



AchieveNJ: Increasing Student Achievement through Educator Effectiveness

Updated September 2014

Agenda

Setting the Context

AchieveNJ Evaluation System

Teach: Overview of Teacher Evaluation

Lead: Overview of Principal Evaluation

Grow: Looking Ahead

What is AchieveNJ?

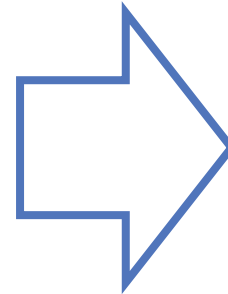
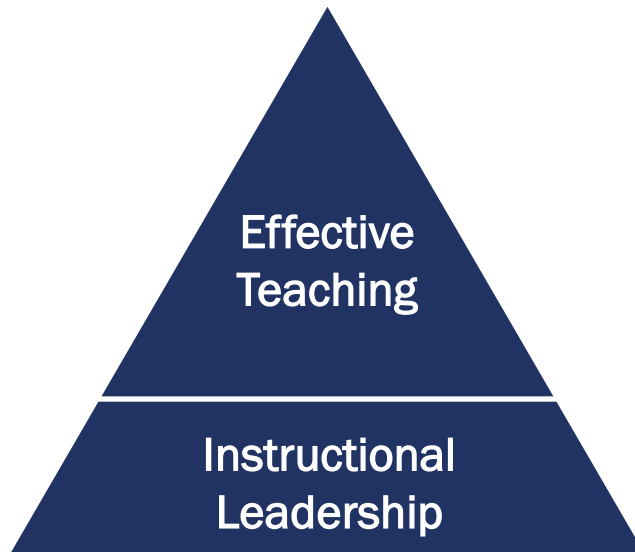
AchieveNJ is a comprehensive educator evaluation and support system.



- **Teach:** Help educators better understand their impact and ultimately improve student outcomes.
- **Lead:** Align leadership responsibilities with practices that we know have the greatest influence on learning.
- **Grow:** Foster an environment of continual growth for all students and educators in New Jersey.

Our Goal: Improved Student Achievement

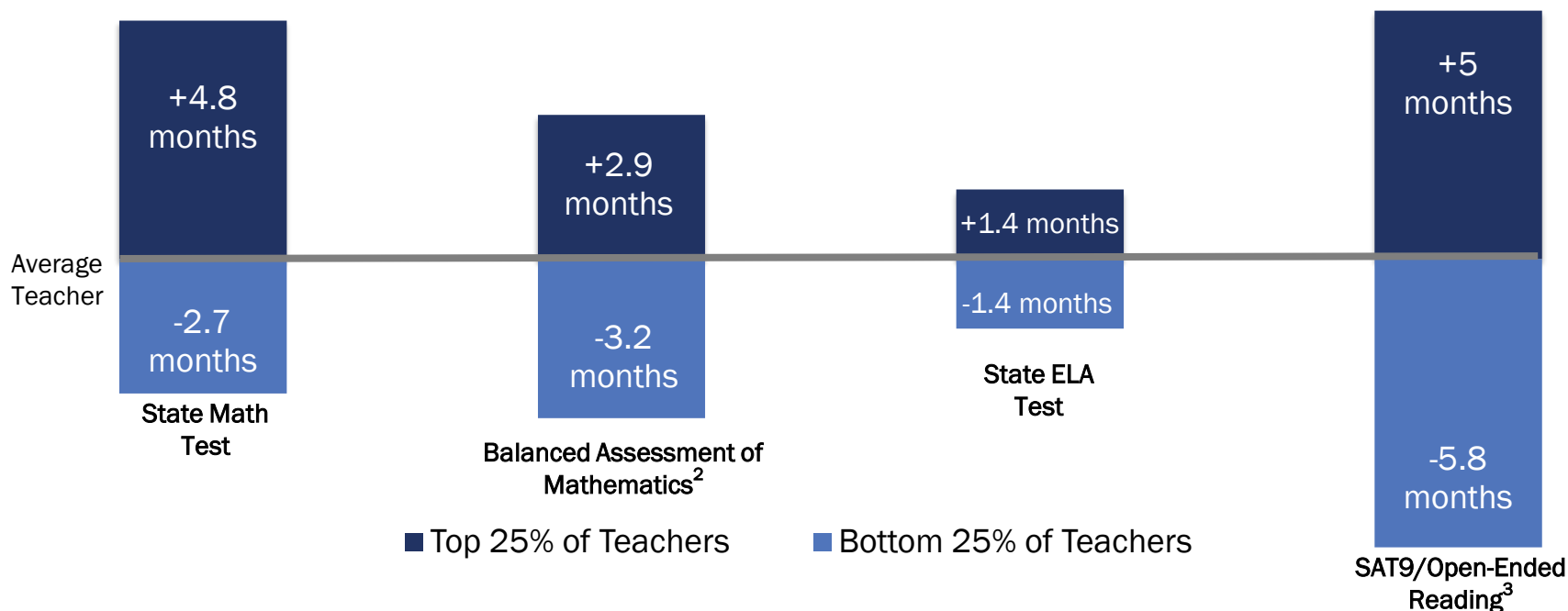
New Jersey Core Curriculum Content Standards



State and Local Assessments

Effective Teachers Make a Significant Difference

The difference between an effective and ineffective teacher can approach 11 months of learning for a student in one year.¹



1. For more information see: Bill & Melinda Gates Foundation, [Met Project](#)
2. A Harvard Graduate School of Education math assessment series. Click [here](#) for more information.
3. The Stanford Achievement Test Series. Click [here](#) for more information.

Effective Leaders Make a Significant Difference

“Highly effective leaders raise the achievement of a typical student in their schools by 2 to 7 months of learning in a single year.”*

Vision

Principals of high-achieving schools have a clear vision and communicate to all that learning is the most important mission.

Cotton, 2003; Marzano, Waters, & McNulty, 2005; Zmuda, Kuklis, & Kline, 2004

Culture

There is a positive relationship between school climate and leadership, which affects overall school effectiveness.

Barth, 2002; Hallinger, Bickman, & Davis, 1996; Marzano, Waters, & McNulty, 2005; Villani, 1997

Professional Development

Effective administrators provide the time, resources, and structure for meaningful professional development.

Blasé & Blasé, 2001; Cotton, 2003; Drago-Severson, 2004; Fullan, Bertani, & Quinn, 2004

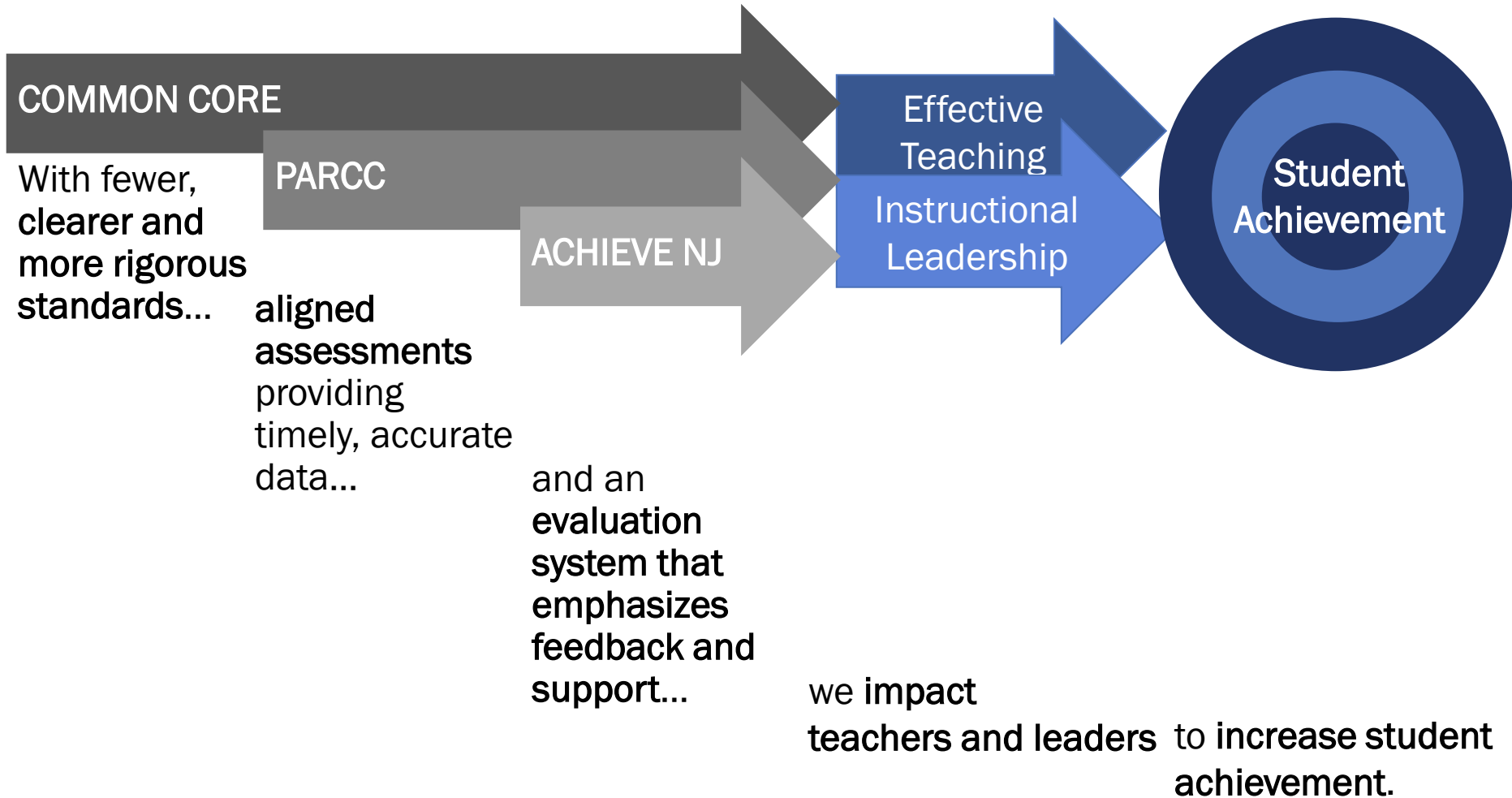
Teacher Retention

Principals who help in problem solving and provide actionable feedback are more likely to empower and retain teachers.

