DEVELOPING IPDPS

All teachers and administrators must start the yearly evaluation process with a goal-setting conference. At this meeting, the administrator and teacher review both student and teacher performance from the previous school year. Working together, the administrator and teacher set specific learning goals for students. They also set professional development growth goals. Both sets of goals will serve as the teacher's Individualized Professional Development Plan (IPDP), which is consistently revisited throughout the year to monitor progress. Outlined below are the recommended steps for setting both learning goals for students and professional development goals for teachers during the beginning of the year conference.

ALL GOALS SHOULD BE ANCHORED IN IMPROVING STUDENT PERFORMANCE.

STUDENT LEARNING GOALS

All goals focus on improving student performance. Therefore, the teacher and administrator begin the goal-setting process by examining student performance and establishing goals for each of the teacher's classes.

1. *Establish area(s) of focus* - Together the teacher and administrator identify two to four areas of focus for each of the teacher's classes. Each focus area should be a skill or behavior critical to the students' success in the course and be aligned to the standards or curricular objectives.

2. *Identify students' end point in the area(s) of focus* - The teacher and supervisor agree on a goal for the students' progress toward mastery of the focus over the course of the year. Discuss how they will know if the group of students has mastered the standards in the focus area(s) and identify the culminating student performance task.

3. *Determine students' starting points in the area(s) of focus* - Review the most recent student data related to the focus area.

4. *Identify instructional tools and resources* – Together the supervisor and the teacher review and select specific curricular materials and instructional resources available to support student progress towards goals.

SGO VS SGP?

A student growth objective (SGO) is a long-term academic goal for groups of students set by teachers in consultation with their supervisors. An effective SGO must be specific and measureable, aligned to NJ's curriculum standards, based on available prior student learning data, a measure of student growth or achievement, ambitious, and achievable. A student growth percentile (SGP) is a measure of how much a student improves on their NJSLA score from the previous year as compared to students across the state with a similar academic history. SGPs are not calculated for SY2020-21 as the NJSLA was not administered in Spring 2021. In contrast, all teachers must set SGOs.

SETTING GROWTH METRICS

Once the standards focus area and students' starting points are identified, students should be placed into four preparedness categories. For students whose preparedness differs based on the data, the student will be placed in the average preparedness category. An example is in the table below with additional exemplars available at https://www.state.nj.us/education/AchieveNJ/teacher/exemplars.shtml

Preparedness Group	Information 1 Fall MAP RIT (Percentile)	Information 2 Curricular Diagnostic (% Correct)
Remedial	< 41	< 56
Low	41 – 60	56 – 70
Average	61 – 80	71 – 85
High	81 – 100	86 – 100

A differentiated scoring plan should reflect ambitious and achievable target scores for students who begin at different levels. Consistent expectations for the percentage of students who will make the target score in each level should reflect that the teacher has had a considerable impact on student learning throughout the year. The example below outlines how to utilize the MAP Achievement Status and Growth Projection Report to categorize grade 4 students and set growth targets for each group in Reading.

Example: Use the percentile range score to place students into four groups: Remedial (less than 41), Low (41-60), Average (61-80), and High (81-100). The Fall 2019 Percentile Range scores are 60, 17, 23, 39, 44, 83, 4, … Students are placed into their respective group. For the 20 students shown, 13 fall in the Remedial category, 4 in the Low category, and 3 in the High. The average of each group's growth target is shown in the Preparedness Table as the Average Projected Growth on RIT. The Projected Growth column represents students' growth target.

