

# AchieveNJ: Teacher Evaluation and Support

## Improve teaching effectiveness and student outcomes

Effective teaching is fundamental to improving schools. The primary purpose of the STAR™ assessments is to improve teaching and learning. This document is intended to show how STAR can provide teachers with critical data as part of their state's and district's educator evaluation initiative.

As an interim assessment, STAR provides educators with reliable data *during the year* so they can see the path ahead in time to impact and improve it. STAR assessment results create a trustworthy trend line that tells a story about each student. Teachers and principals can use STAR data to demonstrate efforts to screen and identify students in need of intervention, student progress toward incremental benchmarks, mid-course corrections in instruction and the resulting effects, trends toward state proficiency, and overarching patterns in learning.

## Components of the Educator Evaluation formula

New Jersey's educator evaluation formula includes *qualitative* and *quantitative* components:

### Qualitative component (55%--tested subjects; 85%--non-tested subjects)

- Teacher practice is measured by performance on a teacher practice instrument (e.g. Danielson, Marzano) ([source](#)).
- The information provided in this document focuses only on the *quantitative* portion of the formula.

### Quantitative component (15%--tested subjects; 45%--non-tested subjects)

- This document offers suggestions for how STAR data can be used within the *quantitative* component of the New Jersey Educator Evaluation formula, specifically within SGO's.
- It is always up to administrators and teachers to determine what form of measurement tools are best suited for their district or schools, within the parameters of mandated policy and best practices.

## Student Growth Percentiles

Student Growth Percentile (SGP) compares a student's growth to that of *academic peers* (students in the same grade with a similar scaled score on a STAR assessment at the beginning of the time period being examined) nationwide. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher *relative growth*.

The New Jersey Student Growth Percentile and the STAR Enterprise Student Growth Percentile are similar growth models. Both were developed with guidance from Dr. Damian Betebenner from the Center for Assessment. STAR's SGP growth model is a "within-the-year growth model." As a result, students' growth data comes from two data points *within the same year* (fall to winter, winter to spring, and/or fall to spring). New Jersey's Student Growth Percentile model uses NJ ASK data. As a result, growth data comes from two data points across school years.

For STAR SGPs to be reported, students must be tested within at least two of the following date ranges:

- **Fall:** August 1 – November 30
- **Winter:** December 1– March 31
- **Spring:** April 1 – July 31

For students to receive SGP scores, pre- and post-tests for half-year SGP scores (Fall to Winter, Winter to Spring) must be administered at least 60 *calendar* days apart, and full-year SGPs (Fall to Spring) must be administered at least 180 *calendar* days apart.

## Special considerations for K-3 teachers

Over the course of a school year, many K-3 students will transition from non-readers to readers. To get Student Growth Percentiles, students must pretest and post-test with the same assessment. In other words, students who test with STAR Early Literacy™ in the fall must test with STAR Early Literacy in the spring in order to get an SGP. This does not preclude also testing with STAR Reading Enterprise™. Please note that STAR Reading Enterprise does not produce an SGP for kindergartners. *Because both STAR Early Literacy and STAR Reading are quick and provide critical information for instructional planning, there is value in administering both to students during this transitional time.*

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| Tested Grades and Subjects   | Non-Tested Grades and Subjects   |
|--|--|
| Grades 4 <sup>th</sup> – 8 <sup>th</sup> Language Arts Literacy and Mathematics ( <a href="#">source</a> ) | Any grade/ course outside 4 <sup>th</sup> -8 <sup>th</sup> Language Arts Literacy and Mathematics ( <a href="#">source</a> ) |
| (Note: Less than 20% of NJ teachers currently fall into this category.)                                    | (Note: More than 80% of NJ teachers fall into this category.)  |

