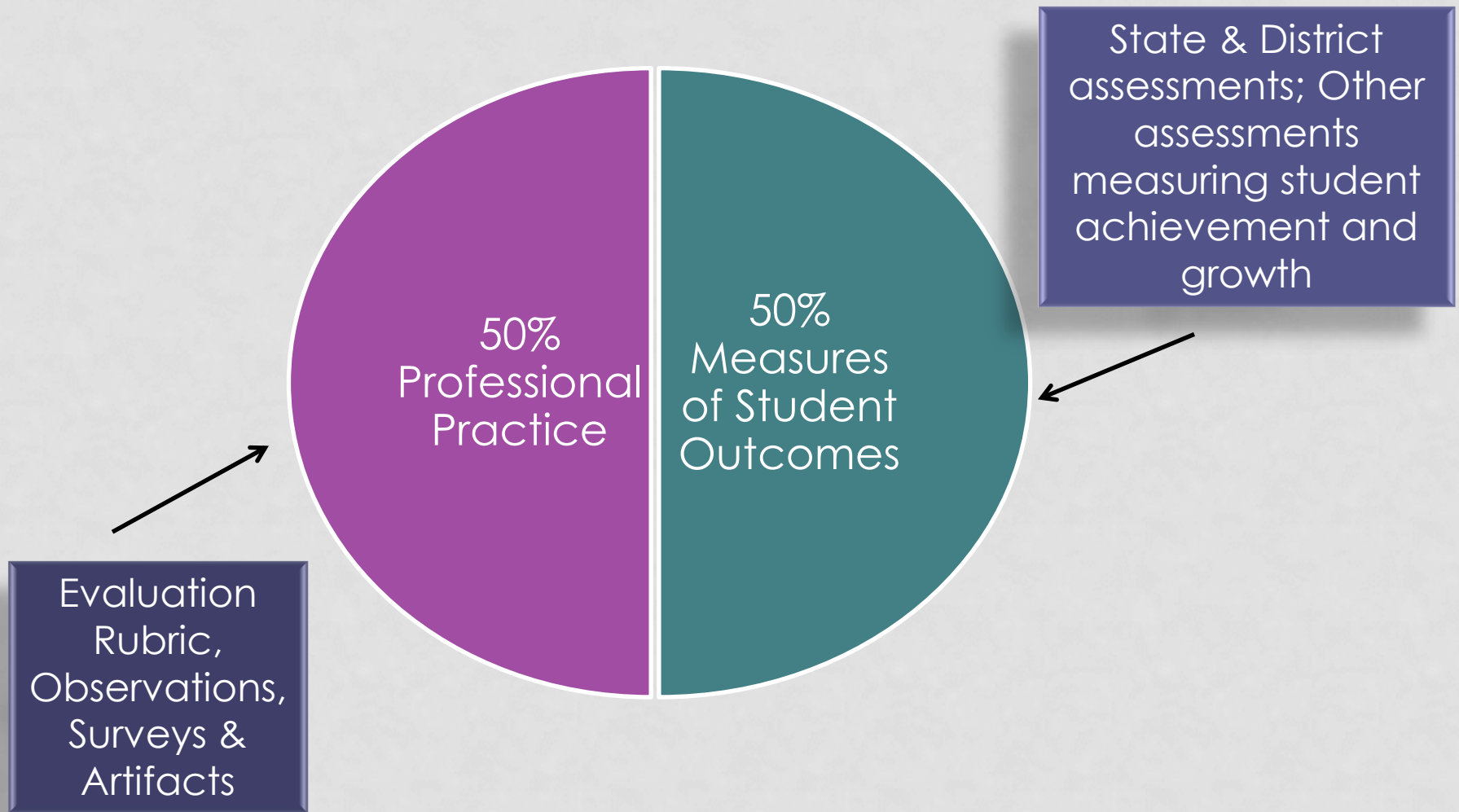


TRAINING OUTCOMES

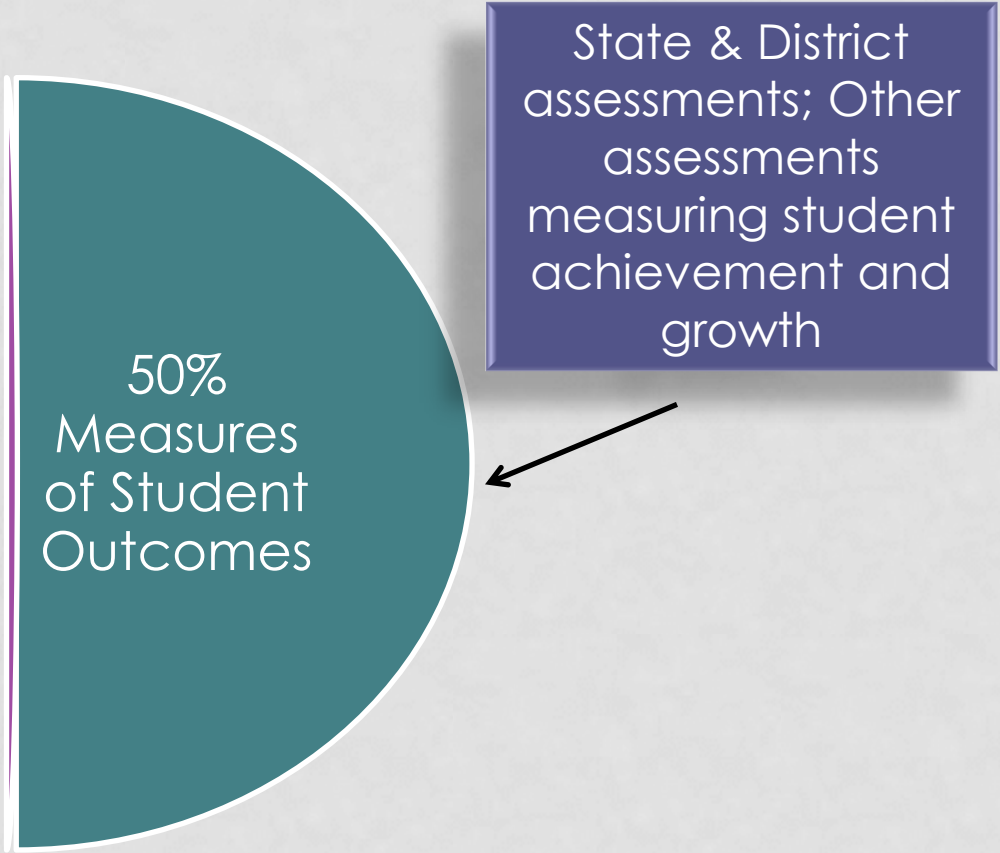
- Understand the WPSD Measures of Student Outcomes framework
- State the basic steps within the Student Growth Objective (SGO) process
- Gather tools for the SGO process
- Begin the process of designing goals in the SGO format
- Develop a series of next steps with the SGO process

EVALUATION FRAMEWORK

EVALUATION FRAMEWORK REQUIREMENTS



EVALUATION FRAMEWORK REQUIREMENTS



50%
Measures
of Student
Outcomes

State & District
assessments; Other
assessments
measuring student
achievement and
growth

MEASURES OF STUDENT OUTCOMES

STATE REQUIREMENTS

- Measure of **Individually** attributed student learning outcomes
- Measure of **Collectively** attributed student learning outcomes
- Statewide summative assessment (**TCAP/ACT**) results and growth, when available
- Multiple Measures

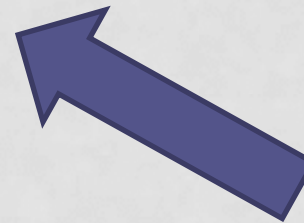
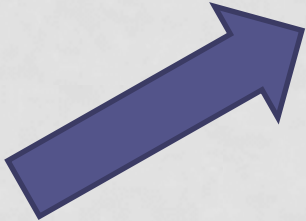


WPSD MEASURES OF STUDENT OUTCOMES

- 20% School Performance Framework (Collectively Attributed)

