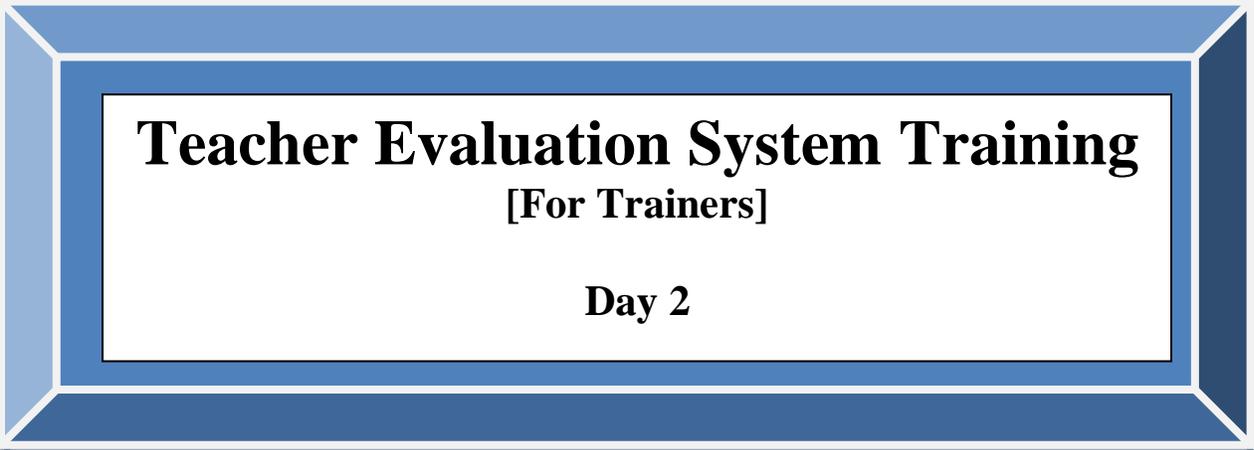


*Virginia Department of Education  
Division of Teacher Education and Licensure  
Virginia Department of Education  
P. O. Box 2120  
Richmond, Virginia 23218-2120*



**Teacher Evaluation System Training**  
[For Trainers]

**Day 2**

**Teacher Evaluation Summer Institutes 2012**

August 2012

## Virginia Department of Education Teacher Evaluation System Training: Day 2 Time Schedule

<b>Time</b>	<b>Topic</b>	<b>Documents Needed</b>	<b>Page in Trainer Material</b>	<b>Page in Participant Material</b>
20 min.	Reflections on Day 1			
20 min.	Overview of Standard 7	<i>Connecting Teacher Evaluation to Student Academic Progress Notes Pages</i>	2-4	D2P-4
		<b><i>Connecting Teacher Evaluation to Student Academic Progress PowerPoint</i></b>	<b>SEPARATE FILE</b>	
50 min.	Student Achievement Goal Setting	<i>Student Achievement Goal Setting Note Pages</i>	2-13	D2P-9
		<b><i>Student Achievement Goal Setting PowerPoint</i></b>	<b>SEPARATE FILE</b>	
		<i>Guidelines for Assessment Use in Student Achievement Goal Setting</i>	2-73	D2P-46
		<i>Possible Assessments Measures for Use in Student Achievement Goal Setting</i>	2-74	D2P-47
		<i>Goal Setting Implementation Rubrics</i>	2-80	D2P-53
15 min.	<i>Break</i>			
1 hour 30 min.	Student Achievement Goal Setting (continued)			
45 min.	<i>Lunch</i>			
1 hour 30 min.	Student Growth Percentiles	<i>Student Growth Percentile Model</i>	2-86	D2P-59
		<i>Interpreting Student Growth Percentile Data Activity</i>	2-122	D2P-78
15 min.	<i>Break</i>			
1 hour 30 min.	Student Growth Percentiles (continued)			
30 min.	End of Day Processing	<i>Division Roll-Out Discussion Guide</i>	2-136	D2P-85

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Slide 0

# Connecting Teacher Evaluation to Student Academic Progress

## Implementing Standard 7

August 2012

0



A major component of the 2011 *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* is the inclusion of a standard that focuses on student academic progress. Standard 7 of the *Uniform Performance Standards* focuses on student academic progress.

## Standard 7: Student Academic Progress

### ***Code of Virginia***

School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, ***student academic progress*** [emphasis added] and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

Article 2, §22.1-295



Including student academic progress is required by the *Code of Virginia* and has been a part of the *Code* for over ten years. To be in compliance with the *Code*, school divisions must include student academic progress in the evaluation of instructional personnel.

## **Standard 7: Student Academic Progress**

***The work of the teacher results in acceptable, measurable, and appropriate student academic progress.***



Standard 7: Student Academic Progress states that “The work of the teacher results in acceptable, measurable, and appropriate student academic progress.”

## **Standard 7: Student Academic Progress**

### **Sample Performance Indicators**

**Examples of teacher work conducted in the performance of the standard may include, but are not limited to:**

- 7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.**
- 7.2 Documents the progress of each student throughout the year.**
- 7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.**
- 7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.**



Each performance standard has sample performance indicators that are samples of teacher work. These indicators are NOT meant to be used as a checklist but are indicators of a teacher's work conducted in the performance of the standard.

## Standard 7: Student Academic Progress

<b>Exemplary*</b>	<b>Proficient</b> Proficient is the expected level of performance.	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

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Each performance standard is accompanied by a four-level rubric which provides guidance on rating a teacher’s performance related to each standard. Note that “Proficient” is the expected level of performance and is the standard.

## Standard 7: Student Academic Progress

- Include multiple measures of student academic progress (at least two)
- Include Student Growth Percentiles (SGPs) when available and appropriate
- Use student achievement goal setting or other measures of student progress
- Account for 40 percent of the teacher's Summative Performance Evaluation

Source: 2011 Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers



Furthermore, the *Guidelines* make the following recommendations:

- Include at least two measures of student academic progress as it would be inappropriate to base a teacher's performance evaluation on one measure.
- Include Student Growth Percentiles (SGPs) when available and appropriate. The majority of teachers will not have SGPs for their students as they teach grades and content areas for which SGPs are not calculated.
- Use student achievement goal setting or other measures of student progress. Student achievement goal setting or other measures provide a way for all teachers and teachers who teach in grade levels and content areas for whom SGPs are not available to document the progress of their students.
- Standard 7: Student Academic Progress accounts for 40 percent of the teacher's Summative Performance Evaluation.

## Standard 7: Student Academic Progress

Teachers	Percentage of Evaluation Based on Student Growth Percentiles (SGPs)	Percentage of Evaluation Based on Other Student Academic Progress Measures
Reading and mathematics for whom SGPs are available	20	20
Support reading and mathematics for whom SGPs are available	No more than 20	20 to 40
No direct or indirect role in teaching reading or mathematics in grades where SGPs are available	N/A	40

Source: 2011 Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers

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The *Guidelines* recommend that Student Growth Percentiles account for 20 percent of the 40 percent for Standard 7 for teachers who teach reading and mathematics and for whom SGPs are available and appropriate. In addition, the *Guidelines* recommend that 20 percent of the 40 percent of Standard 7 be based on other student academic progress measures.

The *Guidelines* recommend that Student Growth Percentiles account for 20 percent of the 40 percent for Standard 7 for teachers who support reading and mathematics (e.g. special education teachers, reading specialists and mathematics specialists) and for whom SGPs are available and appropriate. In addition, the *Guidelines* recommend that 20 percent of the 40 percent of Standard 7 be based on other student academic progress measures.

For teachers who have no direct or indirect role in teaching reading or mathematics in grades where SGPs are available and appropriate, the *Guidelines* recommend that 40 percent of the evaluation be based on other student academic progress measures.

## Standard 7: What We Need to Know

1. What should we know in using **student achievement goal setting** in a teacher's performance evaluation?
2. What should we know when including **student growth percentiles** in a teacher's performance evaluation?



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In addressing Standard 7: Student Academic Progress, there are four essential questions that will be our focus.

- What should we know in using **student achievement goal setting** in a teacher's performance evaluation?  
This will include a focus on how to set goals that focus on student academic progress, appropriate and possible measures to use in the process, and how to apply rating criteria to rate a teacher's performance based on SGP data.
- What should we know when including **student growth percentiles** in a teacher's performance evaluation?  
This will include a focus on analyzing and interpreting SGP data and then applying rating criteria for rating a teacher's performance based on SGP data. In addition, cautions when using SGP data will be reviewed.

## Standard 7: What We Need to Know

3. What should we know to include other measures of student academic progress?
4. How do we synthesize multiple measures of student academic progress to rate a teacher on Standard 7: Student Academic Progress?



- What should we know to include other measures of student academic progress?  
This segment will focus on other measures of student academic progress that may be appropriate for rating a teacher's performance on Standard 7 and the importance of outlining which measures will be used.
- How do we synthesize multiple measures of student academic progress to rate a teacher on Standard 7: Student Academic Progress?  
This section will review the rating criteria for measures of student academic progress to include SGP data, student achievement goal setting, and other measures of student academic progress in making a summative rating for Standard 7.

# Student Achievement Goal Setting

What should we know to use **student achievement goal setting** in a teacher's performance evaluation?

August 2012



- One approach to linking student achievement to teacher performance involves building the capacity for teachers and their supervisors to interpret and use student achievement data to set target goals for student improvement.
- Setting goals -- not just any goals, but goals set squarely on student performance -- is a powerful way to enhance professional performance and, in turn, positively impact student achievement.
- Student Achievement Goal Setting* is designed to improve student learning.

The PowerPoint may be divided into the following sections for training:

Section 1 – An Overview of Student Achievement Goal Setting and Creating SMART Goals

Section 2 – Developing Strategies and Monitoring Progress

Section 3 – Determining Goal Attainment

## Why Consider Student Achievement Goal Setting?

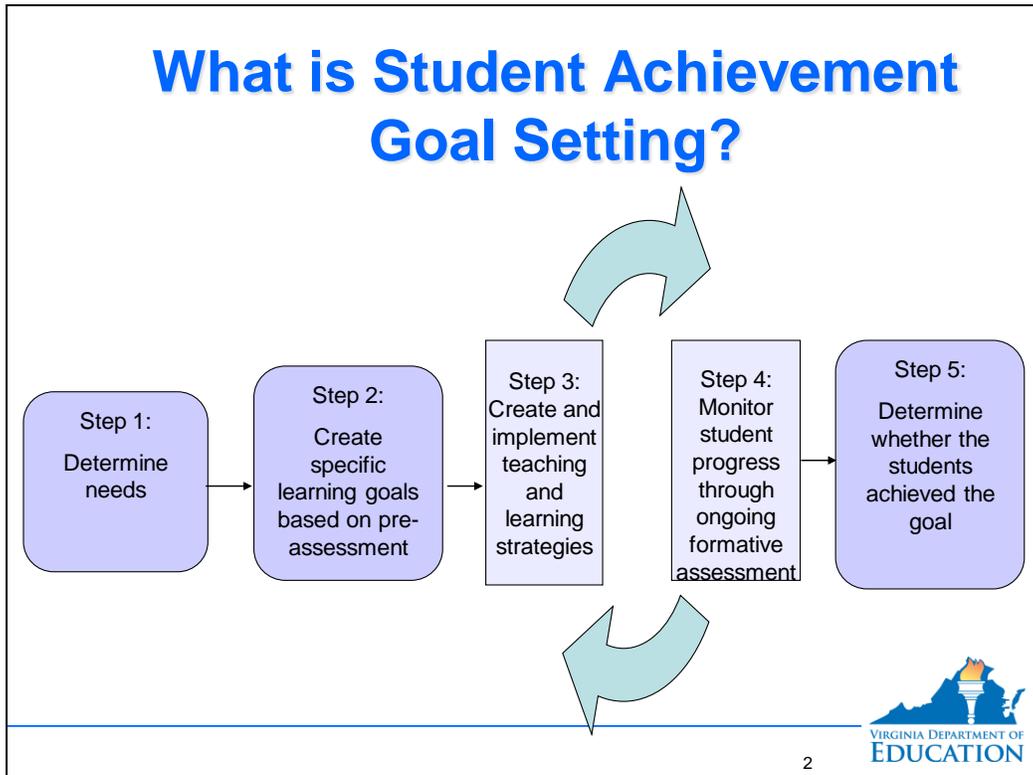
The *Uniform Performance Standards and Evaluation Criteria* incorporate student academic progress as a significant component of the evaluation.

For about 30 percent of teachers, student growth percentiles will be available.

*For about 70 percent of teachers, other measures of academic progress will need to be identified.*



- *The Code of Virginia* requires that student academic progress be a part of teacher evaluation.
- The 2011 *Guidelines* recommend that 40 percent of a teacher's evaluation be based on measures of student academic progress.
- Less than 30 percent of teachers in Virginia's public schools will have a direct measure of student academic progress available based on Standards of Learning assessment results.
- One option for the other 70 percent of teachers in Virginia is Student Achievement Goal Setting. Goal setting is a viable option as one measure of academic progress for all teachers.



- Student achievement goal setting involves a multi-step process. Baseline performance is established by reviewing and analyzing data. Baseline data can be reviewed individually or in a collaborative manner with other teachers. For example, a grade level may review the data.
- Then, based on baseline data, the teacher decides to focus attention on student improvement. For example, a fourth-grade team determines that their students performed well in mathematics last year, but not in reading. Therefore, they decide to focus the goal on reading. Each teacher creates his or her own goal based on the performance of the students in his or her classroom, but the goal area is decided as a grade level.
- Then, the teacher sets an attainable goal, meaning that the goal is within reach and yet is not too easy. For example, increasing a percentile ranking on a norm-referenced assessment from 50<sup>th</sup> percentile to 80<sup>th</sup> percentile would be quite difficult.
- The teacher then develops strategies that would support goal attainment. Strategies are critical to the goal setting process as they provide the means to the end, which is increased student achievement or program progress. Strategies will vary from class to class due to differences in age levels, subject areas, etc. Team planning will make strategies similar, but students are not at the same level across classrooms. So the teacher must customize the goal to fit the needs of his/her students.
- The strategies are then implemented and student/program progress is monitored. At the end of the year, data is analyzed to determine whether the goal was attained. Steps 1 & 2 occur during the first month of the school year or course.

## What are the Purposes of Student Achievement Goal Setting?

- ☑ Focus on student results
- ☑ Explicitly connect teaching and learning
- ☑ Improve instructional practices and teacher performance
- ☑ Tool for school improvement

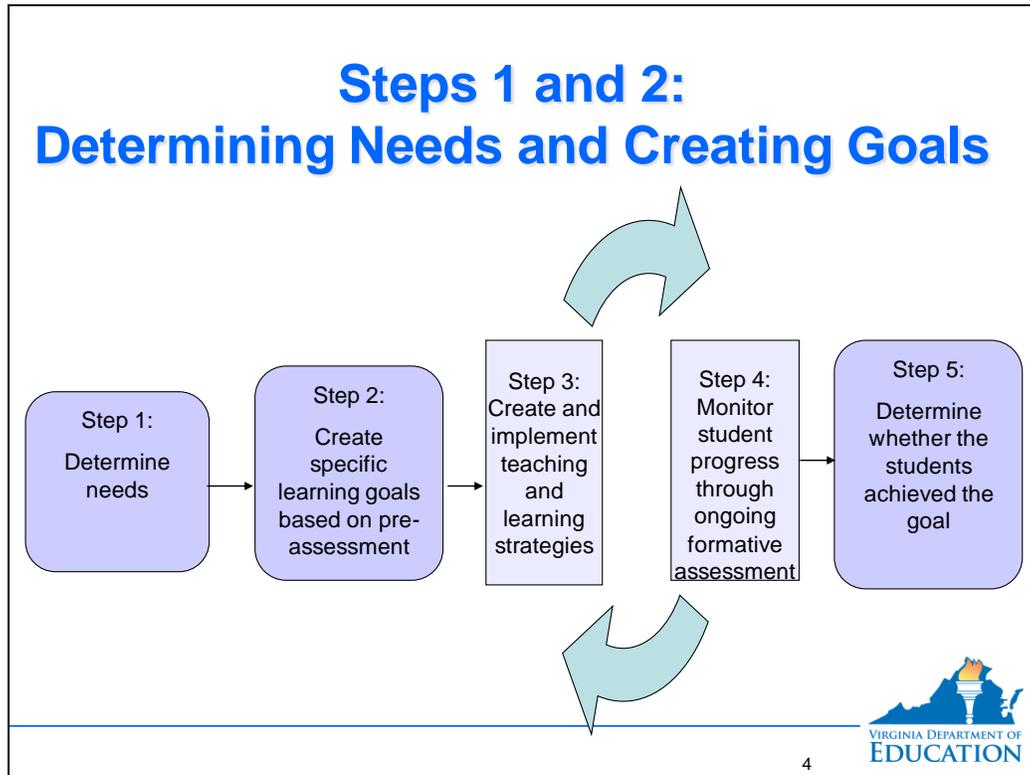


3

• Student achievement goal setting focuses on the students results. It explicitly connects the roles that the teacher plays with student progress, thereby improving instructional practices. Goal setting is also a tool for school improvement. A school may focus on improving achievement in one area and the academic goals developed support the overall school goal.

• Student achievement goal setting does not replace classroom observation. Classroom observation is a crucial tool in assessing teacher performance.

• Student achievement goal setting is not the only source used to inform evaluation decisions. It is one source among many, including other valid measures, classroom observation, and document logs.



The first step in determining needs is to analyze student achievement/progress data. Otherwise, goals are at best a shot in the dark.

