

Louisiana Believes

GOAL SETTING FOR TEACHERS: CASE STUDY (Success High School)

DISCUSSION GUIDE: PART 1

INSTRUCTIONS

1. Use the guiding questions to review **Sections 1- 5** of the [High School Case Study](#) and record your responses.
2. **Teachers:** For each of the five components, think about your role and consider the guiding questions. Include your responses in the section titled "CONNECTION."
3. **Principals/Administrators:** Consider how you would use the case study to support teachers at each step.

1-3: PRIORITY CONTENT/SKILLS & END-OF-YEAR ASSESSMENT

CONNECTION: Given my role...

what would be similar about the process I would use?

what would differ?

what resources would I access to guide this step?

4: BASELINE & DIAGNOSTIC DATA

CONNECTION: As I prepare to set goals in 2015-2016,

what knowledge/skills are most critical for student success?

how would the baseline/diagnostic assessment process differ?

5: FOCUS STUDENT POPULATION

CONNECTION: As I prepare to set goals in 2015-2016,

how will I consider groups of students when setting my annual goals? How does this differ from last year?

what data is available to identify student focus groups?

Louisiana Believes

DISCUSSION GUIDE: PART 2

INSTRUCTIONS

1. For the same case study, review **Sections 6-11**.
2. For each of the six components respond to the guiding questions.

6: TARGET STATEMENT

GUIDING QUESTIONS

What is the potential impact on SPS when expecting all students to score Fair or above on an EOC assessment?

What might have led the teacher to include "...at least 16 of 22 students scoring Good or Excellent?"

7: SCORING PLAN

GUIDING QUESTIONS

What evidence of the following is reflected in the scoring plan?

- Ambitious and grounded in student achievement
- Determined using appropriate student diagnostic data
- Measured using quality aligned assessments

8: MONITORING PROGRESS

GUIDING QUESTIONS

What other methods could be used to monitor progress?

How would the unit assessment data provide information about progress toward the goals set?

9-10: ENGLISH TEACHER'S GOALS & EVALUATOR COMMENTS

GUIDING QUESTIONS

Does the explanation provided by the teacher support "considerable impact" and "outstanding impact"? Explain.

Does this example lead you to change the way you approach the goal setting process? Explain.

Louisiana Believes

11: END OF YEAR REFLECTION

GUIDING QUESTIONS

In the End of Year Conversation, what evidence is provided related to the goals the teacher set at the beginning of the year?

How do the end of year reflection questions influence the way you approach this process of goal setting in 2015-2016?

Teacher Goal Setting Case Study: High School

Mr. Carter: Success High School

Grade-Subject(S): 9th and 10th Grade - ELA

Experience: 0 years (teaching)

Evaluator: Mr. Simmons, Principal

Years at this school: 0

1. Beginning of the Year

At the beginning of the year, the Instructional Leadership Team shared school-wide progress toward goals and the targets set for the next year. This set the expectation for individual goal setting and the teacher collaborated with his evaluator throughout the process. The following includes key actions and conversations that took place related to goal setting.

2. Priority Content/Skills: English II

Grade: 10th

Interval of Instruction: Full-Year

In ELA, the knowledge, skills, and understandings include the following areas as defined by the standards and explained in the [English II Assessment Guidance](#) document:

- 1) Writing effectively when using and/or analyzing sources
- 2) Reading complex texts, both literary and informational
- 3) Language use for reading, writing, and speaking (includes vocabulary)

3. End-of-Year Assessment Method and Name: English II

The [English II EOC](#) is administered to all students enrolled in English II and this assessment is one of the methods students can use to meet the high stakes graduation requirement for English. A score of Good or Excellent on the End-of-Course assessment will indicate that they've demonstrated proficiency in these skills and a score of Fair or higher is the expectation for graduation purposes.

