

# Fast Facts From the Kenai...

8,800 Students

8,000 in brick and mortar buildings

800 enrolled in Connections Homeschool Program (borough students only)

44 Schools

37 general education schools

4 charter schools

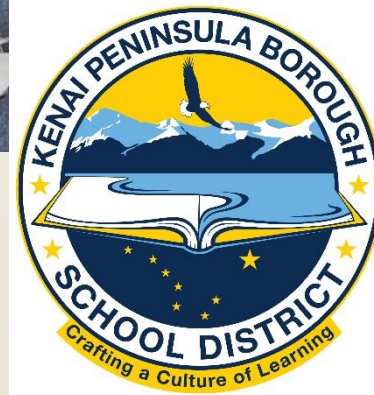
2 alternative schools

1 performance-based school

42% of students receive F/R meals

1200 employees

FY15 budget = \$160,000,000





# Student Growth Map Pilot

- Presenters & Facilitators

- Christine, Clayton, Darci, Doug, Melissa, Michelle, John O., John P., Shanna, Tim

- Comfort and Safety

- Phones silenced

- Gather by the benches out back

- Schedule 8:00-4:00

- Breaks at 10:00 and 2:15

- Lunch 12-12:45

# Norms for Today's Work

- ▶ Prizes will not be given for rain; prizes will only be given for building an ark.
- ▶ One person's frankness is another person's vulgarity, so treat others as they would like to be treated.
- ▶ Learning without reflecting is like eating without digesting. Recognize the work as a multiple course meal.

Consider: What will these norms look like for you personally?

Ask & Understand: What do these norms mean to your table mates?

Commit: What will be the hardest for you today? What are you willing to do to overcome what will be the hardest? Write it on a sticky note, put it in the middle of the table.

# Celebrations

Identification of the 'must haves' within various curricula led to closer examination of curricula and what students really need occurred across all levels.

Start of year/course planning based on data and the SGM led to intentional grouping of students with meaningful differentiation.

At least 5 educators now understand the benefits of Performance Series and can thoroughly utilize the data from it.

Multiple educators had "ah-ha!" moments as they used data to change their instruction.

SGM data was used by a collaborative team to completely transform the structure of teaching and learning within a secondary math classroom.

Students participated in monitoring their own progress on CBM measures and exceeded the end of year grade expectations.

At least one site discovered the SGM template was useful to set and monitor collaborative team goals that supported the school development plan and school-wide goals!

# What Gets Sent, Where?



## TEACHER ENRICHMENT PATHWAY SUMMARY REPORT

(Submit original to Human Resources by May 15th)

Teacher(s) Names: [Click here to enter text.](#) Date of Summative Review: [Click here to enter a date.](#)

Informal Classroom Observation (minimum of 10 minutes):

Date Observed: [Click here to enter a date.](#)

Indicator(s) of Success (Data)	Teacher's Self-Reflection Notes (include reference to Component(s))
<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

### Evaluator Summary

Briefly describe the teacher's growth option project, and how the project contributed to higher professional competence and a greater understanding of self, role, context or career for the teacher.

[Click here to enter text.](#)

This Plan:

☐ Met Goal ☐ Progressing ☐ Not Progressing

Next Year:

☐ Teacher(s) **will not** continue with this plan

☐ Teacher(s) **will** continue with this plan

I understand that I have five (5) work days to study and prepare a response which will be attached to this evaluation prior to being sent to the Human Resources Department.

Teacher (s) Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

\*Note: The evaluator signs here to indicate that the Growth Plan has been completed satisfactorily. This plan must be attached to the formal written evaluation to be submitted to the Human Resources Department.

Teachers on a TEP or principals on a PEP:  
**May 15- Summary Report due to HR**

SGM doc is an artifact that gets attached to the TEP or PEP summary. If final data isn't available, that's okay! Reflect on what you can to complete the TEP process.

## Principal Enrichment Pathway Summary Report

Date of Summative Review: \_\_\_\_\_

Indicator(s) of Success (Data)	Principal's Self-Reflection Notes (include reference to Component(s))

### Evaluator Summary

Briefly describe the principal's growth option project, and how the project contributed to higher professional competence and a greater understanding of self, role, context or career for the principal.

# ALL Pilot Participants by May 21, 2015...

1.

Finalized SGM(s) saved in the Shared Folder in the following format:

Grade.Content.Assessment

PreK.SelfHelp.Observation

K.FineMotor.TeacherMade

3.Reading.CBM

7.Math.PerfSeries

10.Foods.TeacherMade

12.Chemistry.APExam

Once you save it, send a confirmation email to Doug Hayman and Christine Ermold telling us you did so, and what you named it when you saved it. If you have supporting documents (like a teacher made test, or separate data chart,) send them with the email.



# Where's The Shared Folder?

1. In the 'Computer' view, the 'KPBSD Shared (S:)' drive is highlighted in the left sidebar.

2. In the 'KPBSD Shared (S:) > Districtwide Staff Shared' view, the 'Districtwide Staff Shared' folder is highlighted in the left sidebar.

3. In the 'Districtwide Staff Shared' view, the '2014-15 Eval Docs for Pilot' folder is highlighted in the file list.

Name	Date modified	Type
Aurora Borealis Charter	9/17/2012 11:54 AM	File folder
Chapman	7/11/2014 3:59 PM	File folder
Cooper Landing	9/17/2012 12:49 PM	File folder
District Office	7/11/2014 3:52 PM	File folder
Districtwide Staff Shared	7/11/2014 3:25 PM	File folder
Districtwide Student Shared	7/11/2014 3:25 PM	File folder
Fireweed Academy	7/11/2014 4:03 PM	File folder
Homer Flex	9/17/2012 12:50 PM	File folder
Homer High	7/11/2014 3:55 PM	File folder
Homer Middle	7/11/2014 3:50 PM	File folder

Name	Date modified	Type
10Investigation	7/15/2013 10:51 AM	File folder
19 Transition	5/15/2014 1:52 PM	File folder
2012 Negotiations	7/15/2013 10:52 AM	File folder
2013-2014 Leadership Academy	11/3/2014 2:10 PM	File folder
2014 Skills USA	3/5/2014 9:01 AM	File folder
2014-15	2/16/2015 4:08 PM	File folder
2014-15 Eval Docs for Pilot	3/24/2015 4:16 PM	File folder
Adapted P.E. Resources	4/8/2015 3:12 PM	File folder
Admin Shared	7/15/2013 10:52 AM	File folder
Adopted Materials KPBSD Presentation	1/21/2015 7:45 AM	File folder

# ALL Pilot Participants by May 21, 2015...



2.

Once you save it, send a confirmation email to Doug Hayman and Christine Ermold telling us you did so, and what you named it when you saved it. If you have supporting documents (like a teacher made test, or separate data chart,) send them with the email.

3.

Complete the end of year surveys.

- Complete the SGM survey once for each SGM you piloted.
- Complete the GenReady evaluation survey.

Then, you can print your course completion/CEU document from within GenReady.



## Goals:

1. Share what assessment you used, and if you'd 'in general' give it a thumbs up or down for use with an SGM. (Knowing that maybe the goals need adjusting...)
2. Identify things you've struggled with that your colleagues may have also experienced and that they may have solutions for.
3. Identify common problems we still need to address or sort out.

## Methods:

Round 1: Share. One person records on a sticky chart the types of assessments used and if it worked well or not.