## What is a Student Achievement Goal?

**Goal** ... a statement of an intended outcome of your work:

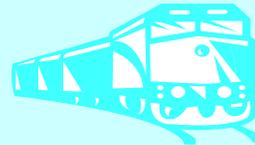
*Student Learning*

### Distinct from Strategies

✓ *Strategies = Means*

✓ *Goal = End*

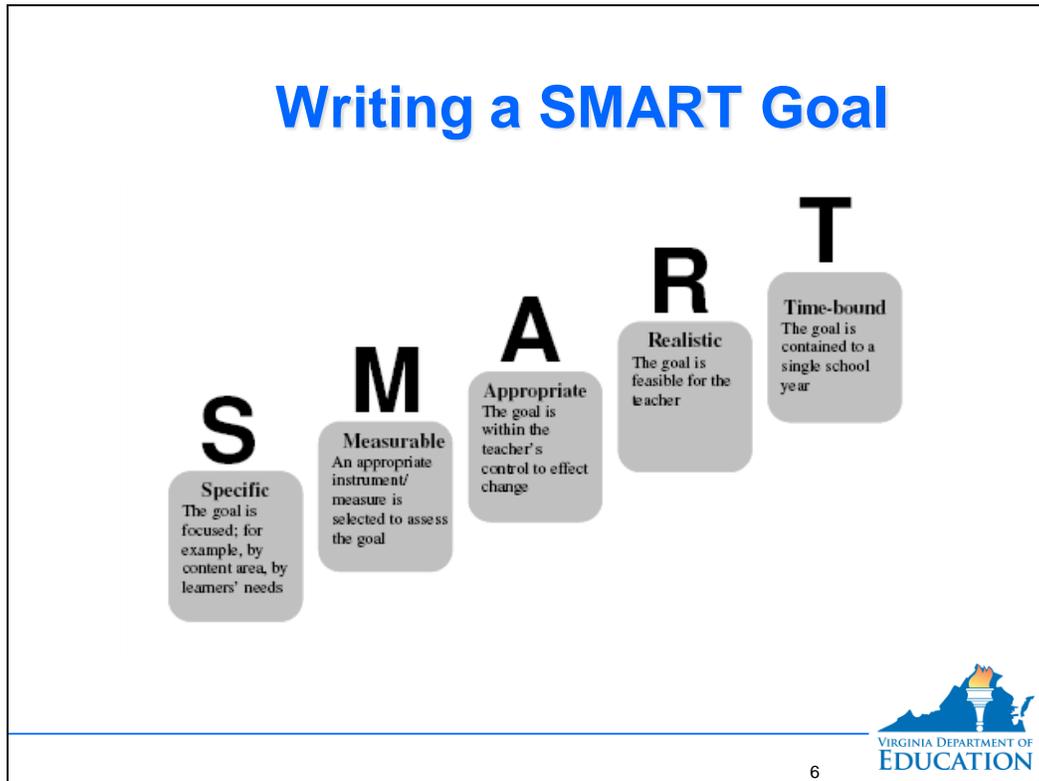
❖ *“Are you going to New York or by train?”*



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•A student achievement goal is a statement of an intended outcome of the teacher’s work: student progress.

•Student achievement goals are different from strategies. Strategies are the means and goals are the ends. Consider the following question: Are you going to New York or by train? This question is confusing. New York is the end, the train is the means.



A student achievement goal should be SMART.

- Specific - The goal is focused, for example, by content area and by students' needs.
- Measurable - An appropriate instrument/measure is selected to assess the goal.
- Appropriate - The goal is clearly related to the role and responsibilities of the teacher.
- Realistic - The goal is attainable by the teacher.
- Time-bound - The goal is contained to a single school year.

## Assessing Rigor of Goals

Goal Setting Rubric for Feedback		
CANNOT MOVE FORWARD	CANNOT MOVE FORWARD	MOVE FORWARD
The student learning and academic achievement goals are unrelated to identified student needs.	The student achievement goal is related to identified student needs, but does not reflect acceptable growth through the course of the year. Sufficient rigor is lacking.	The student learning and academic achievement goal is rigorous and attainable, and reflects acceptable growth during the course or school year

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This rubric can be useful when assessing a goal for rigor.

## Progress (Growth) vs. Achievement Goals

### **PROGRESS**

**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.**

### **ACHIEVEMENT**

**X% of students will achieve a score of X or higher.**

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- Before proceeding to this slide, ask participants to discuss what they see as the differences between progress versus achievement. Examples might include: achievement is more about mastery; progress is more about the journey there.
- Progress necessitates knowing where someone started; achievement does not take this into account. Progress often takes into account challenges along the way; achievement is more cut and dry.
- Ask participants: what are the benefits to measures of progress? (Take into account challenges, show growth even when students haven't made a particular cut score.)
- What are the benefits to achievement? (Ensures that all students are receiving a high level of education; what students need to know in order to move to the next level.)
- What are the challenges to measuring achievement? (Not all students start in the same place; not all students learn at the same rates.)
- What are the challenges to measuring progress? (They often take a long time to document; if enough progress is made, students will never achieve at high levels.)
- Explain that there can be both progress and achievement objectives; in many cases, objectives will be a hybrid of the two. They will focus on the progress piece (show example), but also on the achievement piece (show example).

## Sample SMART Goal

In the current school year, all students will make measurable progress in the area of two-dimensional landscape. Using a 24-point division-developed rubric to measure texture, form, space, color, tone, and line (in which 20 points is considered proficient) all students will improve at least 6 points throughout the course of the year. Students scoring a level 20 or higher will further advance their skills by learning another artistic style, such as still life.



Read this sample goal from a middle school art teacher. Discuss whether the goal meets the SMART criteria.

## Sample SMART Goal

- ✓ **Specific:** Focused on two-dimensional landscape
- ✓ **Measurable:** Rubric used to assess performance
- ✓ **Appropriate:** The teacher teaches the content and skills contained in middle school art
- ✓ **Realistic:** The goal of increasing student performance by at least six points is realistic
- ✓ **Time-bound:** Goal attainment can be addressed by the end of the year with a performance task scored by a division-developed rubric



The sample SMART goal is from a middle school art teacher. The teacher determines that she will administer a pre-assessment to see how the students perform on a two-dimensional landscape performance task.

- Specific - The goal is specific as it focuses only on two-dimensional landscape.
- Measurable - The goal is measurable as the teacher can administer a performance assessment and score it with an appropriate rubric. This same rubric can be applied at mid-year and end of the year to determine progress.
- Appropriate - The goal is appropriate as it relates to the teachers job responsibilities.
- Realistic - The goal is realistic in that each student should progress by six points. Middle school art teachers and administrators should agree as to what acceptable progress means.
- Time-bound - The goal is contained to a single school year.

**Teacher E**

**Grade 5**



- Meet Teacher E, a fifth-grade teacher (Refer to the Goal Setting Form.)

## Goal Setting for Student Academic Progress Form

*Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells.*

**Teacher's Name** Teacher E

**Subject/Grade** Fifth-Grade

**School Year** 2012 - 2013

**Evaluator's Name** Assistant Principal E

**Initial Goal Submission (due by 9/30 to the evaluator)**

<p><b>I. Setting</b> (Describe the population and special learning circumstances.)</p>	<p>Yourtown Elementary School is located in an urban setting and has an enrollment of 296 students in grades KG-5 with an average daily attendance of 85 percent. Last year, 64 percent of the students passed the Reading SOL (compared to 46 percent the year before) and 70 percent of the students passed the Mathematics SOL (compared to 30 percent the year before).</p>
<p><b>II. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data.)</p>	<p>Reading Instruction</p>
<p><b>III. Baseline Data</b> (What does the current data show?)</p>	<p>Based on curriculum based reading assessment results for current year, students on grade level in August made only 4 months gain by the end of the year as compared to above and below grade level students who made 1 year's gain or more.  <input checked="" type="checkbox"/> <i>Data attached</i></p>
<p><b>IV. Goal Statement</b> (Describe what you want learners/program to accomplish.)</p>	<p>In current school year, the students will achieve an average of one year's gain using the curriculum-based reading assessment for students below, on, and above grade level as tested in August.</p>

**Abbreviated Goal Setting  
Student Academic Progress  
Form**

*Growth Report: Curriculum Based Reading Assessment*  
**Yourtown Elementary School**

Grade: 5

Teacher: Teacher E

<b>Student</b>	<b>August Pre-Test GE</b>	<b>January Mid-Year GE</b>	<b>June Post-Test GE</b>	<b>Pre-Post Change in GE</b>
Annie	2.7	2.8	3	0.3
Billy	4.7	5.6	6.3	1.6
Curly	5.1	4.8	5	-0.1
Dolly	3.9	4.6	5	1.1
Ellie	4.3	4.4	5	0.7
Frankie	4.6	4.8	5.8	1.2
Gilbert	3.1	3.8	3.9	0.8
Howie	6.3	6.6	7.6	1.3
Iggie	5.8	6.4	7.2	1.4
Jamal	6	6.5	7.4	1.4
Kindra	5.8	5.6	6.2	0.4
Larry	4.5	4.8	5.5	1
Moe	3.4	3.6	4	0.6
Nellie	5	4.5	4.8	-0.2
Opprah	5.2	5.8	5.9	0.7
Polly	4.9	5.5	5.7	0.8
Quenton	3	3.8	4.1	1.1
Randy	6.1	6.6	7.5	1.4
Sam	4.9	5	5.7	0.8
<b>Average</b>	<b>4.7</b>	<b>5.0</b>	<b>5.6</b>	<b>0.9</b>

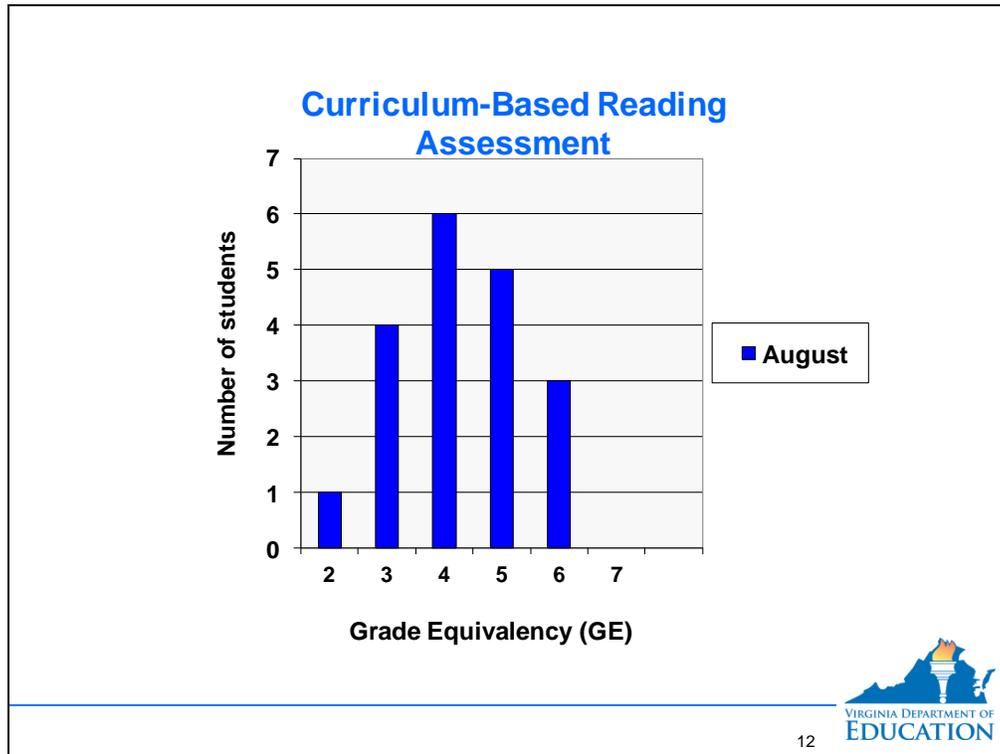
**Notes:**

**GE - Grade Equivalent:** The grade level for which a given score is the real or estimated average as compared with other students of the same grade or age on a given test.

**On Grade Level = GE plus or minus 2 months**

Below Grade Level = GE more than 2 months below grade placement

Above Grade Level = GE more than 2 months above grade placement



- Based on curriculum-based reading assessment data for reading, Teacher E sees that a clear majority of her students are below grade level in reading.
- She will focus her goal on improving reading skills and getting the students on grade level for reading.

## Teacher E's Goal

### **Goal Statement:**

In the current school year, the students will achieve an average of one year's gain using the curriculum-based reading assessment for students below, on, and above grade level as tested in August.

### **A good goal statement is one that is...**

- ✓ **Specific**
- ✓ **Measurable**
- ✓ **Appropriate**
- ✓ **Realistic**
- ✓ **Time-bound**



Based on Teacher E's data and the goal statement, how SMART is Teacher E's goal? It fails to meet the SMART criteria. Using an average some students may make no progress and the goal is still met.

## Teacher F's Goal

### ***Goal Statement:***

**During this school year, my students will improve on word knowledge and oral reading skills.**

### **A good goal statement is one that is...**

- ✓ **Specific**
- ✓ **Measurable**
- ✓ **Appropriate**
- ✓ **Realistic**
- ✓ **Time-bound**



Direct participants to Teacher F's goal. Have them apply the SMART criteria to the goal. The goal fails to meet the SMART criteria as it lack specificity and contains no measure.

## Goal Setting Critique

Review the goal setting forms and decide if the goal statement is **SMART**. Give specific aspects of the goals as evidence.

### Teacher F – Second Grade Teacher

Aspect of Goal Statement	Evidence
Specific	
Measurable	
Appropriate	
Realistic	
Time-Bound	

### Teacher G – High School Government Teacher

Aspect of Goal Statement	Evidence
Specific	
Measurable	
Appropriate	
Realistic	
Time-Bound	

SMART Goal Feedback: Rigor		
CANNOT MOVE FORWARD	CANNOT MOVE FORWARD	MOVE FORWARD
Goal is unrelated to identified student needs.	Goal is related to identified student needs, but does not reflect acceptable growth during the course of the school year. Sufficient rigor is lacking.	Goal is rigorous, attainable, and reflects acceptable growth during the course or school year for all students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Goal Setting for Student Academic Progress Form***

Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells.

**Teacher's Name** Teacher F

**Subject/Grade** All/Grade 2 **School Year** 2012 - 2013

**Evaluator's Name** Assistant Principal C

**Initial Goal Submission (due by 9/30 to the evaluator)**

<b>I. Setting</b> (Describe the population and special learning circumstances.)	Yourtown Elementary School is located in an urban setting and has an enrollment of 296 students in grades KG-5 with an average daily attendance of 85 percent. Last year, 46 percent of the students passed the state English proficiency test (compared to 38 percent in the previous year) and 54 percent of the students passed the Mathematics proficiency test (compared to 44 percent the previous year).	
<b>II. Content/Subject/Field Area</b> (The area/topic addressed is based on learner achievement, data analysis, or observational data.)	Early Literacy Skills	
<b>III. Baseline Data</b> (What does the current data show?)	Based on the fall PALS administration, 5 out of 18 students failed to meet the summed benchmark. Four out of 18 students failed to meet the benchmark for spelling and 7 failed to meet the first-grade benchmark. <input checked="" type="checkbox"/> Data attached	
<b>IV. Goal Statement</b> (Describe what you want learners/program to accomplish.)	During this school year, my students will improve on word knowledge and oral reading fluency.	
<b>V. Means for Attaining Goal</b> (Strategies used to accomplish the goal)		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
<i>Reading specialist to review my overall literacy program and specific lesson plans for ideas on how to enhance the decoding skills, reading fluency, comprehension and basic vocabulary of students.</i>	<i>Meeting scheduled</i>	<i>September 15</i>
<i>I will explore additional resources such as computer software and tutoring to meet the varying needs of students in my class.</i>	<i>Use of software Improved reading scores on the reading inventory</i>	<i>April 1 May</i>
<i>Get professional development in reading.</i>	<i>College grade in course Attendance at state reading conference</i>	<i>January October</i>

Teacher F – Fall Class Summary of PALS administration

	Word Knowledge									B	C	Oral Reading				SUMMED SCORE
	SPELLING	PREPRIMER	PRIMER	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE	LEVEL B SCORES	LEVEL C SCORES	INSTRUCTIONAL READING LEVEL				
MAXIMUM	48	20	20	20	20	20	20	20	20	77	60	6th	N/A	3	6	68
1. ID	18	19	10	9								btw PP/P				
2.	32		20	13								P *				
3.	40			20	20	19	9					3rd *				
4.	25			18	10							btw 1/2 *				
5. ID	24		18	12								btw P/1 *				
6. ↑	43			20	20	20	16	14				4th *				
7.	35			20	16	9						2nd *				
8. ID	20		16	10								P				
9.	28		20	17	6							1st				
10.	36			20	20	12						btw 2/3				
11.	36			19	20	19	14					3rd				
12. ↑	23			20	20	19	15	10				4th *				
13.	19		19	13								btw P/1 *				
14. ID	8	19	12	12								btw PP/P				
15.	31			19	19	16	11					3rd *				
16. ↑	33			19	20	20	17	11				btw 4/5				
17.	19		19	12								btw P/1				
18.	34			20	17	14						2nd *				
BENCHMARK	20	-	-	15	-	-	-	-	-	75	-	-	-	-	-	

If the instructional oral reading level is between levels, the rate, fluency rating, and comprehension scores for the lower level are displayed.

## Better Goal for Teacher F?

### **Goal Statement:**

During this school year, 100 percent of my students will improve in word knowledge and oral reading as measured by PALS. Each student will move up at least a grade level in instructional reading level from fall to spring.

- Review this goal statement for Teacher F.
- The goal statement meets the SMART criteria.

## Teacher F: Assessing Rigor of Goals

Goal Setting Rubric for Feedback		
CANNOT MOVE FORWARD	CANNOT MOVE FORWARD	MOVE FORWARD
The student learning and academic achievement goals are unrelated to identified student needs.	The student achievement goal is related to identified student needs, but does not reflect acceptable growth through the course of the year. Sufficient rigor is lacking.	The student learning and academic achievement goal is rigorous and attainable, and reflects acceptable growth during the course or school year for all students.

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Now apply the goal setting rubric for feedback to the goal. Is Teacher F ready to move forward?

## Teacher G's Goal

### ***Goal Statement:***

**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.**

### **A good goal statement is one that is...**

- ✓ **Specific**
- ✓ **Measurable**
- ✓ **Appropriate**
- ✓ **Realistic**
- ✓ **Time-bound**



Refer participants to Teacher G's goal setting form and ask them to apply the SMART criteria. Teacher G's goal fails to meet the SMART criteria because it lacks specificity and is not measurable.

### *Goal Setting for Student Academic Progress Form*

Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells.

