



# Building SGOs for Dance and Health

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# Measures of Student Growth


- **A Student Growth Objective** is a long term academic goal that teachers set for groups of students and must be:
  - **Specific and Measurable**
  - **Ambitious and Achievable**
  - **Aligned to New Jersey's curriculum standards**
  - **Based on available prior student learning data and is Results driven**
  - **A measure of what a student has learned between two points in Time**

**Think SMART Goals**

# First Step: Determining Students' Starting Points

- A key to measuring the gains they make throughout the year is having an accurate picture of where these students start out.
- An important component of the SGO process is to collect evidence on what students already know and understand and the types of skills they already possess.

= Pre-assessment



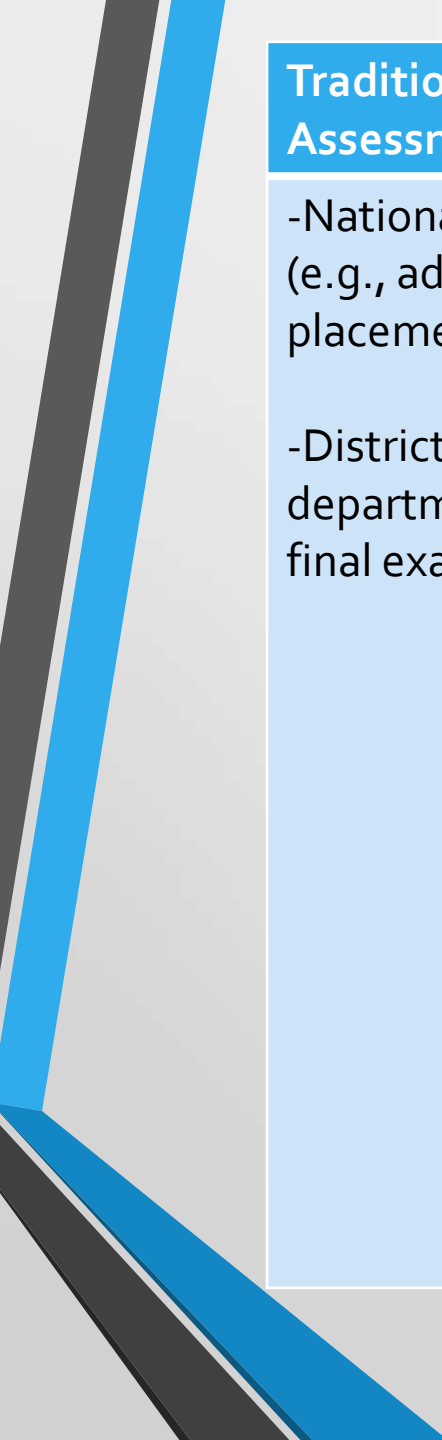
How do we establish a  
baseline for dance or health?

# Scenario

- Mrs. Connolly is a dance teacher at the Ronald Reagan School of the Arts where she is required to create SGO's. She has taught there for 2 years so she knows the upper classman, but not the freshman. Mrs. Connolly knows that some of the freshman have taken dance at their middle school; however, not all of them. Last year all her students had a final exam project where they had to create their own choreography. How can Mrs. Code-Mater create a baseline for her students this year?

# Initial Questions to Consider When Determining Students' Starting Points

- ✓ What sources of student data are available to you?
- ✓ Is a pre-assessment something you should be using?
- ✓ Choose 1-3 sources of data to determine starting points.
- ✓ Gather achievement data on all of your students.



Traditional Assessments	Portfolio Assessments	Performance Assessments
<ul style="list-style-type: none"><li>-National/State tests (e.g., advanced placement exams)</li><li>-District, school and departmental tests (e.g., final exams)</li></ul>	<ul style="list-style-type: none"><li>-Writing and reflections samples</li><li>-Portfolio of student work</li><li>-Student project-based assessments (all subjects)</li></ul>	<ul style="list-style-type: none"><li>-Lab Practicum (CPR)</li><li>-Performance</li><li>-Skills demonstration</li></ul>

