



STUDENT GROWTH OBJECTIVES

Monitoring and Adjusting SGOs

Winter 2013-14

Objectives for Today

- A. Provide suggestions for assessing and adjusting SGOs.
- B. Discuss ways to monitor progress on SGOs.
- C. Provide recommendations for administering and scoring SGO assessments.
- D. Review SGP basics and provide suggestions for using 2012-13 non-evaluative SGP scores.

A. Assessing and Adjusting SGOs

Rationale

A mid-year assessment of SGOs can allow schools to:

1. Identify SGOs that are **insufficient for evaluation purposes**.
2. **Make adjustments to targets** based on new data.

Teachers can modify SGOs with chief school administrator approval by February 15, 2014.

3. Inform **professional development decisions** and **SGO development and training** for SY14-15.

NOTE: This is also the time to ensure that teachers in tested grades and subjects who may not receive an SGP score owing to technical rules, have 2 SGOs, e.g. teachers who may not have 20 students taking NJ ASK tests.

1. What Makes an SGO **Insufficient** for Teacher Evaluation?

1. A poorly constructed SGO statement and scoring plan make it impossible to determine what the objective is.
2. The achievement or growth **target is set too low** to be a meaningful assessment of the teacher's effectiveness.
3. **No SGO assessment** is provided or the assessment is inadequate.
4. **No baseline data** is provided or the baseline data is inadequate.

Example of an **Insufficient SGO**

Objective Statement and Scoring Plan are Unclear

Student Growth Objective

Students will increase their understanding of motion and energy.

Scoring Plan

Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
2 students	10 students	5 students	4 students

- SGO statement is **neither specific nor measurable**.
- Number of students in **scoring plan doesn't make sense**.
- **No target score** is provided.

Example of an **Appropriate SGO**

Specific and Measurable Objective and Scoring Plan

Student Growth Objective

At least 15 students will score 70% or more on the motion and energy test.

Scoring Plan

Target	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
70%	≥ 18 students	≥ 15 students	≥ 11 students	< 11 students

- SGO statement is **specific, measurable, and aligned to scoring plan.**
- Scoring plan has a **target** and **logical number of students** at each level.

Example of a High Quality SGO

Specific and Measurable Objective/Differentiated Targets

Student Growth Objective

At least 70% (45/65) of my students will attain a score as described in the scoring plan and set according to their preparedness level.

Scoring Plan

Preparedness Group	Target Score on Final Assessment	Objective Attainment Level Based on Percent and Number of Students Achieving Target Score			
		Exceptional Attainment (4)	Full Attainment (3)	Partial Attainment (2)	Insufficient Attainment (1)
Low	70	>85% students (31-36)	≥70% students (25-30)	≥55% students (18-24)	<55% students (0-17)
Medium	80	>85% students (19-21)	≥70% students (15-18)	≥55% students (11-14)	<55% students (0-10)
High	90	>85% students (8)	≥70% students (6-7)	≥55% students (4-5)	<55% students (0-3)

Example of an **Insufficient** SGO

Targets Set Too Low

Baseline Data

Average score on pre-test was 12%.

Student Growth Objective

50% of students will improve their score by 25% on the post test.

Scoring Plan

Target	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
25% growth	$\geq 60\%$ students	$\geq 50\%$ students	$\geq 40\%$ students	$< 40\%$ students

- Too few students, too little growth – low bar for students and teacher

Examples of Appropriate SGO Targets

Targets are Ambitious and Achievable

Growth

- 75% of students will increase their performance by an average of 15% on 4/5 measures of fitness over the course of 4 months.
- 85% of students will decrease the score between their starting points and 100 by at least 50% during the SGO period.
- 80% students will show one year's reading growth, or be on grade level as measured by the DRA2.

Achievement*

- 70% of students will score 80% on the social studies final assessment
- 90% of students will score 3/4 on at least 8 components of the art portfolio rubric.

* *Tiered targets would increase the quality of these SGOs*

Example of an **Insufficient SGO** Inadequate or Missing Assessment

Grade	Subject	Number of Students	Interval of Instruction
9	Physical Science	21	Semester <input type="checkbox"/> 10/1/13 to Full year <input type="checkbox"/> 4/30/14
Name of Assessment	TBD		
Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.)			
This SGO includes one of my science classes and the NJCCCS related to forces and motion. NJCCCS physical science 5.2.12 E (forces and motion)			

- Follow up to ensure targets were set with an approved assessment.

Sample SGO Approval Spreadsheet

Inadequate or Missing Assessment

Teacher Information			Subject	Grade	Supervisor	Approval Dates		
Last Name	First Name	SMID #				SGO 1	SGO 2	Assessment
		1790	General Ed/Tchr	5th Grade	Prin/VP	30-Oct	30-Oct	21-Oct
		3687	LD Mild/Mod	3rd - 5th	Prin/VP	30-Oct	30-Oct	21-Oct
		1832	Phys. Ed.	All Grades	Prin/VP	12-Nov	12-Nov	
		5881	Co-Teacher	1st & 2nd	Prin/VP	12-Nov	12-Nov	21-Oct
		3407	Teacher	Pre-K	Prin/VP	30-Oct	30-Oct	21-Oct

- Check records to make sure all assessments were approved.

Example of an **Insufficient SGO** **Inadequate or Missing Baseline Data**

Baseline Data

(Please include what you know about your students' performance, skills, or achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)

STAR assessment to be given in next two weeks.

- Follow up to ensure targets were set with available prior learning data.

Example of a Possibly **Insufficient** SGO

Inadequate or Missing Baseline Data

Baseline Data

(Please include what you know about your students' performance, skills, or achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)

Average score on the pre-assessment was 12%.

- Baseline data is based on a single pre-assessment score that **provides no indication of how much growth/achievement might be expected** from the students.

Example of an Acceptable SGO

Baseline Data Taken from Multiple Sources

Baseline Data

(Please include what you know about your students' performance, skills, or achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)

1. Average score on the physics pre-assessment was 12%.
2. Student grades to date including one project and two tests.

Students were grouped according to both data points.

- **Two data points including current year performance allow realistic targets to be set.**

Example of a High Quality SGO

Baseline Data Taken from Multiple High Quality Sources

Student ID	Prior Test Scores	Current Year Test Scores			Markers of Future Success				Preparedness Group
	NJ ASK 8 Math	Unit 1	Unit 2	Average Score	Participates in Class	Completes Retakes	Completes Homework	Total Points	
1	230	100	97	98.5	Yes	Yes	No	2	High
2	202	90	95	92.5	Yes	Yes	Yes	3	High
3	211	95	95	95	Yes	Yes	Yes	3	High
4	241	85	86	85.5	Yes	No	No	1	High
5	263	90	92	91	Yes	No	Yes	2	High
6	284	90	85	87.5	Yes	No	Yes	2	High
7	199	91	88	89.5	Yes	Yes	Yes	3	High
8	201	57	75	66	No	Yes	No	1	Low
9	144	50	58	54	No	No	No	0	Low
10	182	58	58	58	No	No	No	0	Low
11	143	62	83	72.5	Yes	Yes	No	2	Medium
12	171	78	83	80.5	No	Yes	No	1	Medium

NJ ASK Math Score	Current Year Test Score Average	Number of Future Success Markers	Preparedness Group	Target Score on Summative
<200	<70	0 – 1	Low	70
200 – 249	70 – 85	1 – 2	Medium	80
200 – 300	85 – 100	2 – 3	High	90

Problems and Solutions for **Insufficient** SGOs

1. A poorly constructed SGO statement and scoring plan make it **impossible to determine what the objective is.**

Solution - set targets that make sense and are consistent with baseline data.

