AchieveNJ:
Increasing Student Achievement through Educator Effectiveness

Updated August 2015

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.
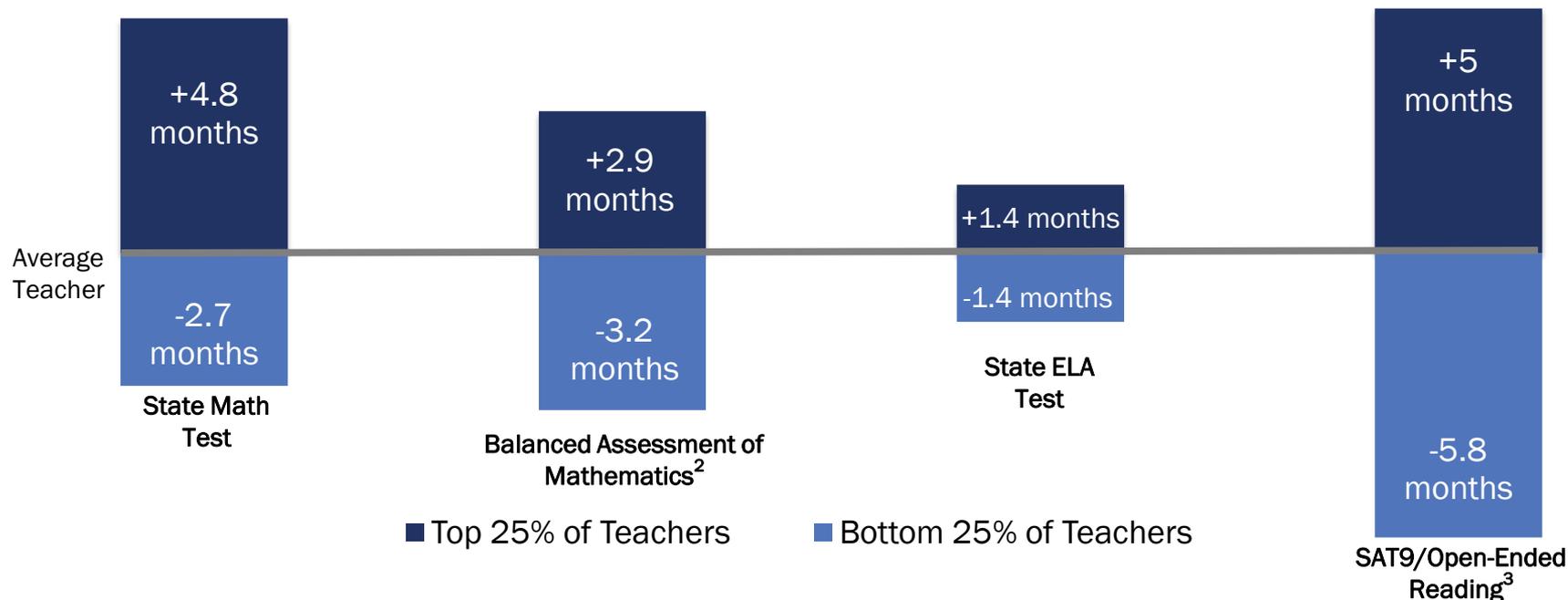
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Our Goal: Improved Student Achievement

New Jersey Core Curriculum Content Standards

Effective Teaching

Instructional Leadership

Student Achievement
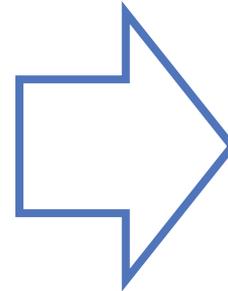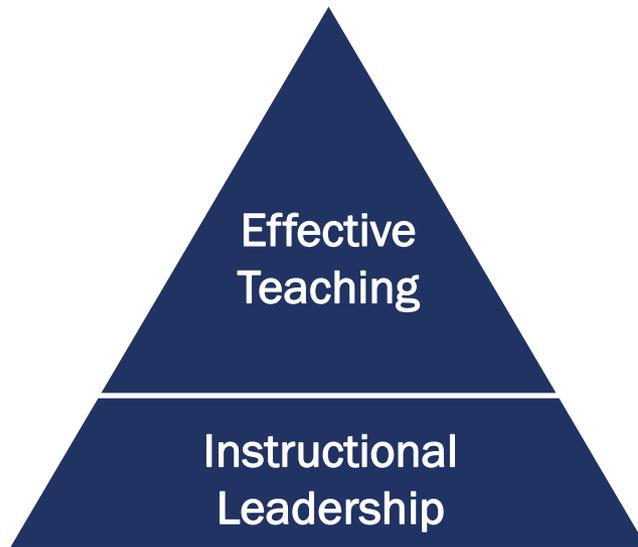
State and Local Assessments

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]

Average Teacher

+4.8 months	State Math Test
-2.7 months	
+2.9 months	Balanced Assessment of Mathematics[2]
-3.2 months	
+1.4 months	State ELA Test
-1.4 months	
+5 months	SAT9/Open-Ended Reading[3]
-5.8 months	

■ Top 25% of Teachers   ■ Bottom 25% of Teachers

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.

