

WPSD Student Growth Objectives Overview



What Are Student Growth Objectives (SGOs)?

SGOs are measures of student learning included in the evaluations of all teachers, special service providers, and principals/assistant principals. Well-designed SGOs provide the following benefits:

- **For Students:** SGOs promote reflective and collaborative teaching practices; alignment among standards, instruction, and assessment; and improvements in student learning.
- **For Teachers and Special Service Providers:** SGOs provide a method by which teachers can improve their practice while clearly demonstrating their effectiveness through student progress.
- **For Principals/APs:** Administrators share in the SGO results of their teachers and can use the SGO process to help ensure each student receives the best possible education within their school environment.

SGO Requirements

SGOs must be:

- Specific and measureable academic goals that are aligned to state academic standards;
- Based on student growth and/or achievement using available student learning data;
- Developed by a teacher in consultation with his/her evaluator; and
- Approved and rated by the evaluator.

The number of required SGOs varies depending upon the staff member's assignment:

- Teachers must set a minimum of one SGO with formal tracking required for all staff without an effective 1st or 2nd Look rating.
- Special Service Providers are required to set and track a minimum of two SGOs.

Individual student growth measures account for 40% of a staff member's summative rating.

Key Steps and Timelines for the SGO Process

In setting SGOs, staff should take the following steps:

1. **Prior to School Year - September:** Choose or develop a quality assessment aligned to applicable standards.
2. **By the End of the 1st Quarter:** Determine students' starting points using multiple measures. Set and share ambitious yet achievable student learning goals with evaluator.
3. **By the End of October:** With evaluator input and approval, finalize student growth objective(s) and scoring plan.
4. **October - End of School Year:** Track progress and refine instruction accordingly.
5. **Prior to the Start of 2nd Semester:** Self-reflect on progress toward SGO.
6. **By End of School Year:** Review results and SGO scores with evaluator.

Important Points for SGO Development

Understand	Take Action
1. SGOs are learning goals for key concepts and skills that students can be expected to master in a course based on an approximate sense of where they start.	<ul style="list-style-type: none">• Base learning goals on what you want students to know and do by the end of the SGO period.• Get a rough sense of where students begin by using multiple measures of student prior learning.• Use pre-assessments only when appropriate (see section below on Using Multiple Measures).
2. SGO quality is critically dependent on summative assessment* quality.	<ul style="list-style-type: none">• Increase the quality of the SGO summative assessments and develop common assessments where possible (see section on Accurately Assessing Student Learning).
3. SGOs should be a true reflection of the daily practice of effective teachers and of the curriculum and students an educator teaches.	<ul style="list-style-type: none">• Align critical standards, effective instruction, and high quality assessments in SGOs.• Incorporate a significant number of students and portion of curriculum within the SGO(s).• Set differentiated learning goals for students based on their starting points (Tiered SGOs)
4. SGOS should be collaborative; teacher-driven, administrator-supported, and student-centered.	<ul style="list-style-type: none">• Even though administrators are responsible for approving and rating SGOs, teachers need to take ownership of the SGO process as a powerful way to improve teacher practice and student achievement.

*Such assessments include portfolios, performance assessments, benchmark assessments, finals, program-based assessments, standardized tests, and others.

Using Multiple Measures to Determine Student Starting Points

Using multiple measures of a student's starting point not only allows better targets to be set but provides useful information to help drive instruction. Information that a teacher typically gathers from students at the beginning of the year should be used to get a rough sense of their starting points. This includes but is not limited to current grades and test scores, prior year grades and test scores, and markers of future success such as homework completion, class participation, and academic independence. Pre-assessment, when utilized, provide maximum benefit to teacher and student when they are used **in conjunction with other measures** and in situations where they:

- Are used to evaluate a **set of skills**;
- Are **high quality** and **vertically aligned**; and
- Are **normally used** by the teacher for instructional purposes.

Accurately Assessing Student Learning

Assessments used to track progress on SGOs can be drawn from a wide range of options, including those developed locally by educators. In order to provide an accurate measure of what students have learned, all assessment tools, including portfolios and rubrics, should follow the guidelines for sound assessment design. In brief, assessments should:

- **Align with standards** taught during the SGO instructional period;
- **Align with rigor** of the standards, content, and instruction of the course;
- **Be equally accessible** to all students regardless of extra-curricular background knowledge, cultural knowledge, and personal characteristics; and
- **Be administered and scored accurately and consistently.**