The background features a dark blue gradient with faint, light blue circular patterns and a scale. The scale is a large circular arc on the left side, with numerical markings from 150 to 260 in increments of 10. There are also several smaller circular diagrams with arrows indicating clockwise or counter-clockwise directions, some with dashed lines.

STUDENT GROWTH OBJECTIVES

NADINE TRIBBETT

ASSISTANT SUPERINTENDENT
OF CURRICULUM & INSTRUCTION

OCTOBER 12, 2020

VIRTUAL STAFF DEVELOPMENT

MEASURES OF STUDENT GROWTH

A Student Growth Objective is a long term academic goal that teachers set for groups of students and must be:

- **Specific and Measurable**
- **Ambitious and Achievable**
- **Aligned to New Jersey's curriculum standards**
- **Based on available prior student learning data and is Results driven**
- **A measure of what a student has learned between two points in Time**

Development Process

| | |
|---------------------------|---|
| 1. PREPARE | <ul style="list-style-type: none">•Review student data to identify areas of need; choose or develop a quality assessment aligned to state or national standards to determine baseline•Identify evidence sources to measure student growth |
| 2. DEVELOP | <ul style="list-style-type: none">•Establish students' starting points and goals for growth•Determine teaching and learning strategies for goal attainment•Design a SMART SGO statement |
| 3. SUBMIT FOR APPROVAL | <ul style="list-style-type: none">•Conference with evaluator•Revise SGO statement as needed |
| 4. IMPLEMENT & MONITOR | <ul style="list-style-type: none">•Implement identified strategies•Collect evidence through ongoing assessment to monitor student progress and to determine effectiveness of instructional strategies |
| 5. MID-POINT REVIEW | <ul style="list-style-type: none">•Midway through academic cycle, review collected evidence with evaluator•Revise and adjust teaching & learning strategies as needed•Make adjustments to SGO if necessary with evaluator's approval by February 15th |
| 6. REVIEW RESULTS & SCORE | <ul style="list-style-type: none">•Administer post-assessment at end of academic cycle•Review results & SGO scores; determine whether SGO has been met•Discuss results and SGO scores with evaluator |

FIRST STEP ON THE JOURNEY

- Choose or develop quality assessments as they determine how much growth students have demonstrated over the year or course.
- You will be using the SGO assessment as a “pre-test” to establish a baseline or starting point of each child.
- SGO’s should be appropriately rigorous for grade level and course

| Traditional Assessments | Portfolio Assessments | Performance Assessments |
|--|--|--|
| <ul style="list-style-type: none"> -National/State tests (e.g., advanced placement exams) -District, school and departmental tests (e.g., final exams) | <ul style="list-style-type: none"> -Teaching Strategies Gold(pre-K, K) -Assessment of Basic Learning and Language Skills (ABLBS) -Writing and reflections samples (LAL) -Laboratory research notebook (sciences) -Portfolio of student work (visual and performing arts, etc.) -Student project-based assessments (all subjects) | <ul style="list-style-type: none"> -Lab Practicum (sciences) -Sight reading (music) -Dramatic performance (drama) -Skills demonstration (physical education) -Persuasive speech (public speaking) |

CREATING AN ASSESSMENT

- If there is no common test for a subject and grade level, developing such an assessment can be a valuable way to use professional development time.
- If you teach a “stand alone” course (e.g., Careers) you may still be able to work with your colleagues on developing high quality questions, or on the structure of the test.

STEP TWO : DETERMINE STUDENTS' STARTING POINTS

- Even though students may walk through the door on the first day of school at very different points of readiness and from varying backgrounds, all learners are capable of growing.
- A key to measuring the gains they make throughout the year is having an accurate picture of where these students start out.
- An important component of the SGO process is to collect evidence on what students already know and understand and the types of skills they already possess.