2. The achievement or growth **target is set too low** to be a meaningful assessment of the teacher's effectiveness.

Solution – set targets that are ambitious and achievable for more students. Use good baseline data thoughtfully.

3. **No assessment** is provided or the assessment is inadequate.

Solution - require the assessment to be submitted or rewrite assessment.

4. **No baseline data** is provided or the baseline data is inadequate.

Solution - require baseline data to be collected and submitted or adjust targets to align with better data.

Sample Approach to Assessing and Adjusting SGOs

Assessment of SGOs

- Convene a team to review SGOs.
- Choose a rubric with a **1-4 scale** with which to evaluate SGOs.
- Conduct a **norm-setting process** so that all team members understand the components of a high quality SGO and the aspects that might prevent some SGOs from being used for evaluation.
- **Score SGOs on a 1-4 scale** to identify SGOs that need to be adjusted.

Student Growth Objectives: Quality Rating Rubric

Excellent	Good	Fair	Inadequate
-----------	------	------	------------

NUMBER OF STUDENTS/INTERVAL OF INSTRUCTION

Number of students in <i>combined</i> SGOs represents all or a large majority of the teacher's students. ¹	Number of students in <i>combined</i> SGOs represents at least half of the teacher's students.	Number of students in <i>combined</i> SGOs represents at least a quarter of the teacher's students.	Number of students in <i>combined</i> SGOs represents less than a quarter of the teacher's students.
Includes start and stop dates that include a significant proportion ² of the school year/course length.	Includes start and stop dates that include at least half of the school year/course length.	Includes start and stop dates that include some of the school year/course length.	Includes start and stop dates that include little of the school year/course length.

RATIONALE FOR STUDENT GROWTH OBJECTIVE/STANDARDS CHOSEN

Names the NJCCCS group addressed by the SGO and references content at the most specific level of applicable standards.	Names the NJCCCS group addressed by the SGO and references content at a general level of applicable standards.	Names the NJCCCS group addressed by the SGO.	Does not name standards addressed by the SGO.
Includes a significant proportion of standards for which the teacher is responsible during the instructional period. ³	Includes at least half of the standards for which the teacher is responsible during the instructional period.	Includes some of the standards for which the teacher is responsible during the instructional period.	Includes few of the standards for which the teacher is responsible during the instructional period.
Articulates how the majority of selected standards are critical to enduring understanding of the subject area, success in future classes, and readiness in college and career.	Articulates how some selected standards are critical to enduring understanding of the subject area, success in future classes, and readiness in college and career.	Articulates how some selected standards lead to future success.	Does not justify how the standards chosen lead to future success or does so poorly.

BASELINE DATA

Multiple, high quality measures are used to thoughtfully determine students' starting points and select standards to include in the SGO.	Multiple measures are used to determine students' starting points, the quality of which may vary.	A single measure of high quality is used to determine students' starting points.	A single measure of low quality is used to determine students' starting points.
Pre-assessments, if used, are administered fairly and provide a rigorous and accurate measure of the skills and content knowledge students need to succeed in the course.	Pre-assessments, if used, are administered fairly and provide an adequate measure of the skills and content knowledge students need to succeed in the course.	Pre-assessments, if used, provide some information about the needs or starting points of students.	Pre-assessments, if used, provide little or no information about the needs or starting points of students.

Student Growth Objectives: Quality Rating Rubric

Excellent	Good	Fair	Inadequate
-----------	------	------	------------

ASSESSMENTS⁴

Aligns all items ⁵ to the selected standards.	Aligns most items to the selected standards.	Aligns some items to the selected standards.	Aligns few or no items to the selected standards.
All selected standards have at least one assessment item. All critical standards ⁶ have multiple items.	Most selected standards have at least one assessment item. Most critical standards have multiple items.	Some selected standards have at least one assessment item. Some critical standards have multiple items.	Few or no selected standards have an assessment item. Few or no critical standards are identified or do not have an assessment item.
Challenges students with many high quality higher-order items comprising a majority of the assessment(s) .	Challenges students with many higher-order items.	Challenges students with some higher-order items.	Challenges students with few higher-order items.
Includes rubrics, scoring guides, and/or answer keys for all items, all of which are accurate, clear, and thorough.	Includes rubrics, scoring guides, and/or answer keys for all items, most of which are accurate, clear, and thorough.	Includes rubrics, scoring guides, and/or answer keys for some items, most of which are accurate, clear, and thorough.	Includes rubrics, scoring guides, and/or answer keys for some items, few of which are accurate, clear, and thorough.
Provides all students multiple opportunities and/or assessment types to demonstrate learning of the selected standards.	Provides all students adequate opportunities to demonstrate learning of the selected standards.	Provides all students limited opportunities to demonstrate learning of the selected standards.	Provides limited opportunities to demonstrate learning of the selected standards to only a few students.

STUDENT GROWTH OBJECTIVES/SCORING PLAN

Baseline data are used thoughtfully to set high quality targets for all students.	Baseline data are used to set targets for all students.	Baseline data are used to set targets for most students.	Baseline data are used to set targets for few students, or poorly, to set targets for all students.
Student achievement and/or growth targets are differentiated to be ambitious and achievable for all or nearly all students.	Student achievement and/or growth targets are differentiated to be ambitious and achievable for a majority of students.	Student achievement and/or growth targets are differentiated to be ambitious and achievable for some students.	Student achievement and/or growth targets are not differentiated.
Scoring range for "full attainment" accurately reflects a teacher's <i>considerable</i> impact on student learning. Scoring range is justified by analysis of baseline data and the rigor of the assessment.	Scoring range for "full attainment" accurately reflects a teacher's <i>considerable</i> impact on student learning. It is implied by presented baseline data and the rigor of the assessment.	Scoring range for "full attainment" reflects less than a teacher's <i>considerable</i> impact on student learning. Scoring range may not be reflected by baseline data and the rigor of the assessment.	Scoring range for "full attainment" is too low or too high to accurately reflect a teacher's <i>considerable</i> impact on student learning.

COLLABORATION/COMPARABILITY

Most, or all, key decisions ⁷ were made collaboratively between teachers. A common assessment is in use. ⁸	Many key decisions were made collaboratively between teachers. A common assessment is in use .	Some key decisions were made collaboratively between teachers. A common assessment is not in use .	Few or no key decisions were made collaboratively by teachers. A common assessment is not in use.
---	--	--	---

SGO Quality Rating Rubric Summary

Key Components of a High-Quality SGO

1. The SGO statement is specific and measurable.
2. The scoring plan is consistent with the SGO statement and has a logical four point scale.
3. Growth or achievement targets are differentiated to be ambitious and achievable for all students.
4. The SGO includes a significant proportion of students and curriculum.
5. The assessment is comprehensive and of good quality. Evidence is provided for standards alignment.
6. More than one data source is used for baseline information. Used thoughtfully to set realistic targets.