| <b>Educator Summative Rating Scale</b><br><a href="#">(source)</a>               | <ul style="list-style-type: none"><li>• Highly Effective,</li><li>• Effective,</li><li>• Partially Effective, or</li><li>• Ineffective</li></ul>   |   |  |  |                        |  |                                       |   |   |   |   |  |                        |                                       |  |   |
|--|--|---|--|--|------------------------|--|---------------------------------------|---|---|---|---|--|------------------------|---------------------------------------|--|---|
| <b>Educator Evaluation Formula</b><br><a href="#">(source)</a>                   | <div><div><div><div>Practice</div><div>Teacher Practice</div><div>Based on classroom observations</div></div><div>+</div><div><div>Student Achievement</div><div>Student Growth Objective (SGO)</div><div>Set by teacher and principal</div></div><div>=</div><div><div>Student Growth Percentile (SGP)</div><div>Based on NJ ASK performance</div></div><div>=</div><div><div>Summative Rating</div><div>Overall evaluation score</div></div></div><div><div>All teachers</div><div>Less than 20 percent of teachers</div></div></div> <table><tr><th colspan="3">2013-2014: Grades 4-8 Language Arts Literacy and Mathematics</th></tr><tr><th>Teacher Practice (55%)</th><th>NJ ASK Student Growth Percentile (SGP) (30%)</th><th>Student Growth Objectives (SGO) (15%)</th></tr><tr><td>Measured by performance on various instruments (e.g. Danielson, Marzano, etc.).</td><td>NJ ASK SGP compares the change in student achievement from one year to the next compared to academic peers.</td><td>Teachers of tested grades and subjects are required to set <b>at least 1 SGO</b>.<br/><br/>STAR data can be used for SGOs. See pages 4 and 5 for examples.</td></tr></table> <table><tr><th colspan="2">2013-2014: Non-Tested Grades and Subjects</th></tr><tr><th>Teacher Practice (85%)</th><th>Student Growth Objectives (SGO) (15%)</th></tr><tr><td>Measured by performance on various instruments (e.g., Danielson, Marzano, etc.).</td><td>Teachers of non-tested grades and subjects (NJ ASK SGPs are not provided) are required to set <b>at least 2 SGOs</b>.<br/><br/>STAR data can be used for SGOs. See pages 4 and 5 for examples.</td></tr></table> | 2013-2014: Grades 4-8 Language Arts Literacy and Mathematics  |  |  | Teacher Practice (55%) | NJ ASK Student Growth Percentile (SGP) (30%) | Student Growth Objectives (SGO) (15%) | Measured by performance on various instruments (e.g. Danielson, Marzano, etc.). | NJ ASK SGP compares the change in student achievement from one year to the next compared to academic peers. | Teachers of tested grades and subjects are required to set <b>at least 1 SGO</b> .<br><br>STAR data can be used for SGOs. See pages 4 and 5 for examples. | 2013-2014: Non-Tested Grades and Subjects |  | Teacher Practice (85%) | Student Growth Objectives (SGO) (15%) | Measured by performance on various instruments (e.g., Danielson, Marzano, etc.). | Teachers of non-tested grades and subjects (NJ ASK SGPs are not provided) are required to set <b>at least 2 SGOs</b> .<br><br>STAR data can be used for SGOs. See pages 4 and 5 for examples. |
| 2013-2014: Grades 4-8 Language Arts Literacy and Mathematics                     |  |   |  |  |                        |  |                                       |   |   |   |   |  |                        |                                       |  |   |
| Teacher Practice (55%)   | NJ ASK Student Growth Percentile (SGP) (30%)   | Student Growth Objectives (SGO) (15%)   |  |  |                        |  |                                       |   |   |   |   |  |                        |                                       |  |   |
| Measured by performance on various instruments (e.g. Danielson, Marzano, etc.).  | NJ ASK SGP compares the change in student achievement from one year to the next compared to academic peers.  | Teachers of tested grades and subjects are required to set <b>at least 1 SGO</b> .<br><br>STAR data can be used for SGOs. See pages 4 and 5 for examples. |  |  |                        |  |                                       |   |   |   |   |  |                        |                                       |  |   |
| 2013-2014: Non-Tested Grades and Subjects  |  |   |  |  |                        |  |                                       |   |   |   |   |  |                        |                                       |  |   |
| Teacher Practice (85%)   | Student Growth Objectives (SGO) (15%)  |   |  |  |                        |  |                                       |   |   |   |   |  |                        |                                       |  |   |
| Measured by performance on various instruments (e.g., Danielson, Marzano, etc.). | Teachers of non-tested grades and subjects (NJ ASK SGPs are not provided) are required to set <b>at least 2 SGOs</b> .<br><br>STAR data can be used for SGOs. See pages 4 and 5 for examples.  |   |  |  |                        |  |                                       |   |   |   |   |  |                        |                                       |  |   |
| <b>NJ ASK: Student Growth Percentiles</b>  | SGPs provided by the New Jersey Assessment of Skills and Knowledge (NJ ASK) measure achievement gains within 4th through 8th grade Language Arts Literacy and Mathematics, referred to as the “tested grades and subjects.” Using the NJ ASK, SGPs compare the change in a student’s achievement from one year to the next to that of all other students in the state who had similar historical results (the student’s “academic peers”). <a href="#">(source)</a>  |   |  |  |                        |  |                                       |   |   |   |   |  |                        |                                       |  |   |
| <b>Student Growth Objectives</b>   | <p>Student Growth Objectives (SGOs) are academic goals for groups of students that each teacher sets with his or her principal or supervisor at the start of the year. SGOs should be developed using available student data and created to be ambitious but achievable. Assessments used to measure SGOs can include national standardized tests; statewide assessments; or locally-developed measures such as tests, portfolios, etc. <a href="#">(source)</a></p> <p>SGOs can be general or specific, and can be further subdivided as show in the table below. Which you use is dependent on your teaching assignment and the guidance provided by your district. <a href="#">(source, page 5)</a></p>   |   |  |  |                        |  |                                       |   |   |   |   |  |                        |                                       |  |   |

