

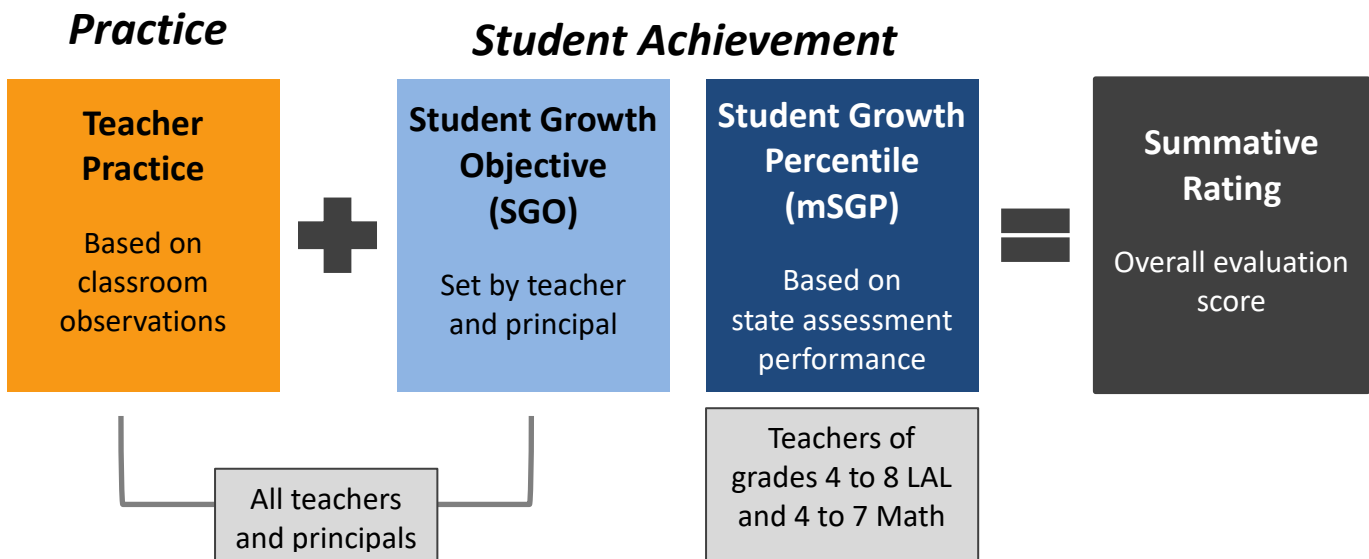


Overview of AchieveNJ

Updated February 2021

Multiple Measures for Evaluating Teachers

AchieveNJ relies on multiple measures of performance to evaluate teachers. These measures include components of both student achievement and teacher practice. While all New Jersey teachers receive an annual summative evaluation rating of Highly Effective, Effective, Partially Effective, or Ineffective, the components used to determine these ratings vary depending on the grades and subjects that educators teach.



Weighting of Teacher Evaluation Components

Teachers in Tested Grades and Subjects

- This applies to 4th–8th-grade Language Arts and 4th–7th-grade Math teachers with students that have baseline and end-of-year scores available from state standardized assessments.
- Because 3rd grade is the first testing year, there is no baseline data to create an SGP for students and teachers in that grade.
- In order for teachers to have an SGP score, they must have 20 separate students with SGP scores, and students must be enrolled in a teacher’s class for at least 70% of the year.
- If two or three years of data are available, the Department will choose the best available score for the teacher—either the teacher’s median score of their current roster of students or the median of all student scores over the available years.

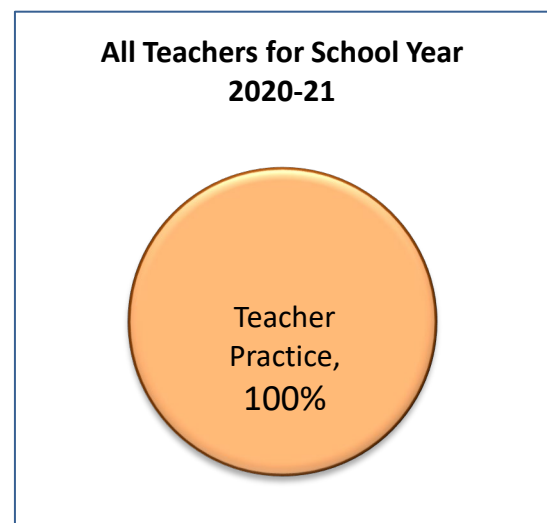


Figure 1

How are these teachers evaluated?

