

# **JPS Teacher Goal Setting and SLT Guide**

**2019-20**

*K-2 ELA & Math and 3-HS LEAP Subjects*



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# Overview of Teacher Goal Setting and SLT's

*"Goal setting has yet to become personal, real and compelling for us in our daily lives in schools. As a result, we are missing one of the most powerful tools for helping students achieve...." (Conzemius and O'Neill, 2006)*

*"Goals within the school must be based on specific student needs and written in terms of measurable student outcomes. The more specific the goals are within the school, the closer the teachers can get to the level of classroom application that will lead to improvements in student learning." (TAP Leadership Team Handbook, p. 21)*

## Why Set Goals for Your students?

Setting goals for (and with) and with your students can have a big impact on their success. Academic research suggests that there are several key benefits to effective goal setting, including the following:

- Goals focus student and teacher attention on the learning task and the learning target.
- Goals stimulate appropriate student effort.
- Goals increase student persistence.
- Goals increase a student's desire and capacity to learn new strategies.

*From: Advancing Formative Assessment in Every Classroom. Connie M. Moss and Susan M. Brookhart.*

## JPS's Priorities for Teacher Goal Setting in 2019-20

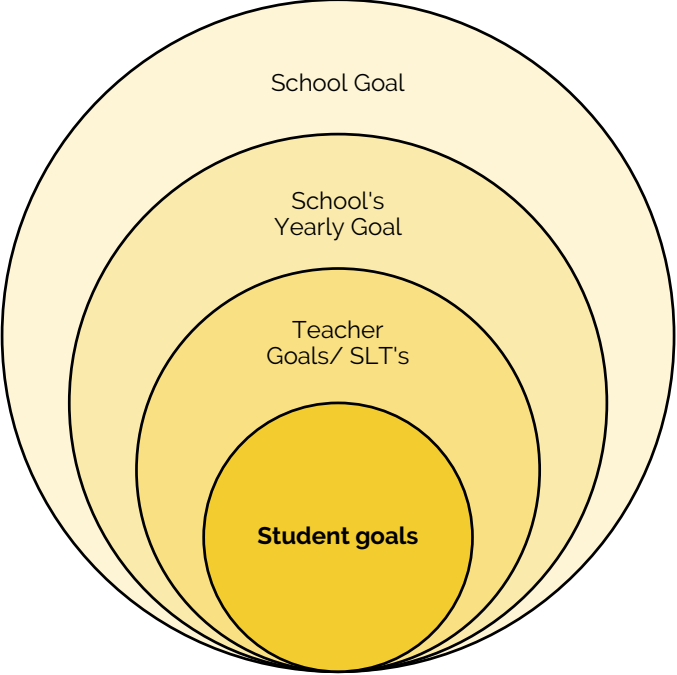
During the Spring of 2019, JPS conducted a number of focus groups with teachers and administrators on our goal setting and assessment practices. Based on this input from JPS educators, the following priorities in the area of goal setting were developed:

- Use LEAP accountability metrics (such as Progress Index and Assessment Index) in setting goals and tracking progress toward those goals throughout the year
- Ensure that goals at all levels— student, teacher, school, and district—are consistent with each other
- Focus on setting goals that make sense for each individual student, with growth targets that are differentiated, ambitious, and realistic
- District provides JPS educators with data to be used in setting goals and also supports educators in understanding student data. Teachers and their evaluators then use this data to develop goals that make sense for individual students.

You will see these priorities emphasized in the Step-by-Step SLT Guidance that follows.

**Teacher Goal Setting As Part of School Goal Setting**

The work you do in your individual classroom contributes to your school's overall success. As such, the goals that you set for your students also become part of your school's goal. Given this, the SLT process is the first stage of your school developing an overall School Goal—the "North Star" for your work as a school.



# Setting Your SLT: Step-by-Step

## Step 1: Review SLT Measures for the Grades/Content Areas You Teach

Teachers in core areas will set goals using two measures:

**SLT 1: Class Progress Index** (*i.e., how much students improved*)

**SLT 2: Assessment Index** (*i.e., how high students achieved*)

### SLT Content

| Grade/ content                           | SLT Type             | Baseline assessment measure   | Progress Monitoring Measure(s)                  | Goal Attainment Measure                            |
|--|----------------------|---|---|--|
| K-2 ELA and Math                         | <b>SLT 1: Growth</b> | Diagnostic percent correct for each student   | Class Progress Index on Benchmark Assessments   | Progress Index on Postassessment                   |
|  | <b>SLT 2: Status</b> | Assessment Index for class based on Diagnostic Assessment   | Class Assessment Index on Benchmark Assessments | Class Assessment Index on Postassessment           |
| 3-HS core content areas and LEAP courses | <b>SLT 1: Growth</b> | LEAP scaled score from prior year<br>(Diagnostic scaled score if no LEAP score available)           | Class Progress Index on Benchmark Assessments   | Class Progress Index based on LEAP Scaled Scores   |
|  | <b>SLT 2: Status</b> | LEAP achievement level from prior year<br>(Diagnostic achievement level if no LEAP score available) | Class Assessment Index on Benchmark Assessments | Class Assessment Index based on LEAP Scaled Scores |

## **Step 2: Build your understanding of LEAP assessment measures, including scaled score, achievement level, Progress Index, and Assessment Index.**

### **A. What is scaled score on the LEAP? What does scaled score mean?**

- Scaled score is a standardized way of reporting student performance on the LEAP
- LEAP scaled scores are designed to be comparable across different tests. For example, a scaled score of 750 in Grade 4 indicates the same level as a scaled score of 750 in Grade 7
- LEAP scaled scores range from 650 to 850
- Basic starts at 725
- Mastery starts at 750
- 5 scaled score points is approximately 2 points on the LEAP assessment

### **B. What are LEAP achievement levels?**

LEAP scores are reported on 5 achievement levels, ranging from Unsatisfactory to Advanced. A student's achievement level is determined by their scaled score. The table below shows scaled score ranges and achievement levels for the 2018 LEAP.

| Table 4: 2018 LEAP 2025 ELA, Math, and Social Studies Scale-Score Ranges |         |         |         |         |         |         |
|--|---------|---------|---------|---------|---------|---------|
| ELA  |         |         |         |         |         |         |
| Achievement Level  | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| <i>Advanced</i>  | 810–850 | 790–850 | 799–850 | 790–850 | 785–850 | 794–850 |
| <i>Mastery</i>   | 750–809 | 750–789 | 750–798 | 750–789 | 750–784 | 750–793 |
| <i>Basic</i>   | 725–749 |         |         |         |         |         |
| <i>Approaching Basic</i>   | 700–724 |         |         |         |         |         |
| <i>Unsatisfactory</i>  | 650–699 |         |         |         |         |         |
| MATH   |         |         |         |         |         |         |
| Achievement Level  | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| <i>Advanced</i>  | 790–850 | 796–850 | 790–850 | 788–850 | 786–850 | 801–850 |
| <i>Mastery</i>   | 750–789 | 750–795 | 750–789 | 750–787 | 750–785 | 750–800 |
| <i>Basic</i>   | 725–749 |         |         |         |         |         |
| <i>Approaching Basic</i>   | 700–724 |         |         |         |         |         |
| <i>Unsatisfactory</i>  | 650–699 |         |         |         |         |         |
| SOCIAL STUDIES   |         |         |         |         |         |         |
| Achievement Level  | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| <i>Advanced</i>  | 777–850 | 783–850 | 782–850 | 773–850 | 777–850 | 780–850 |
| <i>Mastery</i>   | 750–776 | 750–782 | 750–781 | 750–772 | 750–776 | 750–779 |
| <i>Basic</i>   | 725–749 | 725–749 | 725–749 | 725–749 | 725–749 | 725–749 |
| <i>Approaching Basic</i>   | 695–724 | 696–724 | 700–724 | 698–724 | 704–724 | 700–724 |
| <i>Unsatisfactory</i>  | 650–694 | 650–695 | 650–699 | 650–697 | 650–703 | 650–699 |

| Science (added Aug, 2019) |         |         |         |         |         |         |
|---------------------------|---------|---------|---------|---------|---------|---------|
| Achievement Level         | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| Advanced                  | 773-850 | 779-850 | 782-850 | 783-850 | 791-850 | 784-850 |
| Mastery                   | 750-772 | 750-778 | 750-781 | 750-782 | 750-790 | 750-783 |
| Basic                     | 725-750 | 725-750 | 725-750 | 725-750 | 725-750 | 725-750 |
| Approaching Basic         | 700-724 | 700-724 | 700-724 | 700-724 | 700-724 | 700-724 |
| Unsatisfactory            | 650-699 | 650-699 | 650-699 | 650-699 | 650-699 | 650-699 |

| Table 5: 2018–2019 LEAP 2025 Scale-Score Ranges |           |            |           |          |              |
|---|-----------|------------|-----------|----------|--------------|
| Content Area                                    |           |            |           |          |              |
| Achievement Level                               | English I | English II | Algebra I | Geometry | U.S. History |
| <i>Advanced</i>                                 | 791–850   | 794–850    | 805–850   | 783–850  | 774–850      |
| <i>Mastery</i>                                  | 750–790   | 750–793    | 750–804   | 750–782  | 750–773      |
| <i>Basic</i>                                    | 725–749   |            |           |          |              |
| <i>Approaching Basic</i>                        | 700–724   |            |           |          | 711–724      |
| <i>Unsatisfactory</i>                           | 650–699   |            |           |          | 650–710      |

| Biology (added Aug. 2019) |         |
|---------------------------|---------|
| Advanced                  | 772–850 |
| Mastery                   | 750–771 |
| Basic                     | 725–750 |
| Approaching Basic         | 711–724 |
| Unsatisfactory            | 650–710 |

**C. What is LEAP Assessment Index? What does Assessment Index mean?**

- Assessment Index is a measure of how a group of students performed on the LEAP assessment.
- Students receive Assessment Index points based on their achievement level. This table shows points for each achievement level:

| Level             | Point value |
|-------------------|-------------|
| Advanced          | 150         |
| Mastery           | 100         |
| Basic             | 80          |
| Approaching Basic | 0           |
| Unsatisfactory    | 0           |

- Assessment Index is an important component of School Performance Scores (SPS). It contributes 70% of SPS for K-8 schools, and 12.5% for high schools.



