

TPGES Special Education Long V FINAL Document



PGES Student Growth Goal Subcommittee Recommendations

DRAFT

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Education

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I. Introduction

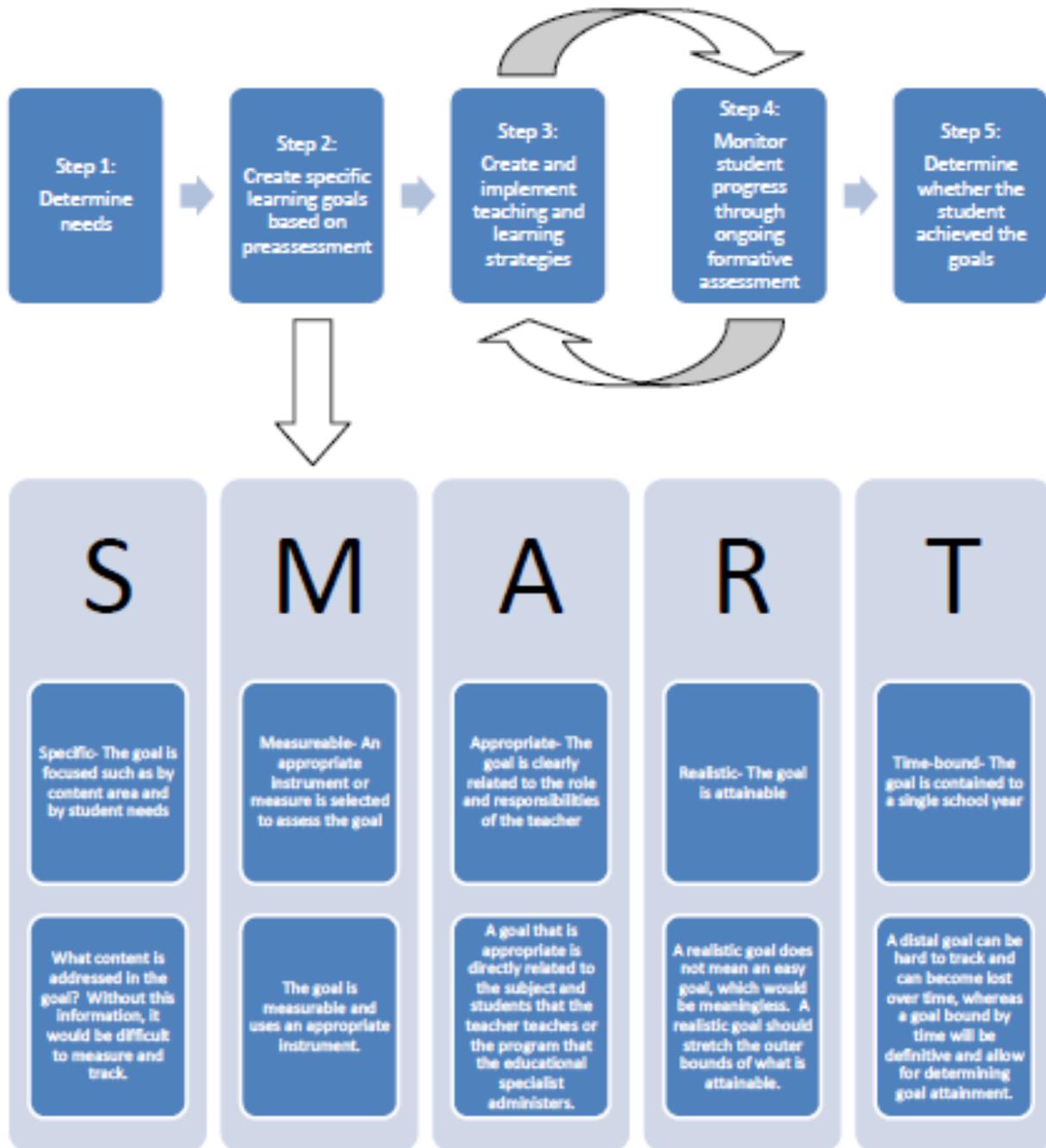
Teacher Effectiveness Background

The Elementary and Secondary Education Act (ESEA) Waiver requires student growth as a measure of teacher effectiveness. The Amendment to 704 KAR 3:345, Evaluation Guidelines, stipulates that “both state assessment data, if available, and formative growth measures that are rigorous and comparable across schools in a Local Education Agency (LEA), shall be a significant factor in determining the effectiveness of teachers and principals.” In response, the Teacher Effectiveness Steering Committee charged two sub-committees with recommending guidelines for measuring student growth in the areas of non-tested grades and subjects. The Special Education and EL learner sub-committee was composed of classroom teachers, district representatives, and Special Education and English Learner (EL) specialists. The non-tested subject sub-committee was composed of teachers, district representatives and teachers from the non-tested grades and subjects.