Sample SGO Quality Data Report

Identifying SGOs That Must Be Adjusted

Teacher	Subject	Grade	SGO 1 Approval Date	Quality Score	SGO 2 Approval Date	Quality Score
1082	Science	4-6	11/15/2013	1	11/15/2013	1
2450	Special Education	4-6	11/12/2013	3		
1020	Physical Education	Pre-K - 6	11/13/2013	2	11/13/2013	2
5486	Early Childhood	Pre-K	11/12/2013	3	11/12/2013	3
7831	Special Education	3-5	11/12/2013	2	11/12/2013	2
5863	Bilingual	2	11/13/2013	3	11/13/2013	1
1028	General Ed	5	11/13/2013	2	11/13/2013	4
7632	Early Childhood	Pre-K	11/12/2013	3	11/12/2013	3

Sample Form for **Insufficient** SGOs

Teacher _____

Subject/Grade _____

School _____

Evaluator _____

- Poorly written SGO statement and scoring plan make it impossible to determine what the objective is
- Target is set too low to be meaningful
- No assessment is provided
- No baseline data is provided
- Other

Notes:

Systematic Approach to Assessing and Adjusting SGOs

Adjustment of SGOs and Use of Review Data

For individual teachers:

- Provide SGO scores and notes to supervisors
- Supervisors meet with teachers whose SGOs need adjusting
- Approve SGO adjustment and obtain CSA approval for change

AND

For professional development:

- Use review process to identify areas of SGO strength and weakness
- Communicate findings to ScIP and DEAC along with suggestions for further training and professional development for Spring 2014

B. Monitoring Progress on SGOs

Step 4

Step 1

Choose or develop a quality assessment aligned to NJCCCS or CCSS.

Step 2

Determine students' starting points.

Step 3

Set ambitious and achievable SGOs with the approval of the principal.

Step 4

Track progress, refine instruction.

Step 5

Review results and score in consultation with your principal/supervisor.

Track Progress, Refine Instruction

Business as Usual for Effective Teachers

Effective teachers use...

- Grades and grade progress
- Summative test scores
- Short-term formative data
- Constant observations
- Frequent interaction with students
- Parent, teacher and support staff contact
- And more

...to track their students' progress



Optional Mid-year Check-in

Teachers and Supervisors Review Progress

- How are your students progressing toward their targets? How do you know?
- Which students are struggling/exceeding expectations? What are you doing to support them?
- What additional resources do you need to support you as you work to achieve your student growth objectives?
- Are there any student attendance issues substantial enough to affect your student growth objectives?

SGO Step 4, Form 1: Track Progress, Refine Instruction
Mid-Course Check-in



Teacher: _____ Date: _____

Grade Level/
Subject/Period: _____

Evaluator: _____

In preparation for the mid-course progress check-in, please complete this questionnaire and submit it to your evaluator. You may attach your responses to this form or write them here directly.

- 1) How are your students progressing toward your student growth objectives? How do you know?
- 2) Which students are struggling/exceeding expectations? What are you doing to support them?
- 3) What additional resources do you need to support you as you work to achieve your student growth objectives?
- 4) Are there any student attendance issues substantial enough to affect your student growth objectives?

Please return this form to your primary evaluator, along with your SGO forms, and any interim student learning data you would like to discuss during the check-in.

Optional Mid-year Check-in

Adjusting Targets – Possible Scenarios

In addition to making target adjustments for insufficient SGOs, targets may also be adjusted in the following circumstances:

- The teaching **schedule or assignment** has changed significantly.
- **Class compositions** have changed significantly.
- New, **higher-quality sources of evidence** are available (baseline data or post-assessment?)
- Certain **students** have been **absent for a significant portion** of the school year.
- The **teacher** has been **absent for a significant portion** of the year.
- **Certain unforeseen challenges** have significantly affected teachers and/or students.

Optional Mid-year Check-in

Adjusting Targets – Caution

Other than in cases of insufficient SGOs

SGO target adjustment should be limited to cases where there is a high likelihood that a reasonable and agreed upon target will not be met due to circumstances outside of a teacher's control.

C. Administration and Scoring of Assessments

Question

How do schools ensure that procedures for collection and scoring of SGO evidence, e.g. post-test, are **valid, practical** and **fair**, and result in an **accurate measure** of both **students** and **teachers**?

Administration and Scoring of Assessments

Collecting Evidence

When possible, someone other than the teacher of record should:

- Administer assessments in a controlled environment.
- Score assessments using an agreed upon scoring plan/rubric.

When this is not possible, supervisors might:

- Establish a clear test administration protocol and check that it is followed.
- Develop an audit process for the scored assessments.

Sample Assessment Protocol

High School English Department

- A common test protocol is devised and agreed upon by the English department's teachers and supervisor.
- Teachers are given a schedule of proctoring their colleagues' tests for the testing period. Strong classroom managers are assigned to the most challenging classes.
- Tests are administered and collected by the supervisor.
- The supervisor distributes the tests for grading by the teachers' English Department colleagues.
- Teachers use an agreed upon scoring protocol and grade several tests together to "norm" themselves.
- The supervisor acts as final arbiter in cases where a question arises during scoring.
- All tests are submitted to the supervisor for final approval.
- The supervisor may audit tests as needed to check for consistency and accuracy of scoring.

D. Review SGPs and Suggestions for Using 2012-13 Non-evaluative mSGP Scores

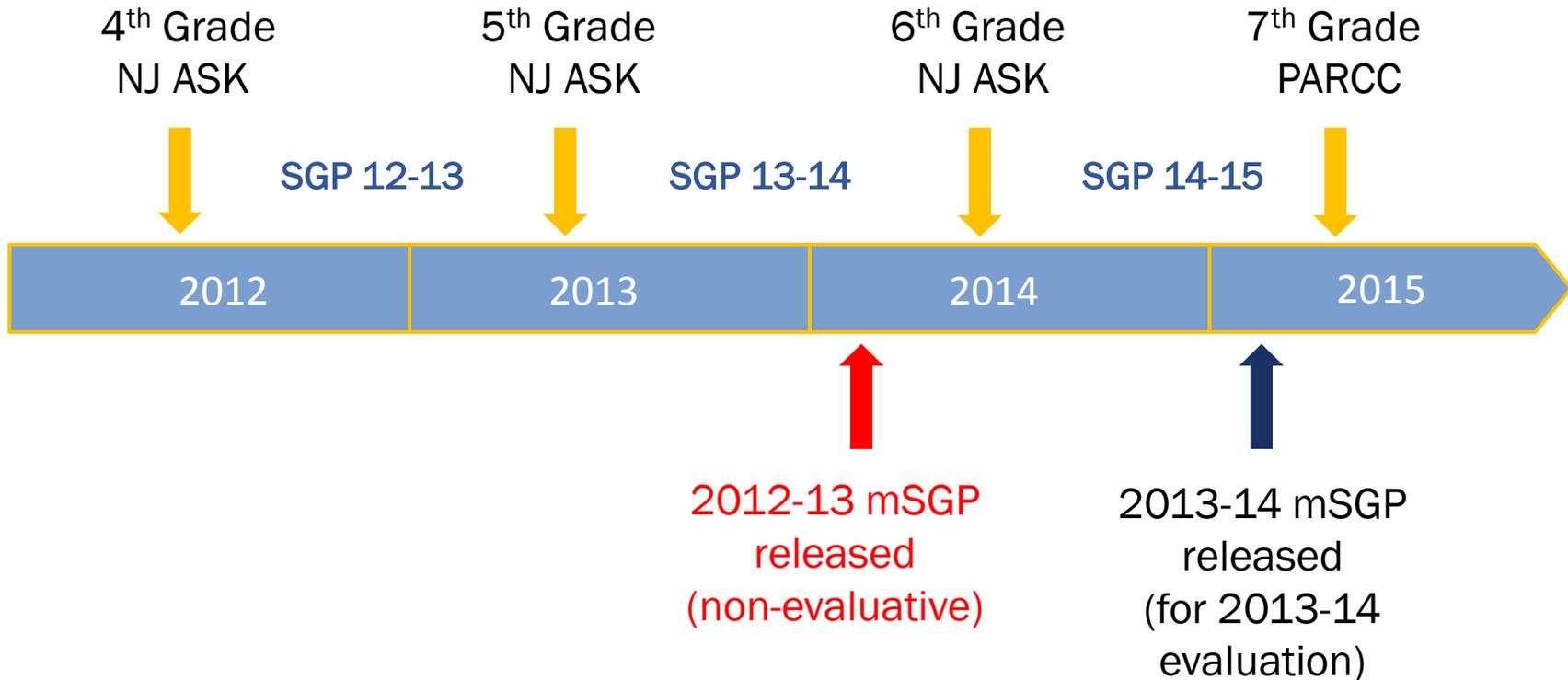
February 4th Release of mSGP Teacher-level Reports

