Student Growth Goals

- SAC – October 25, 2013

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Student Growth Rubrics

- The TPEP steering committee organizations approved statewide rubrics for student growth to ensure consistency in implementation of the evaluation system across Washington State.
- The rubrics for student growth describe both goal setting and outputs of student learning.
- OSPI has provided student growth rubrics for each of the three criterion
  - Teachers: 3, 6, and 8
  - Principals: 3, 5, and 8
Using District, School, and Classroom-Based Data (Teachers)

- Five Student Growth Criteria
  - 3.1 Establish Student Growth Goals
    Re: individual or subgroups of students (achievement/opportunity gap)
  - 3.2 Achievement of Student Growth Goals
    Re: individual or subgroups of students (achievement/opportunity gap)
  - 6.1 Establish Student Growth Goals using Multiple Student Data Elements
    Re: whole class based on grade-level standards and aligned to school and district goals
  - 6.2 Achievement of Student Growth Goals
    Re: whole class based on grade-level standards and aligned to school and district goals
  - 8.1 Establish Team Student Growth Goals
    Re: Teacher as part of a grade-level, content area, or other school/district team

Student Growth Rubric for use in 13-14

<table>
<thead>
<tr>
<th>Student Growth 3.1: Establish Student Growth Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable - 1</td>
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<tr>
<td>Does not establish student growth goal(s) or establishes inappropriate goal(s)</td>
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<th>Student Growth 3.2: Achievement of Student Growth Goal(s)</th>
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<td>Unacceptable - 1</td>
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<td>Growth or achievement data from at least two points in time shows no evidence of growth for most students.</td>
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Learning Activity II: Unpacking the Student Growth Rubrics

- Individually:
  - Read across the rows and highlight or circle the key descriptions of performance at each level.
  - Look down the column and highlight or circle the key words or ideas that best summarize each of the four performance levels.
- With an elbow partner, discuss these questions:
  - What does a teacher need to
    - Know
    - Say
    - Do
to demonstrate proficiency?

Features of a Student Growth Goal

- Established from and aligned to multiple sources of available data that reveal prior student learning
- Appropriate for, and aligned to, the context, instructional interval and content standard(s)
- Demonstrates substantial impact
- Identifies measures and states expected student growth
- Specific, measurable and time-bound
- Ensure appropriate “grain size,” not too narrow or too broad
- Consider the relationship among 3.1, 6.1 & 8.1, and determine if alignment is possible (nested goals)
Example of “Nested” Goals

3.1 Establish Student Growth Goals
(individual or subgroups of students)
Between September and May, all ELL students will increase their writing scores by one level as measured by the Harmon Middle School 4-point writing rubric.

6.1 Establish Student Growth Goals Using Multiple Student Data Elements (whole class based on grade-level standards and aligned to school and district goals)
Between September and May, all students will increase their writing scores by one level as measured by the Harmon Middle School 4-point writing rubric.

8.1 Establish Team Student Growth Goals (teacher as part of a grade-level, content area, or other school/district team)
Between September and May, all 8th grade students will increase their writing scores by one level as measured by the Harmon Middle School 4-point rubric. The 8th grade team will meet every six weeks through the year to examine student work and calibrate expectations.

Establishing Student Growth Goals

- Goals measure “a change in student achievement between two points in time” [RCW28A.405.100 GL]

AND

- Focus on important learning within the scope of the teacher’s responsibility

- Growth is expected for all students

- Student growth goals are established from multiple sources of data:
  - Classroom-based tools
  - School-based tools
  - District-based tools
  - State-based tools
Establishing Student Growth Goals

- 3.1 for a subset of students in your class
- 6.1 for all the students in your class or for all the students in one of your classes
- 8.1 for all students your collegial team is focusing on:
  - goals could be school-wide or PLC-wide or district-wide and
  - must be set by the teacher because the goals depend on context

Achieving Student Growth Goals

- Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for students.
- AND
  - Demonstrates a significant impact on student learning of content (transferrable skills)
  - Identifies formative and summative measures aligned to learning targets to monitor progress towards goals

Student growth goals are measured by multiple sources of data:

- Classroom-based tools (observations, exit slips, pre- and post-classroom assessment data, etc.)
- School-based tools
- District-based tools
- State-based tools
SMART GOALS

- **Specific**
  - S – the goal is focused on a specific area of student need within the content and describes expected growth.

- **Measurable**
  - M – the goal will be assessed using an appropriate instrument.

- **Appropriate**
  - A – the goal is standards-based and directly related to the responsibilities of the teacher.

- **Realistic**
  - R – the goal is doable, while rigorous, stretching the outer bounds of what is attainable.

- **Time-bound**
  - T – the goal specifies unit, semester, year or other timeframe.

Creating Growth Goals

- Look over the sample student growth goals provided.

