

Target Setting Toolkit

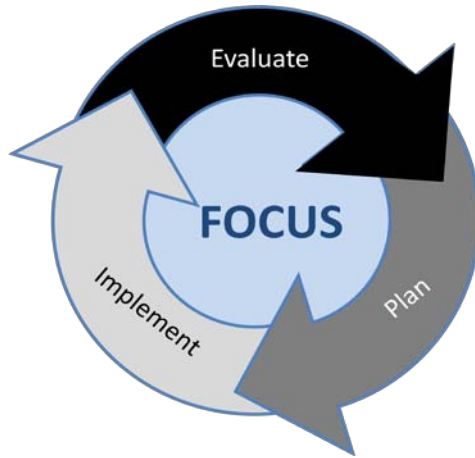


Table of Contents

Tools	Page
Planning for Target Setting	1
School Target Setting Form	3
Setting Performance Targets Worksheet	5
Selecting Comparison Points	7
SPF Scoring Guides & Reference Data	11
Writing Annual Performance Targets	17
Inventory of Performance Data	19

Planning for Target Setting

Target Setting

Tasks	Current Status	How	Who/When	Materials/Tools
Focus on a priority performance challenge.				
Determine a comparison point against which performance targets will be set.				
Determine the time frame needed to meet expectations (not more than five years after a “turnaround” or “priority improvement” designation).				
Determine progress needed within the next two years.				
Describe Annual Performance Targets for the next two years.				

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
			2012-13	2013-14		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura	R				
		M				
		W				
		S				
Academic Growth	Median Student Growth Percentile (TCAP & CELApro)	R				
		M				
		W				
		ELP				
Academic Growth Gaps	Median Student Growth Percentile	R				
		M				
		W				
Post Secondary & Workforce Readiness	Graduation Rate					
	Disaggregated Grad Rate					
	Dropout Rate					
	Mean ACT					

Setting Performance Targets Worksheet

Steps/Components

Focus Priority
Performance
Challenge (metric)

Current performance
(on priority metric)

Comparison Point
(metric value)

Gap between current
performance and
comparison point
(difference)

Time frame for
closing the gap

Progress needed by
the end of 2012-13

Progress needed by
the end of 2013-2014

Selecting Comparison Points

Academic Achievement Comparison Points

State Required Metric: percent proficient and advanced

Comparison Points:

- %P/A that would receive a “meets” rating = the 50th percentile for Colorado schools for the 2009-10 school year (baseline).
- The %P/A that would receive an “exceeds” rating = the 90th percentile for Colorado schools for the 2009-10 school year.
- District expectations for %P/A.

Determining the Comparison Point:

1. Clarify which content area, grade level, and/or disaggregated is the focus for the priority performance challenge for the %P/A metric.
2. Consider the 50th and 90th percentile of Colorado schools for % proficient or advanced for:
 - The school level (elementary, middle, and high).
 - The content area(s) that is the focus of your priority performance challenge(s).
3. Is the school’s %P/A below the typical school in Colorado (50th percentile value)? Consider the 50th percentile value as a comparison point.
4. Is the school’s %P/A at or above the school at the 50th percentile? Consider the 90th percentile value as a comparison point?
5. Consider performance expectations established by the district for achievement.
6. Select the comparison point (50th percentile, 90th percentile, district expectations) that would be ambitious but attainable for the school to meet.

Alternative Metric: percent unsatisfactory

Academic Growth and Growth Gap Comparison Points

State Required Metric: Median Growth Percentile (MGP)

Comparison Points:

- If the MGP is < the Median Adequate Growth Percentile (AGP), then the MGP that would receive a “meets” rating = 55th percentile, the MGP that would receive an “exceeds” rating = 70th percentile.
- If the MGP is \geq AGP, then the MGP that would receive a “meets” rating = 45th percentile; the MGP that would receive an “exceeds” rating = 60th percentile.
- If the MGP is > 55 but less than AGP, consider using the AGP as a comparison point.

Determining the Comparison Point:

1. Clarify which content area and grade level(s) (and/or disaggregated group) is the focus for the priority performance challenge for the MGP metric.

2. For that group of students, compare the school’s median growth percentile to the median adequate growth percentile.
 - If MGP < AGP, choose a comparison point not less than 55. Consider also 70th percentile.
 - If MGP >= AGP, choose a comparison point not less than 45. Consider also the 60th percentile.
 - If MGP > 55 but less than AGP, consider using AGP as a comparison point.
3. Consider performance expectations established by the district.
4. Select a comparison point for the median growth percentile of your identified group of students.