A process has been developed through a partnership with Dr. James Stronge and his work on Student Growth Goals (SGG). Student growth goals focus on student progress and learning. Developing, monitoring, and meeting the SGGs means teachers will use data from both formal and informal assessments intentionally to make instructional decisions as they continuously monitor student learning needs. Creating and measuring student growth goals directly involves teachers and gives them the opportunity to determine how their practice will be evaluated and how their students’ learning will be assessed. SGGs provide the opportunity to utilize multiple measures of student assessment. All assessments must be rigorous and standards-based, established with clear criteria to maintain validity and comparability across schools and districts. This process is currently being field tested across the state in 54 pilot districts.

Kentucky’s Core Academic Standards identify the knowledge and skills all students will need in order to be college/career ready. Within the Teacher Effectiveness System, all teachers, including Special Education Teachers, EL teachers, and those who teach non-tested grades and subjects will establish Student Growth Goals (SGGs) for the students they teach.

STEP-BY-STEP SMART GOAL PROCESS



*Adapted from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education, Inc.

II. Students with Disabilities

Student with Disabilities IEP Goals versus SGGs

It is imperative to distinguish between these Goals and IEP goals. They are **not interchangeable** and both have a unique role. The SGGs are long term academic goals which target groups of students and set teacher goals. SGGs are based upon student academic needs, baseline data, and measure levels of mastery of grade level skills and standards. In contrast, IEP goals are specifically for individual students and measure mastery of academic and functional skills. Overlap in content or evaluation may be appropriate, however the goals must remain independent of each other. Specially Designed Instruction (SDI) is provided to ensure access to the general curriculum through instruction of academic and functional skills. Due to there being a regulatory difference in the purposes of a students Individualized Education Program and the SGGs for the Kentucky Teacher Professional Growth and Effectiveness System, IEP goals are not to be used as SGGs.

Differentiating Student Growth Goals for Students with Disabilities

SGGs are meant to measure student progress and mastery of academic skills and standards. Growth for all students, including students with disabilities, is to be accounted for in the SGG process.

For students of the same grade level/span, Special Education Teachers are to align the differentiated English Language Arts or Mathematics SGGs to the district/school/grade level SGGs. SGGs are differentiated based on the baseline performance and needs of the group of students with whom they teach. SGGs should focus on specific goals that the student will be able to do, and monitoring of these goals should utilize either student growth percentiles for grades 4-8 or district approved common assessments or rubrics for grades 1-3 and 9-12 as well as formative and summative assessments. Trends in student needs across IEPs can inform and direct SGG content and, in addition, assessment evidence may direct the focus as long as the distinction between student IEP goals and the educator's SGG remain intact.

Special Education teachers have the option to differentiate Student Growth Goals. Differentiating Student Growth Goals prompts teachers to answer three key questions:

1. What are the most important skills and knowledge my students must learn?
2. How will I determine if students have learned them?
3. Based on what I know about my students, what is a rigorous attainable goal for how much my students should learn?

If a teacher determines that some students enter the course without the necessary prerequisite knowledge or skills, he or she should set another goal that is both rigorous and attainable for this group of students. Similarly, if the teacher determines that some students are entering the course with prerequisite knowledge or skills that exceed what is expected or required, he or she should set a goal that is both rigorous and attainable for this group of students.

What does it look like to differentiate goals for a class of students?

Example Classroom 1

For the school year, all of my students will demonstrate measurable growth in mathematics. All students will meet typical growth identified by the district/school diagnostic assessment. At least 80% of my students will meet or exceed “proficient” on the end of the year district/school diagnostic assessment. The remaining 20% will move from “novice” to “apprentice” on the end of the year district/school diagnostic assessment.