INITIAL QUESTIONS TO CONSIDER WHEN DETERMINING STUDENTS' STARTING POINTS

- ✓ What sources of student data are available to you?
- ✓ Is a pre-assessment something you should be using?
- ✓ Choose 1-3 sources of data to determine starting points.
- ✓ Gather achievement data on all of your students.

| Sources of Performance Data to Determine Students' Starting Points | Examples and Notes |
|---|--|
| Results from beginning-of-course diagnostic tests or performance tasks | <ul style="list-style-type: none"> •Department-generated pre-assessment •Early course test |
| Results from prior-year tests that assess knowledge and skills that are pre-requisites to the current subject/grade | <ul style="list-style-type: none"> •NJSLA for math, LAL and science •Lexile for reading •End of course tests assessments, (e.g., results on LAL 6 writing portfolios are used by the LAL 7 teacher) |
| Results from tests in other subjects including both teacher or school-generated tests and state tests (tests must have assessed pre-requisite knowledge and skills) | <ul style="list-style-type: none"> •A science teacher uses results of his students' prior math assessments |
| Students' grades in previous classes | <ul style="list-style-type: none"> •Teachers should make sure they understand the basis for the grades given by students' previous teachers |

DETERMINING STUDENT'S STARTING POINTS

- ✓ Determine whether you should subdivide your students for the purposes of the SGO according to the achievement data.

STEP THREE: SET AMBITIOUS AND ACHIEVABLE STUDENT GROWTH OBJECTIVES

- SGOs must be specific and measurable and be based on student growth and/or achievement.
- Developing a quality goal is highly dependent on your expert knowledge of your students and assessments, and the professional collaboration that occurs between you and your evaluator.
- SGOs can be general or specific.

TYPES AND EXAMPLES OF SGOS

| Type of SGO | Definition | Examples |
|---------------------------------|--|---|
| General | Focused on the teacher's entire student population for a given course. Includes large proportion of curriculum | Covers all of the students in a teacher's Social Studies classes. |
| Specific – student group | Focused on a subgroup of students that need specific support. | Covers a group of students that scored below 45 % on the pre-test |
| Specific – content/skill | Focused on specific skills or content that students must master. | Students will all master 80% of the New Jersey Common Core State Standards related to Quadratic Functions and Modeling. |

GENERAL STUDENT GROWTH OBJECTIVES

- There are two strategies to consider when setting a General SGO; simple and tiered.
- The **simple method** is based on determining how many of the total students are expected to meet a single target
- The **tiered method** is based on expected growth within groups of students identified by their starting points, as discussed in SGO Step 2. (This is a part of the General SGO and should not be confused with a Specific SGO)

SETTING SIMPLE STUDENT GROWTH OBJECTIVES

- To use the simple method of setting General SGOs, educators must predict what percentage of students would attain a particular level of performance on the final assessment. There are four levels of attainment of this objective. The next slide shows the four levels of attainment possible for a student growth objective and what each level means.

BREAKING DOWN SGOS INTO DIFFERENT LEVELS BASED ON STUDENT READINESS

- Teachers often have students with a wide range of readiness and ability in a course or class.
- One simple SGO for all students might be too low for some students and too high for others.
- By breaking down SGOs into different levels based on student development, your goals are more likely to be ambitious and feasible for a much wider range of students.

ONE WAY WOULD BE TO DIVIDE STUDENTS INTO THREE GROUPS

- **Low level of readiness:** Students who have yet to master pre-requisite knowledge or skills needed for this course
- **Medium level of readiness:** Students who are appropriately prepared to meet the demands of the course
- **High level of readiness:** Students who start the course having already mastered some key knowledge or skills.

CREATING TIERED GOALS

- In tiered SGOs you set different targets for different groups of students according to their starting points.
- Quantifying what each level looks like provides a clear idea of how much growth to expect from each of these groups.

TIERED STUDENT GROWTH OBJECTIVES VS. SIMPLE GENERAL SGOS

- Simple General SGOs require less analysis of students' starting points.
- The goal is also straightforward – x students will meet y level of proficiency.
- However, tiered General SGOs provide rich data that can be used to differentiate instruction more effectively.
- Tiered General SGOs allow for setting goals that are appropriate for a wider range of students.

SETTING THE STANDARD FOR “FULL ATTAINMENT” OF THE STUDENT GROWTH OBJECTIVE

In order to develop a scoring guide based on how well you meet your SGO, determine the following:

- a) a target score on the final assessment that indicates considerable learning
- b) the number of students that could reasonably meet this mark
- c) the percentage of students in the course that this represents
- d) a 10-15 percent range around this number

GENERAL SGO: 6TH GRADE MUSIC

GOAL 80% of students will master 7 of 9 skills measured by the district-developed 6th 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 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