- The first portion of a teacher’s overall evaluation rating is based on Student Growth Percentile (SGP) data from state standardized assessments.
- The second portion is based on Student Growth Objective (SGO) data from one to two measures that teachers set with the approval of their principals.
- The third portion is based on classroom observations.

Teachers of Non-Tested Grades and Subjects

This applies to teachers who do not qualify as stated in “Teachers in Tested Grades and Subjects” section above.

How are these teachers evaluated?

- The first portion of a teacher’s overall evaluation rating is based on classroom observations.
- The second portion is based on SGO data from two measures that teachers set with the approval of their principals.

Description of Teacher Evaluation Components

Teacher Practice is measured by performance on a teacher practice instrument, which is used to gather evidence primarily through classroom observations. Districts have the flexibility to choose from a growing list of [state-approved instruments](#).

Tenured teachers have two and non-tenured teachers have three required observations each year. Any teachers who end the school year with an Ineffective or Partially Effective rating have an additional observation the following year as part of their Corrective Action Plan (CAP). The same requirements apply to teachers of tested and non-tested grades and subjects.

Observations Requirements Summary

Teacher Status	Minimum Observations (at least 20 minutes each)	Multiple Observers
Non-tenured	3	Required
Tenured	2	Recommended
Corrective Action Plan	Plus One	Required

Additional Notes on Observations

- **Announced vs. Unannounced:** Within the minimum requirements, all teachers must have at least one unannounced and one announced observation with a pre-conference.
- Non-tenured teachers present for less than 40% total school days in an academic year: A minimum of two observations are required.
- **Post-conferences:** Post-conferences between teachers and their supervisors are required following each observation. These conferences must all be face-to-face for non-tenured teachers and at least one must be face-to-face for tenured teachers.

All observers must:

- Be trained on the instrument before observing for the purpose of evaluation;
- Participate in at least two “co-observations” (also known as double-scored observations); and
- Participate in annual "refresher" training. Superintendents or chief school administrators (CSAs) must certify each year that all observers have been trained.

Student Growth Objectives (SGOs)

SGOs are academic goals for groups of students that each teacher sets with his or her principal or supervisor at the start of the year. These academic goals should be aligned to standards and measured using high-quality assessments of various types including locally-developed tests, performance assessments, and portfolios. High quality SGOs use multiple measures to determine the starting point of the students and are differentiated to be ambitious and achievable for all of the students included. Additionally, SGOs should include a significant proportion of the standards, course work, and students for which a teacher is responsible.

Student Growth Percentile (SGP) data represent the growth an individual student makes on the state standardized assessment from one year to the next and consider how that growth compares to gains made by that student’s “academic peers” across the state. Academic peers are defined as students with similar academic history in previous years. For an individual teacher, the SGPs for all qualifying students are compiled in an ascending list to identify the median SGP (mSGP). The mSGP is a percentage between one and 99, which will be translated to a 1.0-4.0 scale. This approach is more equitable than simply setting a proficiency target, since students start and end the year at different places.

A sample SGO for math is included on the next page. Note that targets and percentages are included for illustrative purposes only.