Round 2: Think/Ink/Speak

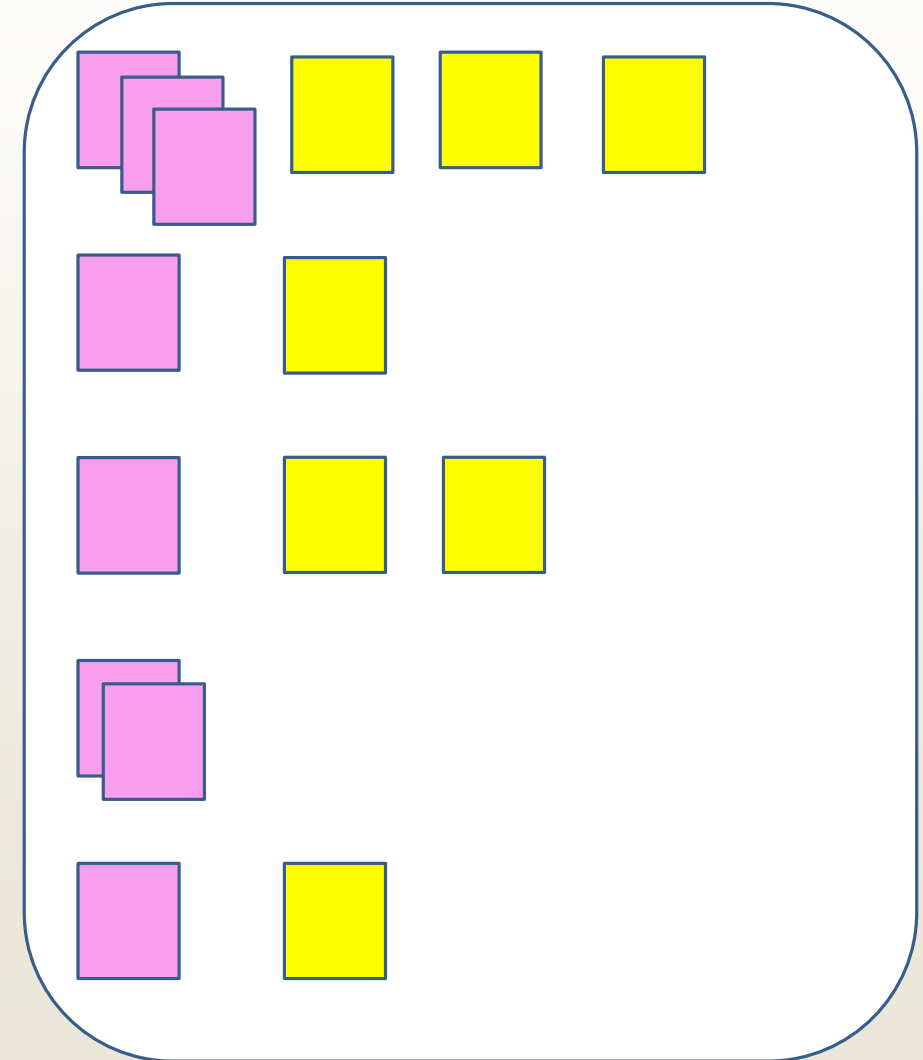
2 Minutes: Think

1 Minute: Ink- Write each problem on a pink sticky note

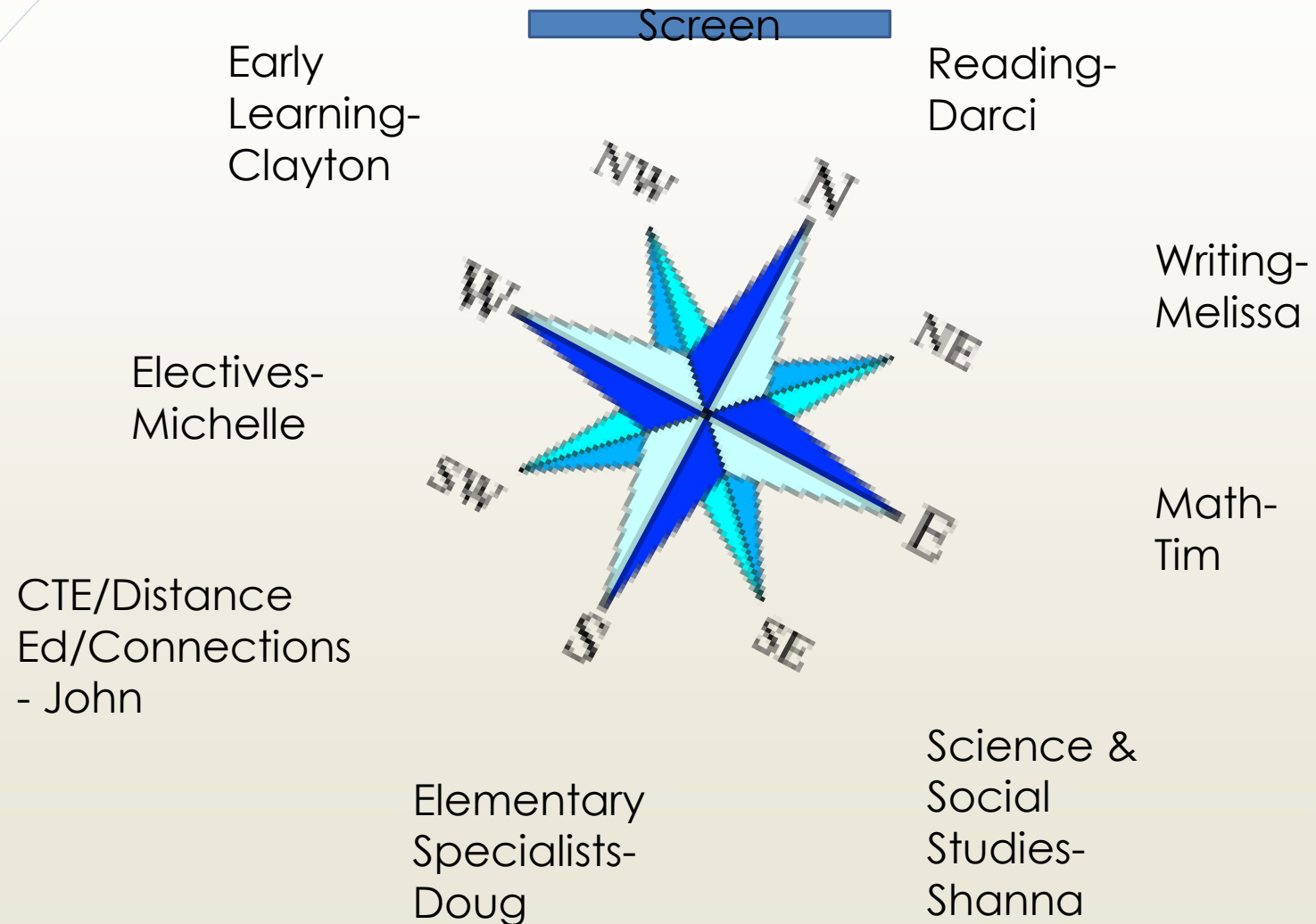
2 Minutes per Person: Speak- Report the problem to your group, clarify any questions, group members write any solutions they have on a yellow sticky note

Round 3: Organize your information on a post it chart.

Problems go down the left side, with similar problems nested together. Solutions go across the paper to the right side of the solution.



# SGM Content Alike Gatherings...



# Target Setting Methods/Target Types

Goal: To become familiar with the types of target setting methods and develop an awareness of how different types of data work with different types of targets.

1. Individual Growth Targets
2. Minimum Rigor Target
3. Basic Growth Target
4. Banded/Range-based/Tiered Target
5. Half to 100/Close the Gap Target

student Name	Raw Data	Growth to Maintain	National percentile	Projected Raw Data	Growth Objective	Rigorous Goal	Actual winter score	Actual Spring score	goal achieved
a	14	14	77	28	16	30	21		
b	7	8	30	15	9	16	9		
c	16	15	80	31	16	32			

Students will increase their MCAP scores by the end of the year by an amount determined by their initial national percentile ranking. The expected increases are listed above on the table.



# Establishing Targets:

## What is rigorous, yet reasonable?

Consider information about:

- The actual students- their needs, strengths, experiences
- Human growth and development
- Progression of skills or understanding in the specific content area

ASK: Do the targets set a challenging  
yet feasible goal for all?

# Individual Growth Targets

- ▶ Each student has an individual target based on individual baseline academic performance and other background information.

