

## User Guide for the Principal Median Student Growth Percentile Report

### Background

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The New Jersey Department of Education annually provides mSGP data for qualifying educators. mSGP reports may be accessed using the [Accessing Educator mSGP Reports](#) document. Beginning with 2018-19 evaluations, mSGP reports for principals, APs/VPs will be accessed through NJ SMART – in the same way teacher reports are accessed – not through NJ Homeroom as in prior years.

mSGP reports describe student growth on state standardized tests and **comprise 10% of qualifying educators' evaluations for 2018-19 school year**. As communicated in a [recent broadcast memo](#), the evaluation weights for 2019-2020 school year will remain unchanged. This guide describes how mSGP scores are calculated and used and includes an overview of the following components:

- [The Use of Growth Measures](#)
- [Qualifications for Receiving mSGP Data](#)
- [Calculation of mSGP Scores and Conversion to Evaluation Scores](#)
- [Understanding the Individual Principal/AP/VP mSGP Report](#)
- [Suggested Steps for Sharing and Effectively Using mSGP Data](#)
- [Certifying mSGP Data and the Summative Rating](#)
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### The Use of Growth Measures

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

New Jersey measures growth for an *individual student* by comparing the change in his or her PARCC achievement from one year to the next to the student's "academic peers" (all other students in the state who had similar historical test results). This change is reported as a Student Growth Percentile (SGP) and indicates on a scale from 1 to 99 how an individual student's growth compares to that of his/her academic peers. To determine the mSGP for an *individual principal, AP/VP*, district staff submission data is used to create an ascending list of SGPs of the qualifying students who were assigned to the leader's school by the district.

### Qualifications for Receiving mSGP Data

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For mSGP to be part of a principal, AP/VP 2018-19 evaluation, the leader must have been:

- Assigned to schools attended by more than 20 separate students who took the grade 4-8 language arts or grade 4-7 math assessment; and
- Assigned to qualifying students reported as having attended the school for one full year prior to the administration of the assessment, according to the data submitted by the district in its State Submission

## Calculation of mSGP Scores and Conversion to Evaluation Scores

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

1. Districts submit and certify student data through NJ SMART in October and June of every school year and staff data every October. These submissions list school assignments for all students and staff.
2. The NJDOE receives SGP scores for each student following the state assessment.
3. The NJDOE links district enrollment data with relevant SGP scores for each qualifying individual principal/AP/VP to determine his/her mSGP score. Districts are responsible for ensuring that their enrollment and staffing data are accurate when submitted to NJ SMART.
4. The NJDOE provides mSGP scores to districts to share confidentially with individual educators.

2018-19 mSGPs account for 10% of each qualifying principal's evaluation. To calculate a final evaluation rating, mSGPs are converted to a 1.0 to 4.0 score and tabulated with the scores for Principal Practice\* (70%), Administrator Goals (10%), and the Student Growth Objective average (10%). The following scale translates mSGP scores from a 1 to 99 scale to the 1.0 to 4.0 score:

**mSGP Conversion Chart**

mSGP Score	Evaluation Rating
1-20	1
21	1.1
22	1.2
23	1.3
24	1.4
25	1.5
26	1.6
27	1.7
28	1.8
29	1.9
30	2
31	2.1
32	2.2
33	2.3
34	2.4
35	2.5
36	2.5
37	2.6
38	2.6
39	2.7
40	2.7
41	2.8
42	2.8
43	2.9
44	2.9
45	3
46	3
47	3
48	3
49	3

mSGP Score	Evaluation Rating
50	3
51	3
52	3
53	3
54	3
55	3
56	3.1
57	3.1
58	3.2
59	3.2
60	3.3
61	3.3
62	3.4
63	3.4
64	3.4
65	3.5
66	3.5
67	3.5
68	3.6
69	3.6
70	3.6
71	3.7
72	3.7
73	3.7
74	3.8
75	3.8
76	3.8
77	3.9
78	3.9
79	3.9
80-99	4

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

\*The principal practice score may include results from both the district's state-approved principal practice instrument and the *optional* Evaluation Leadership Instrument. Local discretion can be used to assign a weight for the Evaluation Leadership Instrument as a component of the practice score for school leaders.