Blasé & Blasé, 2001; Charlotte Advocates for Education, 2004

*Branch, Hunshek, and Rivkin, 2013.

Increasing Student Achievement: An Aligned Approach



Common Core: Instructional Shifts to Rigorous and Articulated Content Standards

BEFORE

ELA/LIT: A focus on literary reading with some informational text; reading and writing taught in isolation from other content areas

ELA/LIT: Emphasis on narrative writing with questions on students' prior knowledge

ELA/LIT Primary focus on the skills of reading and writing

MATH: A mile-wide, inch-deep approach; coverage at the expense of depth

MATH: A series of disconnected and discrete topics

MATH: Math as a set of mnemonics or discrete procedures to "get the right answer."



Building knowledge through content-rich nonfiction and informational texts; reading and writing across the curriculum

Reading and writing grounded in evidence from text

Regular practice with complex text and academic vocabulary to prepare for college and career

Narrow focus to deepen understanding and real-world problem solving

Coherence: think across grades, and link to major topics within grades

Students demonstrate conceptual understanding, procedural skill and fluency, and application with intensity

AFTER

Implementation Timeline: Common Core, State Assessments, and Student Growth Data

'10-'11

CCSS curriculum alignment begins (K-2 math)

'11-'12

CCSS curriculum alignment continues (K-12 ELA, additional math)

CCSS aligned questions piloted in NJ ASK

'12-'13

All curriculum aligned to CCSS

NJ ASK aligned to CCSS in ELA (3-8) and Math (3-5)

2011-12 median Student Growth Percentiles (mSGPs) released to pilot districts

'13-'14

NJ ASK completely aligned to CCSS

PARCC piloted in classrooms across 1,276 schools

2012-13 mSGPs released to all districts as practice exercise

'14-'15

Full PARCC Implementation

2013-14 mSGP data released

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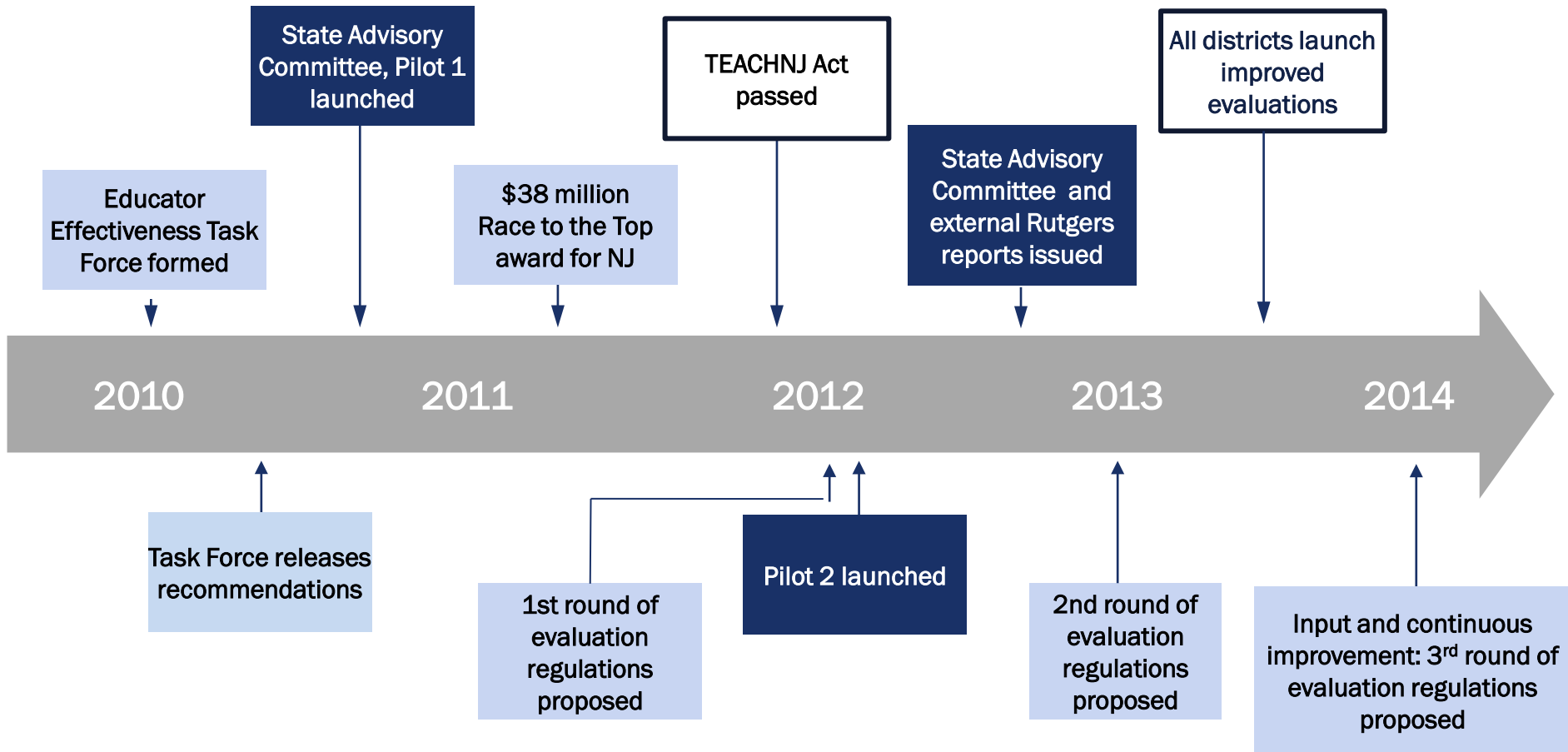
Lead: Overview of Principal Evaluation

Grow: Looking Ahead

Essential Elements of AchieveNJ

Support	<ul style="list-style-type: none">• Required training on the evaluation system• Targeted feedback to drive professional development• School Improvement Panel ensures evaluation procedures are in place and followed, leads mentoring for new teachers, and identifies professional development opportunities• Corrective Action Plans for Ineffective/Partially Effective rating
Evaluation	<ul style="list-style-type: none">• Four levels of summative ratings• Educator practice instruments used for multiple observations• Multiple objective measures of student learning for teachers, principals, VPs/APs
Tenure	<ul style="list-style-type: none">• Teachers earn tenure after 4 years based on effectiveness• Effective ratings required to maintain tenure• Dismissal decisions decided by arbitrators

AchieveNJ: A Careful, Deliberate Path



2011-Present: Successes and Challenges

Successes

- Substantive shifts in conversations about effective instruction and instructional leadership
- Better, more frequent observations and feedback for teachers from administrators
- Increased alignment in instruction, assessments, professional development and PLCs
- Transformation of DOE practice from monitoring and compliance to support and accountability

Challenges

- Simplifying and streamlining communication while maintaining depth to support implementation
- Providing guidance and support to myriad educator specializations and unique circumstances
- Timeline for availability of SGP data to districts
- Shifting administrator time given importance and demands of observations and feedback

