# MSLs and MSOs
# for the 2021-22 School Year
# Part II

## Deepening Understanding of Student Success Criteria

Fall 2021

# Are you ready?

The handouts for this webinar may be accessed from our website:

http://www.cde.state.co.us/educatoreffectiveness/trainingtools

Look for the section with the title of this webinar
*Deepening Understanding of Success Criteria,*
and the links to the related handouts.

# Are you really ready?

| Previous Session (Part I) | This Session (Part II) |
|---|---|
| • General information about Educator Effectiveness and MSLs for teachers, principals, and SSPs during 2021-22 school year<br><br>• Guidance on processes for determining MSLs/MSOs and weights in alignment to local values<br><br>• Samples of MSL "pies" and weights<br><br>• Invited consideration and discussion regarding alignment of local values and MSL "pies" and weights | • Assumes MSLs/MSOs and weights have already been determined/approved<br><br>• Focuses on using data to set student success criteria/learning targets after beginning-of-year assessments have been conducted<br><br>• Uses multiple grouping strategies for determining student success criteria/ learning targets |

http://www.cde.state.co.us/educatoreffectiveness/trainingtools
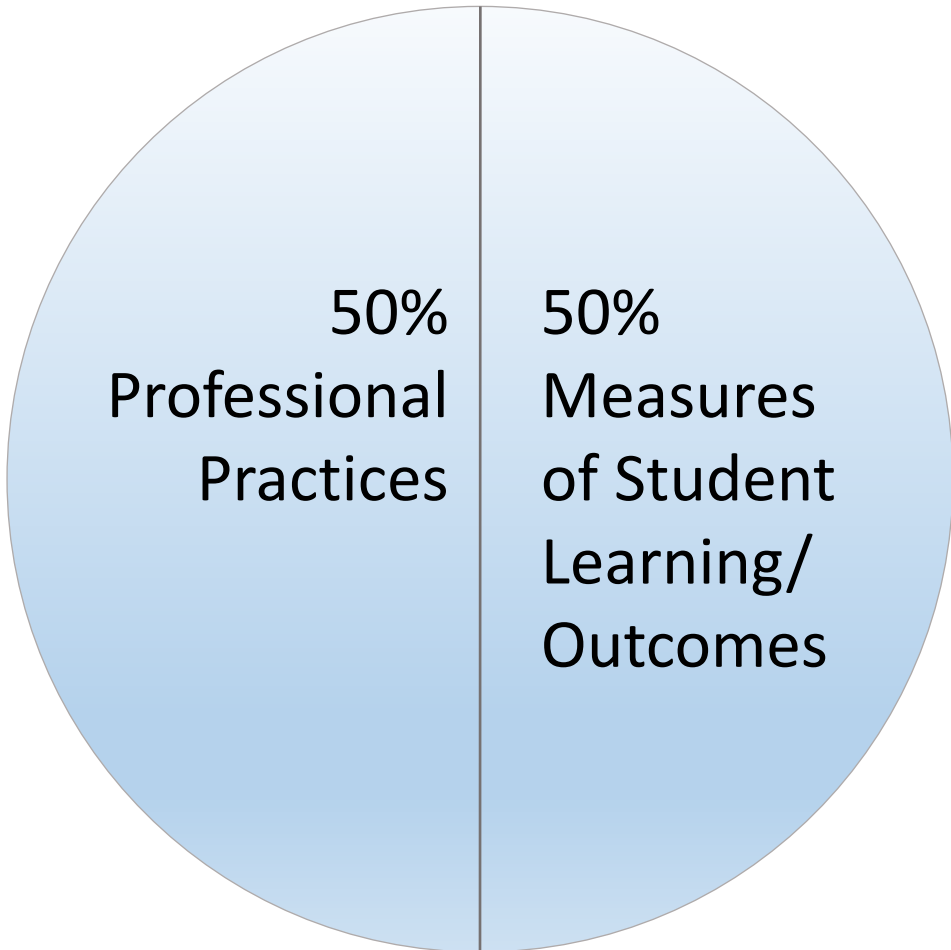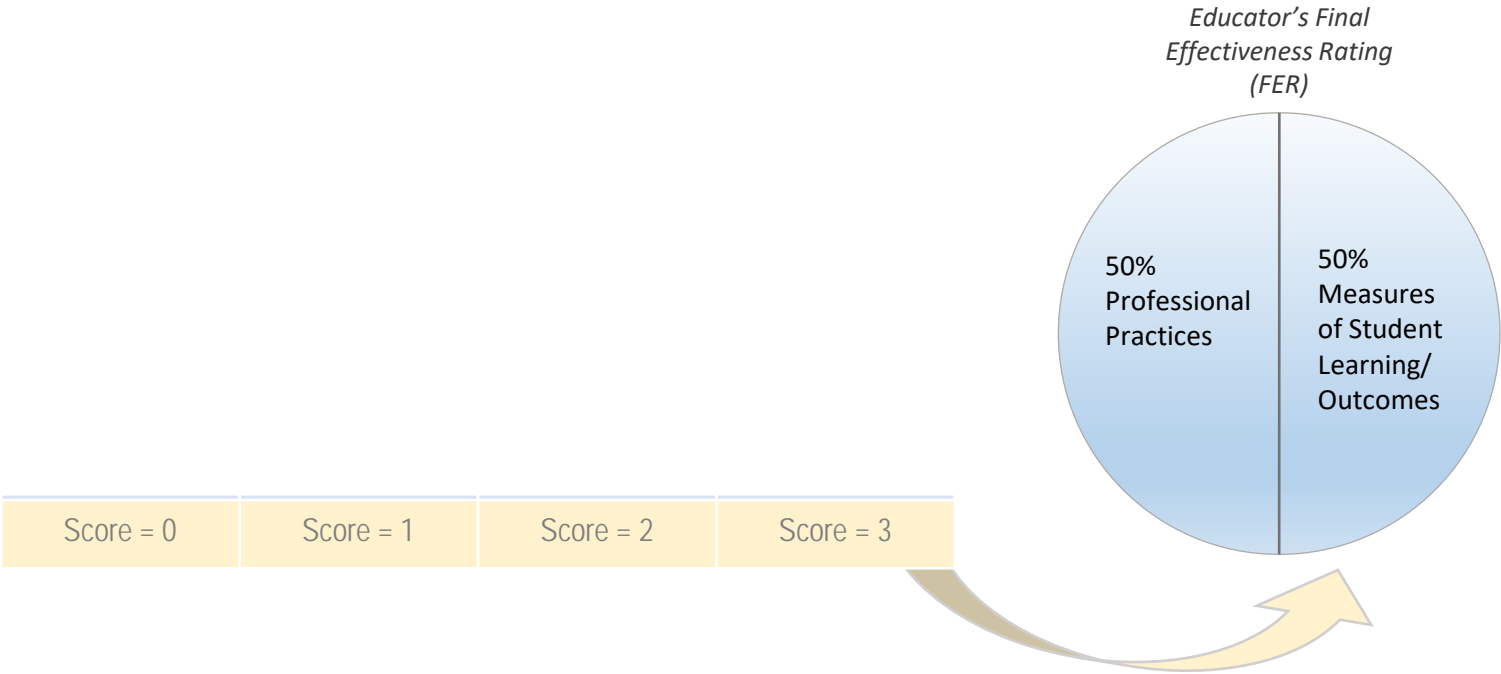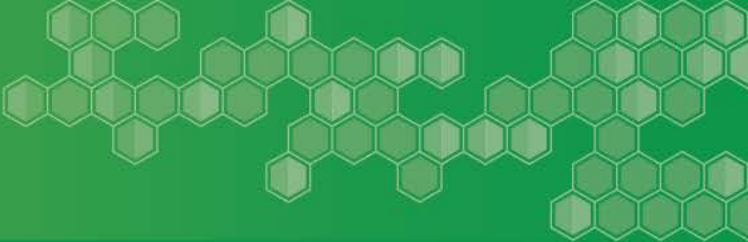
# Webinar outcomes