## Step Two: Set Ambitious and Achievable Student Growth Objectives

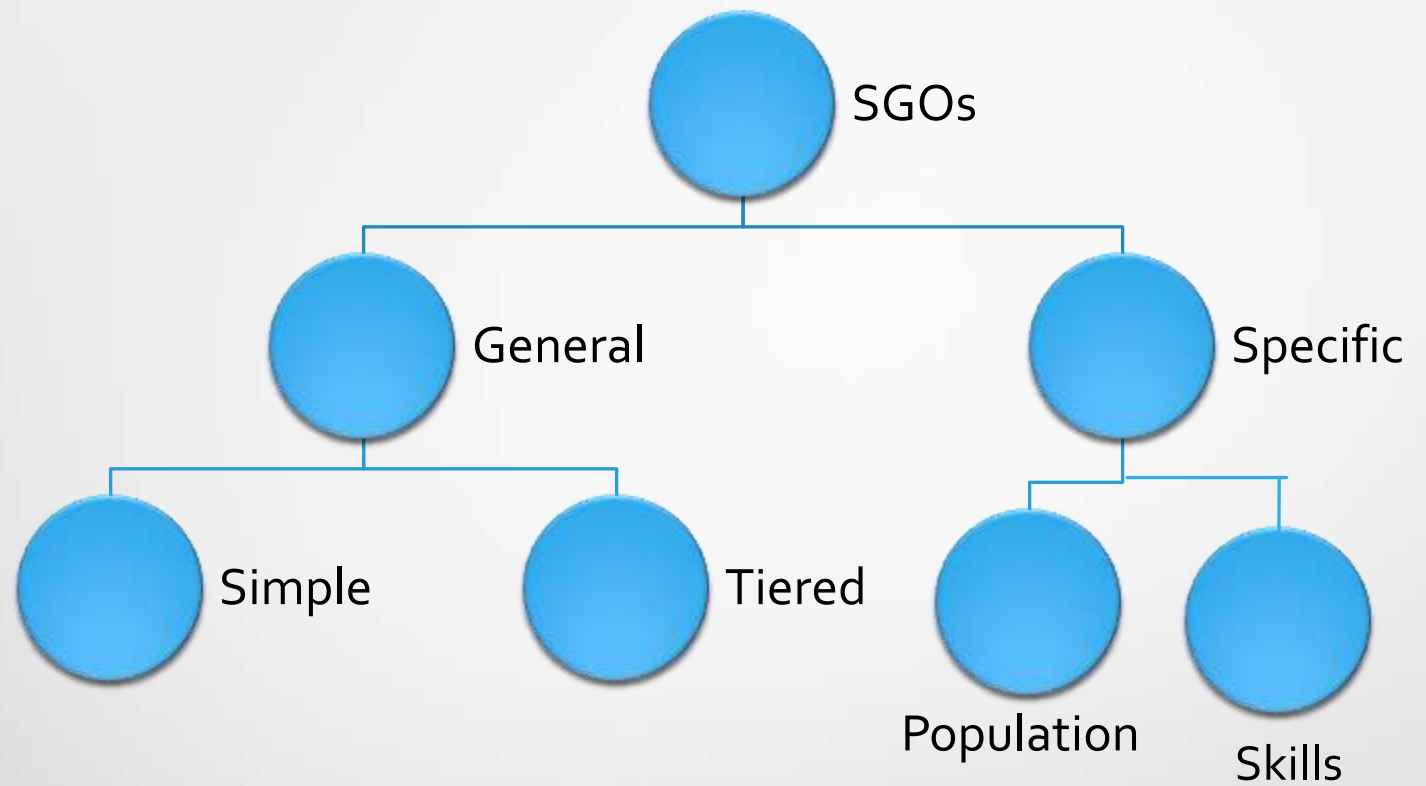
- SGOs must be specific and measurable and be based on student growth and/or achievement.
- SGOs can be general or specific.



Type of SGO	Definition	Examples
<b>General</b>	Focused on the teacher's entire student population for a given course. Includes large proportion of curriculum	Covers all of the students in a teacher's Dance 1 or health teacher's classes.
<b>Specific – student group</b>	Focused on a subgroup of students that need specific support.	Covers a group of students that scored below 45 % on the pre-test
<b>Specific – content/skill</b>	Focused on specific skills or content that students must master.	Students will all master 80% of the New Jersey Common Core State Standards related to Choreography.

# General Student Growth Objectives

- There are two strategies to consider when setting a General SGO; simple and tiered.
- The **simple method** is based on determining how many of the total students are expected to meet a single target
- The **tiered method** is based on expected growth within groups of students identified by their starting points.



# Setting Simple Student Growth Objectives

- Educators must predict what percentage of students would attain a particular level of performance on the final assessment.

80% of students will get a 3 or higher on the scoring rubric for 7 out of 10 dance skills.