Agenda

Setting the Context

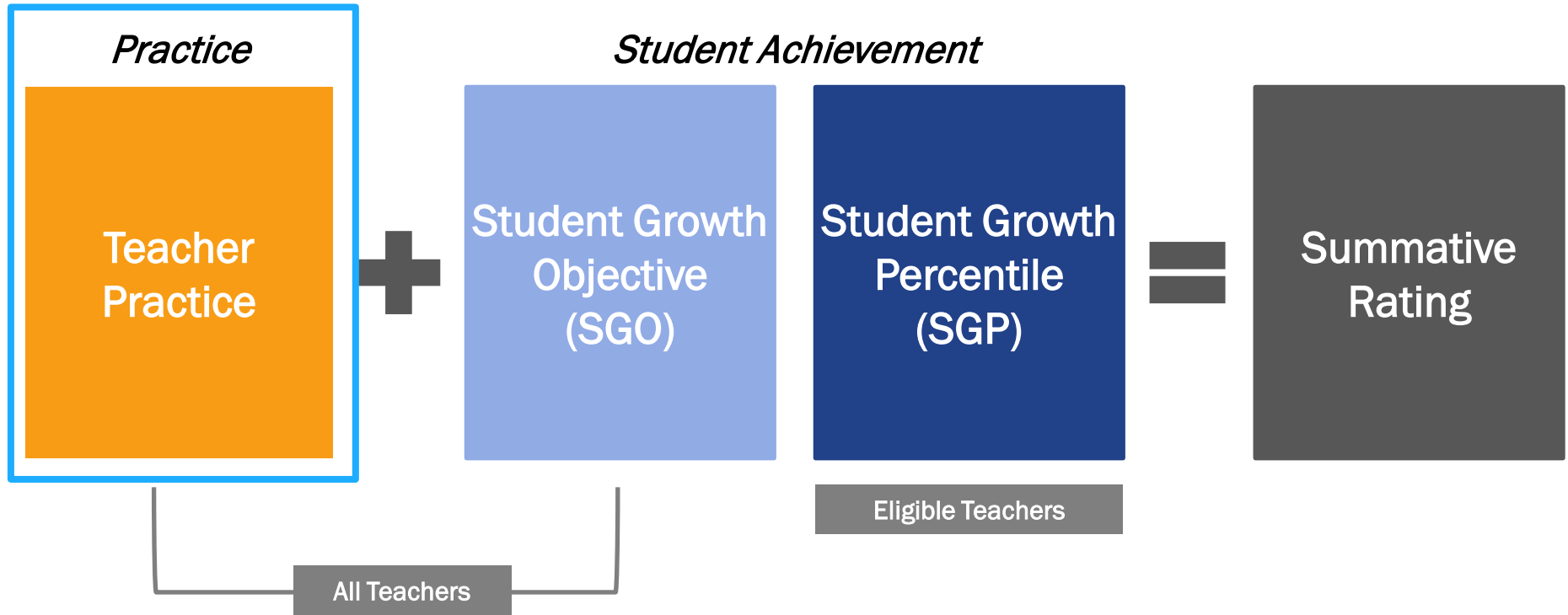
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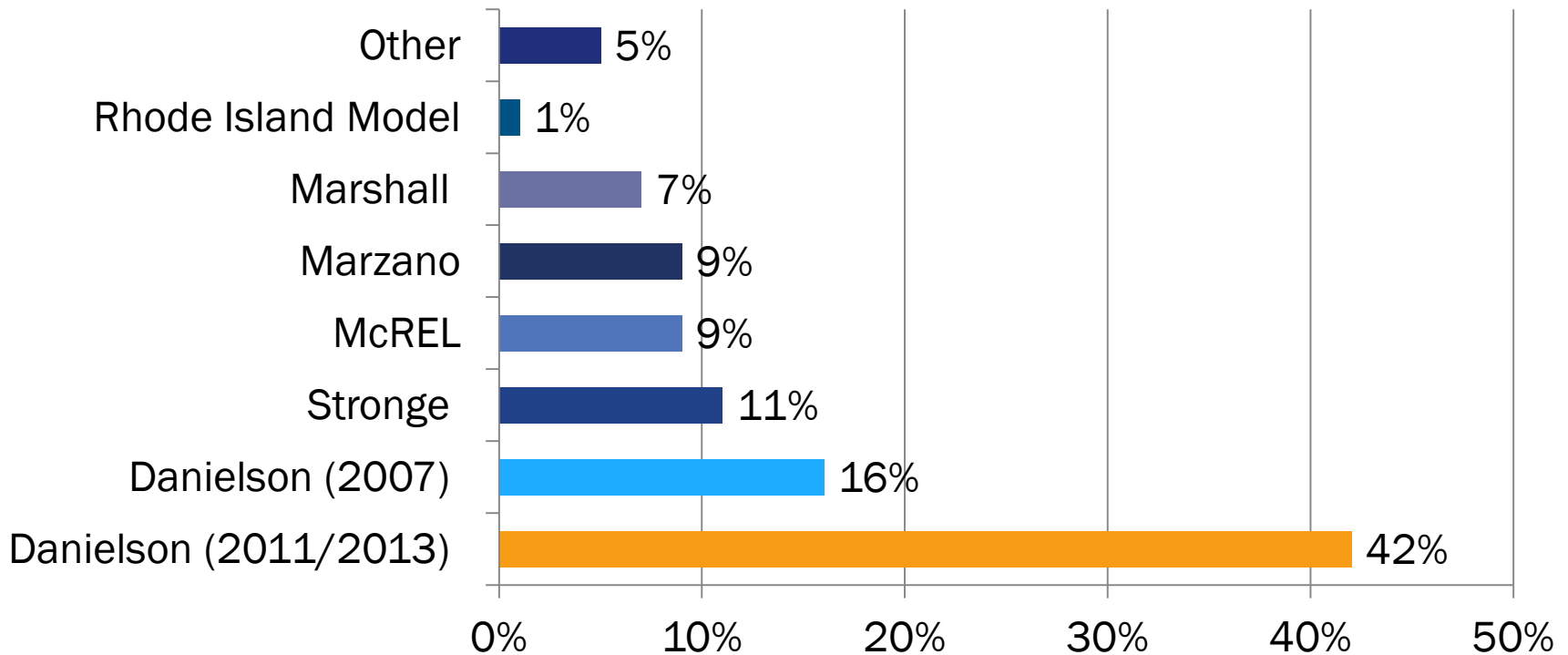
Evaluations Use Multiple Measures*



*The TEACHNJ Act requires evaluations to include multiple measures of student progress and multiple data sources.

Districts Choose Their Own Practice Instrument

Teacher Practice Instruments Chosen



Other: Instruments that have been approved but are being used in fewer than 5 districts, including approved “homegrown” models.

Differentiated Teacher Observations

Teacher Categories		Total # of Observations	Observers
Non-Tenured	Years 1-2	3 (2 long, 1 short)	Multiple Observers Required
	Years 3-4	3 (1 long, 2 short)	
Tenured		3 (0 long, 3 short)	Multiple Observers Recommended

Long: 40 minutes with post-conference

Short: 20 minutes with post-conference

Notes:

- Corrective Action Plans: Teachers rated Ineffective or Partially Effective are required to have one additional observation; multiple observers are required.
- All teachers must have at least one unannounced and one announced observation.
- Teachers present for less than 40% school year must have at least two observations.

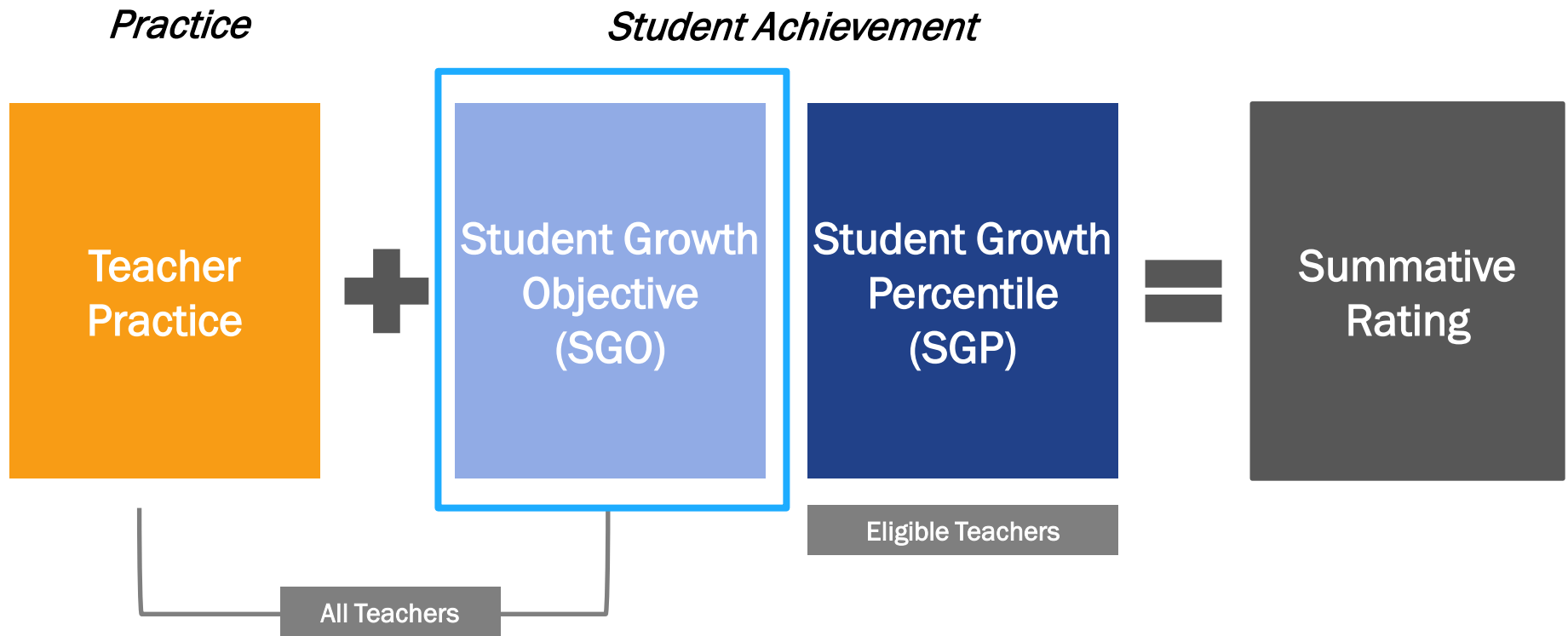


Emphasis on Well-Trained Observers

Staff Member	Training
All teaching staff members	Must be trained on all components of the evaluation rubric prior to being observed
All observers	Must be trained in the practice instrument before observing for the purpose of evaluation
	Must participate in two “co-observations” (double-scored observations)
	Must participate in yearly refresher training
Superintendents/Chief school administrators (CSAs)	Must certify every year that observers have been trained



Understanding Student Growth Objectives (SGOs)