# Method #1: Individual Growth

Student	Baseline	Target	Actual	Meet Target (Y/N)
A	30	65	81	
B	52	70	58	
C	60	85	94	
D	48	70	77	
E	62	80	80	
F	20	65	62	
G	54	74	92	
H	32	52	87	
I	12	32	58	
J	28	48	70	

# Method #1: Individual Growth

Student	Baseline	Target	Actual	Meet Target (Y/N)
A	30	65	81	Y
B	52	70	58	N
C	60	85	94	Y
D	48	70	77	Y
E	62	80	80	Y
F	20	65	62	N
G	54	74	92	Y
H	32	52	87	Y
I	12	32	58	Y
J	28	48	70	Y



## Method #2: Class-wide Minimum Rigor Target

- All students have a minimum rigor target for what reflects your goal for them, regardless of where they start, but the growth is challenging and feasible for all.
- Example: All my students will score 70 of 100 on the post assessment.
- The growth we're striving for is different for every student in this circumstance, and it's by looking at the individual growth of each student that we keep it from becoming a proficiency target.

## Method #2: Class-wide Minimum Rigor Target

Student	Baseline	Target	Actual	Meet Target (Y/N)
A	30	70	81	Y
B	52	70	58	N
C	60	70	94	Y
D	48	70	77	Y
E	62	70	80	Y
F	20	70	62	N
G	54	70	92	Y
H	32	70	87	Y
I	12	70	58	N
J	28	70	70	Y

## Method #2: How is this approach NOT a proficiency target?

- Goal Statement 1: 80% of students will achieve a score of 3 or higher on the AP exam in May, 2015.
- Goal Statement 2: All students will make the necessary growth to achieve a score of 3 on the AP exam by May, 2015.
- What's the difference???

## Method #3: Basic Growth Target

- All students have the same growth target.
- Example: All of my students will grow by 30 points by the end of the instructional period.

## Method #3: Basic Growth Target

Student	Baseline	Target	Actual	Meet Target (Y/N)
A	30	60	81	Y
B	52	82	58	N
C	60	90	94	Y
D	48	78	77	N
E	62	92	80	N
F	20	50	62	Y
G	54	84	92	Y
H	32	62	87	Y
I	12	42	58	Y
J	28	58	70	Y

## Method #4: Banded/Range-based/Tiered

- ▶ Group students together based on their pre-assessment scores.
- ▶ Divide students into three or more categories (low, medium, high).
- ▶ Set target for each of the categories.

# Baseline Ranges and Targets

Ranges on Baseline	Targets
0-15	65
16-40	70
41-50	75
51+	80



## Method #4: Banded/Range-based/Tiered

Student	Baseline	Target	Actual	Meet Target (Y/N)
A	30	70	81	
B	52	80	58	
C	60	80	94	
D	48	75	77	
E	62		80	
F	20		62	
G	54		92	
H	32		87	
I	12		58	
J	28		70	

## Method #4: Banded/Range-based/Tiered

Student	Baseline	Target	Actual	Meet Target (Y/N)
A	30	70	81	Y
B	52	80	58	N
C	60	80	94	Y
D	48	75	77	Y
E	62	80	80	Y
F	20	70	62	N
G	54	80	92	Y
H	32	70	87	Y
I	12	65	58	N
J	28	70	70	Y

## Method #5:

### Half to 100 or Closing the Gap Targets

- Growth targets are determined by a common two step formula.

**1.**

**Minimum Required Growth =**

$$\frac{(\text{Total possible points} - \text{Pre-assessment score})}{2}$$

**2.**

**Target = Baseline + Minimum Required Growth**

Each student has a different growth target based on his or her pre-assessment score.

# Example: Establishing the Target for Student A

**1.** Minimum Required Growth =

$$\left( \frac{\text{Total possible points} - \text{Pre-assessment score}}{2} \right)$$

**2.** **Target** = Baseline + Minimum Required Growth

1. Student A growth:  $(100-30)/2 = 35$

2. Student A target:  $30 + 35 = 65$

# 1. Minimum Required Growth =

$$\left( \frac{\text{Total possible points} - \text{Pre-assessment score}}{2} \right)$$

## 2. Target = Baseline + Minimum Required Growth

1. Student B growth:  $(100-52)/2 = 24$
2. Student B target:  $52 + 24 = 76$

1. Student C growth:  $(100-60)/2 = 20$
2. Student C target:  $20 + 60 = 80$

1. Student D growth:  $(100-48)/2 = 26$
2. Student D target:  $48 + 26 = 74$

1. E growth:  $(100-62)/2 = 19$
2. E target:  $62 + 19 = 81$

1. F growth:  $(100-20)/2 = 40$
2. F target:  $20 + 40 = 60$

1. G growth:  $(100-54)/2 = 23$
2. G target:  $54 + 23 = 77$

## Method #5: Half to 100 or Closing the Gap Targets

Student	Baseline	Target	Actual	Meet Target (Y/N)
A	30	65	81	Y
B	52	76	58	N
C	60	80	94	Y
D	48	74	77	Y
E	62	81	80	N
F	20	60	62	Y
G	54	77	92	Y
H	32	66	87	Y
I	12	56	58	Y
J	28	64	70	Y

So what rating would reflect this level of performance?

Unsatisfactory	Basic	Proficient	Exemplary
Less than 64% of students met the target.	65-79% of students met the target.	80%-89% of students met the target.	90% of students met the goal.

Method 1: Proficient  
Method 2: Basic  
Method 3: Basic  
Method 4: Basic  
Method 5: Proficient





# Target Setting Matching Activity

## SLO Target Method Matching Activity

**Directions:** Use the method key to match the target statements below with the method used to set the target. A target statement may be a combination of two or more methods or not an actual growth target.

### Method Key

1. Individual Growth Targets
2. Minimum Rigor Target
3. Basic Growth Target
4. Banded/Range-based/Tiered
5. Half to 100/Close the Gap
6. Not a Growth Target

Method(s)	Target Statement																									
	<p>A) My district established the following targets for all 2<sup>nd</sup> grade ELA classrooms: Students will meet or exceed the expectations outlined below, as evidenced by their scores on the district developed pre- and post-assessments.</p> <table><tr><th>Performance Level</th><th>End: 0-50%</th><th>End: 51-65%</th><th>End: 66-85%</th><th>End 86-100%</th></tr><tr><td>Start: 0-50%</td><td>NO</td><td>YES</td><td>YES</td><td>YES</td></tr><tr><td>Start: 51-65%</td><td>NO</td><td>NO</td><td>YES</td><td>YES</td></tr><tr><td>Start: 66-85%</td><td>NO</td><td>NO</td><td>NO</td><td>YES</td></tr><tr><td>Start: 86-100%</td><td>NO</td><td>NO</td><td>NO</td><td>YES</td></tr></table>	Performance Level	End: 0-50%	End: 51-65%	End: 66-85%	End 86-100%	Start: 0-50%	NO	YES	YES	YES	Start: 51-65%	NO	NO	YES	YES	Start: 66-85%	NO	NO	NO	YES	Start: 86-100%	NO	NO	NO	YES
Performance Level	End: 0-50%	End: 51-65%	End: 66-85%	End 86-100%																						
Start: 0-50%	NO	YES	YES	YES																						
Start: 51-65%	NO	NO	YES	YES																						
Start: 66-85%	NO	NO	NO	YES																						
Start: 86-100%	NO	NO	NO	YES																						

Indicate on your handout which target setting method each of the provided target statements represent:

1. Individual Growth
2. Class-wide Minimum Rigor
3. Basic Growth
4. Banded/Range-based/Tiered
5. Half to 100/Close the Gap
6. Not a Growth Target

**Which target setting methods make sense for your situation? Why?**

# In summary...

- ▶ Different target-setting models will yield different results
- ▶ Various target-setting models are available and should be:
  - ▶ Considered
  - ▶ Selected with intentionality
  - ▶ Trialed during pilot experiences

<http://education.alaska.gov/>



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STATE OF ALASKA > EED

## Preparing College, Career, & Culturally Ready Graduates

★ STANDARDS

★ ASSESSMENTS

★ ACCOUNTABILITY

★ PARENTS & COMMUNITY

★ SUPPORT





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STATE OF ALASKA > EED > ACCOUNTABILITY

## Accountability

[Fact Sheets](#) [FAQs](#) [Infographic](#)

