Setting Student Goals

Compass Update

May 2012
Objectives:

• Explain the rationale and process for establishing and assessing student learning targets

• Identify ongoing support for local implementation
Overview

1. Establishing the Context for Goal-Setting
2. Introduction to Student Learning Targets
3. Writing Student Learning Targets
4. Scoring Student Learning Targets
5. Resources and Supports Available to Educators
Setting Our Priorities

Compass and Common Core are LDOE’s top two priorities.

**Common Core:**
*Shifting expectations for students*

**Compass:**
*Shifting educator support and evaluation practices to align with these new expectations*
Affirming Our Beliefs

We believe...

• **All** students can achieve at high levels.

• Parents, teachers, and school leaders should be empowered to make good choices on behalf of students.

• Every child in Louisiana can attain a college degree or a professional career.
How Will We Achieve in the Classroom?

In order to turn our beliefs into higher student achievement, we’ve defined the following Core Elements to guide our work with the Common Core Standards and the Compass system:

• **Goal Setting:** Teachers in all subjects will set quantifiable achievement goals for students.

• **Assessment and Content:** Teachers in all subjects will select assessments and curricular materials that align with skills students are expected to demonstrate on new Common Core assessment items.

• **Feedback:** Principals and other instructional leaders will observe all teachers and will provide feedback based on a Common Core-aligned rubric.

• **Collaboration:** Teachers will work in teams to examine student work and to articulate specific changes in instructional practice that will align student performance to Common Core standards.

• **Identifying leaders:** Districts will use Compass effectiveness ratings to identify teacher leaders who can take on new responsibilities to support these Core Elements in their schools.
This Applies to All Teachers

**Goal Setting:** Teachers in all subjects will set quantifiable achievement goals for students.

- Even teachers who receive value-added data as part of their evaluation should set achievement goals for their students.
  - Student learning targets will not be incorporated into these teachers’ evaluations, but should still be done by these teachers as a best practice
- All teachers will be evaluated on their ability to set strong goals for student achievement as part of their professional practice rating
  - On the Compass teacher rubric, this is measured by Component 1c: Setting Instructional Outcomes
Compass Process & Components

Set Goals
- For Educators
- For Students

Observation Feedback Support

Evaluate Performance
- Student Growth
- Prof. Practice

Use Data to Inform Decision-making
Compass Process & Components

- Two components of evaluation

**Student Growth Measures**
- Student Learning Targets
- Value-Added Model data, where available

**Professional Practice Measures**
- Observations
LDOE Support

• Provide a model observation tool, and create a waiver process for LEAs which desire to use alternative tools

• Provide LEAs with evaluation guidance and tools for teachers in non-tested grades and subjects

• Train evaluators statewide this spring and summer on Compass tools (teacher rubric, goal setting process)

• Assist LEA and school staff throughout next school year in making the Core Elements part of everyday practice. **Network Teams will facilitate collaboration among educators; will observe classroom practice and provide feedback; and will review progress with LEA administrators.**
Introduction to Student Learning Targets
Why This Approach to Measuring Growth?

• Research shows that setting high expectations for students has a positive impact on their achievement.

• Student learning targets can be employed in a wide variety of content areas and represent sound instructional practice for all teachers, (including those receiving value-added scores!)
Guiding Principles

Setting ambitious, achievable goals for students is good instructional practice.

- Goals establish a vision for what students should be able to accomplish at the end of the year.
- While value-added data establishes some comparable data for use in teacher evaluation, these teachers should also set goals to develop a vision for what their students will achieve.

Strong goals share certain characteristics. However, no single goal or assessment is appropriate for all grades, content areas, or students.

Therefore, it is not the intent of the state to over prescribe how educators set student learning targets. This practice should be driven by those closest to students.
What is a Student Learning Target?

A Student Learning Target (SLT) is a measurable goal for student achievement over a given period of time.

Strong student learning targets share three key characteristics:

- **Priority Content**: Focuses on learning content that is aligned to state and/or common core standards (when applicable).
- **Rigor**: Represents an appropriate amount of student learning (challenging, yet attainable) for the specified interval of instruction and the specified set of students.
- **High-Quality Evidence**: Assessment provides data from the beginning and end of students' time with teacher and is based on a common assessment when available.
What Do Strong SLTs Look Like?

**U.S. History**
By the end of the course, at least 21 out of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.

**Pre-K**
By the end of the year, 60% or more of my Pre-Kindergarten students will score at or above the 50th percentile on each of the sub-tests of the Developing Skills Checklist in the identified skill areas: language, logical reasoning, concepts of print.

**Special Education: Significant Disabilities**
The student will increase his language arts skills as evidenced by an increase from 9 points to 11 points on the Staugler’s Literacy Rubric by the end of the IEP year.
What Does the Annual SLT Process Look Like?

