

User Guide for the 2013-14 Principal Median Student Growth Percentile Report

Background

On January 8, 2015, the New Jersey Department of Education (“the Department”) published a [broadcast memo](#) describing secure district access to 2013-14 median Student Growth Percentile (mSGP) data for all qualifying principals and assistant/vice principals (APs/VPs). This data describes student growth from last school year, which comprised 20% or 30% of qualifying educators’ 2013-14 evaluations (*note: the mSGP weight has been changed to 10% for 2014-15*). This guide describes how mSGP scores are calculated and used and includes an overview of the following components:

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The Use of Growth Measures

A central tenet of AchieveNJ is that educators are never evaluated on a single factor or test score alone, but on multiple measures of both effective practice and student learning. While each district is responsible for developing the contours of their evaluation system, the state has committed to developing measures of student growth as required under the *TEACHNJ Act*. By using a growth methodology to calculate student outcomes, the Department recognizes that students enter each grade level at varying starting points and with unique challenges and that we should focus on student improvement, rather than simply how many students attain proficiency.

New Jersey measures growth for an *individual student* by comparing the change in his or her NJ ASK achievement from one year to the next to the student’s “academic peers” (all other students in the state who had similar historical test results). This change is reported as a Student Growth Percentile (SGP) and indicates on a scale from 1 to 99 how an individual student’s growth compares to that of his/her academic peers. To determine the mSGP for an *individual principal/AP/VP*, district staff submission data is used to create an ascending list of SGPs of the qualifying students who were assigned to the leader’s school by the district. Since 2010, New Jersey has taken several steps to prepare and distribute SGP data to district-assigned NJ SMART users and will continue to offer resources and trainings in the future. Please see this [SGP Timeline](#) for more information.

Qualifications for Receiving mSGP Data

For mSGP to be part of a 2013-14 principal/AP/VP evaluation, the leader must have been:

- Assigned to schools attended by more than 20 separate students who took the 4th- to 8th grade Language Arts or Math NJ ASK; and
- Assigned to qualifying students reported as having attended the school for one full year prior to the administration of the NJ ASK, according to the data submitted by the district in its State Submission.

Calculation of mSGP Scores and Conversion to Evaluation Scores

In order to determine the mSGP score for each qualifying principal/AP/VP, the Department aligns NJ ASK results with school attendance data provided by each district as follows:

1. Districts submit and certify student data through NJ SMART in October and June of every school year and staff data every October. These submissions list school assignments for all students and staff.

2. The Department receives SGP scores for each student following the NJ ASK.
3. The Department links district enrollment data with relevant SGP scores for each qualifying individual principal/AP/VP to determine his/her mSGP score. Districts are responsible for ensuring that their enrollment and staffing data is accurate when submitted to NJ SMART.
4. The Department provides mSGP scores to districts to share confidentially with individual educators.

2013-14 mSGPs account for 30% of each qualifying principal's evaluation if the school to which the principal was assigned included more than one SGP grade, or 20% if the school had only one SGP grade. To calculate a final evaluation rating, mSGPs are converted to a 1.0 - 4.0 score and tabulated with the scores for Principal Practice (30%), Evaluation Leadership (20%), Administrator Goals (10-20%), and the Student Growth Objective average (20%). The Department used a careful process to create the following scale that translates mSGP scores from a 1 - 99 scale to the 1.0 - 4.0 score:

2013-14 mSGP Conversion Chart

mSGP Score	Evaluation Rating	mSGP Score	Evaluation Rating	mSGP Score	Evaluation Rating	mSGP Score	Evaluation Rating
1 - 20	1	35	2.5	50	3	65	3.5
21	1.1	36	2.5	51	3	66	3.5
22	1.2	37	2.6	52	3	67	3.5
23	1.3	38	2.6	53	3	68	3.6
24	1.4	39	2.7	54	3	69	3.6
25	1.5	40	2.7	55	3	70	3.6
26	1.6	41	2.8	56	3.1	71	3.7
27	1.7	42	2.8	57	3.1	72	3.7
28	1.8	43	2.9	58	3.2	73	3.7
29	1.9	44	2.9	59	3.2	74	3.8
30	2	45	3	60	3.3	75	3.8
31	2.1	46	3	61	3.3	76	3.8
32	2.2	47	3	62	3.4	77	3.9
33	2.3	48	3	63	3.4	78	3.9
34	2.4	49	3	64	3.4	79	3.9
						80 - 99	4

The [2013-14 Principal Evaluation Scoring Guide](#) offers a detailed explanation of this chart, information on scoring the other evaluation components, and the final summative rating scale.