[Educator Accountability & Support](#) [School Accountability - ASPI](#) [AMO](#) [ESEA Waiver](#)

*In 2012, the State Board of Education & Early Development adopted new educator evaluation regulations. The new guidelines require educators to be evaluated through observations and input from students and parents. Evaluation should identify educators' strengths and weaknesses and support educators' efforts to improve instruction and to grow professionally. Beginning in the 2015-2016 school year, teachers and administrators also will be evaluated using student learning data.*

[Alaska Educator Evaluation Statutes and Regulations](#)  
[Student Learning Data Regulations](#) - pdf  
[Cultural Standards for Educators](#) - pdf  
[Guide to Statutory & Regulatory Requirements](#) - ppt

### EVENTS

*Events supported by the Alaska Department of Education & Early Development that feature statewide initiatives and programs can be found on the [Events Calendar](#).*

[Teaching & Learning Institute – September 24-25, 2014](#)  
[Fall 2014 Principal Conference – October 18-21, 2014](#)  
[ASDN/EED Spring Leadership Retreat March 12-13, 2015](#)

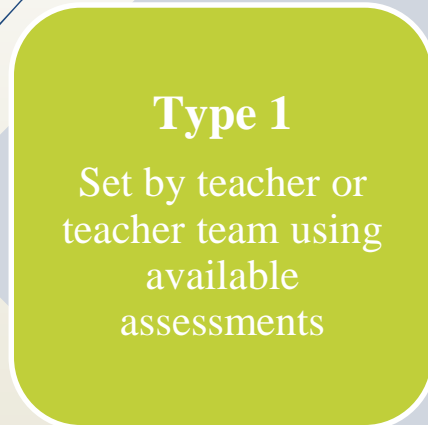
### RESOURCES

*Documents and tools that support districts and educators to build knowledge and skills with standards implementation, assessments, and educator evaluation.*

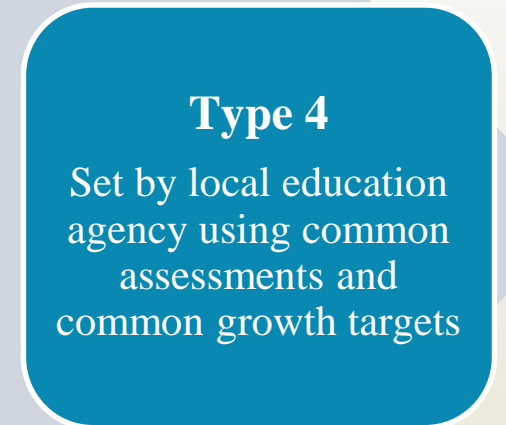
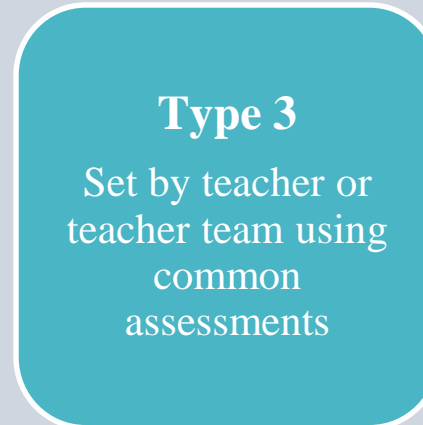
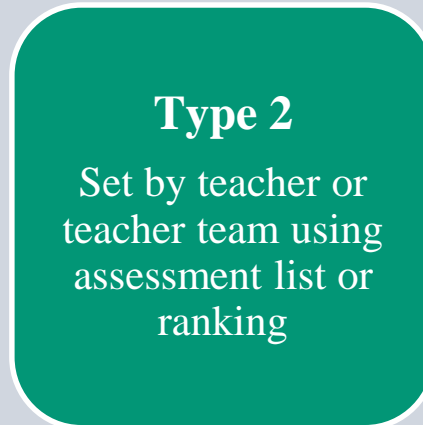
[Educator Evaluation & Support: System Design](#)  
[Student Learning Data: Component Design](#)

Back to

# SGM Review & Approval Continuum



**Increasing Teacher  
Agency**



**Increasing SLO  
Comparability**



# SGM Review Protocol

Goal: To learn a protocol that can be employed during a collaboration session to improve the strength of an SGM before presenting it to an administrator.

1. Overview of SGM (by the presenting teacher)
  - Assessment
  - Student population
  - Goal
  - Expected strategies
2. Questions for Clarification (by the team members)
3. Teacher Response (Presenting teacher provides clarification)
4. Recommendations/Suggestions (team members offer advice)
5. Teacher Response (Presenting teacher responds to advice)



DRAFT: Protocol for SGM Presentation to a Team	Time (can be adjusted based on number of presenting teachers)
<p>Presenting teacher introduces his/her SGM and passes out copies. There should be no interruptions. Team members should write questions on stickies so they don't forget them. Topics to consider include:</p> <ul style="list-style-type: none"> <li>• The link between important course outcomes and the assessment to be used</li> <li>• The student population &amp; demographics</li> <li>• The proposed goal and target setting method</li> <li>• Expected strategies, including progress monitoring checks for progress towards the goal</li> </ul> <p>Team members list, take notes, and compare the draft SGM to the SGM review tool and other useful tools.</p>	3-5 minutes
<p>Team members ask clarifying questions or offer "I wonder..." statements. The presenting teacher does not respond- this isn't an opportunity for conversation. The presenting teacher listens, and if not given a sticky with the question on it by the team member, the presenting teacher makes notes so he/she does not forget the questions asked or the "I wonder..." statements shared.</p>	2-3 minutes
<p>Presenting teacher responds to the questions asked to improve the understanding of his/her SGM by the team members present.</p>	2-3 minutes
<p>Team members offer recommendations, suggestions, and celebrations. Presenting teacher takes notes while listening. This can be done in a round robin or popcorn format- but all team members are expected to offer a contribution to strengthen the SGM.</p>	5 minutes
<p>Presenting teacher responds to the recommendations, suggestions, and celebrations. Effort should be made to avoid offering possible reasons a recommendation or suggestion might not work, and instead focus on gratitude for the ideas offered and genuinely considering those thoughts offered.</p>	2-3 minutes



# SGM Review Protocol Feedback

Goal: To provide input that will strengthen the SGM review protocol so it can be ready for use in fall 2015.

Pros and Cons of the protocol will go here:

[http://padlet.com/cermold/protocol\\_input](http://padlet.com/cermold/protocol_input)


Suggestions for improvement of the protocol will go here:

<http://padlet.com/cermold/protocolimprove>



# Lunch

12:00-12:45





# What's New with the Regulations?

Goal: To inform participants of the latest developments in Alaska's educator evaluation regulations and ensure participants know how/where to provide input to the state.