Student Growth Objectives

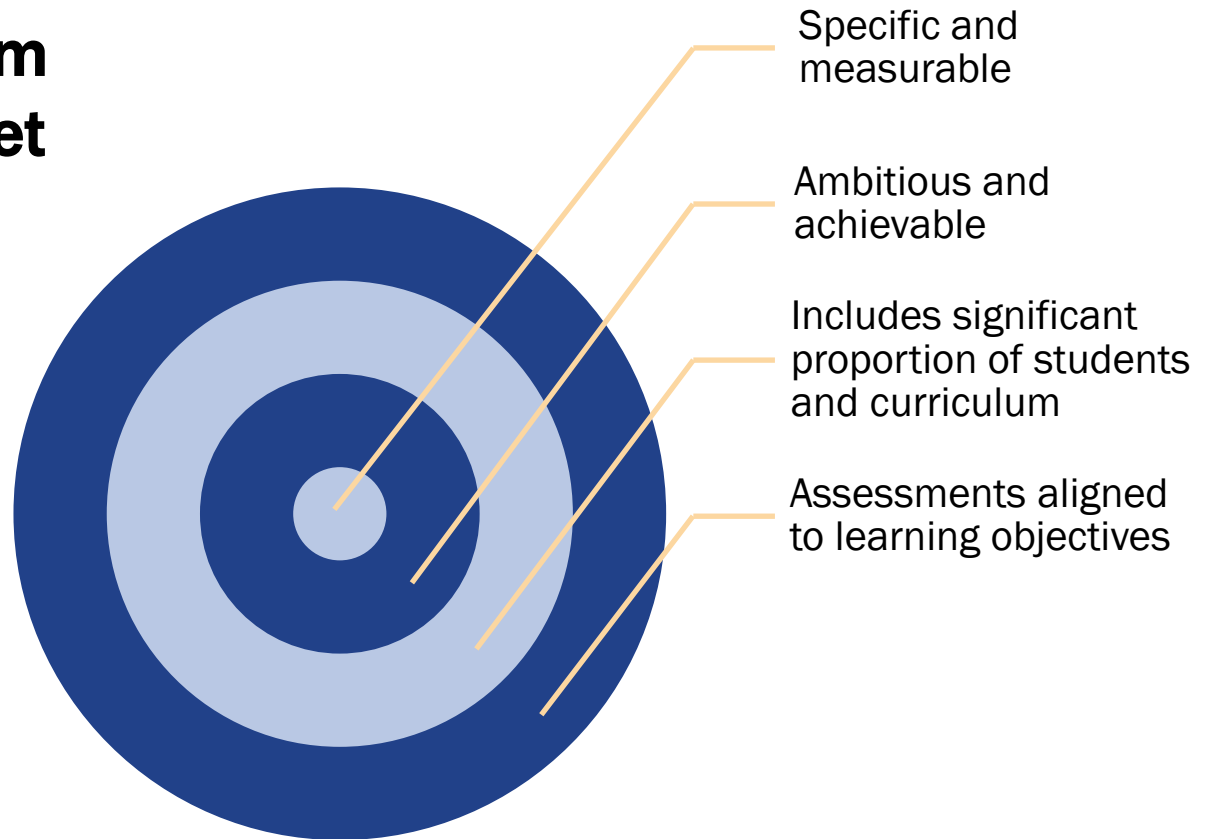
What

Why

Who

How

SGOs are long-term learning targets set for groups of students.



Practice + SGO = Summative

TEACHERS: SGO

Student Growth Objectives

What

Why

Who

How

1. Provide a **useful and transparent** student-achievement performance measure for **every teacher**
2. Promote **reflective and collaborative** teaching practice
3. Promote **alignment** of standards, curriculum and assessment
4. Are **flexible** and can be used in any teaching circumstance



Practice + SGO = SGP = Summative

Student Growth Objectives

What

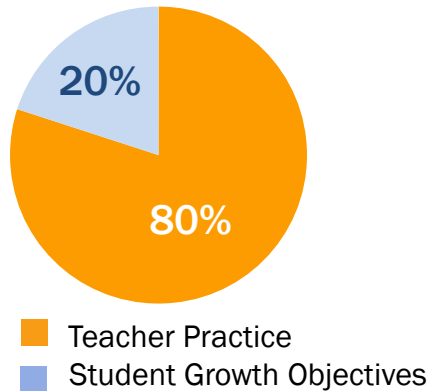
Why

Who

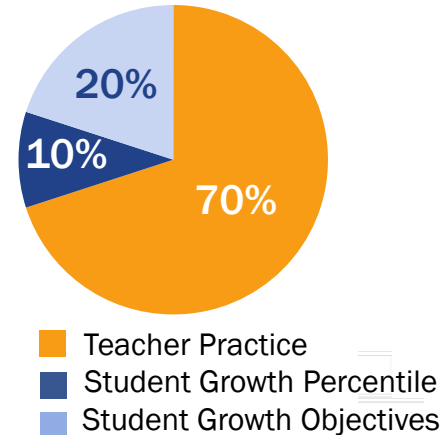
How

All teachers set SGOs: 20%* of summative rating

Teachers without an mSGP set two SGOs



Teachers with an mSGP set one or two SGOs



*weights pending approval of related regulations by State Board

Student Growth Objectives

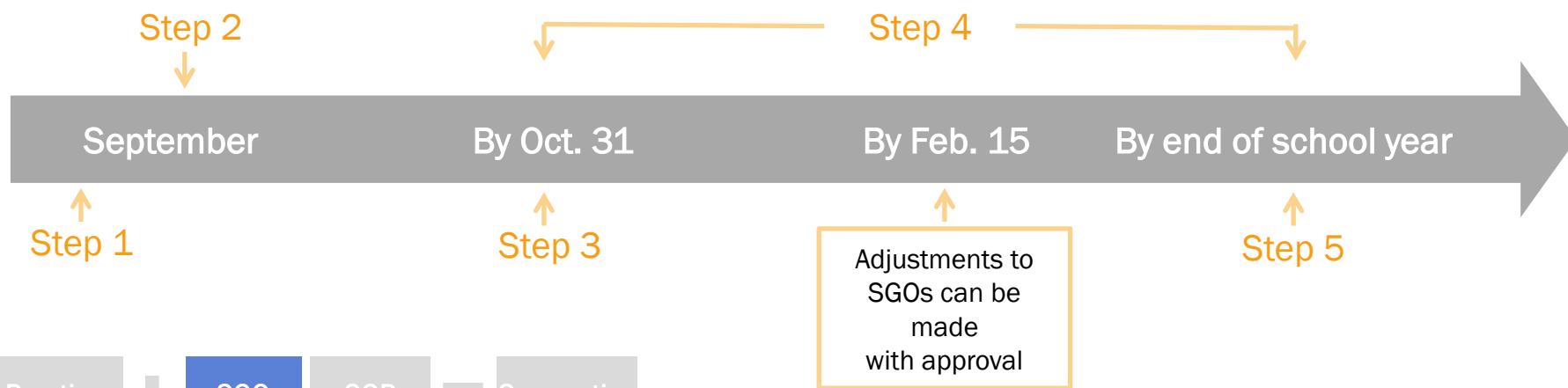
What

Why

Who

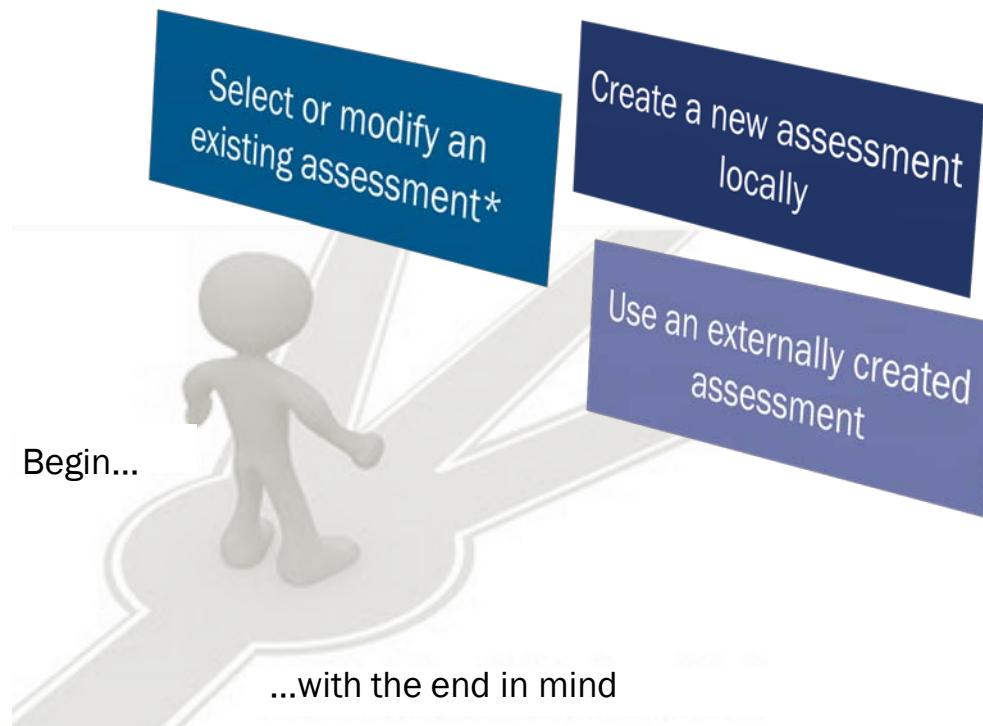
How

- Step 1** Choose or develop a quality assessment aligned to the standards
- Step 2** Determine students' starting points
- Step 3** Set ambitious and achievable SGOs with the approval of the principal
- Step 4** Track progress, refine instruction
- Step 5** Review results and score in consultation with your principal/supervisor



Step 1

Choose or develop a quality assessment aligned to the standards: 3 options



*Assessments can include a variety of measures of learning such as unit exams, benchmark assessments, portfolios, performance assessments, modified final exams, etc.

