

Kenai Peninsula Borough School District: Student Growth Map Review Tool

Teacher:	Grade & Content Area or Subject:	Reviewer:
<p>Group Demographics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the SGM indicate which students will be included? Is the number of students in each category included? <input type="checkbox"/> Are the demographics, characteristics and any special learning circumstances of the students targeted in goal (attendance, behavior, gender, SES, IEP, ELL) described? <input type="checkbox"/> If subgroups are excluded, is there an explanation of why and an indication that they are covered in another SGM? 		
<p>Baseline Data (explain any data excluded, if applicable):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are the sources of data adequate? <input type="checkbox"/> Are baseline data provided? <input type="checkbox"/> Are they aligned to goal? <input type="checkbox"/> Is there a summary of the teacher’s analysis of the baseline data including identifying student strengths and weaknesses? 		
<p>Student Growth Statement (written as a SMART Goal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is the assessment that will be used to measure student growth for this SGM identified? <input type="checkbox"/> Is the assessment aligned to a pre-assessment or other prior performance data? <input type="checkbox"/> Does the assessment measure growth for students at various levels in the class? (For example, could a high achieving student and a low achieving student in the course both show growth on this assessment?) <input type="checkbox"/> To your knowledge, is there a <u>state</u> or <u>district</u> mandated assessment that should be used in this map and is not? <input type="checkbox"/> Is the measure of growth acceptable? <input type="checkbox"/> Is the amount of growth that students can be expected to achieve reported? <input type="checkbox"/> Does the growth take into account base line, pre-test, or prior performance data? <input type="checkbox"/> Was the method of target setting the most appropriate one for this assessment, course, and group of students? (Consider an: individual growth target, minimum rigor target, basic growth target, tiered target, and close the gap target.) <input type="checkbox"/> Are targets developmentally appropriate? <input type="checkbox"/> Are targets ambitious yet attainable? <input type="checkbox"/> Do targets align with broader school or district goals, when appropriate? <input type="checkbox"/> Is the goal SMART: Specific and Strategic, Measureable, Attainable, Relevant, Rigorous and Realistic (3 R’s), and Time-bound? <input type="checkbox"/> Does the goal relate to priority standards, content, or essential elements for this grade and subject? <input type="checkbox"/> Are any of the goals proficiency goals? 		

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Strategies and Action Steps	Rating	Comments
Does the SGM describe educator actions and strategies that will facilitate goal attainment?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Incomplete	
Does the SGM describe how the educator will help students attain the goal? Does it list other professionals/resources to access?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Incomplete	
Does the SGM describe what specific actions and/or strategies will lead to goal attainment?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Incomplete	
Does the SGM describe <u>how and when</u> the educator will monitor the student progress toward the goal?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Incomplete	
Overall: <input type="checkbox"/> Does this SGM demonstrate teacher knowledge of students and content? <input type="checkbox"/> Are there any issues with the SGM that were not raised as part of the review so far?		
Summary of recommendations for improvement:		