

**DEVELOPING A STUDENT GROWTH OBJECTIVE (SGO): A YEAR AT A GLANCE**

The TEACHNJ Act requires that the evaluation of teachers must include multiple measures of student growth. As part of AchieveNJ, New Jersey’s evaluation system, **all teachers** must set learning goals for their students and part of their evaluation is based on how well their students attain these goals. SGOs will be developed collaboratively between you and your principal/supervisor, with the principal providing the final approval.

Teachers of grades 4-8 who receive a Student Growth Percentile (SGP) for English-Language Arts and/or Math must set between 1 and 2 SGOs. Teachers who do not receive an SGP score must set 2 SGOs.

**SGO TIMELINE**

April – October	Choose or develop assessments
September – October	Determine starting points
September – October	Set SGOs
October 31	Deadline for having SGOs approved by evaluator
October – May	Track goals and refine instruction
January – February	Mid-year check in with evaluator
February 15	Revision of SGO with superintendent’s approval
May – June	Review results; evaluator scores SGO

**FIVE BASIC STEPS**

- Step 1: Choose or develop a quality assessment aligned to the NJCCCS or the CCSS.
  - Traditional Assessment (National/state tests; district/school tests)
  - Portfolio Assessment\*
  - Performance Assessment\*

\* Teacher and principal/supervisor collaborate to establish scoring rubric
- Step 2: Determine students’ starting points.  
Use Baseline Student Proficiencies (Fall) – see page 9
- Step 3: Set ambitious and achievable SGOs with the approval of the principal/supervisor.  
Use Teacher-Set Goals for the Year – see page 11
- Step 4: Track progress, refine instruction.  
Use Mid-Year SGO Update – see page 17
- Step 5: Review results and score in consultation with your principal/supervisor.  
Use Preparation for SGO Final Conference – see page 24

**PART 1: BASELINE DATA**

*Complete in the fall, one for each subject/grade/assignment if departmentalized.*

**TEACHER PROFILE**

Name: \_\_\_\_\_ School year: \_\_\_\_\_

Position/Assignment: \_\_\_\_\_ Grade: \_\_\_\_\_

Content: \_\_\_\_\_

Number of years teaching in this district: \_\_\_\_\_ Number of years teaching in this school: \_\_\_\_\_

Number of years teaching current content/grade/in this position/assignment: \_\_\_\_\_

Special Awards / Recognition:

**CLASSROOM PROFILE**

Number of students:

Number of students:

\_\_\_\_\_ In your class as of September 1

\_\_\_\_\_ Gifted/talented

\_\_\_\_\_ On free/reduced lunch

\_\_\_\_\_ Enrolled in basic skills intervention program

\_\_\_\_\_ In special education with an IEP

\_\_\_\_\_ Homeless

\_\_\_\_\_ With a 504 plan

\_\_\_\_\_ In foster care

\_\_\_\_\_ English language learners (ELL)

\_\_\_\_\_ With medical issues requiring special attention in the classroom

What challenges do your students face outside of school that could affect their achievement in school?

What types of support personnel are assigned to your classroom?

Basic skills teacher

Special education teacher

Paraprofessional - classroom assistant

Paraprofessional – one-to-one assistant

Consultant

Other \_\_\_\_\_

None

**DISTRICT SUPPORTS**

Is your district curriculum aligned to state standards?  Yes  No  Unsure

New curricular areas/programs implemented this year:

Resources and technology provided to support the curriculum:

Additional resources and technology needed to support the curriculum:

Opportunities for ongoing professional development during the school day relevant to your teaching assignment:

Professional Development Opportunities:

Provided

Denied

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**BASELINE STUDENT PROFICIENCIES (FALL)**

Multiple measures of student progress should be reviewed in the fall to assess baseline knowledge and skills of your students. This analysis will help you determine what skills need to be initially addressed and help you set ambitious but feasible SGOs.

Multiple measures might include, but are not limited to:

- Teacher-set goals for student learning
- Student performance assessments, including portfolios, projects, problem-solving protocols, and internships
- Observations of and discussions with students by the teacher
- Teacher-developed tests and quizzes
- Valid and reliable standardized assessments
- District-established assessments

**Subject:** Reading – Grade 4

**Multiple measures:** NJ Ask from prior spring; Observation; teacher-made test; and fall Developmental Reading Assessment (DRA).

**Students' strengths:** 80% of students are proficient; strong comprehensive and decoding skills; students appear to enjoy reading; and have good decoding skills.

**Skill(s) to be reinforced:** Some students struggle with fluency and have limited sight vocabulary; at least five students need one-on-one help to improve these skills.

SAMPLE

**Subject:**

**Multiple measures:**

**Students' strengths:**

**Skill(s) to be reinforced:**

**Is this data related to your SGO?**     YES     NO

**Subject:**

**Multiple measures:**

**Students' strengths:**

**Skill(s) to be reinforced:**

**Is this data related to your SGO?**     YES     NO

**BASELINE STUDENT PROFICIENCIES (FALL)**

Subject:

Multiple measures:

Students' strengths:

Skill(s) to be reinforced:

Is this data related to your SGO?     YES     NO

Subject:

Multiple measures:

Students' strengths:

Skill(s) to be reinforced:

Is this data related to your SGO?     YES     NO

Subject:

Multiple measures:

Students' strengths:

Skill(s) to be reinforced:

Is this data related to your SGO?     YES     NO

Subject:

Multiple measures:

Students' strengths:

Skill(s) to be reinforced:

Is this data related to your SGO?     YES     NO

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## TEACHER-SET GOALS FOR THE YEAR

Student academics:

Student social / behavioral:

Professional development:

Parent / Community Involvement:

Student Growth Objective (SGO):

For information regarding SGO development, go to - SGO guidance at  
<http://www.state.nj.us/education/AchieveNJ/teacher/14-15SGOGuidebook.pdf>

Proposed SGO(s):

Was the objective accepted by your principal/supervisor?     YES     NO

Imposed SGO:

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**PART 2: EMERGING DATA***(Complete in the spring)***Influences on teaching/learning**

Number of students transferred into my class this year: \_\_\_\_\_

Number of students transferred out of my class this year: \_\_\_\_\_

Average student daily attendance percentage (estimate): \_\_\_\_\_

**Family Involvement**

A report titled, *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*, published in 2002 by Anne Henderson and Karen Mapp is a comprehensive literature review describing the influence of family and community engagement on student achievement.

According to the results, there is a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic and educational backgrounds and for students at all ages.

**Responsiveness of parents/guardians to communication regarding students:**

## Mid-Year SGO Update

*To be completed prior to February 15th*

Formative data used to assess students' progress toward objectives:

What resources will you need to attain your SGO?

Is there a need to revise your SGO based on formative data collected and/or other circumstances?  Yes  No

If yes, why?

Proposed revised SGO:

Was your revised SGO accepted by principal/supervisor?  Yes  No

If not, why?

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## PREPARATION FOR SGO FINAL CONFERENCE

### SGO Assessment

At the end of the time period for your SGO, administer the post-assessment.

Collect and review relevant student data.

Record the results of the post-assessment that will be used to determine your SGO attainment.

Calculate your SGO score based on the agreed-upon scoring process.

Does your score meet your predetermined objectives?  YES  NO

If not, what factors may have attributed to your score?

Did you receive support/resources requested at the mid-year review?  YES  NO

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