- Using a group of students you have observed, had in the past, know of create one or two student growth goals.
Creating Growth Goals

› Share with a partner, solicit feedback.

› What sources of data did you use to craft the goal?
› Is the goal an “enduring” or “important one” for the class? Why?
› How will it be measured?
› What are the multiple measures?

Questions . . .
› Comments

› Surprises

› Next Steps

› What do you need from the ESD?
# Washington State Criteria Student Growth Rubrics

**For Use in the 2013-14 School Year – Version 1.2**

## Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

### Student Growth 3.1: Establish Student Growth Goal(s)

<table>
<thead>
<tr>
<th>Unsatisfactory – 1</th>
<th>Basic – 2</th>
<th>Proficient – 3</th>
<th>Distinguished – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
<td>Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
<td>Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
<td>Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
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### Student Growth 3.2: Achievement of Student Growth Goal(s)

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## Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

### Student Growth 6.1: Establish Student Growth Goal(s)

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<tr>
<td>Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
<td>Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
<td>Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
<td>Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
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**http://www.tpep-wa.org**

Improving Student Learning Through Improved Teaching and Leadership

(Updated 8/19/13)
### Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

**Student Growth 6.2: Achievement of Student Growth Goal(s)**

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### Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

**Student Growth 8.1: Establish Team Student Growth Goal(s)**

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<td>Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</td>
<td>Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</td>
<td>Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</td>
<td>Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</td>
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### SAMPLE SGG FORMATS - Criterion 6 WHOLE CLASS

**8th grade ELA: 5th period.**
School wide writing assessment, argumentative writing rubric (4 point scale)
Baseline data: Sept 14, 2012
- Level 1: 26% 8 students
- Level 2: 53% 16 students
- Level 3: 20% 6 students
- Level 4: 0%
By May, 2013, 100% of students will make measurable progress in argumentative writing. Each student will improve by at least one performance level. 80% will score a 3 or better.

### 7th grade World History: 84 students
Timeframe: 12 weeks
Assessment: End of Course Exam
Baseline: 100% of the students scored a “1” on the district 7th grade world history pretest.
Expected Student Growth: 80% of the students will score a “3” or better on the district 7th grade history posttest.

Between September and May, students will improve their ability to provide text-based evidence to support inference, prediction and opinion. 80% of the class will improve at least one level in each of the three skills, as measured by the district’s rubric.

During this school year, 100% of my students will improve in analyzing primary and secondary source documents. Each student will increase his/her ability to analyze documents by at least one level on the rating rubric. At least 75% of students will score at “proficient” or above.

My 5th period class will analyze how several ancient civilizations were shaped by internal and external forces, including geography, religion, government, economics and language. As measured by a six-point rubric developed by the district (pre/post), all of my students will improve at least 2 points and at least 75% will demonstrate proficiency (4 points).

During the first semester, my students will improve their ability to use scientific inquiry processes. Each student will improve by one or more levels on the district science assessment rubric in the areas of developing hypotheses, investigative design, and data analysis.

During the school year, all my students will improve their fine motor skills in the areas of dressing and preparing food, as assessed by a classroom performance assessment of fine motor skills and dexterity. Each student will improve his or her ability by one or more levels on the rubric.

- **GOAL:** All third graders will learn to read and write notes on the treble staff, as measured by a 5-point scale on the district-developed assessment.
- **BASELINE:** No students met or nearly met expectations on the pretest (score of 4 or 5). 80% of the 32 students earned a 2 and 20% earned a 1.
• **TARGET:** By May 1, 80% of the students will earn at least a 4 (Meets Expectations) and all students will score at least a 3 (Nearly Meets Expectations).

By June, 2012, the gap between the percentage of my ELL students and non-ELL students reaching proficiency on the DRA will decrease by 7 percentage points (currently 19%), while both groups will increase their overall performance by ________.

I will focus on the four non-readers in my class. XXXX All of the targeted students will achieve partial mastery and at least one will achieve mastery. I believe this is an appropriate goal because…"

As of April 15, every student in Theater 1 will demonstrate at least one level of growth in skills specific to one of the following: backstage work, set design, lighting design, acting or directing, as measured by teacher-created rubrics. Baseline will be measures during an in-class production in November and at the spring production.

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**SAMPLE SGG FORMATS** - Criterion 3 SUBGROUP OF STUDENTS

I have 7 ELL students scoring below benchmark on the Writing performance task pre-assessment (October 2). By the end of April, these students will improve their score by a minimum of 2 points on a 12 point scale.

My class is learning to write arguments to support claims from text using clear reasoning and relevant evidence. I have chosen to focus on six ELL students who scored below benchmark for Argumentation. At least five of the identified students will make a minimum of 2 points growth from September to April.

Currently, 2 of 19 ELL in my class can identify the central idea in a Grade 6 nonfiction text. By May 1, at least 17 of 19 students will master CCS RI.6.2 (determine central idea from text details) as measured by a school-created test and scoring rubric.