Stronge
Teacher Effectiveness Performance Evaluation System

Student Growth Objectives

Teacher Effectiveness

Student Achievement

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SGO KWL

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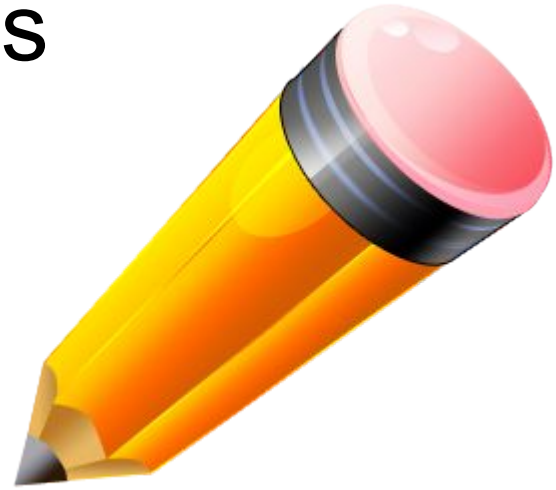
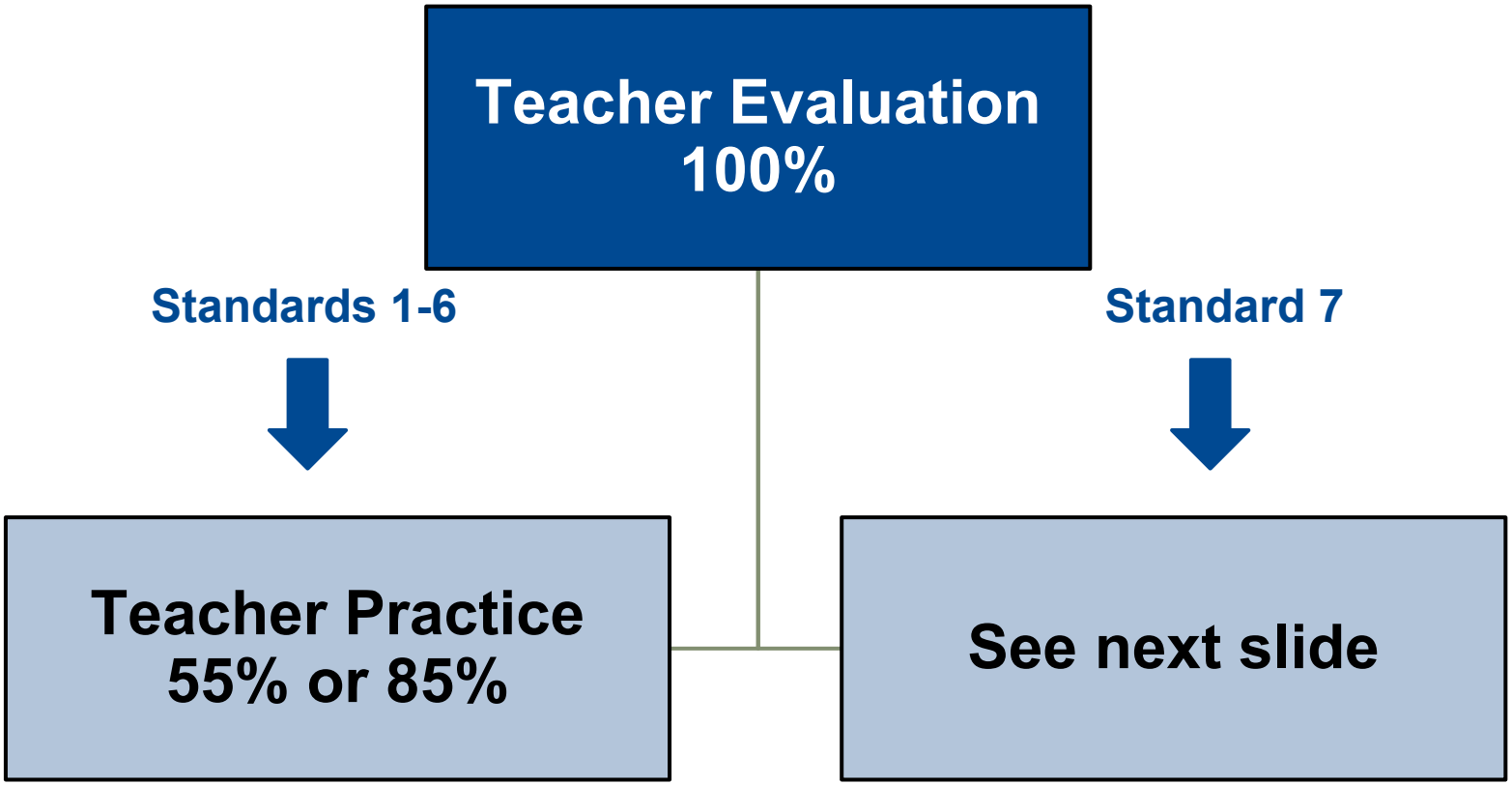
1. List one thing you already know about SGOs
2. List one thing you hope to learn today about SGOs



How do Student Growth Objectives relate to a teacher's annual evaluation?

Weighting 2018-19



Student Progress (Standard 7) 2018-2019

Teachers in Tested Grades and Subjects
Student Growth Percentiles (30%)*
1 or 2 teacher-set Student Growth Objectives (15%)

Standard 7 counts 45%

Teachers in Non-Tested Grades and Subjects
2 teacher-set Student Growth Objectives (15%)

Standard 7 counts15%

*The student enrollment requirement for attributing students to a teacher for an SGP score will be 70% of the school year.

Example Summative Calculation: Tested Grades & Subjects

Component	Raw Score 1 = Ineffective 2 = Partially Effective 3 = Effective 4 = Highly Effective	Weight	Weighted Score
Standard 1	3	9.16%	.275
Standard 2	3	9.16%	.275
Standard 3	3	9.16%	.275
Standard 4	4	9.16%	.366
Standard 5	3	9.16%	.275
Standard 6	2	9.16%	.183
SGOs	3	15%	.45
SGP	2	30%	.6
			2.69

Ineffective	Partially Effective	Effective	Highly Effective
1.00 – 1.84	1.85 – 2.64	2.65 – 3.49	3.50 – 4.00

Example Summative Calculation: Non-Tested Grades & Subjects

Component	Raw Score 1 = Ineffective 2 = Partially Effective 3 = Effective 4 = Highly Effective	Weight	Weighted Score
Standard 1	3	14.16%	.425
Standard 2	3	14.16%	.425
Standard 3	3	14.16%	.425
Standard 4	4	14.16%	.566
Standard 5	3	14.16%	.425
Standard 6	2	14.16%	.283
SGOs	3	15%	.450
			2.99

Ineffective	Partially Effective	Effective	Highly Effective
1.00 – 1.84	1.85 – 2.64	2.65 – 3.49	3.50 – 4.00

Student Growth Objectives for 2018-19

NJ DOE Guidance

1. All teachers who receive an SGP score must set between 1 and 2 SGOs.
2. Teachers who do not receive an SGP score must set 2 SGOs.
3. A teacher develops SGOs in consultation with (and with the approval of) his or her principal.
4. SGOs must be aligned to the New Jersey Student Learning Standards (NJSLS) and measure student achievement and/or growth between two points of time.
5. SGOs must be specific and measurable and based on students' prior learning data when available.
6. A teacher's final SGO rating is determined by the principal.

What is a Student Growth Objective?
(NJDOE June, 2014)

A Student Growth Objective is a long-term academic goal that teachers set for groups of students and must be:

1. Specific and measurable
2. Aligned to New Jersey's curriculum standards
3. Based on available prior student learning data; and
4. A measure of what a student has learned between two points in time

What Are the Purposes of Student Growth Objectives?

- Improve student performance – focus on learning
- Explicitly connect teaching and learning
- Improve instructional practices, student assessment practices, and teacher performance
- Foster better discussions around student growth and learning

How are SGOs created?

- Teachers and principals/supervisors together create SGOs.
- SGOs should be tailored to suit the needs of the students you are teaching.
- The principal/supervisor will approve your SGO and the rating you receive.

Collaboration is Crucial

Each step of the SGO process will have more value for all participants if collaborative structures are utilized for this work.

Use PLC meetings, team time, common planning periods, faculty meetings and PD days to work on SGOs together.