Example Classroom 2:

For the 2012-2013 school year, 12 students will improve by one grade level range, 10 students will improve by two grade level ranges, and 5 students will improve by $\frac{3}{4}$ of a grade level range on the district approved progress assessment (ie...SRI assessment).

Example Classroom 3:

For the five 3rd grade students who are currently reading at an upper 4th grade level will progress to reach a minimum lexile score of 900 or above.

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General Approaches

SGGs for students with disabilities should be based on grade-level content standards, historical data, and other academic information. The Special Education Teacher, in consultation with their principal, will select the approach that most accurately describes their teaching practices across the school day. Since Special Education Teachers provide instruction in a variety of settings to students with a variety of disabilities and special needs, the following basic approaches to establishing SGGs have been identified:

1. Regular Classroom with Co-Teaching

The Special Education Teacher who co-teaches as part of a grade level or content team for all classes or part of the day (co-planning, instructing, and assessing) shares the SGGs with his/her team. In this model, the Special Education Teacher and the regular educator should review standards and data together and agree upon a set of SGGs for all students they teach. They should monitor student progress together and both are responsible for the academic achievement of all students. In the case in which a Special Education Teacher is providing services in a variety of content areas, Special Education Teachers should select either English Language Arts or Mathematics SGGs. Monitoring of these goals should utilize either student growth percentiles for grades 4-8 or district approved common assessments or rubrics for grades 1-3 and 9-12 as well formative assessments and summative assessments.. For additional information about co-teaching, please see [Collaborative Teaching Practices for Exceptional Children](#)

2. Multiple Grade Levels/Classrooms

The Special Education Teacher, who teaches across multiple grades and/or classrooms, has the option of selecting one of two approaches below. These two approaches apply to those who may co-teach for a portion of the day and/or provide SDI in the regular education classroom.

- a. The Special Education Teacher can coordinate with the regular education teachers in order to support the English Language Arts or Mathematics SGGs of students for whom they are mutually responsible.

The difference between this approach and number 1 is though the Special Education Teacher may provide instruction in the regular education classroom; he/she is only responsible for the students with disabilities to whom they are assigned. The Special Education Teacher and regular educators should only collaborate around setting goals for and monitoring the progress of students with disabilities (for whom they are both responsible). Monitoring of these goals should utilize either student growth percentiles

for grades 4-8 or district approved common assessments or rubrics for grades 1-3 and 9-12 for only the students with disabilities as well as formative and summative assessments that the Special Education Teacher and regular educator share responsibility. A Special Education Teacher using this model would take the following steps:

- Provide input to their students' regular education teachers (in the content areas in which they provide services) as they are writing their SGGs and setting goals for all students. Ideally, this would mean participating in the grade level or content team meetings when SGGs are set.
 - Discuss and agree upon goals for students with disabilities.
 - Establish regular communication between regular educator and Special Education Teacher to monitor student progress.
- b. The Special Education Teacher can set broad English Language Arts or Mathematics SGGs that apply to all of the students with disabilities to whom they provide instruction, with sources of evidence appropriate for each grade level. A Special Education Teacher using this model would take the following steps:
- Set broad SGGs for English Language Arts and/or Mathematics standards that apply to the students with whom they work, across multiple grade levels.
 - Identify sources of evidence (formative and/or summative assessments) to assess those standards at each grade level or grade spans (K-1, 2-3, 4-5 for example) and set goals accordingly for students in those grade levels or grade spans. The Special Education Teacher should always be certain that goals are aligned as closely as possible with the regular education teachers' grade level team or regular education class goals for the students.
 - Monitor goals utilizing either student growth percentiles for grades 4-8 or district approved common assessments or rubrics for grades 1-3 and 9-12 as well as formative and summative assessments.

3. Resource Room or Separate Class

The Special Education Teacher who works with students with disabilities in a resource room and does not co-teach with a regular education teacher for the instruction in English Language Arts or Mathematics may follow a tiered approach, based on similar content and sources of evidence and goals appropriate for each grade level. A Special Education Teacher using this approach would choose from one of the following:

A.

- Select one grade level to set SGGs for English Language Arts and Mathematics.
- Coordinate with the regular education teachers of that grade level to ensure SGGs are based on grade-level content standards.
- Monitor goals utilizing student growth percentiles for grades 4-8 or district approved common assessments or rubrics for grades 1-3 and 9-12 as well as formative and summative assessments.

OR

B.

