



How Teachers Develop Student Growth Objectives (SGOs)

A presentation to the New Jersey State Board of Education

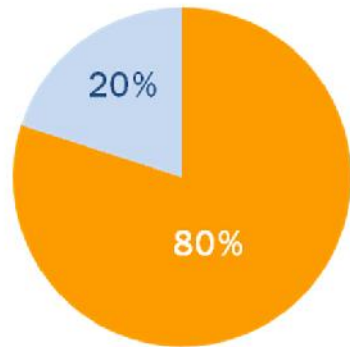
August 6, 2014

“Student growth objectives. . .shall be specific and measurable, based on available student learning data, aligned to Core Curriculum Content Standards, and based on growth and/or achievement.” (NJAC 6A:10-4.2)

Student Growth Objectives (SGOs)

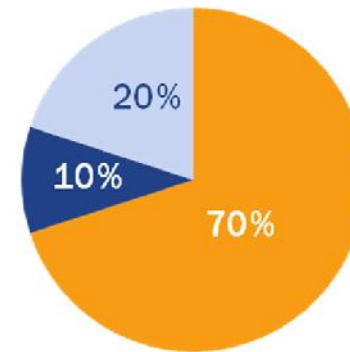
All teachers set SGOs:
In 2014-15, 20% of summative rating*

Teachers without an mSGP set two SGOs



- Teacher Practice
- Student Growth Objectives

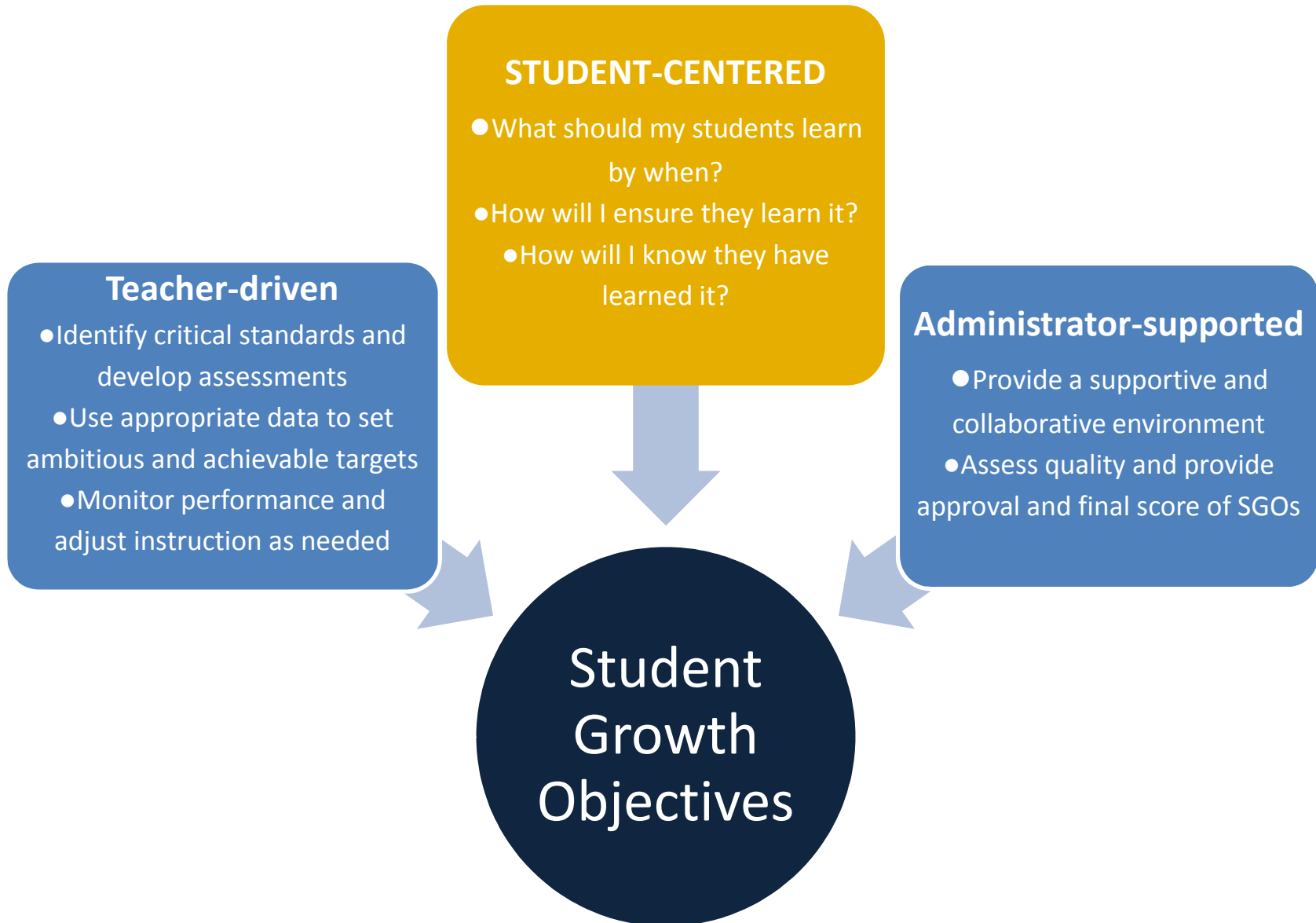
Teachers with an mSGP set one or two SGOs