**D. What is LEAP Progress Index? What does Progress Index mean?**

- Progress Index is based on how much a student's LEAP scaled score grew from one year to the next.
- Students earn points in the Progress Index based on the answers to two questions, as summarized in the following table:

| Points awarded   | Description   |
|--|---|
| <b>Question 1: Is the student on track to Mastery?</b>       |   |
| 150  | Awarded to students who are on track to Mastery by Grade 8 (elementary students) or second LEAP course (high school students) |
|  | If "no," student's score goes to Question 2   |
| <b>Question 2: Is the student growing relative to peers?</b> |   |
| 150  | Far above average growth (80th percentile or above relative to peers)   |
| 115  | Above average growth (60th-79th percentile or above relative to peers)  |
| 85   | Average growth (40th-59th percentile or above relative to peers)  |
| 25   | Below average growth (20th-39th percentile or above relative to peers)  |
| 0  | Far below average growth (19th percentile or below relative to peers)   |

- Progress Index is an important component of School Performance Scores (SPS). It contributes 25% of SPS for K-8 schools, and 12.5% for high schools.

### Step 3: Reflect on where students are now and formulate an end-of-year scaled score target (LEAP grades/courses) or percent score target (K-2 ELA and Math).

1. Use the class profile rosters provided to you by your school's leadership team. These rosters look similar to this sample for Grade 4 ELA:

| Student Background and Demographics |            |               |             |      |         |          |                       |                       | Baseline Data              |                     |  |                               | Scaled Score Growth Target Options  |                                  |                            |                                   |                                       |   | Goals                                 |  |
|-------------------------------------|------------|---------------|-------------|------|---------|----------|-----------------------|-----------------------|----------------------------|---------------------|--|-------------------------------|-------------------------------------|----------------------------------|----------------------------|-----------------------------------|---------------------------------------|---|---------------------------------------|--|
| Last Name                           | First Name | 2019-20 Grade | SPED Status | ELL? | Gifted? | 1819 GPA | 1819 # of suspensions | 1819 % of days absent | ELA 1819 LEAP Scaled Score | ELA 1819 LEAP Level | ELA 1819 LEAP 360 Diagnostic Scaled Score Estimate | ELA LEAP 360 Diagnostic Level | Far below average growth (0 points) | Below average growth (25 points) | Average Growth (85 points) | Above average growth (115 points) | Far above average growth (150 points) | ELA Growth to Mastery Target (150 points) | 19-20 Scaled Score Teacher Projection | 19-20 Teacher Achievement Level Projection |
| B                                   | NYKAJIA    | 4             | Regular     | N    | Y       | 4.00     | 0                     | 2                     | 810                        | Advanced            | 794  | Mastery                       | 650                                 | 791                              | 802                        | 811                               | 820                                   | 810                                       |                                       |  |
| B                                   | MALAYA     | 4             | Regular     | Y    | N       | 2.81     | 0                     | 3                     | 765                        | Mastery             | 749  | Basic                         | 650                                 | 746                              | 757                        | 766                               | 775                                   | 771                                       |                                       |  |
| D                                   | BRANDON    | 4             | Regular     | N    | N       | 3.88     | 0                     | 1                     | 794                        | Mastery             | 788  | Mastery                       | 650                                 | 775                              | 786                        | 795                               | 804                                   | 794                                       |                                       |  |
| G                                   | HAYDEN     | 4             | Regular     | N    | N       | 3.81     | 0                     | 4                     | 757                        | Mastery             | 751  | Mastery                       | 650                                 | 746                              | 757                        | 766                               | 775                                   | 764                                       |                                       |  |
| G                                   | BREN'NAN   | 4             | Regular     | N    | N       | 1.00     | 0                     | 2                     | 650                        | Unsatisfactory      | 721  | Approaching Basic             | 650                                 | 706                              | 717                        | 726                               | 735                                   | 670                                       |                                       |  |
| H                                   | PRINCE     | 4             | Regular     | Y    | N       | 1.75     | 4                     | 10                    | 724                        | Approaching Basic   | 723  | Approaching Basic             | 650                                 | 705                              | 716                        | 725                               | 734                                   | 729                                       |                                       |  |
| L                                   | KARLEIGH   | 4             | Regular     | N    | N       | 3.19     | 0                     | 2                     | 752                        | Mastery             | 741  | Basic                         | 650                                 | 734                              | 745                        | 754                               | 763                                   | 760                                       |                                       |  |
| L                                   | SOPHIA     | 4             | Special     | N    | N       | 0.25     | 0                     | 15                    | 682                        | Unsatisfactory      | 699  | Unsatisfactory                | 650                                 | 713                              | 724                        | 733                               | 742                                   | 696                                       |                                       |  |
| M                                   | TYLER      | 4             | Regular     | N    | N       | 3.19     | 1                     | 2                     | 730                        | Basic               | 734  | Basic                         | 650                                 | 725                              | 736                        | 745                               | 754                                   | 734                                       |                                       |  |
| M                                   | NALAEYA    | 4             | Regular     | N    | N       | 3.50     | 0                     | 1                     | 701                        | Approaching Basic   | 727  | Basic                         | 650                                 | 721                              | 732                        | 741                               | 750                                   | 711                                       |                                       |  |
| M                                   | ROMAN      | 4             | Special     | N    | N       | 2.44     | 1                     | 3                     | 701                        | Approaching Basic   | 716  | Approaching Basic             | 650                                 | 699                              | 710                        | 719                               | 728                                   | 711                                       |                                       |  |
| P                                   | SHAMARA    | 4             | Regular     | N    | N       | 1.06     | 0                     | 3                     | 730                        | Basic               | 745  | Basic                         | 650                                 | 726                              | 737                        | 746                               | 755                                   | 734                                       |                                       |  |
| R                                   | JAYCEE     | 4             | Regular     | N    | N       | 3.06     | 0                     | 4                     | 757                        | Mastery             | 764  | Mastery                       | 650                                 | 746                              | 757                        | 766                               | 775                                   | 764                                       |                                       |  |
| S                                   | JAYDEN     | 4             | Regular     | N    | N       | 2.81     | 0                     | 1                     | 724                        | Approaching Basic   | 739  | Basic                         | 650                                 | 724                              | 735                        | 744                               | 753                                   | 729                                       |                                       |  |
| T                                   | RASHAD     | 4             | Regular     | N    | N       | 1.69     | 1                     | 1                     | 712                        | Approaching Basic   | 730  | Basic                         | 650                                 | 718                              | 729                        | 738                               | 747                                   | 720                                       |                                       |  |
| T                                   | KAIDEN     | 4             | Regular     | N    | N       | 0.56     | 0                     | 5                     | 669                        | Unsatisfactory      | 650  | Unsatisfactory                | 650                                 | 709                              | 720                        | 729                               | 738                                   | 685                                       |                                       |  |
| W                                   | HAROLD     | 4             | Regular     | N    | N       | 2.19     | 0                     | 5                     | 730                        | Basic               | 743  | Basic                         | 650                                 | 737                              | 748                        | 757                               | 766                                   | 734                                       |                                       |  |
| W                                   | DAVIN      | 4             | Regular     | Y    | N       | 1.13     | 0                     | 7                     | 724                        | Approaching Basic   | 738  | Basic                         | 650                                 | 723                              | 734                        | 743                               | 752                                   | 729                                       |                                       |  |
| W                                   | TREY       | 4             | Regular     | N    | N       | 0.38     | 0                     | 3                     | 721                        | Approaching Basic   | 726  | Basic                         | 650                                 | 724                              | 735                        | 744                               | 753                                   | 727                                       |                                       |  |
| W                                   | JUANCHEUS  | 4             | Regular     | Y    | N       | 1.81     | 2                     | 4                     | 724                        | Approaching Basic   | 722  | Approaching Basic             | 650                                 | 710                              | 721                        | 730                               | 739                                   | 729                                       |                                       |  |

2. Using the rosters provided, consider the guiding questions for each of your students in the table below:

| <b>Some Key Questions to Consider for Each Student</b>                                   |  |
|--|--|
| <b>Question</b>  | <b>Data Sources to Review and Gather</b>   |
| A. What level is this student currently at?  | <ul style="list-style-type: none"> <li>• Last year's LEAP scaled score</li> <li>• Beginning of Year Diagnostic Assessment scaled score equivalent</li> </ul>   |
| B. What strengths and limitations do we see in reviewing this student's background data? | <ul style="list-style-type: none"> <li>• Exceptionalities that might impact this student's learning (either positively or negatively)</li> <li>• Attendance patterns from prior year(s)</li> <li>• Discipline patterns from prior years(s)</li> <li>• Informal conversations with prior year's teachers about student's strengths and weaknesses</li> </ul>  |
| C. What is an ambitious, yet realistic goal for this student?                            | <ul style="list-style-type: none"> <li>• The student's Growth-to-Mastery target for the coming year</li> <li>• The student's estimated VAM targets for what would be above average, average, and below average targets for this student</li> <li>• Conversations with this student and his or her parents about their academic goals for the coming year</li> <li>• Reflections on my teaching practice and how it might improve in the coming year</li> <li>• My school's goal for the end of the year</li> </ul> |

3. Generate scaled score growth target for each student and write this target into the space provided on your roster.
4. Next, if a student's scaled score target is met, at what achievement level would this put this student? Identify each student's achievement level target and write this target into the space provided on your roster.