*Google Images*

- Gain a deeper understanding of options when setting student success criteria for a variety of student learning measures.

- Explore several methods for setting student success criteria for individual and collective attributions in measures of student learning (MSLs).

50% Professional Practices

50% Measures of Student Learning/ Outcomes

# Making the Connections

Educator's Final
Effectiveness Rating
(FER)

50%
Professional
Practices

50%
Measures
of Student
Learning/
Outcomes

| Score = 0 | Score = 1 | Score = 2 | Score = 3 |
|-----------|-----------|-----------|-----------|

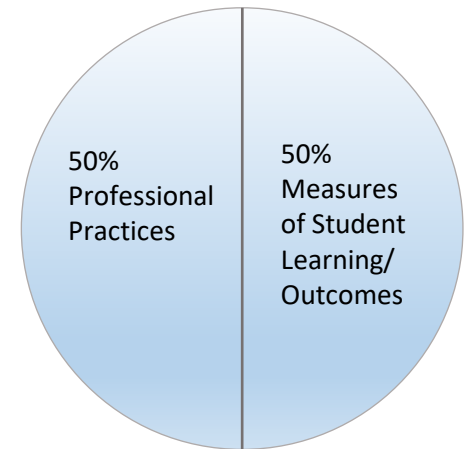# Making the Connections

Grouping Strategy

Success Criteria

| Much Less Than Expected | Less Than Expected | Expected | More Than Expected |
|---|---|---|---|
| Success Criteria determined per grouping strategy and learning targets | | | |
| Score = 0 | Score = 1 | Score = 2 | Score = 3 |