2012-13 Scores Have No Consequences

- Teacher mSGP reports available for **download** from NJSMART on **February 4th** for qualifying teachers for 2012-13.
- [Extensive SGP guidance materials](#) have been released by the Department.
- 2012-13 scores **will not be used for evaluations.**
- SGP data release is a **trial run** to help districts and the Department:
 - Examine data quality,
 - Consider related professional learning, and
 - Prepare for the first official mSGP distribution next year.
- **Data is confidential** and should be handled with appropriate and strict security procedures.

Testing and mSGP Timeline

A student takes a standardized test every year and an SGP is calculated.

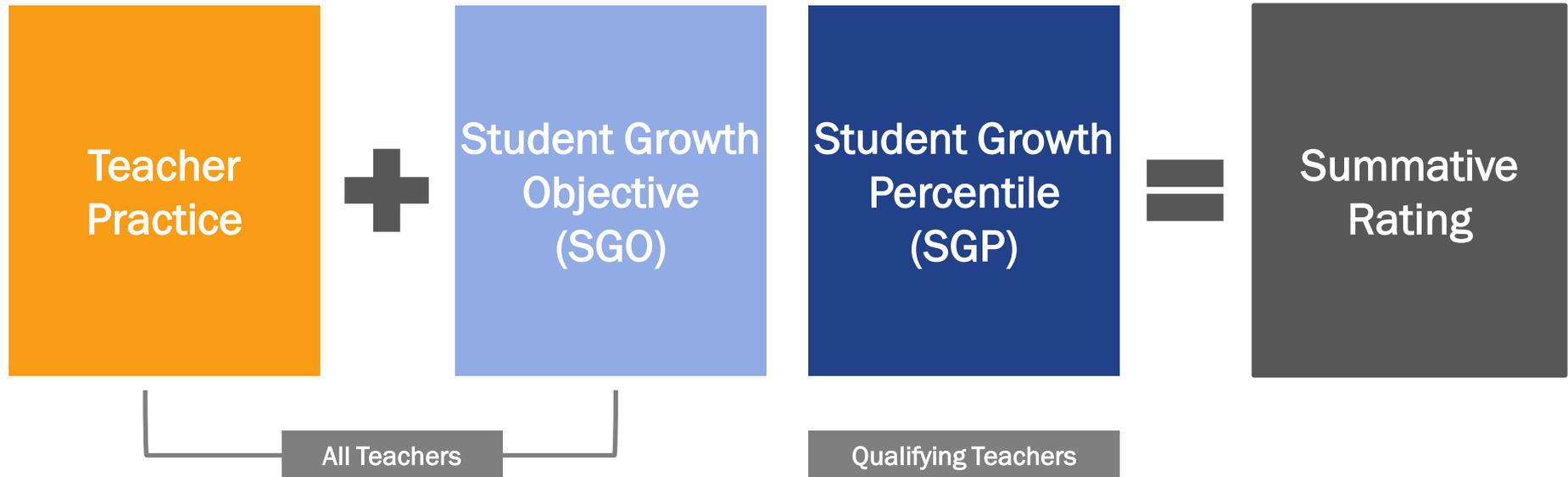


In 2013-14, the student's SGP will be factored into his teacher's evaluation for the first time.

Student Growth Percentile Overview

Practice

Student Achievement

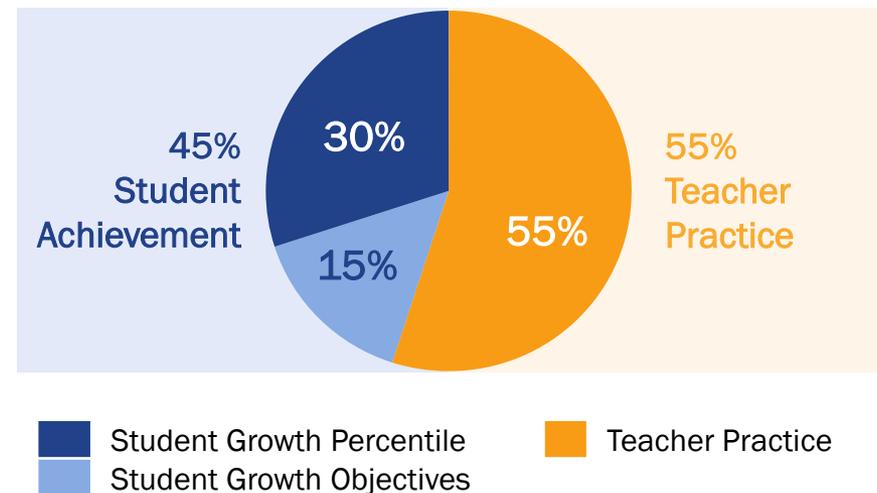


mSGP Qualification and Weighting

To receive an mSGP score, teachers must:

1. Teach a 4th–8th grade Math or Language Arts Literacy (LAL) class, **and**
2. Be the teacher of record for at least 60% of the course prior to the NJ ASK assessment, **and**
3. Have at least 20 students with valid SGP scores who are enrolled in the class for at least 70% of the school year before they take the NJ ASK.