## Step 4: Use JPS’s Goal Setting Dashboard to plug in goals for each student and determine EOY class goals for Progress Index and Assessment Index

Use the Goal Setting Dashboard shared with you by your school's Leadership Team and enter your student data. This will allow you to most efficiently calculate your goals and track progress toward those goals.

| Teacher Group                            | What to Enter   |
|--|---|
| K-2 ELA and Math                         | <ul style="list-style-type: none"><li>• Baseline percent scores and achievement levels for each student</li><li>• EOY percent score and achievement level goals</li></ul> |
| 3-HS core content areas and LEAP courses | <ul style="list-style-type: none"><li>• Baseline scaled scores and achievement levels for each student</li><li>• EOY scaled score and achievement level goals</li></ul>   |

Based on this information, Progress Index and Assessment Index estimates will automatically be calculated. In using this dashboard, you will also see your students' Progress Index and Assessment Index for each of the Benchmark Assessments you administer to your students throughout the year.

## Step 5: Determine and review SLT ranges

### Important Notes on Setting SLT Ranges

- Note that you should begin with setting goals that make sense for individual students based on thoughtful consideration of each student's data (see Step 3), including any qualitative data that you yourself have gathered as this student's new teacher.
- **Ultimately, SLT ranges are determined by you and your evaluator.** It is important to develop a consensus with your evaluator about what goals make sense for each individual student.
- The tables below show SLT ranges based on Louisiana statewide data. They provide reference points that are grounded in data as to what sensible SLT ranges might look like. Ultimately, whatever ranges you develop with your evaluator, you should be able to justify these ranges based on the student data you have reviewed.

## SLT 1: Progress Index

- Progress Index (SLT 1) ranges must meet the following requirements for ranges:

| Teacher Effectiveness Rating | Lower end of SLT 1: Progress Index must be <i>AT LEAST</i> .... |
|------------------------------|---|
| 4                            | 99.2  |
| 3                            | 88.6  |
| 2                            | 71.4  |

- If your targets fall under these required minimums, then you should reflect on the growth targets you initially set and think about how individual student goals might be revised.
- For any SLT 1 falling outside this requirement, Principals must send rationale and appropriate evidence to his/her Executive Director of School Support. This rationale should also be noted in the teacher's SLT.

### Where Do SLT 1 Ranges Come From?

SLT 1 (Progress Index) ranges are based on how students have performed in the Progress Index statewide. The table below shows how required ranges for SLT 1 are tied to how schools grow and perform in Louisiana.

| Outcomes for Schools |  |  | Teacher SLT 1: Progress Index Recommended Ranges in 2019-20 |   |
|----------------------|--|--|---|---|
| Progress Index Range | Percent of Louisiana Schools Reaching this Level in 2018 | Average Progress Index for this Group of Schools | Teacher Effectiveness Rating                                | Recommended Teacher Effectiveness Level |
| 99.2 and above       | Top 20%  | 104.3  | 4   | Highly Effective                        |
| 88.6 - 99.1          | Next 30%   | 92.3   | 3   | Effective: Proficient                   |
| 71.4 - 88.5          | Next 40%   | 81.0   | 2   | Effective: Emerging                     |
| 71.3 and below       | Bottom 10%   | 61.5   | 1   | Ineffective                             |

| Additional Progress Index Reference Points for 2018 |      |
|---|------|
| JPS Progress Index                                  | 85.4 |
| Louisiana Statewide Progress Index                  | 87.7 |

## SLT 2: Assessment Index

### Recommended SLT Ratings based on Class Assessment Index

Once SLT 1 is determined, SLT 2 will automatically be calculated based on the growth targets you set for each student. This is determined by answering the following question: If a student meets their individual growth target, then what achievement level results?

Refer to your Goal Setting Dashboard for the Assessment Index Goal you developed based on inputting goals for individual students. The following table

| Teacher SLT 2: Growth Recommended Ranges in 2019-20 |   |  |               |
|---|---|--|---------------|
| Recommended Teacher Effectiveness Rating            | Recommended Teacher Effectiveness Level | Assessment Index   |               |
|   |   | Bottom of Range  | Top of range  |
| 4   | Highly Effective                        | AI Goal + 10.0   | 150.0         |
| 3   | Effective: Proficient                   | <b>Assessment Index that results from all student level goals set during SLT 1. This is the class AI Goal.</b> | AI Goal +9.9  |
| 2   | Effective: Emerging                     | AI Goal – 10.0   | AI Goal -0.1  |
| 1   | Ineffective                             | 0.0  | AI Goal -10.1 |

## **Step 6: Present your goals to your evaluator, reflecting on why these are the right goals for your students and for you as a teacher**

1. Prepare your Goal Setting Dashboard and pull it up on a computer while sitting with your evaluator
2. Describe your process for determining student level goals to your administrator.
  - Using particular students as examples, how did you decide on what appropriate growth targets?
  - If you meet these goals, what would this mean for students?
  - If you meet these goals, what will this mean for your school?
  - To meet these goals, what sorts of work will you have to do as a teacher?
3. You and your evaluator complete and sign the Goal Setting Conversation Record (Appendix D)
4. Listen to your evaluator's questions and any feedback s/he may have
5. Taking your evaluator's input into account, make any revisions to your goals for students
6. Teacher should input SLT's into CIS for evaluator approval.

# Additional SLT Guidance and District Policies

## Comprehensive Coverage of Students in Goal Setting

- You must set a Growth SLT and an Assessment Index SLT for each K-2 ELA & Math and 3-HS tested grade/subject area you teach.
- You must include all students that you teach in K-2 ELA & Math and 3-HS tested grades/subjects between the various SLT's you set. Note that this may involve you setting more than 2 SLT's.

As an example, **Example Teacher 1** teaches grades 7-8 Math and grades 7-8 Science. She would need to set the following SLT's:

*SLT 1: Progress Index for Grade 7 Math*

*SLT 2: Assessment Index for Grade 7 Math*

*SLT 3: Progress Index for Grade 8 Math*

*SLT 4: Assessment Index for Grade 8 Math*

*SLT 5: Progress Index for Grade 7 Science*

*SLT 6: Assessment Index for Grade 7 Science*

*SLT 7: Progress Index for Grade 8 Science*

*SLT 8: Assessment Index for Grade 8 Science*

## Coverage of Students in High School Courses on Semester Schedule

- At least 2 SLT's must be set per semester.
- All students taught by a teacher must be part of the SLT's for that course/subject.



# Appendix A: JPS Progress Index Technical Information

Beginning in 2017-18, Louisiana's accountability formula began including a Progress Index. The LDOE Progress Index awards points based on students' scaled score growth from one year to the next. This Progress Index comprises 25% of SPS for K-8 schools and 12.5% of SPS for high schools.

Students earn points in the Progress Index based on the answers to two questions, as summarized in the following table:

| Points awarded   | Description  |
|--|--|
| <b>Question 1: Is the student on track to Mastery?</b>       |  |
| 150  | On track to mastery; student earns 150 points in Progress Index        |
|  | If "no," student's score goes to Question 2                            |
| <b>Question 2: Is the student growing relative to peers?</b> |  |
| 150  | Far above average growth (80th percentile or above relative to peers)  |
| 115  | Above average growth (60th-79th percentile or above relative to peers) |
| 85   | Average growth (40th-59th percentile or above relative to peers)       |
| 25   | Below average growth (20th-39th percentile or above relative to peers) |
| 0  | Far below average growth (19th percentile or below relative to peers)  |

In the interest of aligning student, teacher, school and district goals to the LDOE accountability system, JPS is utilizing this same type of data throughout its goal setting and assessment processes in 2019-20. The pages that follow provide detailed information on how JPS's simulated Progress Index is calculated at various grade levels and in various content areas. These calculations are automated and built into JPS's Goal Setting Dashboard.