The following summarizes the structure of the assessment and how it is aligned to the priorities:

Section 1: The Writing section addresses the following Common Core ELA standards: Writing Standards: W. 9-10.2, W. 9-10.4, and W.9-10.9 The response to the prompt will be scored on three dimensions: Content, Style, and Conventions (i.e., sentence formation, usage, mechanics, and spelling). Scoring of conventions has been added to promote students' application of language skills. There are three [English II rubrics](#): the Content rubric, Style rubric, and Conventions rubric.

Section 2: Items in the Reading section will address the following Common Core ELA standards: All of the Reading Standards for Literature, except RL. 9-10.7 and RL.9-10.9; all of the Reading Standards for Informational Text, except RI.9-10.7 and RI.9-10.9; Language Standards: L. 9-10.4 and L. 9-10.5 (Vocabulary Acquisition and Use); Language Standards: L. 9-10.1, L. 9-10.2, and L. 9-10.3

Section 3: The Research section addresses the following Common Core ELA standards: Writing Standards: W. 9-10.7 and W. 9-10.8

Section 4: The Language section addresses: L. 9-10.1 and L. 9-10.2, and include the grade-level skills; Writing Standard: W. 9-10.5, the portion that mentions editing and revising; Skills that apply to English II (grades 9-10) on the [CCSS Language Progressive Skills chart](#).

Louisiana Believes

4. Baseline & Diagnostic Data: English II

The most recent set of assessment data on file for this class of 22 students includes the 8th grade ELA LEAP scores (taken spring 2013) and 9th grade EXPLORE (taken in 2014). I chose to look at the performance levels (Unsat, AB, Basic, Mastery, Adv) of my students LEAP scores.

I also used the 9th grade EXPLORE [English](#) and [Reading](#) scores to determine college readiness as defined by the [College Readiness Benchmark Scores](#) identified by ACT.

Because the English II EOC assesses student progress after two years of high school English, I administered a diagnostic assessment composed of items from the [English II EOC Released Sample Items](#). The table on the following page includes scores for each student.

Student	8 th LEAP	EXPLORE English-CR?	EXPLORE Reading-CR?	Diagnostic % correct	Student	8 th LEAP	EXPLORE English-CR?	EXPLORE Reading-CR?	Diagnostic % correct
1	Unsat	NO	NO	30%	12	Basic	NO	NO	60%
2	AB	NO	NO	48%	13	Basic	NO	NO	67%
3	AB	NO	NO	42%	14	Mastery	YES	YES	86%
4	Unsat	NO	NO	25%	15	Mastery	YES	YES	88%
5	Basic	YES	NO	60%	16	Basic	YES	YES	72%
6	Basic	YES	NO	65%	17	Basic	YES	YES	75%
7	Basic	NO	NO	68%	18	AB	NO	NO	52%
8	Mastery	YES	YES	89%	19	Basic	YES	NO	77%
9	Mastery	YES	YES	90%	20	Mastery	YES	YES	81%
10	Basic	YES	YES	72%	21	Basic	YES	YES	79%
11	Basic	YES	YES	73%	22	Basic	NO	NO	72%

5. Focus Student Population

This goal is set for all 22 students enrolled in the one section of English II that I teach.

Focus Population: Students who will need additional support are the 12 students who are identified as not college ready in English and/or Reading. If 6-8 of these students score Good or Excellent on the EOC, I will consider this considerable impact and if 9 or more of these students score excellent, I will consider this outstanding impact.

Another goal will be based on my 4 sections of English I.

Louisiana Believes

6. Target Statement: English II

All 22 students will score Fair or above on English II EOC **AND** at least 16 of the 22 students will score Good or Excellent.

