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:
- 20% Teacher Practice
- 80% Student Growth Objectives

Teachers with an mSGP set one or two SGOs:
- 20% Teacher Practice
- 10% Student Growth Percentile
- 70% Student Growth Objectives

*pending approval of related regulations by State Board*
Teacher-driven
- Identify critical standards and develop assessments
- Use appropriate data to set ambitious and achievable targets
- Monitor performance and adjust instruction as needed

STUDENT-CENTERED
- What should my students learn by when?
- How will I ensure they learn it?
- How will I know they have learned it?

Administrator-supported
- Provide a supportive and collaborative environment
- Assess quality and provide approval and final score of SGOs

SGO roles in perspective

Student Growth Objectives
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.

---

**Step 1**

- Choose or develop a quality assessment aligned to the standards.
- Determine students’ starting points.
- With supervisor input and approval, set ambitious yet achievable student learning goals.
- Track progress and refine instruction accordingly.
- Review results and discuss score with supervisor.

---

**Step 2**

By Oct. 31

- Optional mid-year check-in

---

**Step 3**

By Feb. 15

- Adjustments to SGOs can be made with approval

---

**Step 4**

By end of school year

- Adjustments to SGOs can be made with approval

---

**Step 5**
In September (or before) teachers choose/develop appropriate SGO assessments:

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

   - **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.
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.
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.*

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

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

<table>
<thead>
<tr>
<th>Prior Year Math Grade</th>
<th>Current Year Test Score Average</th>
<th>Number of Future Success Markers</th>
<th>Preparedness Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;70</td>
<td>&lt;70</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>70 – 84</td>
<td>70 – 84</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>85 – 100</td>
<td>85 – 100</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

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

**SGO process**

- **Step 1**: Choose or develop a quality assessment aligned to the standards.
- **Step 2**: Determine students’ starting points.
- **Step 3**: With supervisor input and approval, set ambitious yet achievable student learning goals.
- **Step 4**: Track progress and refine instruction accordingly.
- **Step 5**: Review results and discuss score with supervisor.

**Timeline**

- **September**: Step 1
- **By Oct. 31**: Step 2, Step 3
- **By Feb. 15**: Step 4
- **By end of school year**: Step 5

Optional mid-year check-in:
Adjustments to SGOs can be made with approval.
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 make adjustments based on feedback and submit SGOs for final approval by October 31.

<table>
<thead>
<tr>
<th>Preparedness Group</th>
<th>Student Target Score on Assessment</th>
<th>Attainment Level in Meeting Student Growth Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percent of Students Achieving Target Score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exceptional 4</td>
</tr>
<tr>
<td>1</td>
<td>≥90</td>
<td>≥85% of students</td>
</tr>
<tr>
<td>2</td>
<td>≥80</td>
<td>≥85% of students</td>
</tr>
<tr>
<td>3</td>
<td>≥70</td>
<td>≥85% of students</td>
</tr>
</tbody>
</table>
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 students 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.

<table>
<thead>
<tr>
<th>Preparedness Group</th>
<th>Information #1</th>
<th>Information #2</th>
<th>Information #3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prior year math grade</td>
<td>Markers of Future Success</td>
<td>Physics Department pre-assessment</td>
</tr>
<tr>
<td>3</td>
<td>&lt;70</td>
<td>&lt;5</td>
<td>35-49</td>
</tr>
<tr>
<td>2</td>
<td>70-84</td>
<td>5-10</td>
<td>50-66</td>
</tr>
<tr>
<td>1</td>
<td>85-100</td>
<td>&gt;10</td>
<td>67-80</td>
</tr>
</tbody>
</table>

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 highest 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.

<table>
<thead>
<tr>
<th>Preparedness Group (e.g. 1,2,3)</th>
<th>Number of Students in Each Group</th>
<th>Target Score on SGO Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>36/65</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>21/65</td>
<td>80</td>
</tr>
<tr>
<td>1</td>
<td>8/65</td>
<td>90</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Preparedness Group</th>
<th>Student Target Score on Assessment</th>
<th>Attainment Level in Meeting Student Growth Objective</th>
<th>Percentage of Students Achieving Target Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Exceptional 4</td>
<td>Full 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Partial 2</td>
<td>Insufficient 1</td>
</tr>
<tr>
<td>3</td>
<td>70%</td>
<td>≥85%</td>
<td>≥75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>80%</td>
<td>≥85%</td>
<td>≥75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>90%</td>
<td>≥85%</td>
<td>≥75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

SGO process

September
Step 1

By Oct. 31
Step 2

By Feb. 15
Step 3

By end of school year
Step 4

Step 5
Optional mid-year check-in
Adjustments to SGOs can be made with approval
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?
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.
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.

<table>
<thead>
<tr>
<th>Preparedness Group</th>
<th>Students at Target Score</th>
<th>Teacher SGO Score</th>
<th>Weight (based on students per group)</th>
<th>Weighted Score</th>
<th>Total Teacher SGO Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>31 of 36/86%</td>
<td>4</td>
<td>0.56 (36 of 65)</td>
<td>2.24</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>16 of 21/76%</td>
<td>3</td>
<td>0.32 (21 of 65)</td>
<td>0.96</td>
<td>3.56</td>
</tr>
<tr>
<td>1</td>
<td>6 of 8/75%</td>
<td>3</td>
<td>0.12 (8 of 65)</td>
<td>0.36</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Preparedness Group</th>
<th>Student Target Score</th>
<th>Exceptional 4</th>
<th>Full 3</th>
<th>Partial 2</th>
<th>Insufficient 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>70</td>
<td>≥85%</td>
<td>≥75%</td>
<td>≥65%</td>
<td>&lt;65%</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
<td>≥85%</td>
<td>≥75%</td>
<td>≥65%</td>
<td>&lt;65%</td>
</tr>
<tr>
<td>1</td>
<td>90</td>
<td>≥85%</td>
<td>≥75%</td>
<td>≥65%</td>
<td>&lt;65%</td>
</tr>
</tbody>
</table>
5. Review results and discuss score with supervisor (continued).

In May or June, teachers discuss scores and strategies for next year’s SGOs with their supervisors during annual conferences.
A process of growth

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.

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