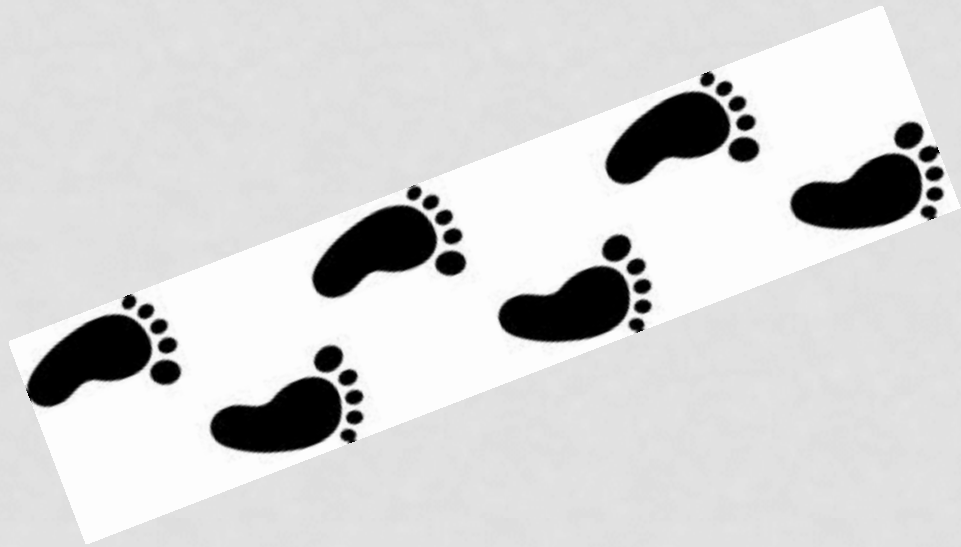


- 80% Specific Measures of Student Outcomes (Individually Attributed)



MEASURES OF STUDENT OUTCOMES

- Looking for Evidence of Effectiveness
- Stepping Through 3 “Looks”



GROWTH MODELING MEASURES

1st Look:



- *TCAP Gains**, STAR Gains, MAP Gains, & DIBELS Gains
- 2 Years of Data
- Weighted based on high growth, average growth, and low growth
- Computed within the Dashboard system

Proficient or
Advanced Rating =
Teacher's Growth
Score

Below Proficient

Not Applicable



DISTRICT MEASURES

2nd Look:



- District Approved Assessments
- 1 Year of Data on Initial Year; 2 Years of Data on Subsequent Years
- Process to be rolled out starting in the 2015-16 school year; Training sessions to be offered Fall, Spring & Summer

Proficient or
Advanced Rating =
Teacher's Growth
Score

Below Proficient



Not Applicable



STUDENT GROWTH OBJECTIVES

3rd Look:



- Teachers utilize standards to...
 - ✓ Establish learning outcomes,
 - ✓ Monitor students' progress toward these outcomes, and
 - ✓ Evaluate the degree to which students achieve these outcomes using relevant, meaningful measures
- Collaborative process between evaluatee and evaluator

Final rating determined at the end of the evaluation year based on best "Look" from all data

STUDENT GROWTH OBJECTIVES

EFFECTIVE PRACTICE & SGO

- **Effective Teachers...**

- Teach a curriculum aligned to standards
- Set goals for students
- Determine the needs of students using several methods including a variety of assessments
- Differentiate instruction based on the needs of students
- Use high quality assessments to measure student performance
- Work in collaborative groups to improve student achievement

