

Setting Targets

Setting Learning Targets using the Utah Model SLO Template is the most critical aspect of the SLO. Targets are used to determine if the educator or educators (shared attribution) have been effective in providing instruction to students in order to meet the Learning Goals. Targets set by the educator(s) predict the expected amount of growth students will make in during the instructional learning period.

Targets are used with SLOs in the same manner that Student Growth Percentiles are used to predict the expected amount of growth students will have compared to their peer group on standardized state assessments.

The following information will help educators set Targets:

I. Definition of Targets

- A target is the expected outcome by the end of the instructional period.
- May differ for subgroups of students.
- There are two key components of the targets associated with SLO:
 - Starting Level: If we expect all students to all achieve the same end goal, then we can skip this step, but more likely there will be some differentiation of goals.
 - End Goal: What performance demonstrates that students met the learning goal using your assessments?

II. Establishing Targets

- Baseline data, previous data, or data trends provide the basis for measuring the SLO.
- Before writing SLO Targets consider and analyze data using any of the following information sources:
 - Grades from previous course performance assessments that focus on the SLO's standards
 - Percentage of students receiving As, Bs, Cs, Ds, and Fs in related courses
 - Attendance rate for students in related courses
 - Teacher surveys detailing students prior knowledge
 - Previous achievement of meeting expected targets
 - Tutoring and remediation services opportunities for the course Percentage of students in course with IEPs, in gifted classes, etc.
 - State-mandated standardized tests based on SLO's standards
 - Any other data that links classroom practices to student achievement.

III. Using the Utah Model SLO Template

- Using prior performance, classify students into "performance" groups, for example:
- Different levels of achievement (e.g., basic, proficient)
 - Different proportions of students reaching the same target (e.g., 80% of Level 3 students will achieve target)
 - SLO targets would then be differentiated according to the students' starting groups.
- State the beginning starting points of students (number of students in low, average, high groups)
- Set targets (usually in three sub-groups with the number of students moving to the groups after the instructional period)
- Record actual data (numbers of students in the three groups after the assessment of the learning goal)

EXAMPLE:

- STARTING TARGETS DECIDED BY EDUCATOR(S)

LEVEL	STARTING # OF STUDENTS
LOW	21
AVERAGE	33
HIGH	6

- EXPECTED TARGETS (Using students' starting points, identify the number or percentage of students expected at each achievement level based on their assessment performance(s). Be sure to include any appropriate subgroups.)

LEVEL	STARTING # OF STUDENTS	EXPECTED # OF STUDENTS
LOW	21	5
AVERAGE	33	46
HIGH	6	9

- ACTUAL TARGET OUTCOMES (Record the **actual** number or percentage of students who achieved the targets. Be sure to include any appropriate subgroups. Please provide any comments you wish to include about actual outcomes.)

LEVEL	STARTING # OF STUDENTS	EXPECTED # OF STUDENTS	ACTUAL # OF STUDENTS
LOW	21	5	3
AVERAGE	33	46	49
HIGH	6	9	8

- SLO EFFECTIVENESS RATING ON TEMPLATE

DOES NOT MEET	PARTIALLY MEETS	MEETS	EXCEEDS
Based on the students' starting points, students performed worse than expected.	Based on the students' starting points, students partially performed as expected.	Based on the students' starting points, students performed as expected.	Based on the students' starting points, students performed better than expected.