NJDOE, June 2014

Guidelines for Quality SGOs

- SGOs should include a majority of the teacher's students
- Start and stop dates should include a significant portion of the school year/course length
- SGOs should involve a significant proportion of the standards for which the teacher is responsible…an elementary teacher might choose two different subjects and include a few of the standards that need improvement

NJDOE, June 2014

What are the Key Steps and Timeline for the SGO Process? (NJDOE June 2014)

- Prior to School Year – September: Choose or develop a quality assessment aligned to applicable standards
- September-October: Determine students' starting points using multiple measures
- By October 31: With supervisor input and approval, set ambitious yet achievable student learning goals

What are the Key Steps and Timeline for the SGO Process? (NJDOE June 2014)

- October – End of School Year: Track progress and refine instruction accordingly.
- By February 15: Make adjustments to SGOs with superintendent's approval.
- By End of School Year: Review results and SGO scores and discuss them with your supervisor.

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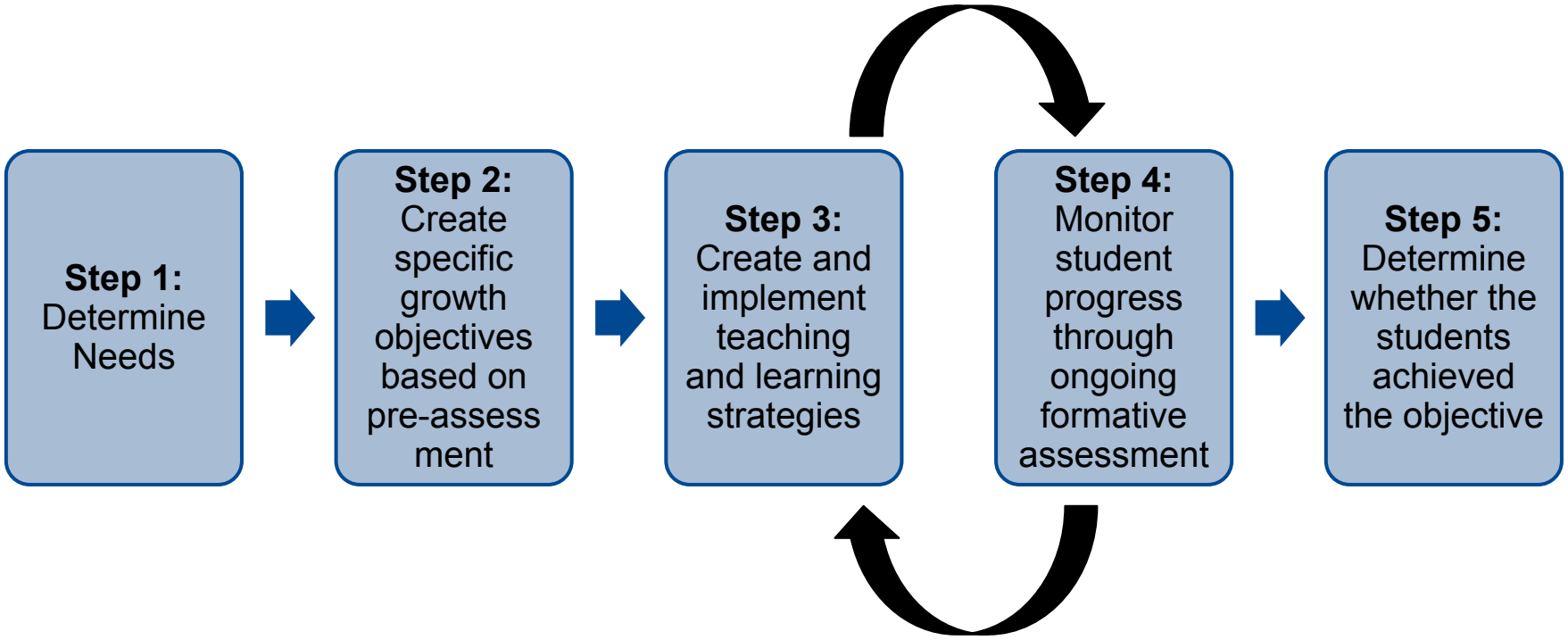
Student Growth Objective Process



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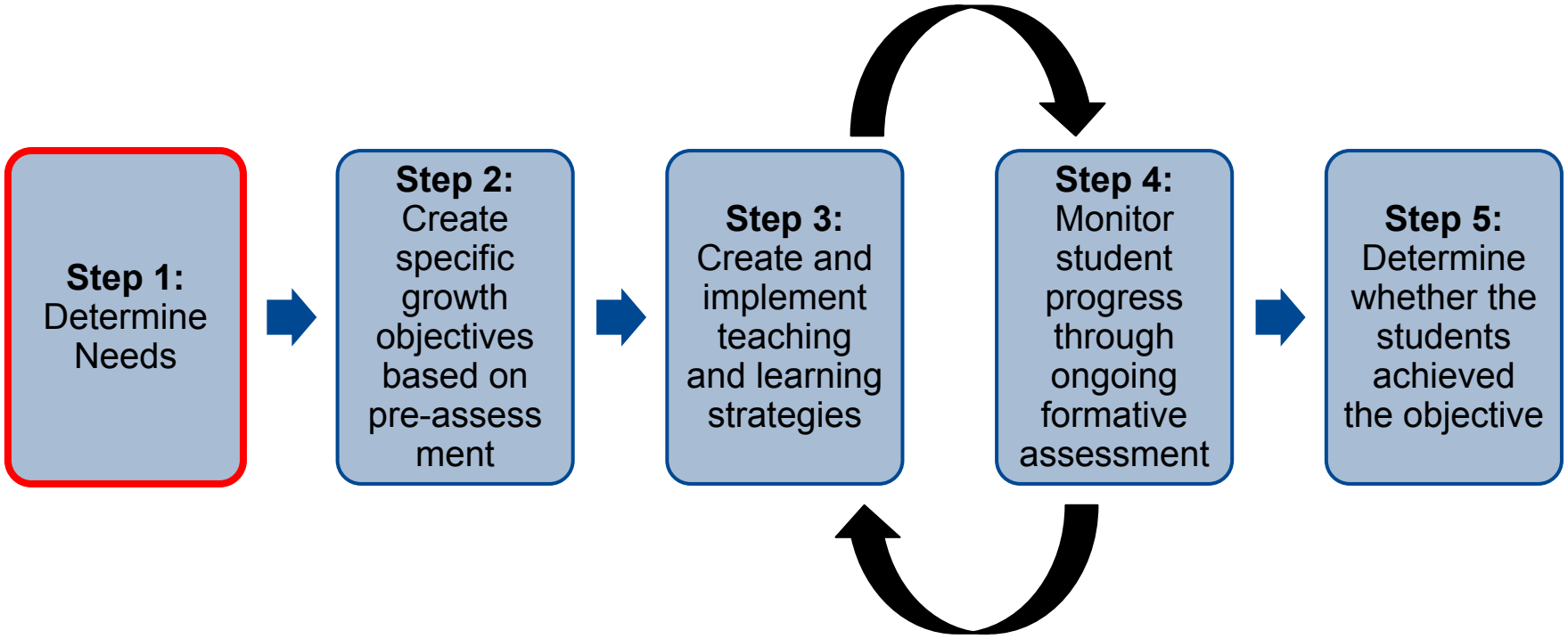
Step 1: Determining Needs



The Pre-Assessment: A Necessity

You might know where you're going… but if you don't know where you're starting, how can you make a plan to get there?

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How Do We Determine What Pre-Assessments to Use?

- Emphasis on tests with higher validity and reliability
- Must be able to show progress in skills or content
- What is already in place?

Using Multiple Measures to Determine Student Starting Points

Using multiple measures of a students' starting point not only allows better target to be set but provides useful information to help drive instruction.

Multiple measures might include current grades and test scores, prior year grades and test scores, homework completion, class participation.

NJDOE, June 2014

Guidelines for Assessment Use in Setting SGOs

1. The assessment must offer ways to pre-assess and post-assess students' knowledge and skills.
2. The assessment must be cumulative in nature. …measure the accumulation of knowledge.
3. The assessment and data results from the assessment must be linked back to important curricular outcomes.
4. Post-assessment data must be available by the end of the time period for SGO setting.

Types of Assessments for SGOs

Teachers may use but are not limited to:

- Portfolios
- Performance Assessments
- Benchmark Assessments
- Finals (modified as needed)
- Program-based Assessments
- Standardized Tests, e.g. AP

Whether locally-developed or commercial, multiple choice or rubric-based, assessments should follow the rules of good assessment design.