Achievement Status and Growth Projection Report

Wagner, Kelly
Homeroom

Term Tested:	Fall 2019-2020	Norms Refere
Term Rostered:	Fall 2019-2020	Growth Comp
District:	NWEA Sample District - Partner Accounts	Weeks of Instr
School:	Kobuk Valley Elementary School	Optional Grou / Small Group D

Language Arts: Reading

				Achievement Status					
				Fall 2019		Spring 2020			
ID	Name	FA19 Grade	FA19 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth
S11189	Alvarado, Roxanne	4	9/13/19	197-201-205*	51-60-69*			209	8
S11181	Bell, Amy	4	9/16/19	178-181-184	13-17-22			191	10
S11172	Bohn, Ahmed	4	9/11/19	180-184-188*	16-23-31*			194	10
S11175	Bowman, John	4	9/10/19	188-192-196*	30-39-49*			201	9
S11180	Collins, Geneva	4	9/10/19	191-194-197	36-44-51			202	8
S11157	Drake, Leslie	4	9/10/19	209-213-217*	77-83-89*			219	6
S11161	Harris, Joan	4	9/12/19	163-167-171*	2-4-7*			180	13
S11174	Helm, Garfield	4	9/19/19	220-224-228*	91-95-97*			228	4
S11192	King, Larry	4	9/18/19	189-192-195	32-39-47			201	9
S11198	King, Samuel	4	9/20/19	186-190-194	27-35-43			199	9
S11177	Logan, Darryl	4	9/20/19	186-190-194*	26-35-44*			199	9
S11191	Long, Claudia	4	9/11/19	177-181-185*	12-18-25*			192	11
S11170	Love, Shelia	4	9/10/19	216-219-223	87-91-94			224	5
S11184	Lynch, Arnold	4	9/13/19	185-189-193*	25-32-41*			198	9
S11171	Martinez, Barbara	4	9/11/19	191-195-199*	36-46-56*			203	8
S11201	Nash, Essie	4	9/20/19	179-181-184	14-17-21			191	10
S11166	Newton, Jerry	4	9/6/19	192-195-198	39-46-54			203	8
S11164	Perez, Annie	4	9/16/19	173-177-181	8-12-17			188	11
S11158	Perez, Jean	4	9/12/19	163-167-171*	2-4-7*			180	13
S11173	Perry, Alan	4	9/6/19	178-181-184	13-17-22			191	10

Preparedness Group	Fall MAP RIT (Percentile)	Number of Students in Each Group	Average Projected Growth on RIT
Remedial	< 41	13	10.2
Low	41 – 60	4	8.0
Average	61 – 80	0	0.0
High	81 – 100	3	5.0

STUDENT GROWTH NORMS & TEACHER SGO SCORES

Student data that should not be utilized for SGOs include prior years' NJSLA data, ALEKS and Lexia diagnostics, and textbook growth metrics. ALEKS and Lexia are supplemental programs that utilize an initial diagnostic test determining each student's specific learning path. The norm-referenced assessment, MAP Growth Assessment designed by NWEA should be used to construct at least one SGO for all literacy, mathematics, and science teachers. The MAP Growth Assessment will be administered multiple times during SY2021-22. Growth norms developed for the 2020 MAP Growth Norms Study reflect the common observation that the rate of academic growth is related to the student's starting achievement status on the measurement scale. In the elementary grades, for example, students starting out at a lower achievement level tend to demonstrate greater raw growth compared to students at a higher achievement level. The student growth norm table for mathematics below shows mean growth when the mean grade level achievement status score is used as the starting score.

2020 Mathematics Student Growth Norms

Grade	Fall-to-Winter Mean	Fall-to-Winter SD	Winter-to-Spring Mean	Winter-to-Spring SD	Fall-to-Spring Mean	Fall-to-Spring SD
K	10.57	5.15	6.97	4.77	17.54	6.63
1	10.13	5.22	6.22	4.82	16.35	6.81
2	9.03	5.11	5.35	4.75	14.38	6.54
3	7.75	4.99	4.85	4.68	12.60	6.26
4	6.50	4.98	4.46	4.67	10.96	6.24
5	5.56	5.10	4.05	4.75	9.61	6.53
6	4.81	5.04	3.32	4.71	8.13	6.38
7	3.83	4.96	2.69	4.66	6.52	6.18
8	3.20	5.27	2.18	4.85	5.38	6.93
9	2.24	5.48	1.36	4.98	3.60	7.41
10	2.14	5.46	1.21	4.97	3.35	7.37
11	1.77	5.92	0.76	5.25	2.52	8.37
12	0.30	6.09	0.88	5.36	1.18	8.75

The table below outlines a teacher's SGO score based on the percent of students achieving the MAP growth target. If more than 65% of students meet their growth target, the teacher exceeds goals and scores 4 on the SGO score. If 55-65% of the students meet their growth target, the teacher met/mostly met goals and scores 3.