Summer
- LEAs determine strategy for standardizing targets and/or assessments
- Evaluators and teachers agree on targets based on three characteristics

Beginning of Year
- Teachers set at least two targets and define what performance will look like at each level of effectiveness

Mid-Year
- Teachers and evaluators monitor progress towards targets
- Teachers and evaluators update targets, if assignment or student population changes significantly

End of Year
- Evaluators assign teachers a final rating based on students’ progress towards target, using the agreed upon definitions of effectiveness from the beginning of the year
### What Responsibilities Do Educators Have?

#### Teacher Role
- **Consult** with evaluator to determine local guidance
- **Collaborate** with colleagues to define ambitious, achievable SLTs
- **Write** at least two SLTs per year:
  - *These may target whole classes or subgroups of students*
  - *Consider maximum coverage of students and most significant content in setting SLTs*
- **Agree** upon targets and scoring plan with evaluator
- **Monitor** student progress
- **Update** SLTs, if needed
- **Collect and present evidence** of student progress

#### Evaluator Role
- **Inform** teachers of local guidance relative to SLTs and assessments
- **Review** SLTs and provide feedback, as needed, to ensure SLTs have three key characteristics
- **Agree** upon targets and scoring plan with teachers if they have three key characteristics
- **Approve** updated SLTs, if teacher assignments or their student population shifts significantly, and the SLTs have three key characteristics
- **Assess** evidence of student progress
- **Rate** each SLT according to its scoring plan
## What Responsibilities Do LEAs & LDOE Have?

<table>
<thead>
<tr>
<th>LEA Role</th>
<th>LDOE Role</th>
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<tbody>
<tr>
<td>• Provide guidance to educators relative to:</td>
<td>• Provide resources to support LEAs, evaluators, and teachers, including:</td>
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<tr>
<td>– Recommended Assessments</td>
<td>– SLT Guidebook</td>
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<tr>
<td>– Standardized SLTs for teachers with certain assignments</td>
<td>– SLT Template</td>
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<tr>
<td>– Opportunities and/or structures for educator <strong>collaboration</strong> on SLTs</td>
<td>– Library of SLT Exemplars</td>
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<tr>
<td>– Local timelines/deadlines for SLT process</td>
<td>– Recommended Common Assessments List</td>
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<td>– Parameters for revising SLTs</td>
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<td>• <strong>LEAs should start making decisions about this guidance this summer</strong> – upcoming Compass workshops will help to facilitate decision-making.</td>
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Writing Student Learning Targets
# Guidance for Teachers on Writing Strong SLTs

1. **Define the Content**
   - Determine most important concepts in your course
   - Identify aligned Common Core State Standards or GLEs

2. **Identify an Assessment**
   - Consult available LEA guidance and the LDOE Common Assessment List

3. **Identify the Student Group**
   - Set an SLT for either an entire class or the lowest performing group of students
   - Ensure the majority of your students are included across your SLTs

4. **Set the Expectation for Growth & Provide Rationale**
   - Take baseline data into account and provide additional explanation for target, as needed
   - Agree upon a scoring plan with your evaluator, ensuring goals are ambitious and achievable
# Guidance on Setting Achievement Ranges

<table>
<thead>
<tr>
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<th>Description</th>
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<tr>
<td><strong>Insufficient Attainment of Target (1):</strong></td>
<td>The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.</td>
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<td>The teacher has demonstrated some impact on student learning, but did not meet the target.</td>
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<td>The teacher has demonstrated a considerable impact on student learning by meeting the target.</td>
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<td><strong>Exceptional Attainment of Target (4):</strong></td>
<td>The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.</td>
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**Achievement range:**
- **Insufficient Attainment** is any result below Partial Attainment.
- **Partial Attainment** is a range from 10-15% below the target to just below the actual SLT.
- **Full Attainment** is a range from the actual SLT up to 10-15% above the target.
- **Exceptional Attainment** is any result above the Full Attainment range. This range should represent more than a year’s worth of growth.
Case Study: English II

1. Define the Content

   English II standards, including these examples of student performance:
   - Recognizing how word choice relates to tone and purpose (GLE 3)
   - Making inferences about character motivation (GLE 2, 11)
   - Developing & elaborating ideas in written compositions (GLE 17)
   - Determining appropriateness of research sources (GLE 41)

2. Identify an Assessment

   English II End-of-Course Assessment

3. Identify the Student Group

   This SLT will apply to the 90 students to whom I teach English II.

4. Set the Expectation for Growth & Provide Rationale

   At least 63 out of 90 students (70%) will attain a score of Good or Excellent on the English II End-of-Course assessment. 58% correctly answered half or more of questions on pre-test of EAGLE items.
## Case Study: English II

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### Achievement Range

<table>
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<th>Achievement Range: 49 students or fewer score Good or Excellent</th>
<th>Achievement Range: 50-62 students score Good or Excellent</th>
<th>Achievement Range: 63-76 students score Good or Excellent</th>
<th>Achievement Range: 77 students or more score Good or Excellent</th>
</tr>
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### Baseline Data

Since there is no English II pre-test, I am setting my target based on my students’ performance on a pretest developed from English II EAGLE items. On the pre-test, 52 out of 90 students (58%) answered 50% or more of the items correctly; 20 out of 90 (22%) answered 40-50% of the items correctly; and 18 out of 90 (20%) answered fewer than 40% of the items correctly.
How Did this Teacher Arrive at the Targets?