# Educator Accountability

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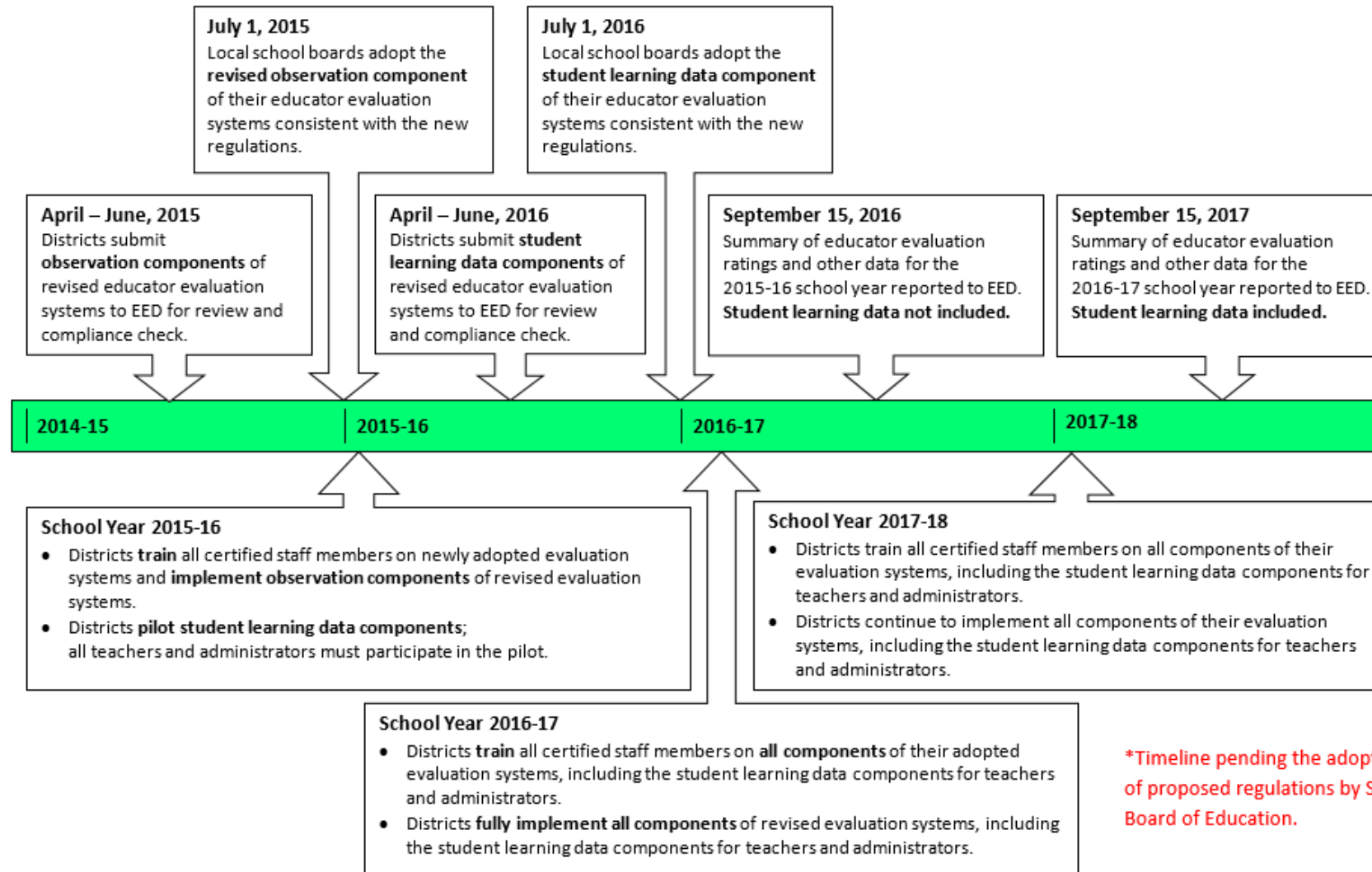
April 22, 2015



# Proposed Educator Accountability Implementation Timeline\*



*Toward preparing students to be college, career, and culturally ready graduates.*



\*Timeline pending the adoption of proposed regulations by State Board of Education.



# Implementation Timeline

## Current

### 2015-16 school year

- Full implementation of observation and student data component.

## Proposed

### 2015-2016 school year

- Implementation of observation component.
- Pilot the student learning data component with all principals and teachers.

### 2016-2017 school year

- Implementation includes student data component.

# Overall Rating Rule

## Current

- Unsatisfactory or basic on any one standard, including the standard for student learning, would prohibit an overall rating of proficient or exemplary.

## Proposed

- Unsatisfactory on any one standard would prohibit an overall rating of proficient or exemplary.



# Teacher on Special Assignment

## Current

## Proposed

- Student learning data may include data showing changes to student attendance, participation and graduation that are related to the educator's job duties or responsibilities for administrators and teachers on special assignment.

# Teacher on Special Assignment

## Current

## Proposed

- Teacher who does not provide instruction or academic support and does not serve as the teacher of record for any students.
- Correspondence study program teachers are not on special assignment.



# School Accountability

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April 22, 2015



# School Accountability Pause

- Waiver renewal application requested a “pause” in the state accountability system due to the new Alaska Measures of Progress (AMP) assessments implemented in spring 2015
- Waiver renewal request submitted March 31, 2015
- Regulation changes proposed are out for public comment until 4:30 p.m. on April 30, 2015

# School Accountability

- Accountability system for all schools (ASPI)
  - Schools will maintain the same Alaska School Performance Index (ASPI) score and star rating for 2015-2016 as the school had for 2014-2015 (based on the 2014 assessments).
- AMO Targets
  - 2015 assessment data will be used as a new baseline year for AMO targets. AMO targets will be reset through 2020-2021 with the goal of reducing by half the percentage of students not meeting the standards within six years for the “all students” group and each subgroup.

# Support for Schools & Districts

- Support for Schools and Districts
  - Priority and focus schools will retain that classification for the 2015-2016 school year and will be expected to continue implementation of the interventions.
  - No new reward schools will be identified for 2015-2016 based on 2015 data.
  - All other schools will continue with the school improvement plans for 2015-2016 as required by the ASPI star rating and criteria for required plans as were in place for the 2014-2015 school year.
  - Districts will retain their 2014-2015 tier designation based on the number and percentage of 1- and 2-star schools from 2014 assessments and will continue to receive the same support from EED during the 2015-2016 school year as they had in 2014-2015.

# Next Steps

- Conduct standard-setting process to determine “cut” scores and levels of achievement for AMP assessments July 7-10.
- Submit proposed regulations for new cut scores, achievement levels, and AMO targets to State Board of Education (SBOE) late July 2015 for public comment.
- SBOE considers adoption in September 2015.
- If adopted, EED issues student AMP results and reports – October 2015.

# Public Comment

<http://education.alaska.gov/regs/>



Available on EED website until 4:30 p.m. on April 30<sup>th</sup>.





# Unanswered Questions


Goal: To address unanswered questions from the morning session, provide clarity regarding those areas that still need to be addressed by the E.I. Committee, and identify any other unanswered questions that need attention before August 2015.

- Teacher Enrichment Pathway
- Revision of SGMs before submission



# Rediker Preview

Goals: 1. To provide an overview of the Rediker software and how it has been used during the pilot. 2. To determine what level of interest exists among site administrators in relationship to expanding the software pilot.



# End of Year Survey Preview

<http://svy.mk/1dm5PD0>

Goal: To help SGM pilot participants be prepared to respond to the surveys effectively and efficiently so the best data possible will be available to the E.I. Committee.

- 18 questions
- First 15 are about a specific SGM
- Last 3 only need to be answered once
- Important to click 'Done' after # 18.

## SGM Pilot: Year End Survey 2014-15

### Introduction

Thank you for participating in the district's Student/School Growth Map (SGM) pilot project. Your input is critical in guiding our efforts to revise the KPBSD's Educator Evaluation System in a manner that meets the state's regulations.

Please complete this survey **once for each SGM that you piloted** this year.

If you haven't completed your SGM yet, please wait until you have your final data available before you complete this survey.

Next

Powered by **SurveyMonkey**  
Check out our [sample surveys](#) and create your own now!

# Respond once each for every SGM you piloted

- Round to the nearest multiple of 5
- Indicate what rating that percent should reflect

## SGM Pilot: Year End Survey 2014-15

### SGM Goal Attainment and Rating

**\* 14. What percent of your students achieved the goal you set for this particular SGM?**  
**Please round to the nearest multiple of 5 and enter your answer as a whole number from 0-100 and do not enter any other text in the answer box.**

**\* 15. I believe the percent of students achieving the goal on this particular SGM should reflect an educator rating of:**

