Jefferson County School District:
Individual Educator Growth Goals Guidance

Background

In 2010, the Colorado state legislature enacted the Educator Effectiveness Act (SB10-191) changing the statutory context for K-12 educator evaluation in Colorado. SB10-191 requires districts to base at least 50% of educator evaluation on the educator's contribution to student learning growth, using multiple measures of student learning aligned to the Colorado Academic Standards. State rules provide the following information regarding what measures districts must include for each educator (1 CCR 301-87.5.01):

Rules for the Administration of a Statewide System to Evaluate the Effectiveness of Licensed Personnel

- Statewide Summative Assessment results (when available);
- Results from the Colorado Growth Model (when available);
- A measure of collectively-attributed Student Academic Growth, meaning that outcomes on that measure are attributed to at least two licensed personnel; and
- A measure of individually-attributed Student Academic Growth, meaning that outcomes on that measure are attributed to an individual licensed person.

The following categories of "educators" are included in the evaluation system:

- Teachers – licensed personnel with instructional responsibilities, including those with individual classroom responsibilities, those with responsibilities across more than one classroom and those with responsibilities not associated with specific classrooms (e.g. instructional coaches, teacher librarians, etc.).
- Specialized Service Professionals— including school audiologists, psychologists, nurses, physical therapists, occupational therapists, counselors, social workers, speech language pathologists, and orientation and mobility specialists.
- Principals/ Assistant Principals and other school-based licensed administrators (e.g., administrative interns).

Jeffco History

Over the past two years, the Jefferson County School district (Jeffco) has actively participated in the design of different approaches to implementing the Educator Effectiveness Act (*SB-191*), participating in state-wide pilot programs and implementing field tests in selected schools. The district approach to implementing the Educator Effectiveness Act for school year 2013-14 incorporates input gathered from key stakeholders through a district wide teacher survey and

This handbook was developed in partnership with the Center for Transforming Learning and Teaching in the School of Education and Human Development at the University of Colorado Denver.

the SB191 advisory group. Districts must adopt an educator evaluation system progressing towards the new statutory requirements by July 2013. However, educator performance ratings for the 2013-14 school-year will not lead to loss of non-probationary status. Thus, the 2013-14 school-year will be an opportunity for Jeffco educators to try-out a process for setting and evaluating attainment of individual educator growth goals. The district will conduct an evaluation of the implementation during the 2013-14 school-year to inform modifications for future years.

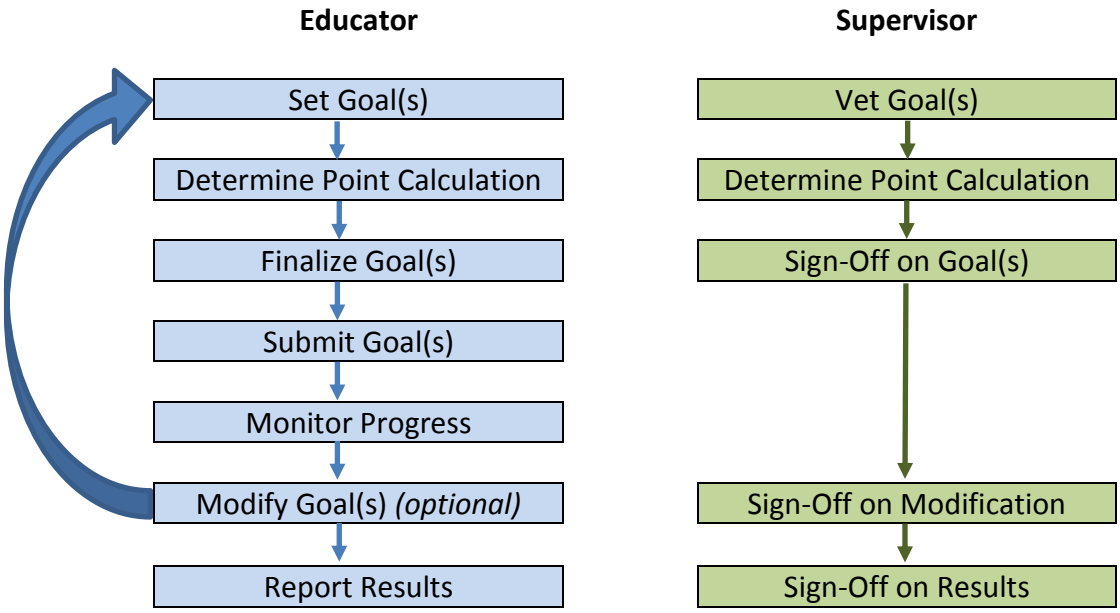
This section of the guidance addresses the district's approach to individual educator growth goals. In Jeffco, educator individual growth goals meet the state requirement for including a measure of individually-attributed Student Academic Growth. The remaining state required measures are included in other aspects of the Jeffco educator evaluator system.

