

## Student Growth Goal Guidance for Special Education Teachers

Student Growth Goals for Students with Disabilities measure student progress and mastery of academic skills and standards over time (a year or a course). The SGG process accounts for growth for all students, including students with disabilities.

The process all Kentucky teachers will follow when developing a Student Growth Goal and access to all the needed supporting documents can be found on the Student Growth page of this Kentucky Department of Education web link: <http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Student-Growth-Page.aspx>

Whenever possible the Special Education teacher should align his/her goal for students of the same grade level/span, with the English Language Arts or Mathematics SGG of the class or grade level SGG. The SGG is based on the baseline performance and needs of the group of students taught.

### Student with Disabilities Individualized Education Plan (IEP) Goals versus Student Growth Goals (SGGs)

It is imperative to distinguish between the SGG 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. 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 designed to address needs for individual students and measure their mastery of academic and functional skills. Overlap in content or evaluation may be appropriate, however, the goals must remain independent of each other. Because of a regulatory difference in the purposes of a student's Individualized Education Program and the SGGs for the Kentucky Teacher Professional Growth and Effectiveness System, IEP goals may **not** be used as SGGs.

### General Approaches

The SGG for students with disabilities should be based on grade-level content standards, historical data, and other academic information. Special Education Teachers, 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, there are some basic approaches to establishing an SGG.

#### 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 for part of the day (co-planning, instructing, and assessing) shares the SGG for one class with one teacher with whom he/she collaborates. In this model, the Special Education teacher and the regular educator should review standards and data together and agree upon an SGG for all the students in the class they co-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 provides services in a variety of content areas, he/she should select either an English Language Arts or Mathematics SGG.

## 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 collaborate in the regular education classroom.

- a. The Special Education teacher should coordinate with a regular education teacher in order to support the English Language Arts or Mathematics SGG of the class of students for whom they are mutually responsible.

The difference between this approach and number 1 - although the Special Education teacher provides instruction in the regular education classroom, he/she is only responsible for the students with disabilities assigned to him/her. The Special Education teacher and the regular educator should collaborate around setting goals for and monitoring the progress of students with disabilities (for whom they are both responsible). A Special Education teacher using this model would take the following steps:

- Provide input to their students' regular education teacher (in the content area in which they provide services) as they are writing the SGG for all students.
  - Align the goal for students with disabilities with the goal for the rest of the class.
- b. The Special Education teacher can set a broad English Language Arts or Mathematics SGG that applies 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 a broad SGG for English Language Arts or Mathematics standards that applies to the students with whom he/she works, 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 determine the SGG 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' class goals for the students.

## 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 should base the SGG for his/her students on similar content and sources of evidence appropriate for each grade level. A Special Education teacher using this approach may choose from one of the following:

A.

- Select one grade level to set an SGG for English Language Arts or Mathematics.

- Coordinate with the regular education teachers of that grade level to ensure the SGG is based on the enduring skills/learning from the content standards.

OR

B.

- Review the content standards for each of the grades represented by their students.
- Set broad SGG based on a relevant enduring skill or enduring learning for either English Language Arts or Mathematics standards that apply to all of the students, across multiple grade levels.

### **Functional Skills**

SGGs are intended to measure student progress or mastery of academic skills and standards whenever possible. 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 whenever possible.

### **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 an SGG 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 enduring skills/learning for an SGG. They can use some of the same pieces of evidence collected for the alternate assessment along with other curriculum-embedded measures, as long as the separation of the student's IEP goals and the teacher's SGG remains intact.