# How JPS Progress Index is Calculated

| Grade & Content Area | Measures used in JPS Goal Setting  | Question 1: Are students progressing toward proficiency?  | Question 2: Are students growing relative to their peers? |  |         |     |        |  |       |  |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
|----------------------|--|---|---|--|---------|-----|--------|--|-------|--|---|----------------|-------------|-----|--------------------------|-----|----------------------|----|----------------|----|----------------------|---|--------------------------|
| K-2 (ELA & Math)     | <p><u>Baseline Measure:</u><br/>Diagnostic Assessment</p> <p><u>Progress Monitoring Measures:</u><br/>Quarterly Benchmark Assessments</p> <p><u>Goal Attainment Measure:</u><br/>EOY District Postassessment</p> | <ul style="list-style-type: none"> <li>150 points for students who are on pace to reach proficiency by start of Grade 3</li> <li>Proficiency on JPS's K-2 district common assessments defined as:<br/>ELA- 80% correct<br/>Math- 80% correct</li> <li>Calculated using following formulas:</li> </ul> <table border="1" data-bbox="898 703 1404 992"> <thead> <tr> <th data-bbox="898 703 1047 789">Diagnostic Percent Range</th> <th data-bbox="1047 703 1404 789">Postassessment score needed to get 150 points=</th> </tr> </thead> <tbody> <tr> <td data-bbox="898 789 1047 824">95-100%</td> <td data-bbox="1047 789 1404 824">95%</td> </tr> <tr> <td data-bbox="898 824 1047 906">80-94%</td> <td data-bbox="1047 824 1404 906">Diagnostic % correct + ((95% - Diagnostic % correct)/# of years from start of grade 3)</td> </tr> <tr> <td data-bbox="898 906 1047 992">0-79%</td> <td data-bbox="1047 906 1404 992">Diagnostic % correct + ((80% - Diagnostic % correct)/# of years from start of grade 3)</td> </tr> </tbody> </table> | Diagnostic Percent Range                                  | Postassessment score needed to get 150 points= | 95-100% | 95% | 80-94% | Diagnostic % correct + ((95% - Diagnostic % correct)/# of years from start of grade 3) | 0-79% | Diagnostic % correct + ((80% - Diagnostic % correct)/# of years from start of grade 3) | <ul style="list-style-type: none"> <li>For students who did not meet target in Question 1</li> <li>Student awarded points based on how much their percent score increases relative to each student's expected level of growth</li> <li>Points awarded as follows:</li> </ul> <table border="1" data-bbox="1434 610 1927 816"> <thead> <tr> <th data-bbox="1434 610 1562 667">Points awarded</th> <th data-bbox="1562 610 1927 667">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="1434 667 1562 699">150</td> <td data-bbox="1562 667 1927 699">Far above average growth</td> </tr> <tr> <td data-bbox="1434 699 1562 732">115</td> <td data-bbox="1562 699 1927 732">Above average growth</td> </tr> <tr> <td data-bbox="1434 732 1562 764">85</td> <td data-bbox="1562 732 1927 764">Average growth</td> </tr> <tr> <td data-bbox="1434 764 1562 797">25</td> <td data-bbox="1562 764 1927 797">Below average growth</td> </tr> <tr> <td data-bbox="1434 797 1562 816">0</td> <td data-bbox="1562 797 1927 816">Far below average growth</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Expected levels of growth are differentiated for each student, taking into account student characteristics known to impact student academic growth</li> <li>Formula similar to how Progress Index works in grade 4-8</li> </ul> | Points awarded | Description | 150 | Far above average growth | 115 | Above average growth | 85 | Average growth | 25 | Below average growth | 0 | Far below average growth |
|                      |  | Diagnostic Percent Range  | Postassessment score needed to get 150 points=            |  |         |     |        |  |       |  |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
|                      |  | 95-100%   | 95%   |  |         |     |        |  |       |  |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 80-94%               | Diagnostic % correct + ((95% - Diagnostic % correct)/# of years from start of grade 3)   |   |   |  |         |     |        |  |       |  |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 0-79%                | Diagnostic % correct + ((80% - Diagnostic % correct)/# of years from start of grade 3)   |   |   |  |         |     |        |  |       |  |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| Points awarded       | Description  |   |   |  |         |     |        |  |       |  |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 150                  | Far above average growth   |   |   |  |         |     |        |  |       |  |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 115                  | Above average growth   |   |   |  |         |     |        |  |       |  |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 85                   | Average growth   |   |   |  |         |     |        |  |       |  |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 25                   | Below average growth   |   |   |  |         |     |        |  |       |  |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 0                    | Far below average growth   |   |   |  |         |     |        |  |       |  |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |

| <p>Grade 3 core subjects (ELA, Math, Science, Social Studies)</p> | <p><u>Baseline Measure:</u><br/>Diagnostic Assessment</p> <p><u>Progress Monitoring Measures:</u><br/>Quarterly Benchmark Assessments</p> <p><u>Goal Attainment Measure:</u><br/>LEAP Assessment</p> | <ul style="list-style-type: none"> <li>150 points for students who are on pace to score Mastery on Grade 8 LEAP</li> <li>Calculated using following formulas:</li> </ul> <table border="1" data-bbox="898 383 1402 816"> <thead> <tr> <th>Current LEAP achievement level</th> <th>LEAP score needed to get 150 points=</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>Maintain Advanced level</td> </tr> <tr> <td>Mastery</td> <td>Current LEAP scaled score + ((Scaled Score Needed for Advanced- Current Scaled Score)/# of years from grade 8, inclusive))</td> </tr> <tr> <td>Basic App. Basic Unsat.</td> <td>Current LEAP scaled score + ((750 - Current Scaled Score)/ # of years from grade 8, inclusive))</td> </tr> </tbody> </table> | Current LEAP achievement level | LEAP score needed to get 150 points= | Advanced | Maintain Advanced level | Mastery | Current LEAP scaled score + ((Scaled Score Needed for Advanced- Current Scaled Score)/# of years from grade 8, inclusive)) | Basic App. Basic Unsat. | Current LEAP scaled score + ((750 - Current Scaled Score)/ # of years from grade 8, inclusive)) | <ul style="list-style-type: none"> <li>For students who did not meet target in Question 1</li> <li>Students awarded points based on how they perform relative to their peers on LEAP (i.e., how students perform relative to their expected scaled score)</li> <li>Points awarded as follows:</li> </ul> <table border="1" data-bbox="1432 480 1927 683"> <thead> <tr> <th>Points awarded</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>Far above average growth</td> </tr> <tr> <td>115</td> <td>Above average growth</td> </tr> <tr> <td>85</td> <td>Average growth</td> </tr> <tr> <td>25</td> <td>Below average growth</td> </tr> <tr> <td>0</td> <td>Far below average growth</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Expected scaled scores differentiated for each student, taking into account student characteristics known to impact student academic growth</li> <li>Formula similar to how Progress Index works in grades 4-8</li> </ul> | Points awarded | Description | 150 | Far above average growth | 115 | Above average growth | 85 | Average growth | 25 | Below average growth | 0 | Far below average growth |
|---|--|---|--------------------------------|--------------------------------------|----------|-------------------------|---------|--|-------------------------|---|---|----------------|-------------|-----|--------------------------|-----|----------------------|----|----------------|----|----------------------|---|--------------------------|
| Current LEAP achievement level                                    | LEAP score needed to get 150 points=   |   |                                |                                      |          |                         |         |  |                         |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| Advanced  | Maintain Advanced level  |   |                                |                                      |          |                         |         |  |                         |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| Mastery   | Current LEAP scaled score + ((Scaled Score Needed for Advanced- Current Scaled Score)/# of years from grade 8, inclusive))   |   |                                |                                      |          |                         |         |  |                         |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| Basic App. Basic Unsat.   | Current LEAP scaled score + ((750 - Current Scaled Score)/ # of years from grade 8, inclusive))  |   |                                |                                      |          |                         |         |  |                         |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
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| 150   | Far above average growth   |   |                                |                                      |          |                         |         |  |                         |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 115   | Above average growth   |   |                                |                                      |          |                         |         |  |                         |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 85  | Average growth   |   |                                |                                      |          |                         |         |  |                         |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 25  | Below average growth   |   |                                |                                      |          |                         |         |  |                         |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 0   | Far below average growth   |   |                                |                                      |          |                         |         |  |                         |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |

| <p><b>Grades 4-8 core subjects</b><br/>(<b>ELA, Math</b>, Science, Social Studies)</p> | <p><u>Baseline Measure:</u><br/>LEAP Scaled Score in Content area from prior year</p> <p>Diagnostic Assessment (if prior LEAP score not available)</p> <p><u>Progress Monitoring Measures:</u><br/>Quarterly Benchmark Assessments</p> <p><u>Goal Attainment Measure:</u><br/>LEAP Assessment</p> | <ul style="list-style-type: none"> <li>150 points for students who are on pace to score Mastery by Grade 8 LEAP</li> <li>Calculated using following formulas:</li> </ul> <table border="1" data-bbox="898 381 1402 815"> <thead> <tr> <th>Current LEAP achievement level</th> <th>LEAP score needed to get 150 points=</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>Maintain Advanced level</td> </tr> <tr> <td>Mastery</td> <td>Current LEAP scaled score + ((Scaled Score Needed for Advanced- Current Scaled Score)/ # of years from grade 8, inclusive))</td> </tr> <tr> <td>Basic<br/>App. Basic<br/>Unsat.</td> <td>Current LEAP scaled score + ((750 - Current Scaled Score)/ # of years from grade 8, inclusive))</td> </tr> </tbody> </table> | Current LEAP achievement level | LEAP score needed to get 150 points= | Advanced | Maintain Advanced level | Mastery | Current LEAP scaled score + ((Scaled Score Needed for Advanced- Current Scaled Score)/ # of years from grade 8, inclusive)) | Basic<br>App. Basic<br>Unsat. | Current LEAP scaled score + ((750 - Current Scaled Score)/ # of years from grade 8, inclusive)) | <ul style="list-style-type: none"> <li>For students who did not meet target in Question 1</li> <li>Students awarded points based on how they perform relative to their peers on LEAP (i.e., how students perform relative to their expected scaled score)</li> <li>Points awarded as follows:</li> </ul> <table border="1" data-bbox="1432 479 1929 683"> <thead> <tr> <th>Points awarded</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>Far above average growth</td> </tr> <tr> <td>115</td> <td>Above average growth</td> </tr> <tr> <td>85</td> <td>Average growth</td> </tr> <tr> <td>25</td> <td>Below average growth</td> </tr> <tr> <td>0</td> <td>Far below average growth</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Expected scaled scores differentiated for each student, taking into account student characteristics known to impact student academic growth (last year's LEAP results, disability, discipline, attendance, etc.)</li> </ul> | Points awarded | Description | 150 | Far above average growth | 115 | Above average growth | 85 | Average growth | 25 | Below average growth | 0 | Far below average growth |
|--|---|--|--------------------------------|--------------------------------------|----------|-------------------------|---------|---|-------------------------------|---|---|----------------|-------------|-----|--------------------------|-----|----------------------|----|----------------|----|----------------------|---|--------------------------|
|  | Current LEAP achievement level  | LEAP score needed to get 150 points=   |                                |                                      |          |                         |         |   |                               |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| Advanced   | Maintain Advanced level   |  |                                |                                      |          |                         |         |   |                               |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| Mastery  | Current LEAP scaled score + ((Scaled Score Needed for Advanced- Current Scaled Score)/ # of years from grade 8, inclusive))   |  |                                |                                      |          |                         |         |   |                               |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| Basic<br>App. Basic<br>Unsat.  | Current LEAP scaled score + ((750 - Current Scaled Score)/ # of years from grade 8, inclusive))   |  |                                |                                      |          |                         |         |   |                               |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| Points awarded   | Description   |  |                                |                                      |          |                         |         |   |                               |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 150  | Far above average growth  |  |                                |                                      |          |                         |         |   |                               |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 115  | Above average growth  |  |                                |                                      |          |                         |         |   |                               |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 85   | Average growth  |  |                                |                                      |          |                         |         |   |                               |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 25   | Below average growth  |  |                                |                                      |          |                         |         |   |                               |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 0  | Far below average growth  |  |                                |                                      |          |                         |         |   |                               |   |   |                |             |     |                          |     |                      |    |                |    |                      |   |                          |

