

***Student  
Growth  
and CTE***

**CCDA**

**Career Curriculum Development  
Association of Michigan**





# Who are we and what do we do?

We promote and support statewide and local curriculum development efforts in order to provide better learning opportunities for all youth and adults enrolled in Career and Technical Education programs in Michigan.

Partners we work with:

Michigan CEPD Council

Michigan Department of Education (MDE) Office of Career and Technical Education (OCTE)

Post-Secondary Education

MACTEC - Michigan Academic Career Tech Education Consultant



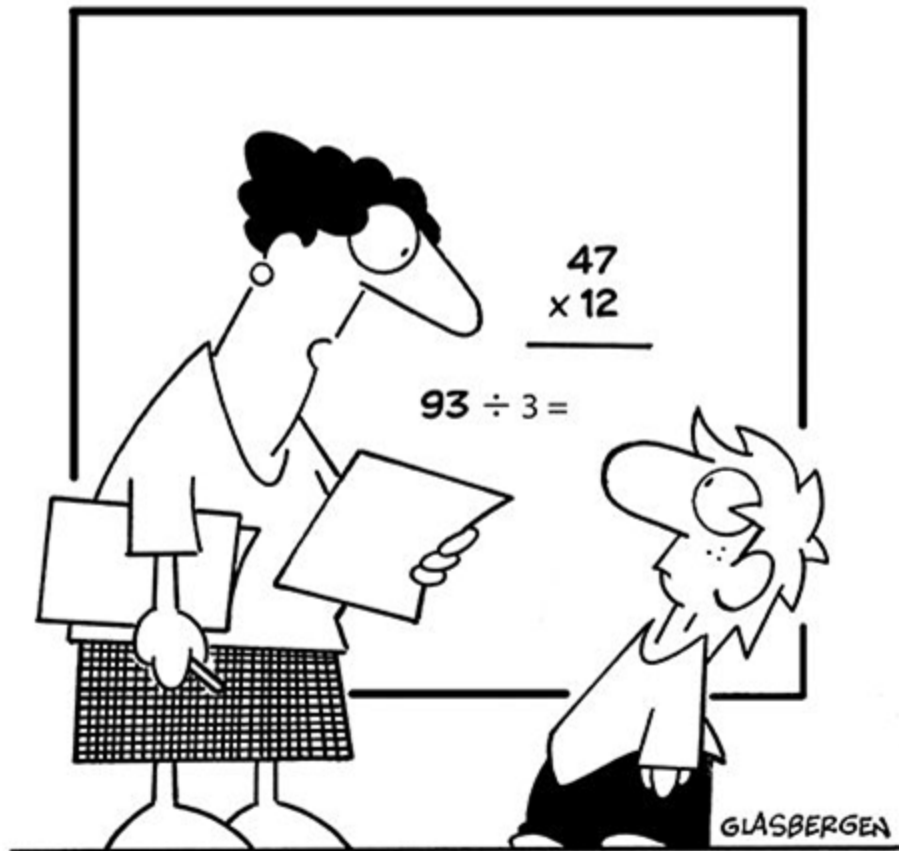


# Inclusion Activity

What is the difference between Student Growth and Student Achievement?

Turn and Talk - please turn to a shoulder partner and share your thoughts.

Three to share out with the group.



**“Yes, love is the answer...but not on a math test.”**



# Today's Session Outcomes

1. I will know about the 6 methods of student growth
2. I will be able to match one of the 6 methods to CTE curriculum
3. I will gain a better understanding of how different kinds of data such as SLO's, assessments, projects, etc fit within the models and can be used to measure student growth.



# Why is this important?

- Evaluation



- Student achievement



# What is student growth?

Student Growth is the measure of academic achievement of a single student or a group of students across two or more points of time.