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Sunshine Elementary
Grade 5

Percent of Students Passing End-of-Year Assessments

	2009-2010	2010-2011	2011-2012
Reading	92%	95%	91%
Writing	87%	89%	91%
Math	72%	83%	75%

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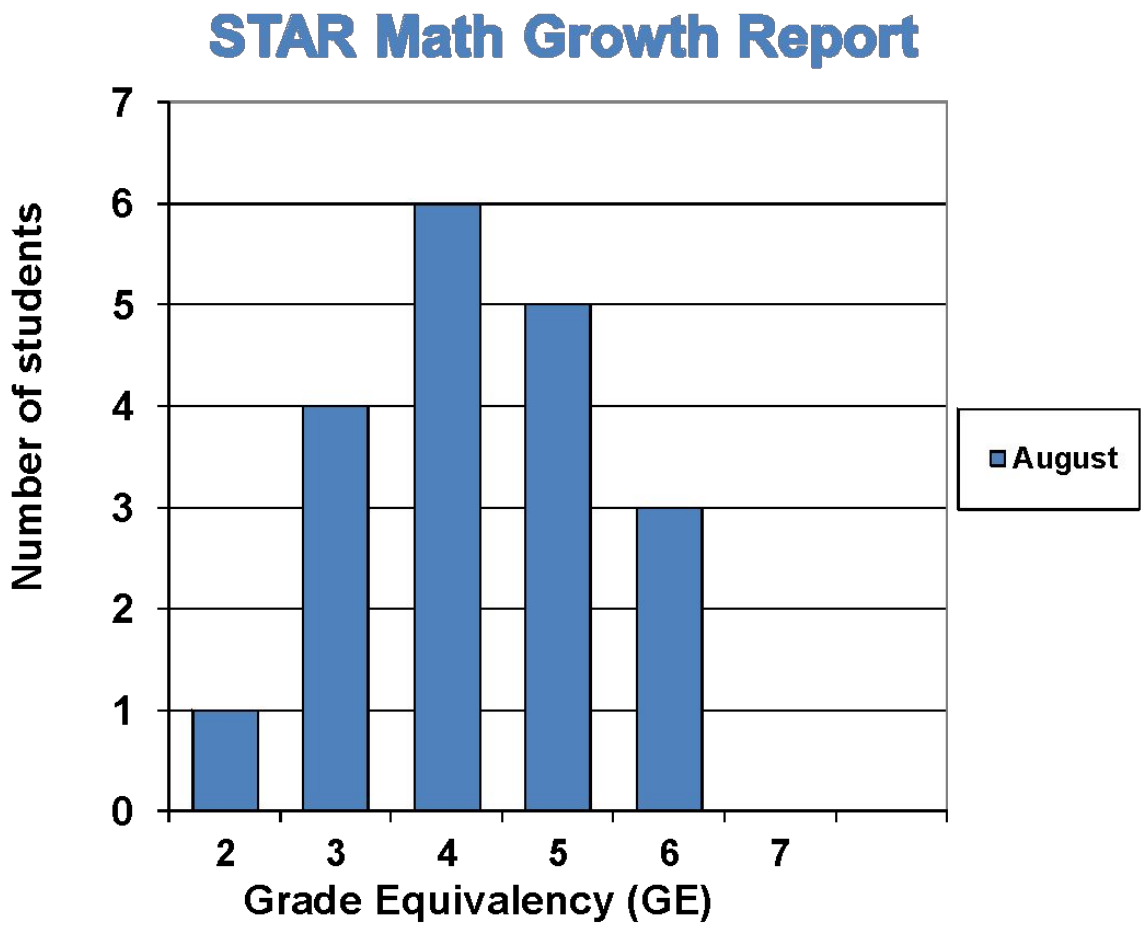
Maria Sanchez, fifth grade teacher, collected student assessment data. Looking at her baseline data, what challenges will Maria have teaching math?



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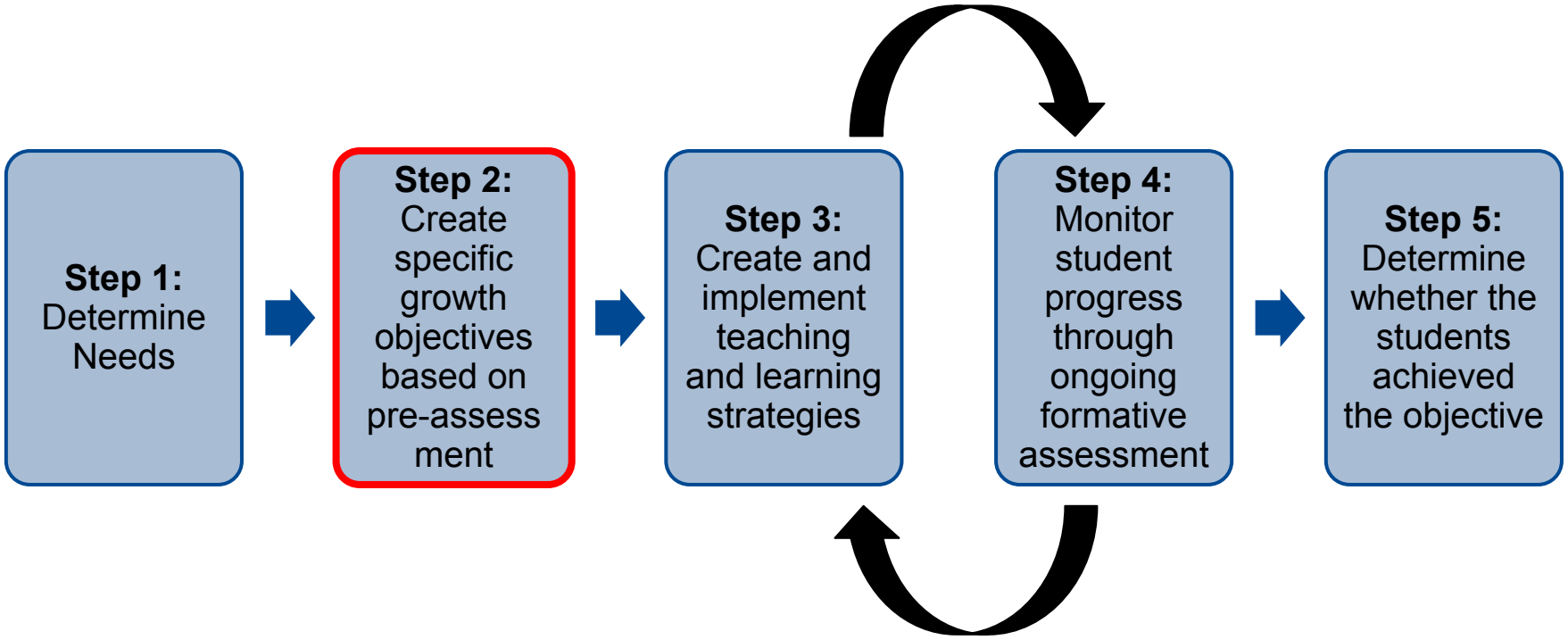
Step 2:
Create SMART Objectives



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What Makes Objectives SMART?

- Specific
- Measurable
- Appropriate
- Rigorous, but Realistic
- Time-bound

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SPECIFIC: Focus

- Does the objective focus on one content area or specific skills in that content area?
- Does the objective focus on the needs of ALL groups of learners?

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MEASURABLE

- Has an appropriate instrument been chosen to measure the objective?
- NOTE: must match the pre-assessment measurement

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APPROPRIATE

Is it within the teacher's control to affect change?

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RIGOROUS, but REALISTIC

Is the objective feasible?

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TIME-BOUND

Is the objective contained to a single school year or course?

Progress (Growth) vs. Achievement (Proficiency) SGOs

PROGRESS/ GROWTH	ACHIEVEMENT/ PROFICIENCY
Students will score X% greater on the post-test than on the pre-test. OR Students will increase their performance by X performance level on the rubric.	X% of students will achieve a score of X or higher.

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Maria's Objective

Objective Statement:

In the current school year, each student will achieve an average of 1 year's gain using the STAR Math assessment.