Several guiding assumptions form the basis for this guidance:

- The measurement of individual educator goals should not cause massive assessment development in classrooms across the district. Extensive time and resources are required to develop an assessment that can meet the technical requirements necessary for demonstrating student growth for the purposes of educator evaluation. Instead, existing assessments designed for this purpose should be used as well as a body of evidence.
- Individual educator goal setting should be systematic.
- The process of setting individual goals should align with current instructional practices of Jeffco educators (e.g. many educators already assess what their students know, understand, and can do at the beginning of the year to plan instruction; instruction is already aligned with the Colorado Academic Standards).
- For evaluation to be authentic, it must be a documented process that is transparent, rigorous and unambiguous.
- The level of specification for goal vetting and submission should ensure that educators and supervisors have an explicit understanding of each goal and how that goal translates to points earned.

Guidance Organization

Specifying and evaluating the degree of attainment of individual growth goals necessitates the following critical actions for educators and their supervisors:



The organizational structure for this guidance follows the actions outlined above, including a section for each action educators and their supervisors must take, with one or more suggested approaches to completing the process provided in each section. Each section also includes *choice points*, *considerations, and links*.

Choice points indicate choices that schools and/or individual educators need to make as part of the process of setting and specifying individual educator growth goals.

Considerations indicate cautions or issues to be aware of at different points in the process.

Links provide hyperlinks to additional resources related to a topic(s) addressed at that point in the guidance.

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Set Goal(s)

All licensed personnel are required to set individual growth goals pertaining to the performance outcomes that are the focus of her/his position. The focus varies by job category. **State regulations require all licensed personnel to identify one individual growth goal measured by something other than TCAP.**

Teachers. State statute and rules specify that teachers, or licensed personnel with direct instructional responsibilities, must set goals that pertain directly to gains in student learning in reference to the Colorado Academic Standards and that districts must use student assessment results to measure attainment of these goals.

Licensed personnel with instructional responsibilities that cut across multiple classrooms or whose responsibilities are school-wide may consider the approach suggested for principals and assistant principals (below). This would include aggregating the results of the individual growth goals from each of the classrooms for which they have responsibility. Alternatively, licensed personnel with specific instructional responsibilities outside the context of a classroom such as teacher librarians, or English as a Second Language (ESL) resource teachers, could consider an academically focused goal that pertains to their responsibilities. For example, teacher librarians may focus on Learning Goal(s) related to increasing the technological literacy of all of the students he/she serves. ESL resource teachers could consider Learning Goal(s) related to the English language development of students. In both cases, he/she would then follow the processes identified below for teachers.

Special Service Providers. The Colorado Department of Education (CDE) has not yet provided rules related to individual growth goals for special service providers (SSPs). Until CDE and the State Board of Education provide rules related to this category of educators, SSPs should consider setting goals related to student outcomes that they have the potential to impact given the nature of their position. For example, SSPs could set goals about reduced student behavioral incidents (suspension/expulsions) or increased student engagement outcomes (attendance/truancy). High school counselors may consider increasing the percentage of students on track to graduation, increasing the percentage of students graduating, or decreasing the percentage of student drop-outs. In these instances, the measures used to evaluate attainment of the goal(s) would need to relate directly to the goal that was set and be quantifiable. SSPs can choose to use data other than student assessment results to measure their individual goal attainment.

Principals/ Assistant Principals. CDE and the State Board of Education have established rules that apply to individual growth goals for principals and assistant principals (1 CCR 301-87-5.01). The individual growth goals for this category of licensed educators must include the following:

- A measure of student academic growth consistent with the Measures of Student Academic Growth used for the evaluation of teachers in her/his school.
- Measures of Student Academic Growth that reflect the growth of students in all subject areas and grades, not only those in subjects and grades that are tested using Statewide Summative Assessments, and reflect the broader responsibility a principal has for ensuring the overall outcomes of students in the building.

Individual principal or assistant principal goals cannot duplicate the other three components of the 50% student growth (e.g. not district goal, school goal or SPF).

Principals and assistant principals in collaboration with their supervisors should identify individual growth goals and set associated performance targets consistent with these requirements. Examples of measures that would allow principals or assistant principals to meet these state requirements include:

- The percentage of goals met by all licensed personnel in the school,
- The mean of the individual goal points for every teacher in the school, or
- Learning goals focused on a specific set of students such as catch up students or students with a significant reading deficiency.

Choice Point: What will be the focus of individual growth goals for educators without individual classroom responsibilities?

Number of Goals

All educators must set at least one, and up to five, individual growth goals for the 2013-14 school year. Educator attainment of all of his/her individual growth goals will make up 15% of his/her annual overall performance evaluation rating. The reporting results section includes options for combining data regarding multiple goals.

Examples of population by school level:

- An elementary teacher may choose two year-long goals for homeroom students.
- A secondary teacher may choose a goal for two different courses across the year or by semester/trimester.

Choice Point: How many individual growth goals will each educator within the school set? Will this be the same for every educator?