- There are four levels of attainment of this objective.

Scoring Plan				
Objective Attainment Level Based on Percent and Number of Students Achieving Target Score				
Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
80%	90% of students (23)	80% of students (21)	70% of students (18)	60% of students (15)
Approval of Student Growth Objective				

## Breaking Down SGOs Into Different Levels Based On Student Readiness

- One simple SGO for all students might be too low for some students and too high for others.
- By breaking down SGOs into different levels based on student development, your goals are more likely to be ambitious and feasible for a much wider range of students.

# One Way Would Be to Divide Students Into Three Groups

- **Low level of readiness:** Students who have yet to master pre-requisite knowledge or skills needed for this course
- **Medium level of readiness:** Students who are appropriately prepared to meet the demands of the course
- **High level of readiness:** Students who start the course having already mastered some key knowledge or skills.

# Creating Tiered Goals

- In tiered SGOs you set different targets for different groups of students according to their starting points.
- Quantifying what each level looks like provides a clear idea of how much growth to expect from each of these groups.

Student Growth Objective			
Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group (Total)	Target Score on Post- Assessment (%)	Number of Students Required for "Full Attainment"
Low	17	65	14
Medium	9	75	7
High	2	85	2

## Tiered Student Growth Objectives vs. Simple General SGOs

- Simple General SGOs require less analysis of students' starting points.
- The goal is also straightforward – x students will meet y level of proficiency.
- Tiered General SGOs provide rich data that can be used to differentiate instruction more effectively.
- Tiered General SGOs allow for setting goals that are appropriate for a wider range of students.



# Setting the Standard for “Full Attainment” of the Student Growth Objective

In order to develop a scoring guide based on how well you meet your SGO, determine the following:

- a) a target score on the final assessment that indicates considerable learning
- b) the number of students that could reasonably meet this mark
- c) the percentage of students in the course that this represents
- d) a **10-15 percent range** around this number

# Simple SGO: 8<sup>th</sup> Grade Health

<b>GOAL</b>	80% of students will be able to get an 80% or higher on their final assessment on prescription and over the counter medicines.			
<b>Measuring Progress</b>	<b>For a teacher to earn a rating of...</b>			
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	90% or more students met goal	80% or more students met goal	70% or more students met goal	Less than 70% of students met goal

Teachers can also use rubrics or portfolio assessments to measure student attainment. In this example the district created a rubric for 6<sup>th</sup> grade music teachers to measure attainment of certain skills

Scoring Plan					
Preparedness Group	Target Score on Final Assessment	Objective Attainment Level Based on Percent and Number of Students Achieving Target Score			
		Exceptional (4) 90% of students	Full (3) 80% of students	Partial (2) 70% of students	Insufficient (1) 60% of students
Low	60	$\geq 17$	$\geq 14$	$\geq 12$	$< 10$
Medium	70	$\geq 9$	$\geq 7$	$\geq 6$	$< 5$
High	80	$\geq 2$	$\geq 2$	$\geq 1$	$< 1$

# Setting Other Standards of Attainment

- Once a range is established for “**full attainment**” subtracting 10-15 percent from the lower range of “full attainment” will produce the “partial attainment” category.
- Any number below this range is the “**insufficient attainment**” category.
- Above the high end of the “full attainment” range is the “**exceptional attainment**” range.

Target Scores	Attainment Level in Meeting Student Growth Objectives			
80% or Higher on Final Assessment	Exceptional 4	Full 3	Partial 2	Insufficient 1
Number of Students Meeting Target (out of 65)	More than 55	45-55	36-44	Fewer than 36
Percent of Students Meeting Target	Greater than 84%	70-84%	55-69%	Less than 55%

# Step 4: Track Progress and Refine Instruction

- In the classroom, tracking goals means monitoring student performance through some sort of assessment.
- These assessments could be benchmark assessments that are already in place or they could also be the components in a portfolio.

# Mid-Year Check-up

- During the middle of the school year, you and your evaluator will check-in to evaluate the progress.
- Reflecting on:
  - How are your students progressing toward your SGOs? How do you know?
  - Which students are struggling/exceeding expectations? What are you doing to support them?
  - What additional resources do you need to support you as you work to achieve your SGOs?

# Step 5: Review Results and Score

- At the end of April you will compile the results of the assessment(s) used for SGOs and your evaluator will use them to formulate a rating.





Questions?

# Resources

- NJDOE