Teacher SGO Score Based on Percent of Students Achieving MAP Growth Target			
Exceeds Goals (4)	Met/Mostly Met Goals (3)	Partially Met Goals (2)	Did Not Meet Goals (1)
> 65%	55 – 65%	45 – 54%	< 45%

AN EXAMPLE IN MATHEMATICS

A grade 6 teacher is administering the MAP Growth Assessment in Fall 2021 and Spring 2022. Note that the MAP Growth Assessment will be administered multiple times during SY2021-22, but since the teacher's IPDP captures the full school year, the teacher will use the Fall-to-Spring Mean as the benchmark for growth. Since the norms in the table are based on the bell curve, we know that 68% of all student mathematics scores will increase approximately 8.13 points. The grade 6 teacher can use the Fall-to-Spring growth norm of 8.13 as the average increase of student achievement on the MAP Growth Assessments. The teacher should not use this table to set a percent increase but rather the growth target itself. If 55-65% of the students meet their growth target, the teacher met/mostly met goals. If more than 65% of students meet their growth target, the teacher exceeds goals.

READING GOALS

Well-constructed test score norms inform many educational activities. Educators make use of the MAP Growth Reading and Language Usage norms in many ways, including: evaluating student achievement and growth; individualizing instruction; setting achievement and growth goals for students or groups of students in a school; and, supporting conversations about achievement patterns. The Reading and Language Usage norms tell educators if students made growth consistent with that of other students (in the same grade and subject area, with the same initial RIT score). Situating growth relative to other students helps teachers move beyond the simple conclusion that a student either did or did not *make target growth* and understand the extent and magnitude by which a student's growth exceeded or fell short of the growth observed for other students.

For SY2021-22, the MAP Growth Reading Assessment should be used to construct at least one SGO for literacy teachers. The MAP Growth Language Usage Assessment is designed for grades 2 through 12 students who are reading independently, assessing the subjects of writing, grammar, and mechanics. The MAP Growth Language Usage Assessment is not used to construct literacy teacher's SGOs.

The Reading norms in the tables below have a straightforward interpretation. For example, in the achievement norms for reading (shown left), grade 1 students in the fall had a mean score of 155.93 and a standard deviation (SD) of 12.66. To know how much variation there was, the SD of 12.66 is subtracted from the mean and added to the mean to produce a range of 143-169. Since the norms are based on the bell curve, we know that 68% of all grade 1 reading scores are expected to fall within this range.

2020 Reading Student Achievement Norms

Grade	Fall Mean	Fall SD	Winter Mean	Winter SD	Spring Mean	Spring SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Reading Student Growth Norms

Grade	Fall-to-Winter Mean	Fall-to-Winter SD	Winter-to-Spring Mean	Winter-to-Spring SD	Fall-to-Spring Mean	Fall-to-Spring SD
K	9.63	5.75	6.81	5.30	16.45	7.50
1	9.92	5.85	5.55	5.37	15.47	7.74
2	8.85	5.86	4.37	5.37	13.22	7.77
3	7.28	5.86	3.22	5.37	10.50	7.77
4	5.82	5.76	2.33	5.31	8.16	7.53
5	4.64	5.75	1.86	5.30	6.50	7.49
6	3.64	5.65	1.55	5.24	5.19	7.26
7	2.89	5.60	1.27	5.21	4.16	7.15
8	2.51	5.73	1.14	5.29	3.65	7.46
9	1.62	6.06	0.88	5.50	2.51	8.22
10	1.43	5.88	0.60	5.38	2.04	7.80
11	1.11	6.27	0.08	5.62	1.18	8.68
12	0.05	6.38	0.47	5.70	0.52	8.92

AN EXAMPLE IN READING

A grade 1 teacher is administering the MAP Growth Reading Assessment in Fall 2021 and Spring 2022. The teacher's IPDP captures the full school year, therefore, the teacher will use the Fall-to-Spring Mean as the benchmark for growth as shown in the 2020 Reading Student Growth Norms table (shown right). We know that 68% of all student reading scores will increase approximately 15.47 as the average increase of student achievement. The teacher should use this table to set a reading growth target. If 55-65% of the students meet their growth target, the teacher met/mostly met goals. If more than 65% of students meet their growth target, the teacher exceeds goals.