(Batelle, 2011)

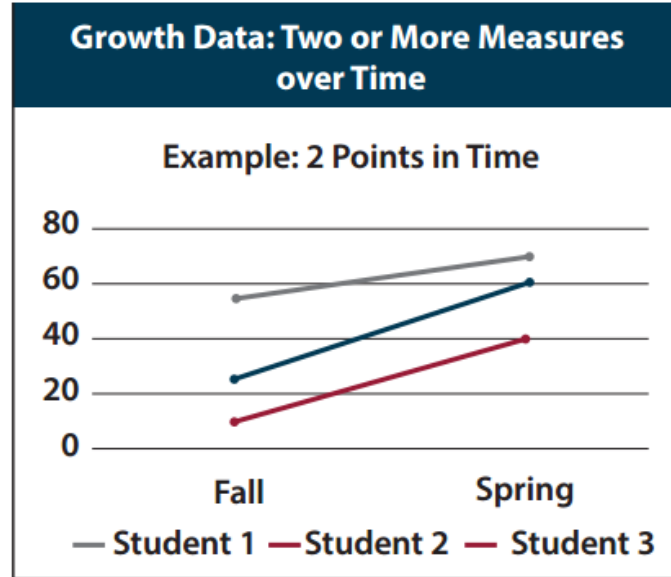
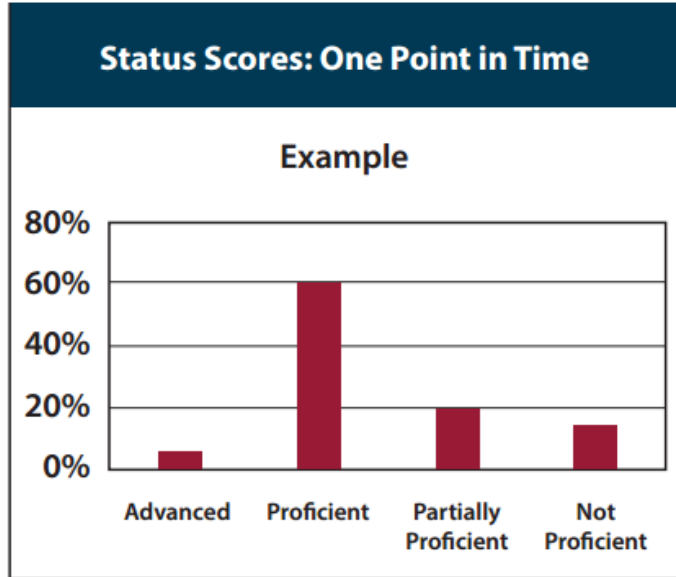




**“The new screen saver was created by a motivation expert. It’s a slide show of former employees who were fired for poor performance.”**



# Status Scores vs Growth Models



# Status Check

In what ways do you measure student performance at your school or program?

Take 30 seconds.

Jot down your thinking

Share out

# Types of Growth Models

## Improvement

Compares % proficient from one year to the next.

## Performance Index

Compares performance ranges by creating a performance index score.

## Simple Growth

Describes growth with simple differences or averages over time.

## Growth to Proficiency

Compares student gains to proficiency targets.

## Student Learning Objective

Establishes growth goals for students.

## Student Growth Percentile

Provides a ranking of student's change with others who scores similarly previously.

# Examples-Improvement Growth Model

## Improvement

Compares % proficient from one year to the next.

- The percentage of students that receive a particular certification
- The Percentage of students that meet a defined cut score on a relevant assessment
  - Workkeys
  - Final Exam
  - Capstone
  - ACT/SAT

# Examples - Performance Index Growth Model

## Performance Index

Compares performance ranges by creating a performance index score.

Taking a set of scores on multiple assessments and generating a composite score.

Example: Project Based Learning

[here](#)

# Example - Simple Growth Growth Model

## Simple Growth

Describes growth with simple differences or averages over time.

This is very simple- you have a pre-test and post test and compare the results from these.

# Example - Growth To Proficiency Growth Model

## Growth to Proficiency

Compares student gains to proficiency targets.

You measure growth in an area. The focus is on or measures the positive change (This is similar to that strategy in an SLO). You can hit the cut score or make significant change).

