

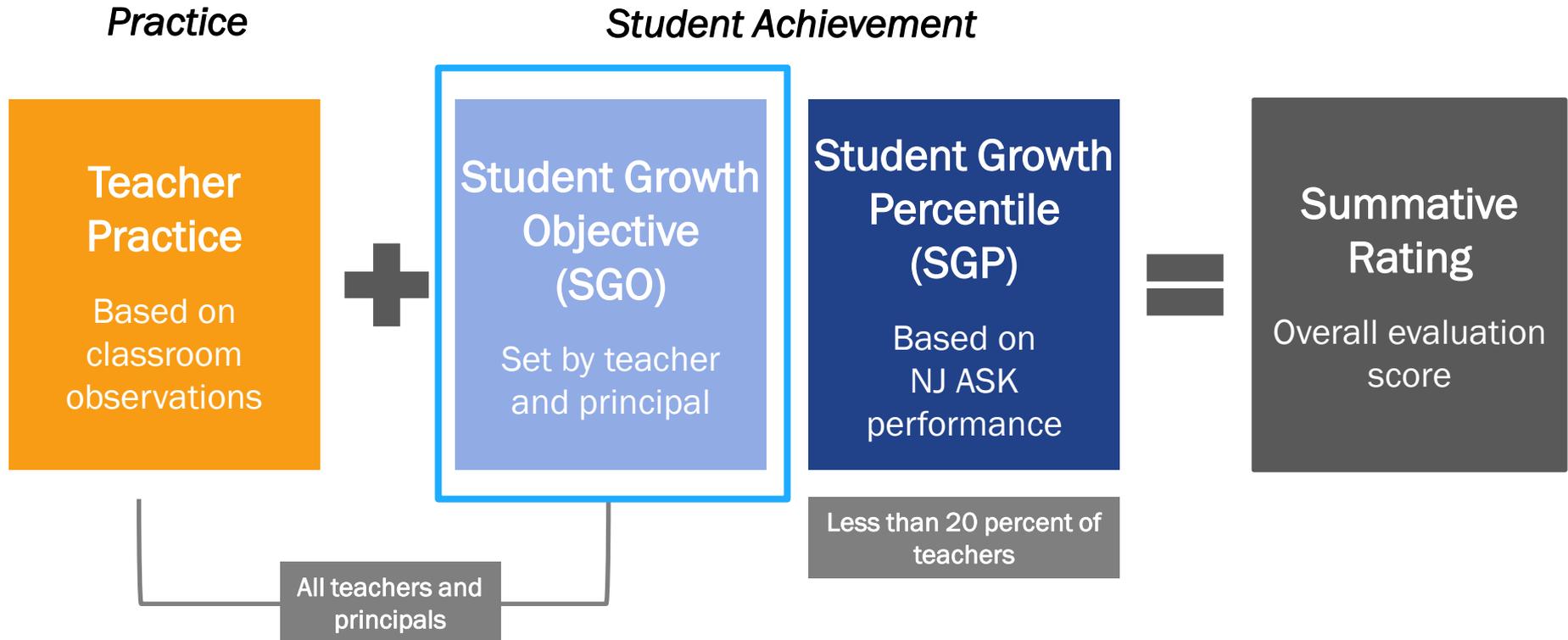


OVERVIEW OF STUDENT GROWTH OBJECTIVES



Updated 5.7.13

Understanding Student Growth Objectives



All teachers will set academic goals for their students at the beginning of each school year – called Student Growth Objectives (SGOs).