Other Growth Metrics: % making catch-up growth, % making keep-up growth, % making move-up growth

Metrics	Comparison Points
% making catch-up growth	State % making catch-up growth District % making catch-up growth 100% making catch-up growth
% making keep-up growth	State % making keep-up growth District % making keep-up growth 100% making keep-up growth
% making move-up growth	State % making move-up growth District % making move-up growth 100% making move-up growth

Postsecondary and Workforce Readiness Comparison Points

State Required Metrics: Graduation Rate (4,5,6,7-year), Disaggregated Graduation Rate (4, 5, 6, 7-year), Drop-out Rate, Average Colorado ACT Composite Score

Comparison Points

Metrics	Possible Comparison Points
Graduation Rate (4, 5, 6, 7-year)	Minimum state expectation = 80% Exceeds rating: at or above 90%
Disaggregated Graduation Rate (4, 5, 6, 7-year)	Minimum state expectation = 80% Exceeds rating: at or above 90%
Drop-out Rate	Minimum state expectation <ul style="list-style-type: none"> • 3.6% (1-year) or • 3.9% (3-year) Exceeds rating: at or below 1%
Average Colorado ACT Composite Score	Minimum state expectation <ul style="list-style-type: none"> • 20.0 (1-year) • 20.1 (3-year) Exceeds rating: at or above 22

Determining the Comparison Point:

1. Determine which postsecondary and workforce readiness metric(s) will be the focus of your post-secondary and workforce readiness target(s).
2. Compare current performance to minimum state expectations for that metric.
3. If current performance is below minimum state expectations, consider minimum state expectations as a comparison point.
4. If current performance is above minimum state expectations, consider the state “exceeds” rate as a comparison point.
5. Consider performance expectations established by the district.
6. Select a comparison point for selected postsecondary and workforce readiness metric(s).

Some Alternative Post-Secondary and Workforce Readiness Metrics:

- Percent/number of students enrolling in a post-secondary institution within one year after graduation
- Within Colorado remediation rates (percent of recent graduates attending Colorado public institutions that required remediation)
- AP/IB participation
- Percent/number of students scoring high enough on AP/IB tests to receive college credit
- ACT scores by content area

School Performance Framework Scoring Guides & Reference Data

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points	
Academic Achievement	<i>The school's percentage of students scoring proficient or advanced was:</i>			16 (4 for each subject area)	15	
	• at or above the 90th percentile of all schools (using 2009-10 baseline).	Exceeds	4			
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).	Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).	Approaching	2			
Academic Growth	<i>If the school meets the median adequate student growth percentile and its median student growth percentile was:</i>			14 (4 for each content area and 2 for English language proficiency)	35	
	• at or above 60.	Exceeds	4			
	• below 60 but at or above 45.	Meets	3			
	• below 45 but at or above 30.	Approaching	2			
	• below 30.	Does Not Meet	1			
	<i>If the school does not meet the median adequate student growth percentile and its median student growth percentile was:</i>					
	• at or above 70.	Exceeds	4			
	• below 70 but at or above 55.	Meets	3			
Academic Growth Gaps	<i>If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was:</i>			60 (5 for each subgroup in 3 subject areas)	15	
	• at or above 60.	Exceeds	4			
	• below 60 but at or above 45.	Meets	3			
	• below 45 but at or above 30.	Approaching	2			
	• below 30.	Does Not Meet	1			
	<i>If the student subgroup does not meet the median adequate student growth percentile and its median student growth percentile was:</i>					
	• at or above 70.	Exceeds	4			
	• below 70 but at or above 55.	Meets	3			
Postsecondary and Workforce Readiness	<i>Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/ aggregated student subgroup's graduation rate was:</i>			16 (4 for each sub-indicator)	35	
	• at or above 90%.	Exceeds	4			
	• above 80% but below 90%.	Meets	3			
	• at or above 65% but below 80%.	Approaching	2			
	• below 65%.	Does Not Meet	1			
	<i>Dropout Rate: The school's dropout rate was:</i>					
	• at or below 1%.	Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).	Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).	Approaching	2			
	• at or above 10%.	Does Not Meet	1			
	<i>Average Colorado ACT Composite: The school's average Colorado ACT composite score was:</i>					
	• at or above 22.	Exceeds	4			
	• at or above the state average but below 22 (using 2009-10 baseline).	Meets	3			
• at or above 17 but below the state average (using 2009-10 baseline).	Approaching	2				
• at or below 17.	Does Not Meet	1				