- Teacher Practice
- Student Growth Percentile
- Student Growth Objectives

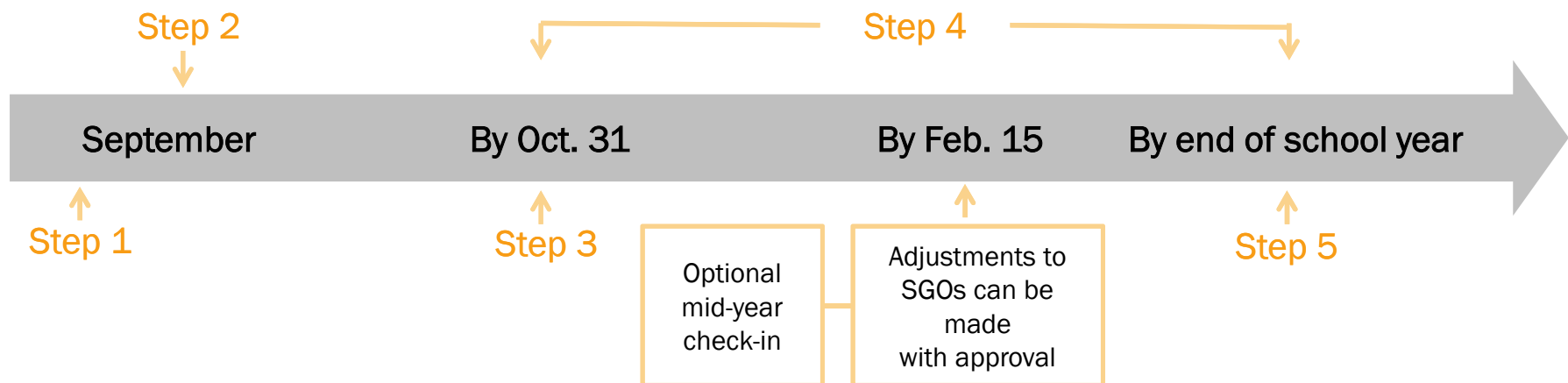
*pending approval of related regulations by State Board

SGO roles in perspective



SGO process

1. Choose or develop a quality assessment aligned to the standards.
2. Determine students' starting points.
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.



1. Choose or develop a quality assessment aligned to the standards

In September (or before) teachers choose/develop appropriate SGO assessments:

Portfolios

- Middle school art teachers develop a rubric for assessing students' growth through elements of portfolios.

Performance assessments

- A computer science teacher assesses students on a computer application project that requires the use of skills learned during the first three quarters.

Benchmark assessments

- Language arts teachers in a school using the Department's Model Curriculum use the average of three end-of-unit assessments.