All Teachers Set Student Growth Objectives (SGOs)

Teachers with an SGP score	1 - 2 SGOs
Teachers without an SGP score	2 SGOs

- **SGOs:** Annual, specific, and measureable academic goals for groups of students that are **locally developed and assessed**
- **Creating an SGO:**
 - Collaborative process between teacher and immediate supervisor
 - Principal has final decision
- **SGOs can be based on:**
 - Appropriate national, state or LEA-developed assessments
 - Rubric-measured portfolios or performance assessments

Basic Steps to Creating an SGO

In setting SGOs, teachers should take the following steps:

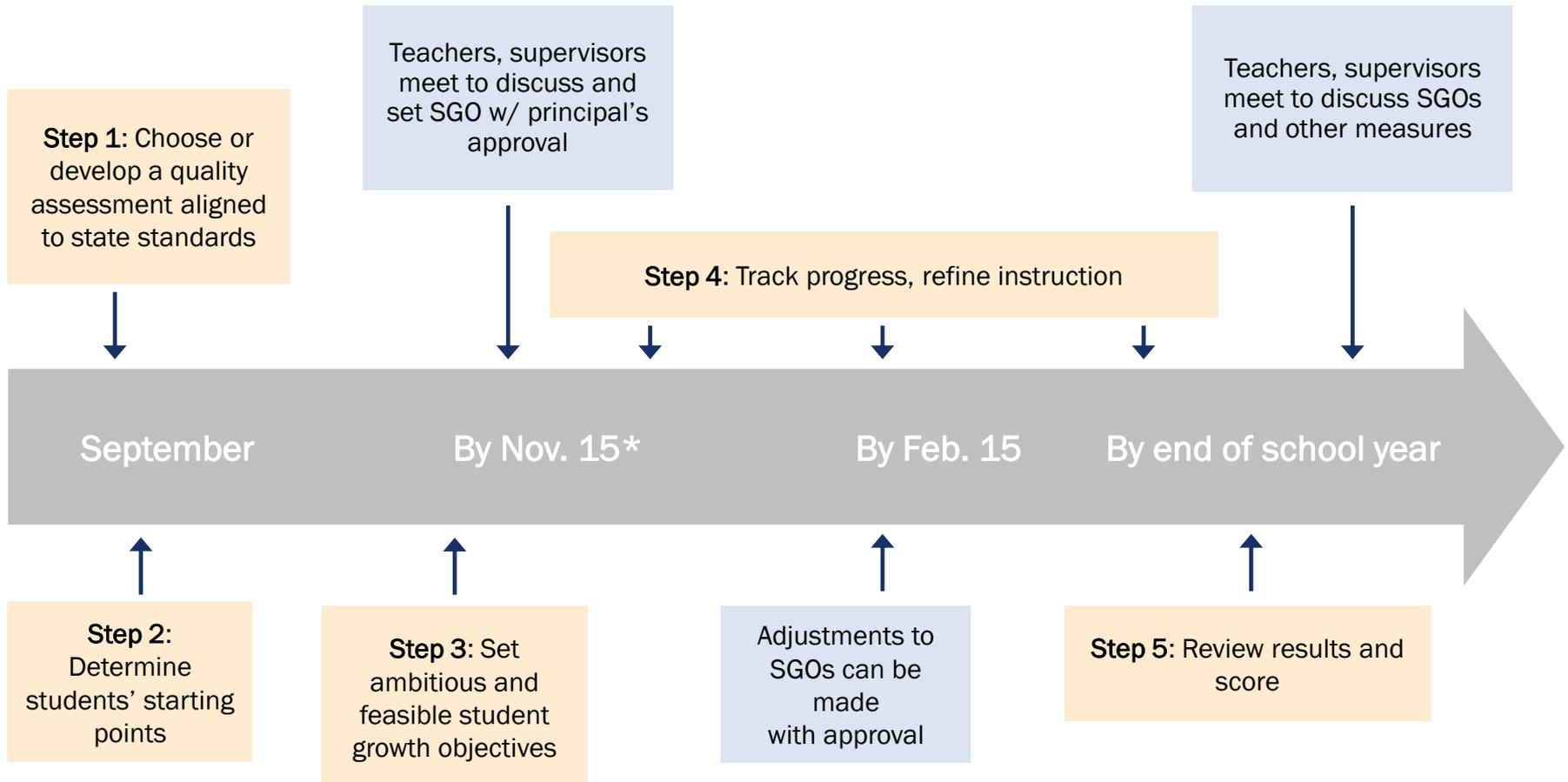
1. Choose or develop a quality measurement tool (examples follow) that is aligned to applicable standards.
2. Determine students' starting points based in available data.
3. With supervisor input and approval, set ambitious yet achievable student learning goals.
4. Track progress and refine instruction accordingly.
5. Review results and discuss score with supervisor.