- ☐ Exemplary
- ☐ Proficient
- ☐ Basic
- ☐ Unsatisfactory

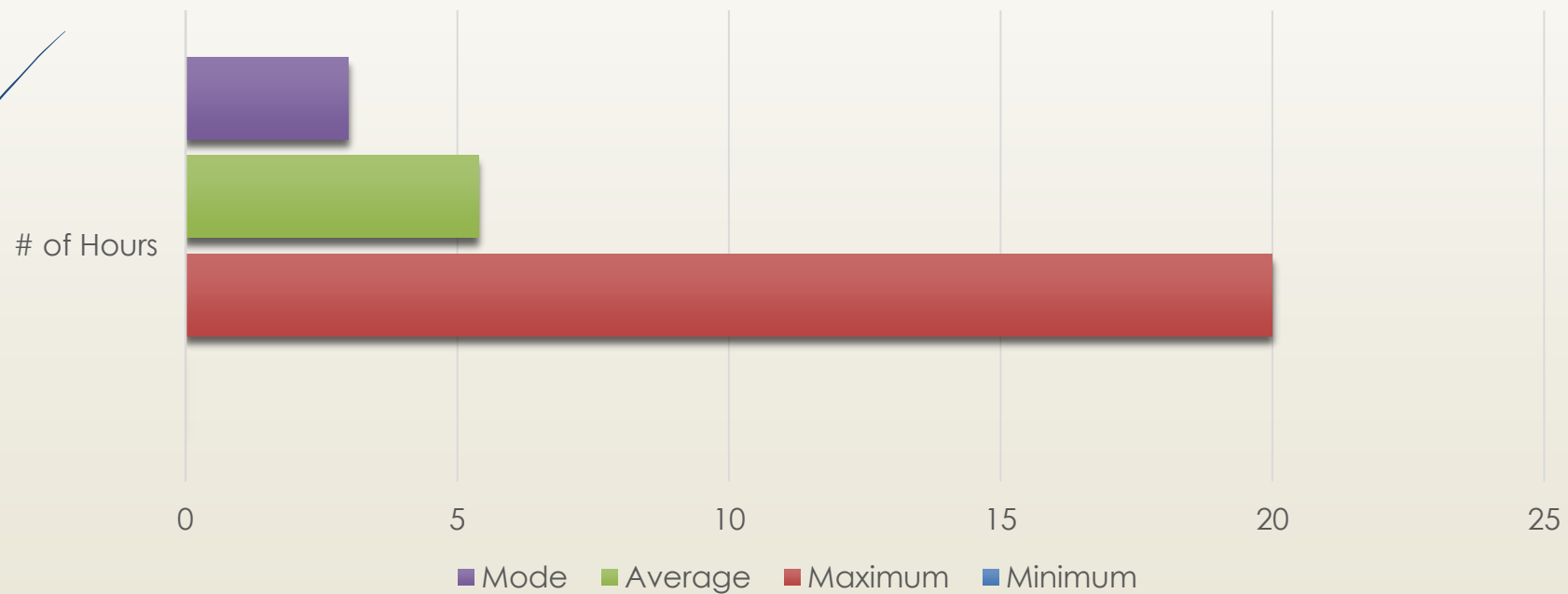
Prev

Next

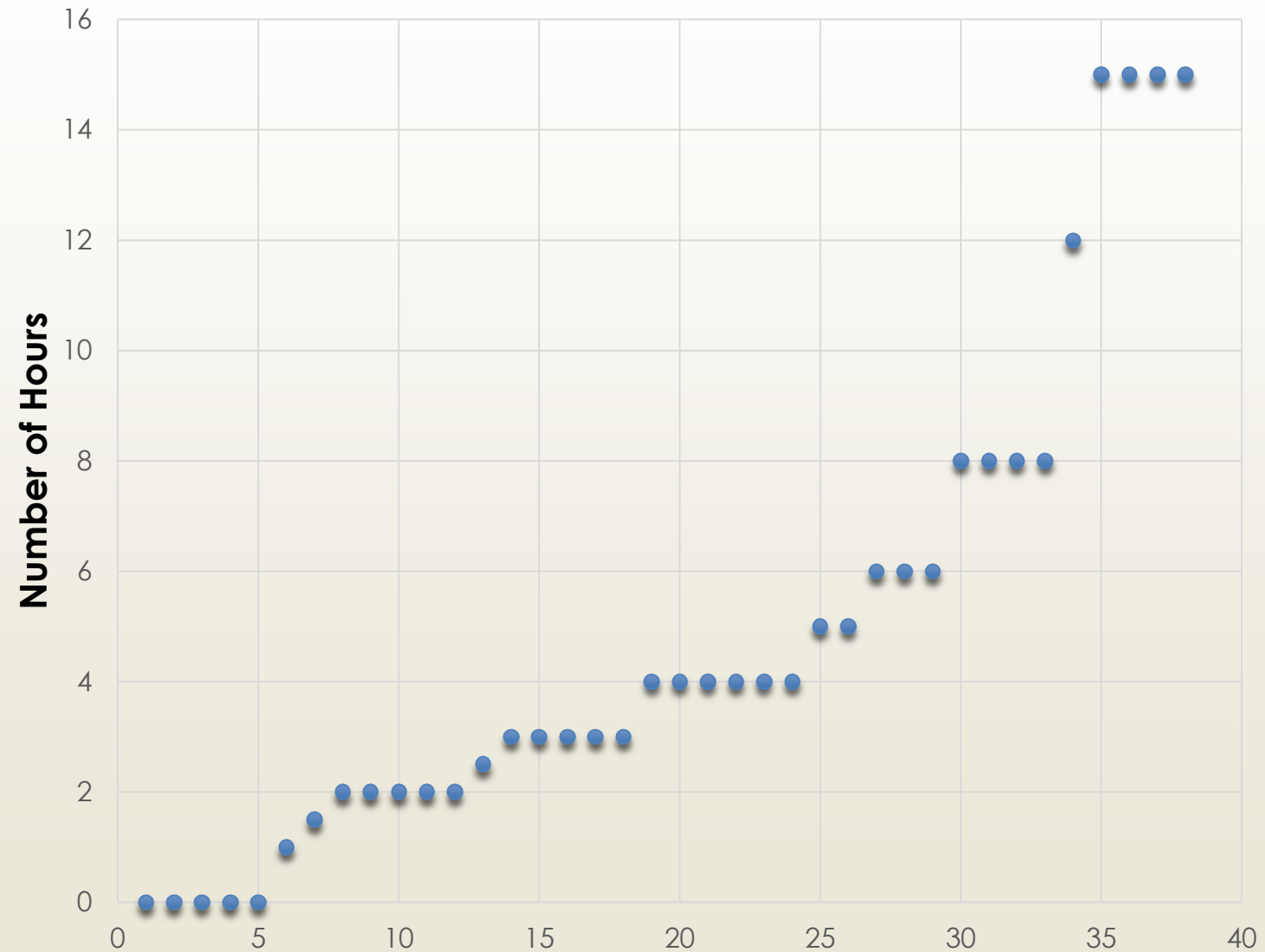
# Planning for 2015-16

Goal: To help site administrators and the E.I. committee draft or further refine professional development plans for 2015-16.

## # of Hours Spent on SGM P.D.



# Frequency chart- where does your site land?



# 2015-16 Anticipated Expectations

1. All impacted educators will pilot a minimum of one SGM each
2. Four PD modules will be facilitated on site:
  - Delivered onsite by principal with support of PD Site Facilitators and SGM Pilot Participant
  - Materials and pacing will be provided in August
  - Additional learning opportunity will be provided through administrator meetings and a training a new SGM pilot group
3. Another for-credit course opportunity will be offered via Canvas

## General Timeline

- Aug-Sept: Module 1- Introduction to and Drafting of SGMs
- Oct-Nov: Module 2- Reviewing and Improving SGMs
- Dec-Jan: Module 3- Monitoring Progress on SGMs
- Feb-Mar: Module 4- Evaluating SGM Success/Planning for SY 2016-17