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## Types of SGO's

| Type of SGO              | Definition  | Example  |
|--------------------------|---|--|
| General                  | Focused on the teacher's entire student population for a given course. Includes a large proportion of curriculum standards. | Includes all students in a teacher's Algebra 1 classes and is aligned with CCSS. |
| General - Tiered         | Same as above, but with student goals tiered by student preparation levels.   | Same as above, but with student goals tiered by preparation levels.              |
| Specific - Student Group | Focused on a subgroup of students that needs specific support.  | Includes students in the group that scored below 45% on the pre-test.            |
| Specific - Content/Skill | Focused on specific skills or content that students must master.  | Includes CCSS related to quadratic functions and modeling.                       |

Figure 1: Types of SGOs.

[Source](#)

## Using STAR Enterprise Data for SGO's

| Type of SGO              | Explanation   | Sample SGO              |
|--------------------------|---|-------------------------|
| General                  | Educators can use the same growth target for all preparedness groups because Student Growth Percentile (SGP) compares each student to their academic peers.   | Page 4 of this document |
| General-Tiered           | Educators can use the same growth target for all preparedness groups because Student Growth Percentile compares each student to their academic peers.<br><br>Student Growth Percentile is a tiered growth model. Each preparedness group has their own growth target, even when set at the same SGP, because students are compared to their academic peers. | Page 5 of this document |
| Specific – Student Group | The grouping function in STAR enables educators to set “Specific SGO’s” for student groups.   | Page 4 of this document |
| Specific – Content/Skill | N/A   | N/A                     |

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## General SGO example

| Grade   | Subject                   | Number of Students | Interval of Instruction   |                         |
|---|---------------------------|--------------------|---------------------------|-------------------------|
| 9th   | English with Intervention | 9                  | September 2012 – May 2013 |                         |
| <b>Name of Assessment</b>   | STAR Reading Enterprise   | <b>SGO Type</b>    | <b>General</b> X          |                         |
| <b>Rationale for Student Growth Objective</b><br>(Please include content standards covered and explanation of assessment method.)   |                           |                    |                           |                         |
| <p>The underlying purpose of a Student Growth Objective is to set a reasonable and attainable growth target for each of my students. I will use STAR Reading Enterprise as my growth-measuring assessment. My 9th grade students must follow the regular 9<sup>th</sup> grade English curriculum, and will receive direct instruction tied directly to the literature we're reading to support their comprehension and vocabulary development.</p> <p>I have chosen growth in reading comprehension for this SGO because improving this skill is not only key to our school's improvement plan; it is also an important emphasis of the English/Language Arts Common Core State Standards.</p>  |                           |                    |                           |                         |
| <b>Student Growth Objective</b>   |                           |                    |                           |                         |
| My 9 <sup>th</sup> grade students are expected to maintain pace with their academic peers with a growth target of 35 Student Growth Percentile (SGP). By the end of the year, 70% or more of my students should have at least a 35 SGP.   |                           |                    |                           |                         |
| <b>Baseline Data</b><br>(Please include what you know about your students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)  |                           |                    |                           |                         |
| <p>I will assess my students with STAR Reading Enterprise, a computer-adaptive assessment of reading comprehension skills. My students are in reading intervention because they are performing below benchmark and below their academic peers.</p> <p>Baseline data is used to set a growth target. I will use 35 SGP as the growth target for these students. Goal setting is simplified with SGP because each student is compared to his or her own academic peers. Simplified goal setting with SGP enables me to focus on developing and delivering individualized instruction.</p> <p>I will use the valid and reliable STAR Reading baseline data to help me monitor my students' growth. To learn about my students at the beginning of the year, I will use STAR Reading Screening Report data and the linked Core Progress learning progression to help inform my instructional decisions. I'll also use the Instructional Planning Report to identify the skills each student is ready to learn next. This report also provides projected scaled-score growth for each student, which I'll use as an additional indicator to ensure students are on track throughout the year. If students are keeping pace with their projected scaled score, they will be maintain pace with their academic peers at or above 35 SGP.</p> |                           |                    |                           |                         |
| <b>Scoring Plan</b>   |                           |                    |                           |                         |
| See attached Growth Report.   |                           |                    |                           |                         |
| <b>Objective Attainment Level Based on Percent and Number of Students Achieving Target Score</b>  |                           |                    |                           |                         |
| <b>Target Score</b>   | <b>Exceptional (4)</b>    | <b>Full (3)</b>    | <b>Partial (2)</b>        | <b>Insufficient (1)</b> |
| 35 SGP  | Greater than 84%          | 70-84%             | 55-69%                    | Less than 55%           |
| <b>Approval of Student Growth Objective</b>   |                           |                    |                           |                         |
| <b>Teacher:</b>   |                           |                    | <b>Date Submitted:</b>    |                         |
| <b>Evaluator:</b>   |                           |                    | <b>Date Approved:</b>     |                         |
| <b>Results of Student Growth Objective</b>  |                           |                    |                           |                         |
|   |                           | <b>Score:</b>      | <b>Teacher:</b>           |                         |
|   |                           | <b>Date:</b>       | <b>Evaluator:</b>         |                         |