The SGO Process

KEY

Recommended steps for setting a good SGO

Official SGO process in regulations



*For 2013-14 only. In subsequent years, SGOs must be set by Oct. 15.

Some Possible Assessment Types

Traditional Assessments	Portfolio Assessments	Performance Assessment
<ul style="list-style-type: none"> National/State tests (e.g., Advanced Placement exams, DIBELS, EOC Biology) District, school and departmental tests (e.g., final exams, benchmark tests) 	<ul style="list-style-type: none"> Gold[®] (pre-K, K) Writing and reflection samples (ELA) Laboratory research notebook (sciences) Student project-based assessments (all subjects) Portfolio of student work (art, photography, graphic design, etc.) 	<ul style="list-style-type: none"> Lab Practicum (sciences) Sight reading performance (music) Dramatic performance (drama) Skills demonstration (physical education) Persuasive speech (public speaking)

**Note: The use of the New Jersey Assessment of Skills and Knowledge (NJ ASK) for SGOs is prohibited for teachers who will also receive SGP scores based on those tests.*

Types and Examples of SGOs

Type of SGO	Definition	Examples (from Algebra I class)
General	Focused on the teacher's entire student population for a given course. Includes large proportion of curriculum standards.	Covers all students in a teacher's Algebra I classes and aligned comprehensively with course standards.
General - tiered goal	Same as above, but with student goals tiered by preparation levels	Same as above, but with student goals tiered by preparation levels.
Specific – student group	Focused on a subgroup of students that need specific support.	Covers a group of students that scored below 45 percent on the pre-test.
Specific – content/skill	Focused on specific skills or content that students must master.	Covers New Jersey Common Core State Standards related to quadratic functions and modeling.

General SGO: Elementary Literacy

Goal	80% students increase at least one proficiency level on the Text Reading and Comprehension (TRC) assessment.
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Measuring Progress	For a teacher to earn a rating of ...			
	4	3	2	1
	*90% or more students met goal	*80% or more students met goal	*70% or more students met the goal	*Less than 70% of students met goal

*These numbers will be determined by teacher and principal based on knowledge of students to create a rigorous and attainable goal

Particularly in elementary grades, teachers can set simple general goals that are still differentiated. In this example, the teacher would have baseline data showing where each student began and would set a goal for all students to improve by one proficiency (or grade) level in reading.

General SGO: 6th-Grade Music

Goal	80% students will master 7 of 9 skills measured by the district-developed 6 th grade music rubric			
Measuring Progress	For a teacher to earn a rating of ...			
	4	3	2	1
	90% or more students met goal	80% or more students met goal	70% or more students met the goal	Less than 70% of students met goal

Teachers can also use rubrics or portfolio assessments to measure student attainment. In this example the district created a rubric for 6th grade music teachers to measure attainment of certain skills.

Tiered General SGO: Physics 1

Goal	75% students will meet their designated target scores on the Physics 1 post-assessment
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Preparedness Group	Number of Students in Each Group	Target Score on Post-Assessment (%)
Low	36/65	70
Medium	21/65	80
High	8/65	90

Measuring Progress	For a teacher to earn a rating of ...			
	4	3	2	1
Low	85% or more students in the tier met goal	75% or more students in the tier met goal	65% or more students in the tier met the goal	Less than 65% of students in the tier met goal
Medium				
High				

For some teachers, it might make most sense to tier student goals based off of preparedness levels. In this example, in order to reach a final score the evaluator can take a straight (or weighted) average of the student results in each group.