Learning Targets

*Educator's Final Effectiveness Rating (FER)*

50% Professional Practices
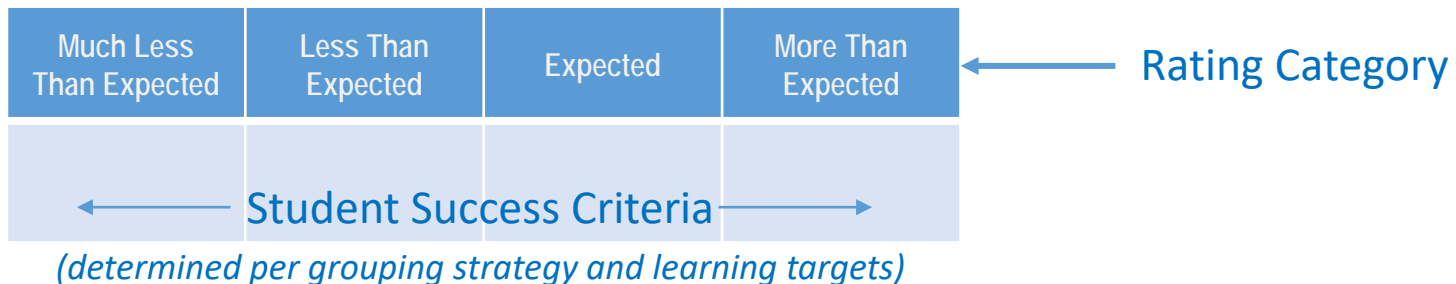
50% Measures of Student Learning/ Outcomes

# What are Student Success Criteria?

Student Success Criteria are the performance expectations for student growth/achievement.

- Based on learning goals and students' prior/current performance

- Unique to *each* measure of student learning, i.e., each measure within the overall MSL has its own success criteria

| Much Less Than Expected | Less Than Expected | Expected | More Than Expected |
|---|---|---|---|
| ← Student Success Criteria → | | | |

Rating Category

*(determined per grouping strategy and learning targets)*

# Making the Connections

Grouping Strategy

Success Criteria

Learning Targets

*Educator's Final Effectiveness Rating (FER)*

| Much Less Than Expected | Less Than Expected | Expected | More Than Expected |
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50% Professional Practices

50% Measures of Student Learning/ Outcomes

# Grouping Strategies

# Four Grouping Strategies for Setting Student Success Criteria

- Individual

- Subgroup

- Whole Class/School

- Case Load

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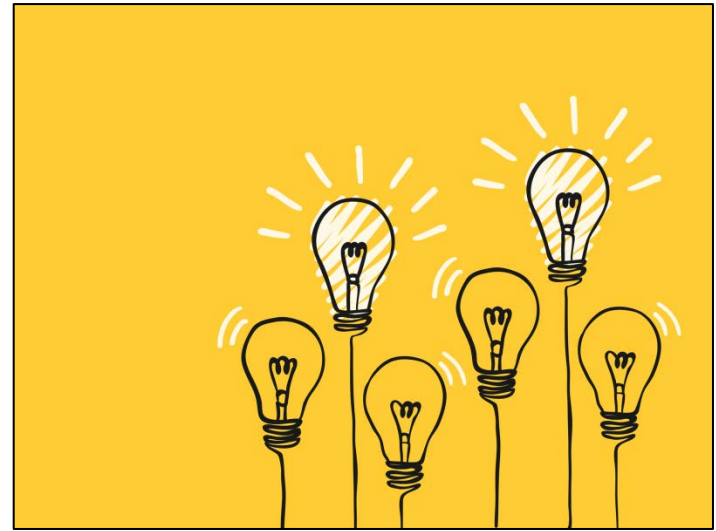
# Four Grouping Strategies for Setting Student Success Criteria

**Individual:**

Teacher sets individual goals for students and then determines how many students met their individual goals.
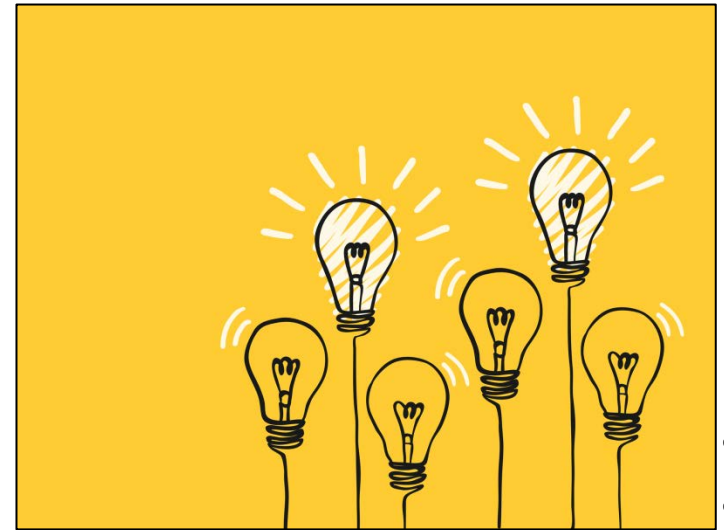
**Subgroup of Students:**

Teacher sets a goal for a group(s) of students with similar baseline data levels.