Practice + SGO = SGP = Summative

Step 2

Determine students' starting points



To measure growth, teachers need to know where students begin



Multiple measures enable teachers to triangulate student starting points



Assessment quality is key: Quality assessments, administration, scoring and analysis

Practice + SGO = Summative

TEACHERS: SGO

Step 3

Set ambitious and achievable SGOs with the approval of the principal

Components of a high quality SGO

- ✓ A comprehensive and quality assessment aligned to standards
- ✓ Multiple data sources used for baseline information
- ✓ Includes a significant proportion of students and curriculum.
- ✓ Scoring plan consistent with SGO; a logical four point scale.
- ✓ Differentiated targets; ambitious and achievable for all students.
- ✓ Specific and measurable.



Example of a High Quality SGO

Specific and Measurable Objective/Differentiated Targets

Student Growth Objective

At least 70% (45/65) of my students will attain a score as described in the scoring plan and set according to their preparedness level.

Scoring Plan

Preparedness Group	Target Score on Final Assessment	Objective Attainment Level Based on Percent and Number of Students Achieving Target Score			
		Exceptional Attainment (4)	Full Attainment (3)	Partial Attainment (2)	Insufficient Attainment (1)
Low	70	>85% students (31-36)	≥70% students (25-30)	≥55% students (18-24)	<55% students (0-17)
Medium	80	>85% students (19-21)	≥70% students (15-18)	≥55% students (11-14)	<55% students (0-10)
High	90	>85% students (8)	≥70% students (6-7)	≥55% students (4-5)	<55% students (0-3)

Practice



SGO

SGP



Summative

Step 4

Track progress, refine instruction



This is what effective teachers have always done

Practice + SGO = SGP = Summative

Step 5

Teachers review results and score in consultation with the principal/supervisor

1. Collect SGO performance data

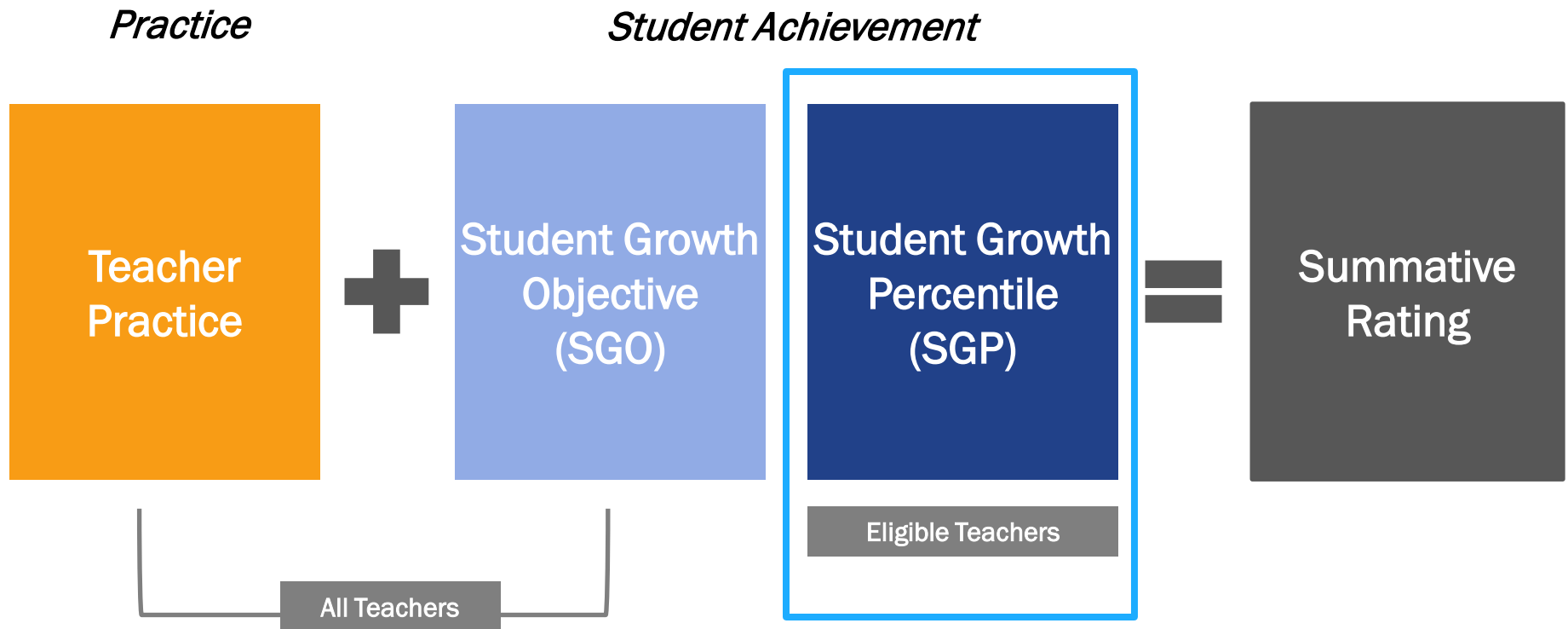


3. Teachers meet with the evaluator/supervisor for the Annual Conference

2. Teachers consult with their evaluator to determine your 1-4 SGO rating

Practice + SGO + SGP = Summative

Understanding Student Growth Percentiles



Student Growth Percentiles

What

Why

Who

How

Student Growth Percentiles (SGPs) measure how much a student has learned from one year to the next compared to peers with similar academic history from across the state.



All students can show growth.

Practice + SGO = SGP = Summative

TEACHERS: SGP

Student Growth Percentiles

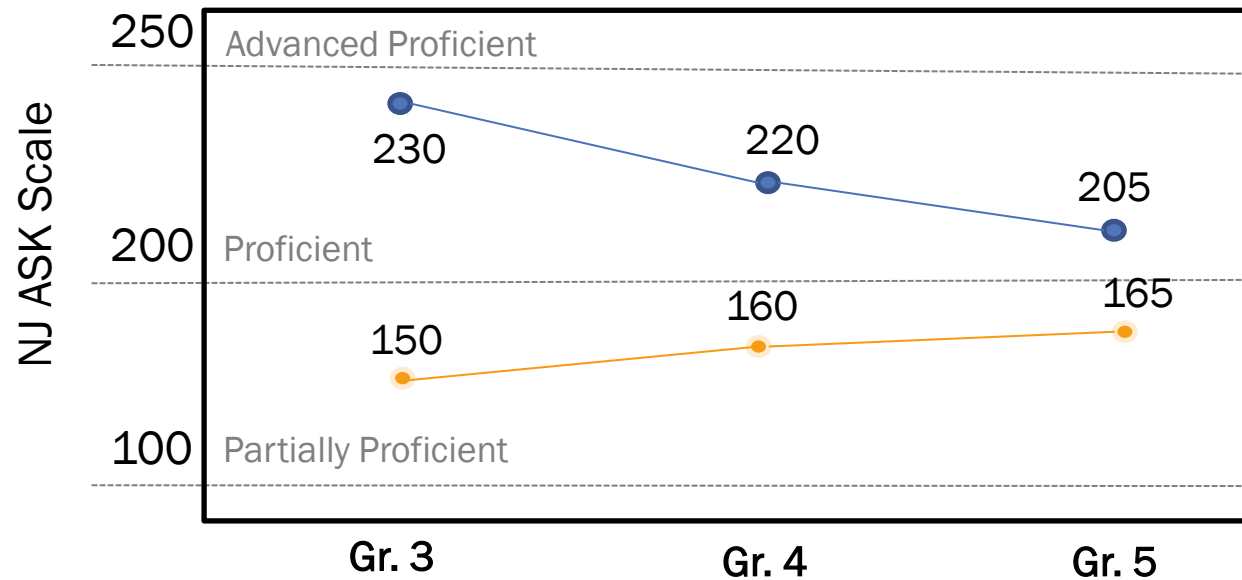
What

Why

Who

How

Effective teaching results in learning growth which can go unnoticed if only looking at proficiency; SGP is one of multiple measures to focus on growth.



• Maria

• Albert

NJ ASK Scale Score by Grade

Practice + SGO = SGP = Summative

TEACHERS: SGP

Student Growth Percentiles

What

Why

Who

How

20

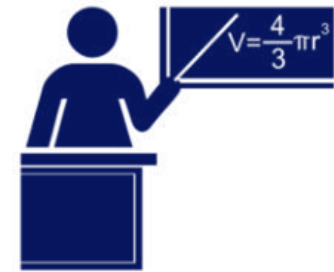
Teachers have at least 20 students on the roster taking the test
(Up to three years to accrue 20 students for teachers without 20 students in year 1)

60

Teachers have worked at least 60% of the time before the test

70

Students are enrolled in class at least 70% of the time before the test



Practice



SGO

SGP



Summative

TEACHERS: SGP

Student Growth Percentiles

What

Why

Who

How

Albert has taken the 5th grade NJ ASK.
How does his score compare to those
of his academic peers?