Summative assessment

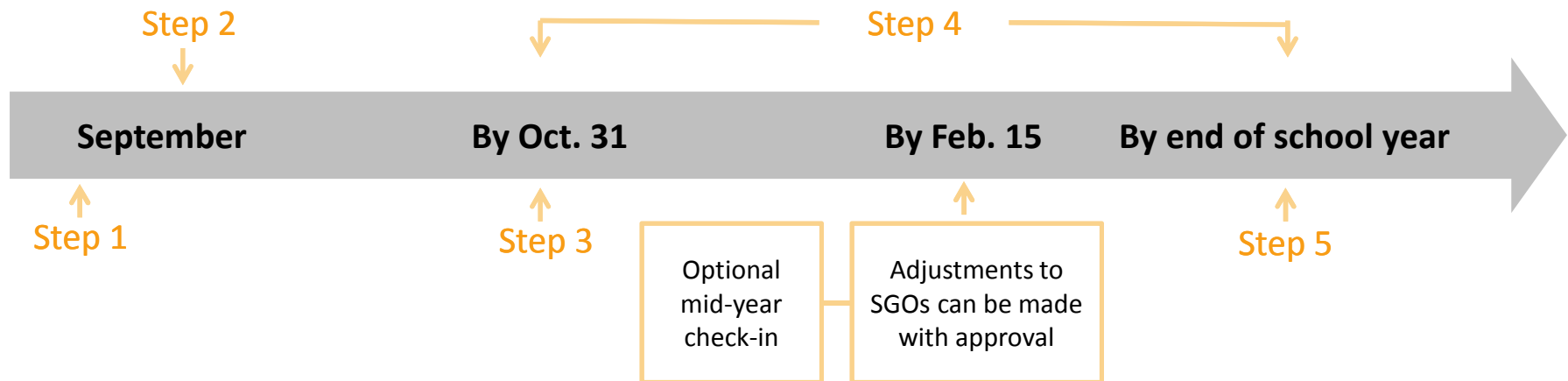
- 8th grade algebra teachers develop a common assessment covering the content that students learned between October and April.

Advanced Placement (AP) assessment

- An AP Chemistry teacher uses previous AP exam questions to develop an assessment of students' preparedness for the actual test in May.

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2. Determine students' starting points

During the first two months of school, teachers invariably collect rich information about their students and can use some of it to determine their students' starting points.

Possible Types of Information	Source/Origin
Current grades	Gradebook
Recent test performance	Gradebook
Important markers of future success	Gradebook (participation, homework completion, etc)
Previous year's grades or scores	Student Information System (e.g. PowerSchool)
High-quality pre-assessments	Ideally developed collaboratively by teachers who teach sequenced content and skills (e.g. Spanish II)

2. Determine students' starting points (continued)

During the weeks prior to setting SGO targets, teachers might consider entering information into a table, spreadsheet, or computerized gradebook to document student starting points.

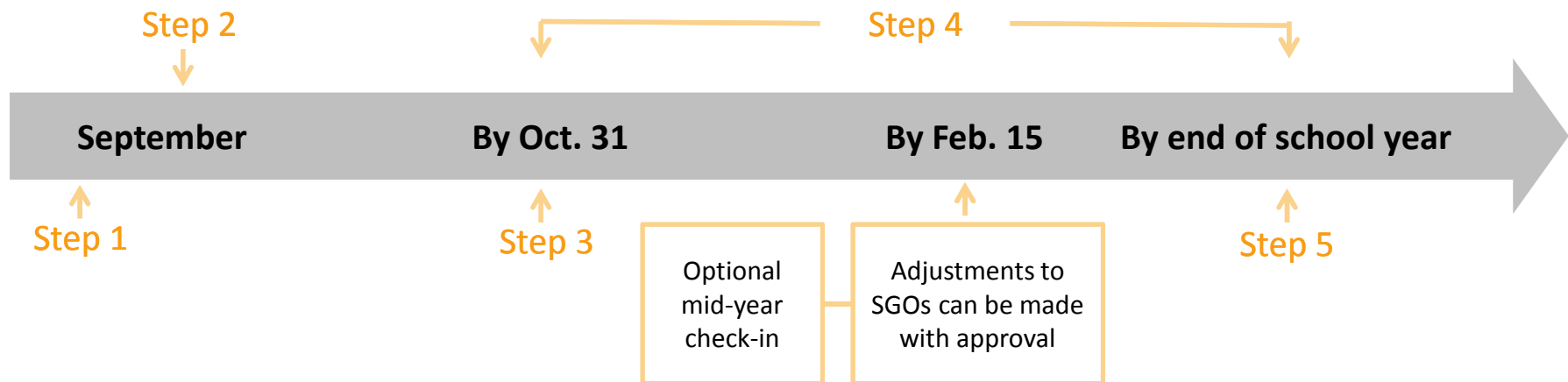
Student ID	Prior Year Final Grade	Current Year Test Scores	Markers of Future Success		Preparedness Group
	Math	Average Score	Participates in Class	Completes Homework	
1	86	98.5	Yes	No	1
2	73	92.5	Yes	Yes	1
3	96	95	Yes	Yes	1
4	92	85.5	Yes	No	1
5	67	54	No	No	3
6	70	58	No	No	3
7	78	72.5	Yes	No	2
8	94	80.5	No	No	2

Prior Year Math Grade	Current Year Test Score Average	Number of Future Success Markers	Preparedness Group
<70	<70	0	3
70 – 84	70 – 84	1	2
85 – 100	85 – 100	2	1

The teacher assigns a specific preparedness group when a majority of measures indicate a specific group using the guide at left.