A good objective statement is one that is…

- ✔ **S**pecific
- ✔ **M**easurable
- ✔ **A**ppropriate
- ✔ **R**igorous, but **R**ealistic
- ✔ **T**ime-bound

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Anna Tate

8th Grade Language Arts Teacher

Pre-Assessment of Student Ability in Expository Writing

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Rubric used for Assessing Students

	1	2	3	4
Composing	The writer demonstrates little or no control of most of the composing domain's features.	The writer demonstrates inconsistent control of several features, indicating significant weakness in the composing domain.	The writer demonstrates reasonable, but not consistent, control of the composing domain's features; the writer may control some features more than others.	The writer demonstrates consistent, though not necessarily perfect, control of the composing domain's features.
Written Expression	The writer demonstrates little or no control of most of the written expression domain's features.	The writer demonstrates inconsistent control of several features, indicating significant weakness in the written expression domain.	The writer demonstrates reasonable, but not consistent, control of the written expression domain's features; the writer may control some features more than others.	The writer demonstrates consistent, though not necessarily perfect, control of the written expression domain's features.
Usage and Mechanics	The writer demonstrates little or no control of most of the domain's features of usage and mechanics.	The writer demonstrates inconsistent control of several features, indicating significant weakness in the domain of usage and mechanics.	The writer demonstrates reasonable, but not consistent, control of most of the domain's features of usage and mechanics.	The writer demonstrates consistent, though not necessarily perfect, control of the domain's features of usage and mechanics.

Student	Composing	Written Expression	Usage and Mechanics	Average
Student 1	2	2	1	**1.67**
Student 2	3	3	4	**3.33**
Student 3	1	1	1	**1**
Student 4	2	2	1	**1.67**
Student 5	3	2	2	**2.33**
Student 6	3	2	2	**2.33**
Student 7	2	1	1	**1.33**
Student 8	1	1	1	**1**
Student 9	3	3	3	**3**
Student 10	2	2	1	**1.67**
Student 11	3	2	2	**2.33**
Student 12	3	3	3	**3**
Student 13	1	1	1	**1**
Student 14	3	3	4	**3.33**
Student 15	3	2	2	**2.33**
Student 16	2	2	2	**2**
Student 17 (no response)	0	0	0	**0**
Student 18	3	3	2	**2.67**
Student 19	3	3	4	**3.33**
Student 20	2	1	1	**1.33**
Average	**2.25**	**1.95**	**1.9**	

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Anna's Objective

Objective Statement:

For the 2011 – 12 school year, 90% of my students will make measurable progress in writing. Using the writing rubric, 90% of students will improve their average score by at least .5 points.

A good objective statement is one that is…

- ✔ **S**pecific
- ✔ **M**easurable
- ✔ **A**ppropriate
- ✔ **R**igorous, but **R**ealistic
- ✔ **T**ime-bound

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Jim Nasium's SGO

During the 2011-12 school year, my sixth grade physical education students will improve performance by 20% on each of the Presidential Fitness Test sub areas.

- ✔ **Specific:** Focused on physical education, specifically the Presidential Fitness sub areas
- ✔ **Measurable:** Identified Presidential Fitness Test to be used to assess objective
- ✔ **Appropriate:** The teacher teaches the content and skills contained in the Presidential Fitness Tests.
- ✔ **Rigorous, but Realistic:** The objective of increasing student performance by 20% is realistic. It is not out of reach and yet not too easy.
- ✔ **Time-bound:** Goal attainment can be addressed by the end of the year with the final Presidential Fitness Test.

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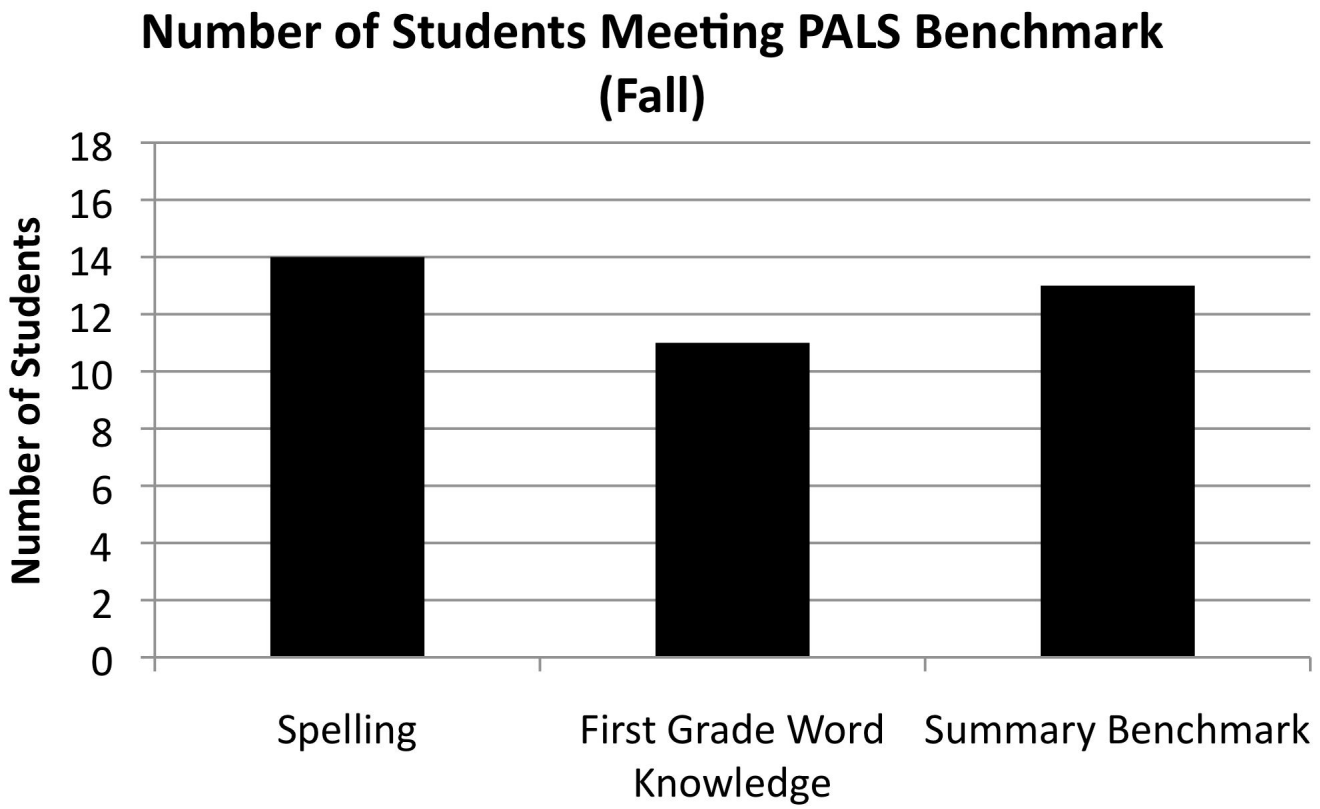
Anita Knapp's Baseline Data



pals™ PHONOLOGICAL AWARENESS LITERACY SCREENING

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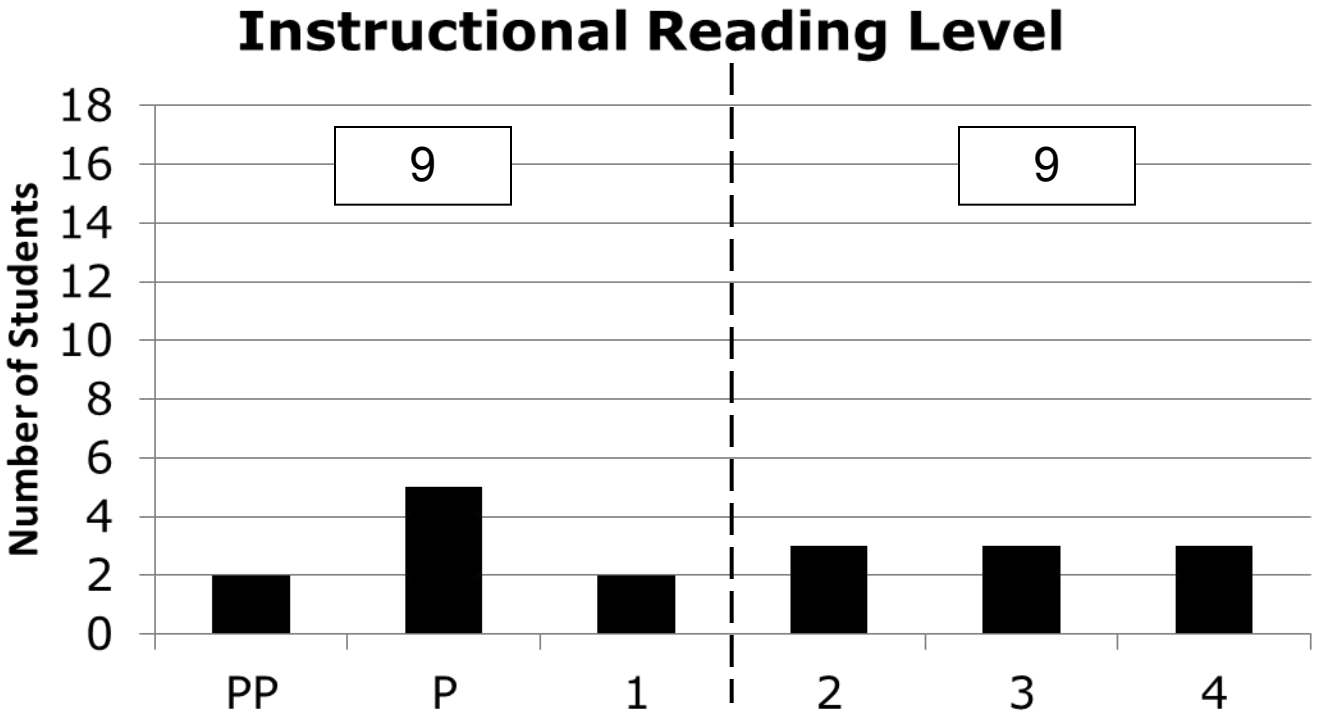
Anita Knapp's Baseline Data



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SGO for Anita Knapp

SGO #1:
During this school year, 85% of my students will improve in word knowledge and oral reading as measured by PALS.