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. |
|---|---|

| | | | | |
|-------------------------------|---|------------------------|------------------------|------------------------|
| Measuring Progress | For a teacher to earn a rating of... | | | |
| | 4 | 3 | 2 | 1 |
| | 7-8 students met goal. | 5-6 students met goal. | 3-4 students met goal. | 0-2 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 readiness who he believed would benefit from increased work in reading fluency

| | |
|-------------|---|
| Goal | 75% students will meet their designated target scores on the Physics 1 post-assessment |
|-------------|---|

| Readiness of 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 | | | | |

SETTING OTHER STANDARDS OF ATTAINMENT

- Once a range is established for “full attainment” subtracting 10-15 percent from the lower range of “full attainment” will produce the “partial attainment” category.
- Any number below this range is the “insufficient attainment” category.
- Above the high end of the “full attainment” range is the “exceptional attainment” range.

| Target Scores | Attainment Level in Meeting Student Growth Objectives | | | |
|---|---|-----------|--------------|-------------------|
| 80% or Higher on Final Assessment | Exceptional 4 | Full 3 | Partial 2 | Insufficient 1 |
| Number of Students Meeting Target (out of 65) | More than 55 | 45-55 | 36-44 | Fewer than 36 |
| Percent of Students Meeting Target | Greater than 84% | 70-84% | 55-69% | Less than 55% |

USING CHANGES IN PROFICIENCY LEVEL

- You may use an assessment method in which the same target score is not appropriate for everyone in the class
- An objective may be to have all students increase one proficiency level in reading as measured by the DRA assessment.
- You would still go about setting attainment levels in the same way as described.

COMPLETING A STUDENT GROWTH OBJECTIVE FORM

- Once the SGO is determined, educators will complete a form to record this information.
- This form will include information about the standards that the objective captures, the assessment method and the baseline data used to determine students' starting points.

STEP 4: TRACK PROGRESS AND REFINE INSTRUCTION

- The value of goal-setting becomes apparent when educators track progress towards these goals and can then make adjustments to stay on track.
- In the classroom, tracking goals means monitoring student performance through some sort of assessment.
- These assessments could be benchmark assessments that are already in place or they could also be the components in a portfolio.

MID-YEAR CHECK-UP

- During the middle of the school year, you and your evaluator will check-in to evaluate the progress your students are making towards the targets you have set for them.
- Reflecting on:
 - How are your students progressing toward your SGOs? How do you know?
 - Which students are struggling/exceeding expectations? What are you doing to support them?
 - What additional resources do you need to support you as you work to achieve your SGOs?

STEP 5: REVIEW RESULTS AND SCORE

- Calculate a rating for the SGOs
- At the end of the school year you will compile the results of the assessment(s) used for SGOs and your evaluator will use them to formulate a rating.

Example of a Scoring Plan

| Readiness of Groups | Target Score on Final Assessment | Objective Attainment Level Based on Percent and Number of Students Achieving Target Score | | | |
|---------------------|----------------------------------|---|----------------|----------------|------------------|
| | | 4=Exceptional | 3 = Full | 2 = Partial | 1 = Insufficient |
| Low | 70 | >85% (31-36) | 70-84% (25-30) | 55-69% (18-24) | <55% (0-17) |
| Medium | 80 | >85% (19-21) | 70-84% (15-18) | 55-69% (11-14) | <55% (0-10) |
| High | 90 | >85% (8) | 70-84% (6-7) | 55-69% (4-5) | <55% (0-3) |

Example of a Scoring Plan

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| High | 90 | >85% (8) | 70-84% (6-7) | 55-69% (4-5) | <55% (0-3) |

Results of Student Growth Objective

| Readiness Groups | Number of Students at Target Score | Objective Attainment Level | SGO Score Average Objective Attainment Level | Teacher: _____ |
|------------------|------------------------------------|----------------------------|--|------------------|
| Low | 31 | 4 | 3 | Evaluator: _____ |
| Medium | 16 | 3 | | Date: _____ |
| High | 4 | 2 | | |