Cut-Points for each performance indicator

	Cut-Point: The school earned ... of the points eligible on this indicator.	
Achievement; Growth; Gaps; Postsecondary	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for plan type assignment

	Cut-Point: The school earned ... of the total framework points eligible.	
Total Framework Points	• at or above 60%	Performance
	• at or above 47% - below 60%	Improvement
	• at or above 33% - below 47%	Priority Improvement
	• below 33%	Turnaround

School plan type assignments

	Plan description	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

Reference Data for Key Performance Indicators

Academic Achievement

The Achievement Indicator reflects a school's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/TCAPA in reading, writing, math and science, results from Lectura and Escritura.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16	32.5	35	31	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50	47.5	48	50
90th percentile	89.1	88.2	87.2	89.3	75	54.8	76.8	79.7	72.2	76	75.1	72.4

All achievement data is compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

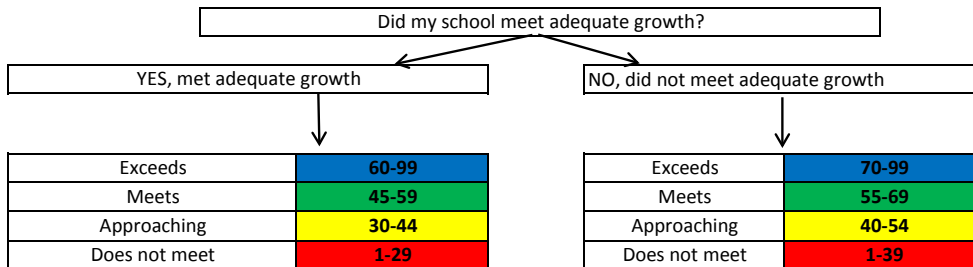
Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30	20.5	25	27.9
50th percentile	72	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP/TCAP score history in that content area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP/TCAP within three years or by 10th grade, whichever comes first. The same measures are also applied to CELAPro, Colorado's English language proficiency assessment, to determine language proficiency progress for English learners.

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities, English Learners, and students needing to catch up.



For Academic Growth and Academic Growth Gaps, the median growth percentile required to earn each rating depends on whether or not the school met adequate growth. Schools that met adequate growth use the rubric on the left; schools that did not meet adequate growth use the rubric on the right.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. This Indicator reflects student graduation rates, disaggregated graduation rates for student subgroups (students eligible for Free/Reduced Lunch, minority students, students with disabilities, and English learners), dropout rates, and average Colorado ACT composite scores.

State Average (Mean) Dropout Rate (2009-10 baseline)

	N of Students	Mean Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

State Average (Mean) Colorado ACT Composite Score (2009-10 baseline)

	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

All averages are compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

This School's Graduation Rate and Disaggregated Graduation Rate

Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	52.6	62.4	68.2	71.5
	2009	44.0	58.0	61.0	
	2010	47.4	56.9		
	2011	33.0			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	52.6	62.4	68.2	71.5
	2009	44.0	58.0	61.0	
	2010	47.4	56.9		
	2011	33.0			
	Aggregated	45.3	59.3	65.0	71.5

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade, and the graduating class is assigned by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student entering ninth grade in fall 2006 will graduate with the Class of 2010.

Free/Reduced Lunch Eligible Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	43.9	57.7	65.0	77.8
	2009	46.1	61.0	62.5	
	2010	47.6	61.8		
	2011	36.4			

Free/Reduced Lunch Eligible Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	43.9	57.7	65.0	77.8
	2009	46.1	61.0	62.5	
	2010	47.6	61.8		
	2011	36.4			
	Aggregated	45.7	61.1	63.2	67.0

For the 1-year SPF, schools earn points based on the highest value among the following: 2010 4-year graduation rate, 2009 5-year graduation rate, 2008 6-year graduation rate and 2007 7-year graduation rate (the shaded cells in the first table above). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2007, 2008, 2009 and 2010 4-year graduation rate, aggregated 2007, 2008 and 2009 5-year graduation rate, aggregated 2007 and 2008 6-year graduation rate, or 2007 7-year graduation rate (the shaded cells in the second table above). For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	46.5	56.1	61.6	65.7
	2009	41.9	57.9	60.0	
	2010	45.0	54.5		
	2011	28.2			

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	46.5	56.1	61.6	65.7
	2009	41.9	57.9	60.0	
	2010	45.0	54.5		
	2011	28.2			
	Aggregated	41.3	56.0	60.9	65.7

Students w/Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	32.0	39.1	41.7	50.0
	2009	35.3	44.4	50.0	
	2010	41.2	52.9		
	2011	N<16			