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3. With supervisor input and approval, set ambitious yet achievable student learning goals.

In October, teachers set learning goals for students based on the assessment chosen and student starting points and meet with supervisors to discuss. Teachers makes adjustments based on feedback and submit SGOs for final approval by October 31.

Preparedness Group	Student Target Score on Assessment	Attainment Level in Meeting Student Growth Objective Percent of Students Achieving Target Score			
		Exceptional 4	Full 3	Partial 2	Insufficient 1
1	≥90	≥85% of students	≥75% of students	≥65% of students	<65% of students
2	≥80	≥85% of students	≥75% of students	≥65% of students	<65% of students
3	≥70	≥85% of students	≥75% of students	≥65% of students	<65% of students

Sample Completed SGO Form, Part 1

Teacher Name	School	Grade	Course/ Subject	Number of Students	Interval of Instruction
I. Newton	Einstein Academy	9	Physics 1	65/65	October 15 to April 15

Standards, Rationale, and Assessment Method

Name the content standards covered, state the rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career. Name and briefly describe the format of the assessment method.

Standards

NJCCCS physical science 5.2.12 C, D and E (energy, energy transformation, force and motion)

NJCCCS science practices 5.1.12 A-D (scientific explanations, investigation, reflection, and participation)

Rationale

- This SGO includes all of the NJCCCS related to physics creating a foundation important for students who will take AP and/or college-level physics and is **fundamental to many careers** including architecture, mechanics, engineering, medicine.
- The SGO also includes all of the science practice standards **crucial in helping student become scientific thinkers**. This mindset is **valuable for making decisions** when a large amount of information is available and must be analyzed for value and accuracy. It is **critical in most academic disciplines**.

Assessment

Physics Department's common assessment administered at the end of the 3rd marking period.

Written: 60 multiple choice (4 choice), 5 short response questions, 1 essay.

Practical: Students design a simple apparatus, take measurements, and collect data.

Starting Points and Preparedness Groupings

State the type of information being used to determine starting points and summarize scores for each type by group. Modify the table as needed.

Preparedness Group	Information #1	Information #2	Information #3
	Prior year math grade	Markers of Future Success	Physics Department pre-assessment
3	<70	<5	35-49
2	70-84	5-10	50-66
1	85-100	>10	67-80

Students who score at the same level in at least two information categories will be placed in that level. In cases where students are close to the next 1st category, I will consider student's current grades when making an appropriate placement determination.

Sample Completed SGO Form, Part 2

Student Growth Objective
 State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. “75% of students in each group will meet the target score.” Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Modify the table as needed.

At least 70% of my students will attain the scores shown below according to their preparedness group.

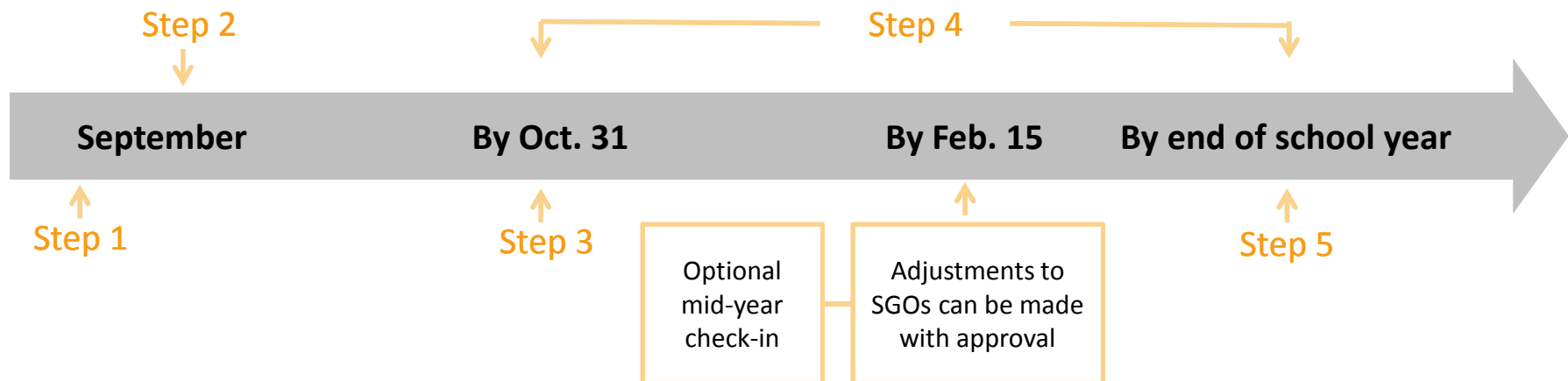
Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Score on SGO Assessment
3	36/65	70
2	21/65	80
1	8/65	90

