

Student Growth

Legislative Requirements

Student growth data must be a substantial factor in evaluating the summative performance of certified classroom teachers for at least three of the evaluation criteria. (i.e. SG 3.1, 3.2; SG 6.1, 6.2; SG 8.1)

Student growth data elements may include the teacher's performance as a member of a grade level, subject matter or other instructional team within a school when the use of this data is relevant and appropriate.

What is student growth?

- Student growth is all about learning. It is the growth in subject matter, knowledge, understanding and skill over time.

What is student growth data?

- Student growth data is any artifact that gives evidence of student growth over time and is relevant to the teacher and subject matter. It can be classroom-based, school-based, district-based, and state-based. Refer to the section on "Evidence" for more information on student growth data.

Student Growth Inquiry

- Student growth scores result in a student growth impact rating on your evaluation
- An overall low student growth impact rating results in a "student growth inquiry."
- Any low student growth score of "1" in Criteria 3 or Criteria 6 results in a "student growth inquiry".
- The teacher and evaluator will work together during the student growth inquiry.
- The steps for conducting a student growth inquiry are:

Step 1 The evaluator will examine additional student growth along with the other student growth already provided

Step 2 If the examination results in a low student growth rating, then the evaluator will look at extenuating circumstances that could include any or more of the following: goal-setting process, content and expectations, student attendance, and/or the extent to which standards, curricula and assessments are aligned

Step 3 If the classroom teacher still has a low student growth rating, then the evaluator will create and implement a professional development plan that may include monthly conferences focusing upon improving student growth to include one or more of the following topics: student growth goal revision, refinement and progress, and or best practices related to student growth data collection and interpretation

Implications

- Student growth requires teachers to develop student growth goals and measures to monitor and evaluate the progress of student growth over time
- Team data can be used for measuring and monitoring student growth
- Note that SG 8.1 does not require student growth measures
- The requirements for developing student growth goals and measures for Focused Evaluation and Comprehensive Evaluation are different and are explained in the Evaluation section of the field guide.
- Student growth means that learning must be measurable.
- Teachers and principals set meaningful learning targets and monitor growth for all students over time.
- Student growth requires that teachers need to develop at least two different measures that measure student growth over two points in time.
- Anyone receiving an overall “Distinguished” on their evaluation accompanied by a low student growth score will receive an overall “Proficient” on their evaluation.
- The rubric for Student Growth Components 3.1, 6.1, and 8.1 describe the levels of proficiency in the section, “Critical Attributes.” Refer to this section when establishing your student growth goals.
- Remember, that for Student Growth S.G. 3.2 and Student Growth S.G. 6.2, the percentages of students demonstrating growth on a minimum of two different measures is as follows:

Distinguished – 90 – 100%
Proficient – 70-89%
Basic – 50-69%
Unsatisfactory – 0-49%
- The evaluator and classroom teacher must work together to gain a better understanding of the student growth scores and how to improve them
- Student Growth components may be used in developing professional goals