2013–14



Calculating Student Growth Percentiles

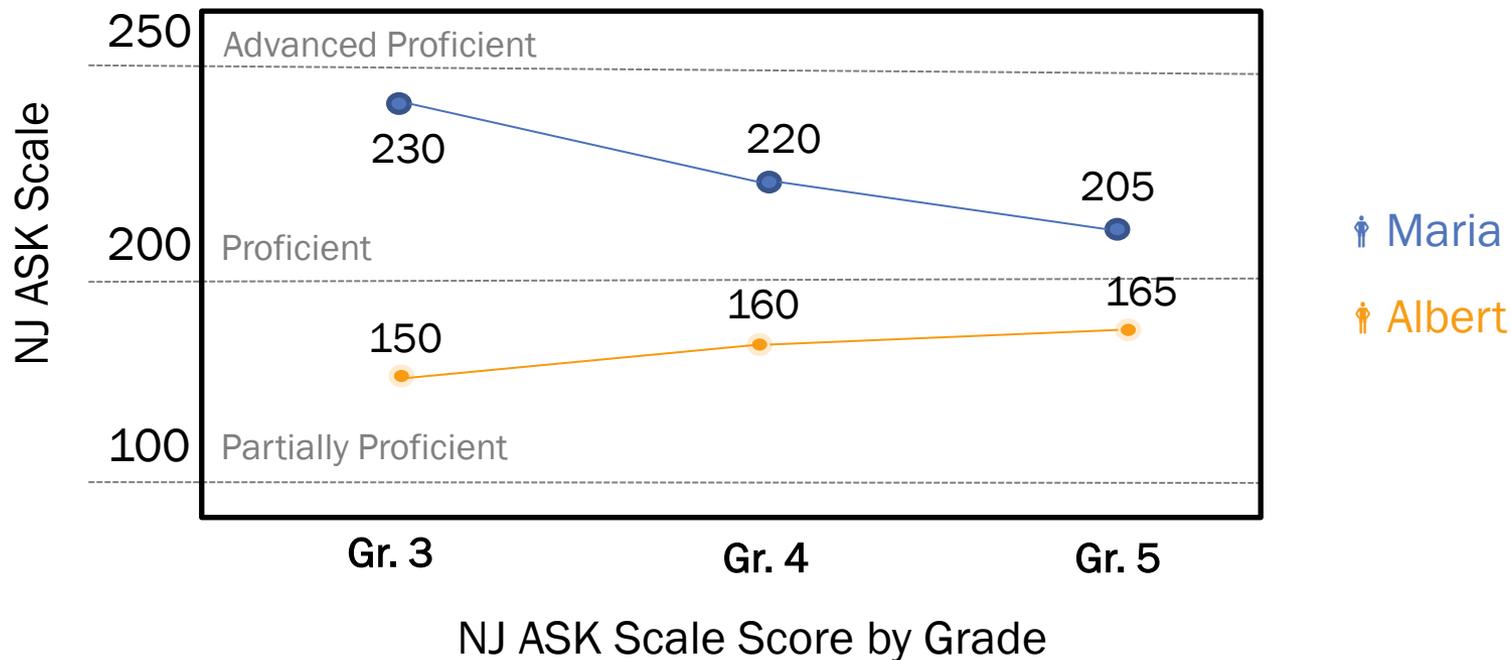


All students can show growth.

- Student Growth Percentiles (SGP) measure how much a student has learned from one year to the next compared to peers with a similar NJ ASK performance history from across the state.

Why Student Growth?

A student's NJ ASK score does not tell the whole story.



Under our current system, schools and parents might only notice that Maria is “Proficient” and that Albert is “Partially Proficient.”

SGP Considers Growth, Not Proficiency

Albert has taken the 5th grade NJ ASK.
How does his score compare to those
of his academic peers?

Albert's Prior
Scores

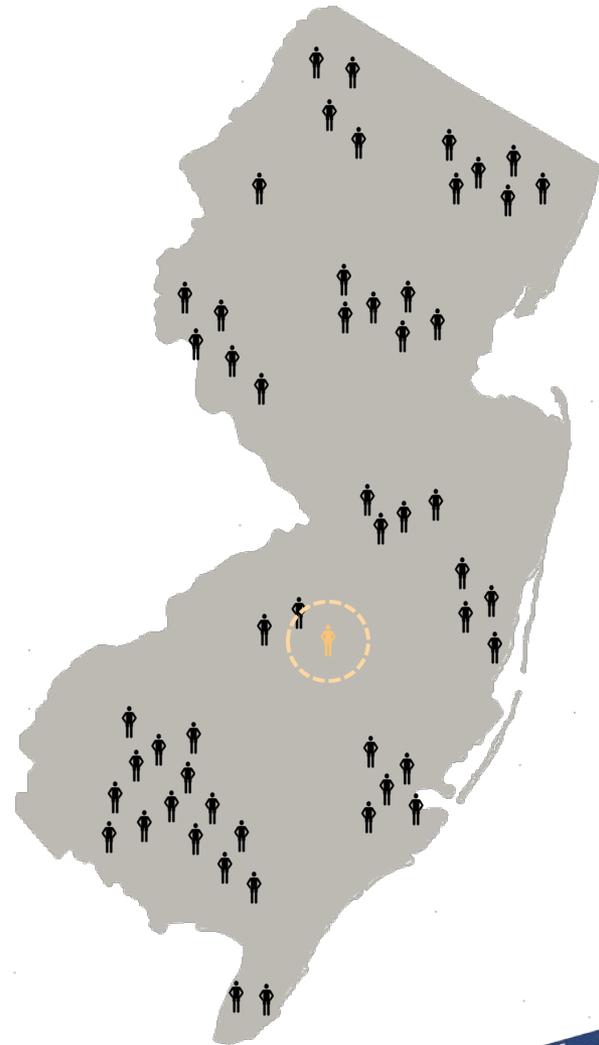


3 rd Gr.	150
4 th Gr.	160
5 th Gr.	165

Academic Peers'
Prior Scores

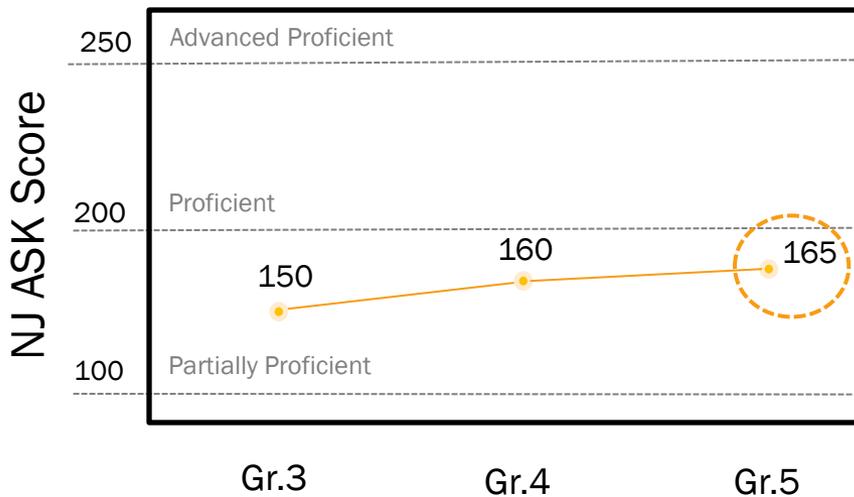


3 rd Gr.	≈150
4 th Gr.	≈160
5 th Gr.	???