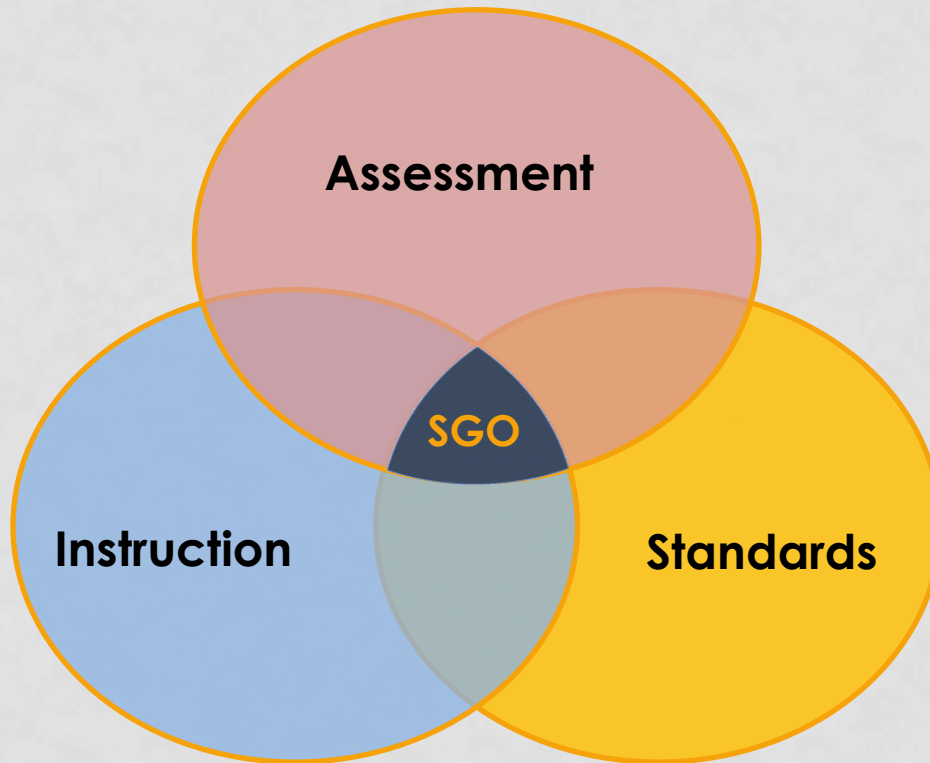
EFFECTIVE PRACTICE & SGO

- The SGO process adds two more components...
 - Formalize and document this process
 - Systematically determine students' starting points



MINDSET

SGOs should be a reflection of what effective teachers typically do.



WHAT IS A SGO?



A Student Growth Objective is a long-term academic goal that teachers set for groups of students and must be:

- Specific and measureable
- Aligned to standards
- Based on student growth and/or achievement using available student learning data
- Developed by a teacher in consultation with his/her evaluator
- Approved by the evaluator

SGO & SMART GOALS

	SMART Goals Are...	SGOs Must Be...	SGOs Require a Teacher to...
S	Specific	Specific	Describe how many students learn “what” or grow by “how much”
M	Measurable	Measurable	Establish concrete criteria for measuring progress towards the attainment of the goal
A	Achievable	Ambitious but Achievable	Determine a reasonable amount of growth according to knowledge of students
R	Relevant	Relevant	Align SGOs to standards
T	Time-related	Time-related	Set an appropriate instructional period

5 STEPS OF THE SGO PROCESS

Step 1

Identify key grade-level/content assessment

Step 2

Determine students' starting points

Step 3

Set an ambitious and achievable growth objective & scoring plan

Step 4

Track progress & refine instruction

Step 5

Review results and score in consultation with your evaluator



**STEP 1: IDENTIFY KEY
ASSESSMENT**

ASSESSMENTS ARE CRITICAL

- Central piece of an SGO
- Measure what students learn in relation to the SGO set
- Must be chosen thoughtfully to provide a high quality measure of learning
- Different subjects and grades call for different types of assessments



WPSD KEY ASSESSMENTS

Primary Core

- DIBELS
- STAR Reading
- STAR Math

Secondary Core

- MAP
- DBQ
- Final Exams

SPED

- IEP Goals
- Trend Lines

Specialists

- Department Performance Rubrics

**STEP 2: DETERMINE STUDENTS'
STARTING POINTS**

CONSIDERATIONS



- What sources of student data are available to you?
- How will you gather achievement data on ALL your students?