- *The district recommends that each educator set more than one goal, so that she/he has more than one opportunity for success.*
- *Educators should consider the time involved in setting, vetting and monitoring progress towards goals when considering the number of goals to identify. Time also needs to be reserved to monitor each goal throughout the class or course.*

- *School leadership may want to choose to establish a consistent number of goals for all educators in the building.*

Measuring Student Learning Gains

Two general approaches are available to schools for measuring gains in student learning using student assessment results. Each approach requires educators to provide different information to specify their goals and to follow different procedures to measure goal attainment. These two approaches include:

1. **Equated Pre- and Post-Assessment Instruments** – This approach requires the educator to administer a pre-assessment at the beginning and an equated post-assessment at the end of the instructional interval, and to calculate a growth score for each student. Several specific requirements apply regarding the technical quality of the assessment instrument(s) used in this approach and are outlined below.

2. **Student Academic Growth Objectives (SAGO)** – State rules define Student Academic Growth Objectives as "a participatory method of setting measurable goals, or objectives, for a specific assignment or class, in a manner aligned with the subject matter taught, and in a manner that allows for the evaluation of the baseline performance of students and the measureable gain in student performance during the course of instruction." (1 CCR 301-87 - 1.23) The rules allow districts to use this approach in lieu of an Equated Pre- and Post-Assessment. The technical requirements for the assessment instruments used as part of this approach are less rigorous than the Equated Pre- and Post-Assessment instruments.

Nationally, SAGO and Equated Pre- and Post-Assessment are the two most common approaches being used to measure educator contribution to student learning growth. However, Jeffco educators in collaboration with their supervisors may generate additional approaches that fit within state statutory and regulatory requirements. For the 2013-14 school-year, district provided guidance only addresses these two most common approaches. District staff will collect data about the approaches used by all schools and provide a summary to key

stakeholders regarding implementation at the end of the 2013-14 school-year to adjust the design in the 2014-15 school-year.

Comparing the two most common approaches

Both approaches include educators, in collaboration with their supervisors, determining the student population and instructional interval (defined below) to which the goal(s) will apply, and specifying a Student Learning Goal.

These approaches differ with regard to how gains in student learning are measured. The Equated Pre- and Post-Assessment approach depends on specifying technically rigorous assessment instruments and calculating accurate growth scores. With the Student Academic Growth Objectives (SAGO) approach, the measurement of student growth "is embedded within the process of establishing performance targets for groups of students depending on some rough sense of where they start, rather than in the technical measurement of change in student performance," (Marion, et. al, 2012, p.2). This approach places greater emphasis on educator's instructional practice rather than on the selection of assessment instruments. Table 1 provides a more detailed comparison of these two approaches to measuring gains in student learning.

Table 1
Comparison of Individual Educator Growth Goal Measurement Approaches

Student Academic Growth Objectives Approach	Equated Pre- and Post-Assessment Approach
• Analyze baseline data (multiple sources that include classroom assessments or assignments) to identify 2-4 student performance groups (students with similar performance at the beginning of the instructional interval).	• Select a technically rigorous assessment instrument (or matched instruments) that measures student learning in relationship to the Learning Goal(s) and can be administered at the beginning and end of the instructional interval.
• Describe the assessment instrument(s) that the educator will use to measure student progress towards the Learning Goal at the end of the instructional interval, the alignment of the assessment instrument(s) to the Learning Goal, and how educator will score the assessment(s).	• Provide evidence regarding the technical quality of the assessment instrument(s) and scoring approach, including specific information regarding the validity of inferences made about student growth.
• Set performance targets, or expected gains in student learning at the end of the instructional interval in relationship to the Learning Goal for each student performance group. Justify any proposed differentiated targets.	• Determine how to aggregate individual student growth scores into ratings for the student population.
• Determine how many (or what percentage of) students from each performance group met the established performance targets at the end of the instructional interval.	• Calculate individual growth scores for each student. Use the assessment instrument(s) to measure the change in performance for each student in the population over the instructional interval.

	Aggregate individual growth scores into ratings for the student population.

Educator Individual Learning Goal(s) Components

The information that educators must provide about their individual growth goals depends upon the approach taken to measure gains in student learning. Table 2 provides a comparison of the information educators must provide to specify their Learning Goal(s) for each measurement approach. Educators and their supervisors who select an alternative to the SAGO or Equated Pre- and Post-Assessment approach will need to provide similar information to one of these approaches and select the one that is most similar to their approach when they enter the data.

Table 2
Individual Growth Goal Components by Measurement Approach

Student Academic Growth Objectives Approach	Equated Pre- and Post-Assessment Approach
Instructional Interval	Instructional Interval
Student Population	Student Population
Learning Goal(s)	Learning Goal(s)
Body of Evidence (Assessment Instruments, Alignment to Learning Goal, and Scoring)	Assessment Instrument(s)
Baseline Data and Student Performance Groups	Evidence regarding the technical quality of the assessment instruments (validity and reliability)
	Evidence regarding the technical quality of the scoring approach (reliability)
Performance Targets for Student Performance Groups	Aggregation of individual student growth scores
Point Calculation	Point Calculation

Steps for Setting and Specifying Goal(s)

The steps educators will take to specify the individual growth goals they have set vary depending upon the approach used to measure them. The first two steps are the same regardless of the measurement approach. These include:

Step One: Specify the Student Population and Instructional Interval

The first step involves determining the student population and instructional interval during which the Learning Goal will apply. For most educators, this would include the full term of the class or course (year, semester, and trimester) and all students for which the educator has responsibility during that course/class. In general, elementary educators who teach the same class for an entire school year should specify the school year as the instructional interval. Secondary educators who may change the content and/or students in their class each semester or trimester should specify the semester or trimester as the instructional interval and the student population as the students in a class during each interval. Educators may choose to limit student population further if there is a rationale for doing so (e.g. eliminating a sub-group of students from inclusion in the student population because this teacher was not the primary instructor for them during the instructional period). Educators should provide a strong rationale for identifying a student population that excludes any of the students in their course/class.