7. Scoring Plan: English II

Insufficient Attainment of Target (1 point):	Partial Attainment of Target (2 points):	Full Attainment of Target (3 points):	Exceptional Attainment of Target (4 points):
The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.	The teacher has demonstrated some impact on student learning, but did not meet the target.	The teacher has demonstrated a considerable impact on student learning by meeting the target.	The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement range: Less than 19 students score least Fair or above	Achievement range: 19-21 students score at least Fair or above	Achievement range: 22 students score Fair or above AND 16-18 of these students score Good or Excellent	Achievement range: 22 student score Fair or above AND 19 or more students score Good or Excellent

8. Monitoring Progress: English II

Ongoing

Throughout the year I will measure my students' growth through unit assessments that are aligned with the English II End-of-Course exam. I will give these unit assessments once every 9 weeks so I can evaluate their readiness for the EOC in May. Additionally, students will have an opportunity to speak or write in response to text daily and I will provide feedback and support that guides students to increase their performance in these areas.

Checkpoint 1

October

Checkpoint 2

January

Checkpoint 3

March

9. Teacher's Additional Target Statement: English I

85% of English I students will meet their individual growth target on the end of year writing tasks.

10. Evaluator Comments: Accepting Targets and Scoring Plan (English I and II)

The evaluator reviewed the goals submitted by the teacher, accepted them and provided the following comments

ENGLISH II: The teacher's goal is not written using Assessment Index, but he focused on a certain number of students not only passing for the purpose of graduation but scoring Good or Excellent. During my initial review of this goal, I asked the teacher how he determined that 16 students earning Good or Excellent would represent that he had **"demonstrated a considerable impact on student learning."** He shared baseline/diagnostic data for each student and explained what he is planning to accomplish by the end of the year. Additionally, he explained that 19 students scoring Good or Excellent would reflect that he **"demonstrated outstanding impact on student learning by surpassing the target by a meaningful margin."** He supported this by sharing beginning of the year diagnostic data for three students with significant deficits.

ENGLISH I: At Success High School, **student performance in English** is not progressing and writing has been identified as an **area of weakness** in the ELA content area. Focusing on writing in English I is important for success in future courses.

Louisiana Believes

11. End of Year Reflection	
STUDENT GROWTH RATING	
Considerations	At the beginning of the year, the teacher set two goals (SLTs). The end of year results related to these goals, were used to determine the final rating.
Rating	3.5
Evidence	English II EOC – All 22 students, scored fair or higher and 17 scored Good or Excellent on the English II EOC. This is a score of 3 and reflects that I demonstrated considerable impact on student learning with this group of students this year.
	English I Writing – 90% of my students met their individual growth goal on the end of year writing assessments. This is a 4 on the scoring plan and reflects that I exceeded the target by a meaningful margin .
END OF YEAR CONVERSATION	
What led to/hindered student success?	The following points were discussed: <ul style="list-style-type: none"> Modeling the process of writing using evidence from multiple texts Targeted conversations with students about their progress in writing
What changes in practice took place this year? What additional changes need to take place?	Observation and feedback, peer observations, and mentoring activities led to a change in practice throughout the school year. Specific changes in practice included: <ul style="list-style-type: none"> Planned and paced lessons to ensure lesson summary Essential Questions: Identified anticipated student responses and exemplar responses in advance of teaching the lesson Areas noted as opportunities for future growth include: <ul style="list-style-type: none"> Providing students with more extensive choices during lessons. Improve formative assessment practices by differentiating the feedback provided to individual students, particularly in the area of writing
What resources are available or needed to support teacher and student success?	<ul style="list-style-type: none"> Writers Workshop PD sessions hosted by the district LDE ELA Summer Institute 2016-2017 Teacher Leader Regional Meetings focusing on use of benchmark assessments in ELA
How did data inform your instruction this year? How will the data collected this year help you plan for future instruction?	The following data was used this year: <ul style="list-style-type: none"> Prior student test scores and beginning of the year writing task was used to set goals in each class. District ELA benchmark assessments were used to progress monitor student learning and further guide decisions to respond to and support individual needs. Plans for next year: <ul style="list-style-type: none"> Expand the use of data as described above so that student achievement in ELA increases.