# Diagnostic Tool

Change matrix straight.pdf - Adobe Reader

File Edit View Window Help

1 / 1 97.7%

Tools Sign Comment

## Change Matrix

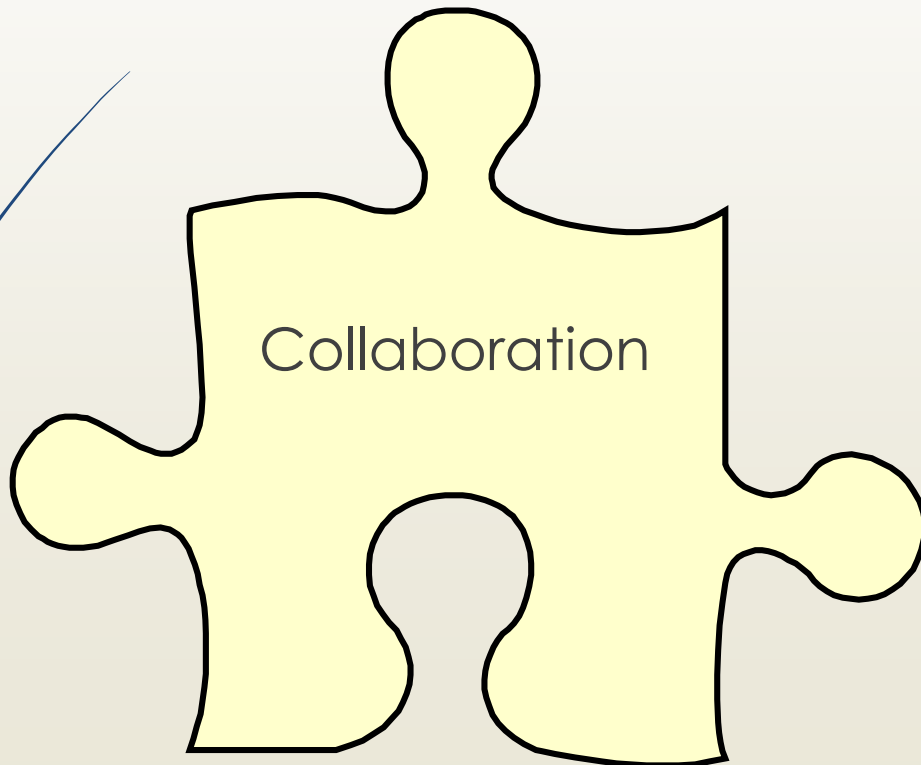
Trust	Vision	Skills	Resources	Payoff	Action Plan	Shared Values/Beliefs	=	Success
Trust	Vision	Skills	Resources	Payoff	Action Plan	Shared Values/Beliefs	=	Sabotage
Trust	Vision	Skills	Resources	Payoff	Action Plan	Shared Values/Beliefs	=	Confusion
Trust	Vision	Skills	Resources	Payoff	Action Plan	Shared Values/Beliefs	=	Anxiety
Trust	Vision	Skills	Resources	Payoff	Action Plan	Shared Values/Beliefs	=	Anger
Trust	Vision	Skills	Resources	Payoff	Action Plan	Shared Values/Beliefs	=	Sporadic Change
Trust	Vision	Skills	Resources	Payoff	Action Plan	Shared Values/Beliefs	=	False Starts
Trust	Vision	Skills	Resources	Payoff	Action Plan	Shared Values/Beliefs	=	First Order Change

Lead Student Learning Organization

The Center for Educational Effectiveness, Inc.



# Trust: Build them together



- Learn the system together- whole staff
- Provide several examples including goals
- Provide directions within the template of form
- Provide checklist or tool/rubric
- Divide into small groups for first drafts
- Reconvene into whole group to present baseline data and goal statement (SMART Goals)
- Edit for understandability

# Vision: What does success look like?

## Kenai Peninsula Borough School District: Student Growth Map Review Tool

Teacher:	Grade & Content Area or Subject:	Reviewer:
<b>Group Demographics:</b> <input type="checkbox"/> Does the SGM indicate which students will be included? Is the number of students in each category included? <input type="checkbox"/> Are the demographics, characteristics and any special learning circumstances of the students targeted in goal (attendance, behavior, gender, SES, IEP, ELL) described? <input type="checkbox"/> If subgroups are excluded, is there an explanation of why and an indication that they are covered in another SGM?		
<b>Baseline Data (explain any data excluded, if applicable):</b> <input type="checkbox"/> Are the sources of data adequate? <input type="checkbox"/> Are baseline data provided? <input type="checkbox"/> Are they aligned to goal? <input type="checkbox"/> Is there a summary of the teacher's analysis of the baseline data including identifying student strengths and weaknesses?		
<b>Student Growth Statement (written as a SMART Goal):</b> <input type="checkbox"/> Is the assessment that will be used to measure student growth for this SGM identified? <input type="checkbox"/> Is the assessment aligned to a pre-assessment or other prior performance data? <input type="checkbox"/> Does the assessment measure growth for students at various levels in the class? (For example, could a high achieving student and a low achieving student in the course both show growth on this assessment?) <input type="checkbox"/> To your knowledge, is there a state or district mandated assessment that should be used in this map and is not?  <input type="checkbox"/> Is the measure of growth acceptable? <input type="checkbox"/> Is the amount of growth that students can be expected to achieve reported? <input type="checkbox"/> Does the growth take into account base line, pre-test, or prior performance data? <input type="checkbox"/> Was the method of target setting the most appropriate one for this assessment, course, and group of students? (Consider an: individual growth target, minimum rigor target, basic growth target, tiered target, and close the gap target.) <input type="checkbox"/> Are targets developmentally appropriate? <input type="checkbox"/> Are targets ambitious yet attainable? <input type="checkbox"/> Do targets align with broader school or district goals, when appropriate?  <input type="checkbox"/> Is the goal SMART: Specific and Strategic, Measureable, Attainable, Relevant, Rigorous and Realistic (3 R's), and Time-bound? <input type="checkbox"/> Does the goal relate to priority standards, content, or essential elements for this grade and subject? <input type="checkbox"/> Are any of the goals proficiency goals?		

# Skills: How to write and assess SGMs

Example 1 - Word

FILE HOME INSERT DESIGN PAGE LAYOUT REFERENCES MAILINGS REVIEW VIEW Mathematics KPBSD DESIGN LAYOUT Dougl...

Kenai Peninsula Borough School District: Student Growth Map

Teacher Name: Example 1	Target Grade, Class or Course: First Grade	Start/End Dates: Aug. 19 2014 – May 20, 2015
Calibration Conference Date	Mid-Course Check-In Date	End-of-Course Conference Date
Date to be agreed upon at district level	Date to be agreed upon at building level	Date to be agreed upon at district level

Group Demographics:  
Which students will be included in this SGM? Include number of students in each category.  
**Special learning circumstances of the students targeted in goal**  
**attendance**  
**behavior**  
**gender - 13 boys, 12 girls**  
**IEP - 3 reading IEP's**  
**Title I - 5 students in Title I for reading**  
**ELL - 1 girl**  
**Speech IEP's - 4**

Baseline Data (explain any data excluded, if applicable):  
What information is being used to inform the creation of the SGM and establish the amount of growth that should take place within the time period?  
**Pre-assessment**

Students	Percentile	Raw Data	Mid Year Score	# of words gained	% Comparison for Fall/Winter
	Below the 25th	0	Moved		
		3	18	15	16th - 24th
		5	10	5	24th - 9th
		5	38	33	24th - 52nd
	Between 25th and 35th	6	45	39	28th - 58th
		6	39	33	28th - 53rd
		7	42	35	32nd - 56th
		7	27	20	32nd - 40th
		7	68	61	32nd - 75th

Below the 25th  
Between 25th and 35th  
Between 35th and 48th  
Above the 50th

PAGE 1 OF 4 676 WORDS

50%

# Resources: Time, tools, & information



## SGM Review Tool - Linear

SGM Class \_\_\_\_\_

X1	Demographics	Comments: If there is an "x" do not enter a response.
2	Does the SGM indicate which students will be included?	
3	Is the number of students in each category included?	
4	Are the demographics, characteristics and any special learning circumstances of the students targeted in goal (attendance, behavior, gender, SES, IEP, ELL) described?	
5	If subgroups are excluded, is there an explanation of why and an indication that they are covered in another SGM?	
X6	Baseline Data (explain if any data excluded)	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
7	Is there a description of the information being used to inform the creation of the SGM and establish the amount of growth that should take place within the time period?	Should there be a narrative in an SGM?
8	Are the sources of data adequate?	

