Student Learning Objectives: Growth Targets

How did the data inform your choice in growth targets and target levels for students?

Success Criteria:

- Uses baseline data or pretest data to determine appropriate growth/proficiency target with clear explanation of how targets are determined

- Targets are realistically achievable given the timeframe and identified 8-point scale

- Targets are rigorous yet attainable; developmentally appropriate, and measureable

- Multiple sources of data used to determine growth targets for all students are identified in the SLO (qualitative and quantitative)

- Includes explanations for growth/proficiency targets that establish and differentiate expected performance for identified students

Possible Growth Target Approaches:

Individualized	Common	Banded	Mastery
Individual targets are set for students based on their past trend data	All students grow by a common amount. For example all students grow by 3 levels	Students with common baseline scores and common characteristics are grouped together	Students' growth expectation is to mastery (level 5)

Approach	Sample
Common Growth	I have set a 3-point growth target for all students. This is a highly rigorous expectation of growth since the majority of the students have baseline scores of 1 or 2 (16/24), some (7 students) earned 5 or less points on the baseline assessment, and one student earned a 5 on the baseline assessment. Having common growth expectations holds all students to a consistent expectation of growth toward attainment of the targeted standards. The 7 students with a baseline of 1 will achieve a 3, the 9 students with a baseline of 2 will grow to a 4, the 7 students with a baseline score of 3 will reach a 5, and the 1 student with a baseline score of 5 will grow to a 7. Through the teaching of academic vocabulary and language as well as the use of rich math tasks, students will have many opportunities for growth in understanding and application of the targeted standards.
	Even though MAP data shows that 71% (17/24) are at or above student norms for 5th grade, the baseline data shows gaps in foundational skills to master the targeted standards. The baseline data for the two targeted standards related to multiplication of decimals and powers of 10 shows 16/24 are "emerging" in their skills with the standards and 7/24 are in the "approaching" range and one is in the "meeting" range. Based on baseline data, 66% of the students are emerging and 29% are approaching standards.

Banded	This is an AP class. I feel that an increase of 3 points on the scale for all students that scored a 3 or below is a reasonable expectation for AP level students. This target is rigorous for this group of students, yet it is an attainable goal. I feel that based on their formative assessments and anecdotal observation notes that I have collected on each student so far this year, that the students can improve by 3 points on the 8-point scale. Students that scored a 4 and above will show an increase of 2 levels on the 8-point scale. I used classroom anecdotal notes and formative assessments to decide on these targets.
Growth to Mastery	I expect all of my students to reach Mastery. Most of the students in my 4th period class I only have known for seven weeks. However, I have given them numerous assessments during that time, including the pre-assessment for the SLO, and I have looked up their grades from their Spanish class last year. Furthermore, I have taught the lesson on which I will be conducting this SLO in years past, so I have a good idea as to how much students will learn and where they might struggle. Some students in the class I expect to reach a level 8, on the 8-point scale, based on their grades from Spanish last year, their performance in the class thus far and their results on the pre-assessment. Other students, I do not expect to reach a level 8, but I do expect all students to grow significantly and I do expect all students to reach the proficient level. I will be surprised if any of the students do not reach the proficient level, but I will not be surprised if many students attain a score higher than I have predicted.

Non-Examples

	Non-Example	Rationale
Individualized	Student A is in Special Education and struggles with all math concepts. She is frequently off task and needs constant one-on-one attention, so I have set a 1-point growth target for her. Student B is also receiving Special Education services for math, and she is extremely low in all other subjects too, so I have set a 1-point growth target for her as well. I feel that she is not able to grow more than 1 point based on her performance so far.	We need to have high expectations for all students. A growth target of 1 is not a rigorous expectation for students. Teacher expectations can significantly affect student achievement.
Common Growth	Almost all of the students in this class receive EL services. They all had very low baseline scores of a 1. Based on classroom observations, their language acquisition struggles, and MAP data I have set a 1-point growth target for all.	A 1-point growth target is not a rigorous expectation. When teachers expect students to do well, students tend to do well. We want to minimize the negative effects associated with low expectations.