Albert's Prior
Scores



3 rd Gr.	150
4 th Gr.	160
5 th Gr.	165

Academic Peers'
Prior Scores



3 rd Gr.	≈150
4 th Gr.	≈160
5 th Gr.	???



Determining SGPs

What

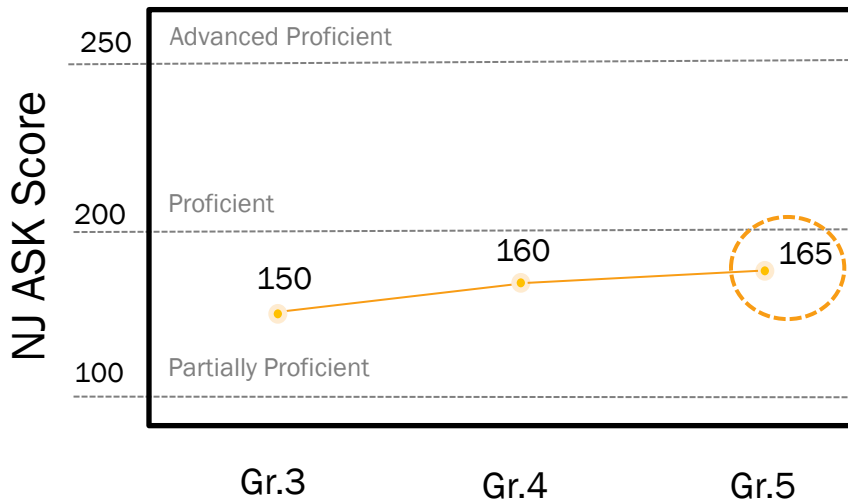
Why

Who

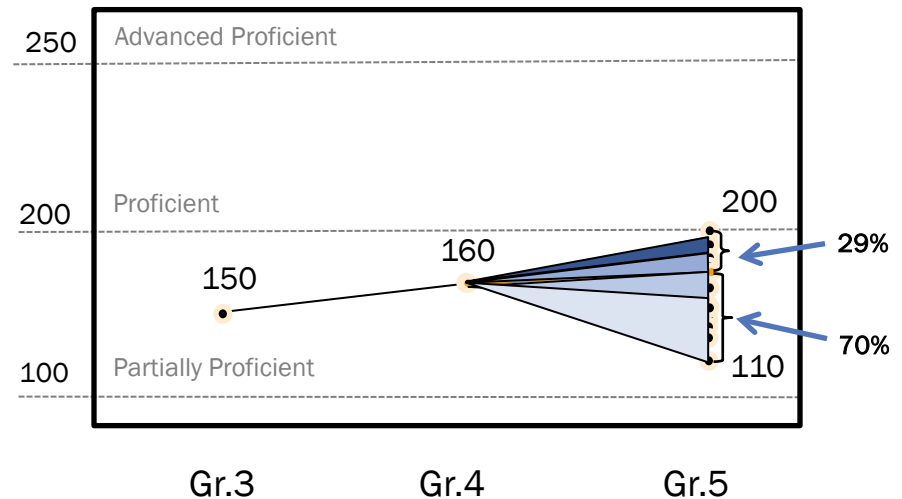
How

Albert scored 165. His academic peers scored between 110 and 200. How did Albert do in comparison to them?

Albert's 5th Grade NJ ASK Score



Albert's Academic Peers' NJ ASK Scores



Student Growth Percentiles

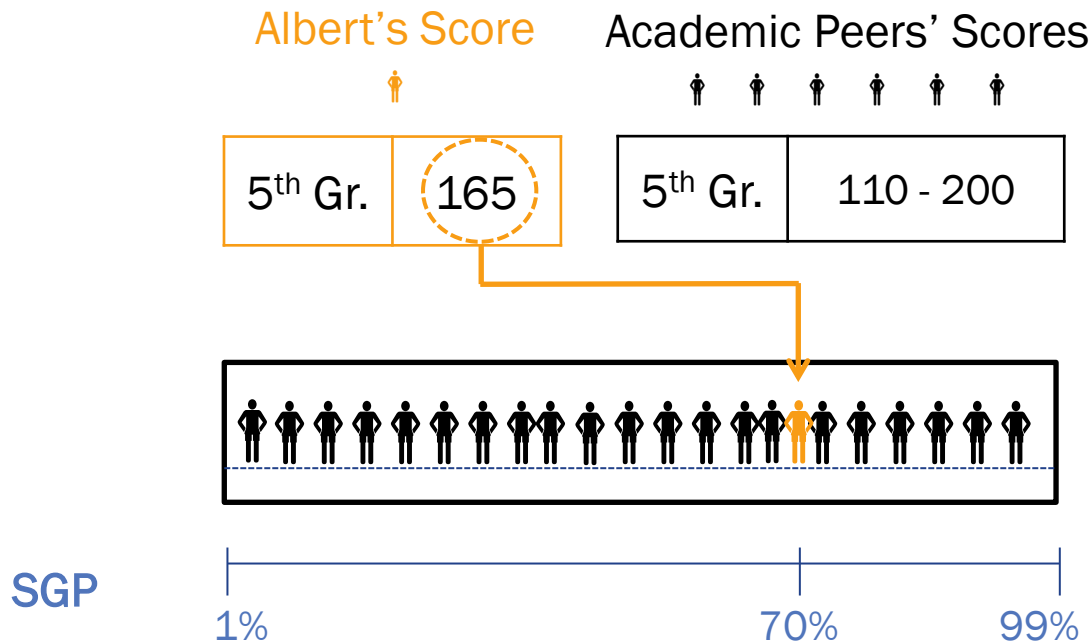
What

Why

Who

How

A comparison to his academic peers allows us to see that Albert actually outperformed 70% of students who, up until this year, performed in a similar manner to Albert.



Student Growth Percentiles

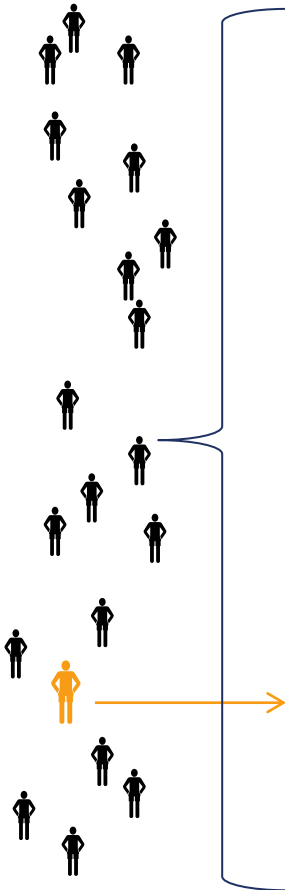
What

Why

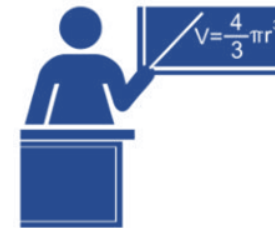
Who

How

Albert's SGP along with the SGPs of all his teacher's students are arranged from low to high.



Student	SGP Score
Hugh	12
Eve	16
Clarence	22
Clayton	24
Earnestine	25
Helen	31
Clinton	35
Tim	39
Jennifer	44
Jaquelyn	46
Lance	51
Roxie	53
Laura	57
Julio	61
Selena	65
Ashlee	66
Albert	70
Mathew	72
Marcus	85
Charles	89
Milton	97



Median SGP Score

Albert's teacher receives a median SGP score of 51.

Student Growth Percentiles

What

Why

Who

How

Based on her mSGP score, Albert's teacher receives an mSGP evaluation rating of 3.

This is combined with other evaluation components in a summative rating.

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

mSGP Score	Evaluation Rating
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

mSGP Score	Evaluation Rating
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

Student Growth Percentiles

What

Why

Who

How

Federal Mandate: States Must Calculate “Student Growth”; Link Teachers to Students

District SGP Profile Reports Deployed

Evaluation Pilot Advisory Committee Provides SGP Feedback

Student SGPs Provided to All Districts

SY11-12 Teacher Median SGP Reports Provided to Pilot Districts

SY12-13 Teacher Median SGP Reports Provided to All Districts for Learning Purposes and Data Preview

