



Student Growth Learning Objective Guide

Prepared by the 2016-2017 PEAC Committee
Revised September 2025

***Our mission in Minooka Community Consolidated School District #201 is to
inspire learners to be responsible, confident and successful.***

Student Growth Objectives (SGOs)

Overview

As part of the district's teacher evaluation framework, **Student Growth Objectives (SGOs)** serve as a measure of student academic progress and provide a critical lens through which instructional effectiveness is assessed.

Collective Schoolwide Model

Beginning in the 2025-26 school year, the district has adopted a **collective or "All-In" model for SGOs**. Under this approach:

- SGOs are **universal schoolwide goals** rather than individually written by each teacher.
 - All certified staff contribute to the achievement of the same goals, reflecting the principle that **student learning is a shared responsibility**.
 - SGOs are based on standardized, reliable, and longitudinal data sources that allow for consistent measurement across the entire student population.
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Data Source

The district uses **NWEA MAP Reading and NWEA MAP Math assessments** as the universal data source for K-8 SGOs and Universal Assessments for Literacy & Numeracy for PreK.

- These assessments provide **nationally normed, growth-based measures** that allow for tracking individual and collective student progress from Fall to Winter.
 - Using one consistent assessment reduces variability across classrooms and ensures equity in how growth is defined and measured.
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Goal Statements

Each school will annually adopt two SGOs:

1. **K-8 Reading SGO:** All students within the building will meet or exceed their individual NWEA projected growth goals from Fall to Winter on the NWEA MAP Reading assessment.
2. **PreK Literacy SGO:** All MPC students will increase their ELS Literacy Goal score from Fall to Winter or will maintain their ELS Literacy Goal score of 3 or 5 from Fall to Winter as recorded within the Language/Literacy pillar of the ELS data system.
3. **K-8 Math SGO:** All students within the building will meet or exceed their individual NWEA projected growth goals from Fall to Winter on the NWEA MAP Math assessment.
4. **PreK Numeracy SGO:** All MPC students will increase their ELS Numeracy Goal score from Fall to Winter or will maintain their ELS Numeracy Goal score of 3 or 5 from Fall to Winter as recorded within the Math/Science pillar of the ELS data system.

Alignment to Teacher Evaluation

- All certified staff (unless specified otherwise within the Evaluation guiding documents) are accountable for the schoolwide SGOs as part of their evaluation.
- Staff who work in more than one school will be assigned a home school by the administration.
- The SGOs are embedded into the teacher evaluation system as the measure of **student growth**.
- Staff contributions toward meeting SGOs will be reflected in collaborative practices such as participation in data teams, instructional planning, intervention supports, and the implementation of schoolwide improvement strategies.

Evaluation Weighting

Teacher evaluations in the district are composed of two primary components:

- **Professional Practice (85%)**
 - Evaluated using the PEAC approved **Danielson Framework for Teaching**.
 - Includes evidence from observations, artifacts, and professional responsibilities.
- **Student Growth Objectives (SGOs) (15%)**
 - Based on **schoolwide collective growth goals** using NWEA MAP Reading and NWEA MAP Math assessments for K-8 and the ELS data system as the universal data source for SGOs for PreK..
 - Reflects student achievement and progress as a shared responsibility across the building.

- **NWEA MAP Matrix to determine overall Student Growth Outcome Rating**

Percentage of students who met or exceeded expected individual growth goals

Excellent	55% or greater
Proficient	40%-54.9%
Needs Improvement	30%-39.9%
Unsatisfactory	<30%

- **PreK Assessment Matrix to determine overall Student Growth Outcome Rating**

Percentage of students who met or exceeded the school's growth target

Excellent	85% or greater
Proficient	75%-84.9%
Needs Improvement	65%-74.9%
Unsatisfactory	<64.9% or less

Rationale for the Collective Model

- **Consistency:** Moves away from varied, individually written SGOs.
 - **Equity:** Ensures all teachers are evaluated against the same measures of student growth.
 - **Collaboration:** Reinforces a culture of shared responsibility for the achievement of all students.
 - **Focus:** Centers evaluation on **high-level goals** that address the needs of the entire school population.
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Monitoring and Review

Data Team Meetings

- Schedule regular meetings to review subgroup and classroom-level progress.
- Identify students at risk of not meeting growth expectations.
- Plan interventions and enrichment activities collaboratively.

Student-Level Supports

- Implement targeted supports such as MTSS interventions, small group instruction, etc.
- Monitor growth for identified subgroups (MLL, IEP, etc.) to ensure equity.

Staff Collaboration & Professional Learning

- Focus PD on high-impact strategies linked to student interventions and instructional strategies to target improvement.
- Encourage staff in PLCs to share successful strategies across grade levels/content areas.

Mid-Year Reflection (Winter)

- Review Winter MAP data as a building.
- Celebrate areas of growth, identify gaps, and refine instructional plans.
- Adjust schoolwide strategies if needed (e.g., literacy focus, math problem-solving routines).
- Final SGO results will be reviewed annually as part of the teacher evaluation process.