[\(source\)](#)

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## Tiered SGO example

| Grade   | Subject                   | Number of Students | Interval of Instruction   |                  |
|---|---------------------------|--------------------|---------------------------|------------------|
| 9th   | English with Intervention | 9                  | September 2012 – May 2013 |                  |
| Name of Assessment  | STAR Reading Enterprise   | SGO Type           | General – Tiered X        |                  |
| Rationale for Student Growth Objective  |                           |                    |                           |                  |
| (Please include content standards covered and explanation of assessment method.)  |                           |                    |                           |                  |
| <p>The underlying purpose of a Student Growth Objective is to set a reasonable and attainable growth target for each of my students. I will use STAR Reading Enterprise as my growth-measuring assessment. My 9th grade students must follow the regular 9<sup>th</sup> grade English curriculum, and will receive direct instruction tied directly to the literature we're reading to support their comprehension and vocabulary development.</p> <p>I have chosen growth in reading comprehension for this SGO because improving this skill is not only key to our school's improvement plan; it is also an important emphasis of the English/Language Arts Common Core State Standards.</p>  |                           |                    |                           |                  |
| Student Growth Objective  |                           |                    |                           |                  |
| <p>My 9<sup>th</sup> grade students are expected to maintain pace with their academic peers with a growth target of 35 Student Growth Percentile (SGP). By the end of the year, 70% or more of my students should have at least a 35 SGP.</p> <p>I can set the same SGP growth target for all preparedness groups because Student Growth Percentile compares each student to their academic peers. In other words, Student Growth Percentile is a tiered growth model. So, each of my preparedness groups has their own growth target, even when set at the same SGP, because all of my students are compared to their academic peers.</p>  |                           |                    |                           |                  |
| Baseline Data   |                           |                    |                           |                  |
| (Please include what you know about your students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)  |                           |                    |                           |                  |
| <p>I will assess my students with STAR Reading Enterprise, a computer-adaptive assessment of reading comprehension skills. My students are in reading intervention because they are performing below benchmark and below their academic peers.</p> <p>Baseline data is used to set a growth target. I will use 35 SGP as the growth target for these students. Goal setting is simplified with SGP because each student is compared to his or her own academic peers. Simplified goal setting with SGP enables me to focus on developing and delivering individualized instruction.</p> <p>I will use the valid and reliable STAR Reading baseline data to help me monitor my students' growth. To learn about my students at the beginning of the year, I will use STAR Reading Screening Report data and the linked Core Progress learning progression to help inform my instructional decisions. I'll also use the Instructional Planning Report to identify the skills each student is ready to learn next. This report also provides projected scaled-score growth for each student, which I'll use as an additional indicator to ensure students are on track throughout the year. If students are keeping pace with their projected scaled score, they will be maintain pace with their academic peers at or above 35 SGP.</p> |                           |                    |                           |                  |
| Scoring Plan  |                           |                    |                           |                  |
| See attached Growth Report.   |                           |                    |                           |                  |
| Objective Attainment Level Based on Percent and Number of Students Achieving Target Score   |                           |                    |                           |                  |
| Target Score  | Exceptional (4)           | Full (3)           | Partial (2)               | Insufficient (1) |
| 35 SGP  | Greater than 84%          | 70-84%             | 55-69%                    | Less than 55%    |
| Approval of Student Growth Objective  |                           |                    |                           |                  |
| Teacher:  |                           |                    | Date Submitted:           |                  |
| Evaluator:  |                           |                    | Date Approved:            |                  |
| Results of Student Growth Objective   |                           |                    |                           |                  |
|   |                           | Score:             | Teacher:                  |                  |
|   |                           | Date:              | Evaluator:                |                  |