*Teacher's Name* Teacher G

*Subject/Grade* High School Govt. *School Year* 2012 - 2013

*Evaluator's Name* Assistant Principal D

*Initial Goal Submission (due by 9/30 to the evaluator)*

<b>I. Setting</b> (Describe the population and special learning circumstances.)	I teach 77 students. Twenty six (34 percent) have been identified as needing help in reading. Fourteen (18 percent) received special education services. Five students (6 percent) speak English as a second language. Forty-five students (58 percent) receive free and reduced price lunch.	
<b>II. Content/Subject/Field Area</b> (The area/topic addressed is based on learner achievement, data analysis, or observational data.)	I will focus on American Government, specifically the Virginia Standards of Learning, GOVT 1. This class is a requirement for high school graduation. One of the areas in which students have difficulty is in analyzing primary and secondary source documents. Our department, as a whole, has decided to focus on this skill found in GOVT 1.	
<b>III. Baseline Data</b> (What does the current data show?)	I administered a baseline assessment developed by my social studies department in which students were given both primary and secondary source documents and asked to analyze them. Forty-five students attempted but their skills need developing, 25 students are developing skills, six students were proficient, and one student is entering with exemplary skills. <input checked="" type="checkbox"/> Data attached	
<b>IV. Goal Statement</b> (Describe what you want learners/program to accomplish.)	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.	
<b>V. Means for Attaining Goal</b> (Strategies used to accomplish the goal)		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
<i>Plan cooperatively with American Government teachers and share instructional materials.</i>	<i>Monthly meetings Examples of shared materials</i>	<i>Ongoing (September – May)</i>
<i>Use frequent formative assessment with students to provide feedback and modify instruction.</i>	<i>Lesson Plans Copies of teacher-made formative assessments</i>	<i>Ongoing (September – May)</i>
<i>Incorporate focused instruction in key content areas as prescribed by the Virginia Standards of Learning.</i>	<i>Lesson Plans</i>	<i>Ongoing (September – May)</i>

## Teacher G

### Student Scores on Pre-Assessment in Analyzing Primary and Secondary Source Documents

Rubric Element	Exemplary	Proficient	Developing	Attempted
Analysis of Primary Source	1	6	25	45
Knowledge of Historical Context	1	6	25	45
Identification of Key Concepts	1	6	25	45
Resources	1	6	25	45

## Better goal for Teacher G?

### ***Goal Statement:***

During this school year, 100 percent 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. Furthermore, students at the “attempted” level will increase by two performance levels.



## Teacher G: Assessing Rigor

Goal Setting Rubric for Feedback		
CANNOT MOVE FORWARD	CANNOT MOVE FORWARD	MOVE FORWARD
The student learning and academic achievement goals are unrelated to identified student needs.	The student achievement goal is related to identified student needs, but does not reflect acceptable growth through the course of the year. Sufficient rigor is lacking.	The student learning and academic achievement goal is rigorous and attainable, and reflects acceptable growth during the course or school year for all students.

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Now apply the goal setting rubric for feedback to the goal. Is Teacher G ready to move forward? The answer is no. The goal must be revised before moving forward.

# Teacher H

## High School English Teacher



Slide 21

<b>Professional's Name:</b> <u>Teacher H</u> <b>Worksite:</b> <u>Yourtown High School</u> <b>Job Title:</b> <u>English Teacher</u> <b>School Year:</b> <u>2012- 13</u>		
<b>I. Setting</b> (Describe the population and special learning circumstances)	This goal is based on one of my English Grade 10 classes which has 30 students. Five of the students qualify for special services and have IEPs.	
<b>II. Content/Subject/Field Area</b> (The area/topic addressed is based on learner achievement, data analysis, or observational data)	I will focus on essay writing. Our school is focusing on increasing writing scores. Over the past three years, the percent passing has been 74 percent, 78 percent, and 81 percent. We are seeing a positive trend in writing and will continue to focus on this area.	
<b>III. Baseline Data</b> (What does the current data show?)	I administered a writing prompt at the beginning of the year and used a four-point rubric to score the responses, scoring both according to critical element and holistically. The data indicate that six students scored at performance level 1, 11 students scored at performance level 2, ten students scored at performance level 3, and three students scored at performance level 4. ✓ Data attached	
<b>IV. Goal Statement</b> (Describe what you want learners/program to accomplish)	For the current school year, 100 percent of my students will make measurable progress in writing. Students scoring at a "1" will increase by two performance levels. Students scoring at a "2" or "3" will increase by one performance level. Students scoring at a "4" will maintain high performance.	
<b>V. Means for Attaining Goal</b> (Activities used to accomplish the goal)		
<b>Strategy</b>	<b>Measurable By</b>	<b>Target Date</b>
Use modified pacing to attend to student needs.	Copies of modified pacing	Ongoing (September– May)
Use frequent formative assessment with students to provide feedback and modify instruction.	Lesson Plans Copies of teacher-made formative assessments	Ongoing (September – May)
Incorporate focused instruction in key content areas as prescribed by the State Standards of Learning.	Lesson Plans	Ongoing (September – May)



Review Teacher H’s goal setting form.

## Progress Form

*Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells.*

**Teacher's Name:** Teacher H

**Subject/Grade** High School English

**School Year** 2012 - 2013

**Evaluator's Name** Assistant Principal J

**Initial Goal Submission (due by 9/30 to the evaluator)**

<b>I. Setting</b> (Describe the population and special learning circumstances.)	This goal is based on one of my English Grade 10 classes which has 30 students. Five of the students qualify for special services and have IEPs.	
<b>II. Content/Subject/Field Area</b> (The area/topic addressed is based on learner achievement, data analysis, or observational data.)	I will focus on essay writing. Our school is focusing on increasing writing scores. Over the past three years, the percent passing has been 74 percent, 78 percent, and 81 percent. We are seeing a positive trend in writing and will continue to focus on this area.	
<b>III. Baseline Data</b> (What does the current data show?)	I administered a writing prompt at the beginning of the year and used a four-point rubric to score the responses, scoring both according to critical element and holistically. The data indicate that six students scored at performance level 1, 11 students scored at performance level 2, ten students scored at performance level 3, and three students scored at performance level 4. ✓ Data attached	
<b>IV. Goal Statement</b> (Describe what you want learners/program to accomplish.)	For the current school year, 100 percent of my students will make measurable progress in writing. Students scoring at a "1" will increase by two performance levels. Students scoring at a "2" or "3" will increase by one performance level. Students scoring at a "4" will maintain high performance.	
<b>V. Means for Attaining Goal</b> (Strategies used to accomplish the goal)		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Use modified pacing to attend to student needs.	Copies of modified pacing	Ongoing (September – May)
Use frequent formative assessment with students to provide feedback and modify instruction.	Lesson Plans Copies of teacher-made formative assessments	Ongoing (September – May)
Incorporate focused instruction in key content areas as prescribed by the state standards.	Lesson Plans	Ongoing (September – May)

*Teacher H Midyear Review*

I administered a writing prompt at midyear and students are making gains. At midyear, three students were at Level 1, eleven at Level 2, ten at Level 3, and six at Level 4. I am going to begin implementing self-assessment and peer assessment using the rubric. Some students are making gains and have increased to the next level.

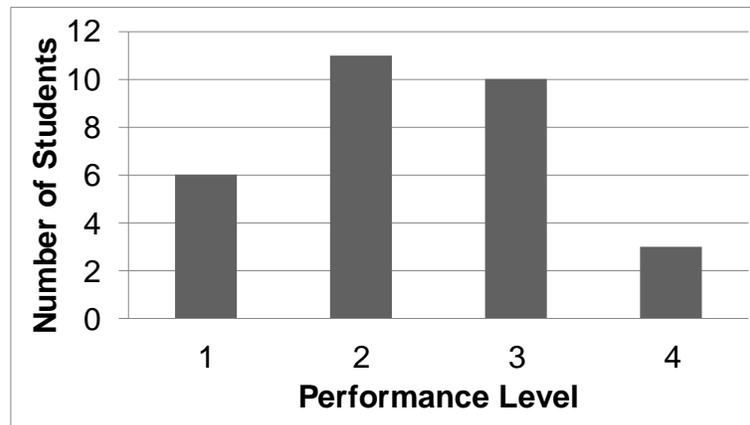
***Baseline, Midyear, and End of Year Data***

Level	Baseline	Midyear	End of Year
1	6	3	2
2	11	11	2
3	10	10	11
4	3	6	15

***End of Year Data Results***

	<b><i>Number</i></b>	<b><i>Percent</i></b>
<i>Did not meet goal</i>	5	17
<i>Met goal</i>	19	63
<i>Exceeded goal</i>	6	20

## Baseline Data (September Assessment)



- Review baseline data – how are students performing?
- Teacher H administered a writing prompt and used a four-point writing rubric to assess student work.
- The data show that 17 students scored at a 1 or 2 and 13 students scored at a 3 or 4.

## Teacher H's Goal

### ***Goal Statement:***

For the current school year, 100 percent of my students will make measurable progress in writing. Students scoring at a "1" will increase by two performance levels. Students scoring at a "2" or "3" will increase by one performance level. Students scoring at a "4" will maintain high performance.

### **A good goal statement is one that is...**

- ✓ **Specific**
- ✓ **Measurable**
- ✓ **Appropriate**
- ✓ **Realistic**
- ✓ **Time-bound**

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- Is Teacher H's goal SMART?
- It meets the SMART criteria.

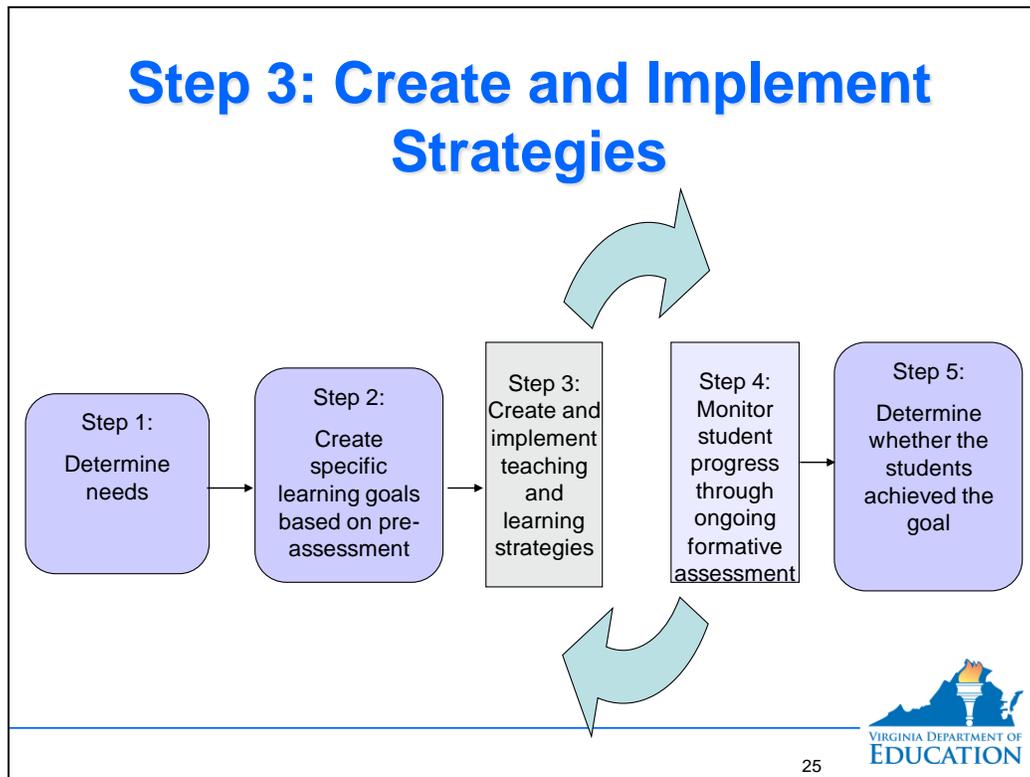
## Applying a Goal Setting Rubric for Assessing Rigor

Goal Setting Rubric for Feedback		
CANNOT MOVE FORWARD	CANNOT MOVE FORWARD	MOVE FORWARD
The student learning and academic achievement goals are unrelated to identified student needs.	The student achievement goal is related to identified student needs, but does not reflect acceptable growth through the course of the year. Sufficient rigor is lacking.	The student learning and academic achievement goal is rigorous and attainable, and reflects acceptable growth during the course or school year for all students.

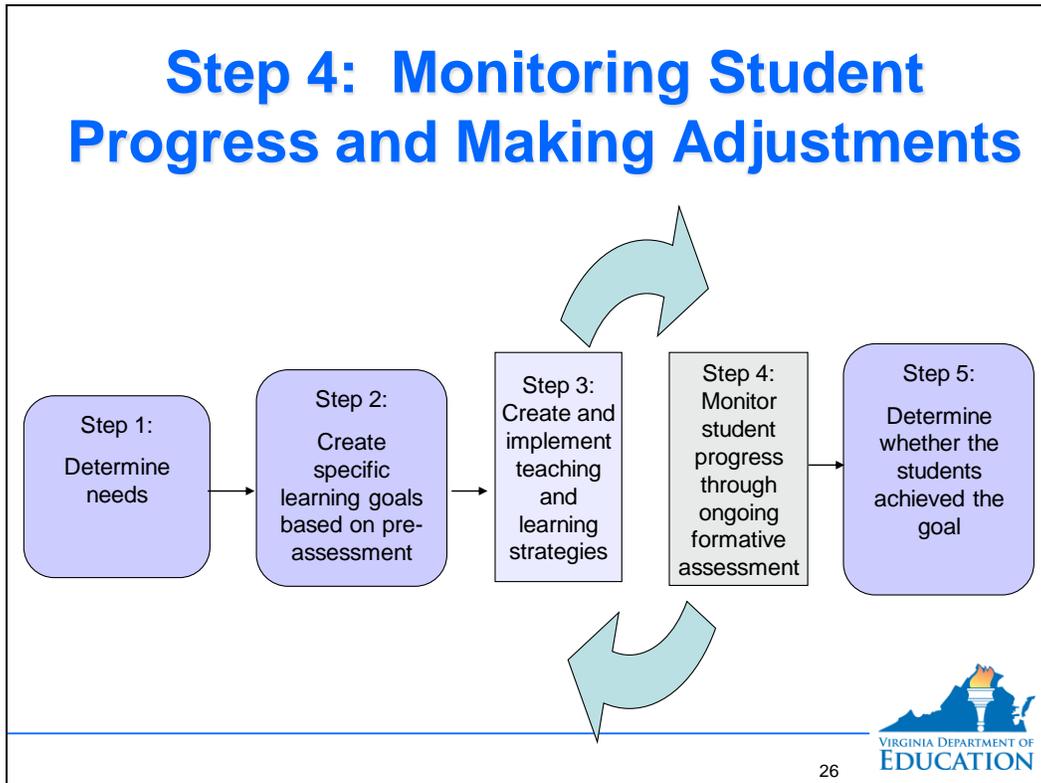
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This rubric provides a measure to determine whether a goal is rigorous and meets the SMART criteria.

Instruct participants to apply this rubric to Teacher H's goal. The goal meets the SMART criteria as it focuses on writing, can be measured, is appropriate, realistic, and bound to the school year.



Step 3 involves creating and implementing teaching and learning strategies to reach the goal.



- Step 4 is a critical aspect of the goal setting process: monitoring student progress and making adjustments.

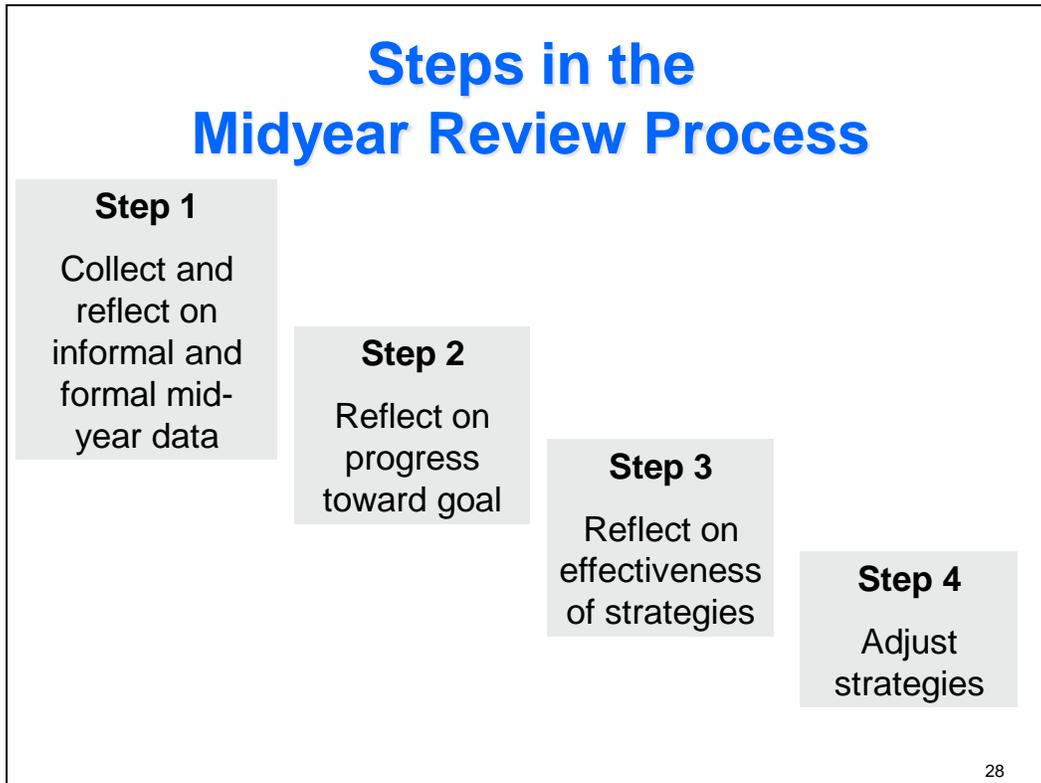
## Monitoring Student Progress

**Monitor both student progress toward goal attainment AND strategy effectiveness**

**Make adjustments to strategies as needed**



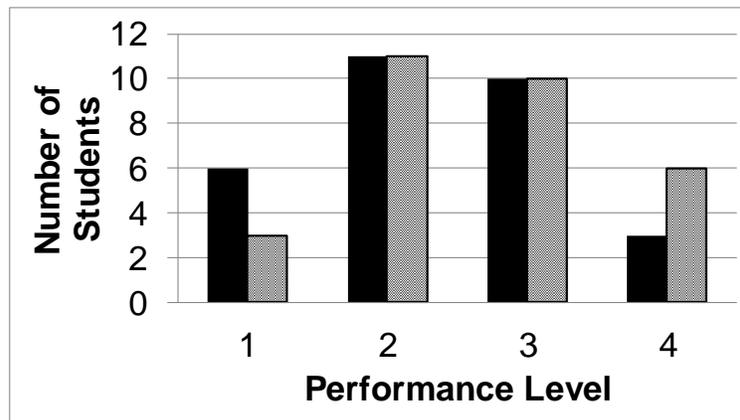
- Throughout the year the teacher monitors how students or the program is doing in relation to the goal.
- At midyear, the teacher meets colleagues and administrators to discuss goal progress and the effectiveness of strategies.
- The teacher can use both formal and informal data to report at midyear.
- The teacher may decide, based on the evidence, that the strategies are not working and thus changes the strategies.