Examples of instructional period and student population by school level:

- An elementary teacher may choose to set a learning goal for his/her entire class for the full school year.
- A secondary teacher may choose to set a learning goal for all of the students in one course he/she teaches for the semester.

Consideration: Ensure that eliminating students from inclusion in the student population does not serve to institutionalize lower expectations for some students.

Choice Point: Will requirements be established at the school level regarding the instructional interval and student population to which individual educator goals will refer?

Step Two: Specify the Student Learning Goal(s)

Learning Goals describe what students should know, understand or be able to do by the end of the instructional period. Learning Goals are a statement of intended learning that is broad enough to capture the major content of the instructional interval, focused enough to be measurable, and based upon the Colorado Academic Standards. Identifying Student Learning Goals involves the following:

- Identify the "big ideas" for the grade level and content area.
- Identify learning goals associated with at least one "big idea" that would be achieved across several units, and/or which have related objectives in prior or subsequent grade levels using

the Collaborative Curriculum Alignment Process (C-CAP). These become candidates to be the Learning Goal.

- Determine which standards (from the Colorado Academic Standards) are associated with each candidate Learning Goal.
- Prioritize possible Learning Goals based on the learning needs of the student population (identifying two or three top priorities).
- Determine the Depth of Knowledge (cognitive complexity) of the priority Learning Goals. Eliminate candidate Learning Goals with a Depth of Knowledge less than 2 for elementary and less than 3 for middle or high school.
- Select the Learning Goal(s) and describe each in a format that includes a verb and a noun or noun phrase. The verb should describe the intended cognitive process and the noun or noun phrase generally describes the knowledge students are to acquire or construct.

Depth of Knowledge Resources:

National Center for the Improvement of Educational Assessment Toolkit for Exploring Cognitive Rigor


Considerations

- *Some educators may struggle identifying the "big ideas" for a grade level and content area. Keep in mind that determining the Learning Goal should be the focus of time and effort rather than determining the big ideas.*
- *Educators should consider how the Jeffco C-CAP identifies "big ideas." Which big ideas cut across an entire year, semester, or trimester?*
- *Identifying a Learning Goal of appropriate grain size is critical. If Learning Goals are too narrow, they can lead to discrete and piecemeal instruction; if Learning Goals are too broad, they can be difficult to measure. The 'just right' Learning Goal addresses the "big idea" and associated content standards.*
- *Educators may want to link areas of development from the action plan from the professional practices evaluation rubric to student learning goals in order to align both teacher and student learning.*

Learning Goal Examples:

2nd Grade Writing: Students will write a narrative paragraph that develops real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

4th Grade Math: Students will explain why two fractions are equivalent using visual fraction models and generate equivalent fractions.

High School Social Studies: Students will independently use primary and secondary sources to explain, generalize, connect, and/or form an argument based on historical and contemporary issues related to civics and government.

The remaining steps in the process of specifying educator individual growth goals depend upon the approach educators take to measure the Learning Goals.

Choice Point: Educators and their supervisors must decide how they will measure their Learning Goals, using a Student Academic Growth Objectives (SAGO) approach, an Equated Pre- and Post- Assessment approach, or alternative approach. Should a common approach to measuring Learning Goals be used across the entire school?

Steps three through five for the SAGO approach and steps three through seven of the Equated Pre- and Post-Assessment approach are described in greater detail in the next two sections.

Student Academic Growth Objectives (SAGO) Approach Steps

If the educator and his/her supervisor decide to use a SAGO approach, the following steps (steps three through five) will support the educator in completing the specification of the Learning Goal(s).

Step Three: Select and Describe the Body of Evidence and Scoring

Educators, with support from their supervisor or designee, must describe the body of evidence they will collect about student learning gains in relationship to the Learning Goal(s) at the end of the instructional interval. This specifically includes identifying the assessment instruments or tasks they will use to collect student learning data and describing how they know that the assessment instruments they are using accurately measure student learning in relationship to their Learning Goal(s).

The alignment of the evidence source (assessment) to the Learning Goal is a necessary condition for educators to make accurate inferences about the growth in their students' learning. Alignment is the key to the assessments being valid for that use. With the SAGO approach, for which the body of evidence is likely to include classroom-administered assessments/tasks, it is critical for educators to check on the alignment of the assessment instruments to the Learning Goal. CDE adopted a process for evaluating alignment that involves comparing the content coverage and the Depth of Knowledge of assessment tasks to the Learning Goal(s).