SCIENCE
ACHIEVEMENT VS GROWTH

Achievement is a point-in-time measure that evaluates how well students perform against a standard. In contrast, progress is measured by how much *growth* students make over time, typically over the course of the year or from one year to the next. The science achievement norms in the table below have a straightforward interpretation. For example, in the table of achievement norms for science shown below, grade 4 students in the Fall had a mean score of 194.65 and a standard deviation of 11.68 whereas in the Spring, grade 4 students had a mean score of 201.22 demonstrating a growth of 6.57 points.

2020 General Science Student Achievement Norms

Grade	Fall Mean	Fall SD	Winter Mean	Winter SD	Spring Mean	Spring SD
2	177.70	13.43	184.59	12.35	187.87	12.46
3	187.84	12.25	193.29	11.63	195.88	11.76
4	194.65	11.68	199.15	11.50	201.22	11.75
5	200.23	11.77	204.30	11.72	206.17	12.12
6	203.86	12.04	207.26	12.02	208.47	12.41
7	206.56	12.65	209.50	12.73	210.61	13.17
8	209.64	13.25	212.41	13.17	213.44	13.64
9*	211.40	14.10	213.42	14.17	213.99	14.72
10*	213.24	14.26	214.95	14.42	215.29	15.07

Science status norms shown left describe the distributions of achievement in general science academic skills and content knowledge for the relevant student populations for these grades and are not useful for screening and placement purposes. Test results (student achievement norms) should not be used to evaluate performance where science content is more specialized, such as in topically differentiated high school science courses (e.g. biology, chemistry, physics).

2020 General Science Student Growth Norms

Grade	Fall-to-Winter Mean	Fall-to-Winter SD	Winter-to-Spring Mean	Winter-to-Spring SD	Fall-to-Spring Mean	Fall-to-Spring SD
2	6.88	6.74	3.29	6.13	10.17	9.09
3	5.45	6.17	2.59	5.78	8.04	7.75
4	4.50	5.84	2.07	5.58	6.57	6.93
5	4.08	5.95	1.87	5.65	5.95	7.21
6	3.40	5.91	1.21	5.62	4.61	7.10
7	2.94	5.93	1.11	5.63	4.05	7.15
8	2.77	6.19	1.03	5.79	3.79	7.80
9	2.02	6.19	0.57	5.79	2.59	7.80
10	1.72	6.27	0.34	5.84	2.05	7.99

Growth norms reflect that the rate of academic growth in science is related to the student's starting achievement status on the measurement scale. The growth norm table for science shown left shows mean growth when the mean grade level achievement status score is used as the starting score. Teachers and administrators should use the growth table on the left carefully when evaluating performance where science content is more specialized (high school science courses).

PROFESSIONAL DEVELOPMENT GOALS

Using the student learning plan as a guide, the teacher and supervisor should agree on professional development goals that will support teacher's execution of the student learning plan.

1. *Identify growth area(s)* – Identify specific indicators in the Framework for Effective Teaching that are critical to the teacher's ability to implement the student learning goals. The indicators selected should be areas of the teacher's practice that need improvement and can be leveraged to support the group of students to achieve the goals. The teacher and supervisor should review past summative evaluations and observations to identify indicators that could most help the teacher become significantly more effective.

2. *Establish action steps for the teacher* – The teacher and supervisor agree on specific strategies the teacher will utilize to improve their teaching practice as it relates to the indicator. These strategies should be framed as action-oriented steps that are time-specific, i.e. containing deadlines or frequency.

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Newark Board of Education