2010

2011

2012

2013

2014

2015

NJ Adopts SGP Methodology

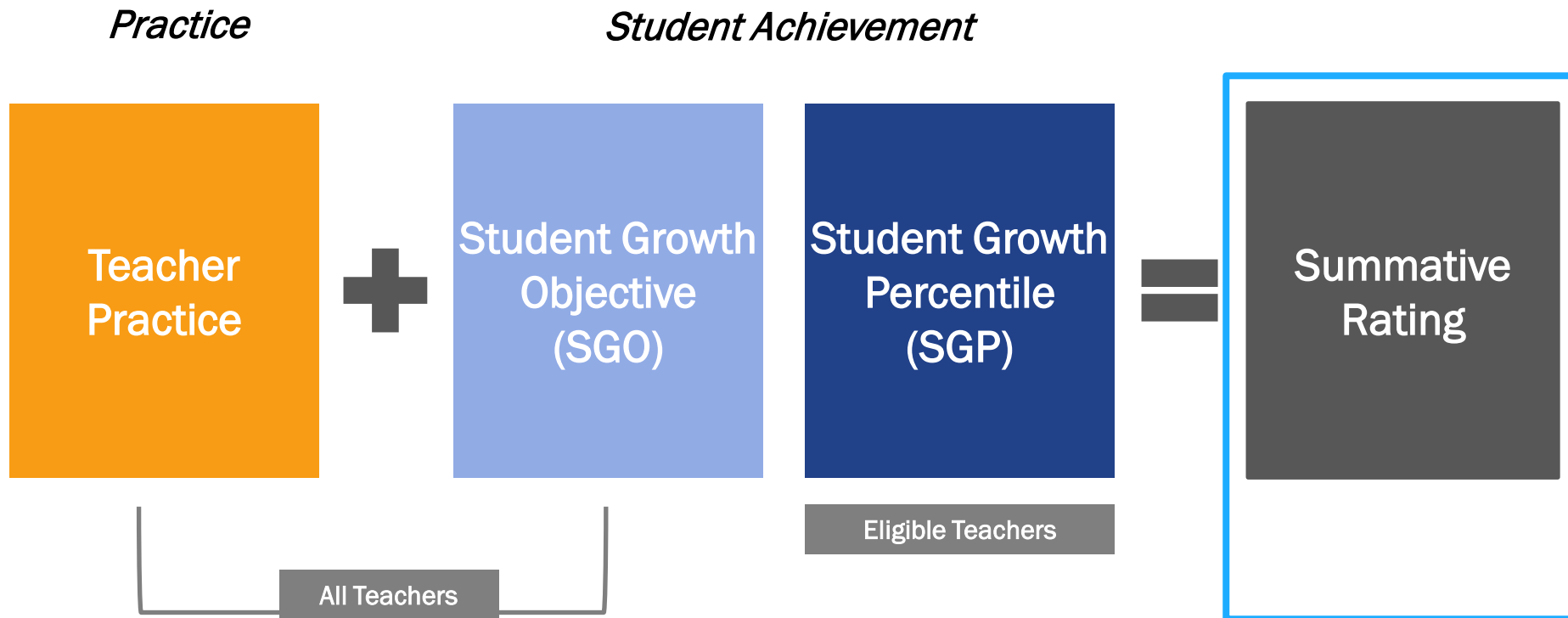
SGP Training Begins for Districts; SGP Video Released

TEACHNJ Act Passed; Growth Measures Required for Evaluation

School SGPs Used in School Performance Reports per NJ’s Federal ESEA Waiver

SY13-14 Teacher Median SGP Reports Provided to All Districts for Use in Evaluations

Summative Rating Overview



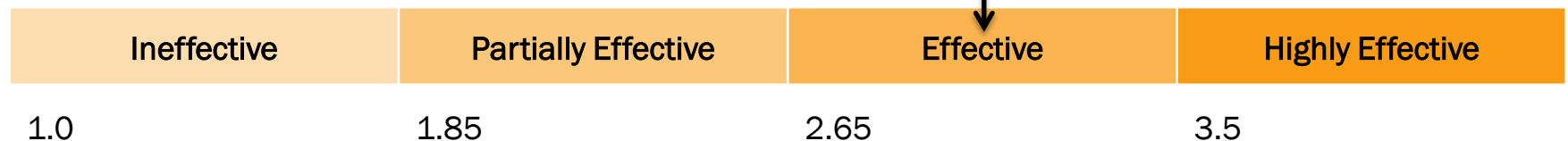
Teachers' Summative Ratings

The summative rating is a weighted score using teacher practice and student achievement components.

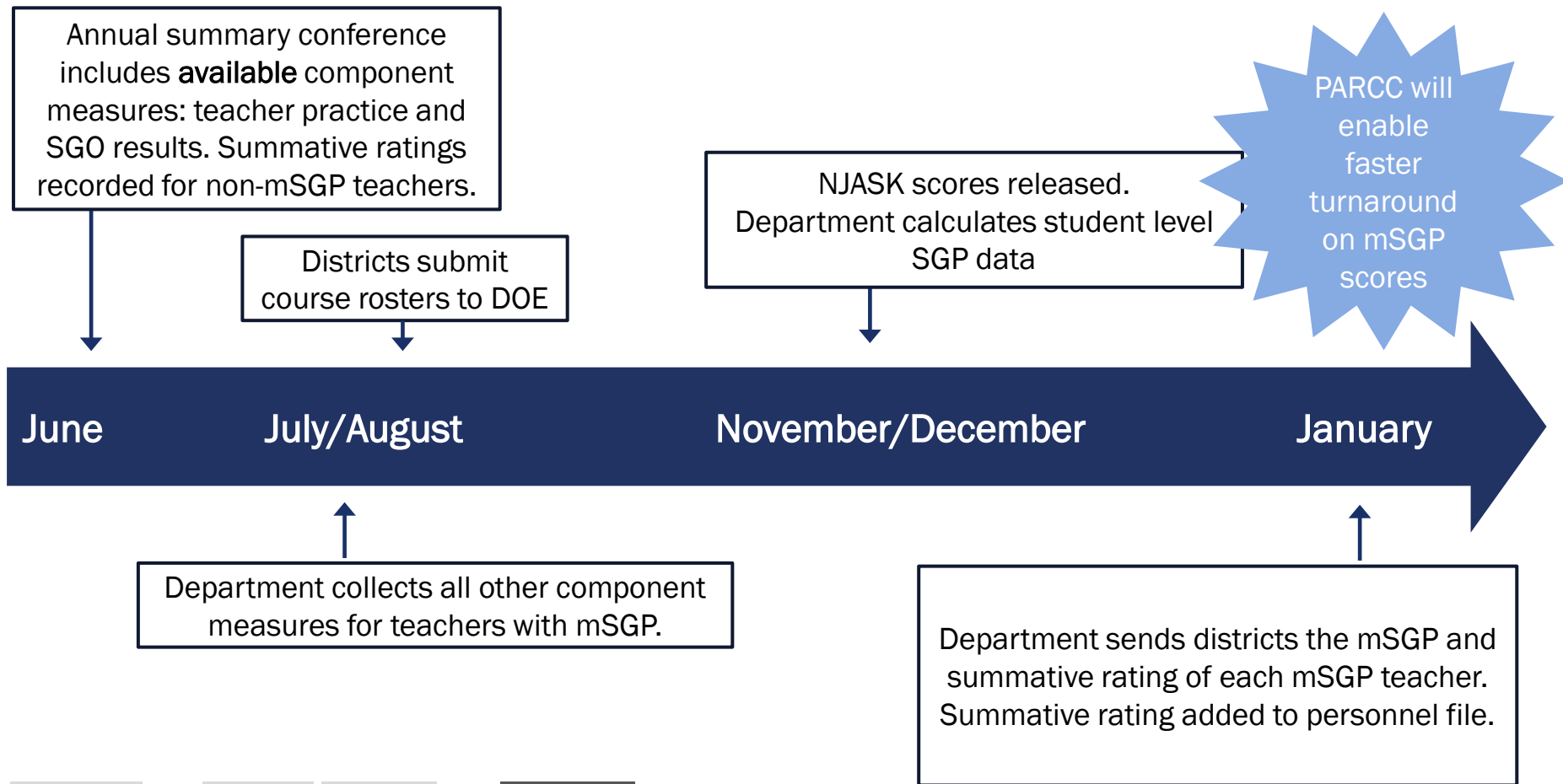
Component	Raw Score	Weight	Weighted Score
Teacher Practice	3.0	x 70%	2.1
Student Growth Percentile	2.2	x 10%	.22
Student Growth Objective	3.0	x 20%	.6
Sum of the Weighted Scores			2.92

NJ Educator Effectiveness Scale

2.92



Teachers' Summative Rating Timeline



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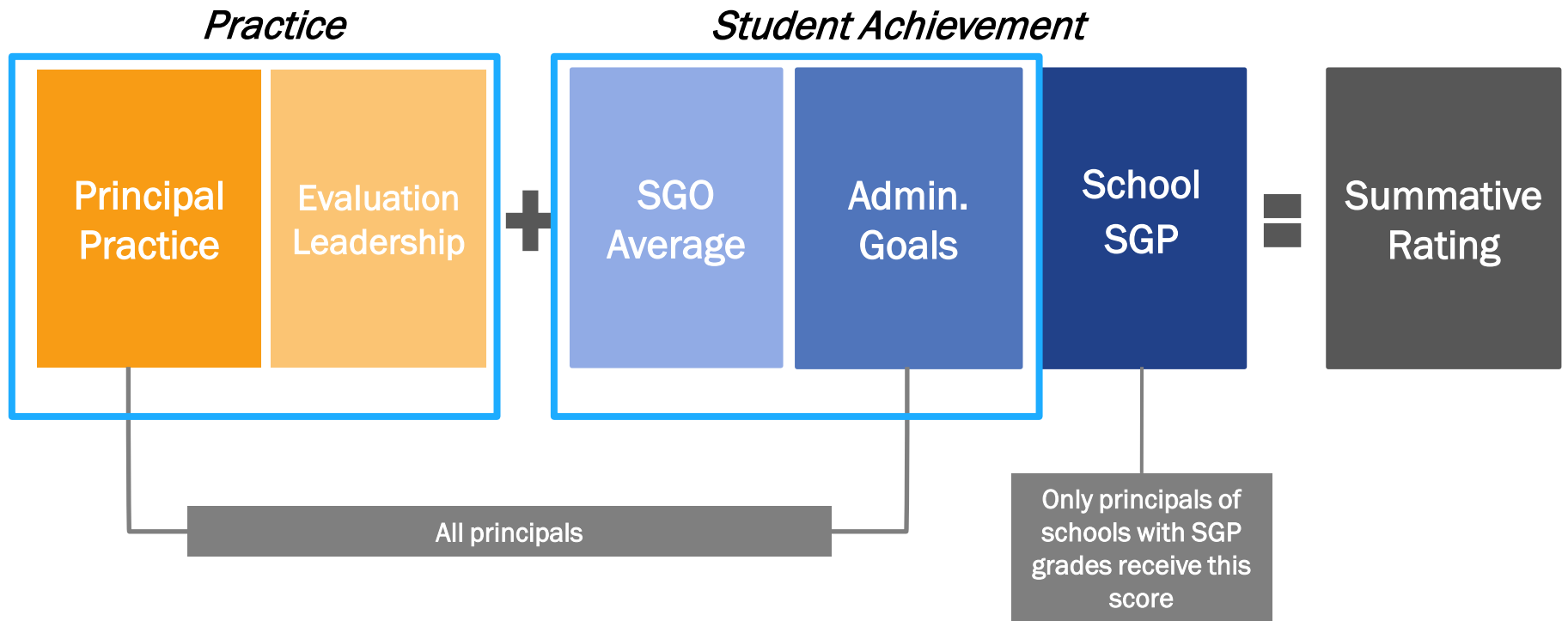
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Multiple Measures for Principals