Resources related to evaluating the alignment of assessment instruments and Learning Goals using the Depth of Knowledge framework (first developed by Norman Webb in 2002) include:

- CDE Assessment Review Tool and Directions for using it.
- National Center for the Improvement of Educational Assessment Toolkit for Exploring Cognitive Rigor

The description of the body of evidence (and assessment instruments used) also includes how each assessment instrument will be scored. Scoring includes aggregating or summarizing information across multiple items or the attributes of a single task, and contextualizing the aggregated information by providing a point of comparison. The point of comparison in this case should be criterion rather than norm referenced. The educator should indicate if a rubric or some other type of scoring guide or answer key will be used, and should specify what metrics (or scores) he/she will use to summarize student learning in relationship to the Learning Goal.

Score Definitions

- A score is numeric scale indicating the level of some variable of interest or a rating indicating a level of performance. Each student receives a scale score on TCAP and a performance rating (e.g. proficient, partially proficient). Both are scores.
- Criterion referenced scores are those for which an individual's performance is compared to a specific learning objective or performance standard and not to the performance of other students.
- Norm referenced scores compare student performance to a larger group, usually a national sample representing a wide and diverse cross-section of students.

Considerations:

- *Ensure that the assessment instruments educators use actually measure student learning in relationship to the Learning Goal.*
- *Educators should not assume that assessment instruments included as part of instructional resources or provided in a resource bank align with a particular Learning Goal. Educators should evaluate the alignment of each instrument and the tasks included in the instrument.*
- *Scoring of assessment tasks that have one right answer differs from scoring of assessment tasks where student responses could have varying degrees of quality. Educators should use a rubric in scoring student responses when degrees of quality are part of the task, such as for extended written tasks or performances. A scoring guide is sufficient for tasks with one right answer.*
- *A rubric is a coherent **set of criteria** for students' work that includes **descriptions of different levels of performance** on the criteria.*

The following references provide information about what constitutes a high quality rubric:

Arter, J. and McTighe, J. (2001). *Scoring Rubrics in the Classroom*. Thousand Oaks, CA: Corwin Press.

Brookhart, S. (2013). *How to Create and Use Rubrics for Formative Assessment and Grading*. Alexandria, VA: ASCD.

Hampton, S., Murphy, S. and Lowry, M. (2009) *Using Rubrics to Improve Student Writing.*

CDE Assessment Review Tool and Directions for using it.

- *Any scoring guides or rubrics educators use should differentiate student performance levels based on the evidence collected by the assessment instruments.*

Assessment Instrument and Scoring Examples:

Learning Goal	Assessment Instrument(s)	Scoring
2nd Grade Writing: Students will write a narrative paragraph that develops real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	At the end of the year, students will write paragraphs based on the following prompts: • Describe what it is like to eat lunch at school. • Write about what you did during recess one day this week. Note these prompts will not be administered on the same day.	A rubric will be used to evaluate both paragraphs, and generate a rating (unsatisfactory, partially proficient, proficient, or advanced) for each student on each paragraph. The student's over-all rating will be the best of the two ratings. The rubric was adapted from our instructional resource and evaluated based on the criteria for effective rubrics identified in the book, Using Rubrics to Improve Student Writing. The rubric is attached.
4th Grade Math: Students will explain why two fractions are equivalent using visual fraction models and generate equivalent fractions.	Students will complete a test on equivalent fractions that was adapted from our math program to add some more tasks. The test includes identification of equivalent and non-equivalent fractions (10 tasks), and three tasks which prompt them to draw visual models of fractions (using blocks, a pan of brownies, and pizza) illustrating and labeling two equivalent fractions for each model, and explaining why the fractions are equivalent. The alignment of the test to the learning goal was evaluated using the Depth of Knowledge framework.	Students will receive two ratings on the test, one for recognizing equivalent fractions and one for using a visual model to illustrate and explain why fractions are equivalent. The first rating will be based on number of correct responses to the first 10 tasks on the test. The second will be based on an aggregation of points assigned as follows for each of the 3 modeling problems: 1 for correct identification of equivalent fractions, 1 for accurate illustration, 1 or 2 points for partial or full explanation. Ratings will include: not proficient, partially proficient or proficient.

Learning Goal	Assessment Instrument(s)	Scoring
High School Social Studies: Students will independently use primary and secondary sources to explain, generalize, connect, and/or form an argument based on historical and contemporary issues related to civics and government.	Students will complete a research project the last few weeks of the semester. They will select from several different options on which to focus their project based on a current policy debates. The resulting product will be an essay where they take a position, defend that position and cite several primary and secondary sources.	A school-wide analytical 4-point argumentative writing rubric will be used to score student responses. This rubric was created by the school Social Studies committee and the quality of the rubric was evaluated using criteria for quality rubrics available from the National Center for the Improvement of Educational Assessment. The rubric is attached.