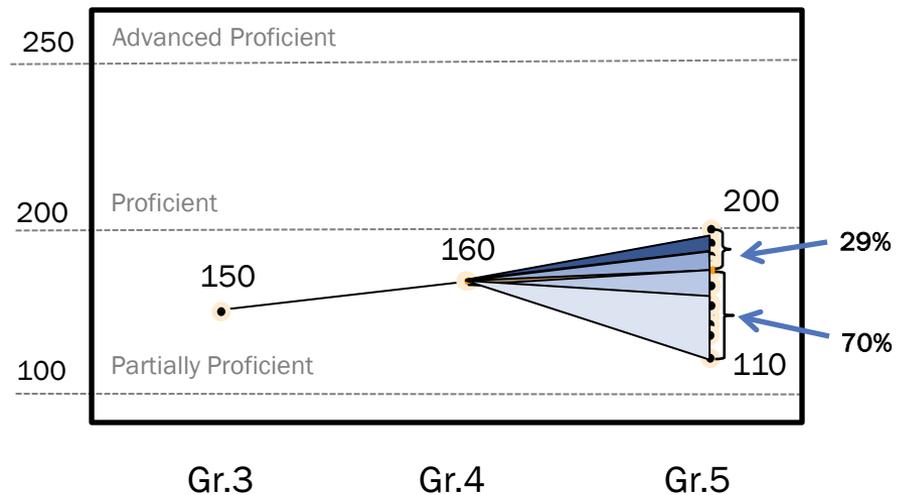


Determining an SGP

Albert's 5th Grade NJ ASK Score

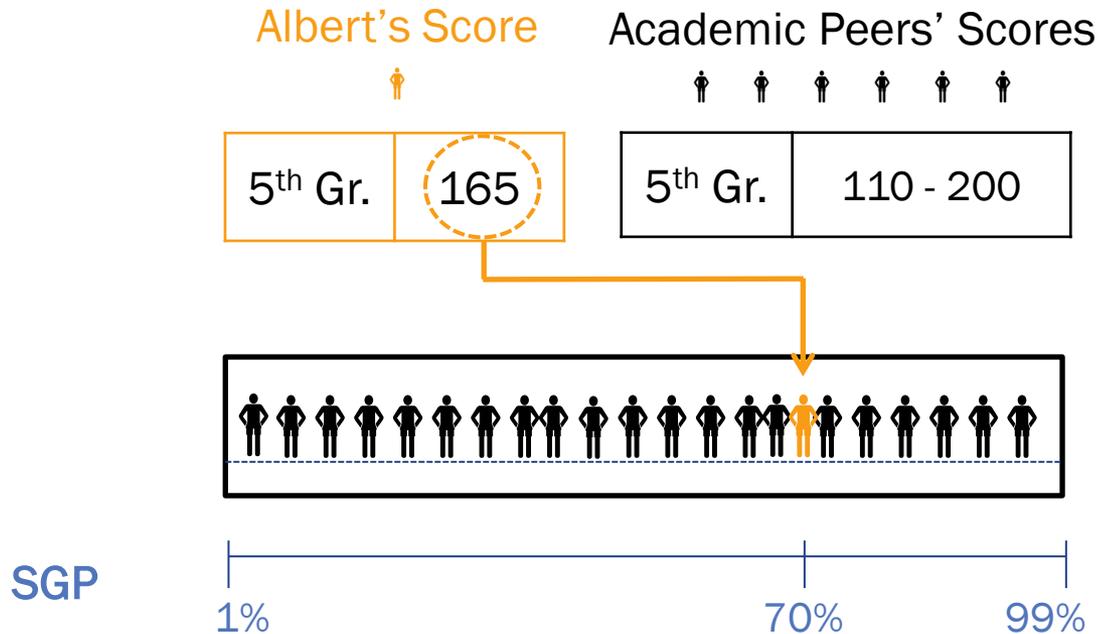


Albert's Academic Peers' NJ ASK Scores



Albert scored 165. His academic peers scored between 110 and 200. How did Albert do in comparison to them?

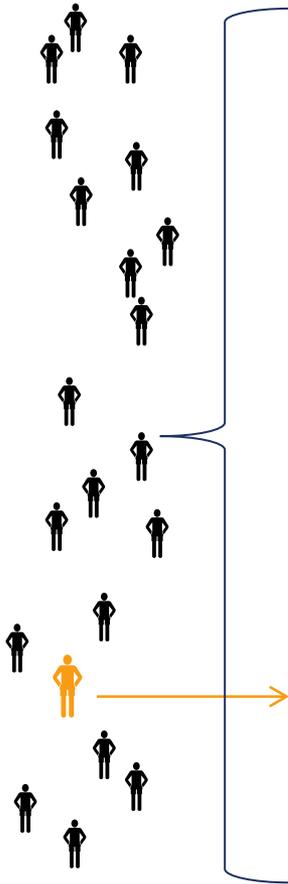
Determining an SGP



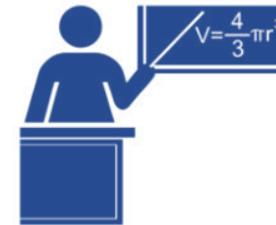
A comparison to his academic peers allows us to see that Albert actually outperformed 70% of students who, up until this year, performed in a similar manner to Albert.

How Are Student SGPs Related to a Teacher's mSGP Rating?

Albert's SGP along with the SGPs of all his teacher's students are arranged from low to high.



Student	SGP Score
Hugh	12
Eve	16
Clarence	22
Clayton	24
Earnestine	25
Helen	31
Clinton	35
Tim	39
Jennifer	44
Jaquelyn	46
Lance	51
Roxie	53
Laura	57
Julio	61
Selena	65
Ashlee	66
Albert	70
Mathew	72
Marcus	85
Charles	89
Milton	97



Median SGP Score

Albert's teacher receives an effectiveness rating by taking the median SGP score - in this case, 51.

SGP Conversion from 1-99 to 1-4

mSGP Score	Evaluation Rating
1 - 20	1
21	1.1
22	1.2
23	1.3
24	1.4
25	1.5
26	1.6
27	1.7
28	1.8
29	1.9
30	2
31	2.1
32	2.2
33	2.3
34	2.4

mSGP Score	Evaluation Rating
35	2.5
36	2.5
37	2.6
38	2.6
39	2.7
40	2.7
41	2.8
42	2.8
43	2.9
44	2.9
45	3
46	3
47	3
48	3
49	3

mSGP Score	Evaluation Rating
50	3
51	3
52	3
53	3
54	3
55	3
56	3.1
57	3.1
58	3.2
59	3.2
60	3.3
61	3.3
62	3.4
63	3.4
64	3.4

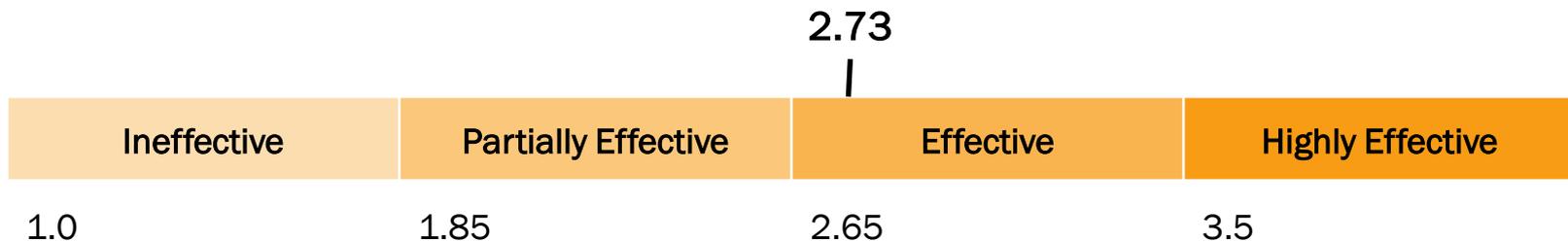
mSGP Score	Evaluation Rating
65	3.5
66	3.5
67	3.5
68	3.6
69	3.6
70	3.6
71	3.7
72	3.7
73	3.7
74	3.8
75	3.8
76	3.8
77	3.9
78	3.9
79	3.9
80 - 99	4

Based on her mSGP score, Albert's teacher receives an mSGP evaluation rating of 3.

This is combined with other evaluation components in a summative rating.