SGO #2:
Students who are below grade level in instructional reading level will increase their instructional reading level by 1.5 years.

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Which Objective is SMARTer?

Mason Dixon – Government Teacher

For the current school year, my students will have the knowledge and skills to be productive members of their society because they will be able to analyze primary and secondary source documents.

During the school year, 100% of my students will improve in analyzing primary and secondary source documents. Each student will increase his/her ability to analyze documents by one level on the rating rubric.

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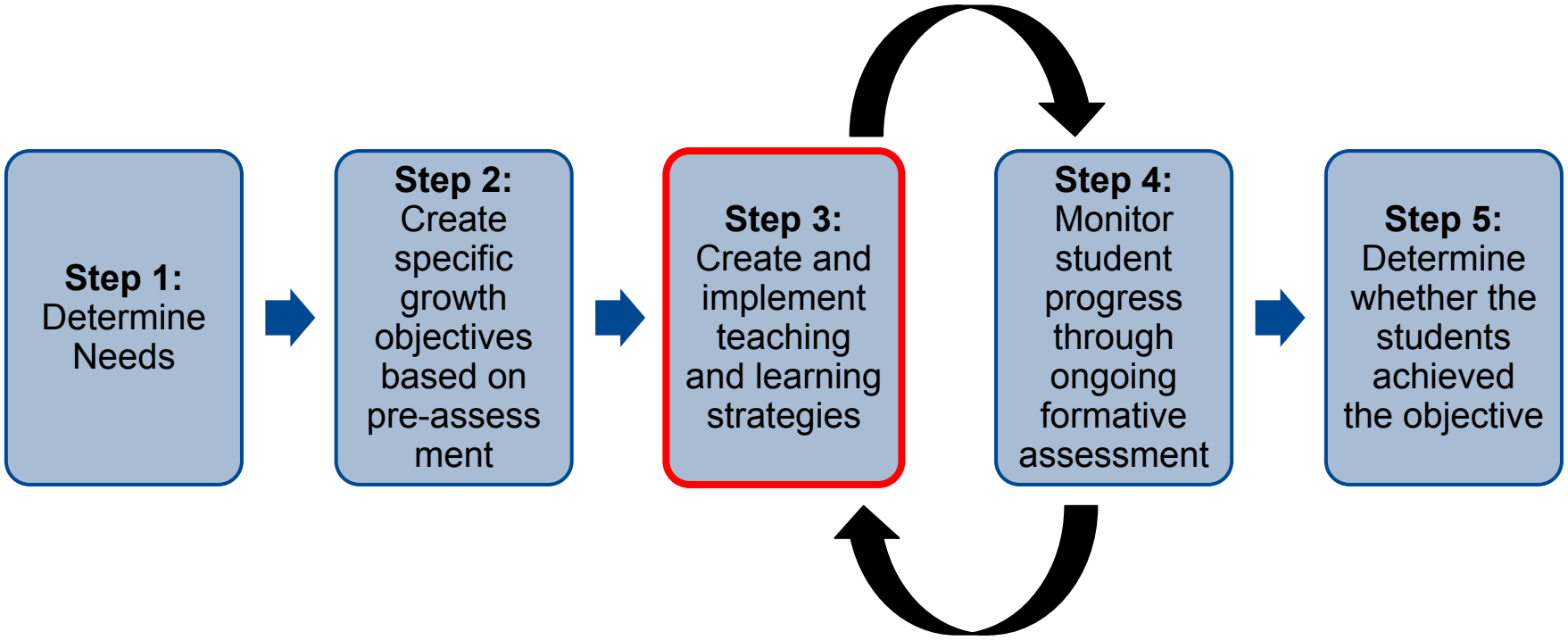
Step 3: Create and Implement Teaching & Learning Strategies



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Strategies should be:

- Linked specifically to the objective
- Specific to what the teacher will do
- Measurable
- As high-yield as possible

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Maria's Strategies for Teaching and Learning

SGO: In the current school year, each student will achieve an average of 1 year's gain using the STAR Math assessment.

Strategy	***Measurable By***	***Target Date***
Institute "exit slips" in which students spend the last 5 minutes of every lesson answering 1-3 questions from the current material in order to determine where more emphasis is needed	Lesson plans, observations, examples of exit cards	September 15
Work with math coach to implement math groups (3x a week) that focus on using formative data to deliver relevant lessons to students.	Lesson plans, observations; student assessments	October 1
Start a "math club" for students needing more help on a voluntary basis during lunch	Observations	October 15

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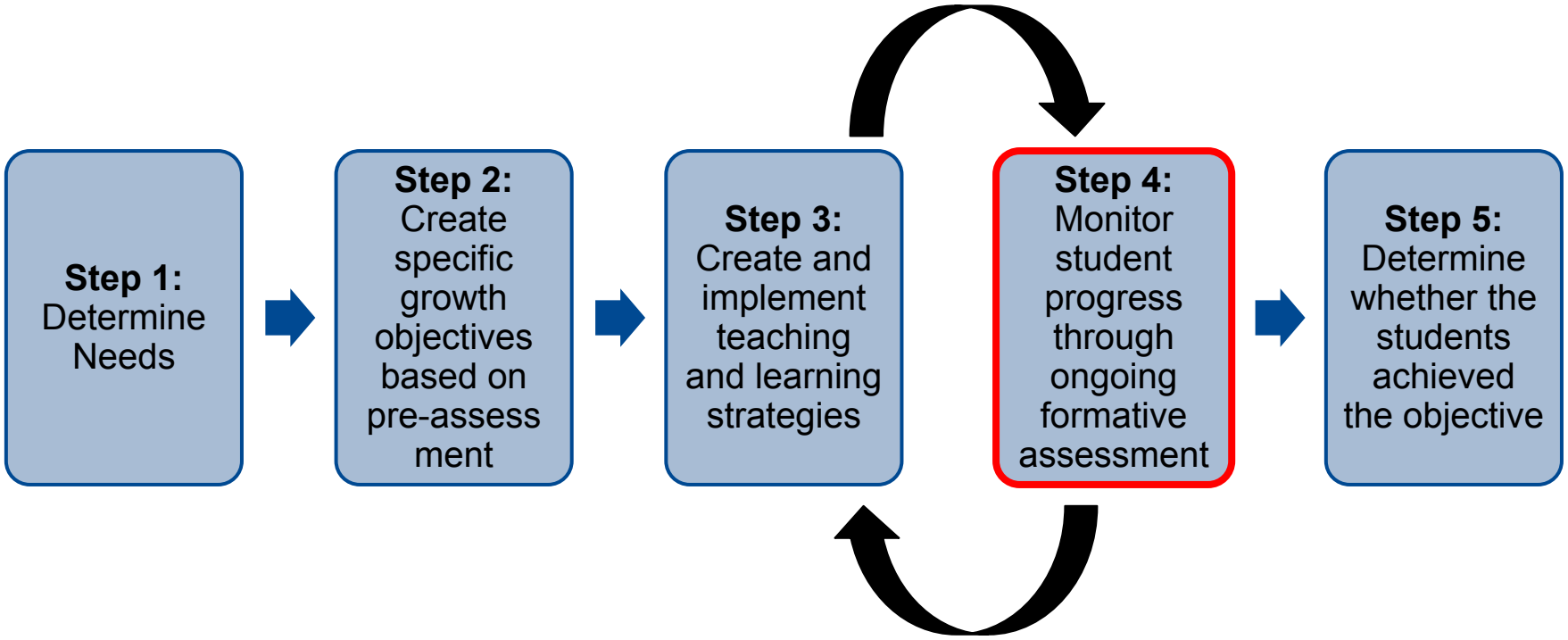
Step 4: Monitor Student Progress