**Whole Class/School:**

Teacher sets a goal that would be applied to all students in a class.

**Case Load:**

Teacher sets a goal for the specific students he or she supports.

*Google Images*

# Setting Success Criteria
# Grouping Strategy: Individual

*Example:* In a 3rd grade PE class, students will be completing several units that involve students demonstrating understanding of how the use of self-assessment aids in skill development (3rd grade standard 1 GLE 3).

Following a pre-assessment at the beginning of the year as part of a dance unit, the teacher works with each student to set individual goals for the year, with plans to progress monitor within other units and re-assess at the end of the year.



*Google Images*

| Student | Goal |
|---|---|
| Student A: | Match movements to beats of music and/or prompts from the teacher/coach as part of a dance or game |
| Student B: | Communicate with others as part of a team to coordinate dance moves or game strategies |
| Student C: | Pace the intensity of my physical activity based on feedback from peers, teammates and coaches |

*Example*: A first grade teacher administers the DIBELS 8$^{th}$ Edition benchmark test at the beginning of the year and sets different targets for students who were red, yellow, and green.



Reds = Approach benchmark

Yellows = Meet benchmark

Greens = Meet or exceed benchmark

*Google Images*

***Example:*** A teacher of an advanced art and sculpture course uses portfolios of student work collected throughout the year, which is assessed using a 6-point standards-based rubric, along with the scores students receive at a local art contest (also on a 6-point rubric), as a measure of each students' learning for the year.

## Student Growth Summary Report

Aggregate by School

| Term: | Spring 2016-2017 | Norms Reference Data: | 2015 School |
|---|---|---|---|
| District: | NWEA Sample | Growth Comparison Period: | Winter 2017 – Spring 2017 |
| | | Weeks of Instruction: | Start - 18 (Winter 2017) End - 28 (Spring 2017) |
| | | Grouping: | None |
| | | Small Group Display: | Yes |

### Three Sisters Elementary

Mathematics

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
| | | Winter 2017 | | | Spring 2017 | | | Growth | | School Norms | | | Student Norms | | | |
| Grade | Total Number of Growth Events | Mean RIT Score | Standard Devia-tion | Achieve-ment Percentile | Mean RIT Score | Standard Devia-tion | Achieve-ment Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students with Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 134 | 182.4 | 12.3 | 37 | 185.5 | 12.8 | 32 | 3.1 | 0.6 | 4.0 | -0.93 | 18 | 134 | 63 | 47 | 48 |
| 3 | 126 | 194.5 | 12.7 | 41 | 198.0 | 12.2 | 46 | 3.5 | .0.5 | 2.7 | 1.01 | 84 | 126 | 68 | 54 | 56 |
| 4 | 61 | 205.2 | 11.1 | 28 | 209.4 | 13.0 | 28 | 4.2 | 0.7 | 4.1 | 0.08 | 53 | 61 | 26 | 43 | 38 |

# Setting Success Criteria
## Grouping Strategy: Whole School
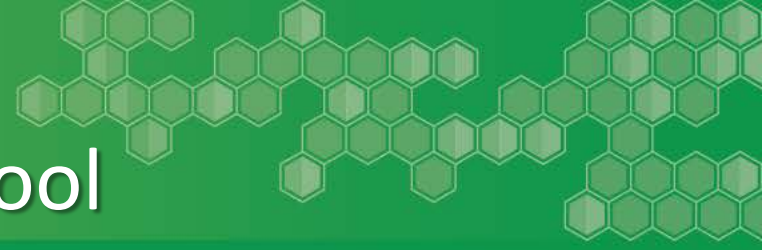
| 2020 Mathematics Student Growth Norms | | | | | |
|---|---|---|---|---|---|
| | Fall-to-Winter | | Winter-to-Spring | | Fall-to-Spring | |
| Grade | Mean | SD | Mean | SD | Mean | SD |
| K | 10.57 | 5.15 | 6.97 | 4.77 | 17.54 | 6.63 |
| 1 | 10.13 | 5.22 | 6.22 | 4.82 | 16.35 | 6.81 |
| 2 | 9.03 | 5.11 | 5.35 | 4.75 | 14.38 | 6.54 |
| 3 | 7.75 | 4.99 | 4.85 | 4.68 | 12.60 | 6.26 |
| 4 | 6.50 | 4.98 | 4.46 | 4.67 | 10.96 | 6.24 |