# of students NOT MET KeyTrain standards (FALL TEST)	# of students NOT MET KeyTrain standards (SPRING TEST)	% Improvement	# of students attending ALL year
52	40	23.1%	52
20	5	75.0%	25
38	11	71.1%	50
7	2	71.4%	23
19	2	89.5%	40
6	2	66.7%	30
35	32	8.6%	37
14	12	14.3%	19
44	35	20.5%	48
66	62	6.1%	66
21	17	19.0%	25
21	6	71.4%	43
35	14	60.0%	35
25	13	48.0%	29
55	27	50.9%	76
17	8	52.9%	47



# Check For Understanding

1. Take a minute and reflect, what assessments or student data does your program curriculum generate?
2. In what ways could you use a student growth model to measure your students achievement?
3. What do you expect that growth model to communicate to about student learning?





# Example - Student Learning Objective

## Student Learning Objective

Establishes growth goals for students.

# Student Learning Objective (SLO's)

A SLO is a measurable, long term academic goal informed by available data that a teacher or teacher team sets at the beginning of an instructional interval for all students or subgroups of students.

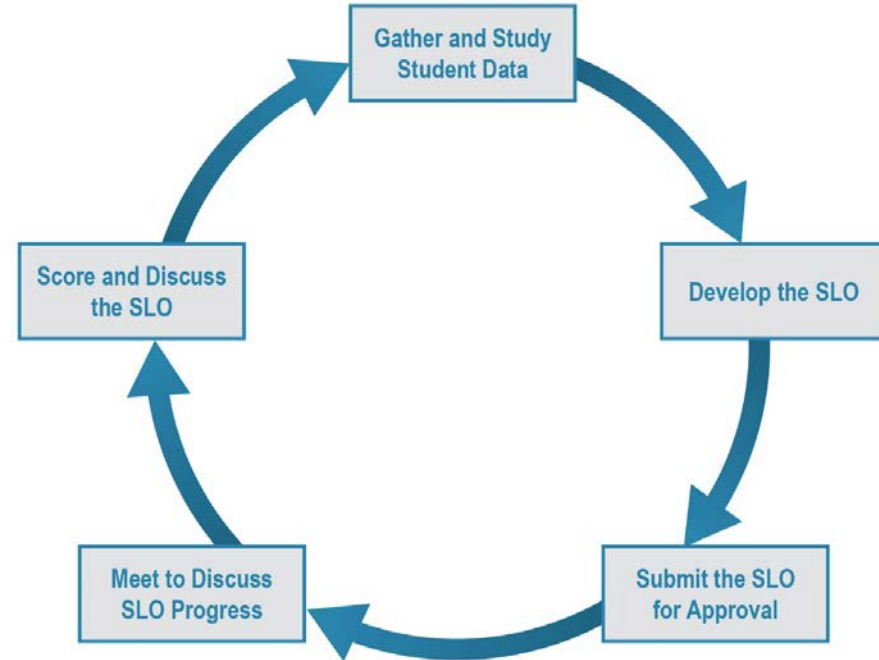
# Student Learning Objectives (SLO)

## **Basic Elements**

- Population
- Learning content (state standards)
- Interval
- Evidence
- Baseline
- Target and scoring
- Rationale

# SLO step by step

- Review current student data
- Develop SLO based on data analysis, with focused targets that are ambitious but appropriate and achievable
- Review with administration, get feedback and approval
- Do a mid-year check on progress towards targets
- Administration does final review of progress for evaluation
- SLO results incorporated into teacher evaluation



Reform Support Network, (n.d.). *Targeting growth-Using Student Learning Objectives as a measure of educator effectiveness*. p. 8.

Michigan Department of Education. (Oct, 2016). *The Implementation of Student Learning Objectives*.