I decided to put together a pre-test based on English II items from Eagle to determine how many of my students are starting the year at grade level. When I gave this test:

- 52 of 90 (58%) got at least half the questions right. Students need to get 60% of items right to earn a score of Good, so all of these students should be able to score Good or Excellent on the English II EOC.
- 20 of 90 (22%) got about 40-50% of the questions right. Some of these kids should score Good or Excellent the English II EOC.
- 18 of 90 (20%) scored below a 40%. These students will need more intensive support to catch up to grade level, but a few of them should be able to score a Good or Excellent on the English II EOC with this support. I will set a separate growth target for these students.

At my school last year, classrooms with similar baseline data had approximately 65% of students score Good or Excellent. Given this, I am setting a goal that 70% of students will score Good or Excellent on the English II EOC.
# Student Learning Target Template

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Subject:</th>
<th># of students:</th>
<th>Interval of instruction:</th>
<th>LDOE Common Assessment?</th>
<th>Assessment name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
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</table>

**Rationale for SLT:**
(Please include targeted content standards and/or explanation of assessment method, as applicable)

**Student Learning Target:**

**Baseline Data:**
(Please include what you know about the targeted students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background info used in setting your target)

**Scoring Plan:**

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<th>Insufficient Attainment of Target (1): The teacher has demonstrated an insufficient impact on student learning by failing far short of the target.</th>
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Scoring Student Learning Targets
Rating SLTs

Evaluators assign each SLT a score of 1, 2, 3, or 4, based on the standard rubric language and the agreed upon achievement ranges.

End of Year Results: 65 (72%) students met target

SLT Rating: 3

Note: Evaluators will assign a rating for each SLT.
Arriving at a Final Student Growth Score

Scores from each of the teacher’s SLTs are averaged to come up with a final student growth score.

Example:

SLT 1 Score: 3
SLT 2 Score: 2

\[
\frac{3+2}{2} = 2.5
\]

Final Student Growth Score = 2.5
Calculating a Teacher’s Overall Compass Score

Averaging the student growth score and the professional practice score provides the overall Compass score.

(Each component generates a score between 1.0-4.0.)

\[
\text{Overall Compass Score} = \frac{\text{Student Growth Score} + \text{Professional Practice Score}}{2}
\]
## The Overall Compass Score

Teachers will then receive a rating based on their overall Compass score.

<table>
<thead>
<tr>
<th>Teacher Rating</th>
<th>Rule</th>
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<tr>
<td>Ineffective</td>
<td>Overall Compass score of 1.00-1.49 OR Received a score less than 1.50 on either the professional practice or student growth measure</td>
</tr>
<tr>
<td>Effective: Emerging</td>
<td>Overall Compass score of 1.50 to 2.49 AND Did not receive a score less than 1.50 on either the professional practice or student growth measure</td>
</tr>
<tr>
<td>Effective: Proficient</td>
<td>Overall Compass score of 2.50 to 3.49 AND Did not receive a score less than 1.50 on either the professional practice or student growth measure</td>
</tr>
<tr>
<td>Highly Effective</td>
<td>Overall Compass score of 3.50 to 4.00</td>
</tr>
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Resources & Supports Available to Educators
Visit [www.louisianaschools.net/compass](http://www.louisianaschools.net/compass) to find:

- SLT Guidebook
  - Recommended Common Assessment List
  - Process Checklist
  - Scoring Guidance
- SLT template
- Initial SLT Exemplar Library
LEA Next Steps

• Determine local guidance around:
  – Common Assessments
  – Standard SLTs for Certain Grades/Content Areas
  – Timeline for SLT process
  – Facilitating teacher collaboration

*Attend upcoming Compass workshops for support with the decisions above and others related to Compass implementation.

• Review SLT guidebook and resources and distribute to teachers and evaluators
What Are the Department’s Next Steps?

**May**
- Webinars on NTGS and VAM
- Teacher Observation Tool Waiver & Notifications Due (15th)
- LEA Leader Compass Workshops: Deep Dive into Implementation Planning

**June**
- Teacher Observation Tool Waiver Approvals (15th)
- CCSS Summer Institute

**July-August**
- Guidance on Leader Evaluation Released
- CCSS Transitional Curriculum Released
- Initial Compass Training for Evaluators on Student Growth Measures and Rubrics

*Ongoing Support from Network Teams*
To access SLT resources, please visit: http://www.louisianaschools.net/compass/

For questions, please contact: Compass@la.gov