EVIDENCE OF PRIOR LEARNING

Source of Performance Data to Determine Students' Starting Points	Examples and Notes
Grades/performance in current year	<ul style="list-style-type: none">• Based on all aspects of work during the first few weeks of school
Beginning-of-course diagnostic tests or performance tasks	<ul style="list-style-type: none">• Department-generated pre-assessment• Early course test
Prior-year test results that assess knowledge and skills that are pre-requisites to current subject/grade	<ul style="list-style-type: none">• CMAS• MAP• End-of-course assessments
Test results in other relevant subjects from prior years	<ul style="list-style-type: none">• A physics teacher uses results of her students' math tests from last year
Students' grades in previous classes	<ul style="list-style-type: none">• Teachers should make sure they understand the basis for the grades

NEXT STEPS

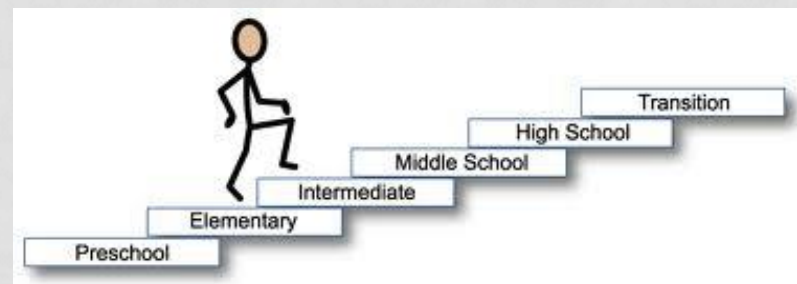
- Choose multiple sources of data to determine starting points
- Gather achievement data on all of your students
- Determine how you should group your students for your SGO:
 - ✓ On the **average** starting point
 - ✓ On **individual** starting points
 - ✓ Around **group** starting points
- Preparedness Groups must be identified **PRIOR** to entering an SGO in the Online Dashboard system



**STEP 3: SET GROWTH
OBJECTIVE & SCORING PLAN**


LEVELS OF LEARNING

- Knowing your students' starting points, understanding your assessment, and using your professional judgment will allow you to set standards that are ambitious but achievable for your students
 - ✓ Determine the **level of performance** on the assessment that would indicate a sense of **competence/mastery** of the content and skills
 - ✓ **Modify learning targets** so they are appropriate for the **preparedness level** of your students
 - ✓ Draft a **specific and measureable objective** aligned to academic standards



ATTAINMENT STANDARDS

- In order to make your goal measurable...
 - Specify what “**full attainment**” of your objective actually means using the steps outlined below
 - Develop a **quantitative** value of student performance that shows your students have demonstrated “considerable” learning
- To determine full attainment find...
 - A target score on the final assessment that indicates “considerable” learning
 - The number of your current students that could reasonably meet this mark
 - The percentage of students in the course that this represents
 - A 10-15% (suggested) range around this number

Step in Setting “Full Attainment” Score	Example
A target score on the final assessment that indicates “considerable” learning	You and your evaluator decide that 80% on a challenging assessment indicates “considerable” learning
The number of your current students that could reasonably meet this mark	Based on the data you collected to determine the starting points of your 65 students, your evaluator agrees with your assessment that about 50 of them could reasonably make the target score at the end of the year
The percentage of students in the course that this represents	$50/65 \times 100 = 77\%$ So 77% of the students could meet the target score of 80% on the assessment
A 10-15% (suggested) range around this number	Using 14% as the range, calculate by adding 7 to and subtracting 7 from 77. This results in a range of 70% - 84%. 

SGO ATTAINMENT

Using a four-point scale, teachers set the standard for what is referred to as “full attainment.”

Descriptions of each level of attainment are provided below.

Exceptional	Full	Partial	Insufficient
4	3	2	1
Teacher has demonstrated an exceptional impact on learning by exceeding the objective.	Teacher has demonstrated a considerable impact on learning by meeting the objective.	Teacher has demonstrated some impact on learning but did not meet the objective.	Teacher has demonstrated an insufficient impact on learning by falling far short of the objective.

TARGET SCORE EXAMPLE

Using the full attainment score range as a starting point, you can assign ranges to the other attainment standards. For consistency, 14% ranges are used in the “partial” category.

Target Score	Attainment Level in Meeting SGO			
80% or Higher on Final Assessment	Exceptional 4	Full 3	Partial 2	Insufficient 1
Percent of Students Meeting Target	Greater than 84%	70 – 84%	55 – 69%	Less than 55%



CHANGE IN PROFICIENCY/LEVEL EXAMPLE

The previous example used a “target score” that a certain number of students must attain. You may choose to use a measure of “change in proficiency” rather than an absolute proficiency score.