RECOGNITION FOR BEING SUCCESSFUL

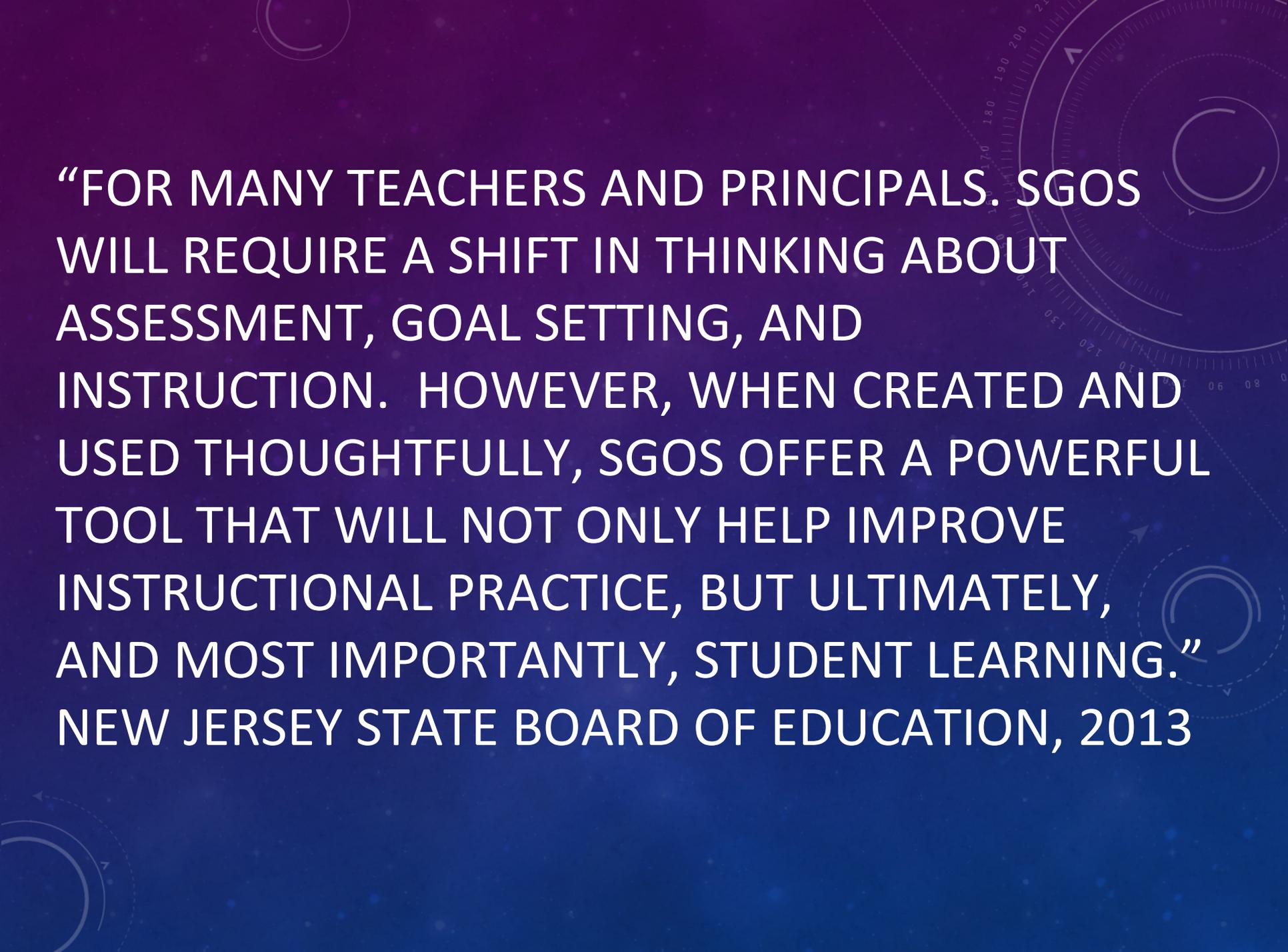
- Remember: Comparing starting points to end points for students provides a way to objectively demonstrate and be recognized for how successfully you help students to grow during the year!

USING STUDENT GROWTH OBJECTIVES TO IMPROVE PRACTICE AND STUDENT LEARNING

- When the SGO process is carried out diligently, the information that SGOs provide will be valuable to improving teaching practices.
- Information can be used to develop well thought-out instructional plans for the following year

IMPROVING TEACHING PRACTICES

- You might use the results to guide the formulation of your professional development plan, choosing to focus on areas of challenge in which you or the students struggled.
- Conversely, it may be clear from your SGO results that the strategies or materials you are using are successful and you might choose to keep or expand them.

The background features a dark blue gradient with scattered white dots. Overlaid on this are several faint, semi-transparent circular patterns, including concentric circles and arcs, some resembling technical or scientific diagrams. The text is centered and rendered in a clean, white, sans-serif font.