** Note: High school example drawn from the Center for Assessment Student Learning Objective toolkit, available at http://www.nciea.org/slo-toolkit/

Step Four: Analyze Baseline Data

Educators should identify at least three data sources they will use to establish the starting point for measuring student learning progress towards the Learning Goal. Educators already collect baseline data about their students' learning at the beginning of the school year to inform their instructional plans and to group students for more intensive instructional interventions. This represents an additional use of that same data. Educators will use these data to group students based on their performance. For example, student performance groups could be as simple as low, medium and high, or universal, strategic and intensive. The baseline data could include state assessment scores from the prior year, district administered assessments, and/or classroom assessments or assignments completed at the beginning of the instructional interval.

Next educators should analyze the baseline data for all of the students included in their student population and describe the results for each baseline data source. This includes describing the performance of the student population or class as a whole (e.g. what percent were proficient?), considering the range of student performance (low to high), and determining if students can be grouped by their performance on each baseline data source.

If student performance in the class is variable, educators should use the student performance results across all of their baseline data sources to group students who have similar performance. This grouping process should result in educators identifying 2-4 student performance groups, and specifying which students they included in each group using their results on the baseline data sources.

Student Performance Group Examples

Low – Students rated as unsatisfactory on the writing Transitional Colorado Assessment Program (TCAP) from the prior year, below proficient on the district writing prompt, and scored as "below grade level" on the initial writing sample done as a class assignment at the beginning of the school year.

Medium – Students rated as partially proficient or proficient on the writing TCAP from the prior year, rated as proficient on the district writing prompt and scored as "at grade level" on the initial writing sample done as a class assignment at the beginning of the school year.

Considerations:

- *Different grade levels and content areas will have different types of baseline data available to them.*
- *Teachers of content areas and grade levels for which state assessments (TCAP) results are available from the prior year should consider using those results as part of their baseline data.*
- *Establishing student performance groups requires educator judgment, but is similar to how many educators evaluate student performance at the beginning of the year to adjust instruction.*
- *Remember that the SAGO approach requires a body of evidence. Educators should not rely on a single assessment or indicator.*

Step Five: Set Performance Targets

The final step in specifying an individual growth goal involves educators writing an expected target for each performance group by the end of the instructional period based on the identified body of evidence. Educators must start by specifying the level of performance that constitutes meeting the Learning Goal(s). Educators may determine other levels of performance such as partially meeting or not meeting the target. Then educator targets should specify what number or percent of students in each performance group will score at each level on the final evidence source(s). Establishing expected performance targets for these different student groups for one Learning Goal is part of setting a single growth goal.

Example Performance Targets *for a single individual growth goal based on the example student performance groups described above:*

Low - 50%-79% will meet the Learning Goal, less than 50% will partially meet the Learning Goal

Medium – 80-89% will meet the Learning Goal, less than 20% will partially meet the Learning Goal

High –90%-100% will meet the Learning Goal

Considerations:

- *Some of the students in every performance group should have a target of mastering or meeting the Learning Goal.*
- *The performance target for the students in the highest performance group should be 100% meeting the Learning Goal.*
- *Be careful that the performance targets that are set don't establish lower expectations for some groups of students.*

Equated Pre- and Post-Assessment Approach Steps

If the educator and his/her supervisor choose to use an Equated Pre- and Post-Assessment approach to measure their Learning Goal(s), then the first two steps are the same as a SAGO approach (described above). Steps three through seven described below support the educator in completing the specification of the Goal(s).

Step Three: Select Assessment Instrument(s)

Educators and their supervisors should select and describe assessment instrument(s) designed to yield scores that accurately and fairly reflect student achievement of the Learning Goal and Student Academic Growth during the instructional interval.

The National Center for Research on Evaluation, Standards & Student Testing has developed a guide, Developing and Selecting Assessments of Student Growth for Use in Teacher Evaluation Systems

Choice Points:

- *Educators and leaders should determine if educator-developed, or only vendor produced assessment instruments can be used?*

- *Educators and administrators should consider how they will ensure the assessment instrument will be appropriately administered, avoiding all situations with the possibility of, or the appearance of, score deflation on the pre-assessment or score inflation on the post-assessment.*

Step Four: Provide Evidence Regarding the Technical Quality of the Assessment Instrument(s)
The evidence educators and their supervisors provide regarding the technical quality of the assessment instruments must address state rules (1 CCR 301-87-5.01) which require that Measures of Student Academic Growth are:

- Valid, meaning that the measures are aligned with the academic standards adopted by the state and that analysis and inferences from the measures can be supported by evidence and logic; and
- Reliable, meaning that the measures should be stable over time and in substance and that data from the measures will be sufficient to warrant reasonably consistent inferences.

Vendors of assessment instruments may provide information that educators can use regarding the alignment of the instrument to different learning objectives. The first place to check is the assessment blueprint or specifications. This generally describes what learning the assessment instrument measures and at what Depth of Knowledge. Alternatively, if subject matter experts have reviewed the assessment instruments, their review can serve as evidence of the technical quality of the instrument. Pilot tests of assessment instruments with students can also provide evidence of the validity of the instrument.