Change in Proficiency	Attainment Level in Meeting SGO			
Students increase at least one proficiency level on the...	Exceptional 4	Full 3	Partial 2	Insufficient 1
Percent of Students Meeting Target	Greater than 95%	85 – 95%	75 – 84%	Less than 75%

TIERED EXAMPLE

Attainment scores may also be tiered...

Preparedness Group	Target Score on Final Assessment	Objective Attainment Based on Percent (and Number) of Students Achieving Target Score			
		Exceptional 4	Full 3	Partial 2	Insufficient 1
Low	70	At least 90%	At least 80%	At least 70%	Less than 70%
Medium	80				
High	90				

TIERED EXAMPLE

Attainment scores may also be tiered...

Preparedness Group	Growth Categories	Objective Attainment Based on Percent (and Number) of Students Achieving Target Score			
		Exceptional 4	Full 3	Partial 2	Insufficient 1
Low (8 students)	Up 2 levels	7-8 students	4-6 students	2-3 students	1 student
Medium (16 students)	Up 1 level	15-16 students	12-14 students	6-11 students	1-5 students
High (6 students)	Remain at Highest level	6 students	5 students	3-4 students	1-2 students

SGO FORMAT & EXAMPLES

- SGO Format
- SGO Examples
- <http://www.wpsdk12.org/departments/educator-effectiveness/>



SGO FORMAT

Number of Students:

Interval of Instruction:

Assessment Method

Name and briefly describe the format of the assessment and the scoring method.

Standards and Rationale

Name the content standards covered and state the rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career.

Starting Points and Preparedness Groupings

State the type of information being used to determine starting points and summarize scores for each type by group.

Preparedness Group	Information #1	Information #2	Information #3
Low			
Medium			
High			

SGO FORMAT

Student Growth Objective

State simply what percent of students in each preparedness group will meet what target in the space below, e.g. "75% of students in each group will meet the target score." Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group.

Scoring Plan

State the projected scores for each group and what percent of students will meet this target at each attainment level.



Preparedness Group	Student Target	Teacher SGO Score Cut Points Based on Percent of Students Achieving Target Score			
		Exceptional (4 pts)	Full (3 pts)	Partial (2 pts)	Insufficient (1 pt)
Low	<input type="text"/>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	
Medium	<input type="text"/>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	
High	<input type="text"/>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	

Approved by Evaluator

SGO FORMAT

Results of Student Growth Objective

Summarize results using weighted average as appropriate.

Preparedness Group	Percent of Students at Target Score		Teacher SGO Score 	Weight (based on students per group)		Total Teacher SGO Score 
Low		%			%	
Medium		%			%	
High		%			%	

Notes

Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

Final Review

Describe success and challenges, lessons learned from SGO about teaching and student learning, and steps to improve for next year.

Upload a data document: 