There are essentially four steps in the midyear review process.

- Step 1 – Collect and reflect on informal and formal midyear data. This step involves examining data related to how well the learner/program is doing and whether strategies are working. The data can be formal or informal. We will discuss the types of data you could use in the midyear review on our next slide.
- Step 2 – Reflect on progress toward goal. This step involves reflecting on how the students are or the program is doing. This reflection may be based on either formal or informal data.
- Step 3 – Reflect on effectiveness of strategies. This step involves reflecting on how well the strategies are working. This reflection may also be based on either formal or informal data.
- Step 4 – Adjust strategies. This step involves adjustment of strategies, if needed. If strategies are working well then adjustments may not be necessary.

## Baseline Data and Midyear Data



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- Review midyear data – how are students performing?
- Teacher H administered a writing prompt at midyear and used a four-point writing rubric to assess student work.
- Three students have moved out of Level 1 and Level 4 has increased by 6 students. There is movement of students from Level 2 to Level 3 and from Level 3 to Level 4.

## Teacher's Midyear Reflection on Strategies -Teacher H

<b>Strategy</b>	<b>Progress</b>
Use modified pacing to attend to student needs.	Changed instruction to address student deficiencies in writing.
Use frequent formative assessment with students to provide feedback and modify instruction.	Used frequent formative assessments for writing skills; used formative assessments to address student deficiencies. Assessments indicate that a majority of students continue to have deficiencies in one or more areas.
Incorporate focused instruction in key content areas as prescribed by the State Standards of Learning.	Developed mini-targeted lessons to address specific writing skills with students.

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Teacher H reflects on the various strategies he developed at the beginning of the year. Points from his reflection include:

- He changed instruction to address student needs.
- He used formative assessments to monitor student progress and to adjust instruction.
- A majority of students continue to struggle in one or more areas.

Note that Teacher H is using informal data such as his own observations to reflect on the strategies.

## Teacher's Midyear Reflection Continued - Teacher H

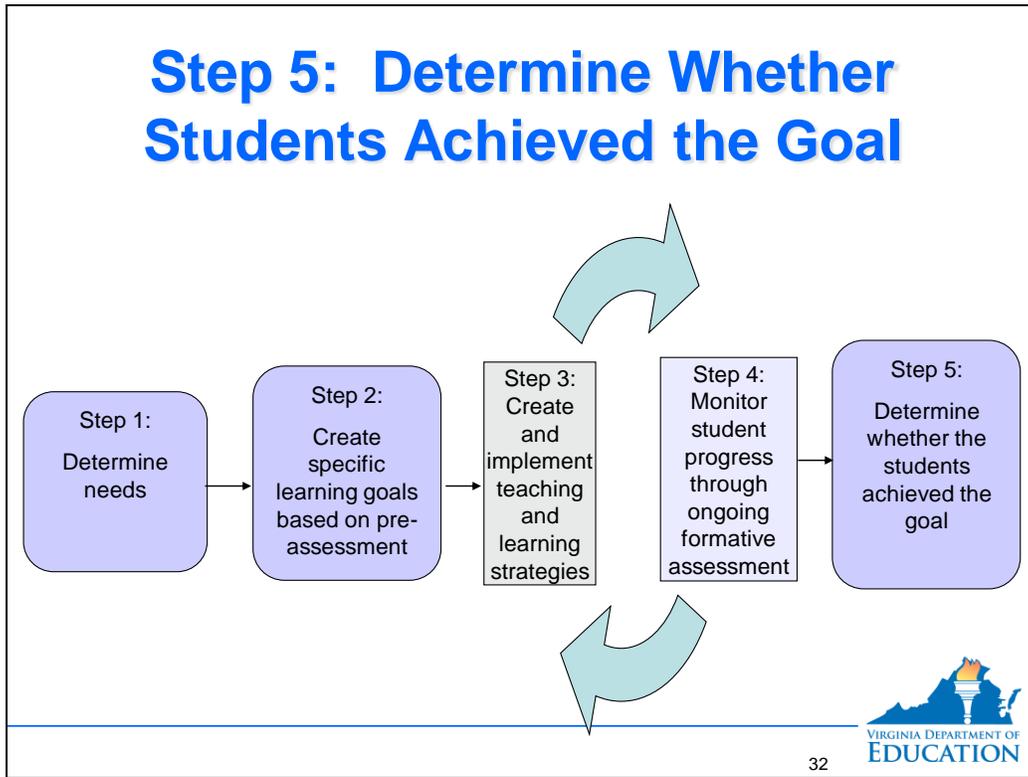
Strategy	Adjustment(s)
Use modified pacing to attend to student needs.	Continue to use modified pacing; ensure that modified pacing is based on formative assessment data.
Use frequent formative assessment with students to provide feedback and modify instruction.	Target formative assessments to focus on specific writing skills according to student deficiencies.
Incorporate focused instruction in key content areas as prescribed by the State Standards.	Differentiate instruction in key content areas using formative assessment data.
<b>Use Peer and Self-Assessment.</b>	<b>Work with students on evaluating own work and work of classmates using writing rubric; assess students' ability to apply rubric; track peer, self, and teacher ratings to determine consistency.</b>

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Teacher H reflected on the strategies. He decided, based on the formal and informal data, that he would continue with his strategies but he is changing them slightly. Teacher H is adding a strategy as he attended a workshop on peer- and self-assessment, and he feels that this would be a good strategy to use with his students. For the most part, he feels that the strategies are working and that students are making progress.

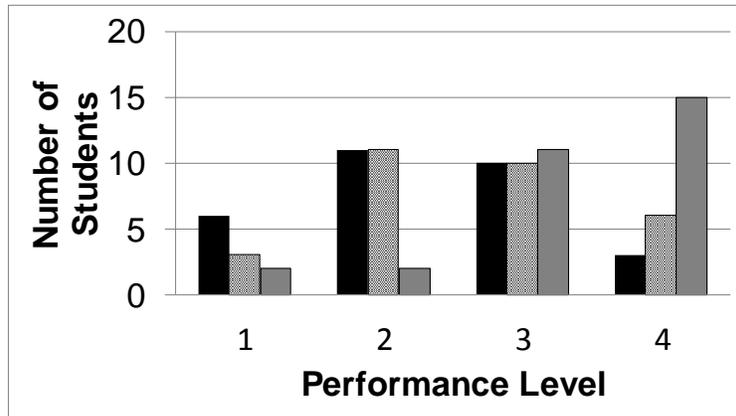
For example:

- Teacher H will continue to use formative assessments, but he will target specific writing skills and he will use this data to differentiate instruction for students with specific deficiencies.
- Teacher H has added a strategy. This strategy involves using peer and self-assessment. He feels that if students assess their own work using the rubric that they will continue to improve.



Step 5 is the final aspect of the process in which the teacher determines whether the students have achieved the goal.

## Baseline Data, Midyear Data, and End of Year Data



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- Review end of year data. How did students perform?
- Teacher H administered a writing prompt at the end of the year and used a four-point writing rubric to assess student work.
- In reviewing the chart, students performing at Levels 1 and 2 decreased while students performing at Levels 3 and 4 increased. Progress has been made.

## Summary Goal Data

	Number	Percent
Did not meet goal	5	17
Met goal	19	63
Exceeded goal	6	20

For the evaluation year 2011 – 2012 83 percent of students met or exceeded the goal



Review the summary data on Teacher H's form. Seventeen percent of students did not meet the goal, 63 percent of students met the goal, and 20 percent exceeded the goal.

## Rating Teacher Performance on Standard 7 Using Student Achievement Goal Setting

<b>Exemplary</b>	<ul style="list-style-type: none"><li>• More than 50 percent of students exceeded the goal with no more than 10 percent not meeting the goal</li></ul>
<b>Proficient</b>	<ul style="list-style-type: none"><li>• At least 80 percent of student met or exceeded the goal</li></ul>

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Review criteria for rating a teacher on Standard 7 using Student Achievement Goal Setting. These criteria are provided after Teacher H's goal form.

**Exemplary** – If more than 50 percent of students exceed the goal and no more than 10 percent of students do not meet the goal then the teacher is rated as exemplary.

**Proficient** – If at least 80 percent of students meet or exceed the goal then the teacher is rated as proficient.

## Rating Teacher Performance on Standard 7 Using Student Achievement Goal Setting

Developing/  
Needs  
Improvement

- Less than 50 percent of students failed to meet the goal and 50 percent or more met or exceeded the goal

Unacceptable

- Greater than 50 percent of students did not meet the goal

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Developing/Needs Improvement – If 50 percent or more met or exceeded the goal and less than 50 percent failed to meet the goal then the teacher is rated as developing/needs improvement.

Unacceptable – If greater than 50 percent of students do not meet the goal then the rating for student achievement goal setting is unacceptable.

### Rating Criteria for Student Achievement Goal Setting

Student Achievement Goal Setting	Performance Level Rating
<input type="checkbox"/> More than 50 percent of students exceeded the goal and no more than 10 percent failed to meet the goal	Exemplary
<input type="checkbox"/> At least 80 percent of students met or exceeded the goal (the percentage of students who exceeded + met goal $\geq$ 80 percent)	Proficient
<input type="checkbox"/> $\geq$ 50 percent of students met or exceeded the goal; AND $\leq$ 50 percent of students failed to meet the goal	Developing/needs improvement
<input type="checkbox"/> > 50 percent of students failed to meet the goal	Unacceptable

### Checklist for Using Student Achievement Goal Setting in Teacher Performance Evaluation

Question	Response (Yes/No)	Action
1. Did 50 percent or more of the students exceed the goal and no more than 10 percent fail to meet the goal?	<input type="checkbox"/> Yes	Rating=Exemplary
	<input type="checkbox"/> No	Continue
2. Add the percentage of students who met or exceeded the goal (moderate + high). Is this total 80 percent or higher?	<input type="checkbox"/> Yes	Rating=Proficient
	<input type="checkbox"/> No	Continue
3. Did more than 50 percent of the students fail to meet the goal?	<input type="checkbox"/> Yes	Rating=Unacceptable
	<input type="checkbox"/> No	Rating=Developing/Needs Improvement

## Calculating Rating: Teacher H

Question	Response (Yes/No)	Action
1. Did 50 percent or more of the students exceed the goal AND no more than 10 percent fail to meet the goal? <b>20 percent exceeded goal and 17 percent did not meet the goal</b>	<input type="checkbox"/> Yes	<b>Rating=Exemplary</b>
	<input checked="" type="checkbox"/> No	Continue
2. Add the percentage of students who exceeded or met the goal (meet + exceed). Is this total 80 percent or higher? <b>20 percent + 63 percent = 83 percent</b>	<input checked="" type="checkbox"/> Yes	<b>Rating=Proficient</b>
	<input type="checkbox"/> No	Continue
3. Do more than 50 percent of the students fail to meet the goal?	<input type="checkbox"/> Yes	<b>Rating=Unacceptable</b>
	<input type="checkbox"/> No	Continue

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Refer participants to the “Checklist for Using Student Achievement Goal Setting in Teacher Performance Evaluation” in their packet. In groups, have them apply the checklist to Teacher H’s summary goal setting data. In applying the criteria, the rating on goal setting for Teacher H would be “Proficient” as 83 percent met or exceeded the goal.

## Goal Setting Focus

Teachers of Students with  
Disabilities and English  
Language Learners

## Goal-Setting for Teachers of Students with Disabilities: Considerations

- **Does the special education teacher collaborate with a general education teacher?**
- **Will assessments be specific to special education purposes or the same as the general education assessments?**
- **Can class or ability-level goals be set, or do goals need to be individualized?**
- **Can IEP goals be used?**



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For goal setting and teachers who work with special populations of students, there are four questions that can be asked:

- Does the special education teacher collaborate with a general education teacher?
- Will assessments be specific to special education purposes or the same as the general education assessments?
- Can class or ability-level goals be set, or do goals need to be individualized?
- Can IEP goals be used?

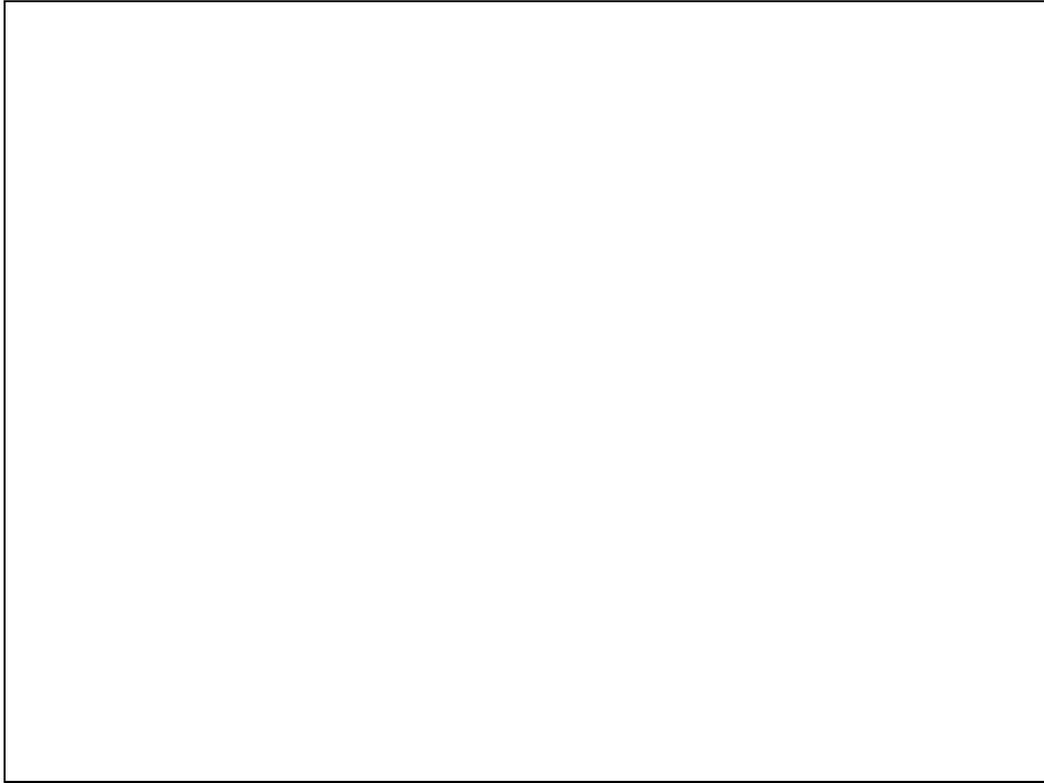
## **Example Goal for Teachers of Students with Disabilities in a Collaborative Setting**

**During the 2012-2013 school year, each of my sixth-grade students will improve in reading as measured by an online reading assessment. Those with baseline scores at third grade and below will improve at least 1.5 grade levels; those with baseline scores at fourth- or fifth- grade will improve at least 1.2 grade levels.**

(Note: Goals need to align with the Present Level of Performance within students' Individual Education Plans.)



This is a sample goal for a collaborative special education teacher who works with a group of sixth-grade students.



Explain that depending on IEPs and learning considerations, special education teachers might have to develop individual goals for students. At the end of the year, teachers would still be evaluated based on how many of the students met the goals, but it might not be appropriate to write class or even ability-group goals. Teachers of students with disabilities need to look closely at each student's IEP goals and set student achievement goals using IEP goal language as appropriate. IEP goals may be incorporated into student achievement goal setting.

Note: PP = pre-primer, P = primer, K = kindergarten, 1 = first-grade, 2 = second-grade, and 3 = third-grade

## Goal Setting for Teachers of English Language Learners (ELL) Students: Considerations



For goal setting and teachers who work with English Language Learners, there are four questions that can be asked:

- What level are the students with whom the teacher works?
- Will assessments be specific to ELL purposes or the same as the general education assessments?
- Can class or ability-level goals be set, or do goals need to be individualized?
- Do any students have special learning challenges beyond ELL?

## Example ELL Goal

**For the 2012-2013 school year, 100 percent of my seventh-grade students will make measurable progress in vocabulary and reading comprehension as measured by the reading assessment. Those students reading at a fourth-grade level and below will increase reading by at least two grade levels; those reading at fifth-grade or sixth-grade will increase at least 1.5 grade levels.**



Explain that ELL, like students with disabilities, might require goals with more flexibility. In this case, the teacher is using the same assessment as might be used in a special education or general education classroom.

## Example ELL Goal



The ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) addresses the core WIDA standards which seek to help students develop language not only socially but also academic language. In some cases, assessments such as ACCESS designed for the specific sub-group will be more useful in measuring student progress than general assessments.

## What Does Research Say about Goal Setting for Student Achievement?

- ✓ **Linked to mastery learning**
  - 1 standard deviation higher on average compared with conventional instruction (Bloom, 1984)
  - Includes formative assessments, frequent corrective feedback
- ✓ **Linked to enhancing prerequisite cognitive skills**
  - .7 standard deviation higher on average compared with conventional instruction (Walberg, 1984)
  - Includes initial skills assessment and teaching prerequisite skills that are lacking
- ✓ **Linked to assessment for learning**
  - Formative assessment in the classroom can result in increases in student learning up to two grade levels (Assessment Reform Group, 2000)
- ✓ **Linked to standards-based performance assessment**
  - Schools in Loveland, Colorado, were among highest percentage increase in student performance after implementing standards-based performance assessment (Stronge & Tucker, 2000).
- ✓ **Linked to standards-based instruction**
  - 18-41 percentage point gains when teachers set and communicate clear goals for learning (Marzano, Pickering, & Pollock, 2001)
- ✓ **Linked to data-based decision-making**
  - School districts that show multiple (i.e., 3 or more) years of improvement use data to make decisions and encourage teachers to use student learning data to make instructional decision (Cawelti, 2004; Langer & Colton, 2005; Togneri & Anderson, 2003).



Research indicates that academic goal setting is a useful tool for learner and program progress. Student achievement goal setting is linked to:

- Mastery learning
- Enhancing prerequisite skills
- Assessment for learning
- Standards-based performance assessment
- Standards-based instruction
- Data-based decision making
- Progress monitoring

## Thinking about Goal-Setting...

**What are the  
benefits?**

**What are the  
challenges?**



Have participants work together in pairs or small groups to answer both questions. Afterwards, share the answers to each as a whole group. Acknowledge the challenges, but make note of the number of benefits that come with it, too.