**Example:** An ELL teacher uses WIDA Access individual report data to create unique learning plans and goals for each student they support

| Language Domain | Proficiency Level (Possible 1.0-6.0) | Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions |
|---|---|---|
| Listening | 3.4 | 377 |
| Speaking | 2.4 | 316 |
| Reading | 2.3 | 359 |
| Writing | 2.8 | 330 |
| Oral Language 50% Listening + 50% Speaking | 2.8 | 347 |
| Literacy 50% Reading + 50% Writing | 2.5 | 345 |
| Comprehension 70% Reading + 30% Listening | 2.6 | 364 |
| Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking | 2.6 | 345 |

*Google Images*

***Individual:***
Teacher sets individual goals for students and then determines how many students met their individual goals.

***Subgroup of Students:***
Teacher sets a goal for a group(s) of students with similar baseline data levels.

***Whole Class/School:***
Teacher sets a goal that would be applied to all students in a class.

***Case Load:***
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Google Images

# Learning Targets

# Setting Success Criteria: Establishing Learning Targets
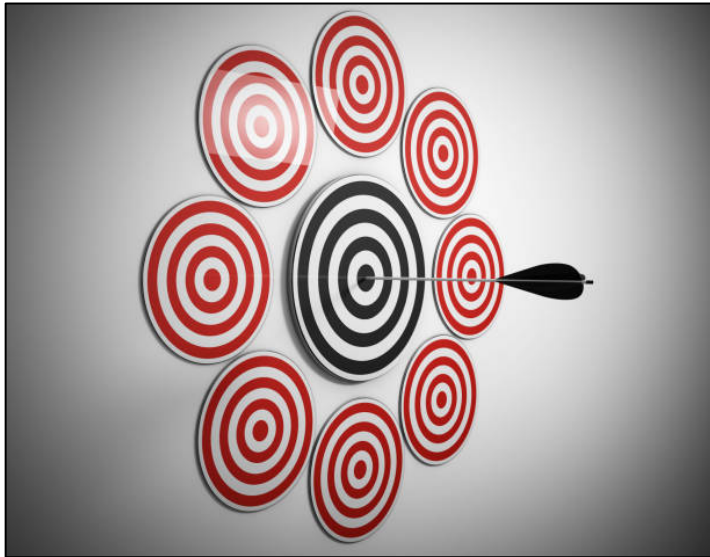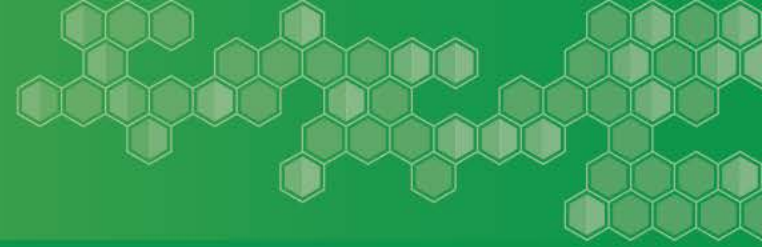


*Google Images*

- **Proficiency Targets**
  Students meeting grade level expectations

- **Growth Targets**
  Students growing over the course of instruction

- **Averaging Targets**
  Students' average score on an assessment

# Establishing Learning Targets: Proficiency Targets

*Example*: A first grade teacher administers the DIBELS 8th Edition benchmark test at the beginning of the year and sets different targets for students who were red, yellow, and green



| DIBELS Composite Score | | | | |
|---|---|---|---|---|
| 315 | 317 | 322 | 325 | 331 |
| 315 | 318 | 323 | 325 | 333 |
| 316 | 322 | 323 | 325 | 333 |
| 317 | 322 | 324 | 325 | 335 |

| | 354+ | 424+ | 480+ |
|---|---|---|---|
| | 353 | 423 | 479 |
| | **330** | **389** | **441** |
| | 329 | 388 | 440 |
| | 321 | 377 | 427 |
| | 320 | 376 | 426 |
| | 200 | 200 | 200 |
| | B | M | E |
| | | First Grade | |

Reds = Approach benchmark

Yellows = Meet benchmark

Greens = Meet or exceed benchmark

# Establishing Learning Targets: Growth Targets

**Example:** The PE teacher will use data from the pre-assessment to set individual targets for each student to meet by the time the post-unit test is administered.