| <p><b>High School LEAP 2025 courses</b></p> <p><b>English 1</b><br/><b>English 2</b><br/><b>Algebra 1</b><br/><b>Geometry</b><br/>Biology<br/>US History</p> | <p><u>Baseline Measure:</u><br/>LEAP scaled score in content area from prior year</p> <p>Diagnostic Assessment (if prior LEAP score not available)</p> <p><u>Progress Monitoring Measures:</u><br/>Quarterly Benchmark Assessments</p> <p><u>Goal Attainment Measure:</u><br/>LEAP 2025 Assessment</p> | <ul style="list-style-type: none"> <li>150 points for students who are on pace to score Mastery by the end of English 2 (ELA), Geometry (Math), Biology (Science), and US History (Soc. Studies)</li> <li>Calculated using following formulas:</li> </ul> <table border="1" data-bbox="898 444 1400 982"> <thead> <tr> <th>Current LEAP achievement level in content area</th> <th>LEAP score needed to get 150 points=</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>Maintain Advanced level</td> </tr> <tr> <td>Mastery</td> <td>Current LEAP scaled score + ((Scaled Score Needed for Advanced- Current Scaled Score)/# of years from second LEAP 2025 course in content area, inclusive))</td> </tr> <tr> <td>Basic App. Basic Unsat.</td> <td>Current LEAP scaled score + ((750 - Current Scaled Score)/# of years from second LEAP 2025 course in content area, inclusive))</td> </tr> </tbody> </table> | Current LEAP achievement level in content area | LEAP score needed to get 150 points= | Advanced | Maintain Advanced level | Mastery | Current LEAP scaled score + ((Scaled Score Needed for Advanced- Current Scaled Score)/# of years from second LEAP 2025 course in content area, inclusive)) | Basic App. Basic Unsat. | Current LEAP scaled score + ((750 - Current Scaled Score)/# of years from second LEAP 2025 course in content area, inclusive)) | <ul style="list-style-type: none"> <li>For students who did not meet target in Question 1</li> <li>Students awarded points based on how they perform relative to their peers on LEAP 2025 (i.e., how students perform relative to their expected scaled score)</li> <li>Points awarded as follows:</li> </ul> <table border="1" data-bbox="1430 477 1927 683"> <thead> <tr> <th>Points awarded</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>Far above average growth</td> </tr> <tr> <td>115</td> <td>Above average growth</td> </tr> <tr> <td>85</td> <td>Average growth</td> </tr> <tr> <td>25</td> <td>Below average growth</td> </tr> <tr> <td>0</td> <td>Far below average growth</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Expected scaled scores differentiated for each student, taking into account student characteristics known to impact student academic growth (last year's LEAP results, disability, discipline, attendance, etc.)</li> </ul> | Points awarded | Description | 150 | Far above average growth | 115 | Above average growth | 85 | Average growth | 25 | Below average growth | 0 | Far below average growth |
|--|--|---|--|--------------------------------------|----------|-------------------------|---------|--|-------------------------|--|--|----------------|-------------|-----|--------------------------|-----|----------------------|----|----------------|----|----------------------|---|--------------------------|
| Current LEAP achievement level in content area   | LEAP score needed to get 150 points=   |   |  |                                      |          |                         |         |  |                         |  |  |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| Advanced   | Maintain Advanced level  |   |  |                                      |          |                         |         |  |                         |  |  |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| Mastery  | Current LEAP scaled score + ((Scaled Score Needed for Advanced- Current Scaled Score)/# of years from second LEAP 2025 course in content area, inclusive))   |   |  |                                      |          |                         |         |  |                         |  |  |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| Basic App. Basic Unsat.  | Current LEAP scaled score + ((750 - Current Scaled Score)/# of years from second LEAP 2025 course in content area, inclusive))   |   |  |                                      |          |                         |         |  |                         |  |  |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| Points awarded   | Description  |   |  |                                      |          |                         |         |  |                         |  |  |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 150  | Far above average growth   |   |  |                                      |          |                         |         |  |                         |  |  |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 115  | Above average growth   |   |  |                                      |          |                         |         |  |                         |  |  |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 85   | Average growth   |   |  |                                      |          |                         |         |  |                         |  |  |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 25   | Below average growth   |   |  |                                      |          |                         |         |  |                         |  |  |                |             |     |                          |     |                      |    |                |    |                      |   |                          |
| 0  | Far below average growth   |   |  |                                      |          |                         |         |  |                         |  |  |                |             |     |                          |     |                      |    |                |    |                      |   |                          |

**\*Note:** subjects and courses in bold print indicate that these subjects/courses count in LDOE Progress Index that factors into SPS.

## **JPS Progress Index Formulas for Question 2: Are Students Growing Relative to Peers?**

The formulas below show how Question 2 growth targets were calculated for each student. These formulas were developed from a statistical analysis of patterns in student growth in JPS from prior years (the 2016-17 school year to the 2017-18 school year for elementary grades, and the 2017-18 school year to the 2018-19 school year for high school courses). The formulas shown approximate how the LDOE determines "growth relative to peers." This involves the following steps:

- (1) A predictive model (i.e., equation) is developed using statistics software. This model produces a predicted scaled score for each student based on influential variables that commonly impact student achievement, such as prior test scores, disability status, discipline history, and attendance history
- (2) The difference between each student's actual scaled score and their predicted scaled score is calculated. This shows how much each student underperformed/overperformed against their predicted score. This is known as the "residual" for each student.
- (3) The residuals for students are rank ordered from largest to smallest. The top 20% of residuals are said to have "far above average growth" and students at this level would be estimated to score 150 points in the Progress Index. The next 20% of residuals would be said to have "above average growth" and would be estimated to score 115 points in the Progress Index, and so on.

While this process is similar to how the LDOE determines its full Progress Index, there are still important differences between this process and the one used to determine actual Progress Index. It should therefore still be considered an estimate of the scores specific students would need to score at different levels in the Progress Index.

## 4-8 ELA Predictive Model

Typical Scaled Score (SS) =

$$154.199 + 0.438(\text{Last Year's ELA SS}) + 0.149(\text{Last Year's MTH SS}) + 0.219(\text{Last Year's SOC SS}) - 2.260(\text{Economic Status}) - 6.774(\text{LEP Status}) - 12.154(\text{SWD Status}) - 8.078(\text{Section504 Status}) + 9.256(\text{Gifted Status}) - 0.553(\text{Suspensions}) - 0.042(\text{Absences})$$

| Variables Included                  |   |
|-------------------------------------|---|
| Variable                            | Definition  |
| <i>Last Year's ELA scaled score</i> | <i>Student's ELA LEAP scaled score, score range: 650-850</i>  |
| <i>Last Year's SOC scaled score</i> | <i>Student's Social Studies LEAP scaled score, score range: 650-850</i>   |
| <i>Last Year's MTH scaled score</i> | <i>Student's Math LEAP scaled score, score range: 650-850</i>   |
| <i>SWD status</i>                   | <i>Binary variable of student's disability status: 0=not SWD, 1=SWD</i>   |
| <i>Economic Status</i>              | <i>Binary variable of student's economic status: 0=not economically disadvantaged, 1=economically disadvantaged</i> |
| <i>Section504 Status</i>            | <i>Binary variable of student's 504 status: 0=not 504, 1=is 504</i>   |
| <i>LEP Status</i>                   | <i>Binary variable of student's LEP status: 0=not LEP, 1=is LEP</i>   |
| <i>Gifted status</i>                | <i>Binary variable of student's Gifted status: 0=not Gifted, 1-is Gifted</i>  |
| <i>Suspensions</i>                  | <i>Number of suspensions (ISS or OSS) that the student received the year before</i>                                 |
| <i>Absences</i>                     | <i>Number of days the student was absent the year before</i>  |

Predictive Power

- Predicts 70% of variation in scaled scores from one year to the next
- Statistically significant (i.e., the model includes real relationships)

