

Procedures for Addressing mSGP Data Issues

Background

With the release of mSGP scores, the Department will open the Evaluation Information System (EIS), an electronic application for districts to use in certifying final summative ratings for all educators. This interface allows districts to review data, correct any errors that occurred during the data submission, and certify the accuracy of each staff member's final score. This document explains the Department's options for districts encountering problems or errors with mSGP data so that these circumstances can be addressed in advance of the score certification process and to ensure that no educator's evaluation rating is impacted by incorrect information.

Qualifications for Teachers to Receive an mSGP Score

mSGP data are available for those who taught language arts in grades 4-8 and/or math in grades 4 to 7. For the mSGP to be part of a teacher's evaluation, a teacher must:

- Have been the teacher of record for at least 60% of the course prior to the assessment, and
- Have valid SGP scores for at least 20 separate qualifying students in 2018-19 OR in 2016-17 and 2017-18 and 2018-19 combined as assigned by the district through the Course Roster Submission.

Qualifications for Principals and APs/VPs to Receive the mSGP Score

mSGP data are available for those who led schools including one or more SGP grades. For the mSGP to be part of a principal/AP/VP's evaluation, that educator must have been:

- Assigned by October 15, 2018 to a school attended by more than 20 separate students who took the 4th- to 8th-grade language arts or 4th- to 7th-grade math assessment; and
- Assigned to qualifying students reported as having attended the school for one full year prior to the administration of the test, according to the data submitted by the district in its State Submission.

Possible Issues with mSGP Scoring

Given the requirements above, districts may find that some educators should have received mSGP scores but didn't, while others who were not expected to receive them did. In addition, some of the mSGP scores received may be incorrect due to errors in district data submission. Each of these cases is addressed below.

Procedures for Educators Expecting but Not Receiving the mSGP Score

In certain circumstances, educators who were expecting to receive an mSGP score for 2018-19 will not. These circumstances include a teacher with a student roster of fewer than 20 qualifying students taking the state test over three years, or an educator who had an extended absence (more than 40% of the school year). There are two options for educators in this situation.

Option A:

For a teacher with 2 SGOs for 2018-19 OR for a principal, AP/VP recalculate the summative rating using other component scores.

- 1) If the teacher set 2 SGOs or the educator is a principal, AP/VP, remove the mSGP score and recalculate the summative rating using the following weights:
 - A. Teachers: teacher practice score (85%) and SGO score (15%).
 - B. Principals, APs/VPs: principal practice score* (80%), Administrator Goal score (10%), SGO Average score (10%).
- 2) Make adjustments in the personnel file and individual Professional Development Plan (PDP) or Corrective Action Plan (CAP) as needed (see the Department's [Professional Development web page](#) and updated [Overview of PDP and CAP Requirements](#) for more information.
- 3) Prepare to make appropriate changes using the Evaluation Information System.

*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.

Option B

For a teacher with 1 SGO for 2018-19, eliminate summative rating.

- 1) If the teacher set 1 SGO, the teacher cannot receive a summative rating for 2018-19.
- 2) Make adjustments in the personnel file and individual PDP or CAP as needed (see the Department's [Professional Development web page](#) and [Overview of PDP and CAP Requirements](#) for more information on PDP and CAP procedures).
- 3) Prepare to make appropriate changes using the Evaluation Information System.

Procedures for Educators Not Expecting but Receiving the mSGP Score

In some cases, educators may not be expecting an mSGP score but do qualify for one. AchieveNJ allows educators to collect the 20 SGP students necessary to qualify for an mSGP over a period of up to three years. For example, if a teacher had 10 students in 2015-16 no mSGP would be provided. However, if the teacher had at least 7 students in 2016-17 and 6 students in 2017-18 receiving an SGP, then this teacher receives an mSGP for 2017-18. This has been consistently communicated in AchieveNJ materials over the past several years.

However, in the event that a case arises in which the educator was provided a summative rating by mistake at the end of the school year, the mSGP report and correct summative score should be shared with the educator. Appropriate adjustments should be made to the educator's personnel record, PDP, or CAP to reflect the correct evaluation rating.

Procedures for Educators Seeking to Correct the mSGP Score

When reviewing 2018-19 mSGP data, educators may identify potential errors related to course roster accuracy or course assignment. In these cases, districts should validate and remediate any errors using the following options and steps.