Sample SGO: 8th Grade Math

Student Growth Objective

At least 70% (45 out of 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	Assessment Target Score	Objective Attainment Level (% of students)			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Low	70	> 85%	≥ 70%	≥ 55 %	< 55%
Medium	80	> 85%	≥ 70%	≥ 55 %	< 55%
High	90	> 85%	≥ 70%	≥ 55 %	< 55%

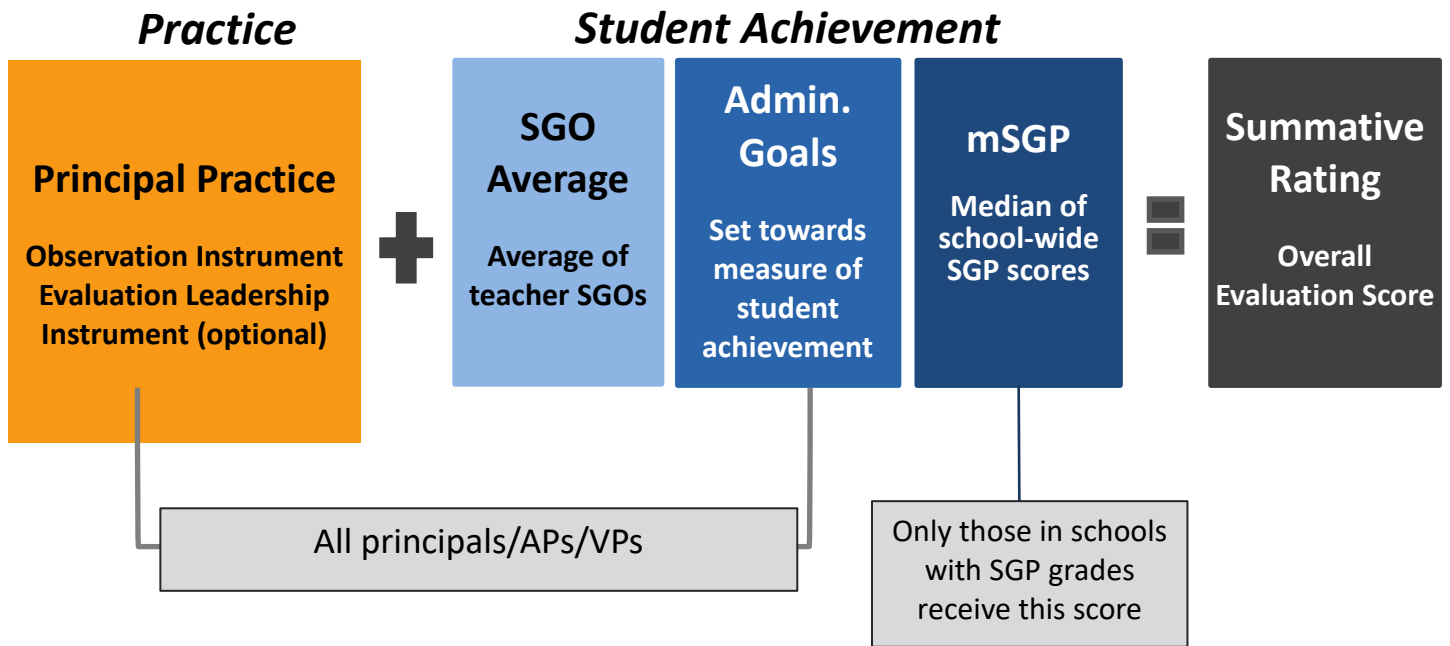
Timeline for SGOs



[end of sample SGO]

Multiple Measures for Evaluating Principals, Vice Principals, and Assistant Principals

Addressing school leadership and classroom instruction simultaneously ensures that New Jersey schools are taking a comprehensive approach to raising achievement levels and that schools are accountable for student learning. All principals and vice/assistant principals (APs/VPs) are rated Highly Effective, Effective, Partially Effective, or Ineffective based on multiple measures:



Weighting of Principal Evaluation Components

Student Achievement:

- [Student Growth Objective \(SGO\) Average](#): Part of a principal’s summative rating is based on the average teacher SGO score in their school. SGOs are measurable academic goals that teachers set for their students based on growth and achievement.
- [Administrator Goals](#): The percent of a principal’s summative rating based on Administrator Goals varies depending on whether the principal is an mSGP Principal or a non-mSGP Principal. The principal sets these goals, such as increasing scores on Advanced Placement tests or improving graduation rate, with his or her superintendent.
- [Median Student Growth Percentile \(mSGP\)](#): Some principals have SGP data for their students. mSGPs are state-calculated scores that measure a principal’s ability to help increase student achievement on the state standardized assessments.