## Common Challenges

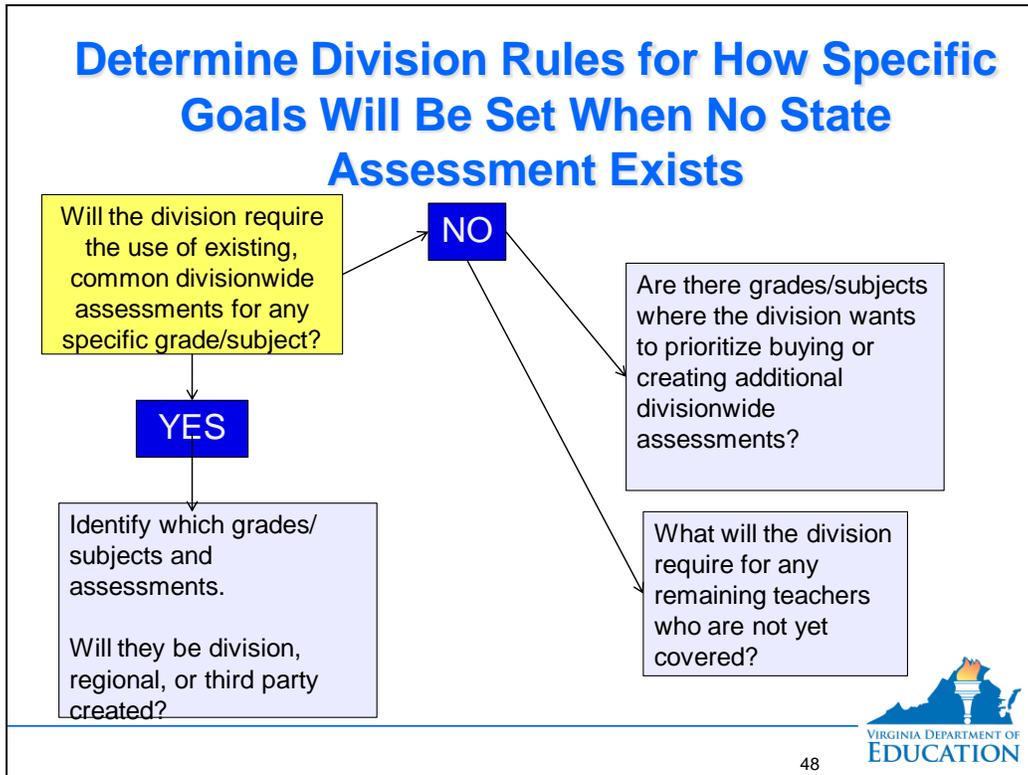
1. **Data access and analysis**
  - Robustness of data system
  - Teacher and administrator skills
2. **Sufficient and appropriate assessments**
3. **Writing SMART goals**
4. **Clarifying the acceptable amount of progress**
5. **Developing research-based instructional strategies**
  - See Marzano et al., Schmoker, Collins, Blankstein, Fullan, etc., etc....



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Common challenges seen in student achievement goal setting:

- Data access and analysis
  - School divisions have varying capabilities in terms of accessing data through a central data system.
  - Teachers and administrators need training in accessing and analyzing data.
- Sufficient and appropriate assessments
  - School divisions will need to conduct a gap analysis of assessments that are available in their school divisions and areas in which they do not have assessments available. This issue will be addressed in our next slide.
- Writing SMART goals
  - Teachers will need training in writing SMART goals. One practice in writing goals is to write goals in teams so that a peer review process can take place prior to goal submission to the administrator.
- Clarifying the acceptable amount of progress
  - Teachers and administrators should come to agreement as to the amount of progress that reflects an acceptable and appropriate amount of progress. The expectation is that students will grow by at least one year.
- Developing instructionally-based strategies
  - Strategies are the means for attaining the goal. Strategies are a critical part of the process and should be based on what works in improving student learning.



One challenge in setting student achievement goals is that in some subjects an appropriate measure of student academic progress may not be available.

First, the school division should conduct a gap analysis of assessments that are currently used in the division that meet criteria for measuring student academic progress. The school division may require the use of common divisionwide assessments. If so, they need to be identified. If the division is not going to require the use of existing, common divisionwide assessments, then the division will need to inquire as to whether the division will want to buy or create divisionwide assessments. If not, what assessments will be used for any remaining teachers. Direct participants to the activity “Guidelines for Assessment Use in Student Achievement Goal Setting.” This activity may be conducted at the school division to identify gaps.

## Determine Division Rules for How Specific Goals Will Be Set When No State Assessment Exists

### Keep In Mind

- Divisions may wish to collaborate to create common assessments to increase coverage.
- Divisions are encouraged to increase the number of high-quality assessments that are utilized across grades/subjects within their division.
- Division or regionally-developed assessments are encouraged.
- Teacher-made assessments can be used as divisions develop common assessments; divisions should monitor for validity and reliability.

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### Keep in Mind:

- Divisions may wish to collaborate to create common assessments to increase coverage.
- Divisions are encouraged to increase the number of high-quality assessments that are utilized across grades/subjects within their division.
- Division or regionally-developed assessments are encouraged.
- Teacher-made assessments can be used as divisions develop common assessments; divisions should monitor for validity and reliability. When teacher-made assessments are necessary for determining baseline data and end-of-year data, they should be created with a group of subject-matter experts who come to consensus on the content of the assessments. For example, a group of teachers endorsed in history/social sciences may create a pre- and post-assessment for the division's government course.

Direct participants to the listing of possible assessments that may be used in student achievement goal setting.

## Guidelines for Assessment Use in Student Achievement Goal Setting

Student achievement goal setting is a process in which teachers assess students at the beginning of the year, set learning goals, monitor student progress, and then assess at the end of the year to determine the degree to which students mastered the intended knowledge and skills in the curriculum. The process is predicated on the use of assessments that yield valid and reliable information about student learning. The guidelines<sup>1</sup> below provide criteria for selecting and using assessments for the goal setting process.

1. *The assessment must offer ways to pre-assess and post-assess students' knowledge and skills.* The heart of student achievement goal setting is monitoring student learning and assessing the gains that students have made at the end of some period of time. Therefore, student growth must be documented through a pre-test and a post-test of student learning.
2. *The assessment must be cumulative in nature.* This guideline directly relates to the previous guideline but it is important to make a special note here. Any assessment used for goal setting should measure the accumulation of knowledge and skills in order to measure growth.
3. *The assessment and the data results from the assessment must be linked back to important curricular outcomes.* The assessment must be connected back to what the teacher intends for the students to learn. Most often, these curricular aims are defined by states and further defined by local school divisions. Teachers, in turn, develop instructional objectives. The assessment must be aligned with these curricular aims at each level and the data should link back to the curricular aims. In other words, the assessment must have curricular validity.<sup>2</sup>
4. *Post-assessment data must be available by the end of the time period for goal setting.* In order to determine goal attainment within the time period specified in the goal, the teacher or educational specialist must have access to post-assessment data. Too often state or division-level high stakes test results are not available on a timely basis (i.e., by the end of the school year). Therefore, although the teacher and the entire school may work toward and be held accountable for performance on these end-of-course tests, the use of these tests as the sole measure for student achievement goal setting simply is not practical or desirable.

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<sup>1</sup> Stronge, J.H., & Grant, L.W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education.

<sup>2</sup> Gareis, C.R., & Grant, L.W. (2008). *Teacher-made assessments: How to connect curriculum, instruction, and student learning*. Larchmont, NY: Eye on Education.

## Possible Assessment Measures for Use in Student Achievement Goal Setting Elementary Level

**Directions:** Use the *Guidelines for Assessment Use in Student Achievement Goal Setting*, list the assessments available in your school division that meet the criteria. Then, discuss and list other possible assessments to consider/explore.

Subject/ Content Area	Existing Assessments that Meet the Criteria	Other Possible Assessments to Consider/Explore
Mathematics		
English		
Science		
Social Studies		
Art		
Music		
Health/Physical Education		
Students with Disabilities		
English Language Learners		
Students Identified as Gifted		

## Possible Assessment Measures for Use in Student Achievement Goal Setting Middle School Level

**Directions:** Use the *Guidelines for Assessment Use in Student Achievement Goal Setting*, list the assessments available in your school division that meet the criteria. Then, discuss and list other possible assessments to consider/explore.

Subject/ Content Area	Existing Assessments that Meet the Criteria	Other Possible Assessments to Consider/Explore
Mathematics		
English		
Science		
Social Studies		
Art		
Music		
Health/Physical Education		
Students with Disabilities		
English Language Learners		
Students Identified as Gifted		

## Possible Assessment Measures for Use in Student Achievement Goal Setting High School Level

**Directions:** Use the *Guidelines for Assessment Use in Student Achievement Goal Setting*, list the assessments available in your school division that meet the criteria. Then, discuss and list other possible assessments to consider/explore.

Subject/ Content Area	Existing Assessments that Meet the Criteria	Other Possible Assessments to Consider/Explore
Mathematics		
English		
Science		
Social Studies		
Art		
Music		
Health/Physical Education		
Students with Disabilities		
Career and Technical Education		
English Language Learners		
Students Identified as Gifted		

## Possible Appropriate Assessments by Subjects and Grade Levels

<b>ENGLISH</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Students with Disabilities</b>	<b>English Language Learners</b>
Advanced Placement (AP) Exam			X	X	X
Benchmark Tests	X	X	X	X	X
Diagnostic Spelling Assessments	X	X		X	X
International Baccalaureate (IB) Exam			X		
Performance Assessments	X	X	X	X	X
Phonological Awareness Literacy Screening (PALS)	X			X	X
Publisher Pre- and Post-Tests	X	X	X	X	X
SOL Released Tests	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X
Writing Prompts	X	X	X	X	X
<b>MATHEMATICS</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Students with Disabilities</b>	<b>English Language Learners</b>
Advanced Placement (AP) Exam			X	X	X
Algebra Readiness Diagnostic Test (ARDT)	X	X		X	X
Benchmark Tests	X	X	X	X	X
International Baccalaureate (IB) Exam			X	X	X
Publisher Pre- and Post-Tests	X	X	X	X	X
SOL Released Tests	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X
<b>SCIENCE</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Students with Disabilities</b>	<b>English Language Learners</b>
Advanced Placement (AP) Exam			X	X	X
Benchmark Tests	X	X	X	X	X
International Baccalaureate (IB) Exam			X	X	X
Performance Assessments	X	X	X	X	X
Publisher Pre- and Post-Tests	X	X	X	X	X
SOL Released Tests	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X

<b>SOCIAL STUDIES</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Students with Disabilities</b>	<b>English Language Learners</b>
Advanced Placement (AP) Exam			X	X	X
Benchmark Tests	X	X	X	X	X
International Baccalaureate (IB) Exam			X	X	X
Performance Assessments	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X
Publisher Pre- and Post-Tests	X	X	X	X	X
SOL Released Tests	X	X	X	X	X
<b>SPECIAL EDUCATION</b>					
IEP Goals	X	X	X	X	
Virginia Modified Achievement Standards Test (VMAST)	X	X	X	X	
<b>ART</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Students with Disabilities</b>	<b>English Language Learners</b>
Advanced Placement Test			X	X	X
Benchmark Tests	X	X	X	X	X
Performance Assessments	X	X	X	X	X
Skills Checklist	X	X	X	X	X
Student Shows	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X
<b>MUSIC</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Students with Disabilities</b>	<b>English Language Learners</b>
Benchmark Tests	X	X	X	X	X
Performance Assessments	X	X	X	X	X
Skills Checklist	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X
<b>HEALTH/PHYSICAL EDUCATION</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Students with Disabilities</b>	<b>English Language Learners</b>
Benchmark Tests	X	X	X	X	X
Performance Assessments	X	X	X	X	X
Skills Checklist	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X

<b>TECHNICAL EDUCATION</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Students with Disabilities</b>	<b>English Language Learners</b>
Benchmark Tests		X	X	X	X
Performance Assessments		X	X	X	X
Skills Checklist		X	X	X	X
Teacher Developed Pre- and Post-Tests		X	X	X	X
Technical Certification			X	X	X
<b>FOREIGN LANGUAGE</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Students with Disabilities</b>	<b>English Language Learners</b>
Advanced Placement Test			X	X	X
Benchmark Tests		X	X	X	X
Performance Assessments		X	X	X	X
Publisher Pre- and Post-Tests		X	X	X	X
Skills Checklist		X	X	X	X
Teacher Developed Pre- and Post-Tests		X	X	X	X

## Where Do We Go Next?

### Rubrics for Implementation

May 2012

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Have participants look at the rubrics for implementation. They should start first with the pre-implementation rubric and do an assessment of where their division currently is, and then determine the next steps needed to move themselves forward. Some divisions may be ready for the During Implementation Rubric.

## SMART Goal Worksheet

<b>S</b>	Is the goal focused as to content area and students' needs?	<input type="checkbox"/> Yes, continue. <input type="checkbox"/> No. Clarify the elements.
<b>M</b>	Is the instrument you will use to pre-assess and measure student achievement of the goal identified?	<input type="checkbox"/> Yes, continue. <input type="checkbox"/> No. Identify the specific instrument.
<b>A</b>	Is the objective age and learning outcome appropriate to the student achievement goal?	<input type="checkbox"/> Yes, continue <input type="checkbox"/> No. Make needed adjustments.
<b>R</b>	Is the goal realistic in terms of achievement?	<input type="checkbox"/> Yes, continue. <input type="checkbox"/> No. Make needed adjustments.
<b>T</b>	What is the time frame to conduct the assessment of student progress?	<input type="checkbox"/> Yes, continue. <input type="checkbox"/> No. Identify your time frame for assessing progress.
<b>Rigor</b>	Is the goal at the appropriate level of rigor to demonstrate student mastery of the learning objective?	<input type="checkbox"/> Yes, you are finished. <input type="checkbox"/> No. What is needed to achieve the appropriate level of rigor?

# Goal Setting Implementation Rubric

## Before Implementation

		<b>Highly Effective</b> <b>In addition to the</b> <b>effective rating,</b> <b>...</b>	<b>Effective</b>	<b>Developing</b>	<b>Basic</b>
<b>Technical</b>	<b>Assessments</b>	We have assessments that can assess student progress in both content AND skill application.	We have a variety of valid and reliable <sup>3</sup> assessments that measure student progress for each teacher's subject area.	We have a limited number of valid and reliable assessments that measure student progress for each teacher's subject area.	We have few or no valid and reliable assessments that measure student progress for each teacher's subject area.
	<b>Alignment</b>	We have created assessments we believe to be valid and reliable and thoroughly aligned to our state and division curriculum.	Our assessments align directly to our state and division curriculum.	Our assessments are mostly aligned with our state and division curriculum.	Our assessments only marginally align with our state and division curriculum.
<b>Personal</b>	<b>Training</b>	Key staff members can serve as trainers for others new to the process.	All necessary staff members have attended training on goal-setting.	Key leadership personnel have attended the training on goal-setting.	Few personnel have attended the training on goal setting.
<b>Organizational</b>	<b>Supports</b>	Staff members have a clear way to express concerns and questions that can be shared with the staff overall when necessary.	Staff members are organized into collaborative groups to support one another through the process.	Staff members have loosely organized themselves into collaborative groups to support one another through the goal-setting process.	Staff members are not organized into collaborative groups.

<sup>3</sup> An assessment that has a high degree of validity measures the content and skills that the assessment intends to assess. In addition, the assessment should be aligned to the Virginia Standards of Learning for the specific subject/grade level. An assessment with a high degree of reliability is an assessment that reduces error in an assessment. Standardized assessments have higher degrees of validity and reliability due to procedures in developing the assessment and field-testing items. Validity and reliability of division-created or teacher-created assessments can be addressed by having teachers who are content experts and who are trained in assessment develop assessments for use across the school division.

		<b>Highly Effective</b> In addition to the effective rating, ...	<b>Effective</b>	<b>Developing</b>	<b>Basic</b>
	<b>Structures</b>	Staff members have a forum to meet collectively to discuss the process, including questions, concerns, and successes.	Staff members have the resources they need to engage in effective goal-setting, such as common planning times or access to curriculum experts.	Staff members have limited resources to engage in effective goal-setting or access to curriculum experts.	Staff members do not have the resources they need to engage in effective goal-setting.

# Goal Setting Implementation Rubric

## During Implementation

	<b>Highly Effective</b>	<b>Effective</b>	<b>Emerging</b>	<b>Basic</b>
<b>Step 1: Determining Needs</b>	In addition to the Effective definition, a wide variety of school-collected data are also considered.	A variety of division or state supplied data are used to determine a critical area of focus that is neither too broad nor too narrow.	A limited amount of division or state-supplied data are used to determine a critical area of focus that may be either too broad or too narrow.	Narrow selections of data are used to determine an area of focus that is overly broad or narrow.
<b>Step 2: Creating goals</b>	In addition to the Effective definition, teachers collaborate together to create goals that are both specific to the individual learning needs but similar enough to allow year-long collaboration.	Teachers create goals that are based on student progress, meet the SMART criteria, and are rigorous for the students in individual learning needs in their classrooms.	Teachers create goals that are based mostly on student progress, meet most of the SMART criteria, and make an attempt at rigor, though they may not consider individual learning needs in their classroom.	Teachers create goals that not based on achievement, do not use the SMART criteria, and/or are not rigorous enough for the individual learning needs in their classroom.
<b>Step 3: Instructional Strategies</b>	In addition to the Effective definition, the chosen instructional strategies should target the widest variety of students in a way that differentiates for learning needs.	Teachers choose between 2 and 4 initial instructional strategies based on best practices that are tightly aligned with the assessment and goal.	Teachers choose between two and four initial instructional strategies, most of which are based on best practices and tightly aligned with the assessment and goal.	Teachers choose an inappropriate number of instructional strategies, do not base their strategies on best practice, or choose strategies that are not tightly aligned with the assessment or goal.
<b>Step 4: Monitoring</b>	In addition to the Effective definition, teachers administer brief formative assessments throughout the year that are aligned with the assessment and goals to modify instruction as appropriate the entire year.	Teachers use a mid-year assessment that mirrors the pre- and post-assessment to modify instructional strategies for the whole class or individual students.	Teachers conduct a mid-year assessment that mirrors the pre- and post-assessment, but modifications to instructional strategies are limited.	Teachers conduct few formative assessments throughout the year, and/or do not use assessments to make instructional modifications to instructional strategies.
<b>Step 5: Evaluating</b>	In addition to the Effective definition, teachers share the reflection and collaborate with others to increase teaching effectiveness for upcoming teaching assignments.	Teachers engage in self-reflection to actively evaluate their students' progress, acknowledge the connection between teaching and learning, and use that reflection to make instructional decisions for upcoming teaching assignments.	Teachers engage in limited self-reflection while still acknowledging the connection between teaching and learning; teachers may or may not use the reflection to make instructional decisions for upcoming teaching assignments.	Teachers engage in little or no self-reflection, do not acknowledge the connection between teaching and learning, and/or do not use the reflection to make instructional decisions for upcoming teaching assignments.