Understanding the Individual Principal/AP/VP mSGP Report

District leaders have been provided secure access to a summary of all principal/AP/VP mSGP scores, as well as individual reports for each leader indicating his/her 2013-14 mSGP score. These leaders are asked to share the confidential reports with each principal with the goal of finalizing the 2013-14 summative evaluation score and connecting the mSGP to elements of the principal's practice and professional learning. The individual principal/AP/VP mSGP report provides brief background information about the use of SGPs and mSGPs, lists the leader's score, and offers suggestions for use as well as additional resources. The chart depicting each leader's score appears as shown below:

PRINCIPAL/AP/VP	mSGP (1-99)	# STUDENTS ASSIGNED	mSGP SCORE (1.0-4.0)
Language Arts Literacy	46	175	/
Mathematics	68	175	
Overall	52	175	3.0

This chart depicts a principal with 175 students, all of whom take both Language Arts and Math NJ ASK tests and receive corresponding SGPs. The principal receives a median SGP for Language Arts of 46 and a median SGP of 68 for Math. When all 350 student SGPs (175 for Language Arts and 175 for Math) are taken together, the median value is 52. This is the principal’s overall mSGP, which converts to an mSGP score of 3.0, as shown in the last column.

Suggested Steps for Sharing and Effectively Using mSGP Data

The chief school administrator (CSA) should review the district’s mSGP reports and determine a strategy to share this information consistently across district schools. While this may happen in a variety of ways, below are some optional suggestions based on approaches that districts have used when sharing mSGP data over the past several years.

Alleviate Miscommunication Surrounding mSGPs

Districts can share the [SGP video](#) and other resources found on the [AchieveNJ website](#) not just with educators receiving mSGPs, but with all district staff, the local school board, and the District Evaluation Advisory Committee (DEAC) to ensure all stakeholders hear the same information. Using such a proactive communications strategy will help dispel common myths about mSGPs and lower some of the anxiety associated with this measure. Some of these misconceptions and explanations can be found in the table below.

Misconception	Fact
SGPs are based on how well students score on standardized tests.	SGPs measure how much a student has grown from the previous year as compared to students across the state who have similar NJ ASK performance histories.
mSGP scores will pit educators against each other.	Students are not compared with others in the class or in the school only but with students around the state , so an improvement by one teacher or leader would not necessitate a decrease for another.
An educator’s mSGP score will suffer if special education students don’t do as well on tests.	Evidence from the evaluation pilot showed that all students are capable of academic growth . Further, SGPs are based on a student’s progress in comparison to his/her academic peers , not absolute performance scores.
If a school has some students who just don’t try on standardized tests, this will hurt an educator’s mSGP score.	A principal will only receive an mSGP score if 20 or more separate students take the NJ ASK. Also, the median – not the mean – SGP score is used. Both of these factors mean that a few students who do very poorly are unlikely to significantly impact the mSGP rating of an educator .
mSGP scores won’t help principals, APs, and VPs improve school leadership.	A thoughtful analysis of the mSGP in conjunction with principal practice information and other student growth measures can provide insight into areas where leaders can continue to grow .
If the mSGP score differs greatly from the other evaluation component scores, this proves the mSGP is not a valid measure of effectiveness.	AchieveNJ includes multiple measures of principal practice and student learning because no one factor alone can fully demonstrate educator effectiveness . While each component offers valuable information, the final summative rating is what counts for the evaluation. In cases where the mSGP score is very different from the other scores, the principal and supervisor together should examine potential concerns with all components and how to address these concerns going forward.
Parents or reporters will be able to see an educator’s mSGP score.	Evaluation data of a particular employee is confidential in accordance with the <i>TEACHNJ Act</i> and <i>N.J.S.A.18A:6-120</i> , is not subject to the Open Public Records Act, and will not be released to the public .

Misconception	Reality
If a district made an error with the staff submission, the mSGP score will be incorrect, which is unfair.	The Department has provided guidance to districts for correcting inaccurate mSGP scores based on district data errors. Principals can work with their supervisors to provide the proper documentation to correct the mSGP score ; in cases where this is not possible, an incorrect mSGP score will be removed from the final summative rating. (see Certifying mSGP Data and the Summative Rating)
The transition from the NJ ASK to the PARCC exam in 2014-15 will create a problem for mSGP scores next year.	Among measures of student growth, SGP is uniquely designed to handle a transition across different types of assessments. This is because it is a norm referenced methodology, creating a relative ranking of students within an academic performance peer group, not on absolute performance. Because of the careful work that the Department has undertaken over the last several years to align the NJ ASK to the Common Core State Standards (CCSS), SGP in the 2014-15 school year will be comparable to SGP in 2013-14.