Allow my evaluator to view this SGO

Update

Cancel

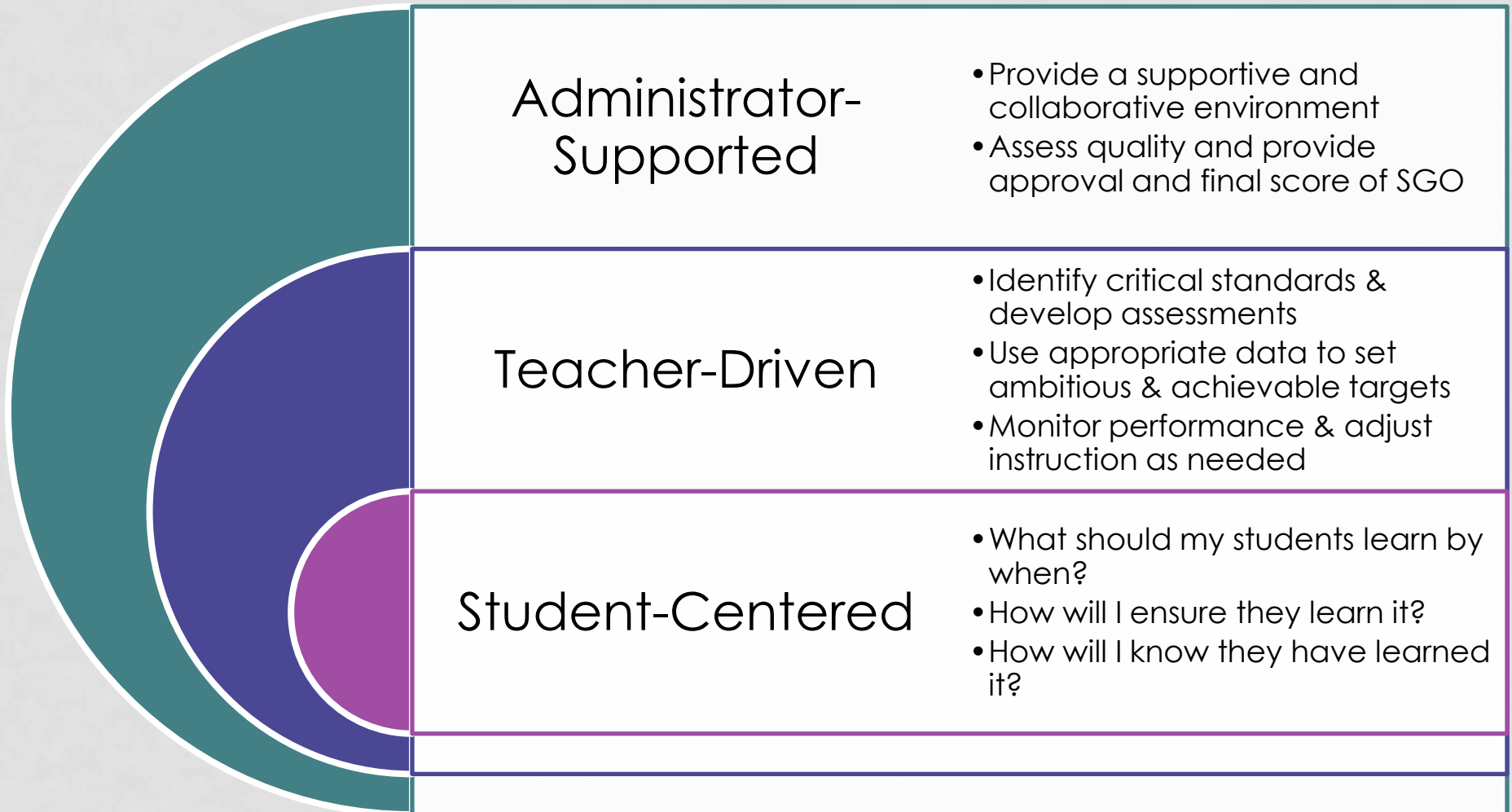
Print

SGO - WHO? WHEN? HOW?

- Formally Tracked for...
 - Staff with no 1st Look data including staff in non-tested areas and all 1st & 2nd year teachers
 - Staff with 1st Look scores that fall below the proficiency mark
- Timelines
 - Approved by end of the September
 - Follow-up with evaluator in December
 - Scores by end of the current school year
- Forms & Templates
 - Examples found on the Website under HR
 - SGO Form located in the Dashboard
 - Subject & Preparedness Groups needed to initially set-up an SGO

BRINGING IT ALL TOGETHER

SGOS ARE DRIVEN BY TEACHERS, SUPPORTED BY ADMINISTRATORS, AND CENTERED ON STUDENT ACHIEVEMENT



THOUGHTS

- Connect – Extend – Challenge
 - How are the ideas and information presented **connected** to what you already knew?
 - What new ideas did you get that **extended** or broadened your thinking in new directions?
 - What **challenges** or puzzles have come up in your mind from the ideas and information presented?
- Next Steps
 - What are your next steps in the process?

RESOURCES

- Watch for email schedule with building “Office Hours” & District Approved Assessment Training
- Colorado Department of Education
<http://www.cde.state.co.us/educatoreffectiveness>
- Achieve NJ for Teachers
<http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>
- District Website
<http://www.wpsdk12.org/departments/educator-effectiveness/>