*Google Images*

| Student | Goal |
|---|---|
| Student A: | Match movements to beats of music and/or prompts from the teacher/coach as part of a dance or game |
| Student B: | Communicate with others as part of a team to coordinate dance moves or game strategies |
| Student C: | Pace the intensity of my physical activity based on feedback from peers, teammates and coaches |

# Weighing the value of each method
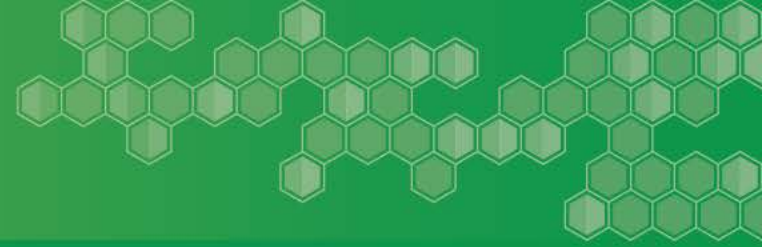
| | | |
|---|---|---|
| Measure achievement in relation to standards/grade level expectations | **Proficiency Targets** | Do not allow much flexibility for monitoring growth in mixed ability groups of students |
| Allow for tracking of growth towards benchmark, even if students are not at benchmark | **Growth Targets** | May distract from focus on ensuring students achieve proficiency benchmarks |
| Simple to calculate and implement for whole groups of students | **Averaging Targets** | Potential to mask performance of subgroups of students who require additional attention or focus |
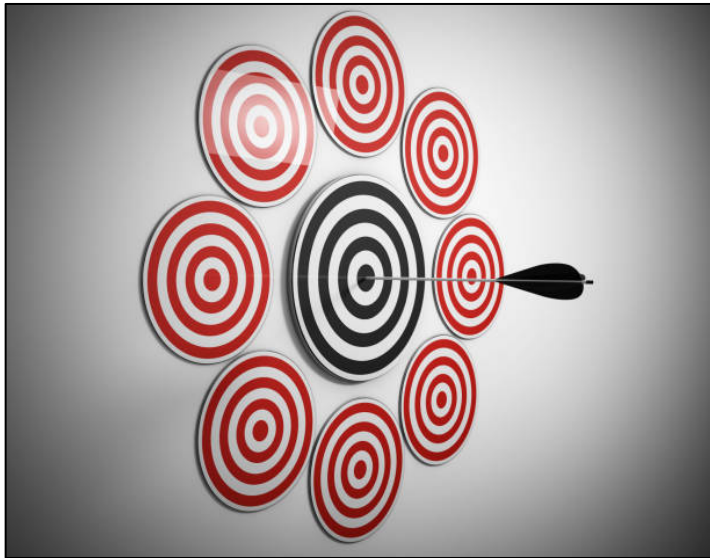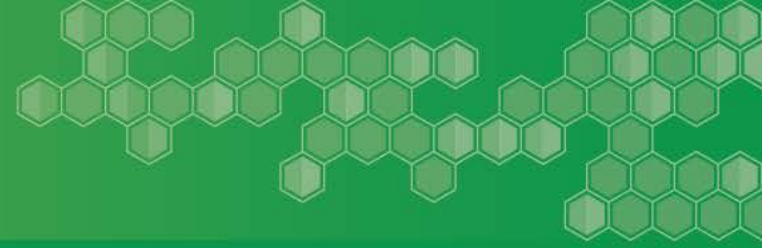
*Google Images*

- **Proficiency Targets**
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- **Growth Targets**
  Students growing over the course of instruction

- **Averaging Targets**
  Students' average score on an assessment

# Student Success Criteria

# Making the Connections

## Grouping Strategy

### Success Criteria

| Much Less Than Expected | Less Than Expected | Expected | More Than Expected |
|---|---|---|---|
| Success Criteria determined per grouping strategy and learning targets | | | |
| Score = 0 | Score = 1 | Score = 2 | Score = 3 |

## Learning Targets

*Educator's Final Effectiveness Rating (FER)*

50% Professional Practices
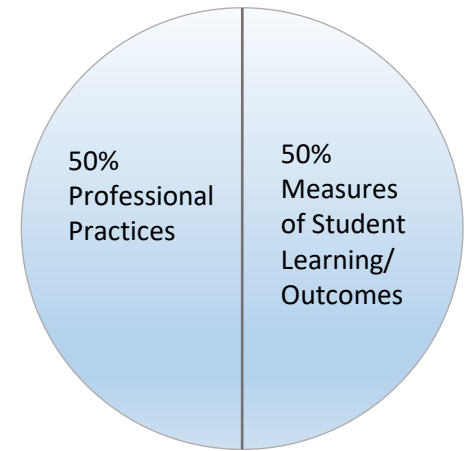
50% Measures of Student Learning/ Outcomes

# Building Success Criteria
# Where do we start?

In many cases, your baseline information may serve as your "Less Than Expected" range. Building the remaining ranges across the other 3 rating levels can be created once the first is established.