## Understanding the Individual Principal/AP/VP mSGP Report

District leaders have been provided secure access to a summary of all principal, AP/VP mSGP scores, as well as individual reports for each leader indicating his/her 2018-19 mSGP score. These leaders are asked to share the confidential reports with each principal with the goal of finalizing the 2018-19 summative evaluation score and connecting the mSGP to elements of the principal’s practice and professional learning. The individual principal, AP/VP mSGP report provides brief background information about the use of SGPs and mSGPs, lists the leader’s score, and offers suggestions for use as well as additional resources. The chart depicting each leader’s score appears as shown below:

Principal/AP/VP	mSGP (1 to 99)	# Students Assigned	mSGP SCORE (1.0 to 4.0)
Language Arts Literacy	46	175	
Mathematics	68	175	
<b>Overall</b>	<b>52</b>	<b>175</b>	<b>3.0</b>

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

## Suggested Steps for Sharing and Effectively Using mSGP Data

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

### Alleviate Miscommunication Surrounding mSGPs

Districts may share the [SGP video](#) and other resources found on the [AchieveNJ website](#) not just with educators receiving mSGPs, but with all district staff, the local school board, and the District Evaluation Advisory Committee (DEAC) to ensure that all stakeholders hear the same information. Using such a proactive communications strategy will help dispel common myths about mSGPs, several of which are addressed in the table below.

Misconception	Fact
Students who don’t participate in or don’t try on standardized tests will hurt an educator’s score.	NJDOE has taken a thoughtful, careful approach to analyzing the first year of PARCC results and the resulting SGP information. <b>We have worked with technical experts<sup>1</sup> to examine any potential cases of abnormalities in scores or scoring, including districts with lower participation rates, and have confirmed that no such abnormalities were found.</b> For an educator to qualify to receive the mSGP, he or she must have at least 20 qualifying SGP students ( <b>those who did not participate in the test did not get an SGP</b> ). Also, the <i>median</i> is used rather than the average because it is less susceptible to <b>outlier scores</b> . These design factors mean that a student not “trying” on the

<sup>1</sup> See footnote 1

Misconception	Fact
	test will have limited effect on the educator’s mSGP. Finally, AchieveNJ is designed with multiple measures to ensure a robust picture of educator effectiveness. <b>In order for the mSGP score (weighted at 10%) to negatively impact the overall final evaluation score, the leader must have also scored below average on the principal practice measure and the other student achievement measures</b> (Administrator Goals and Student Growth Objective average).
SGPs are based on how well students score on standardized tests.	SGPs measure how much a student <b>has grown from the previous year as compared to students across the state</b> who have similar standardized test performance histories.
mSGP scores will pit educators against each other.	Students are not compared with others in the class or in the school only, but rather with <b>students around the state</b> , so an improvement by one teacher or leader would not necessitate a decrease for another.
An educator’s mSGP score will suffer if special education students don’t do as well on tests.	<b>All students are capable of learning and educators make the largest in-school contribution to student academic growth.</b> This academic growth is factored into the educator’s evaluation through the SGP measure, and is determined by comparing the student’s change in test performance over time to that of other students in the state with a similar performance history. If a student scores better than his or her statewide academic peer group on the current test, regardless of the actual score, he or she will have a higher SGP and vice versa.
mSGP scores won’t help principals, APs, and VPs improve school leadership.	A thoughtful analysis of the mSGP in conjunction with principal practice information and other student growth measures can provide <b>insight into areas where leaders can continue to grow.</b>
If the mSGP score differs greatly from the other evaluation component scores, this proves the mSGP is not a valid measure of effectiveness.	AchieveNJ includes multiple measures of principal practice and student learning because <b>no one factor alone can fully demonstrate educator effectiveness.</b> While each component offers valuable information, the final summative rating is what counts for the evaluation. In cases where the mSGP score is very different from the other scores, the principal and supervisor together should examine potential concerns with all components and how to address these concerns going forward.
Parents or reporters will be able to see an educator’s mSGP score.	Evaluation data of a particular employee is confidential in accordance with the <i>TEACHNJ Act</i> and <i>N.J.S.A.18A:6-120</i> , is not subject to the <i>Open Public Records Act</i> , and <b>will not be released to the public.</b>
If a district made an error with the staff submission, the mSGP score will be incorrect, which is unfair.	NJDOE has provided guidance to districts for correcting inaccurate mSGP scores based on district data errors. <b>Principals can work with their supervisors to provide the proper documentation to correct the mSGP score.</b> In cases where this is not possible, an incorrect mSGP score will be removed from the final summative rating. (see <a href="#">Certifying mSGP Data and the Summative Rating</a> )