It also is important for educators to provide information regarding the degree to which the assessment instrument(s) is/are accessible and fair to all of the students in the student population. This means considering and reporting on the degree to which all students will be able to access the information included in the assessment items. For example using word problems in mathematics may limit the opportunities for some English Language Learners (ELL) to access the content in a way that is not relevant for them to complete the mathematics task. This also involves providing evidence regarding variation in how groups of students with different characteristics have performed on the assessment instrument in previous administrations, and/or sharing any reviews done by experts in ELL development, students with disabilities, and/or students from different cultural groups.

Growth means a change in student learning between two distinct points in time. Measuring growth requires that assessment instruments include items/tasks that "reflect the full progression of where students are likely to start and end" (Herman, et. al, 2011, p. 10) over the instructional interval. Thus, it will be important for educators to provide evidence about the range of items included in the selected assessment instrument(s). Do the items give students an opportunity to show what they know before they have received any instruction? Giving students a pre-assessment on which they cannot respond to any item is not a good use of their time.

Considerations:

- *Using teacher-created assessment instruments for this approach involves several additional steps to acquire evidence of the technical quality of the assessment instrument.*
- *Using vendor-developed assessment instruments for this approach involves collecting and interpreting technical information from the vendor, usually provided in a technical manual for the instrument. Specifically, educators should understand whether the assessment developer intends for the assessment instrument to be used to measure student growth for educator evaluation purposes.*
- *Educators and their supervisors should establish procedures where someone other than or in addition to the educator scores student responses, regardless of the source of the assessment instrument(s).*

Step Five: Specify How Growth Scores Will Be Calculated


The National Center for the Improvement of Educational Assessment developed a report that documents different types of growth scores, Approaches and Considerations for Incorporating Student Performance Results from "Non-tested" Grades and Subjects into Educator Effectiveness Determinations

Educators must specify what growth scores will be provided for each student using the identified assessment instrument(s). "There are many different methods for attributing student test scores to teachers, but simply having two scores for each student (e.g., pretest, posttest) does not automatically imply a method for evaluating these scores" (Marion & Buckley, 2011, p. 10). Some examples of commonly used methods for scoring student growth include the following: growth models, value-added models, conditional status models, and student growth percentiles. Colorado (and 20+ other states) uses student growth percentiles to generate growth scores for the TCAP. However,

calculating student growth percentiles depends upon using results from a large number of students from the same assessment instrument (several thousand).

Choice Point: Educators and leaders must determine what method(s) will be used to calculate growth scores and if a consistent method will be used across the school.

Step Six: Provide Evidence Regarding the Technical Quality of Growth Scores
Assessment instruments can only measure a subset of what students actually know, understand and can do related to any Learning Goal(s). As a result, any score produced by an assessment instrument includes some error in measuring student learning in relationship to the Learning Goal(s). The technical quality of scores depends on reducing that error. Part of providing evidence regarding the technical quality of scores in general involves describing the reliability of the score, or confidence that the same score would have been generated if the student took the test several different times. Appropriate evidence regarding the score reliability depends on the scoring method. Most vendors of tests provide one or more measures of score reliability, including the following: internal consistency, test-retest reliability, and scorer consistency. Evidence regarding the quality of the scores can also include information about how results on one instrument correlate with other instruments that measure the same content.

Finally, separate from evidence about the reliability of scores in general, educators should provide evidence regarding the quality of the growth scores specifically.

Caution: Calculating growth scores is more complicated than simply taking a difference in the students' score between two administrations of the same instrument.

Step Seven: Determine Cut Scores or Comparison Points and Set Performance Targets
The next step in the Equated Pre- and Post-Assessment approach involves determining what will constitute an acceptable growth score. How much growth is enough for each student to make during the instructional interval? This involves establishing performance levels and aggregating performance across the student population.

In general, educators should consider establishing performance levels based on their student growth scores first, and then determining performance targets based on the aggregate performance across the student population. Setting performance levels includes identifying how many levels

Individual Student Growth Percentiles	
High	at or above the 66th percentile
Typical	at or between the 35th and 65th percentile
Low	up to and including 34th percentile

and what range of growth scores will be included in each level.

As an example, the state of Colorado has established the following ranges to describe different levels of individual student growth using student growth percentiles generated by the Colorado Growth Model for TCAP.

Once educators have established performance levels for their students' growth scores, they must consider the growth of the student population as a whole and set performance targets. In other words, determining for the class(es) as a whole, what number or percent of students falling into each growth performance level will constitute "meeting" the growth goal. Aggregation in this case happens at the performance level.

Aggregation can also happen at the score level first. In other words, aggregation can involve first calculating an aggregate score for the class (e.g. the mean or median of students' scores). The second step would then involve determining what level of aggregate score constitutes "meeting" the individual educator growth goal, partially meeting it, or not meeting it. In other words, determining what median score would be defined as having met the individual growth goal.

Determine Point Calculation

Educators in collaboration with their supervisors must specify how to assign the 15 possible points for individual growth goals based on educator attainment of their performance targets. How points are distributed is a local decision. However, the approach taken should be explained and reasonably justified, and a consistent approach for calculating individual growth goal points should apply across the entire school. This calculation depends on two factors: how many individual growth goals the educator has set, and the approach taken to measure the goals.