## Setting student achievement goals...

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

The intent of student achievement goal setting is to:

- make explicit the connection between teaching and learning;
- make instructional decisions based upon student data;
- provide a tool for school improvement;
- increase the effectiveness of instruction via continuous professional growth;
- focus attention on student results; and ultimately
- increase student achievement.

# Student Growth Percentile Model

**What should we know when including student growth percentiles\* in a teacher's performance evaluation?**

Note: Portions of SGP slides developed by Dr. Deborah Jonas, Virginia Department of Education

\*More information about SGP in Virginia, including professional development modules focused on helping educators understand SGP and its use in school improvement is available at:

[http://www.doe.virginia.gov/testing/scoring/student\\_growth\\_percentiles/index.shtml](http://www.doe.virginia.gov/testing/scoring/student_growth_percentiles/index.shtml).

August 2012



Our first question focuses on:

What should we know when including student growth percentiles in a teacher's performance evaluation?

## **Student Growth Percentile Model Question Answered**

**How much did Miguel improve from sixth-grade to seventh-grade relative to his academic peers (students with the same score in sixth-grade or similar achievement histories)?**



SGP Data essentially answer the question:

How much did Miguel improve from sixth-grade to seventh-grade relative to his academic peers (students with the same score in sixth-grade or similar achievement histories)? It is a relative measure of student progress.

## Student Growth Percentile Characteristics

**Percentiles express the percentage of cases that fall below a certain score**

- SGP's are reported between 1 and 99.
- Higher numbers represent higher growth and lower numbers represent lower growth.

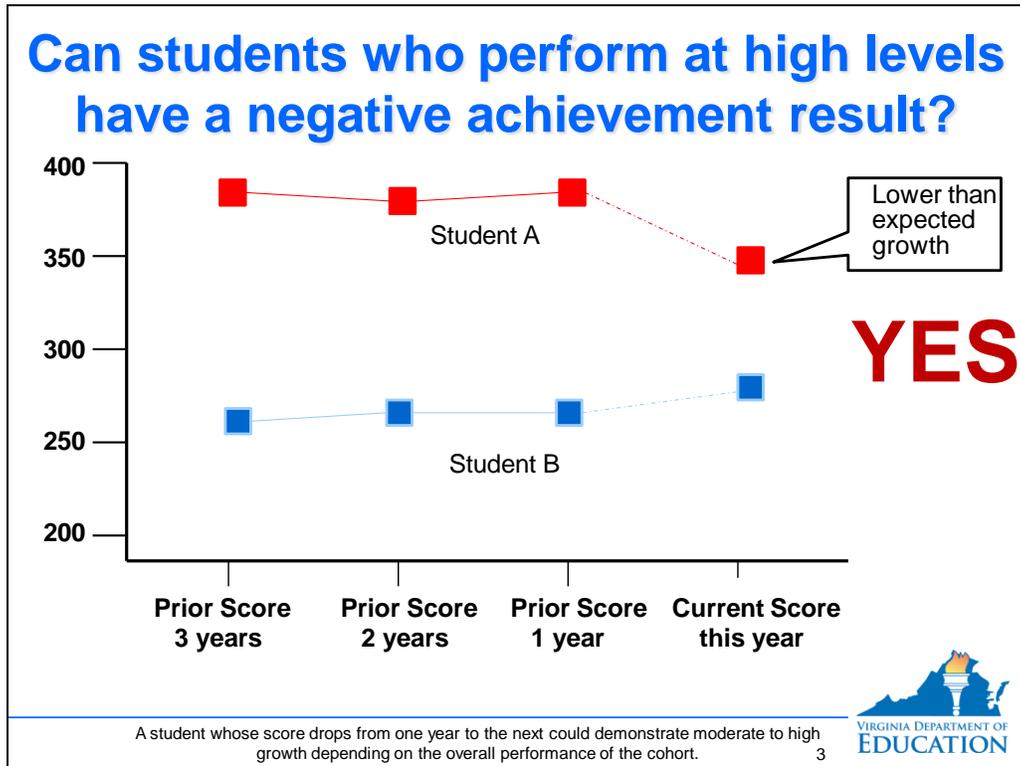
**Uncorrelated with prior achievement**

- Low achieving students can show high growth
- High achieving students can show low growth



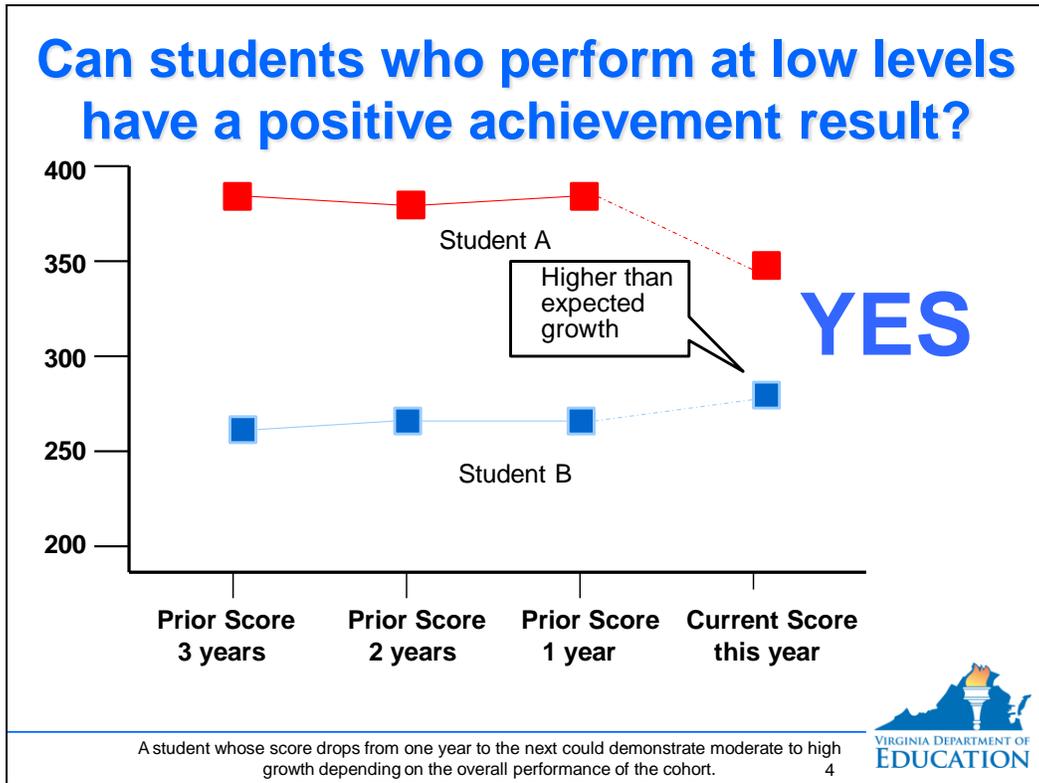
Percentiles express the percentage of cases that fall below a certain score. SGP's are reported between 1 and 99. Higher numbers represent higher growth and lower numbers represent lower growth.

Student growth percentiles are uncorrelated with prior achievement. Low achieving students can show high growth and high achieving students can show low growth.



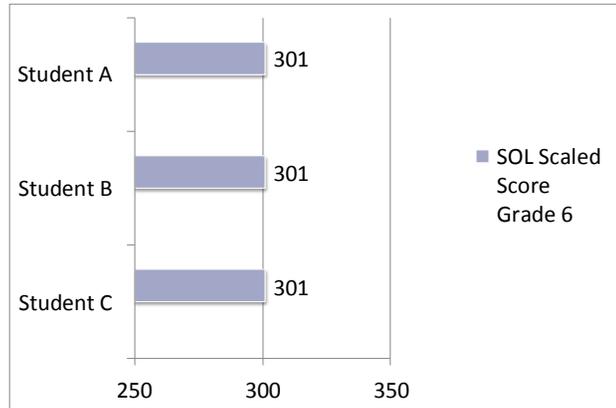
This slide demonstrates that students that have higher achievement, may actually have lower growth.

When we look at where each child previously scored, and what their trajectories were, we see that although Student A had a higher absolute score than Student B, others in the state with similar academic history performed better.

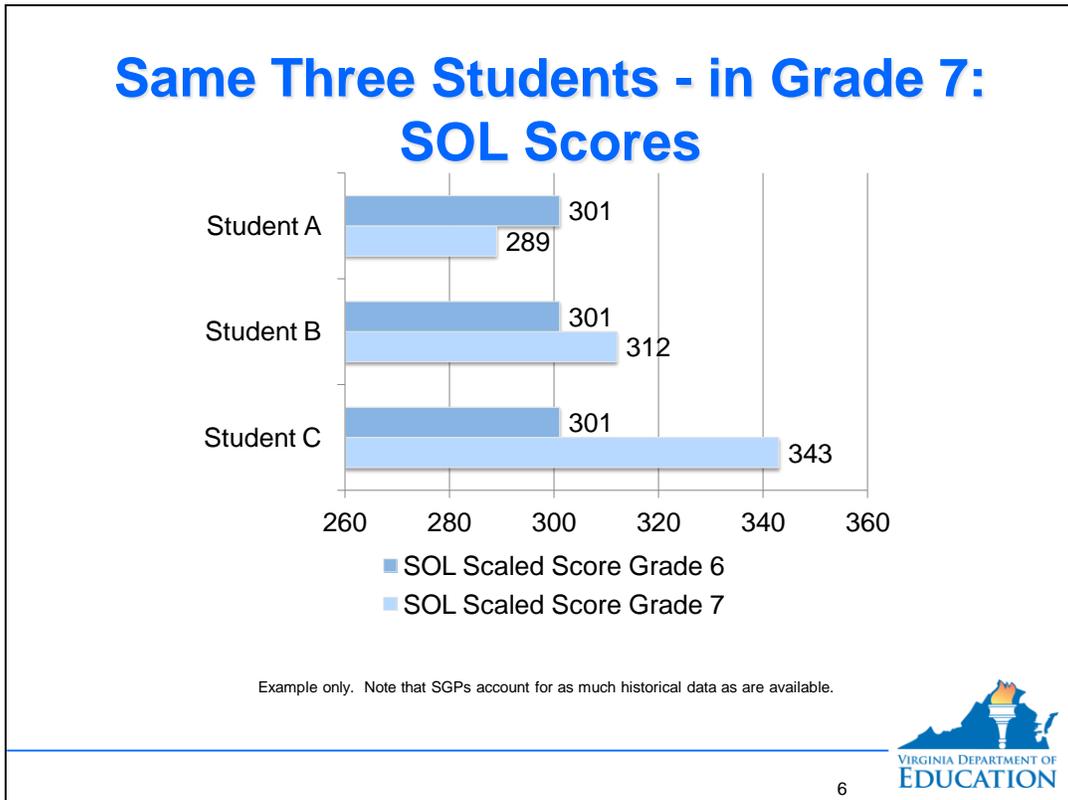


And at the same time, Student B scored about 18 points higher than he typically had. Student B is at a lower absolute achievement level as measured by the Standards of Learning test, but showed growth.

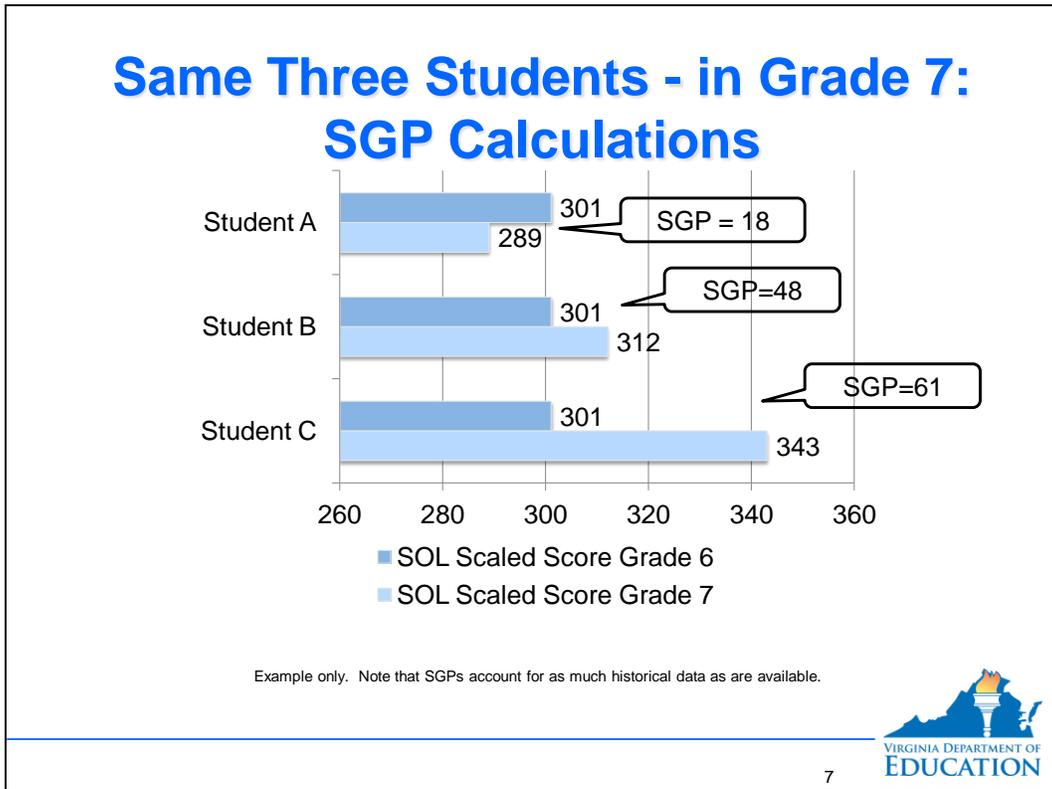
## Three Students with the Same SOL Scaled Scores on Grade 6 Reading



This slide shows the scaled scores for three students who took the Grade 6 Reading Standards of Learning test. Notice that each student scored at 301. Therefore, they become a cohort by which to compare Grade 7 performance and calculate the Student Growth Percentile.



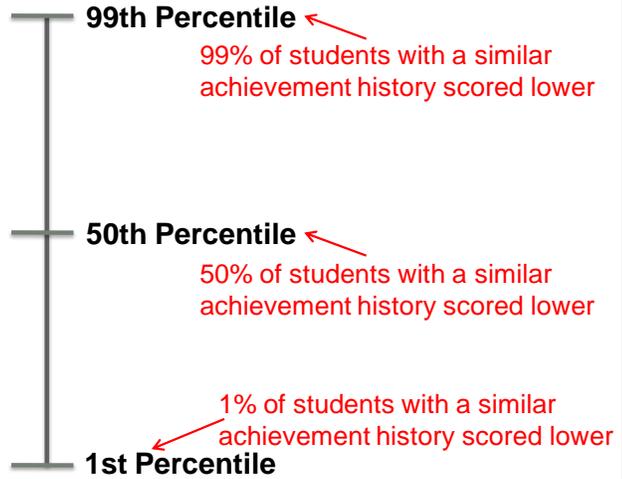
This slide shows the scaled scores for the three students who took the test in Grade 6 and then in Grade 7. Notice that Student A performed lower than Students B and C. Conversely, Student C performed higher than Students A and B.



Student growth percentiles are calculated based on a cohort of students who performed at the same scaled score in Grade 6. Note that Student A has an SGP of 18, Student B an SGP of 48, and Student C an SGP of 61. Student Growth Percentiles are a statistical calculation and are not calculated by simply subtracting one year's score from another.

## What Do Percentiles Mean?

Percentiles express the percentage of cases that fall below a certain score



**A Student Growth Percentile Compares the Student’s Current SOL Score with the Scores of Students throughout the State with Similar Score Histories.**

Six students across Virginia	Grade 3 mathematics SOL scaled score	Grade 4 mathematics SOL scaled score	Grade 4 mathematics Student Growth Percentile
A	400	318	16
B	400	400	28
C	400	400	28
D	400	434	49
E	400	482	64
F	400	530	89



A Student Growth Percentile compares the student’s current SOL score with the scores of students throughout the state with similar score histories.

## Student Growth Percentile Levels

To help interpret Student Growth Percentiles, Virginia Department of Education established categorical growth levels of low, moderate, and high. These data will be reported with the growth data for your division or school.

Low growth: represents students with SGPs of 1 to 34.

Moderate growth: includes students with SGPs of 35 to 65.

High growth: represents students with SGPs of 66 to 99.

Reproduced from VDOE's professional development on student growth percentiles, slide 6, [http://www.doe.virginia.gov/testing/scoring/student\\_growth\\_percentiles/index.shtml#profdev](http://www.doe.virginia.gov/testing/scoring/student_growth_percentiles/index.shtml#profdev).

  
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To help interpret Student Growth Percentiles, Virginia Department of Education established categorical growth levels of low, moderate, and high. These data will be reported with the growth data for your division or school.

Low growth represents students with SGPs of 1 to 34.

Moderate growth includes students with SGPs of 35 to 65.

High growth represents students with SGPs of 66 to 99.

## Steps for Using SGP Data in Performance Evaluation

1. Prepare and summarize data to show number and percent of students demonstrating low, moderate, and high growth, and students with missing data.
2. Determine whether you have sufficient data to use SGP in evaluation.
3. Determine information gained, including SGP contribution to annual performance rating, suggestions for professional development, and student learning needs.



There are several steps for using SGP data in performance evaluation. Prepare and summarize data to show the number and percent of students demonstrating low, moderate, and high growth, and students with missing data. Determine whether or not there is sufficient data to use SGP in evaluation. Determine information gained to include SGP contribution to annual performance ratings, professional development suggestions, and student learning needs.

## Prepare and Summarize SGP Data

- **Acquire SGP data for each teacher linked to student Standards of Learning (SOL) reading and mathematics data in grades four through eight and Algebra I.**
  - Reports are available in VDOE's Single Sign-On for Web Systems (SSWS) tool.
  - Retrieve reports from the Growth Measure Reports application and view Student-level Reports by Teacher.
  - Student-level reports for each teacher may be generated beginning with the 2010-2011 school year.
- **Reports are currently available at the student level; future reports, for use in personnel records, may summarize data by teacher.**



The first step in using SGP data in performance evaluation involves preparing and summarizing the data. Acquire the SGP data for each teacher linked to student Standards of Learning reading and mathematics data in grades four through eight and Algebra 1.