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Steps in the Mid-Year Review Process

Step 1

Collect and reflect on informal and formal mid-year data

Step 2

Reflect on progress toward objective

Step 3

Reflect on effectiveness of strategies

Step 4

Adjust strategies

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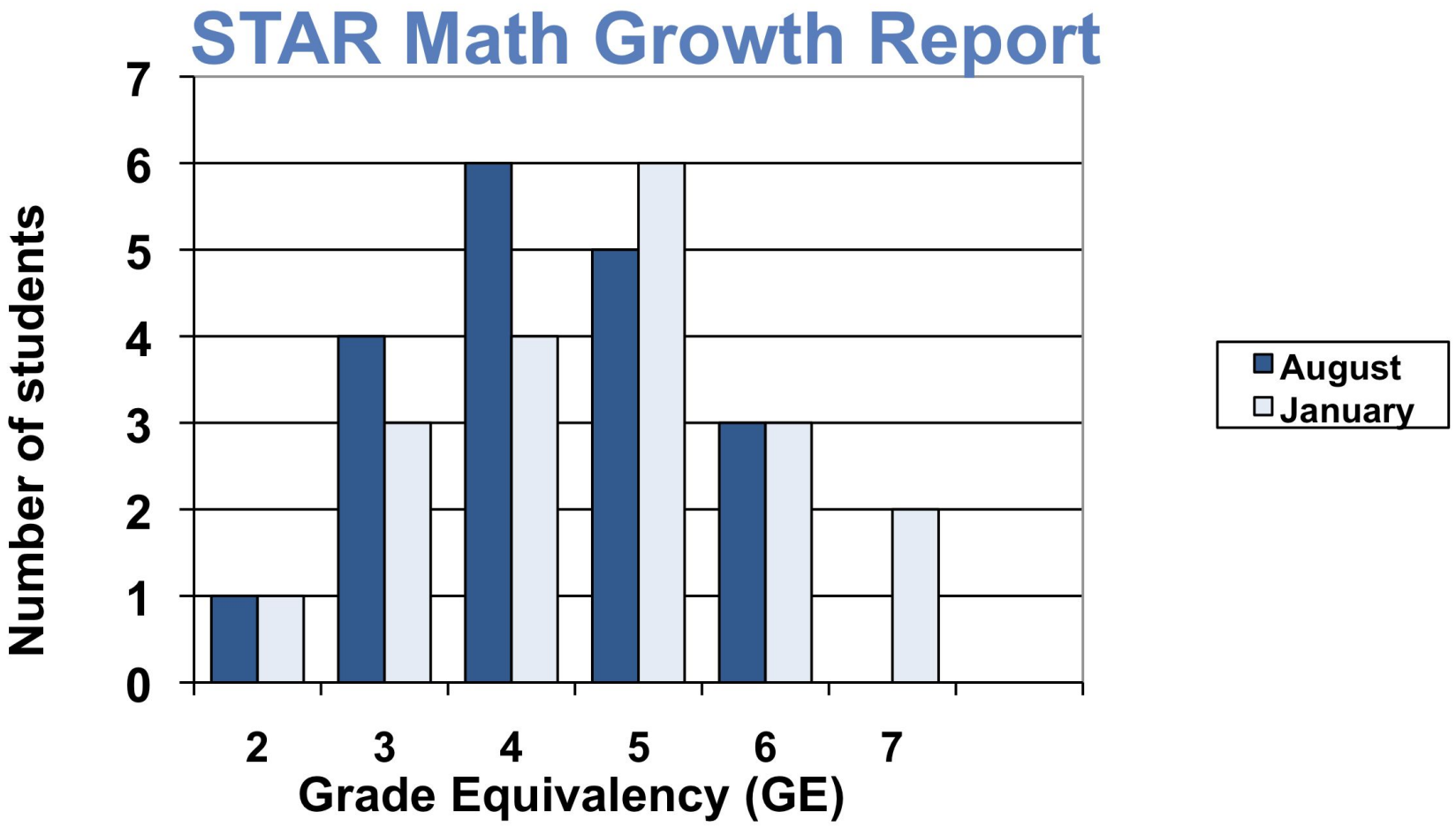
Maria's Mid-Year Data

- In the current school year, each student will achieve an average of 1 year's gain using the STAR Math assessment.



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Maria's Mid-Year Reflection

Strategy	***Measurable By***	***Target Date***	***Outcome***
Institute "exit slips" in which students spend the last 5 minutes of every lesson answering 1-3 questions from the current material in order to determine where more emphasis is needed	Lesson plans, observations, examples of exit cards	Sept. 15	At first used exit slips concentrating on computation; in November, added a problem-solving piece. Helpful in determining groups.
Work with math coach to implement math groups (3x a week) that focus on using formative data to deliver relevant lessons to students.	Lesson plans, observations; student assessments	Oct. 1	Took until October 15 to fully implement; meet with each group 3x a week for at least 15 minutes. Meet with lowest group for each skill for 20 min 4x a wk.
Start a "math club" for students needing more help on a voluntary basis during lunch	Observations	Oct. 15	Only a few students volunteered to come
Teach students how to write "math journals" as part of their independent work during group time, focusing on explaining their strategies in writing.	*Journals*	*Jan. 30*	*Can further use to determine areas of students misconceptions*

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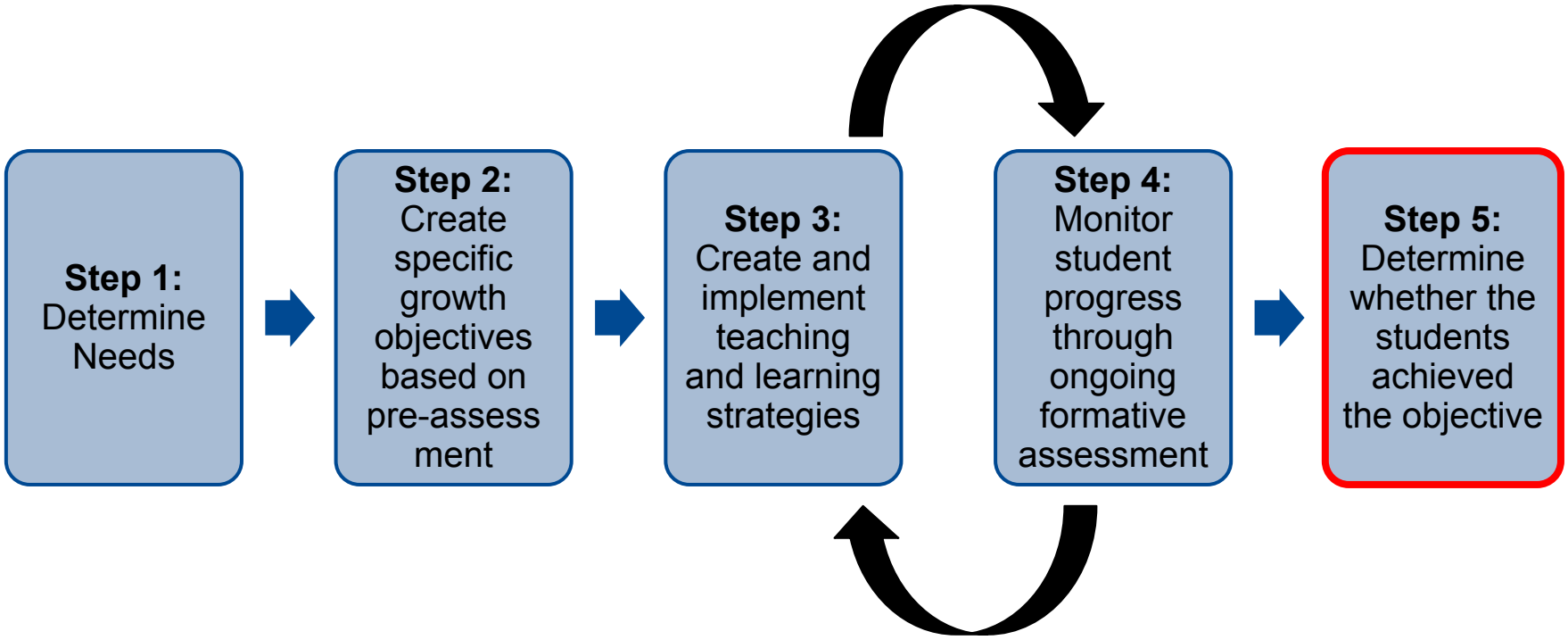
Step 5: Evaluate Results



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Review the Objective

In the current school year, all students will achieve at least 1 year's gain using the STAR math assessment.