First, if educators set more than one goal, educators must then determine how to weight the goals. In general, the calculation should distribute points as evenly as possible across each goal. For example, if an educator sets three goals, each goal could be worth a total of 5 points (5+5+5=15).

Then, educators and their supervisors must establish the distribution of points within each goal based on the performance targets. Consider the following example of the potential scoring for one of three equally weighted goals (worth 5 points).

SAGO Approach Points		Equated Pre- and Post-Assessment Approach Points	
0	No performance targets met	0	No students with typical or high growth
1	One performance target met	1	At least 25% of students with typical or high growth
3	More than one but not all performance targets met	3	At least 50% of students with typical or high growth
5	All performance targets met	5	100% of students with typical or high growth

Choice Point: Educators and leaders must determine how points will be assigned across individual growth goals. A common approach should apply across the school.

Vet, Finalize and Sign-Off on Goal(s)

The principal or designee(s) must sign-off on all individual educator goals by October 15th. If modifications are needed for goals that reference second/third semester teaching assignments, educators will use the modification process early in the semester/trimester. Goal vetting, finalization and sign-off include the following:

- The school leadership team helping educators make connections to school/team goals (Unified Improvement Plan) to ensure integration of efforts at the school;
- The supervisor or designee(s) making connections to the goals from the professional practice rubric evaluation for the educator to align with the outcomes those instructional practices will accomplish in student academic measures;
- The supervisor or designee(s) interacting with the educator regarding his/her individual growth goal, and providing feedback regarding any needed improvements during the goal development process;
- The educator responding to feedback and finalizing his/her individual growth goals;
- The educator submitting each individual growth goal to the district using the Jeffco SOARS on-line collection (described below); and
- The supervisor electronically approving the goal, providing his/her sign-off on the goal.

Choice Point: School leaders in collaboration with their staffs will design the goal vetting finalization, and sign-off process at the school level, consistent with local structures and needs.

School leaders may want to consider the following:

- *Establishing and communicating school goals as context for setting individual goals*
- *Using a shared leadership approach*
- *Incorporating peer or team vetting of goals*
- *Providing a clearly defined process for educators to receive and respond to any feedback they receive about their goals*
- *Ensuring educators are clear regarding required vs. recommended changes as part of any feedback*

Submit Goal(s)

Every licensed personnel will submit his/her individual growth goal using a common goal submission form through Jeffco SOARS. The required submission elements include the following: student population, instructional interval, evidence, performance targets, point calculation, and sign-off. The online form that licensed personnel with instructional responsibilities will use depends upon the approach taken to measuring student learning gains in relationship to the identified student Learning Goal(s). Licensed personnel with responsibility for providing instructional support to multiple classrooms will use the same online form as principals and assistant principals.

Monitor Progress

Regardless of the approach taken to measure student learning gains, educators should use student learning data to monitor student progress towards their Learning Goal(s) throughout the instructional interval. This is a key formative assessment practice. Monitoring student learning includes the following:

- Determine how student learning is likely to progress towards meeting the Learning Goal. This involves identifying several critical junctures for student learning in relationship to the Learning Goal that will occur during the instructional period. These are points at which the educator can check on student progress.

- Determine what data source(s), or assessments, the educator will use to measure the progress of student learning in relationship to the Learning Goal, at each critical juncture during the instructional process. Identifying data sources in advance increases the likelihood that timely progress monitoring will occur.
- Collect data from students using the identified data sources. Analyze and interpret the data and make a determination whether or not students are on track to meet the Learning Goal at the end of the instructional period.
- If not, make adjustments to the instructional approach to get students on track to meet the Learning Goal.

Consideration: Not all progress monitoring data requires a test, educators should use formative assessment practices regularly to monitor student learning.

Modify Goal(s)

There may be certain instances where school principals or designee(s) will make determinations regarding educator modification of their individual growth goals during the instructional interval. All educators will submit their goals via Jeffco SOARS by October 15th. Modification of goal(s), if needed and approved, would follow submission. Educator requests to modify their goal(s) should reference a change occurring in conditions within which the goal(s) was/were set. Examples of reasons why goal modification could be necessary include the following: changes in class assignments, substantial changes in student population (significant influx of additional students), or the proposed evidence sources no longer being available.

Choice Point: The evidence educators will need to provide in order to support modification to their goals will be determined at the school site.

Considerations:

- *School leaders may want to establish criteria in advance for goal modification in order to maintain transparency and comparability.*
- *Criteria should include appropriate times frames for modification (e.g. in advance of final goal attainment results).*
- *Criteria should be consistent across the school site.*

After initial principal approval, educators who wish to modify a goal need to negotiate that change with their principal who will unlock the system in order to enter the modification. The principal(s) or designee(s) will then be required to sign-off on all modifications through Jeffco SOARS.

Report Results

At the end of the instructional interval, educators will report their results to their supervisors and through Jeffco SOARS to the district. Results include providing information about the degree to which goals were met (targets met) and the individual educator growth goal points attained (points earned). After educators enter the targets met and points earned for each goal in Jeffco SOARS, supervisors or designee(s) must sign-off on each educator's results.