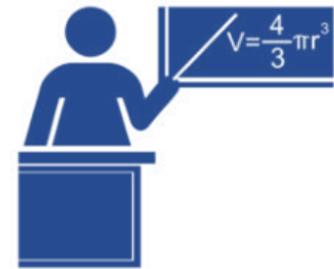
Teacher's Summative Rating

Component	Raw Score	Weight	Weighted Score
Teacher Practice	2.5	x 55%	1.38
Student Growth Percentile	3.0	x 30%	.90
Student Growth Objective	3.0	x 15%	.45
Sum of the Weighted Scores			2.73



Other SGP Technical Rules

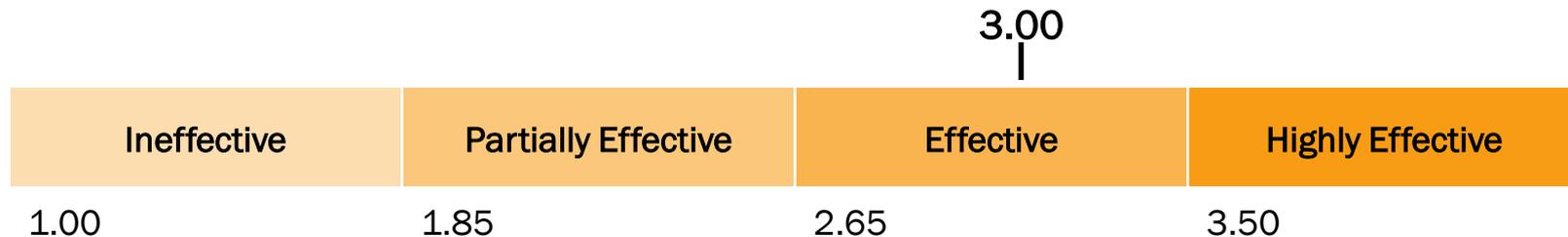
- If she does not have 20 students in year 1, a teacher may receive an SGP score if she **accrues 20 students with scores over a period of up to 3 years.**
- When 2 or 3 years of data become available, the teacher will receive the best of either:
 - the **current year's score**, or
 - the **median of all student scores** over the available years.



Putting SGP into Context

A Wide Range of SGPs Produces a Rating of 3

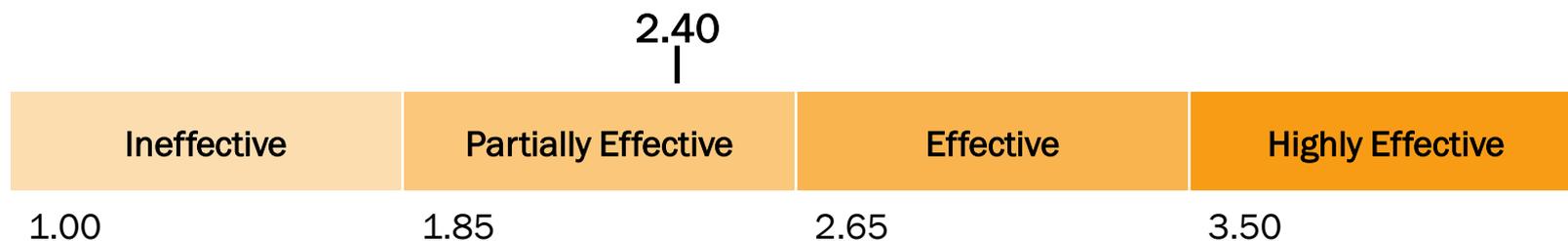
Component	mSGP	Raw Score	Weight	Weighted Score
Teacher Practice		3.0	x 55%	1.55
Student Growth Percentile	45-55	3.0	x 30%	.90
Student Growth Objective		3.0	x 15%	.45
Sum of the Weighted Scores				3.00



Putting SGP into Context

Multiple Measures Moderate the Effect of One Low Score

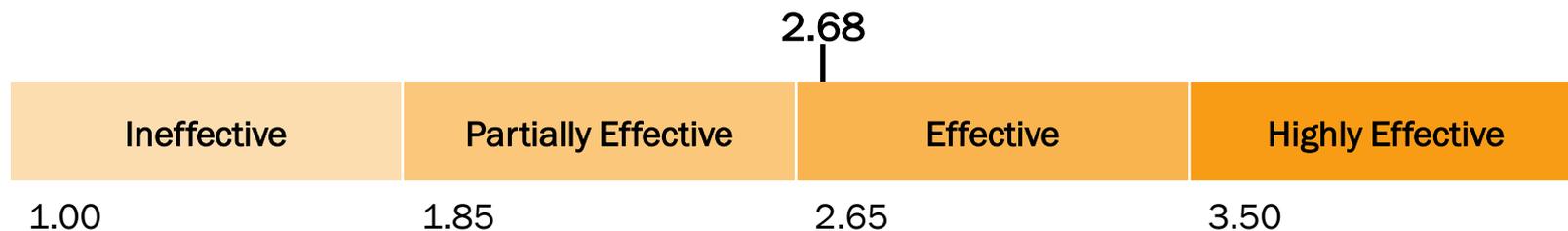
Component	mSGP	Raw Score	Weight	Weighted Score
Teacher Practice		3.0	x 55%	1.55
Student Growth Percentile	1-20	1.0	x 30%	.30
Student Growth Objective		3.0	x 15%	.45
Sum of the Weighted Scores				2.40



Putting SGP into Context

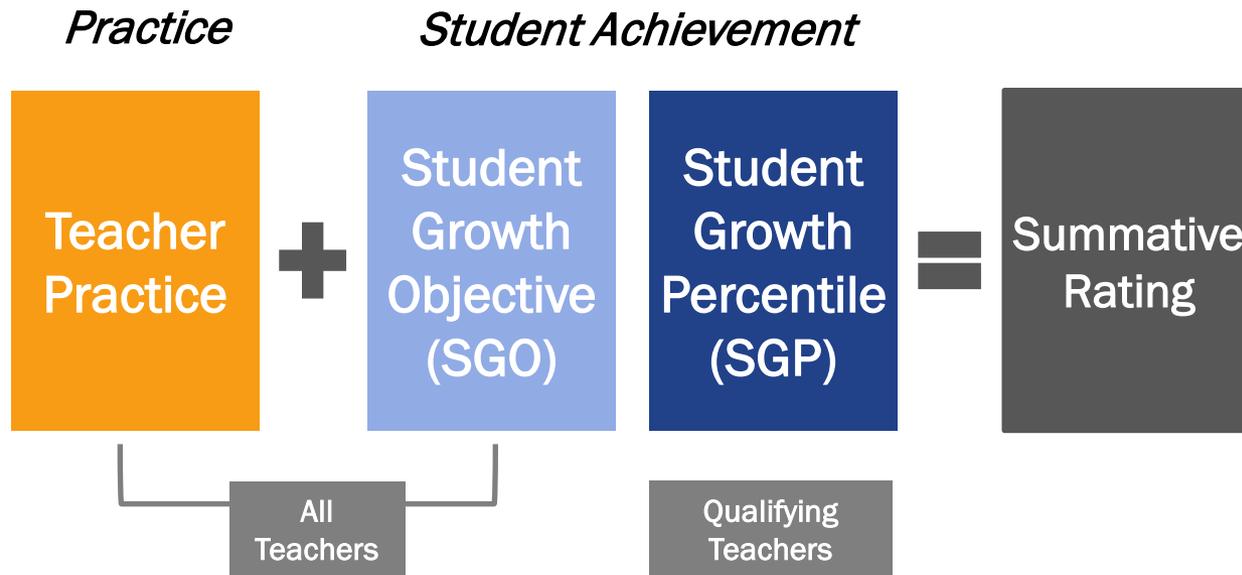
Practice Score Accounts for Majority of Rating

