

## How to Use the SESC Educational Cooperative Math Enduring Skills Work

During the 2014-2015 school year, the SESC Educational Cooperative embarked on an initiative to provide a resource to our region that would aid our teachers and administrators in developing Student Growth Goals. Since the implementation of the Professional Growth and Effectiveness System, Student Growth Goals have proven to be difficult for teachers, especially the assessments that surround this process to identify the enduring skill and what students know and are able to in regards to the enduring skill. The following is one strategy/process that teachers can follow to identify/assess student achievement and monitor their growth over the course of the school year or class term.

Step 1: Teachers must identify which enduring skill is their students' biggest area of need.

- a. What does last year's data tell you about your students?
- b. What can previous teachers tell you about your students' abilities?
- c. How can you collect and analyze evidence/data to determine patterns, trends, and weaknesses of your current students?
- d. What does your experience in teaching that subject/grade level tell you about the greatest need of students?

How can the SESC Educational Cooperative work assist in Step 1?

Using the SESC Math Enduring Skills work, a teacher can create various assessments using assessment items from each of the identified enduring skills in their grade level. These assessment items can be used and/or revised into true/false tests, constructed response tests, fill-in-the-blank tests or corrected item tests. These tests can be administered in the first week or so of school and analyzed to determine which enduring skill is the biggest area of need for this class of students.

Step 2: Teachers must establish baseline data for each student's ability in relation to the identified enduring skill.

How can the SESC Educational Cooperative work assist in Step 2?

Teachers can utilize the assessment items from the SESC grade level enduring skills work to create at least three assessments. These assessment items have been vetted to ensure rigor and congruency to the standards. These assessments can be brought together to a single data point and accurately measure where students are in mastering the grade level standards for the identified enduring skill.

The table below is an example of a class of students with the various baseline assessments brought to one data percentage point. The teacher then must then determine if the student will likely make growth toward the identified enduring skill based on the evidence that they have about that student. Next, the teacher must determine if the student is likely to reach proficiency of the identified enduring skill. The teacher will continue to make these determinations for each student in the class. Please note that if any of these two determinations is "No", the teacher must be able to defend that determination. Teachers will calculate the percentage of students projected to make growth and to reach proficiency from the table and write their student growth goal using the SMART criteria. The teacher will then develop an action plan consisting of teaching and learning strategies on how the Student Growth Goal will be met.

**Mr. Paul's 4<sup>th</sup> Grade math class**

| Student Name  | Baseline Score | Is Student Make Growth  | Is Student likely to Reach Proficiency   | Post Test Score |
|---------------|----------------|---|--|-----------------|
| Susie Smith   | 15%            |    | <b>X</b>   |                 |
| John Jones    | 25%            |    |    |                 |
| Trey McKinney | 22%            |    |    |                 |
| Susan Owens   | 13%            |    | <b>X</b>   |                 |
| Tim Short     | 30%            |    |    |                 |
| Pat Jones     | 27%            |    | <b>X</b>   |                 |
| Tammy Smith   | 24%            |    |    |                 |
| Brenda Key    | 36%            |   |   |                 |
| Mike Smith    | 3%             | <b>X</b>  | <b>X</b>   |                 |
| Travis Cobb   | 26%            |  |  |                 |
| Luke Marr     | 31%            |  |  |                 |
| Sandy Clark   | 32%            |  |  |                 |
| Lynn Stanifer | 28%            |  |  |                 |
| Donna Cole    | 22%            |  |  |                 |
| Benji Burton  | 11%            |  |  |                 |
| Sheila Goins  | 20%            |  |  |                 |
| Tommy Boy     | 18%            |  |  |                 |

Alternate assessment student

Step 3: Monitoring student progress through ongoing formative assessment.

Teachers will determine how and when they will monitor progress towards the Student Growth Goal. They will develop assessments to monitor how students are doing in meeting the goal and determine if they are progressing enough to meet the goal by the end of the year. Teachers will determine if their instructional strategies are working or need to be adjusted.

How can the SESC Educational Cooperative work assist in Step 3?

After a teacher has completed a unit of instruction, the SESC work can be used to develop appropriate formative assessments.

Step 4: Determining whether the students have achieved the Student Growth Goal.

Teachers will have to provide students with various post-test assessments that can be identical or comparable assessments to the baseline test given in the fall. This will determine if their class of students met growth and proficiency.

How can the SESC Educational Cooperative work assist in Step 4?

The SESC work that was used to create the baseline assessments can be used again to assess students for the post-test. Also, the SESC work can be used to create comparable tests.