Access Full Course Roster Data

The mSGP reports include the total number of qualifying students assigned to the educator in language arts and/or math along with the mSGP score, based on data submitted by the district during the 2016-17 and 2017-18 and 2018-19 NJ SMART Course Roster Submissions. Educators who wish to access their full historical student rosters should consult their supervisor to request the information from the individual(s) who manage the district's NJ SMART data submissions. Please note that such rosters may take some time for data managers to provide and are based on district assignments and priorities. To help authorized NJ SMART users access the historical district submissions that result in the mSGP report, NJ SMART includes an updated functionality explained in this [Click-by-Click Guide](#).

Consider Scenarios for Educators with Changes to 2016-17 and/or 2017-18 Scores

The 2018-19 evaluation cycle is the fifth time when the use of multiple years of mSGP data can be used for a teacher's mSGP score. Thus, the mSGP assigned to the teacher for 2017-18 will be either the 2017-18 median alone, or the median of all 2016-17 AND 2017-18 AND 2018-19 scores taken together, whichever is most advantageous to the teacher (see [Guidance of Multiple Years of Data for mSGP](#)).

If a district changed the 2016-17 or 2017-18 or 2018-19 mSGP score for any educator in the Evaluation Information System (EIS) last year, that change will not be reflected in NJ SMART, which is a separate system from the Department's Homeroom interface. In addition, an educator might not have received the mSGP score for 2016-17 or 2017-18 but has received a multi-year score for 2018-19, and might thus need to verify the 2016-17 and 2017-18 and 2018-19 rosters. Finally, this may be the first year that an educator is receiving an

mSGP score. The tables below outline possible scenarios and appropriate actions. More detailed descriptions of how to adjust scores follow.

Teacher has a multi-year mSGP

Scenario	Action
A. Teacher received 2017-18 mSGP and made corrections to roster errors last year	<ol style="list-style-type: none"> 1. Ensure 2018-19 course roster and SGP information is accurate and then recalculate the multi-year mSGP using the accurate data from ALL years. 2. Compare this updated multi-year score to the 2018-19 score alone (if at least 20 students are included in 2018-19). 3. Input the higher of these two scores as the final mSGP score into the EIS and update personnel records.
B. Teacher received 2016-17 and 2017-18 mSGPs but no corrections were made	The multi-year score will be accurate as long as no errors in 2018-19 roster information are reported.
C. Teacher did not receive 2016-17 or 2017-18 mSGPs alone (had fewer than 20 SGP students)	Verify 2016-17 and 2017-18 roster information in addition to 2018-19 information and then take steps explained above to address any issues identified.

Teacher has mSGP for the first time in 2018-19

Scenario	Action
A. District verifies the accuracy of the 2018-19 course roster data	No action required – mSGP scores are based on correct student rosters.
B. 2018-19 course roster errors are noted	<ol style="list-style-type: none"> 1. Recalculate 2018-19 mSGP using the accurate roster data. 2. Input the correct score into the EIS and update personnel records.

Determine Proper Option for Any Changes to mSGP Data (2016-17 and 2017-18 and/or 2018-19)

Option A:

Provide **documentation** of errors, **correct mSGP score**, and **recalculate the summative rating**.

- 1) Cross-check verifiable course roster information, such as that contained in the student information system or teacher grade book, with the NJ SMART course roster.
- 2) If there are discrepancies, recalculate the mSGP of the educator using the correct roster information, as long as the educator still qualifies to receive the score based on the requirements explained above. If the educator no longer qualifies to receive the mSGP score, see the following Options B & C.

Option B:

Remove the mSGP score for a teacher with 2 SGOs for 2018-19 OR for a principal, AP/VP, and **recalculate the summative rating**.

- 1) If the teacher set 2 SGOs or the educator is a principal/AP/VP, remove the mSGP score and recalculate the summative rating using the following weights:
 - A. Teachers: teacher practice score (85%) and SGO score (15%)
 - B. Principals, APs/VPs: principal practice score* (80%), Administrator Goal score (10%), SGO Average score (10%)

Option C:

Remove mSGP score for a teacher with 1 SGO for 2018-19, **eliminate summative rating.**

- 1) If the teacher set 1 SGO, the teacher cannot receive a summative rating for 2018-19.

For Options A to C above:

- 1) Update personnel files and individual PDPs or CAPs as needed (see the Department's [Professional Development web page](#) and [Overview of PDP and CAP Requirements](#) for more information.
- 2) Input the proper scores into the EIS.

* 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.

Additional Resources and More Information

- [NJSMART](#)
- [AchieveNJ SGP web page](#)
- [AchieveNJ website](#)
- Questions or feedback? Please e-mail edueval@doe.nj.gov, or call the AchieveNJ Help Line at 609-376-3974.