## Prepare and Summarize SGP Data

- **Summarize annual data by content area and growth category. Include number (N) and percent of students taught who:**
  - Demonstrated low, moderate, or high growth; and
  - N and percent with missing data
- **Include data for two or more years separately and into a single, aggregate group.**
- **Disaggregate data into meaningful groups (e.g., by course/class or student groups) as appropriate. This step is particularly helpful for identifying educator strengths and areas for improvement.**



Summarize annual data by content area and growth category. Include data for two or more years separately and into a single, aggregate group. Disaggregate data into meaningful groups as appropriate.

## Determine Whether SGP Is Appropriate for Use in Teacher Performance Evaluation



Determine whether or not SGP is appropriate for use in teacher performance evaluation.

<b>Determine Whether SGP Is Appropriate for Use in Teacher Performance Evaluation (1)</b>		
Question	Answer	Action
<b>1. Are SGP data accurately and comprehensively linked to the correct teachers?</b>		
a. Are all students in mathematics or reading in a given year listed on each teachers SGP data report?	Yes	Proceed
	No	Correct Master Schedule Collection (MSC) data for accuracy or identify a local method to correct the data in combination with Student-Level Reports by School available in SWSS.*
b. Are the students' courses, SOL test, and performance information accurate?	Yes	Proceed
	No	Correct Master Schedule Collection (MSC) data for accuracy or identify a local method to correct the data in combination with Student-Level Reports by School available in SWSS.*
<small>*For assistance with Master Schedule Collection (MSC) or other data collections, please contact <a href="mailto:resultshelp@doe.virginia.gov">resultshelp@doe.virginia.gov</a>.</small>		

## Determine Whether SGP Is Appropriate for Use in Teacher Performance Evaluation (2)

	Yes	Proceed
<b>2. Do you have SGP data from more than one year connected to the teacher within content area (e.g., two years of mathematics data)?</b>	No	Do not use SGP data for high stakes decisions (e.g., evaluation outcome, teacher renewal/promotion/dismissal, salary increases/bonus). Information may be used to guide lower-stakes decisions that support teachers' work (e.g., professional development).



### Determine Whether SGP Is Appropriate for Use in Teacher Performance Evaluation (3)

3. Were at least 40 students taught in mathematics or in reading?	Yes	Proceed
<ul style="list-style-type: none"> <li>• This requirement may be met with data from students with or without a student growth percentile, when you use the logic model for SGP*                             <ul style="list-style-type: none"> <li>➤ 40 or more students in one year per content area (mathematics or reading)</li> <li>➤ 40 or more students over two or more years per content area (mathematics or reading).</li> </ul> </li> </ul>	No	Data should not be used for high-stakes evaluation decisions, but may be used in support of low-stakes decisions.

\*Divisions interested in using a median growth percentile for performance evaluation must use caution when there are significant percentages of missing data. Median SGP is likely to misrepresent student progress when significant amounts of data are missing. VDOE guidance suggests median growth percentile be used ONLY when 90 percent or more of the students taught have SGP data.

## Determine Whether SGP Is Appropriate for Use in Teacher Performance Evaluation

Question	Answer	Action
<b>1. Are SGP data accurately and comprehensively linked to the correction teachers?</b>		
a. Are all students in mathematics or reading in a given year listed on each teachers SGP report?	Yes	Proceed
	No	Correct Master Schedule Collection (MSC) data for accuracy or identify a local method to correct the data in combination with Student-Level Reports by School available in SWSS. <sup>4</sup>
b. Are the students' courses, SOL test, and performance information accurate?	Yes	Proceed
	No	Correct Master Schedule Collection (MSC) data for accuracy or identify a local method to correct the data in combination with Student-Level Reports by School available in SWSS.
<b>2. Do you have SGP data from more than one year connected to the content area (e.g., two years of mathematics data)?</b>		
	Yes	Proceed
	No	Do not use SGP data for high stakes decisions (e.g., evaluation outcome, teacher renewal/promotion/dismissal, salary increases/bonus). Information may be used to guide lower-stakes decisions that support teachers' work (e.g., professional development,).
<b>3. Were at least 40 students taught in mathematics or in reading?</b>		
<ul style="list-style-type: none"> <li>• This requirement may be met with data from students with or without a student growth percentile, when you use the logic model for SGP<sup>5</sup>:               <ul style="list-style-type: none"> <li>➤ 40 or more students in one year per content area (mathematics or reading)</li> <li>➤ 40 or more students over two or more years per content area (mathematics or reading).</li> </ul> </li> </ul>	Yes	Proceed
	No	Data should not be used for high-stakes evaluation decisions, but may be used in support of low-stakes decisions.

<sup>4</sup> For assistance with Master Schedule Collection (MSC) or other data collections, please contact [resultshelp@doe.virginia.gov](mailto:resultshelp@doe.virginia.gov).

<sup>5</sup> Divisions interested in using a median growth percentile for performance evaluation must use caution when there are significant percentages of missing data. Median SGP is likely to misrepresent student progress when significant amounts of data are missing. VDOE guidance suggests median growth percentile be used ONLY when 90 percent or more of the students taught have SGP data.

## Ensure that SGP Data Are Appropriate for Use in Performance Evaluation

- The answer to each of the preceding three questions must be “Yes” to use SGP data as a part of high stakes decisions.
- If the answer is “No” to any of the preceding questions, SGP should not contribute to the summative evaluation or any high stakes decision.
  - May contribute to lower-stakes decisions



Ensure that SGP data are appropriate for use in performance evaluation by asking the three preceding questions. The answer to each of the preceding three questions must be “Yes” to use SGP data as a part of high stakes decisions. If the answer is “No” to any of the preceding questions, SGP should not contribute to the summative evaluation or any high stakes decision.

<b>Checklist to Determine Whether SGP Data May Appropriately Contribute to Performance Evaluation</b>		
<b>Question</b>	<b>Answer</b>	<b>Action</b>
<b>1. Are SGP data accurately and comprehensively linked to the correct teachers?</b>		
	Yes	Proceed
a. Are all students in mathematics or reading in a given year listed on each teachers SGP report?	No	Correct Master Schedule Collection (MSC) data for accuracy or identify a local method to correct the data in combination with Student-Level Reports by School available in SWSS.
	Yes	Proceed
b. Are the students' courses, SOL tests, and performance information accurate?	No	Correct Master Schedule Collection (MSC) data for accuracy or identify a local method to correct the data in combination with Student-Level Reports by School available in SWSS.
<b>2. Do you have data from more than one year?</b>		
	Yes	Proceed
	No	Do not use SGP data for high stakes decisions (e.g., evaluation outcome, teacher renewal/promotion/dismissal, salary increases/bonus). Information may be used to guide lower-stakes decisions that support teachers' work (e.g., professional development).
<b>3. Were at least 40 students taught in mathematics or in reading?</b>		
<ul style="list-style-type: none"> <li>• This requirement may be met with data from students with or without a student growth percentile, when you use the logic model for SGP*                             <ul style="list-style-type: none"> <li>&gt; 40 or more students in one year per content area (mathematics or reading)</li> <li>&gt; 40 or more students over two or more years per content area (mathematics or reading).</li> </ul> </li> </ul> <p>* Must have 90 percent of students with SGP data to use median growth percentile in high stakes decisions.</p>	Yes	Proceed
	No	Data should not be used for high-stakes evaluation decisions, but may be used in support of low-stakes decisions.
<b>Answers to ALL questions above must be "yes" to consider using SGP data in teacher performance evaluation.</b>		19

## SGP Summary Tables: Example 1

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	6	6	7	4	21	2	7	14	23
2011-2012	3	10	9	3	18	7	14	4	25
<b>Total</b>	9	16	16	7	39	9	21	18	48

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	24%	29%	31%	16%	91%	9%	30%	61%	100%
2011-2012	12%	40%	35%	14%	72%	28%	56%	16%	100%
<b>Total</b>	19%	33%	33%	15%	81%	19%	44%	38%	100%

These tables illustrate how data from mathematics assessments for two years may be viewed to support making determinations based from SGP data.



Direct participants to the activity, “Interpreting Student Growth Percentile Data.” Have participants work in small groups to analyze the data and discuss the two questions for Example 1:

1. What do these data tell you about student academic progress in this specific classroom for each academic year and over a two-year span?
2. What do the data NOT tell you about student academic progress in this specific classroom for each academic year and over a two-year span?

## SGP Tables: Example 1

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	6	6	7	4	21	2	7	14	23
2011-2012	3	10	9	3	18	7	14	4	25
Total	9	16	16	7	39	9	21	18	48

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	24%	29%	31%	16%	91%	9%	30%	61%	100%
2011-2012	12%	40%	35%	14%	72%	28%	56%	16%	100%
Total	19%	33%	33%	15%	81%	19%	44%	38%	100%

These tables illustrate how data from mathematics assessments for two years may be viewed to support making determinations based from SGP data.



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What do these data tell you about student academic progress in this specific classroom for each academic year and over a two-year span?

*Over two years the teacher had a total of 48 students.*

*Over two years student growth percentiles could not be calculated on 7 or 15 percent of students.*

*SGP levels and SOL Proficiency levels fluctuated between 2010 – 2011 and 2011 – 2012.*

What do the data NOT tell you about student academic progress in this specific classroom for each academic year and over a two-year span?

*The data do not provide information as to the reasons for missing data.*

*The data do not provide any growth data for students with missing SGPs.*

## Rating a Teacher's Performance on Standard 7 using SGPs

<h3>Exemplary</h3>	<ul style="list-style-type: none"><li>• More than 50 percent of students demonstrated high growth and no more than 10 percent demonstrated low growth</li></ul>
<h3>Proficient</h3>	<ul style="list-style-type: none"><li>• At least 65 percent of students demonstrated moderate or high relative growth (the percentage of students with high growth + moderate growth <math>\geq</math> 65 percent)</li></ul>



22

This slide provides guidance on rating a teacher's performance using SGP data. This set of criteria is provided in the "Interpreting Student Growth Percentile" data activity.

## Rating a Teacher's Performance on Standard 7 using SGPs

<b>Developing/ Needs Improvement</b>	<ul style="list-style-type: none"><li>• &lt; 65 percent of students demonstrated moderate or high growth; AND <math>\leq</math> 50 percent of students demonstrated low growth.</li><li>• <i>Note:</i> To make this determination, there must be sufficient SGP data documented (i.e., not missing) to show that &lt; 65 percent of students demonstrated moderate or high growth. Missing data may result in an "undetermined" conclusion.</li></ul>
<b>Unacceptable</b>	<ul style="list-style-type: none"><li>• &gt; 50 percent of students demonstrated low growth</li></ul>

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This slide provides guidance on rating a teacher's performance using SGP data. This set of criteria is provided in the "Interpreting Student Growth Percentile" data activity.

## SGP Logic Model

- Provides a method that enables SGP data to contribute to performance evaluation when data are missing.
- The distribution of SGP data combined with the amount of missing data determines the data's utility. Use of the logic model may:
  - Result in a determination that contributes directly to the summative decision.
  - Narrow down the possible determination to support a summative evaluation.
  - Demonstrate that too much missing data is present to draw valid conclusions.
- Virginia Department of Education will periodically re-evaluate SGP business rules to provide valid SGP data to more students.



The SGP logic model provides a method that enables SGP data to contribute to performance evaluation when data are missing. The distribution of SGP data combined with the amount of missing data determines the data's utility. Use of the logic model may:

- Result in a determination that contributes directly to the summative decision.
- Narrow down the possible determination to support a summative evaluation.
- Demonstrate that too much missing data is present to draw valid conclusions.

The Virginia Department of Education will periodically re-evaluate SGP business rules to provide valid SGP data to more students.

## Calculating Rating: Example 1

SGP Levels (N=48 over 2 years)					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
<b>Total</b>	19%	33%	33%	15%	81%	19%	44%	38%	100%

Question	Response (Yes/No)	Action
1. Do 90 percent or more of students taught have SGP data? <b>15 percent missing</b>	Yes	Use percentages and pre-defined criteria to make SGP-based determinations.
	√ No	Continue
2. Do more than 50 percent of students taught demonstrate low growth? <b>19 percent low growth</b>	Yes	Rating=Unacceptable
	√ No	Continue
3. Do 50 percent or more students taught demonstrate high growth and fewer than 10 percent demonstrate low growth? <b>33 percent high growth and 19 percent low growth</b>	Yes	Exemplary determination is possible. Due to more than 10 percent missing data, it may not be possible to finalize a determination.
	√ No	Continue

Direct participants to the “Checklist for Using Student Growth Percentiles in Teacher Performance Evaluation.” In small groups, using data from Example 1 respond to the question in the second column and indicate the appropriate action in the third column. Have participants complete the chart and then review responses from slide.

## Calculating Rating: Example 1

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
<b>Total</b>	19%	33%	33%	15%	81%	19%	44%	38%	100%

Question	Response (Yes/No)	Action
4. Add the percentage of students earning moderate or high growth (moderate + high). Is this total 65 percent or higher? <b>33% + 33% = 66%</b>	√ Yes; Rating is Proficient or higher. Add % high+% missing	√ % high + % missing is less than 50: <b>33% + 15% = 48%</b> <b>Determination is proficient.*</b> % high + % missing is greater than 50: Determination is proficient or higher. Continue
	No	Continue

\*In this example, the process stopped here because a determination was made.

Direct participants to the “Checklist for Using Student Growth Percentiles in Teacher Performance Evaluation.” In small groups, Using data from Example 1 respond to the question in the second column and indicate the appropriate action in the third column. Have participants complete the chart and then review responses from slide.

## Example 1: What Did We Learn and What Else May Be Considered?

- Determination for two years combined is proficient
  - 66 percent of students demonstrated moderate or high growth, and
  - An exemplary determination was ruled out.
- Consider reviewing the data over time
  - Are there trends that should be accounted for (e.g., more students showed high growth each consecutive year)?
- Are there data from English (e.g., SGP reading data) that should be considered in the same manner?
- Do the SGP data result in different interpretations in different course levels or with certain student groups?
- Consistent with Board of Education guidelines, SGP results should contribute to no more than 20 percent of a teacher's summative evaluation.



## SGP Tables: Example 2

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	2	5	8	8	21	2	7	14	23
2011-2012	1	6	10	8	18	7	14	4	25
<b>Total</b>	3	11	18	16	39	9	21	18	48

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	9%	22%	35%	35%	91%	9%	30%	61%	100%
2011-2012	4%	24%	40%	32%	72%	28%	56%	16%	100%
<b>Total</b>	6%	23%	38%	33%	81%	19%	44%	38%	100%

These tables illustrate how data from mathematics assessments for two years may be viewed to support making determinations based from SGP data.



Direct participants to the activity, “Interpreting Student Growth Percentile Data.” Have participants work at tables to analyze the data and discuss the two questions for Example 2:

1. What do these data tell you about student academic progress in this specific classroom for each academic year and over a two-year span?
2. What do the data NOT tell you about student academic progress in this specific classroom for each academic year and over a two-year span?

## SGP Tables: Example 2

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	2	5	8	8	21	2	7	14	23
2011-2012	1	6	10	8	18	7	14	4	25
Total	3	11	18	16	39	9	21	18	48

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	9%	22%	35%	35%	91%	9%	30%	61%	100%
2011-2012	4%	24%	40%	32%	72%	28%	56%	16%	100%
Total	6%	23%	38%	33%	81%	19%	44%	38%	100%

These tables illustrate how data from mathematics assessments for two years may be viewed to support making determinations based from SGP data.



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What do these data tell you about student academic progress in this specific classroom for each academic year and over a two-year span?

*Over two years the teacher had a total of 48 students.*

*Over two years student growth percentiles could not be calculated on 16 or 33 percent of students.*

*SGP levels and SOL Proficiency levels fluctuated between 2010 – 2011 and 2011 – 2012.*

What do the data NOT tell you about student academic progress in this specific classroom for each academic year and over a two-year span?

*The data do not provide information as to the reasons for missing data.*

*The data do not provide any growth data for students with missing SGPs.*

## Calculating Rating: Example 2

SGP Levels (N for two years = 48)					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
<b>Total</b>	6%	23%	38%	33%	81%	19%	44%	38%	100%

Question	Response (Yes/No)	Action
1. Do 90 percent or more of students taught have SGP data? <b>33 percent missing SGP data</b>	Yes	Use percentages and pre-defined criteria to make SGP-based determinations.
	<input checked="" type="checkbox"/> No	Continue
2. Do more than 50 percent of students taught demonstrate low growth? <b>6 percent low growth</b>	<input type="checkbox"/> Yes	Rating=Unacceptable
	<input checked="" type="checkbox"/> No	Continue
3. Do 50 percent or more students taught demonstrate high growth and fewer than 10 percent demonstrate low growth? <b>38 percent high growth and 6 percent low growth</b>	<input type="checkbox"/> Yes	Exemplary determination is possible. Due to more than 10 percent missing data, it may not be possible to finalize a determination.
	<input checked="" type="checkbox"/> No	Continue

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Direct participants to the “Checklist for Using Student Growth Percentiles in Teacher Performance Evaluation.” In small groups, using data from Example 2 respond to the question in the second column and indicate the appropriate action in the third column. Have participants complete the chart and then review responses from slide.

## Calculating Rating: Example 2

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
Total	6%	23%	38%	33%	81%	19%	44%	38%	100%

Question	Response (Yes/No)	Action
4. Add the percentage of students earning moderate or high growth (moderate + high). Is this total 65 percent or higher? <b><math>23\% + 38\% = 61\%</math></b>	Yes; Rating is Proficient or higher. Add % high + % missing	% high + % missing is less than 50 Determination is proficient.
		% high + % missing is greater than 50: Determination is proficient or higher. Continue.
	v No	Continue

Direct participants to the “Checklist for Using Student Growth Percentiles in Teacher Performance Evaluation.” In small groups, using data from Example 2 respond to the question in the second column and indicate the appropriate action in the third column. Have participants complete the chart and then review responses from slide.

