



# PGES Newsletter

PGES Point of Contact & Principal Edition

September 3, 2014

## **Quick announcements:**

- A short video explaining Self-Reflection in EDS is available [here](#).
- A PGES Year at a Glance Calendar is now available for [teachers](#), [other professionals](#), [principals](#), and [superintendents](#).
- Other Professionals should not have summative evaluations for personnel decisions using TPGES or OPGES for 2014-15 school year. They should be evaluated using previous evaluation systems as outlined in district Certified Evaluation Plan.
- A [Preschool Pilot FAQ](#) is now available.
- New principals need to complete both Teachscape initial certification and the two day [Initial Evaluator Training](#) provided by KLA. Teachscape covers observation and the two day training is for review of the regulation and statute as well as the other components of PGES.
- KDE has updated [sign up instructions](#) for Professional Learning for Peer Observers to place flexibility of management into the hands of schools and districts.
- The [EDS Professional Learning Resources](#) page has QRCs and videos to help with all aspects of EDS.
- Use #KyPGES on twitter to get in on the conversation about PGES here in Kentucky. Tell others about what's working well for you!
- Save the date: The next PGES webcast is Thursday, September 18 at 9:30 a.m. ET
- Link to the [PGES website](#) on your school or district page. We've noticed many teachers using these links in districts where they've been provided!

## **Principal and/or PGES Point of Contact roles and responsibilities in teacher Student Growth Goal process**

Since every teacher in Kentucky will be responsible for developing a Student Growth Goal (SGG) for the local contribution of the Student Growth rating, principals have a key role in this process. Principals will ensure teachers have adequate professional learning opportunities regarding the process of developing SGGs, monitor the development of the SGG to ensure district processes and protocols are followed, and will review SGGs for the purpose of approval or requesting revisions prior to approval. Below is a description of each of the principal's roles/responsibilities in the SGG process:

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## **PGES Quick Links:**

[PGES webpages](#)

[EDS PL Resources](#)

[@KyDeptofEd](#)

[@KyPGES](#)

[KDE Facebook page](#)

Step 1: Ensure teachers receive professional learning in the area of [Student Growth Goals](#). This learning will provide teachers with information about SGGs as a part of the PGES process, ensure teachers are knowledgeable of the requirements for SGGs as defined in the district's Certified Evaluation Plan (CEP) and are able to identify [enduring skills](#) for their content area. Additional training [modules by KLA and KDE](#) may also help meet professional learning needs.

Step 2: Support teachers and engage collaboratively with teachers in reviewing data to help teachers [determine need](#) and identify the focus of the SGG.

Step 3: *Ensure that the processes/protocols defined in the district Certified Evaluation Plan (CEP) for the development of SGGs are followed (these processes may include peer review, use of a district [rigor rubric](#), development of SGGs in Professional Learning Communities (PLCs), etc.). Teachers can use the [Think and Plan tool](#) alongside these district processes/protocols to develop the SGG.*

Step 4: Ensure teachers have adequate training in how to access CIITS/EDS to enter the SGG and submit the SGG for approval by the principal. A [QRC](#) provides guidance for teachers on setting SGGs in CIITS/EDS. A [video](#) is also included to explain the SGG setting process within CIITS/EDS.

Step 5: Review submitted SGG to ensure the submitted goal reflects appropriate focus, baseline, and growth/proficiency components. Also, ensure the SGG was developed according to district processes/protocols. A [QRC](#) provides guidance to principals in how to review/approve/or request revisions of SGGs submitted through CIITS/EDS.

### **Student Growth Percentiles & Median Student Growth Percentiles**

Connecting students to the correct teacher responsible for their instruction is a critical part of determining Student Growth Percentiles (SGPs) as a part of the Professional Growth and Effectiveness System.

#### **How SGPs are calculated**

SGPs measure change in an individual student's performance over time compared to his/her academic peers (i.e., other students in the state with a similar test score history). The student is compared only to students who start at the same place. The rate of change, or growth, is expressed as a percentile; for example, if John improved more than 65% of his academic peers, his SGP would be 65.

Students who outpace (comparing performance from one year to the next) their peer group would score at the 40<sup>th</sup> percentile or higher. These students are considered to have typical or higher annual growth. The benefits of SGPs are that they provide opportunity for evidence of

improvement for all students regardless of achievement level, and they give high achieving students and schools a goal beyond proficiency on K-PREP. The planning, curriculum, instruction, and on-going assessments that occur between the two tests are the teacher and school actions that impact student learning.

The individual SGP scores are currently in CIITS for prior years and the 2013-14 scores will be added in late October.

**How Median Student Growth Percentile is calculated**

To calculate the median SGP, students assigned to the teachers in Infinite Campus are combined together if they meet attribution requirements. To be attributable to a teacher, the teacher must have had the student in a Math or reading/ELA course at least 100 days total during the year in Infinite Campus. This doesn't have to be consecutive days. There will be an annual and a three-year calculation associated with both subject areas. If a teacher teaches both subjects, they will have two scores—one for reading and one for math. A teacher must have a minimum of 10 students to receive SGP median data. To have SGP attribution data, a student must have taken the K-Prep test for two consecutive years in the same subject. The median SGP is the middle number in the teacher's list of student SGP scores; or the average of the two middle numbers in the case of an even number of students.

