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| STUDENT GROWTH GOAL DEVELOPMENT |

Student Growth Goals (SGG) measure the change in achievement between two points in time. All student growth goals will be determined by teachers in collaboration with the principal.

Use this section as a simplified step-by-step process for writing a Student Growth Goal. The blue boxes on each page match what is entered into EDS, if your district is using EDS to document SGGs. Examples are embedded into each section to support teachers as they develop their goals.

To begin the Student Growth Goal Process you need to know the requirements from your district’s (Certified Evaluation Plan) CEP. All districts must meet the state requirements, but there can be variation from district to district. Some districts may require more than one Student Growth Goal. *(4th-8th grade reading and math teachers will also get a Student Growth Percentile Goal from KDE.)*

**IMPORTANT:** KASC reviewed KDE Student Growth Goals information to make sure we were consistent with KDE advice. KDE has provided a Think and Plan Tool for goal development with many guiding questions for that would be great for discussion in a team setting. The Think and Plan Tool, PowerPoint presentations and many other resources for developing the Student Growth Goal are available at <http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Student-Growth-Page.aspx>. There are quality guidelines for discussing and developing the Student Growth Goals in a PLC or team meeting.

**ENTERING YOUR DRAFT STUDENT GROWTH GOAL(S):** The goal(s) may be entered in EDS or other district required platform. Check your district’s CEP to see how SGGs are to be documented. The text and boxes (in blue) match EDS, as does the order of the steps. If your district is not using EDS, this process will still be helpful in developing a SGG.

*The goal(s) is a draft until you and your principal collaborate on the final version.*

**CONTEXT**

Describe the context, including student population.

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| **CONTEXT, INCLUDING STUDENT POPULATION — EXAMPLES FROM KDE SAMPLE GOALS** | |
| **Elementary:** | * 4th grade students * 5th grade students in music class |
| **Middle:** | * all 8th grade art students * all students in my 8th grade science class |
| **High:** | * my advanced multi-media students * my students in my French 2 classes * my students in culinary and food services class |

**NEEDS ASSESSMENT**

What student needs have been identified? What are the related content area essential/enduring skills, concepts and/or processes?

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| **EXAMPLES OF ENDURING SKILLS FROM KDE SAMPLE GOALS** | |
| **READING**   * summarizing key ideas and details in what they read * reading and comprehending informational text at the high end of the grade 2-3 text complexity band   **MATH**   * use the 8 Math Practices to further their understanding of proportional relationships * make sense of problems and persevere in solving them   **WRITING**   * writing arguments to support claims * argumentative writing   **SOCIAL STUDIES**   * historical argumentation and appropriate use of relevant historical evidence | **SCIENCE**   * models to explain, predict, and investigate the natural and designed world, including identifying the limitations of the models   **TECHNOLOGY**   * effectively communicating with digital media tools   **HEALTH / PE**   * the influence of family, peers, culture, media, technology, and other factors on the health behavior   **MUSIC**   * ability to read and notate music   **ART**   * use of art to convey meaning and their ability to discuss their art |

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| **ENDURING SKILLS, CONCEPTS, AND/OR PROCESSES** | |
| **Learning that:**   * + endures beyond a single test date   + is of value in other disciplines   + is relevant beyond the classroom   + is worthy of embedded, course long focus   + may be necessary for the next level of instruction | **Not:**   * a sub skill * explicit content * an activity * a skill with limited application * a strategy for learning |
| **Where to find Enduring Skills:**   * Anchor Standards-Literacy/Science/Social Studies/Technical Subjects * Anchor Standards Reading-ELA * CCSS/KCAS-ELA * C3 Framework (Plus literacy standards) -Social Studies * CCSS/KCAS Critical Areas-Math (where math practices are vehicles for reaching intent of standards) * Kentucky World Language Standards * National Standards-Visual Arts, PE, Music, Arts & Humanities. * NGSS/KCAS- Practices/Concepts-Science   The *Enduring Skills* section of the toolkit has sources for writing enduring skills. | |
| **What student needs (in Enduring Skills) have been identified?** | |
| Possible sources to identify needs:   * formative assessments * student work analysis * anecdotal notes | * last year’s data * previous teachers’ information * other? |
| **Important note:** This is **not** the baseline data for developing a student growth goal, just the evidence to help you identify the need. | |

**SOURCES OF EVIDENCE**

What sources of evidence/measures will you use to establish baseline data and measure student growth?