# SLO Templates-Ohio Model

SLO Checklist:  
[Ohio\\_SLO\\_Checklist\\_7\\_24\\_12-1.pdf](#)

## Student Learning Objective (SLO) Template Checklist

*This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.*

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
<i>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</i>	<i>Which students will be included in this SLO? Include course, grade level, and number of students.</i>	<i>What is the duration of the course that the SLO will cover? Include beginning and end dates.</i>	<i>What content will the SLO target? To what related standards is the SLO aligned?</i>	<i>What assessment(s) will be used to measure student growth for this SLO?</i>	<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</i>	<i>What is your rationale for setting the target(s) for student growth within the interval of instruction?</i>
<input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of preassessments) <input type="checkbox"/> Draws upon trend data, if available	<input type="checkbox"/> Identifies the class or subgroup of students covered by the SLO <input type="checkbox"/> Describes the student population and considers any contextual	<input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year)	<input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards	<input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended <input type="checkbox"/> Selects measures with sufficient “stretch” so that all students may	<input type="checkbox"/> All students in the class have a growth target in at least one SLO <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth <input type="checkbox"/> Sets developmentally	<input type="checkbox"/> Demonstrates teacher knowledge of students and content <input type="checkbox"/> Explains why target is appropriate for the population <input type="checkbox"/> Addresses observed student



# JACC SLO Template

## Jackson Area Career Center SLO Template with Checklist

Teacher Name: \_\_\_\_\_ Content Area: \_\_\_\_\_ Grade Level(s): \_\_\_\_\_ Academic Year: 2017-18 \_\_\_\_\_

Goal:

### Baseline Data & Trends

- Identify sources of information about students (e.g. test scores from prior years, results of preassessments)
- Draw upon trend data if available
- Summarize the teacher analysis of the baseline data by identifying student strengths/weaknesses

### Student Population

- Identify the class or subgroup of students covered by the SLO
- Describe the student population and consider any contextual factors that may impact student growth
- If subgroups are excluded, explain which students, why they are excluded and if they are covered in another SLO

### Interval of Instruction

- Matches the length of the course (e.g. quarter, semester, year)

### Standard and Content

- Specifies how the SLO will address applicable standards from the highest ranking of the following: 1. CCSS, 2. State Standards, 3. National Standards put forth by education organizations
- Represents the big ideas or domains of the content taught during the interval of instruction
- Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)

***Used in 5D+ Evaluation  
in Charlotte Danielson Evaluation***

# LISD SLO Template



Individual Development Plan  
LISD TECH Center  
2017/2018

Educator Name: _____											
Employee's Position: _____											
<b>Technical Skills Goal #1:</b>											
List the Domain and Element for which this goal is written:	List the state-adopted standards or competencies that are <u>connected</u> to the goal.										
Use baseline data and student population information to describe how <u>your</u> Technical Skills Goal will improve student achievement. Please list your tiered growth targets											
Name the instrument that will be used to measure the outcome of the SLO	SLO Rating System:										
Evidence: List the targets that will demonstrate achievement.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">% of students Meeting Growth Targets</th> <th style="width: 40%;">Rating</th> </tr> </thead> <tbody> <tr> <td>90 – 100</td> <td style="text-align: center;">4</td> </tr> <tr> <td>80 – 89</td> <td style="text-align: center;">3</td> </tr> <tr> <td>70 – 79</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Below 70</td> <td style="text-align: center;">1</td> </tr> </tbody> </table>	% of students Meeting Growth Targets	Rating	90 – 100	4	80 – 89	3	70 – 79	2	Below 70	1
	% of students Meeting Growth Targets	Rating									
	90 – 100	4									
	80 – 89	3									
	70 – 79	2									
Below 70	1										

***Used***



Career Curriculum Development  
Association of Michigan



# Simple Growth

Characteristics of exemplar models:

- There is a target for each student
- Targets are tiered or based on simple average growth calculation

# Simple Average Growth Calculation

- Growth targets are calculated by a common formula, but each student has a different growth target based on their pre-test score.
  - Students will score halfway between their baseline score and maximum score (100).
- If a student scored 40 on the pre-test, his or her growth target is 70.
  - $100 - 40 = 60/2 = 30 \dots 30 + 40 = 70$



# Tiered Growth Target

- Group students together based on their pre-test scores
- Divide students into three or more tiers

Pre-test	Growth Score
0 - 40	65
45 - 70	75
70+	85

**SLO Growth Targets: All 1st year students will increase by 33% from their Pre-Test Score OR 80% of all 1st year students will pass the National Restaurant Association ServSafe Managers Exam**