[\(source\)](#)



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## Growth Report

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Printed Monday, May 13, 2013 11:22:32 AM

School: South High School

School Year: 8/1/2012 - 7/31/2013

School Year: 8/1/2012 - 7/31/2013

### Report Options

Reporting Parameter Group: All Demographics [Default]

Group By: Do Not Group

Sort By: Last Name

**Growth Target =  
35 SGP**

| Student          | Class   | Teacher         | Grade | Test Date  | SGP <sup>a</sup><br>Fall-Spr | SS   | GE   | PR  | NCE   | IRL  | Est.<br>ORF <sup>b</sup> |
|------------------|---------|-----------------|-------|------------|------------------------------|------|------|-----|-------|------|--------------------------|
| Bowekey, Chad    | English | Hernandez, Mike | 9     | 09/07/2012 |                              | 890  | 8.1  | 24  | 35.1  | 6.7  |                          |
|                  |         |                 |       | 05/03/2013 |                              | 1003 | 9.3  | 33  | 40.7  | 8.9  |                          |
|                  |         |                 |       | Change     | 67                           | +113 | +1.2 | +9  | +5.6  | +2.2 |                          |
| Edwards, Broc    | English | Hernandez, Mike | 9     | 09/04/2012 |                              | 743  | 6.7  | 27  | 37.1  | 6.1  |                          |
|                  |         |                 |       | 05/01/2013 |                              | 882  | 8.0  | 30  | 39.0  | 6.7  |                          |
|                  |         |                 |       | Change     | 68                           | +139 | +1.3 | +3  | +1.9  | +0.6 |                          |
| Hill, David      | English | Hernandez, Mike | 9     | 09/07/2012 |                              | 914  | 8.4  | 32  | 40.1  | 6.9  |                          |
|                  |         |                 |       | 05/03/2013 |                              | 978  | 9.1  | 35  | 41.9  | 8.6  |                          |
|                  |         |                 |       | Change     | 55                           | +64  | +0.7 | +3  | +1.8  | +1.7 |                          |
| Johnson, Matthew | English | Hernandez, Mike | 9     | 09/07/2012 |                              | 933  | 8.6  | 30  | 39.0  | 7.6  |                          |
|                  |         |                 |       | 05/02/2013 |                              | 924  | 8.5  | 26  | 36.5  | 7.3  |                          |
|                  |         |                 |       | Change     | 42                           | -9   | -0.1 | -4  | -2.5  | -0.3 |                          |
| Lanier, Madeline | English | Hernandez, Mike | 9     | 09/07/2012 |                              | 659  | 6.2  | 11  | 24.2  | 5.5  |                          |
|                  |         |                 |       | 05/03/2013 |                              | 898  | 8.2  | 26  | 36.5  | 6.8  |                          |
|                  |         |                 |       | Change     | 86                           | +239 | +2.0 | +15 | +12.3 | +1.3 |                          |
| Ormeo, Ricardo   | English | Hernandez, Mike | 9     | 09/04/2012 |                              | 848  | 7.6  | 35  | 41.9  | 6.5  |                          |
|                  |         |                 |       | 05/01/2013 |                              | 1098 | 10.3 | 51  | 50.5  | 9.8  |                          |
|                  |         |                 |       | Change     | 85                           | +250 | +2.7 | +16 | +8.6  | +3.3 |                          |