Principal Practice

Observations

Tenured Principals: 2 Observations
Non-Tenured Principals 3 Observations

Practice Instruments

Locally selected and adopted from State approved instruments

Data Sources

Locally determined from a range of sources including:

- School walk-throughs
- Case studies
- Staff meeting observations
- School assembly observations
- Teacher conference observations
- Parent conference observations

Practice

Leadership



SGO
Average

Admin. Goals

School
SGP



Summative

Evaluation Leadership

Principals are rated on their effectiveness in implementing the evaluation system using a state instrument with two domains:

Domain 1: Building Knowledge and Collaboration	Domain 2: Executing the Evaluation System Successfully
Component 1a: Preparing teachers for success	Component 2a: Fulfilling requirements of the evaluation system
Component 1b: Building collaboration	Component 2b: Providing feedback, coaching, and planning for growth
	Component 2c: Ensuring reliable, valid observation results
	Component 2d: Ensuring high-quality SGOs

Assistant/vice principals are rated on a similar instrument, which includes each of the components in Domain 2 above.



SGO Average for Principals

SGO Score	Number of SGOs in School	Aggregate for School
1	2	2
2	8	16
3	14	42
4	4	16
Totals	28	76

SGO Average for Principal:
 $76/28 = 2.71$

#SGOs x Individual Score = Aggregate for School

Practice

Leadership

+

SGO
Average

Admin. Goals

School
SGP

=

Summative

Administrator Goals

In consultation with the superintendent, principals and vice principals set 1-4 student achievement goals

POSSIBLE MEASURES

- Developmental Reading Assessment
- Measures of Academic Progress (MAP)
- Advanced Placement scores
- SAT, ACT scores
- College acceptance rates
- Annual measurable objectives (AMOs)
- Graduation rates (in schools under 80 percent)
- Nationally norm-referenced tests

Practice Leadership + SGO Average Admin. Goals School SGP = Summative

School SGP for Principals

School SGPs are the median student level SGP for the school,
where this measure applies

SGP Schools	At least 1 SGP grade/subject in the school	10%*
Non-SGP Schools	0 SGP grades in the school	0%

*weight pending approval of related regulations by State Board

Practice

Leadership



SGO
Average

Admin. Goals

School
SGP



Summative

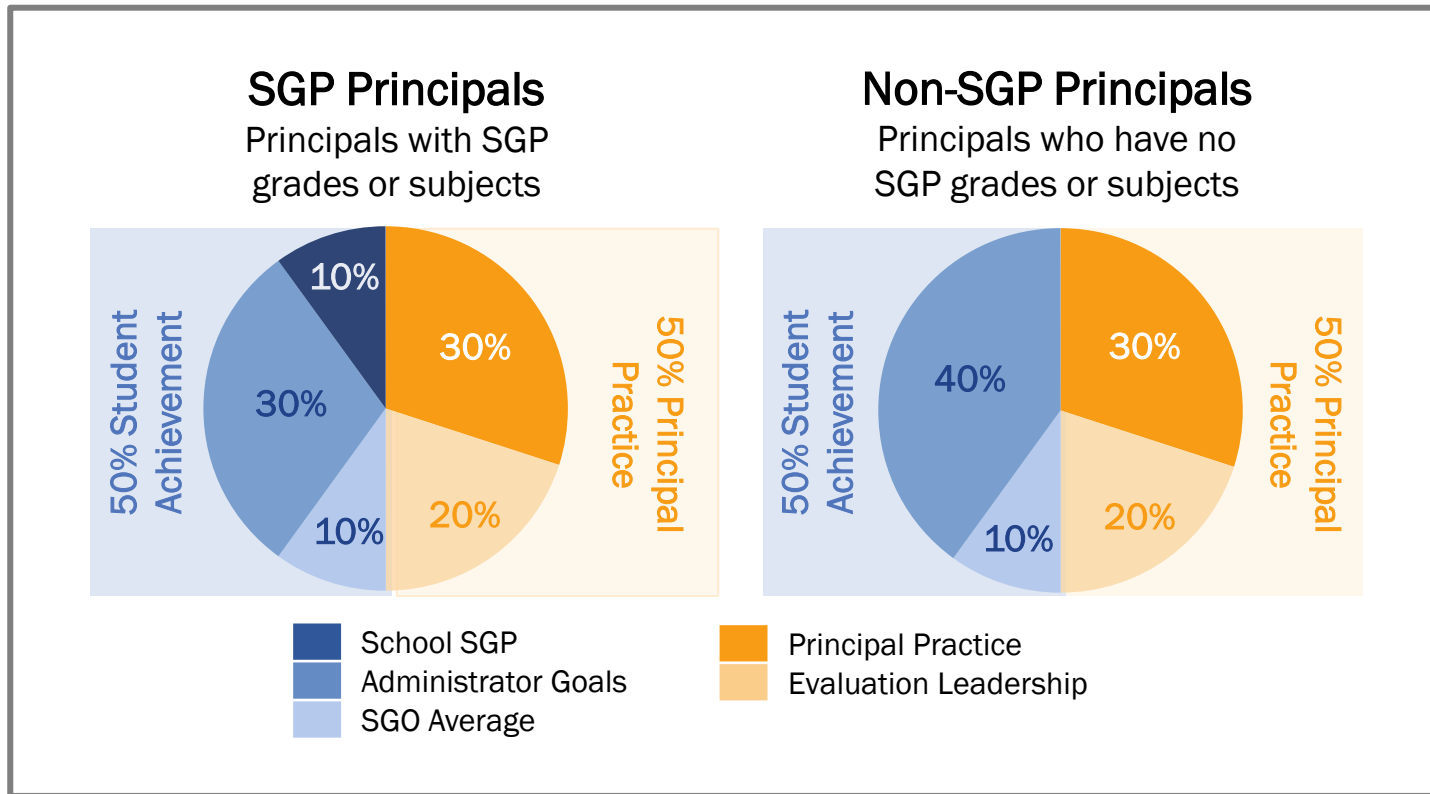
Weights* for Principals in 2014-15

		Components	Non-SGP Schools	SGP Schools
Inputs	}	Principal Practice Instrument	30%	30%
		Evaluation Leadership	20%	20%
Student/ Teacher Outcomes	}	SGO Average	10%	10%
		School SGP	0%	10%
		Administrator Goals	40%	30%
		Total Percentage	100%	100%

*weights pending approval of related regulations by State Board

Practice + Leadership + SGO Average + Admin. Goals + School SGP = Summative

Weights* for Principals in 2014-15



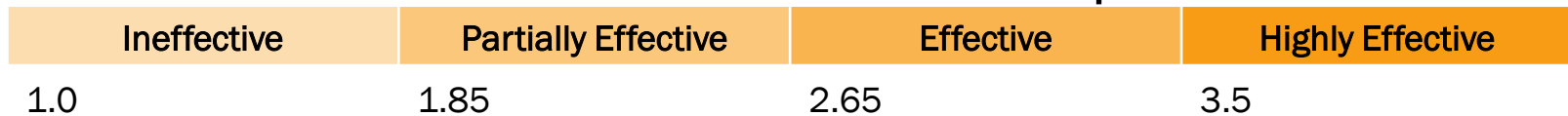
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Calculating Principals' Summative Ratings

Component	Raw Score (1-4 Scale)	Weight	Weighted Score
Principal Practice	3.4	x 30%	1.02
Evaluation Leadership	3.0	x 20%	.60
Student Growth Percentile	3.1	x 10%	.31
Student Growth Objective	3.7	x 10%	.37
Administrator Goals	3.6	x 30%	1.08
Sum of the Weighted Scores			3.38

NJ Educator Effectiveness Scale



Practice + Leadership + SGO Average + Admin. Goals + School SGP = Summative

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AchieveNJ Evaluation System

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Meaningful Feedback and Support

AchieveNJ provides for:

- Increased and better professional conversations
- More opportunities for feedback and reflection
- More accurate understanding of teaching impact on learning
- Tailored professional development based on data
- Corrective action plans with clear improvement goals and timelines for teachers rated ineffective or partially effective

Helping all students achieve

New Jersey wants to compete with the best education systems in the world.



All New Jersey students deserve a world-class education.





FIND OUT MORE:

www.nj.gov/education/AchieveNJ
educatorevaluation@doe.state.nj.us
609-777-3788