Component	mSGP	Raw Score	Weight	Weighted Score
Teacher Practice		3.5	x 55%	1.93
Student Growth Percentile	1-20	1.0	x 30%	.30
Student Growth Objective		3.0	x 15%	.45
Sum of the Weighted Scores				2.68



Maximizing Use of SGP Data

Multiple Measures Can Provide Useful Information



Inspect SGP Scores

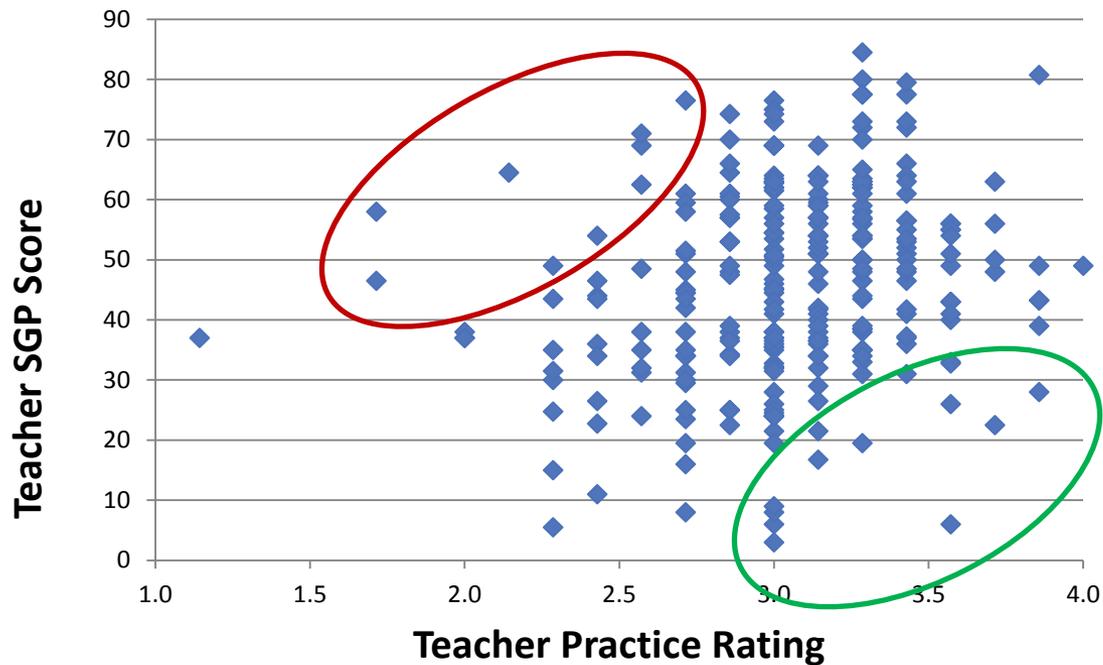
Teacher Support and Recognition

- **Individual Teacher**
 - Does the teacher's mSGP make sense when **viewed with recent practice scores**?
 - Does the mSGP signify **excellent performance** that should be highlighted and/or **lower performance** that requires closer attention?
- **Groups of Teachers**
 - Are there grade level differences in SGP scores, e.g. 3rd and 4th grade math and LAL?

Inspect SGP Scores

School and District Information

- School or District-wide Pattern Analysis
 - Examine the outliers



Activity - Interpreting Multiple Data Sets

Available Scores	Teacher 1	Teacher 2
2 observations from 2013-14	4	2.5
Average mSGP from 2012-13	54	49

- Using the information above and in the following data sets:
 - Identify patterns in SGP and NJ ASK scores
 - Determine a possible cause for the variation between the SGPs of the two teachers.
 - Make a professional development suggestion for each teacher.
 - Suggest another possible next step.

Using Multiple Data Sets

mSGP and NJ ASK Scores for Grade 5 Math

Subject	mSGP Scores	
	Teacher 1	Teacher 2
LAL	56	64
Mathematics	52	44
Overall	54	49

Grade 5 Math Domain	Possible Score	Average Student Score	
		Teacher 1	Teacher 2
Operations & Algebraic Thinking	3	2.5	2.1
Numbers and Operations	8	6.0	5.5
Fractions	11	8.5	4.2
Measurement and Data	8	5.1	7.5
Geometry	4	2.4	2.1
Total	34	24.5	21.4

Using Multiple Data Sets

mSGP and NJ ASK Scores for Grade 5 LAL

Subject	mSGP Scores	
	Teacher 1	Teacher 2
LAL	56	64
Mathematics	52	44
Overall	54	49

Grade 5 LAL Strand	Possible Score	Average Student Score	
		Teacher 1	Teacher 2
Writing: Narrative	10	8.0	7.5
Writing: Informative/Explanatory or Opinion	10	8.1	6.3
Reading: Literature and Informational Text	42	38.9	32.1
Total	62	55	45.9

Suggested Approach to Sharing 2012-13 Non-evaluative SGP Data with Staff

Principals might:

1. Review all current SGP communications regarding mSGP data release, the SGP video, and the Teacher Evaluation Scoring Guide.
2. Email teachers links to **key SGP materials**.
3. Answer any questions at a **faculty or team/PLC meeting**.
4. Meet with **individual teachers to discuss mSGP scores** either at an observation post-conference, or at a separately scheduled time.
5. Discuss the teacher's mSGP rating with them and **provide recognition, support**, and concrete suggestions as appropriate.

For SGPs in SY13-14

Next Steps and Plans

- Supervisors work with teachers to **ensure the accuracy of their course rosters** for the current school year (SY13-14).
- **Districts share feedback with the Department** to help ensure the highest data quality possible for the SY13-14 mSGP data release..
- **The Department shares the quality control protocol** for next year's data release in the coming months.
- **Districts submit course roster information** this summer (same procedure as previous 2 years).
- **SY13-14 mSGPs released in early 2015** with additional guidance.



FIND OUT MORE:

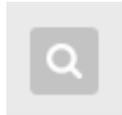
www.nj.gov/education/AchieveNJ

educatorevaluation@doe.state.nj.us

609-777-3788

NJCore.org - Educator Resource Exchange

Free Tool to Collect and Share Resources with Colleagues Around New Jersey



Search by grade, subject and keyword or navigate standards to find instructional, assessment, and professional development resources.



Collect, organize and download resources on NJCore.org for later use.



Upload resources you created to share with colleagues across the state.



Rate a resource on the four category rubric and suggest enhancements.



Share a helpful resource with a colleague by email.

URL:

<http://NJCore.org>

Tutorial Videos:

<http://njcore.org/help-videos>

Questions/Suggestions?:

info@njcore.org

New Jersey Educator Resource Exchange

Your Source of K-12 Educational Resources - For Educators. By Educators

Find resources:

All Subjects All Grades All Categories Go

Browse for Resources

How would you like to find your resources?

New Jersey Model Curriculum (NJMC)

Common Core State Standards (CCSS)

New Jersey Core Curriculum Content Standards (NJCCCS)