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*\*Note: KDE recommends at least three sources of evidence to contribute to baseline data.*

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| **SOURCES OF EVIDENCE FROM KDE SAMPLE GOALS** | | | |
| **READING**   * on the rubric developed by my PLC team for summarization * on the Reading Comprehension rubric   **MATH**   * rubric (from repeated common assessments) developed by the district Math PLC * math Problem Solving Rubric   **WRITING**   * on the District 8th Grade Writing Assessment * LDC argumentation rubric   **SOCIAL STUDIES**   * on the reading/research and development areas of the LDC Argumentation Rubric | | **SCIENCE**   * based on Grades 6-8 Using Models Analytic Rubric   **TECHNOLOGY**   * appropriate rubric used for the district approved Adobe Dreamweaver/Flash/Photoshop Performance Task Assessment   **HEALTH / PE**   * using a standards-based 4 point rubric created by District Health/PE Vertical Team   **MUSIC**   * Elementary Music Assessment Rubric   **ART**   * district art standards-based rubric | |
| **POSSIBLE EVIDENCE** | | | |
| Many sources cannot stand alone, because they don’t directly address enduring skills, but they can provide supporting evidence for skills that contribute to enduring skills. | | | |
| **Classroom/ School** | * Performance tasks (rubric) * Portfolios (rubric) * Common grade-level and/or unit assessments * Written summaries * Student work samples | | * Program Review results * Projects (rubric) * Journal entries * Other? |
| **District** | * Kindergarten readiness * District-developed benchmark exams * Common grade-level and/or unit assessments * MAP | | * ThinkLink/Discovery Ed * DIBELS * Other? |
| **State/ National** | * KPREP * EXPLORE, PLAN, ACT * LDC and MDC * CERT * KYOTE | | * End of Course Exams * ASVAB * AP * Other? |

**INTERVAL OF INSTRUCTION**

What is the course-long interval of instruction (i.e., trimester, semester, one school year, etc)?

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| **INTERVALS OF INSTRUCTION FROM KDE SAMPLE GOALS** | |
| **Must address the length of the course:**   * end of the school year * 9 weeks course * semester course | * this year * trimester course |

**EXPECTED GROWTH**

What is/are the target/targets for expected growth for all students? Keep in mind the growth goal should challenge students to exceed typical expectations. (For example, “During this school year all of my students will improve by one performance level?”)

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| **EXPECTED GROWTH FROM KDE SAMPLE GOALS** |
| * improve by 2 or more levels * improve by 2 or more levels on the Reading Comprehension rubric * growth by at least one level * at least one level on at least two indicators * at least one performance level in three or more scoring elements * by at least one performance level in three or more areas * move up at least 1 level and 75% of students will achieve at the 3 or higher level |

**EXPECTED PROFICIENCY**

What is the proficiency target? What percentage of students will meet or exceed that target? (For example, “80% of my students will meet or exceed Level 3 of the rubric?”)

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| **PROFICIENCY TARGET FROM KDE SAMPLE GOALS** |
| **Most proficiency goal sentences begin with “In addition” or “Furthermore” or “At least.”**   * 90% of students will score proficient or above on the rubric by the end of the year * 80% of students will score proficient on two or more areas of the district math rubric * 80% of students will score Meets Expectations (proficient) on the rubric * 80% of students will achieve at least an average of a 7 on the post assessment * 80% of my students will score an average of a 3 or higher on a summative rating of the LDC argumentation rubric * 75% of students will achieve at the 3 or higher level on the reading/research and development areas of the LDC Argumentation Rubric   70% of the students will demonstrate proficiency by obtaining an Adobe Certification in Dreamweaver, Flash or Photoshop |

**GOAL STATEMENT**

Write your complete goal statement here.

*KASC help* — To write your final goal statement following the KDE samples:

* Pull your answers from the boxes above and write them in this order:

1. Interval of Instruction
2. Context
3. *(Not included above, but you may need to put in a verb phrase that makes sense for your goal statement; examples from KDE sample goals include):* 
   1. *will grow in their ability*
   2. *will grow in their understanding*
   3. *will develop their use of*
   4. *will make/show measurable progress*
   5. *will improve their ability to*
   6. *will improve in*
   7. *will make/show/demonstrate*
   8. *will grow in*
4. Needs Assessment (USE the Enduring Skills part)
5. Sources of Evidence
6. Expected Growth
7. Expected Proficiency

* Revise to fix any wording issues
* Check your goal against the Smart Goal criteria that follows **(Your district may have additional criteria in the CEP.)**