To translate the data into a Student Growth Percentile Rating for teachers, median SGPs are calculated for all teachers statewide in grades 4-8 teaching reading and/or reading/ELA courses. Using the distribution of median SGPs, KDE determined cutoffs to indicate Low, Expected, and High Student Growth.. The state mean for Teacher SGP was 47. Placing approximately 2/3 of teachers in Expected Student Growth, the following cut scores have been established:

| Professional Growth & Effectiveness System<br>Median SGP Student Growth Scale |                   |
|---|-------------------|
| Growth Category   | Median SGP        |
| Low   | Less than 30      |
| Expected  | Between 30 and 65 |
| High  | Above 65          |

Teachers of students in grades 4-8 with K-PREP reading and/or math scores will see median Student Growth Percentile (SGP) data in the Educator Development Suite (EDS) in the Continuous Instructional Improvement Technology System (CIITS) in late October. The median calculation is based on the student's assigned to that teacher in a course or section in Infinite Campus from the previous year. Click [here](#) to view a powerpoint with visuals explaining how Student Growth Percentiles are

calculated.

### **The importance of verifying Rosters/Course Codes in Infinite Campus**

Attribution of student scores is based on alignment within Infinite Campus and applies to all teachers/staff associated with the course in Infinite Campus. This is done at the school level. If your district has not been correctly matching a teacher of reading and/or math to the correct students and to the correct course codes in Infinite Campus in previous years, then that teacher may not agree with the Student Growth Percentile Median. Unfortunately, there is no way for a district to go back and correct that for previous years. It may take up to three years to have a full three years' worth of accurate data. This is why it is important for your district to correctly match teachers to students and courses moving forward. Depending on the district's Certified Evaluation Plan, your district may have to put in place a means for calculating based on available data. Infinite Campus reports will be available that can be used to validate and refine data for local calculation of the Median Student Growth Percentile.

It is essential that students with whom you work in the areas of reading and/or math are linked accurately to you through Infinite Campus; this includes co-teachers and all interventionists. Once your district has set up your class schedule in IC, you should verify your rosters frequently in CIITS. A [Quick Reference Card](#) will walk you through this process and is located on the Educator Development Suite (EDS) Professional Learning Resource webpage. Technical questions about using CIITS to verify rosters can be routed through the CIITS Help Desk at (855) 435-7459, or email [ciitshelp@schoolnet.com](mailto:ciitshelp@schoolnet.com).

For information on running SGP Reports, access Power Point slides [here](#), or view this [video](#).

### **Contributing Professionals and SGPs**

Contributing professionals share 100% in the SGP data for the students in 4<sup>th</sup>-8<sup>th</sup> grade reading and math for those courses. Contributing professionals are defined as teachers that are set up for a course/section as a contributing teacher or staff in Infinite Campus. All students in the section are assigned to each teacher/contributing professional of record in the same manner as the primary teacher. We know there will be situations in which a contributing professional will have students inaccurately attributed because of the way positions are designated for LEAD reports. For example, a special education teacher may work only with certain students on a roster, but is listed along with the regional education teacher. Reviewing data locally with your principals to create correct attribution is important. Click on the following for more Student Growth guidance for [special education](#) and [English Language Learner](#) teachers.

### **PPGES in EDS updates**

Principals may enter their Self-Reflection in EDS by going to the “Educator Development” tab in CIITS. The principal then selects “Self-Reflection.” The principal will then rate each of the six standards and provide any appropriate narrative.

Principals may also complete their two Student Growth Goals, Working Conditions Goal and Professional Growth Goal in EDS. After selecting the “Educator Development” tab, the principal should select “My Professional Growth Plan.” All goals can be added to this area.

Two additional roles are being added to CIITS and Infinite Campus to support this work. The role of “CIITS District Leader Evaluator” enables the superintendent to view self-reflections and approve the PGPs of principals in the district; this role is being automatically assigned to all active superintendents as long as they are properly defined in Infinite Campus. The role of “CIITS School Leader Evaluator” enables principals to view self-reflections and approve the PGPs of assistant principals within their school. This role is also automatically assigned to all active principals as long as they are properly defined in Infinite Campus.

In the future, the “CIITS District Leader Evaluator” role will also allow users to record site visits of principals. Superintendents will receive this ability with no action required by the district. By mid-September, both roles will be available in Infinite Campus to be assigned to individuals (designees) other than the superintendent and principal serving as evaluators of principals and assistant principals.

### **Planning for Student Voice**

Schools and districts are preparing for the 2014-15 Student Voice Survey by identifying Student Voice Survey Points of Contact (POC), determining the window(s) in which they will participate, and developing plans to assure that all students can log onto Infinite Campus.

The superintendent of each district will assign a Student Voice Survey POC to be responsible for overseeing and administration of the district’s Student Voice Survey and will ensure that the schools in the district will implement the Student Voice Survey in a consistent manner to all the participating teachers. Please submit your District’s Point of contact by clicking [here](#). Schools will also need to identify a School Student Voice Point of Contact (POC). Each school requires a building POC to coordinate the school’s student voice implementation plan. This point of contact aligns the school’s student voice plan with the expectations of the district.

This year there is a fall and spring student voice survey window. The fall window will be November 3-21. The spring window will be March 4-25. Districts will determine which survey window(s) in which they will

participate.

Administrators in schools where students seldom use Infinite Campus should create user IDs and passwords to enable each student access to the student voice survey. Students should test their user IDs and passwords by logging into Infinite Campus during the month of September. Plans for retrieving forgotten or lost passwords should be developed to prevent last-minute confusion during the survey windows.

Guidance information for completing this task is located on the [Student Voice Webpage](#) in the toolkit.

### **Questions about PGES?**

You may send any questions regarding PGES to [teacherleader@education.ky.gov](mailto:teacherleader@education.ky.gov). We will respond as quickly as possible!

### **Are you connected to KDE?**

KDE has both a Facebook page and a Twitter feed. Subscribe to the KDE Twitter feed by connecting to [@KyDeptofEd](#), or receive PGES related news by connecting with [@KyPGES](#). Use the hashtag #PGES4Me to join the conversation about educator effectiveness here in Kentucky! Access the KDE Facebook page [here](#) or by searching for “Kentucky Department of Education.”