Scoring Plan
 State the projected scores for each group and what percentage/number of students will meet this target at each attainment level. Modify the table as needed.

Preparedness Group	Student Target Score on Assessment	Attainment Level in Meeting Student Growth Objective			
		Percentage of Students Achieving Target Score			
		Exceptional 4	Full 3	Partial 2	Insufficient 1
3	70%	≥85%	≥75%	≥65%	<65%
2	80%	≥85%	≥75%	≥65%	<65%
1	90%	≥85%	≥75%	≥65%	<65%

SGO process

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4. Track progress and refine instruction accordingly.

During the SGO period (typically October to April), teachers track their student's progress as usual.

Teachers adjust student support and instruction as needed to ensure students stay on track to meet their learning goals.

Administrators provide support to teachers through conferences as needed (possibly during observation post-conferences)

In exceptional cases, changes to SGOs are made by February 15.

SGO Step 4, Form 1: Track Progress, Refine Instruction **Mid-Course Check-in**



Teacher: _____

Date: _____

Grade Level/
Subject/Period: _____

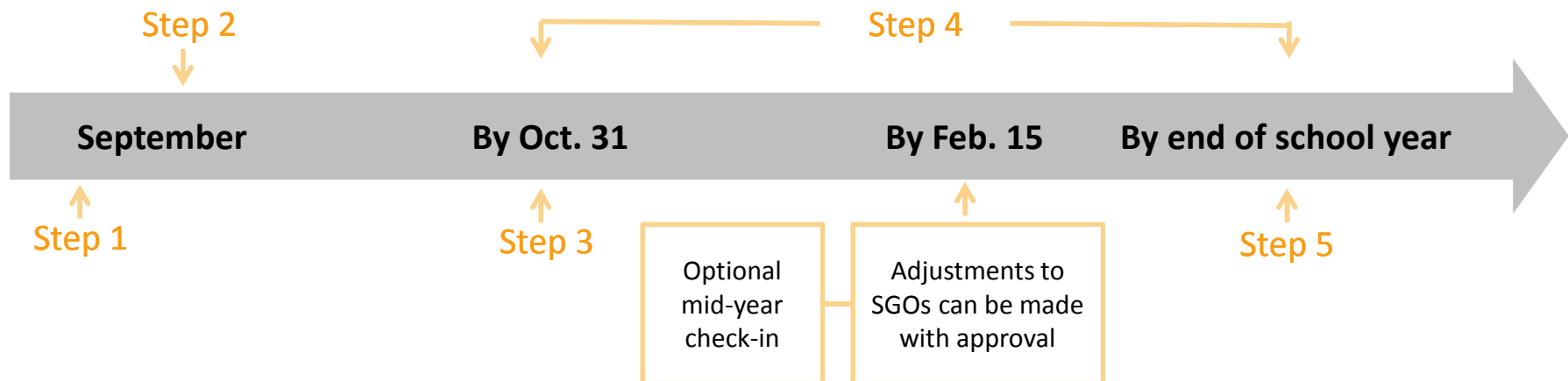
Evaluator: _____

In preparation for the mid-course progress check-in, please complete this questionnaire and submit it to your evaluator. You may attach your responses to this form or write them here directly.

- 1) How are your students progressing toward your student growth objectives? How do you know?
- 2) Which students are struggling/exceeding expectations? What are you doing to support them?

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5. Review results and discuss score with supervisor

At the end of the SGO period, teachers assess student progress on their learning goals with their summative assessments or portfolio and calculate SGO scores.