## 4-8 Math Predictive Model

Typical Scaled Score (SS) =

$$150.787 + 0.097(\text{Last Year's ELA SS}) + 0.584(\text{Last Year's MTH SS}) + 0.121(\text{Last Year's SOC SS}) - 3.787(\text{Economic Status}) - 0.999(\text{LEP Status}) - 4.026(\text{SWD Status}) - 3.529(\text{Section504 Status}) + 12.342(\text{Gifted Status}) - 0.632(\text{Suspensions}) - 0.102(\text{Absences})$$

| Variables Included                  |   |
|-------------------------------------|---|
| Variable                            | Definition  |
| <i>Last Year's ELA scaled score</i> | <i>Student's ELA LEAP scaled score, score range: 650-850</i>  |
| <i>Last Year's SOC scaled score</i> | <i>Student's Social Studies LEAP scaled score, score range: 650-850</i>   |
| <i>Last Year's MTH scaled score</i> | <i>Student's Math LEAP scaled score, score range: 650-850</i>   |
| <i>SWD status</i>                   | <i>Binary variable of student's disability status: 0=not SWD, 1=SWD</i>   |
| <i>Economic Status</i>              | <i>Binary variable of student's economic status: 0=not economically disadvantaged, 1=economically disadvantaged</i> |
| <i>Section504 Status</i>            | <i>Binary variable of student's 504 status: 0=not 504, 1=is 504</i>   |
| <i>LEP Status</i>                   | <i>Binary variable of student's LEP status: 0=not LEP, 1=is LEP</i>   |
| <i>Gifted status</i>                | <i>Binary variable of student's Gifted status: 0=not Gifted, 1-is Gifted</i>  |
| <i>Suspensions</i>                  | <i>Number of suspensions (ISS or OSS) that the student received the year before</i>                                 |
| <i>Absences</i>                     | <i>Number of days the student was absent the year before</i>  |

Predictive Power

- Predicts 69% of variation in scaled scores from one year to the next
- Statistically significant (i.e., the model includes real relationships)



## 4-8 Social Studies Predictive Model

Typical Scaled Score (SS) =

$$105.956 + 0.285(\text{Last Year's ELA SS}) + 0.177(\text{Last Year's MTH SS}) + 0.393(\text{Last Year's SOC SS}) - 4.684(\text{Economic Status}) - 6.345(\text{SWD Status}) - 3.666(\text{Section504 Status}) + 8.205(\text{Gifted Status}) - 0.068(\text{Absences})$$

| Variables Included                  |   |
|-------------------------------------|---|
| Variable                            | Definition  |
| <i>Last Year's ELA scaled score</i> | <i>Student's ELA LEAP scaled score, score range: 650-850</i>  |
| <i>Last Year's SOC scaled score</i> | <i>Student's Social Studies LEAP scaled score, score range: 650-850</i>   |
| <i>Last Year's MTH scaled score</i> | <i>Student's Math LEAP scaled score, score range: 650-850</i>   |
| <i>SWD status</i>                   | <i>Binary variable of student's disability status: 0=not SWD, 1=SWD</i>   |
| <i>Economic Status</i>              | <i>Binary variable of student's economic status: 0=not economically disadvantaged, 1=economically disadvantaged</i> |
| <i>Section504 Status</i>            | <i>Binary variable of student's 504 status: 0=not 504, 1=is 504</i>   |
| <i>LEP Status</i>                   | <i>Binary variable of student's LEP status: 0=not LEP, 1=is LEP</i>   |
| <i>Gifted status</i>                | <i>Binary variable of student's Gifted status: 0=not Gifted, 1-is Gifted</i>  |
| <i>Absences</i>                     | <i>Number of days the student was absent the year before</i>  |

|                  |   |
|------------------|---|
| Predictive Power | <ul style="list-style-type: none"> <li>• Predicts 64% of variation in scaled scores from one year to the next</li> <li>• Statistically significant (i.e., the model includes real relationships)</li> </ul> |
|------------------|---|

## 4-8 Science Predictive Model

Typical Scaled Score (SS) =

$$133.675 + 0.277(\text{Last Year's ELA SS}) + 0.309(\text{Last Year's MTH SS}) + 0.239(\text{Last Year's SOC SS}) - 3.556(\text{Economic Status}) - 2.908(\text{LEP Status}) - 7.420(\text{SWD Status}) - 5.039(\text{Section504 Status}) + 9.869(\text{Gifted Status}) - 0.440(\text{Suspensions}) - 0.079(\text{Absences})$$

| Variables Included                  |   |
|-------------------------------------|---|
| Variable                            | Definition  |
| <i>Last Year's ELA scaled score</i> | <i>Student's ELA LEAP scaled score, score range: 650-850</i>  |
| <i>Last Year's SOC scaled score</i> | <i>Student's Social Studies LEAP scaled score, score range: 650-850</i>   |
| <i>Last Year's MTH scaled score</i> | <i>Student's Math LEAP scaled score, score range: 650-850</i>   |
| <i>SWD status</i>                   | <i>Binary variable of student's disability status: 0=not SWD, 1=SWD</i>   |
| <i>Economic Status</i>              | <i>Binary variable of student's economic status: 0=not economically disadvantaged, 1=economically disadvantaged</i> |
| <i>Section504 Status</i>            | <i>Binary variable of student's 504 status: 0=not 504, 1=is 504</i>   |
| <i>LEP Status</i>                   | <i>Binary variable of student's LEP status: 0=not LEP, 1=is LEP</i>   |
| <i>Gifted status</i>                | <i>Binary variable of student's Gifted status: 0=not Gifted, 1-is Gifted</i>  |
| <i>Suspensions</i>                  | <i>Number of suspensions (ISS or OSS) that the student received the year before</i>                                 |
| <i>Absences</i>                     | <i>Number of days the student was absent the year before</i>  |

|                  |   |
|------------------|---|
| Predictive Power | <ul style="list-style-type: none"> <li>• Predicts 78% of variation in scaled scores from one year to the next</li> <li>• Statistically significant (i.e., the model includes real relationships)</li> </ul> |
|------------------|---|

*Note: As Science assessments have been undergoing a transition, the average of ELA, Math, and Social Studies scaled scores were used as a proxy for Science scores in developing this predictive model.*

## Grade 3 ELA Predictive Model

Typical Scaled Score (SS) =

$$685.150 + 0.654(\text{Literacy Screener}) + 14.019(\text{Last Year's GPA}) - 9.187(\text{Economic Status}) - 12.225(\text{SWD Status}) + 27.264(\text{Gifted Status}) - 4.148(\text{Section504 Status})$$

| Variables Included       |  |
|--------------------------|--|
| Variable                 | Definition   |
| <i>Literacy Screener</i> | <i>Student's LDOE Literacy Screener percentile rank from the beginning of Grade 2 academic year (scored 1 to 99)</i> |
| <i>Last Year's GPA</i>   | <i>Student's GPA from prior year, score range: 0.00 - 4.00</i>   |
| <i>SWD status</i>        | <i>Binary variable of student's disability status: 0=not SWD, 1=SWD</i>  |
| <i>Economic Status</i>   | <i>Binary variable of student's economic status: 0=not economically disadvantaged, 1=economically disadvantaged</i>  |
| <i>Section504 Status</i> | <i>Binary variable of student's 504 status: 0=not 504, 1=is 504</i>  |
| <i>Gifted status</i>     | <i>Binary variable of student's Gifted status: 0=not Gifted, 1=is Gifted</i>   |

|                  |   |
|------------------|---|
| Predictive Power | <ul style="list-style-type: none"> <li>• Predicts 47% of variation in scaled scores from one year to the next</li> <li>• Statistically significant (i.e., the model includes real relationships)</li> </ul> |
|------------------|---|

## Grade 3 Math Predictive Model

Typical Scaled Score (SS) =

$$694.159 + 0.307(\text{Literacy Screener}) + 16.388(\text{Last Year's GPA}) - 8.697(\text{Economic Status}) - 4.198(\text{SWD Status}) + 27.935(\text{Gifted Status}) - 0.142(\text{Absences})$$

| Variables Included       |  |
|--------------------------|--|
| Variable                 | Definition   |
| <i>Literacy Screener</i> | <i>Student's LDOE Literacy Screener percentile rank from the beginning of Grade 2 academic year (scored 1 to 99)</i> |
| <i>Last Year's GPA</i>   | <i>Student's GPA from prior year, score range: 0.00 - 4.00</i>   |
| <i>SWD status</i>        | <i>Binary variable of student's disability status: 0=not SWD, 1=SWD</i>  |
| <i>Economic Status</i>   | <i>Binary variable of student's economic status: 0=not economically disadvantaged, 1=economically disadvantaged</i>  |
| <i>Absences</i>          | <i>Number of days the student was absent the year before</i>   |
| <i>Gifted status</i>     | <i>Binary variable of student's Gifted status: 0=not Gifted, 1= Gifted</i>   |

|                  |   |
|------------------|---|
| Predictive Power | <ul style="list-style-type: none"> <li>• Predicts 47% of variation in scaled scores from one year to the next</li> <li>• Statistically significant (i.e., the model includes real relationships)</li> </ul> |
|------------------|---|

