WA State Leadership
Student Growth Rubrics

Student Growth Criteria 3, 5, and 8			
Student Growth Criterion 3: Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.			
Student Growth 3: Provides evidence of student growth that results from the school improvement planning process.			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
School improvement planning process results in no improvement in student academic growth.	School improvement planning process results in minimal improvement in student academic growth.	School improvement planning process results in measurable improvement in student academic growth.	School improvement planning process results in significant improvement in student academic growth.
Student Growth Criterion 5: Monitoring, assisting, and evaluating effective instruction and assessment practices.			
Student Growth 5: Provides evidence of student growth of selected teachers			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Multiple measures of student achievement of selected teachers show no academic growth.	Multiple measures of student achievement of selected teachers show minimal academic growth.	Multiple measures of student achievement of selected teachers show measurable academic growth.	Multiple measures of student achievement of selected teachers show significant academic growth.
Student Growth Criterion 8: Demonstrating a commitment to closing the achievement gap.			
Student Growth 8: Provided evidence of growth in student learning			
Unsatisfactory – 1	**Basic – 2**	**Proficient – 3**	**Distinguished – 4**
Achievement data from multiple sources or data points show no evidence of student growth toward the district's learning goals; there are growing achievement gaps between student subgroups.	Achievement data from multiple sources or data point's shows minimum evidence of student growth toward the district's learning goals for identified subgroups of students.	Achievement data from multiple sources or data points show evidence of improving student growth toward the district's learning goals; the average achievement of the student population improved as does the achievement of each subgroup of student's identified as needing improvement.	Achievement data from multiple sources or data points show evidence of consistent growth toward the district's learning goals; there is consistent record of improved student achievement, on multiple indicators, with identified subgroups of students.
Student growth rubric rows are designed to focus on actual student achievement, rather than principal actions. SG 3 is intended to analyze the achievement of all or most of the students in the school. SG 5 is designed to analyze the achievement of students assigned to a subset of teachers that a principal identifies. SG 8 is designed to analyze subsets of the student population that are identified for the purpose of closing achievement gaps between them and the student population as a whole.			

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