| Much Less Than Expected | Less Than Expected | Expected | More Than Expected |
|---|---|---|---|
| | | | |
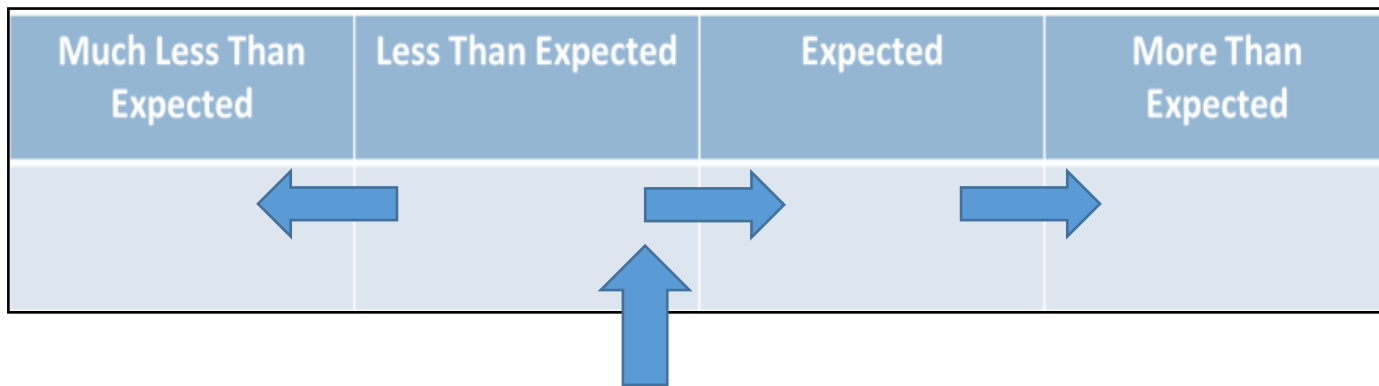
Baseline information

*Let's Practice!*

# Sample Success Criteria applied toward MSL


*Google Images*

| Student | Goal |
|---|---|
| Student A: | Match movements to beats of music and/or prompts from the teacher/coach as part of a dance or game |
| Student B: | Communicate with others as part of a team to coordinate dance moves or game strategies |
| Student C: | Pace the intensity of my physical activity based on feedback from peers, teammates and coaches |

## Possible Success Criteria from PE Example Using Individual Goals:

| Much Less Than Expected | Less Than Expected | Expected | More Than Expected |
|---|---|---|---|
| < 60% of the class meets or exceeds individual goals | 60% to 69% of the class meets or exceeds individual goals | 70 to 79% of the class meets or exceeds individual goals | > 79% of the class meets or exceeds individual goals |

# Sample Success Criteria applied toward MSL

| DIBELS Composite Score | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 315 | 317 | 322 | 325 | 331 | | 354+ | 424+ | 480+ |
| | | | | | | 353 | 423 | 479 |
| 315 | 318 | 323 | 325 | 333 | | 330 | 389 | 441 |
| | | | | | | 329 | 388 | 440 |
| 316 | 322 | 323 | 325 | 333 | | 321 | 377 | 427 |
| | | | | | | 320 | 376 | 426 |
| 317 | 322 | 324 | 325 | 335 | | 200 | 200 | 200 |
| | | | | | | B | M | E |
| | | | | | | | First Grade | |

Reds = Approach benchmark

Yellows = Meet benchmark

Greens = Meet or exceed benchmark

## Possible Success Criteria from 1ˢᵗ grade using DIBELS Example:

| Much Less Than Expected | Less Than Expected | Expected | More Than Expected |
|---|---|---|---|
| < 60% of students in the subgroup meet or exceed their expected growth goal | 60% to 79% of students in the subgroup meet or exceed their expected growth goal | 80% to 90% of students in the subgroup meet or exceed their expected growth goal | > 90% of students in the subgroup meet or exceed their expected growth goal |

*Google Images*

Possible Success Criteria from teacher of an advanced art and sculpture course Grouping Strategy Example:

| Much Less Than Expected | Less Than Expected | Expected | More Than Expected |
|---|---|---|---|
| Class average on portfolios and contest is < 2.8 | Class average on portfolios and contest is 2.8 to 3 | Class average on portfolios and contest is 3 to 3.5 | Class average on portfolios and contest is > 3.5 |

Student Growth Summary Report

## Possible Success Criteria from mathematics student growth Grouping Strategy Example:

| Much Less Than Expected | Less Than Expected | Expected | More Than Expected |
|---|---|---|---|
| < 40% of students will meet expected growth target | 40% to 55% of students will meet expected growth target | 56% to 69% of students will meet expected growth target | > 69% of students will meet expected growth target |