## Grade 3 Social Studies Predictive Model

Typical Scaled Score (SS) =

$$677.360 + 0.401(\text{Literacy Screener}) + 13.145(\text{Last Year's GPA}) - 9.031(\text{Economic Status}) + 26.223(\text{Gifted Status}) - 0.236(\text{Absences}) - 1.933(\text{Suspensions})$$

| Variables Included       |  |
|--------------------------|--|
| Variable                 | Definition   |
| <i>Literacy Screener</i> | <i>Student's LDOE Literacy Screener percentile rank from the beginning of Grade 2 academic year (scored 1 to 99)</i> |
| <i>Last Year's GPA</i>   | <i>Student's GPA from prior year, score range: 0.00 - 4.00</i>   |
| <i>Economic Status</i>   | <i>Binary variable of student's economic status: 0=not economically disadvantaged, 1=economically disadvantaged</i>  |
| <i>Gifted status</i>     | <i>Binary variable of student's Gifted status: 0=not Gifted, 1=is Gifted</i>   |
| <i>Absences</i>          | <i>Number of days the student was absent the year before</i>   |
| <i>Suspensions</i>       | <i>Number of suspensions (ISS or OSS) that the student received the year before</i>                                  |

|                  |   |
|------------------|---|
| Predictive Power | <ul style="list-style-type: none"> <li>• Predicts 40% of variation in scaled scores from one year to the next</li> <li>• Statistically significant (i.e., the model includes real relationships)</li> </ul> |
|------------------|---|

## Grade 3 Science Predictive Model

Typical Scaled Score (SS) =

$$685.766 + 0.454(\text{Literacy Screener}) + 14.493(\text{Last Year's GPA}) - 9.021(\text{Economic Status}) - 5.762(\text{SWD Status}) - 1.790(\text{Section504 Status}) + 27.102(\text{Gifted Status}) - 0.138(\text{Absences})$$

| Variables Included       |   |
|--------------------------|---|
| Variable                 | Definition  |
| <i>Literacy Screener</i> | <i>Student's LDOE Literacy Screener Percentile from the beginning of Grade 2 academic year</i>                      |
| <i>Last Year's GPA</i>   | <i>Student's GPA from prior year, score range: 0.00 - 4.00</i>  |
| <i>SWD status</i>        | <i>Binary variable of student's disability status: 0=not SWD, 1=SWD</i>   |
| <i>Economic Status</i>   | <i>Binary variable of student's economic status: 0=not economically disadvantaged, 1=economically disadvantaged</i> |
| <i>Section504 Status</i> | <i>Binary variable of student's 504 status: 0=not 504, 1=is 504</i>   |
| <i>Gifted status</i>     | <i>Binary variable of student's Gifted status: 0=not Gifted, 1=is Gifted</i>  |
| <i>Absences</i>          | <i>Number of days the student was absent the year before</i>  |

|                  |   |
|------------------|---|
| Predictive Power | <ul style="list-style-type: none"> <li>• Predicts 57% of variation in scaled scores from one year to the next</li> <li>• Statistically significant (i.e., the model includes real relationships)</li> </ul> |
|------------------|---|

*Note: As Science assessments have been undergoing a transition, the average of ELA, Math, and Social Studies scaled scores were used as a proxy for Science scores in developing this predictive model.*

## Grades K-2 ELA and Math Expected Growth

The following table shows expected growth in percent correct from beginning-of-year Diagnostic Assessment to end-of-year Postassessment. Although not based on statistical modeling, the expected growth levels shown below are consistent with statistical patterns in the tested grades in these subjects.

|   | Far below average growth (0 points)                    | Below average growth (25 points)              | Average Growth (85 points)                     | Above average growth (115 points)              | Far above average growth (150 points)                      |
|---|--|---|--|--|--|
| Default growth target levels<br><i>(Percent correct on Postassessment minus percent correct on Diagnostic)</i>  | -4% or lower   | -3%   | +7%  | +18%   | + 19% or greater   |
| Default growth target levels for students who scored 80% or higher on Diagnostic Assessment<br><i>(Percent correct on Postassessment minus percent correct on Diagnostic)</i> | $-0.2 \times (100\% - \text{Diagnostic } \%)$ or lower | $-0.1 \times (100\% - \text{Diagnostic } \%)$ | $+0.33 \times (100\% - \text{Diagnostic } \%)$ | $+0.50 \times (100\% - \text{Diagnostic } \%)$ | $+ 0.66 \times (100\% - \text{Diagnostic } \%)$ or greater |

| Adjustments to default levels  | Adjustment amount |
|--------------------------------|-------------------|
| SWD                            | -6%               |
| 504 status                     | -4%               |
| LEP                            | -3%               |
| Per suspension prior year      | -1%               |
| 15+ days absent in prior year  | -10%              |
| 8-14 days absent in prior year | -5%               |
| Gifted                         | +10%              |

**Example 1:** A second grade student has a 504 plan and was absent 10 days last school year. This student scored 70% on the beginning-of-year Diagnostic Assessment.

|  | Far below average growth (0 points) | Below average growth (25 points) | Average Growth (85 points) | Above average growth (115 points) | Far above average growth (150 points) |
|--|-------------------------------------|----------------------------------|----------------------------|-----------------------------------|---------------------------------------|
| Default growth target levels<br><i>(Percent correct on Postassessment minus percent correct on Diagnostic)</i> | -4% or lower                        | -3%                              | +7%                        | +18%                              | + 19% or greater                      |
| Adjustment due to 504 plan (-4%)   | -8% or lower                        | -7%                              | +3%                        | +14%                              | + 15% or greater                      |
| Adjustment due to 10 absences last year (-5%)  | -13% or lower                       | -12%                             | -2%                        | +9%                               | + 11% or greater                      |

**Example 2:** A first grade student scored **90%** on the Diagnostic Assessment

|   | Far below average growth (0 points)                    | Below average growth (25 points)              | Average Growth (85 points)                     | Above average growth (115 points)              | Far above average growth (150 points)                      |
|---|--|---|--|--|--|
| Default growth target levels for students who scored 80% or higher on Diagnostic Assessment<br><i>(Percent correct on Postassessment minus percent correct on Diagnostic)</i> | $-0.2 \times (100\% - \text{Diagnostic } \%)$ or lower | $-0.1 \times (100\% - \text{Diagnostic } \%)$ | $+0.33 \times (100\% - \text{Diagnostic } \%)$ | $+0.50 \times (100\% - \text{Diagnostic } \%)$ | $+ 0.66 \times (100\% - \text{Diagnostic } \%)$ or greater |
| Step 1 of calculation→  | $-0.2 \times (100\% - \mathbf{90\%})$ or lower         | $-0.1 \times (100\% - \mathbf{90\%})$         | $+0.33 \times (100\% - \mathbf{90\%})$         | $+0.50 \times (100\% - \mathbf{90\%})$         | $+ 0.66 \times (100\% - \mathbf{90\%})$ or greater         |
| Step 2 of calculation→  | $-0.2 \times (10\%)$ or lower                          | $-0.1 \times (10\%)$                          | $+0.33 \times (10\%)$                          | $+0.50 \times (10\%)$                          | $+ 0.66 \times (10\%)$ or greater                          |
| Step 3 of calculation→  | -2% or lower   | -1%   | +3%  | +5%  | +7% or greater   |



## HS English 1 and English 2 Predictive Model

Typical Scaled Score (SS) =

$$101.758 + 0.616(\text{ELA 2 Year LEAP Average}) + 0.259(\text{MTH 2 Year LEAP Average}) - 7.407(\text{SWD Status}) - 6.286(\text{Section504 Status}) + 4.545(\text{Gifted Status}) + 4.029(\text{Talented Status}) - 6.092(\text{LEP Status}) - 1.753(\text{Suspensions}) - 0.175(\text{Absences})$$

| Variables Included             |   |
|--------------------------------|---|
| Variable                       | Definition  |
| <i>ELA 2 Year LEAP Average</i> | <i>Average of student's ELA LEAP scaled scores from previous two years, score range: 650-850</i>  |
| <i>MTH 2 Year LEAP Average</i> | <i>Average of student's Math LEAP scaled scores from previous two years, score range: 650-850</i> |
| <i>SWD status</i>              | <i>Binary variable of student's disability status: 0=not SWD, 1=SWD</i>                           |
| <i>Section504 Status</i>       | <i>Binary variable of student's 504 status: 0=not 504, 1=is 504</i>                               |
| <i>Gifted status</i>           | <i>Binary variable of student's Gifted status: 0=not Gifted, 1=is Gifted</i>                      |
| <i>Talented status</i>         | <i>Binary variable of student's Talented status: 0=not Talented, 1=is Talented</i>                |
| <i>LEP Status</i>              | <i>Binary variable of student's LEP status: 0=not LEP, 1=is LEP</i>                               |
| <i>Suspensions</i>             | <i>Number of suspensions (ISS or OSS) that the student received the year before</i>               |
| <i>Absences</i>                | <i>Number of days the student was absent the year before</i>                                      |

Predictive Power

- Predicts 71% of scaled scores
- Statistically significant (i.e., the model includes real relationships)

## HS Algebra 1 and Geometry Predictive Model

Typical Scaled Score (SS) =

$$176.856 + 0.074(\text{ELA 2 Year LEAP Average}) + 0.698(\text{MTH 2 Year LEAP Average}) - 2.662(\text{Section 504 Status}) + 13.057(\text{Gifted Status}) + 5.224(\text{Talented Status}) - 4.373(\text{Economic Status}) - 0.824(\text{Suspensions}) - 0.248(\text{Absences})$$

| Variables Included             |   |
|--------------------------------|---|
| Variable                       | Definition  |
| <i>ELA 2 Year LEAP Average</i> | <i>Average of student's ELA LEAP scaled scores from previous two years, score range: 650-850</i>                    |
| <i>MTH 2 Year LEAP Average</i> | <i>Average of student's Math LEAP scaled scores from previous two years, score range: 650-850</i>                   |
| <i>Section 504 Status</i>      | <i>Binary variable of student's 504 status: 0=not 504, 1=is 504</i>   |
| <i>Gifted status</i>           | <i>Binary variable of student's Gifted status: 0=not Gifted, 1=is Gifted</i>  |
| <i>Talented status</i>         | <i>Binary variable of student's Talented status: 0=not Talented, 1=is Talented</i>                                  |
| <i>Economic Status</i>         | <i>Binary variable of student's economic status: 0=not economically disadvantaged, 1=economically disadvantaged</i> |
| <i>Suspensions</i>             | <i>Number of suspensions (ISS or OSS) that the student received the year before</i>                                 |
| <i>Absences</i>                | <i>Number of days the student was absent the year before</i>  |