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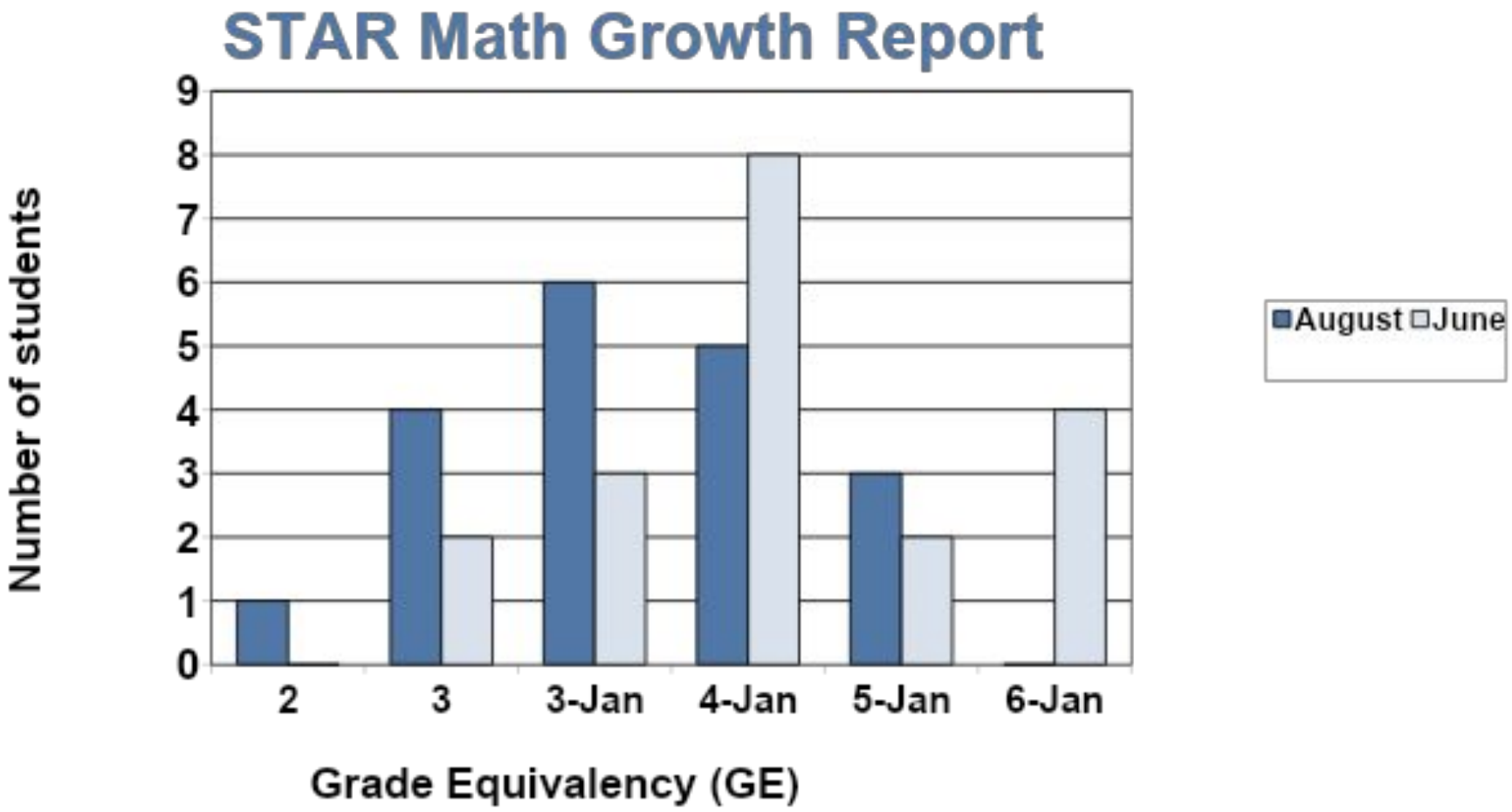
Did Maria's Meet her Objective?

In the current school year, all students will achieve at least 1 year's gain using the STAR math assessment.



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When collecting data, consider…

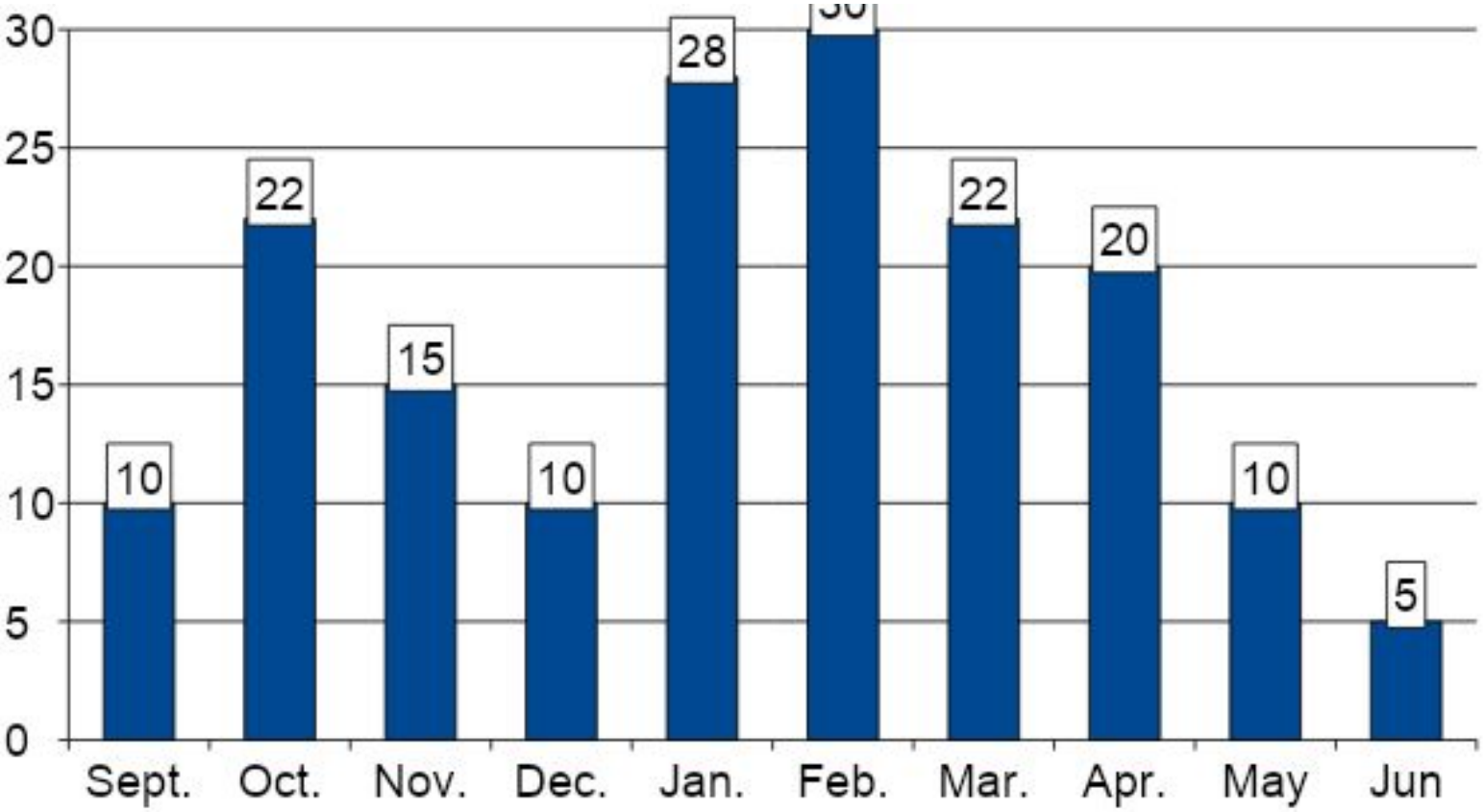
- Do you want scores by individual students or student groups?
- Will you look at progress, achievement, or both?
- Will teachers turn in graphs, charts, or raw data?

Program Objectives

- Suitable for educational specialists or others whose main stakeholders are not students
- Baseline data focus not necessarily on student scores, but on other measures (student or parent attendance at functions, discipline data, instructional strategies observed on walkthroughs, etc.)