Students w/Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	32.0	39.1	41.7	50.0
	2009	35.3	44.4	50.0	
	2010	41.2	52.9		
	2011	N<16			
	Aggregated	37.7	44.8	45.2	50.0

English Language Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	53.2	64.4	73.3	77.8
	2009	35.3	50.0	54.3	
	2010	48.9	56.8		
	2011	31.0			

English Language Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	53.2	64.4	73.3	77.8
	2009	35.3	50.0	54.3	
	2010	48.9	56.8		
	2011	31.0			
	Aggregated	43.9	57.7	65.0	77.8

State Level Graduation Rates and Disaggregated Graduation Rates

2009-2010

Overall

	4-year	5-year	6-year	7-year
2007	68.1	71.1	72.1	72.8
2008	70.2	73.7	74.7	
2009	70.7	74.4		
2010	72.4			

Free/Reduced Lunch Eligible

	4-year	5-year	6-year	7-year
2007	52.2	56.9	58.8	59.7
2008	54	59.8	61.4	
2009	55.3	61.8		
2010	58.9			

Minority Student

	4-year	5-year	6-year	7-year
2007	51.1	55.3	56.9	57.8
2008	53.6	59.1	60.6	
2009	55.7	61.5		
2010	59.1			

Students with Disabilities

	4-year	5-year	6-year	7-year
2007	48.6	55.5	59.9	62.6
2008	50.5	58.1	62.8	
2009	50.5	58.2		
2010	52			

English Language Learners

	4-year	5-year	6-year	7-year
2007	44.1	50.6	53.0	54.0
2008	46.2	54.6	56.7	
2009	47.1	55.3		
2010	49.2			

2010-2011

Overall

	4-year	5-year	6-year	7-year
2008	70.2	73.7	74.7	75.7
2009	70.7	74.4	76.2	
2010	72.4	77.1		
2011	73.9			

Free/Reduced Lunch Eligible

	4-year	5-year	6-year	7-year
2008	54.0	59.8	61.4	62.9
2009	55.3	61.8	64.9	
2010	58.9	66.1		
2011	62.2			

Minority Student

	4-year	5-year	6-year	7-year
2008	53.6	59.1	60.6	62.2
2009	55.7	61.5	64.1	
2010	59.1	66.0		
2011	63.1			

Students with Disabilities

	4-year	5-year	6-year	7-year
2008	50.5	58.1	62.8	67.0
2009	50.5	58.2	65.2	
2010	52.0	61.4		
2011	53.5			

English Language Learners

	4-year	5-year	6-year	7-year
2008	46.2	54.6	56.7	58.7
2009	47.1	55.3	58.5	
2010	49.2	58.8		
2011	52.8			

Writing Annual Performance Targets

Performance Indicator	Metric	Students	Current Performance	Comparison Point	Gap = comparison point - current performance	Timeframe	Annual Gain Needed	Year	Performance Target
Academic Growth Gaps	Median Growth Percentile	9th and 10th graders on IEP	45th percentile	55th percentile	10 percentile points	2 years	5 percentile points	2012-13	The median growth percentile in reading for 9th and 10th grade students on IEPs will increase 5 percentile points to 50 (from 45) by the end of the 2012-13 school year.
Academic Growth Gaps	% making catch-up growth	English Learners in Middle School (grades 6-8)	40%	60% (district %)	20%	3 years	~7 %	2012-13	The percent of students receiving English Language services who are making catch-up growth will increase to 47% (from 40%) by the end of the 2011-12 school year.

Inventory of Performance Data Sources (and demographic data)

CONTENT AREA

ASSESSMENT	LEVEL(S)	WHEN AVAILABLE	WHICH STUDENTS	GRADE LEVEL(S)	CONTENT FOCUS	METRICS	QUESTIONS

LEGEND

CONTENT AREA	Math, Reading, Writing, Social Studies, Science, other academic, English Language Acquisition
ASSESSMENT	Name of instrument used to collect performance data
LEVEL(S)	Level administered (district, school, or classroom)
WHEN AVAILABLE	When (what date) will the results be available
WHICH STUDENTS	Description of the students for which the performance data is being collected (e.g. all, students in IEP, ELL, etc.)
GRADE LEVEL(S)	Which grade levels the performance is collected in
CONTENT FOCUS	Within the content area, the specific content focus (e.g. number sense)
METRICS	The statistics that will be reported (e.g. scale score, % correct, growth score, etc.)
QUESTIONS	What questions this data will help team members to answer (e.g. How fluently do students read level 3 texts?)