“FOR MANY TEACHERS AND PRINCIPALS. SGOS WILL REQUIRE A SHIFT IN THINKING ABOUT ASSESSMENT, GOAL SETTING, AND INSTRUCTION. HOWEVER, WHEN CREATED AND USED THOUGHTFULLY, SGOS OFFER A POWERFUL TOOL THAT WILL NOT ONLY HELP IMPROVE INSTRUCTIONAL PRACTICE, BUT ULTIMATELY, AND MOST IMPORTANTLY, STUDENT LEARNING.”
NEW JERSEY STATE BOARD OF EDUCATION, 2013

SGO TIMELINES

- The Fall SGO Assessment will be given
- **September 23, 2020 - October 14, 2020**
- SGO Window will begin: **October 15, 2020**
- SGO Window ends: **March 19, 2021**
- The Spring SGO Assessment must be given during the week of **March 22, 2021 - April 1, 2021.**
- Total number of school days during the SGO window is **95 days**
 - **(October 15, 2020 – March 22, 2021).**

SGO TIMELINES

- If a student is *enrolled* at least 60% of the days during the SGO window, he/she will be counted in the teacher's SGO. This equates to 57 number of school days present during the SGO window of **October 15, 2020 through March 22 , 2021**
 - (95 total school days).
- If a teacher is present at least 70% of the days during the SGO window, he/she receives an SGO (66) days .

SGO TIMELINES

- At the request of a teacher, a student who has maintained less than 60% attendance rate during the SGO window can be considered for the removal from the SGO end of the year calculator if the teacher has provided supporting documentation indicating that he/she has made attempts to contact the parents, meet with guidance, meet with the attendance clerk, etc. regarding the student's attendance.
- If documentation is not provided, the student is to remain on the teacher's SGO.

SGO TIMELINES

- If a student enters a class after **December 17, 2020**, he/she cannot be placed on the SGO.
- If a student enters a class before December 17, **2020**, he/she must be added to the SGO data and given the SGO Fall Assessment.
- If a student did not take the Spring SGO assessment and does not take it by **April 13th**, the student will be removed from the SGO end of the year calculation.
- The teacher is encouraged to discuss students of concern during the SGO mid-year and end of the year conferences.

SGO TIMELINES

- Any teacher whose first day of teaching is after **November 30, 2020** will not receive an SGO.
- All Fall and Spring SGO assessments must be administered even if a substitute teacher is assigned to the class.

SGO TIMELINES – MIDCOURSE CHECKIN

•SGO adjustments may be made with the approval of the building principal between February 8, 2021 - February 12, 2021.
The following is a non-exhaustive list of situations that may warrant adjusting SGOs:

- A discussion of student chronic absenteeism
- The teacher's schedule or assignment has changed significantly
- Class compositions have changed significantly
- An unusual event in the classroom, school, or district has occurred that significantly interrupts student learning.
- The teacher has an extended leave of absence

SGO TIMELINES - MIDCOURSE CHECKIN

- Supervisors and directors should work with teachers to review and revise SGOs at department meetings, ensuring that SGO targets remain ambitious and achievable. Ensure all questions are answered and data is provided to support the adjustment of the SGO.

SGO TIMELINES – MIDCOURSE CHECKIN

January 25, 2021: Teachers are provided with the Mid-Course Check-in form

February 8-12, 2021: Teacher and principal meetings are held as necessary.

February 15, 2021: All mid-course approvals are officially signed by the principal

SGO TIMELINES – FINAL SGO CONFERENCES

- Week of March 22, 2021- April 1, 2021: SGO Spring Assessments are administered. The principal and teacher conduct the annual SGO conference to (review results, discuss and determine SGO scores, and officially sign SGOs.
- Directors and supervisors will assist. This will occur April 19, 2021 through April 23, 2021
- April 30, 2021: The SGO process for the 2020 - 2021 school year is completed.

SGO TIMELINES SEMESTER 1

- SGO TIMELINE FOR SEMESTER 1 Semester One (10/15/20-2/4/21)
- TEACHERS TEACHING ONLY SEMESTER COURSES (If a teacher teaches a full year course and a semester course, the full year course should be used for the SGO)

SGO TIMELINES – SEMESTER 1

- The Fall SGO Assessment must be given between September 23, 2020 and October 14, 2020
- ● The SGO Window begins: October 15, 2020
- ● The SGO Window ends: January 22, 2021
- ● The Final SGO Assessment must be given during the week of January 25, 2021.
- ● Total number of school days during the SGO window is 55.
 - o (October 15, 2020 – January 22, 2021)

SGO TIMELINES – SEMESTER 1

- If a student is enrolled at least 60% of the days during the SGO window, he/she will be counted in the teacher's Sothis equates to 33 number of school days present during the SGO window of October 15, 2020 through January 22, 2021.
- ● The teacher must be present 70% of the days (39 days) during the SGO window in order to receive a score.