# Payoff: CEUs, college credit, learning/work meeting multiple purposes

- PD Site Liasons can build a course in Gen Ready
- Someone on staff could offer a book talk course for credit focused on assessment
- Participation in the Assessment Literacy Course
- Connections between School Development Plans, SGMs, Collaboration Artifacts

## Connecting Student Learning to Teacher Evaluation with SGM/SLO's

January 2014

### Instructor:

Instructor: Douglas Hayman  
Telephone: (907) 260-1345  
FAX: (907) 262-8477  
Email: [dhayman@kpbsd.k12.ak.us](mailto:dhayman@kpbsd.k12.ak.us)

Office Hours: 4:00pm to 6:00pm

Course Cancellation: Notification via Email

### Course Information:

Location: Tustumena Elementary via Lync  
Dates: January 2015- May 2015

### Course Description:

Teachers will receive guidance and practice in writing Student Growth Maps (SGM) in alignment with the requirement of including student learning with Teacher evaluation. Successful SGM's will include appropriate demographic information, assessments, adequate yearly growth goals, strategies and accommodations, and analysis of goal achievement.

Prerequisites: KPBSD certified employees or instructor permission. Priority given to teachers involved in the KPBSD SGM pilot program.

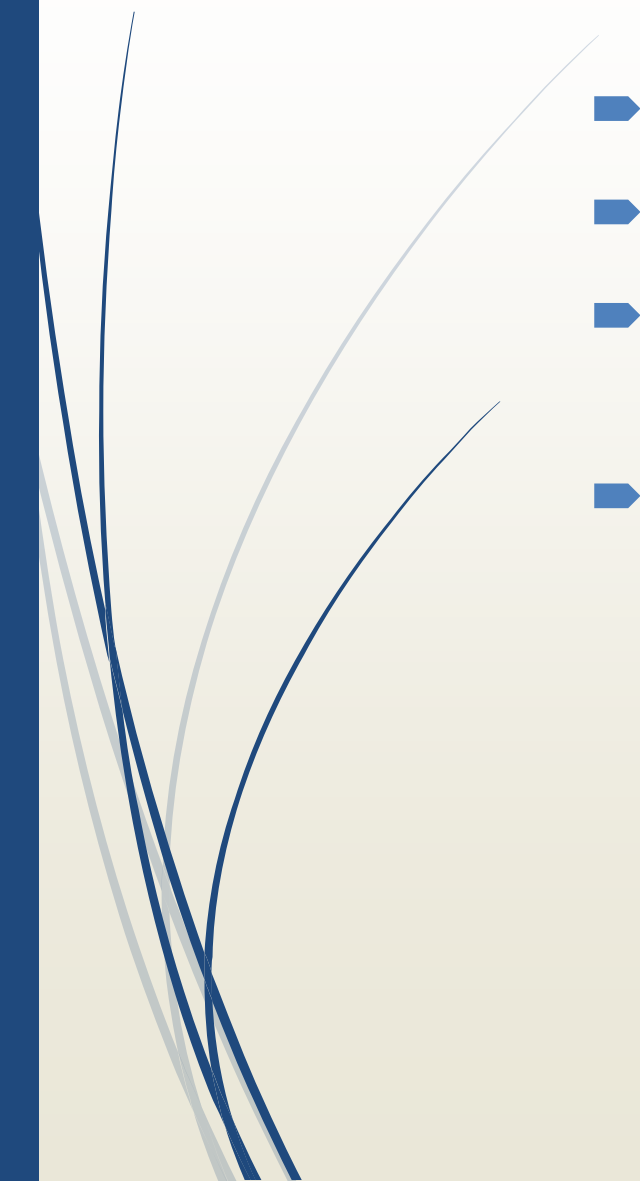


# Action Plan: Schedule it, Do it

- April 2014- Shared the vision of every certified staff member build at least 1 SGM- District agreed it would count as a TEP for those who qualified.
- May 2014- Made it a part of our Professional Development plan for our SIP
- August 2014- Research and shared examples of SLO's
- September 2014- District EIC developed first guidelines and teacher wrote first drafts
- October 2014- Staff collaboration to build individual SGMs – First meetings with admin to double check assessment tools
- January 2015- Start College class
- All year every PD/collaboration time was used to share and give feedback
- February 2015-Mid term assessments, second whole staff share, and admin meeting
- Continue work with EIC guidance on SGM Tool
- May 2015- final drafts with data reviewed as staff



# Shared Beliefs:

- All students can show progress
  - Our colleagues are creating a useful system
  - The system will continue to be refined to better meet our needs and the needs of our students
  - Evidence is in the celebrations
- 

# What Does Your Site Need?

- Trust
- Vision
- Skills
- Resources
- Payoff
- Action Plan
- Shared Beliefs

*What area needs  
the most attention  
for our school?*

*What do you already  
have on your radar  
for 2015-16 that  
might dovetail with  
the SGM process?*

*Where can we  
get our best  
leverage from?*

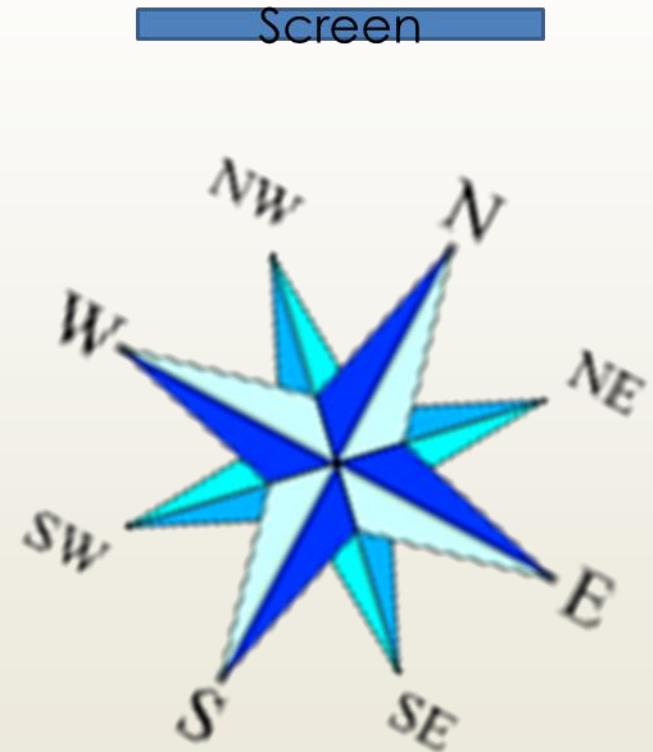
<http://padlet.com/cermold/FY16>

1. Site Name      2. Identified Need



# Regional Needs Review: Reporting Out

- **Seward** area schools, plus Moose Pass, Cooper Landing, Hope (NORTHEAST)
- **Southern Pen.** includes Homer area schools up to Chapman, plus Susan B. English, Port Graham, & Nanwalek (EAST)
- **Central Pen./Kenai** includes all Kenai schools plus Tebugna (SOUTH)
- **Central Pen./Soldotna** includes all Soldotna area schools out to Sterling, down to Ninilchik, plus Connections and the Distance Education programs (WEST)
- **Nikiski** area schools (NORTHWEST)



# SGM Snapshots of Success

"Even though my SGM focuses on math, I'm finding that the same pre/post is guiding my individualized instruction in reading."

"We're having great conversations about the SGM and how it ties into our school's mission and philosophy."

"This process has gotten me thinking about how I can support specific school goals."

"The teachers I work with have developed a deeper understanding about using data in instruction."

"I've never quantified student learning, and I'm thrilled to be able to see actual growth instead of just snapshots!"

"This has made me more aware of how I am pre-teaching and teaching before assessments."

"It has been positive to witness gains more frequently, simply by using time differently."

"My pilot teacher achieved dramatic instructional changes that she implemented in the second semester of this school year based on the data that she collected in her SGM pilot."

"I now understand the benefits of Ed Performance, and can thoroughly utilize the assessment data!"

"I feel as though the Student Growth Maps provide an additional opportunity to examine my students' performance and see where their individual strengths are and what I need to review or reteach. Another positive aspect is the planning stage at the beginning of the year. I felt as though this helped me to group my students and differentiate in a meaningful way."

"Learning more about the 'must haves' with my curriculum has been valuable. Looking at what students really need has helped me to examine my curriculum more closely."

"Students have become more knowledgeable about their own skills and abilities."