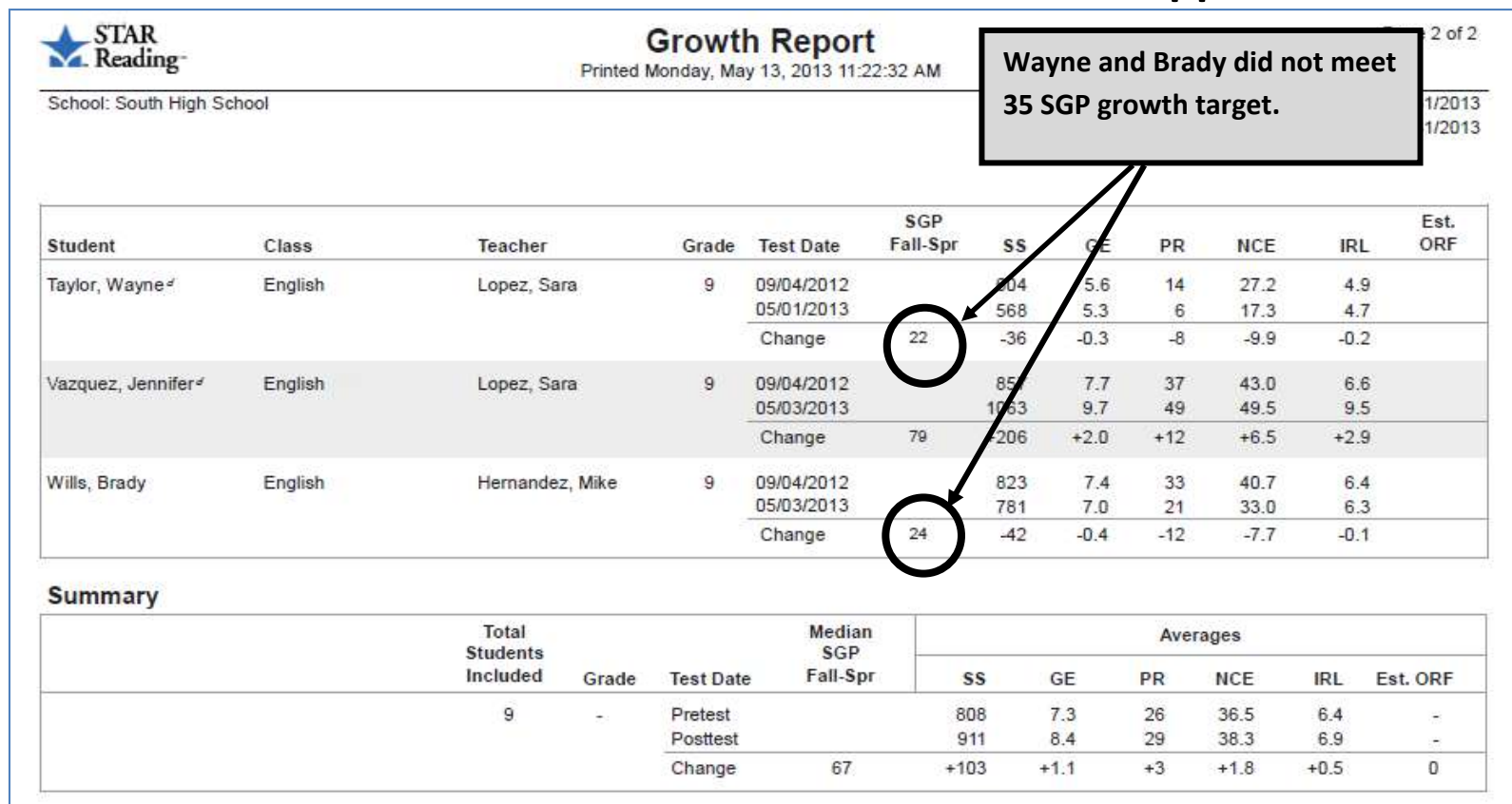
<sup>a</sup>Student Growth Percentile is shown when tests are taken within the SGP testing windows.

<sup>b</sup>Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.

Historical data included.



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| Growth Target | Number of Students: | % of Students Exceeding/ Meeting Target: | SGO rating: |
|---------------|---------------------|--|-------------|
| 35 SGP        | 9                   | 78%                                      | 3           |

Teacher receives SGO rating of '3' because 78% of students met SGO growth target of 35 SGP.

| Target Score                                  | Attainment Level Meeting Student Growth Objective |        |           |                |
|---|---|--------|-----------|----------------|
| 80% or Higher on Final Assessment             | Exceptional 4                                     | Full 3 | Partial 2 | Insufficient 1 |
| Number of Students Meeting Target (out of 65) | More than 55                                      | 45-55  | 36-44     | Fewer than 36  |
| Percent of Students Meeting Target            | Greater than 84%                                  | 70-84% | 55-69%    | Less than 55%  |

Figure 6: Scoring guide for SGOs based on number of students meeting target score.

Sample SGO scoring from NJ Doe: [Source, page 16](#)