SGO TIMELINES – SEMESTER 1

- At the request of a teacher, a student who has maintained less than 60% attendance rate during the SGO window can be considered for the removal from the SGO end of the year calculator if the teacher has provided supporting documentation indicating that he/she has made attempts to contact the parents, meet with guidance, meet with the attendance clerk, etc. regarding the student's attendance.
- If documentation is not provided, the student is to remain on the teacher's SGO.

SGO TIMELINES - SEMESTER

- If a student enters a class after November 24, 2020, he/she cannot be placed on the SGO.
- ● If a student enters a class before November 24, 2020, he/she must be added to the SGO data.
- ● All Fall SGO assessments must be administered even if a substitute teacher is assigned to the class.

SGO TIMELINES – SEMESTER 1

- THERE WILL BE NO MID-YEAR CONFERENCES

Final Semester One Conferences

SGO TIMELINES – SEMESTER 1

- Week of January 25, 2021- January 29, 2021:
- The SGO assessments are administered.
- Week of February 1 - February 4, 2021:
- The principal and teacher conduct the semester SGO conference to review results, discuss and determine SGO scores, and officially sign SGOs.
- February 4, 2021: The SGO process for the 2020-2021 semester one cycle is complete.

SGO TIMELINES – SEMESTRTR 2

- SGO TIMELINE FOR SEMESTER 2 Semester Two
(2/5/21 - 4/16/21)
- TEACHERS TEACHING ONLY SEMESTER COURSES (If a teacher teaches a full year course and a semester course, the full year course should be used for the SGO)

SGO TIMELINES – SEMESTER 2

- The SGO Assessment must be given during the week of:
(February 8, 2021).
- ● The SGO Window begin: February 5, 2021
- ● The SGO Window ends: April 16, 2021
- ● The Final SGO Assessment must be given during the week of April 19, 2021.
- ● Total number of school days during the SGO window is 44 days.
 - ○ (February 5- April 16, 2021)

SGO TIMELINES – SEMESTER 2

- If a student is enrolled at least 60% of the days during the SGO window, he/she will be counted in the teacher's SGO. This equates to 26 number of school days present during the SGO window of February 5, 2021 through April 16, 2021).
- ● The teacher must be present 70% of the days (31 days) during the SGO window in order to receive a score.

SGO TIMELINES - SEMESTER 2

- At the request of a teacher, a student who has maintained less than 60% attendance rate during the SGO window can be considered for the removal from the SGO end of the year calculator if the teacher has provided supporting documentation indicating that he/she has made attempts to contact the parents, meet with guidance, meet with the attendance clerk, etc. regarding the student's attendance.
- If documentation is not provided, the student is to remain on the teacher's SGO

SGO TIMELINES – SEMESTER 2

- ● If a student enters a class after March 4, 2021, he/she cannot be placed on the SGO.
- ● All SGO assessments must be administered even if a substitute teacher is assigned to the class.

SGO TIMELINES – SEMESTER 2

- THERE WILL BE NO MID-YEAR CONFERENCES

Final Semester Two Conferences

SGO TIMELINES – SEMESTER 2

- Week of April 19, 2021: SGO Spring assessments are administered.
- Week of April 26, 2021: The principal and teacher conduct the semester 2 SGO conference to review results, discuss and determine SGO scores, and officially sign SGOs.
- April 30, 2021 The SGO process for the 2020 – 2021 Semester Two cycle is complete

PLEASE COMPLETE THE STAFF DEVELOPMENT FEEDBACK FORM

- https://docs.google.com/forms/d/e/1FAIpQLSeSpQzBiH6mKjQhzU_HE18KXVOc-fcT2iqoJVOZKYwZ2EKKbw/viewform?gxids=7757



QUESTIONS?

COMMENTS!

CONCERNS?

Click the Staff Development Feedback form

https://docs.google.com/forms/d/e/1FAIpQLSeSpQzBiH6mKjQhzU_HE18KXV0c-fcT2iqoJVOZKYwZ2EKKbw/viewform

Contact Information:

Email: ntribbett@wboe.net

Phone: (609) 835-8600 x1008

Office of Curriculum & Instruction

Willingboro, NJ 08046