Missing Data: Example 2									
SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing Scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
<b>Total</b>	6%	23%	38%	33%	81%	19%	44%	38%	100%
Question					Response (Yes/No)	Action			
A. If all of the students who have missing data showed high growth, would at least 50 percent of students show high growth (add percentage of students with high growth and missing data)? <b>38% + 33% = 71%</b>					<input checked="" type="checkbox"/> Yes	Rating continues to be undetermined			
					<input type="checkbox"/> No	Exemplary rating is not possible. The data support a rating of Proficient or lower.			
B. If all students who have missing data showed moderate growth, would 65 percent or more show moderate or high growth (add percentage of students with moderate growth, high growth, and missing data)? <b>23% + 38% + 33% = 94%</b>					<input checked="" type="checkbox"/> Yes	Rating continues to be undetermined			
					<input type="checkbox"/> No	Data support a rating below Proficient, but it is not clear whether the rating would be Developing/Needs Improvement or Unacceptable.			
C. If all students who have missing data showed low growth, would 50 percent or more students demonstrate low growth? <b>6% + 33% = 39%</b>					<input type="checkbox"/> Yes	Rating is undetermined			
					<input checked="" type="checkbox"/> No	The data support a rating above Unacceptable, but the specific rating may not be available.			
D. Use information above to further narrow rating if possible. Here are two examples:									
<ul style="list-style-type: none"> <li>➤ If answers to questions A and C are NO, the data support a rating of <u>either</u> Proficient or Developing/Needs Improvement. The rating would not be Exemplary or Unacceptable.</li> <li>➤ If the answer to questions A and B are NO, and the answer to question C is NO, the rating must be Developing/Needs Improvement, as the other ratings are not possible.</li> </ul>									

Direct participants to the “Checklist for Using Student Growth Percentiles in Teacher Performance Evaluation: Process of Elimination.” In small groups, using data from Example 2 respond to the question in the second column and indicate the appropriate action in the third column. Have participants complete the chart and then review responses from slide.

## Example 2: What Did We Learn and at What Else Might We Look?

- There is too much missing data to make a determination for these two years using SGP data.
  - The process of elimination ruled out an unacceptable rating.
  - No other ratings were eliminated, and therefore, these data should play an extremely limited role (if any) in the evaluation. For example, these data may be used to support a rating above unacceptable if other student academic progress data support a rating above unacceptable.
- Review other types of student academic progress data for use in performance evaluation.



## General SGP Considerations

- SGP data should be considered over time and patterns of performance should be considered when making SGP-based determinations in performance evaluations.
- Teachers who teach multiple classes may benefit from reviewing data for each class separately.
- When there are conflicting data, evaluators must use professional judgment to make determinations.
- In all cases, administrators must ensure that teachers receive appropriate feedback on their strengths and areas for improvement from each component of the comprehensive evaluation.



Considerations must be taken into account in interpreting SGP data.

# Interpreting Student Growth Percentile Data Activity

## **Purpose:**

The purpose the *Interpreting Student Growth Percentile Data Activity* is to provide an opportunity to review, analyze, and interpret SGP data. In addition, participants apply criteria on rating a teacher's performance using SGP data.

## **Intended Audiences:**

This activity is intended for use with division-level administrators, building level administrators, and teachers in order to understand student growth percentile data and how such data can be analyzed and used in rating a teacher's performance.

## **Suggested Directions:**

This activity is designed to be used with the "Overview of Standard 7 PowerPoint." Divide participants into small groups. In small groups, participants first review and analyze data using the questions contained on the data sheet. Second, participants apply the "Checklist for Using Student Growth Percentiles in Teacher Evaluation" for Example 1. For Example 2, participants need to further analyze the data using the "Process of Elimination."

A facilitator's guide with appropriate responses is provided with this activity.

## Example 1

### Summary SGP Data

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing Scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	6	6	7	4	21	2	7	14	23
2011-2012	3	10	9	3	18	7	14	4	25
<b>Total</b>	9	16	16	7	39	9	21	18	48

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing Scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	24%	29%	31%	16%	91%	9%	30%	61%	100%
2011-2012	12%	40%	35%	14%	72%	28%	56%	16%	100%
<b>Total</b>	19%	33%	33%	15%	81%	19%	44%	38%	100%

Directions: Review the data and answer the following questions.

1. What do these data tell you about student academic progress in this specific classroom for each academic year and over a two-year span?
  
2. What do these data NOT tell you about student academic progress in this specific classroom for each academic year and over a two-year span?

## Rating Criteria for Student Growth Percentiles

Student Performance	Performance Level
<ul style="list-style-type: none"> <li>□ More than 50% of students show high growth and no more than 10% show low growth</li> </ul>	Exemplary
<ul style="list-style-type: none"> <li>□ At least 65% of students show moderate or high relative growth (the percentage of students with high growth + moderate growth <math>\geq</math> 65%)</li> </ul>	Proficient
<ul style="list-style-type: none"> <li>□ No more than 50% of students show low growth</li> </ul>	Developing/Needs Improvement <b>NOTE:</b> To make this determination, there must be sufficient growth data to make the determination. In this case, determinations of “undetermined” may be warranted.
<ul style="list-style-type: none"> <li>□ &gt; 50% of students demonstrated low growth</li> </ul>	Unacceptable
<ul style="list-style-type: none"> <li>□ None of the above</li> </ul>	Undetermined

## Checklist for Using Student Growth Percentiles in Teacher Performance Evaluation

Directions: Using data from Example 1 respond to the question in the second column and indicate the appropriate action in the third column.

Question	Response (Yes/No)	Action
1. Do 90 percent or more of students taught have SGP data?	<input type="checkbox"/> Yes	Use percentages and pre-defined criteria to make SGP-based determinations.
	<input type="checkbox"/> No	Continue
2. Do more than 50 percent of the students taught demonstrate low growth?	<input type="checkbox"/> Yes	Rating=Unacceptable
	<input type="checkbox"/> No	Continue
3. Do 50 percent or more students taught demonstrate high growth and fewer than 10 percent demonstrate low growth?	<input type="checkbox"/> Yes	Exemplary determination is possible. If more than 10% of students have missing data, it may not be possible to finalize a determination.
	<input type="checkbox"/> No	Continue
4. Add the percentage of students earning moderate or high growth (moderate + high). Is this total 65 percent or higher?	<input type="checkbox"/> Yes	Rating=Proficient or Higher
	<input type="checkbox"/> No	Continue to Process of Elimination Chart

If there are missing data, it may not be possible to make a final determination, and *you must consider how missing data impact decisions before finalizing*. This is important because missing data represent students for whom growth information is not available. **Do not make assumptions about the students' growth when data are missing—you do not know how much growth these students made.** They may in fact have met criteria for high, moderate, or low growth but insufficient information is available to know which level applies. Use the process of elimination to see if you can reduce the possible ratings that may be made with student growth percentile data. This will be possible in some cases and not possible in others.

## Example 2

### Summary SGP Data

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing Scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	2	5	8	8	21	2	7	14	23
2011-2012	1	6	10	8	18	7	14	4	25
<b>Total</b>	3	11	18	16	39	9	21	18	48

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing Scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	9%	22%	35%	35%	91%	9%	30%	61%	100%
2011-2012	4%	24%	40%	32%	72%	28%	56%	16%	100%
<b>Total</b>	6%	23%	38%	33%	81%	19%	44%	38%	100%

Directions: Review the data and answer the following questions.

1. What do these data tell you about student academic progress in this specific classroom for each academic year and over a two-year span?
2. What do these data NOT tell you about student academic progress in this specific classroom for each academic year and over a two-year span?

## Checklist for Using Student Growth Percentiles in Teacher Performance Evaluation

Directions: Using data from Example 2 respond to the question in the second column and indicate the appropriate action in the third column.

Question	Response (Yes/No)	Action
1. Do 90 percent or more of students taught have SGP data?	<input type="checkbox"/> Yes	Use percentages and pre-defined criteria to make SGP-based determinations.
	<input type="checkbox"/> No	Continue
2. Do more than 50 percent of the students taught demonstrate low growth?	<input type="checkbox"/> Yes	Rating=Unacceptable
	<input type="checkbox"/> No	Continue
3. Do 50 percent or more students taught demonstrate high growth and fewer than 10 percent demonstrate low growth?	<input type="checkbox"/> Yes	Exemplary determination is possible. If more than 10% of students have missing data, it may not be possible to finalize a determination.
	<input type="checkbox"/> No	Continue
4. Add the percentage of students earning moderate or high growth (moderate + high). Is this total 65 percent or higher?	<input type="checkbox"/> Yes	Rating=Proficient or Higher
	<input type="checkbox"/> No	Continue to Process of Elimination Chart

If there are missing data, it may not be possible to make a final determination, and *you must consider how missing data impact decisions before finalizing*. This is important because missing data represent students for whom growth information is not available. **Do not make assumptions about the students' growth when data are missing—you do not know how much growth these students made.** They may in fact have met criteria for high, moderate, or low growth but insufficient information is available to know which level applies. Use the process of elimination to see if you can reduce the possible ratings that may be made with student growth percentile data. This will be possible in some cases and not possible in others.

**Checklist for Using Student Growth Percentiles in  
Teacher Performance Evaluation**

**Process of Elimination Due to Missing Data**

Directions: Using SGP data from Example 2 continue with the process of elimination. Respond to the questions in the first column by indicating yes or no in the second column. Then, decide on the appropriate action in the third column.

<b>Process of Elimination</b>		
<b>Question</b>	<b>Response (Yes/No)</b>	<b>Action</b>
A. If all of the students who have missing data showed high growth, would at least 50 percent of students show high growth?	<input type="checkbox"/> Yes	Rating continues to be undetermined, but rating may be Exemplary
	<input type="checkbox"/> No	Exemplary rating is not possible. The data support a rating of Proficient or lower
B. If all students who have missing data showed moderate growth, would 65 percent or more show moderate or high growth (add percentage of students with moderate growth, high growth, and missing data)?	<input type="checkbox"/> Yes	Rating continues to be undetermined, but rating may be in Proficient or higher
	<input type="checkbox"/> No	Data support a rating below Proficient, but it is not clear whether the rating would be Developing/Needs Improvement or Unacceptable
C. If all students who have missing data showed low growth, would 50 percent or more students demonstrate low growth?	<input type="checkbox"/> Yes	Rating is undetermined, but rating may be Needs Improvement or Unacceptable
	<input type="checkbox"/> No	The data support a rating above Unacceptable, but the specific rating may not be available.

Use information above to further narrow rating if possible. Here are two examples:

- If answers to questions A and C are NO, the data support a rating of either Proficient or Developing/Needs Improvement. The rating would not be Exemplary or Unacceptable.
- If the answer to questions A and B are NO, and the answer to question C is NO, the rating must be Developing/Needs Improvement, as the other ratings are not possible.

**Facilitator's Guide with Responses:  
Interpreting Student Growth Percentile Data Activity**

## Example 1

### Summary SGP Data

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing Scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	6	6	7	4	21	2	7	14	23
2011-2012	3	10	9	3	18	7	14	4	25
<b>Total</b>	9	16	16	7	39	9	21	18	48

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing Scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	24%	29%	31%	16%	91%	9%	30%	61%	100%
2011-2012	12%	40%	35%	14%	72%	28%	56%	16%	100%
<b>Total</b>	19%	33%	33%	15%	81%	19%	44%	38%	100%

Directions: Review the data and answer the following questions.

1. What do these data tell you about student academic progress in this specific classroom for each academic year and over a two-year span?

***Over two years the teacher had a total of 48 students.***

***Over two years student growth percentiles could not be calculated on 7 or 15 percent of students.***

***SGP levels and SOL Proficiency levels fluctuated between 2010 – 2011 and 2011 – 2012.***

2. What do these data NOT tell you about student academic progress in this specific classroom for each academic year and over a two-year span?

***The data do not provide information as to the reasons for missing data.***

***The data do not provide any growth data for students with missing SGPs.***

## Checklist for Using Student Growth Percentiles in Teacher Performance Evaluation

Directions: Using data from Example 1 respond to the question in the second column and indicate the appropriate action in the third column.

Question	Response (Yes/No)	Action
1. Do 90 percent or more of students taught have SGP data?  <b>15 percent missing data</b>	<input type="checkbox"/> Yes	Use percentages and pre-defined criteria to make SGP-based determinations.
	<input checked="" type="checkbox"/> No	Continue
2. Do more than 50 percent of the students taught demonstrate low growth?  <b>19 percent low growth</b>	<input type="checkbox"/> Yes	Rating=Unacceptable
	<input checked="" type="checkbox"/> No	Continue
3. Do 50 percent or more students taught demonstrate high growth and fewer than 10 percent demonstrate low growth?  <b>33 percent high growth and 19 percent low growth</b>	<input type="checkbox"/> Yes	Exemplary determination is possible. If more than 10% of students have missing data, it may not be possible to finalize a determination.
	<input type="checkbox"/> No	Continue
4. Add the percentage of students earning moderate or high growth (moderate + high). Is this total 65 percent or higher?  <b>33%+33% = 66%</b>	<input type="checkbox"/> Yes	Rating=Proficient or Higher
	<input type="checkbox"/> No	Continue

If there are missing data, it may not be possible to make a final determination, and *you must consider how missing data impact decisions before finalizing*. This is important because missing data represent students for whom growth information is not available. **Do not make assumptions about the students' growth when data are missing—you do not know how much growth these students made.** They may in fact have met criteria for high, moderate, or low growth but insufficient information is available to know which level applies. Use the process of elimination to see if you can reduce the possible ratings that may be made with student growth percentile data. This will be possible in some cases and not possible in others.

## Example 2

### Summary SGP Data

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing Scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	2	5	8	8	21	2	7	14	23
2011-2012	1	6	10	8	18	7	14	4	25
<b>Total</b>	<b>3</b>	<b>11</b>	<b>18</b>	<b>16</b>	<b>39</b>	<b>9</b>	<b>21</b>	<b>18</b>	<b>48</b>

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing Scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	9%	22%	35%	35%	91%	9%	30%	61%	100%
2011-2012	4%	24%	40%	32%	72%	28%	56%	16%	100%
<b>Total</b>	<b>6%</b>	<b>23%</b>	<b>38%</b>	<b>33%</b>	<b>81%</b>	<b>19%</b>	<b>44%</b>	<b>38%</b>	<b>100%</b>

Directions: Review the data and answer the following questions.

1. What do these data tell you about student academic progress in this specific classroom for each academic year and over a two-year span?

***Over two years the teacher had a total of 48 students.***

***Over two years student growth percentiles could not be calculated on 16 or 33 percent of students.***

***SGP levels and SOL Proficiency levels fluctuated between 2010 – 2011 and 2011 – 2012.***

2. What do these data NOT tell you about student academic progress in this specific classroom for each academic year and over a two-year span?

***The data do not provide information as to the reasons for missing data.***

***The data do not provide any growth data for students with missing SGPs.***

## Checklist for Using Student Growth Percentiles in Teacher Performance Evaluation

Directions: Using data from Example 1 respond to the question in the second column and indicate the appropriate action in the third column.

Question	Response (Yes/No)	Action
1. Do 90 percent or more of students taught have SGP data?  <b>33 percent missing SGP data</b>	<input type="checkbox"/> Yes	Use percentages and pre-defined criteria to make SGP-based determinations.
	<input checked="" type="checkbox"/> No	Continue
2. Do more than 50 percent of the students taught demonstrate low growth?  <b>6 percent low growth</b>	<input type="checkbox"/> Yes	Rating=Unacceptable
	<input checked="" type="checkbox"/> No	Continue
3. Do 50 percent or more students taught demonstrate high growth and fewer than 10 percent demonstrate low growth?  <b>38 percent high growth and 6 percent low growth</b>	<input type="checkbox"/> Yes	Exemplary determination is possible. If more than 10% of students have missing data, it may not be possible to finalize a determination.
	<input type="checkbox"/> No	Continue
4. Add the percentage of students earning moderate or high growth (moderate + high). Is this total 65 percent or higher?  <b>23%+38% = 61%</b>	<input type="checkbox"/> Yes	Rating=Proficient or Higher
	<input checked="" type="checkbox"/> No	Continue

If there are missing data, it may not be possible to make a final determination, and *you must consider how missing data impact decisions before finalizing*. This is important because missing data represent students for whom growth information is not available. **Do not make assumptions about the students' growth when data are missing—you do not know how much growth these students made.** They may in fact have met criteria for high, moderate, or low growth but insufficient information is available to know which level applies. Use the process of elimination to see if you can reduce the possible ratings that may be made with student growth percentile data. This will be possible in some cases and not possible in others.

**Checklist for Using Student Growth Percentiles in  
Teacher Performance Evaluation**

**Process of Elimination Due to Missing Data**

Directions: Using SGP data from Example 2 continue with the process of elimination. Respond to the questions in the first column by indicating yes or no in the second column. Then, decide on the appropriate action in the third column.

<b>Process of Elimination</b>		
<b>Question</b>	<b>Response (Yes/No)</b>	<b>Action</b>
A. If all of the students who have missing data showed high growth, would at least 50 percent of students show high growth?  <b>38% + 33% = 71%</b>	<input checked="" type="checkbox"/> Yes	Rating continues to be undetermined, but rating may be Exemplary
	<input type="checkbox"/> No	Exemplary rating is not possible. The data support a rating of Proficient or lower
B. If all students who have missing data showed moderate growth, would 65 percent or more show moderate or high growth (add percentage of students with moderate growth, high growth, and missing data)?  <b>23% + 33% + 38% = 94%</b>	<input checked="" type="checkbox"/> Yes	Rating continues to be undetermined, but rating may be in Proficient or higher
	<input type="checkbox"/> No	Data support a rating below Proficient, but it is not clear whether the rating would be Developing/Needs Improvement or Unacceptable
C. If all students who have missing data showed low growth, would 50 percent or more students demonstrate low growth?  <b>6% + 33% = 39%</b>	<input type="checkbox"/> Yes	Rating is undetermined, but rating may be Needs Improvement or Unacceptable
	<input checked="" type="checkbox"/> No	The data support a rating above Unacceptable, but the specific rating may not be available.

Use information above to further narrow rating if possible. Here are two examples:

- If answers to questions A and C are NO, the data support a rating of either Proficient or Developing/Needs Improvement. The rating would not be Exemplary or Unacceptable.
- If the answer to questions A and B are NO, and the answer to question C is NO, the rating must be Developing/Needs Improvement, as the other ratings are not possible.

## Final Thoughts on Using Student Growth Percentiles

- **Use SGP data when available and appropriate**
- **Interpret SGP data in light of missing data**
- **Base final determinations on two or more years of SGP data**
- **Use multiple measures of student academic progress for a summative rating on Standard 7**

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In summation of our focus on using Student Growth Percentiles in Teacher Performance Evaluation:

- Use SGP data when available and appropriate
- Interpret SGP data in light of missing data
- Base final ratings on two or more years of SGP data, if a final rating is able to be determined
- Use multiple measures of student academic progress for a summative rating on Standard 7

## **Division Roll-Out Discussion Guide**

What are the challenges you foresee with rolling out this evaluation system? How might those be alleviated?

What might the division as a whole do to assist in implementing this evaluation system?

What might the Virginia Department of Education do to assist in implementing this evaluation system?

What will you tell the teachers about your evaluation system? Why?