Predictive Power

- Predicts 64% of scaled scores
- Statistically significant (i.e., the model includes real relationships)

## HS US History Predictive Model

Typical Scaled Score (SS) =

$$204.805 + 0.389(\text{ELA 2 Year LEAP Average}) + 0.323(\text{MTH 2 Year LEAP Average}) - 7.398(\text{SWD Status}) - 5.453(\text{LEP Status}) - 2.563(\text{Suspensions})$$

| Variables Included             |   |
|--------------------------------|---|
| Variable                       | Definition  |
| <i>ELA 2 Year LEAP Average</i> | <i>Average of student's ELA LEAP scaled scores from previous two years, score range: 650-850</i>  |
| <i>MTH 2 Year LEAP Average</i> | <i>Average of student's Math LEAP scaled scores from previous two years, score range: 650-850</i> |
| <i>SWD status</i>              | <i>Binary variable of student's disability status: 0=not SWD, 1=SWD</i>                           |
| <i>LEP Status</i>              | <i>Binary variable of student's LEP status: 0=not LEP, 1=is LEP</i>                               |
| <i>Suspensions</i>             | <i>Number of suspensions (ISS or OSS) that the student received the year before</i>               |

|                  |  |
|------------------|--|
| Predictive Power | <ul style="list-style-type: none"> <li>• Predicts 61% of scaled scores</li> <li>• Statistically significant (i.e., the model includes real relationships)</li> </ul> |
|------------------|--|

## HS Biology\* Predictive Model

Typical Scaled Score (SS) =

$$138.192 + 0.357(\text{ELA 2 Year LEAP Average}) + 0.467(\text{MTH 2 Year LEAP Average}) - 4.517(\text{SWD Status}) - 4.245(\text{Section504 Status}) + 8.216(\text{Gifted Status}) + 3.600(\text{Talented Status}) - 3.025(\text{Economic Status}) - 3.048(\text{LEP Status}) - 1.611(\text{Suspensions}) - 0.147(\text{Absences})$$

| Variables Included      |  |
|-------------------------|--|
| Variable                | Definition   |
| ELA 2 Year LEAP Average | Average of student's ELA LEAP scaled scores from previous two years, score range: 650-850                    |
| MTH 2 Year LEAP Average | Average of student's Math LEAP scaled scores from previous two years, score range: 650-850                   |
| SWD status              | Binary variable of student's disability status: 0=not SWD, 1=SWD   |
| Section504 Status       | Binary variable of student's 504 status: 0=not 504, 1=is 504   |
| Gifted status           | Binary variable of student's Gifted status: 0=not Gifted, 1=is Gifted  |
| Talented status         | Binary variable of student's Talented status: 0=not Talented, 1=is Talented                                  |
| Economic Status         | Binary variable of student's economic status: 0=not economically disadvantaged, 1=economically disadvantaged |
| LEP Status              | Binary variable of student's LEP status: 0=not LEP, 1=is LEP   |
| Suspensions             | Number of suspensions (ISS or OSS) that the student received the year before                                 |
| Absences                | Number of days the student was absent the year before  |

|                  |  |
|------------------|--|
| Predictive Power | <ul style="list-style-type: none"> <li>• Predicts 69% of scaled scores</li> <li>• Statistically significant (i.e., the model includes real relationships)</li> </ul> |
|------------------|--|

\*Note: As no LEAP 2025 Biology scores were available at the time of this analysis, the average of all other LEAP 2025 assessments was used as a proxy for Biology scores. By using this average as the dependent variable, this model shows general patterns in growth for all HS LEAP 2025 assessments that also would reflect general patterns in Biology.

# Appendix B

## Baseline Scores for Biology, U.S. History and CLEP/AP Aligned Courses

Standardized measures from the prior year provide some of the best data to determine where students are at the start of a course. In courses such as Biology, US History and particular electives that culminate in a CLEP/AP Exam, there might not always be a standardized measure in that content area from the year just prior.

However, students taking these courses already have a record of achievement from other courses that tend to predict their success going forward. In particular, how a student does across prior LEAP assessments in ELA and Math are strong predictors because these are core subject areas that prepare students for academic success generally.

The tables below show JPS data on how prior performance on ELA/Math LEAP assessments correlate to success in Biology, US History, and CLEP courses.

| Students who had this score on the 2018 US History LEAP... | ...had an average ELA/Math LEAP Level from the prior two years that was: |            |            |                   |                |
|--|--|------------|------------|-------------------|----------------|
|  | Advanced   | Mastery    | Basic      | Approaching Basic | Unsatisfactory |
| Advanced   | <b>64%</b>   | 31%        | 5%         | 1%                | 0%             |
| Mastery  | 31%  | <b>51%</b> | 15%        | 2%                | 1%             |
| Basic  | 5%   | 37%        | <b>42%</b> | 14%               | 2%             |
| Approaching Basic  | 1%   | 7%         | 40%        | <b>42%</b>        | 11%            |
| Unsatisfactory   | 0%   | 1%         | 9%         | 41%               | <b>49%</b>     |

| Students who had this score on a 2018-19 CLEP Assessment (excluding Spanish Language) | ...had an average ELA/Math LEAP Level from the prior two years that was: |
|---|--|
| Passed  | Mastery  |
| Did Not Pass  | Basic  |

# Appendix C

## Teacher Goal Setting Conversation Template For Evaluators

|  |
|--|
| <b>OPENING / SETTING THE PURPOSE</b>   |
| <i>Greeting/Set the tone.</i><br><br>Hello, _____. Today the purpose of our meeting is to work together in analyzing data and setting goals for your students for this school year.  |
| <b>DATA SHARING</b>  |
| <i>Share important data points, beginning with the teacher's growth and narrowing the focus to individual students in this year's class.</i><br><br>Ask the teacher to share their baseline data from their Goalsetting Dashboard, including: <ul style="list-style-type: none"><li>• Baseline data – LEAP 2025 or LEAP 360 (for students without LEAP 2025)</li></ul> <b>Possible Reflective Questions:</b> <ul style="list-style-type: none"><li>• Tell me about the process you went through to develop your goals for each student? Why was it important to go through this process?</li><li>• What were the important things you learned in reviewing the data for your class this year?</li></ul>  |
| <b>CONFIRM THE GOAL</b>  |
| <i>Following the data analysis, confirm the actual student learning target with the teacher.</i><br><br><b>Possible Reflective Questions:</b> <ul style="list-style-type: none"><li>• Tell me about some specific students. How did you determine how much each should grow this year?</li><li>• (Where the teacher has set a student goal that is too high/low) I interpret this student's data differently... (Share interpretation and ask for teacher's thoughts)</li><li>• (For students identified as struggling) What sorts of barriers do you anticipate would impact this student's success? How might knowing this inform your work as this student's teacher?</li><li>• If you accomplish the goals you've set here, what would this mean for students?</li><li>• If you accomplish the goals you've set here, what would this mean for our school?</li></ul> |
| <b>ANTICIPATE FOLLOW-UP DATA CONVERSATIONS</b>   |
| <i>Discuss what measures and data tracking that will occur throughout the school year.</i><br><br><b>Possible Reflective Questions:</b> <ul style="list-style-type: none"><li>• How will you know if students are making progress toward their goals throughout the year?</li></ul>  |
| <b>ANTICIPATE TEACHER PRACTICES</b>  |
| <i>Discuss specifically what teacher behaviors and actions will be performed to accomplish this goal.</i><br><br><b>Possible Reflective Questions:</b> <ul style="list-style-type: none"><li>• For students to accomplish their goals year, what are the most important areas of work that you will do as their teacher?</li><li>• For students to accomplish their goals year, what should your class look and sound like on a typical day?</li><li>• What are some of the ways you want to grow this year as a teacher? How can I/ our leadership team support your growth as a teacher?</li></ul>   |
| <b>REFLECT ON CONVERSATION</b>   |
| <i>Closing reflection on the goal setting conversation that just happened.</i><br><br><b>Possible Reflective Questions:</b> <ul style="list-style-type: none"><li>• What are the most important things you have taken from our meeting today? Why are those important for students?</li></ul>  |

My evaluator and I reflected on my student data and end-of-year goals using some of the questions above:

# Appendix D

## Teacher/ Evaluator Goal Setting Conversation Record

This form is a record of a goal setting conversation that happened between a teacher and their evaluator. During this conversation, teachers should:

- Present their analysis of student baseline data and the process they went through to arrive at their goals
- Present their EOY goals for each student and describe their process for arriving at those goals

Evaluators should:

- Review and co-analyze data and goals with their teachers
- Ask reflective questions about the teacher's data and goals (see Appendix B)
- Coach and/or suggest any revisions to student-level goals proposed by each teacher

We affirm that this conversation took place as described above (please sign and date in the boxes below):

|               | Teacher | Evaluator |
|---------------|---------|-----------|
| Signature:    |         |           |
| Printed Name: |         |           |
| Date:         |         |           |

Additional notes on what happened during conversation (optional):