- Review the content standards for each of the grades represented by their students.
- Set broad SGGs for English Language Arts or Mathematics standards that apply to all of the students, across multiple grade levels. (i.e. reading comprehension)
- Set goals for students in those grade levels or grade spans.
- Monitor goals utilizing either student growth percentiles for grades 4-8 or district approved common assessments or rubrics for grades 1-3 and 9-12. as well as formative and summative assessments.

Functional Skills

SGGs are intended to measure student progress or mastery of academic skills and standards. Instruction around functional, (social, behavioral, organizational) performance supports students' access to the general education curriculum. Functional performance means activities and skills that are not considered academic and are used in the context of routine activities of everyday living [707 KAR 1:002 Section 1 (28) and 34 CFR, Vol. 71 #156, August 14, 2006, p.46661]. Therefore, SGGs should address English Language Arts or Mathematics.

Alternate Assessment Program Student Growth Goals and Alternate Assessment Program for Students with Disabilities

Special Education Teachers, who align instruction to the Kentucky Alternate Assessment Program, should follow the same process to create SGGs for their students. Teachers should use the standards and skills in English Language Arts or Mathematics selected for use in the [Alternate K-PREP Content Aligned Standards for Reading, Mathematics, and Writing](#) in identifying appropriate content for SGGs. They can use some of the same pieces of evidence collected for the alternate assessment for SGGs along with other curriculum-embedded measures as long as the separation of the student's IEP goals and the teacher's SGGs remain intact. SGGs should be based on any available data on their student, on baseline data they are able to collect when the SGGs are set, and/or data on similar students' progress and/or mastery in past years. Teachers will monitor goals utilizing either student growth percentiles for grades 4-8 or district approved common assessments or rubrics for grades 1-3 and 9-12 as well as formative and summative assessments.

The Special Education Teacher should ensure that their SGGs are aligned with the Alternate K-PREP Content Standards for Reading, Mathematics, and Writing.

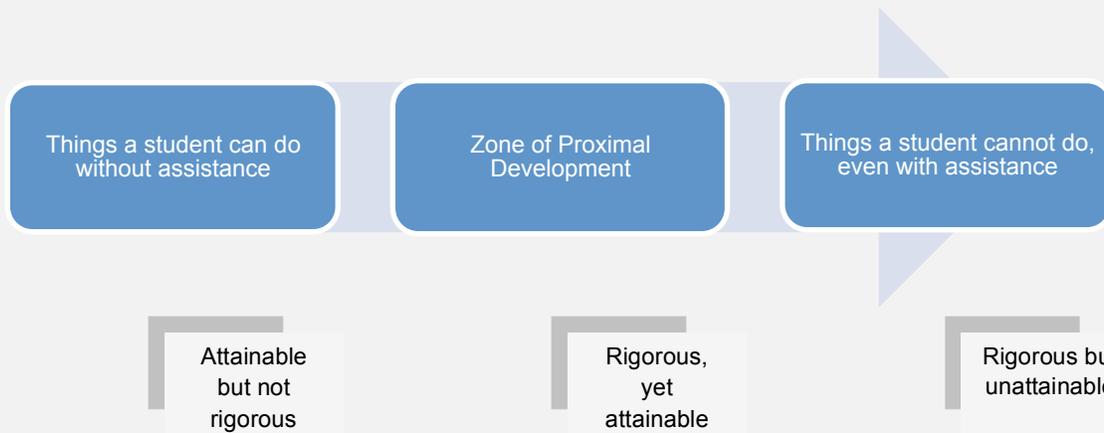
Guiding Questions when Developing SGGs

The following diagram presents a model to assist teachers in conceptualizing how they should differentiate SGGs to ensure goals are rigorous while also being attainable.

SGGs should be written to address these three criteria:

1. **Priority of Content:** Is the goal focused on the right material?
2. **Rigor of Goal:** Does the numerical target represent an appropriate amount of student learning for the specified interval of instruction?

Rigor can be conceptualized by Vygotsky's Zone of Proximal Development, which describes the range between a task that can be completed without instructional guidance (independently) and a task that cannot be completed, even with guidance. The most effective instruction aims at the space within this zone because it provides challenge that causes students to learn without frustrating them by being completely unattainable (see figure below).



3. **Quality of Evidence:** Will the evidence source provide the information needed to determine if the goal has been met and ensure validity and comparability across schools and districts?