Description of Principal Evaluation Components

Observations

Observations of a principal’s practice are performed by his or her superintendent using a [state-approved principal practice instrument](#) selected by the district. Evidence for practice might be gathered by, for example, a school walk-through, observations of staff or parent meetings, or assemblies.

- Non-tenured principals are required to have at least three observations a year.
- Tenured principals are required to have at least two observations per year.
- After the first year, principals who receive an Ineffective or Partially Effective rating are placed on a Corrective Action Plan. These principals must have one additional observation per year.

Evaluation Leadership

An optional component of a principal’s practice rating may be determined using the state [Principal Evaluation Leadership Instrument](#). This instrument measures how well the principal implements the teacher evaluation system in his or her school and includes the following domains and components.

Domain 1: Building Knowledge and Collaboration	Domain 2: Executing the Evaluation System Successfully
<ul style="list-style-type: none"> • Component 1a: Preparing teachers for success • Component 1b: Building collaboration 	<ul style="list-style-type: none"> • Component 2a: Fulfilling requirements of the evaluation system • Component 2b: Providing feedback, coaching, and planning for growth • Component 2c: Ensuring reliable, valid observation results

Average SGO ratings are based on the average of all the teachers’ SGO scores in the principal’s building.

Administrator Goals are student growth and achievement goals—such as student scores on Advanced Placement tests, college acceptance rates, graduation rates (in schools under 80%)—that the principal sets with his or her superintendent. The [Administrator Goals document](#) offers a template and example goals that districts may use.

Implementation Timeline

The following timeline depicts implementation deadlines.

Timeline of Implementation Deadlines

By June 1	Districts complete evaluation rubric survey
By August 31	ScIP formed
By October 1	Districts notify all staff members about evaluation policies and procedures
By October 31	<ul style="list-style-type: none"> • CAP is implemented for staff rated less than effective in the 2015-16 school year • SGO(s) finalized by teachers with supervisor approval • Annual PDP modifications are updated
By February 15	SGO adjustments made with approval from principal and CSA
By April 30	Required observations completed for non- tenured teachers
By End of School Year	<ul style="list-style-type: none"> • All observations for teachers completed • Annual conference held to review available component/ summative scores for teachers

Professional Development and Support

Throughout AchieveNJ, multiple structures support and develop educators.

Improved Evaluation

The most significant impact on PD comes directly from the evaluation system.

- Educator feedback: An increased number of conferences (goal-setting, pre-/post-observation) provide educators with more opportunities to engage in high-quality professional conversations. More objective and nuanced observation feedback allows educators to reflect on their professional practice with more depth and clarity.
- Data and information: Student achievement scores based on student growth give teachers a more accurate idea of their impact and let them work with administrators to improve results. Ultimately, all information and data that are gathered through the new system at both, the educator and student levels, will help teachers and leaders tailor professional development to better meet staff needs.

School Improvement Panel (ScIP)

This panel ensures the effectiveness of the school's teachers by overseeing mentoring activities, conducting evaluations, identifying PD opportunities, and conducting a mid-year evaluation of any teacher rated Ineffective or Partially Effective in the most recent annual summative evaluation. See the [ScIP web page](#) for more information.

Mentoring

During their first year of teaching, all novice teachers must be paired with an experienced teacher to serve as a mentor. Mentors are expected to share feedback, model strong practice, and provide confidential support and guidance. During this first year of mentoring, novice teachers will receive an evaluation, but evaluation results will not be linked to tenure decisions. As much as possible, mentoring activities should be developed in consultation with the ScIP. Such activities should be responsive to the unique needs of different teachers in different instructional settings.

Ongoing Professional Development/Individual Professional Development Plans

Beyond the targeted feedback received through the new evaluation system, all teaching staff members will receive ongoing professional development and an individual professional development plan to support student achievement.¹ Like mentoring, professional development activities should, where possible, be developed in consultation with the ScIP to ensure that the results of evaluation inform instructional improvement.