Results of Student Growth Objective					
Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.					
Preparedness Group	Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score
3	31 of 36/86%	4	0.56 (36 of 65)	2.24	3.56
2	16 of 21/76%	3	0.32 (21 of 65)	0.96	
1	6 of 8/75%	3	0.12 (8 of 65)	0.36	

Scoring Plan					
State the projected scores for each group and what percentage of students will meet this target at each attainment level. Modify the table as needed.					
Preparedness Group	Student Target Score	Attainment Level in Meeting Student Growth Objective			
		Percentage of Students Achieving Target Score			
		Exceptional 4	Full 3	Partial 2	Insufficient 1
3	70	≥85%	≥75%	≥65%	<65%
2	80	≥85%	≥75%	≥65%	<65%
1	90	≥85%	≥75%	≥65%	<65%

5. Review results and discuss score with supervisor. (continued).

Annual Summary Conference Form

For Teachers Not Receiving a Median Student Growth Percentile Score



Date	Name	School	Assignment	Years in District	Tenured (Y/N)
6/14/14	I. Newton	Einstein Academy	Physics 1	8	Y

Practice Score (85%)	SGO Score* (15%)	Summative Rating
2.95	3.32	3.01

Summative Rating Scale	
Highly Effective	3.50 – 4.00
Effective	2.65 – 3.49
Partially Effective	1.85 – 2.64
Ineffective	1.00 – 1.84

* Average score of two SGOs

Practice

Using specific documentation (observation reports, teacher reflection, etc) and citing specific evidence, identify and discuss:

- 1-3 areas of strength
- 1-3 areas for improvement

Student Growth Objectives (SGOs)

Using completed SGO forms and supporting documentation (assessment results, etc), discuss:

- Successes and challenges of SGO process
- Lessons from SGOs about teaching and student learning
- Steps to improve SGOs for next year

Professional Development Plan (PDP)

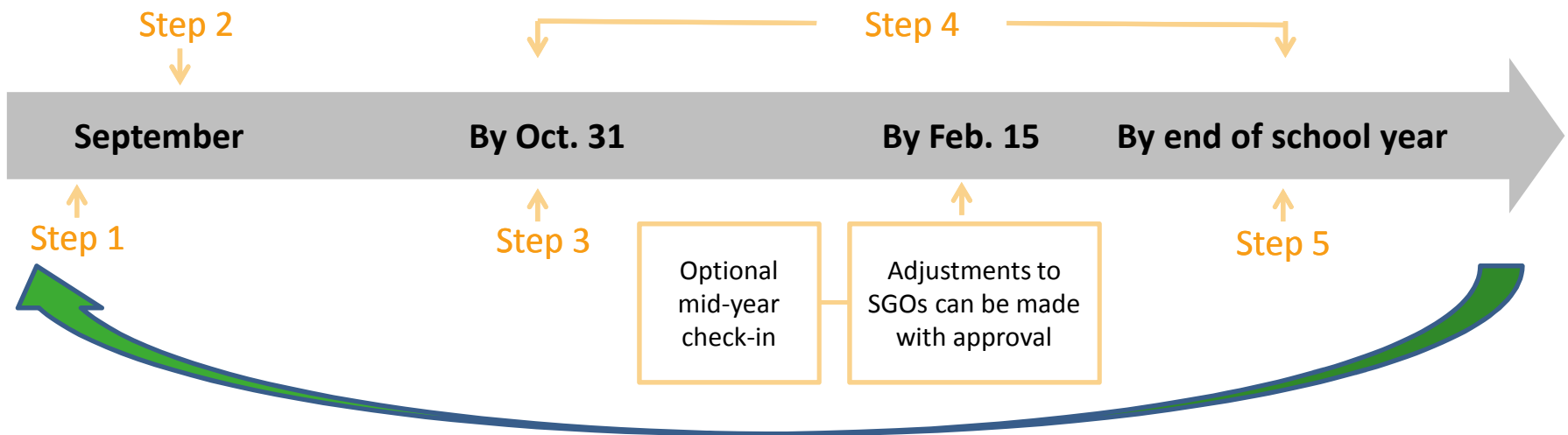
Using the current PDP, discuss strategies for improving performance next year, such as:

- Successes and challenges on this year's PDP

In May or June, teachers discuss scores and strategies for next year's SGOs with their supervisors during annual conferences.

A process of growth

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Teachers' reflections on their SGOs at the end of each year should strengthen and improve the process the following year.