### Provide Specific Support for Principals and /APs/VPs Receiving mSGPs

NJDOE recommends the following approach for sharing mSGP reports with principals:

1. Principals and their supervisors together review the material available for mSGPs, particularly the [SGP video](#), [Principal Evaluation Scoring Guide](#), and this Principal mSGP Report User Guide.

2. During a leadership meeting, supervisors answer any questions that principals may have regarding the mSGP process.
3. Supervisors meet with school leaders receiving mSGP scores to discuss their specific results. During this meeting, supervisors might consider the following guidelines:
  - Address any of the principal’s outstanding questions about the mSGP process.
  - Share the principal’s individual mSGP profile, using this User Guide as a reference.
  - Show how the mSGP score fits with the other components of principal evaluation to generate a summative score. Discuss the relationship between the mSGP score and other components of the principal’s evaluation, and to evaluation information gathered so far for 2019-2020.
  - Discuss the principal’s mSGP score in relation to the standardized test data from which it was derived and multi-year trends in standardized test scores, data on the school performance report, and other markers of student success. Use these data to help inform the principal’s future PDP, Administrator Goals, and school-wide priorities.
  - Discuss the principal’s current PDP and opportunities to address any relevant areas or standards indicated by the mSGP results and finalized 2018-19 summative evaluation rating. If the final rating is Partially Effective or Ineffective (2.64 or below), ensure the principal is placed on a Corrective Action Plan (CAP).

### **CAP Procedures for Principals, APs/VPs**

With the mSGP score, if an educator’s summative rating is Partially Effective or Ineffective, then a CAP must be created to replace the PDP within 25 working days following the district’s receipt of the summative rating, which will be provided by NJDOE through the Evaluation Information System (EIS). In order to ensure educators with CAPs receive all the necessary supports they are due, please consult this [Summary of Legal Requirements for Evaluation and Tenure Cases](#). Also, educators on a CAP must;

- Remain on the CAP until they receive their next summative rating;
- Receive a mid-year evaluation to discuss progress towards goals outlined in the CAP; and,
- Receive at least one observation in addition to the number normally required. Educators should receive the additional observation for every year they are on a CAP, even if the CAP only applies to part of the year.

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

### **Handling and Storing mSGP Data**

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

## **Certifying mSGP Data and the Summative Rating**

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

### **Accessing Full Course Roster Data**

The mSGP reports include the total number of qualifying students assigned to each educator in language arts and/or math along with the mSGP score, based on data submitted by the district during the

2018-19 NJ SMART Course Roster Submission. Educators who wish to access their full historical student roster should consult their supervisor to request the information from the individual(s) who manage the district's data submissions. Please note that such rosters may take some time for data managers to provide, and they are based on district assignments and priorities.

### **Addressing Potential Corrections to the mSGP Score and Certifying Final 2018-19 Evaluation Scores**

Districts will certify 2018-19 evaluation scores for all educators using the Evaluation Information System (EIS), accessed through NJDOE's [Homerroom webpage](#). This tool will allow districts to review evaluation data, correct any errors that occurred in their evaluation data submission, and certify the accuracy of each staff member's summative score. Districts will have approximately one month to complete this task after receiving instructions for accessing the tool.

### **Additional Resources and Contact Information**

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- [NJ SMART](#)
- The [AchieveNJ website](#) includes several resources about teacher evaluation in general and SGPs specifically. Please visit the [AchieveNJ SGP Page](#) for additional information.
- Please contact the Office of Professional Learning directly at 609-376-3974 or [edueval@doe.nj.gov](mailto:edueval@doe.nj.gov) to share questions or feedback.