Provide Specific Support for Principals/APs/VPs Receiving mSGPs

The Department recommends the following approach for sharing mSGP reports with principals:

1. Principals and their supervisors review the material available for mSGPs, particularly the [SGP video](#), [2013-14 Principal Evaluation Scoring Guide](#), and this User Guide.
2. During a leadership meeting, supervisors answer any questions that principals may have regarding the mSGP process.
3. Supervisors meet with school leaders receiving mSGP scores to discuss their specific results. During this meeting, supervisors might consider the following steps:
 - Address any of the principal’s outstanding questions about the mSGP process.
 - Share the principal’s individual mSGP profile.
 - Show how the mSGP score fits with the other components of principal evaluation to generate a summative score. Discuss the relationship between the mSGP score and other components of the principal’s evaluation – and to evaluation information gathered so far for 2014-15.
 - Discuss the principal’s mSGP score in relation to the NJ ASK data from which it was derived and multi-year trends in standardized tests scores, data on the school performance report, and other markers of student success. Use these data to help inform the principal’s future professional development plan (PDP), Administrator Goals, and school-wide priorities.
 - Discuss the principal’s current PDP and opportunities to address any relevant areas or standards indicated by the mSGP results and finalized 2013-14 summative evaluation rating. If the final rating is Partially Effective or Ineffective (2.64 or below), ensure the leader is placed on a Corrective Action Plan (CAP) within 15 school days (see following section).

CAP Procedures

If changes to the educator’s summative rating result in a new rating of Partially Effective or Ineffective, then a CAP must be created to replace the PDP within 15 working days following the district’s receipt of the summative rating. In order to ensure CAP educators receive all the necessary supports they are due, please consult this [Summary of Legal Requirements for Evaluation and Tenure Cases](#). Additional reminders for educators on a CAP include the following:

- If the CAP is developed after September 15, a mid-year evaluation must occur midway between the development of the CAP and the summary conference.
- Educators on a CAP must:
 - Remain on the CAP until they receive their next summative rating;
 - Be observed by multiple observers; and
 - Receive at least one observation in addition to the number typically required (i.e., most will receive four, not three observations). Educators should receive the additional observation every year they are on a CAP, even if the CAP only applies to part of the year.

Please see the [Office of Professional Development website](#) for more PDP and CAP resources.

Handling and Storing mSGP Data

The Department strongly recommends that districts store mSGP data in each leader's personnel file or in another secure manner that is easily accessible to the educator (either electronically or on paper). The data should be handled in the secure manner you would treat, handle, and store any part of a confidential personnel record. Evaluation data of a particular employee shall be confidential in accordance with the *TEACHNJ Act* and *N.J.S.A. 18A:6-120*, is not subject to the Open Public Records Act, and shall not be accessible to the public.

Certifying mSGP Data and the Summative Rating

The quality of the mSGP data that the Department produces depends entirely on the accuracy of student and staff data submissions by districts. If districts submitted inaccurate 2013-14 course roster or school assignment data, they may encounter errors with individual mSGP scores. This issue is addressed below, along with information on certifying the final summative evaluation rating for each principal/AP/VP.

Accessing Full Course Roster Data

The mSGP reports include the total number of qualifying students assigned to each educator in Language Arts and/or Math along with the mSGP score, based on data submitted by the district during the 2013-14 NJ SMART Course Roster Submission. Educators who wish to access their full historical student roster for 2013-14 should consult their supervisor to request the information from the individual(s) who manage your district's data submissions. Please note that such rosters may take some time for data managers to provide, and are based on district assignments and priorities. To help authorized NJ SMART users access the historical district submissions that result in the mSGP report, NJ SMART has posted this [Click-by-Click Guide](#).

Addressing Potential Corrections to the mSGP Score

If principals and supervisors review the full course roster data and identify an error with the 2013-14 mSGP score, the Department is offering options for addressing the error. Please refer to the [Procedures for Addressing 2013-14 mSGP Data Issues](#) for more information.

Certifying Final 2013-14 Evaluation Scores

In the coming weeks, the Department will share information about a new electronic application for districts to use in certifying final 2013-14 evaluation scores for all educators. This interface will allow districts to review evaluation data, correct any errors that occurred in the original NJ SMART submission, and certify the accuracy of each staff member's final score. Districts will have approximately one month to complete this task after receiving instructions for accessing the tool. If educators encounter problems with the mSGP data released today, districts should consult the [Procedures for Addressing 2013-14 mSGP Data Issues](#) as soon as possible to ensure you can complete the upcoming certification process on time.

Additional Resources and Contact Information

The AchieveNJ website (www.nj.gov/education/AchieveNJ) includes several resources about teacher evaluation in general and SGPs specifically. Please visit the AchieveNJ SGP Page (<http://www.nj.gov/education/AchieveNJ/teacher/percentile.shtml>) for additional information.

Please contact the Office of Evaluation directly at 609-777-3788 or educatorevaluation@doe.state.nj.us to share questions or feedback.