Baseline Score	Growth Target	Final Score	Exceeds/Meets Target (yes/no)
45%	78%	76%	YES
46%	79%	90%	YES
50%	83%	82%	YES
43%	76%	80%	YES
33%	66%	72%	YES
38%	71%	85%	YES
32%	65%	63%	NO
42%	75%	77%	YES
27%	60%	83%	YES
52%	85%	73%	YES
42%	75%	76%	YES
43%	76%	90%	YES

APLMATH	2	2		88	75				
APLMATH	2	5		88	100	88	88		
APLMATH	2	4		100	100	88	38		
APLMATH	2	3		88	88	25			
APLMATH	2	3		100	88	13			
APLMATH	2	5		100	100	88	100		
APLMATH	3	4			88	88	50		
APLMATH	3	3			88				
APLMATH	3	5			88	88	100		
APLMATH	3	5			88	88	100		
APLMATH	3	6			100	88	88	100	
APLMATH	3	2							
APLMATH	3	2							
APLMATH	3	3			100	50			
APLMATH	3	5			88	88	88		
APLMATH	3	3			88				
APLMATH	3	2			75				
APLMATH	3	4			88	88	50		
APLMATH	3	4			100	100	38		
APLMATH	4	4				100	63		
APLMATH	4	6							
APLMATH	4	3				75			
APLMATH	4	6				88	88	100	

met goal

increased 1 level

exceeded goal

Page 1 / 1

⊞ ⊕

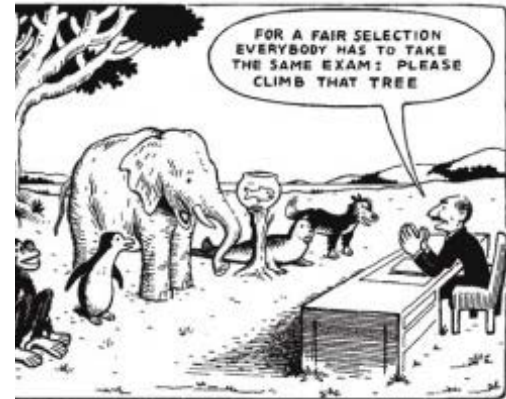
75



9	Load and conductance test selected batteries	0.92	2.71	1.79
10	Test Anti-Freeze, pressure test system, make reccomendations	0.96	3.04	2.08
11	Inspect and replace serpentine belt	0.94	3.58	2.64
12	Identify vehicle and locate assigned information on Mitchell System	0.23	3.75	3.52
13	Demonstrates safe and proper hoise usage;Jimmy	0.73	3.35	2.62



**During a test;**  
people look up for inspiration  
down in desperation,  
and left and right for information.





# Growth to Proficiency

- Pre-Test given in the Fall
- Post-Test Given in the Spring
- Cut score of 70% to achieve or demonstrate proficiency
- Growth Target set for 25%

Students are counted as meeting the target if they score a 70% on the assessment

**OR**

Students meet the target if they show 25% growth from pre-test to post-test

That Awkward moment when  
the only thing you know on  
your test is your name



and not even the date.

# Resources

Insert web addresses here for MiCCDA, The Wayne document, and MDE, Ohio Checklist, etc...

[www.miccda.org](http://www.miccda.org)

[http://www.michigan.gov/mde/0,4615,7-140-5683\\_75438\\_78528---,00.html](http://www.michigan.gov/mde/0,4615,7-140-5683_75438_78528---,00.html)

[https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Student-Learning-Objective-Examples/2497\\_SLO\\_Checklist\\_09302014.pdf.aspx](https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Student-Learning-Objective-Examples/2497_SLO_Checklist_09302014.pdf.aspx)





# Contact Information

Diana Allard - [dallard@geneseeisd.org](mailto:dallard@geneseeisd.org)

Dan Draper - [dan.draper@jcisd.org](mailto:dan.draper@jcisd.org)

Jenny Heath - [jenny.heath@lisd.us](mailto:jenny.heath@lisd.us)

Tim Staffen - [staffent@calhounisd.org](mailto:staffent@calhounisd.org)