Specific Goal: Targeted Biology Standard

Specific Goal: Targeted Standard	The average student score on questions related to Standard 5.1.12.B (scientific thinking and design) will increase from 40% to 80% on final exam.
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Measuring Progress	For a teacher to earn a rating of ...			
	4	3	2	1
	90% or more students met goal	80% or more students met goal	70% or more students met the goal	Less than 70% of students met goal

Some teachers may identify a specific standard in their curriculum that all their students have a weakness in, or that they deem particularly important for students to know. In that instance, the teacher can set a goal focused on that particular standard.

Specific Goal: Targeted Students (8th Grade ELA)

Specific Goal: Targeted students	6/8 students who scored in the low range on the pre-assessment will increase 10 words per minute over their baseline score on the Oral Reading Fluency Assessment.
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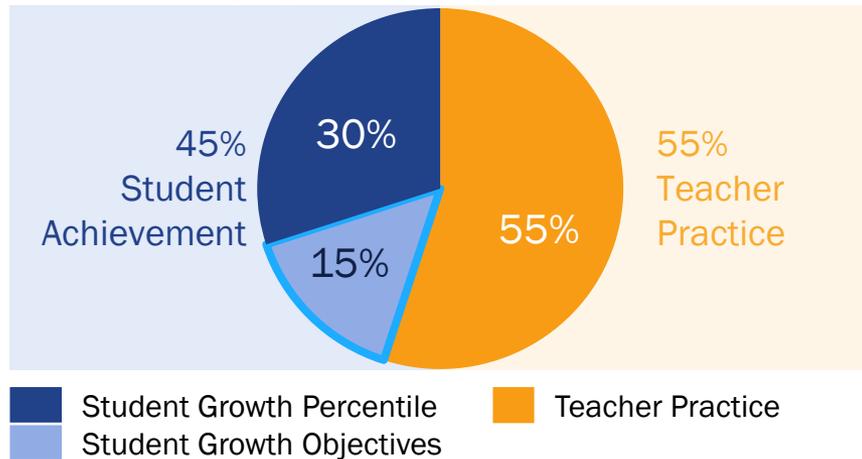
Measuring Progress	For a teacher to earn a rating of ...			
	4	3	2	1
Measuring Progress	7-8 students met goal.	5-6 students met goal.	3-4 students met the goal.	0-2 of students met goal.

For some teachers there may be a specific student group that is appropriate to target. In this instance, the teacher identified a group of students with low preparedness who he believed would benefit from increased work in reading fluency.

Component Weighting: Tested Grades

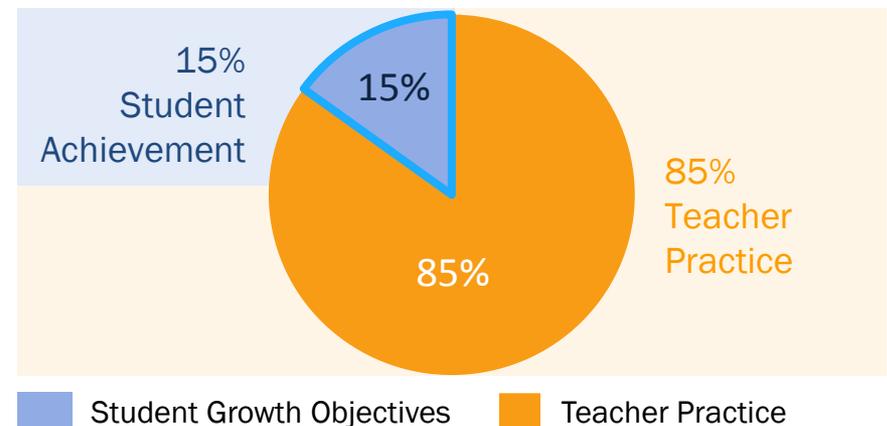
2013– 2014 Weights: Tested Grades and Subjects

Teachers in Grades 4-8,
Language Arts Literacy and Mathematics



2013 – 2013 Weights: Non-Tested Grades and Subjects

Teachers Outside of Grades 4-8,
Language Arts Literacy and Mathematics



For all teachers, Student Growth Objectives will count for 15% of the total rating in the 2013 – 2014 school year



FIND OUT MORE:

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