Example Baseline Data
Technology Coach

Number of Student Projects Completed Each Month in Collaboration with Teachers Last Year



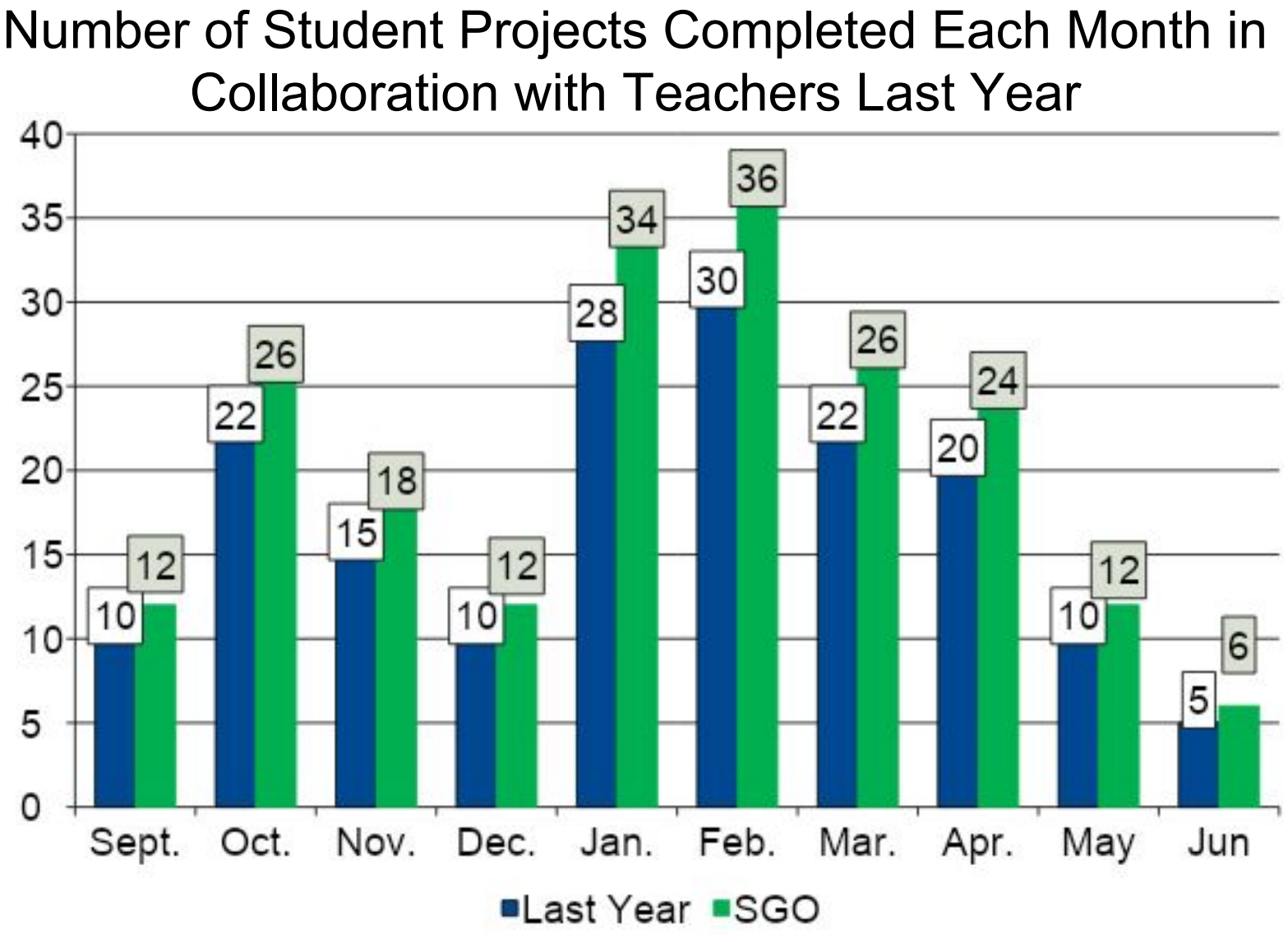
Handout page 57

Example Program SGO

During the current school year, the number of student projects completed each month in collaboration with a teacher will increase by 20 percent (for instance, September was 10, 20 percent of 10 = 2, so the objective for September is 12).

Handout page 57

Example Baseline Data
Technology Coach



Sample Educational Specialist SGOs

- During the 2016-2017 school year, students identified as needing support in organizational skills will increase by at least 9 points on a 20-point district developed checklist of organizational skills, as reported by referring teachers.

- During the current school year, teachers scoring “Proficient” (15/20 questions) on the district-developed Healthy Habits in the Classroom assessment will increase from 40 percent to 90 percent.

- During the current school year, the average overall score on the district-developed Parent Satisfaction Survey on the school psychologist’s meeting performance will increase from 2.95 to 3.25 out of a possible 4. 2. Increase contact time with teachers to

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In Summary

Let's review what we've learned. . .

All Teachers Set Student Growth Objectives (SGOs)

Teachers with an SGP score	1 - 2 SGOs
Teachers without an SGP score	2 SGOs

- **SGOs:** Annual, specific, and measureable academic goals for groups of students that are locally developed and assessed
- Creating an SGO:
  - Collaborative process between teacher and immediate supervisor
  - Principal has final decision

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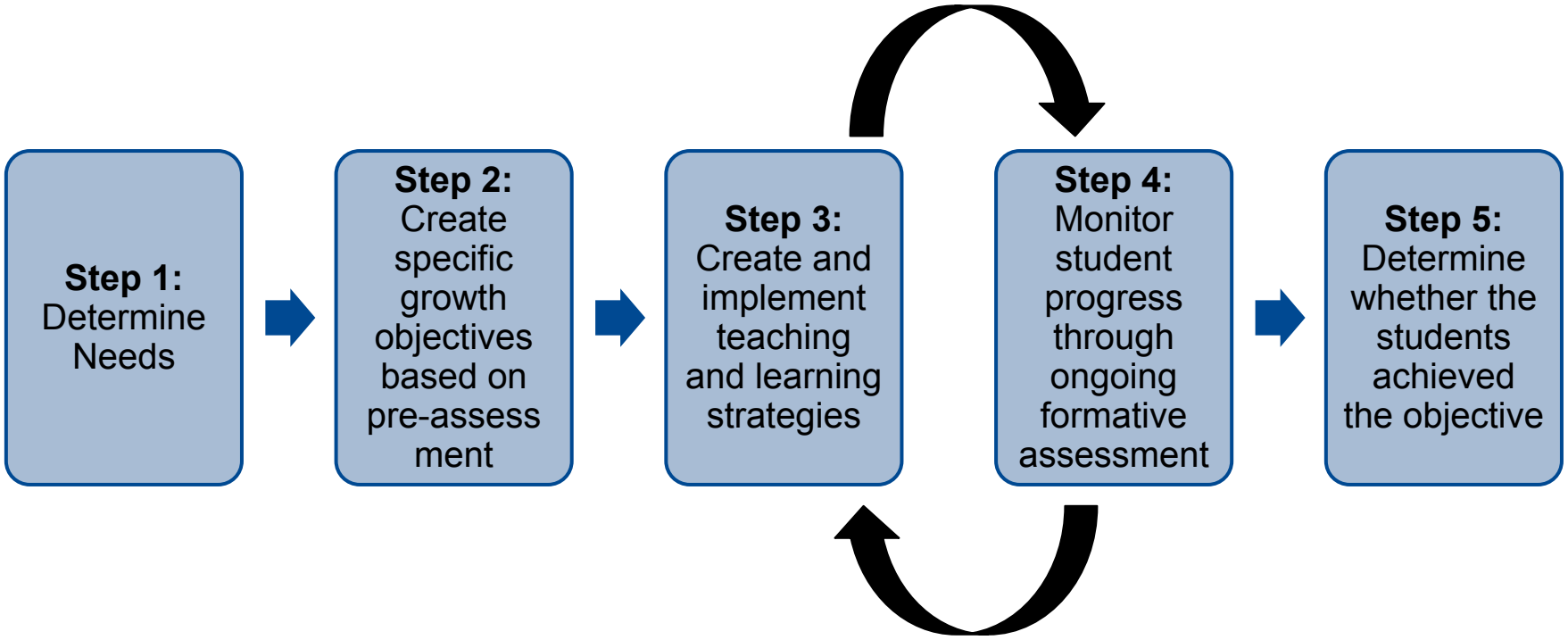
Student Growth Objective Process



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Setting Student Growth Objectives…

- Focuses on student results
- Connects teaching *with* learning
    - Improved instruction in the classroom
- Contributes to school improvement

But … must be based on valid and reliable assessments of student learning

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Objectives must be SMART

- Specific
- Measurable
- Appropriate
- Rigorous, but Realistic
- Time-bound

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Questions and Feedback