Corrective Action Plan (CAP)

Any teaching staff member who is rated Ineffective or Partially Effective on his or her evaluation will receive additional support through a CAP. The teaching staff member will work with his or her supervisor to create a plan of professional development that is designed to correct the needs identified in the evaluation. The CAP will include timelines for professional improvement and growth and clearly delineate responsibilities of the teaching staff member in implementing the plan.

Evaluation and Tenure

In addition to calling for new evaluations, the TEACHNJ Act also changed how tenure is awarded to all teaching staff members. Educators are eligible to earn tenure after four years — one year longer than it took under the previous law. In addition, for teachers, principals, APs and VPs, TEACHNJ links the earning and keeping of tenure to the results of the employee's annual summative evaluation. The charts below depict the four-year timelines.

¹ Teaching staff members include teachers, principals, VPs and APs, assistant superintendents, all school nurses, school athletic trainers, and other certificated employees who were hired (Board approved) by their district Board of Education after August 6, 2012.

Teacher Tenure Acquisition Timeline

Year 1	Years 2 through 3	Year 4
<ul style="list-style-type: none"> Participate in district mentoring program Receive evaluation, but summative rating does not count toward tenure acquisition 	Receive an Effective or Highly Effective rating on the annual summative rating in at least two of these three years	Employed in the district for four years

Principal/AP/VP Tenure Acquisition Timeline

Year 1	Years 2 through 3	Year 4
Receive evaluation, but summative rating does not count toward tenure acquisition	Receive an Effective or Highly Effective rating in both of these two years	Employed in the district for four years

To maintain tenure, all teachers, principals, APs, and VPs (regardless of hire date) have to continue to earn a rating of Effective or Highly Effective. As required in the TEACHNJ Act, the table below outlines the process to file a charge of inefficiency (tenure charge) against any tenured teaching staff member who is rated Ineffective or Partially Effective in two consecutive years:

Process to file a charge of inefficiency

Summative Rating A	Summative Rating B (Consecutive)	Action
Ineffective	Ineffective	The superintendent shall file a charge of inefficiency.
Partially Effective	Ineffective	The superintendent shall file a charge of inefficiency.
Ineffective	Partially Effective	The superintendent may file a charge of inefficiency or may defer by filing written evidence of exceptional circumstances. After the following summative evaluation (i.e., the third consecutive), the superintendent shall file a charge of inefficiency if the rating is Ineffective or Partially Effective.
Partially Effective	Partially Effective	The superintendent may file a charge of inefficiency or may defer by filing written evidence of exceptional circumstances. After the following summative evaluation (i.e., the third consecutive), the superintendent shall file a charge of inefficiency if the rating is Ineffective or Partially Effective.

Under the TEACHNJ Act, tenure revocation decisions are made through an expedited arbitration process. The Commissioner maintains a panel of arbitrators who are designated by the New Jersey School Boards Association, the New Jersey Education Association, the New Jersey Principals and Supervisors Association, and the American Federation of Teachers.

For all New Jersey educators, individual evaluation records are exempt from open records laws, and personally identifiable data are not made available for public release.

For more information on the TEACHNJ Act, see the [TEACHNJ Guide](#) posted on our website.

Going Forward

The New Jersey Department of Education is committed to ongoing data collection, research, and analysis so that we continue to make the AchieveNJ evaluation and support system even better. The Department is exploring opportunities to honor Highly Effective educators in the following ways:

- Differentiated observation protocols;
- Expanded career pathways and leadership opportunities; and
- Future awards and recognition initiatives.

We continue to listen closely to educators and make necessary changes. This effort will evolve to ensure that New Jersey educators are among the best in the nation and that New Jersey's children get the world-class education they need to succeed.

Additional Resources

The [AchieveNJ website](#) includes several resources about the evaluation system, including a comprehensive presentation; overviews for teachers and principals, and FAQ. The AchieveNJ [Document Library](#) lists links to each major resource available.

We are continuing to add new resources and appreciate your feedback. Please contact the Office of Professional Learning directly at 609-376-3974 or edueval@doe.state.nj.us.