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| **SMART GOAL CRITERIA** | |
| SPECIFIC | * The goal addresses student needs within the content. * The goal is focused on a specific area of need. |
| MEASURABLE | * An appropriate instrument or measure is selected to assess the goal. * The goal is measurable and uses an appropriate instrument. |
| APPROPRIATE | * The goal is clearly related to the role and responsibilities of the teacher. * The goal is standards-based and directly related to the subject and students that the teacher teaches. |
| REALISTIC | * The goal is attainable. * The goal is doable, but rigorous and stretches the outer bounds of what is attainable. |
| TIME-BOUND | * The goal is contained to a single school year/course. * The goal is bound by a timeline that is definitive and allows for determining goal attainment. |

**RATIONALE**

Explain the rationale for the goal.

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| **RATIONALE DESCRIPTION AND EXAMPLES**  (Examples from ISLN presentation: *TPGES Student Growth*, June 2014) |
| Give an explanation of how you decided on the targets for growth and proficiency. Include reference to   * baseline data * explanation of how targets met the expectation of rigor   **Example 1:** *“I noticed that the students weren’t able to communicate about art using specific art vocabulary. I found that 45% of the students scored less than an average of 5 on the pre-assessment task. By focusing on communication through and about their art during the school year, I feel the student will show growth on those two areas. I feel it is reasonable to expect all students to move one performance level on the post-assessment.”*  **Example 2:** *“Students in this class overall scored low on the district argumentation rubric. 60% scored at level 1 and 40% scored at Level 2. I believe this is because of a lack of exposure to strategies that support argumentation. Therefore, I believe that with targeted instruction, all students can improve by at least one level on the rubric and that is doable to get at least 70% of the class at the proficiency level (3) or above.”* |

**PROFESSIONAL LEARNING**

Do I need professional learning in order to support my students in attaining this goal? If yes, does my PGP reflect the support I will need to meet this goal?

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| **PROFESSIONAL LEARNING DESCRIPTION AND EXAMPLES**  (Examples from ISLN presentation: *TPGES Student Growth*, June 2014) |
| **Example 1:** *“Because I am the only elementary art teacher in my district, I have reached out to several elementary art teachers in my school’s cooperative to create a Personal Learning Network. I have identified a need to learn more about formative assessment in the elementary classroom — this will help me monitor growth in my classroom and support our school’s Program Review.”*  **Example 2:** *“My school PLC team will be doing a study of teaching argument, including review and discussion of videos in PD 360 and a book study of George Helix’s book, Teaching Argument Writing. Through our action research, our PLC will share student work samples and share strategies.”* |

**INSTRUCTIONAL STRATEGIES FOR GOAL ATTAINMENT**

What, specifically, will you do instructionally, to assure your students make gains projected in your student growth goal?

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| **INSTRUCTIONAL STRATEGIES DESCRIPTION AND EXAMPLES**  (Examples from ISLN presentation: *TPGES Student Growth*, June 2014) |
| Strategies are   * the ***how to*** link between the goal context and goal attainment * how learning and student achievement will happen   **Example 1:** *“I have developed a self-assessment component for the artist statements. The students and I created a rubric that highlights specific vocabulary and reinforces a series of questions students can respond to when talking about and responding to art. At the beginning of each class I share a work of art and the students respond to it in their sketchbooks.”*  **Example 2:**   * *“Introduce writer’s notebooks where students will have regular opportunities to respond to text and author’s claims.”* * *“Analyze and respond to good and weak models of arguments where authors have supported claims and/or addressed counterclaims.”* * *“Introduce peer response groups where students will use the rubric to provide feedback to each other’s claims and counterclaims.”* |

How will you monitor students’ progress toward goal attainment?

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| **MONITORING STUDENT PROGRESS DESCRIPTION AND EXAMPLES**  (Examples from ISLN presentation: *TPGES Student Growth*, June 2014) | |
| **Formative Assessments:**   * Observation * Student products * Short answer prompts * Multiple-choice items | * Performances * Anecdotal notes * Discussion, debates * Other |
| **Include student ownership through:**   * Self assessment with the rubric * Peer review with the rubric and feedback from peer * Teacher conference for descriptive feedback, then students make improvements and turn in for review * Students recording their progress | |
| **Example 1:** *“I will routinely check student sketchbooks for vocabulary and correct use of terminology. The students share responses and use component of the larger rubric to provide feedback to their peers. I have a checklist to accompany the rubric that hangs in the classroom; we refer to it regularly during whole group critiques.”*  **Example 2:** *“I’ll review student prompts using the rubric and monitor students’ feedback to each other.”* | |