# Sample Success Criteria applied toward MSL



Google Images

## Possible Success Criteria from ELL Grouping Strategy Example:

| Much Less Than Expected | Less Than Expected | Expected | More Than Expected |
|---|---|---|---|
| Overall proficiency < 2.6 | Overall proficiency level = 2.6 to 2.9 | Overall proficiency level = 3.0 to 3.5 | Overall proficiency level > 3.5 |

# Connecting Student Success Criteria to MSLs/MSOs

*Google Images*

# Setting Student Success Criteria

Determining student success criteria might include:

- Approval processes involving communication between educators and evaluators or other personnel supporting student assessment

- Time to allow educators to establish success criteria collaboratively

- Discussions around expected levels of achievement growth based on previous or beginning of year benchmark data

- Conversations about the rigor of success criteria and how it will be defined and monitored

*Google Images*

How will your district establish a systematic process for setting student success criteria?

# Common questions from educators

- How can I easily access the data I need to set my student success criteria?

- To what extent do my student success criteria reflect the school/district's values and priorities?

- Are my student success criteria inclusive of all students in my care?

- Are my student success criteria rigorous yet attainable?

- How can I best handle outliers in my data or classroom?

- How will I track progress towards meeting my student success criteria and what supports do I need from my evaluator and others?

Setting Student Learning Targets and Scales
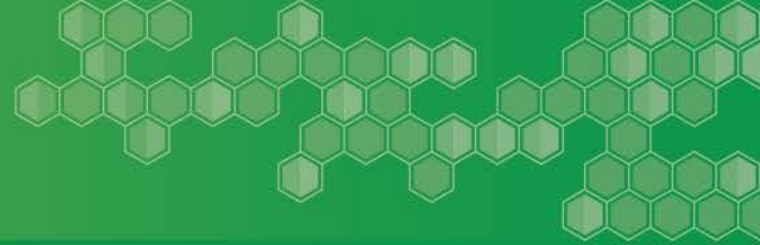
## Student Learning Target and Scale Setting Activity

This facilitated activity walks participants through the steps in determining a target and scale based on given sets of mock data.

*download with materials accompanying this session*

http://www.cde.state.co.us/educatoreffectiveness/trainingtools

# CDE Educator Effectiveness Regional Specialists

| Region(s) | Regional Specialist |
|-----------|---------------------|
| Southwest | Curtis Garcia<br>garcia_c@cde.state.co.us<br>303-981-8950 |
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| Northeast, Southeast,<br>Pikes Peak BOCES,<br>North Central | Rachel Paul<br>paul_r@cde.state.co.us<br>303-917-8410 |
| Northwest | Mike DeGuire<br>deguire_m@cde.state.co.us<br>720-450-6890 |

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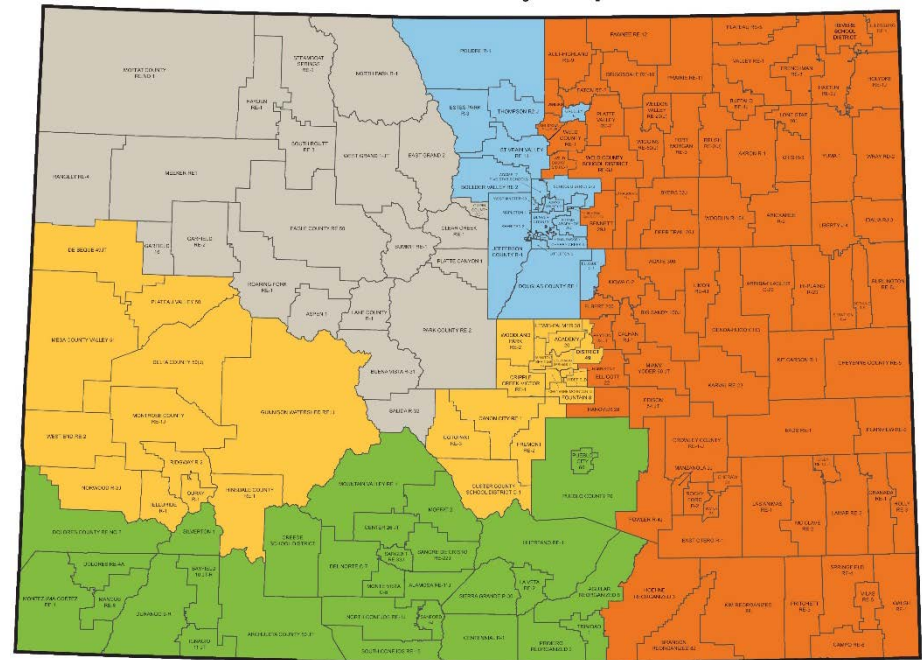
*Google Images*

# Thank you
# for joining us for this webinar!