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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."*

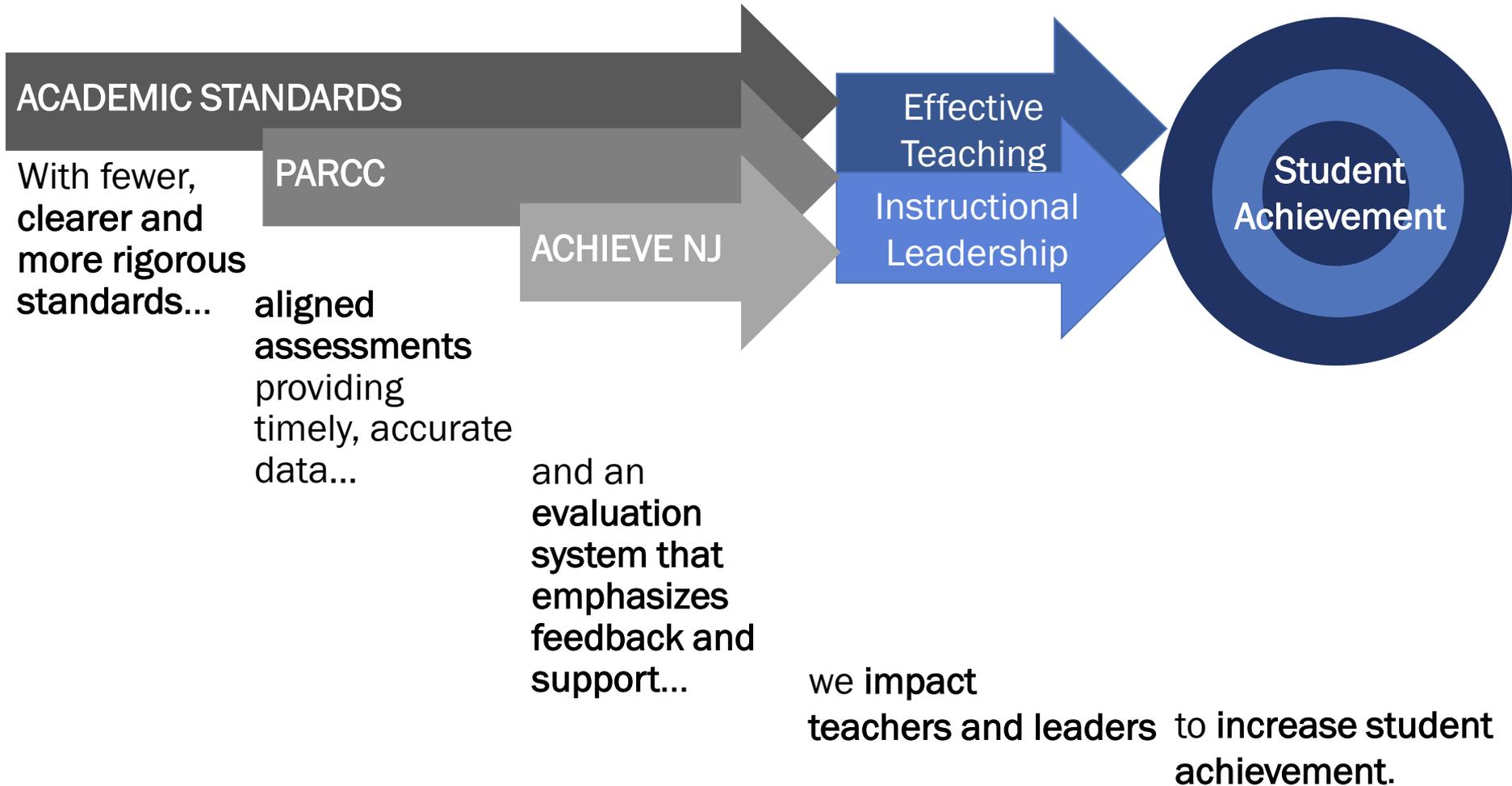| Vision	Principals of high-achieving schools have a <u>clear vision</u> and communicate to all that <u>learning is the most important mission.</u>	Cotton, 2003; Marzano, Waters, & McNulty, 2005; Zmuda, Kuklis, & Kline, 2004
Culture	There is a <u>positive relationship between school climate and leadership</u>, which affects overall school effectiveness.	Barth, 2002; Hallinger, Bickman, & Davis, 1996; Marzano, Waters, & McNulty, 2005; Villani, 1997
Professional Development	Effective administrators provide the <u>time, resources, and structure for meaningful professional development.</u>	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 <u>empower and retain teachers.</u>	Blasé & Blasé, 2001; Charlotte Advocates for Education, 2004

*Branch, Hunushek, and Rivkin, 2013.

Increasing Student Achievement: An Aligned Approach

ACADEMIC STANDARDS

With fewer, clearer and more rigorous standards...

PARCC

aligned assessments providing timely, accurate data...

ACHIEVE NJ

and an evaluation system that emphasizes feedback and support...

Effective Teaching

Instructional Leadership

Student Achievement

we **impact teachers and leaders** to **increase student achievement.**

Implementation Timeline: Academic Standards, 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

15-16

Standards review; use of current standards until further announcement

PARCC Year 2

2014-15 mSGP data released

Agenda

Setting the Context

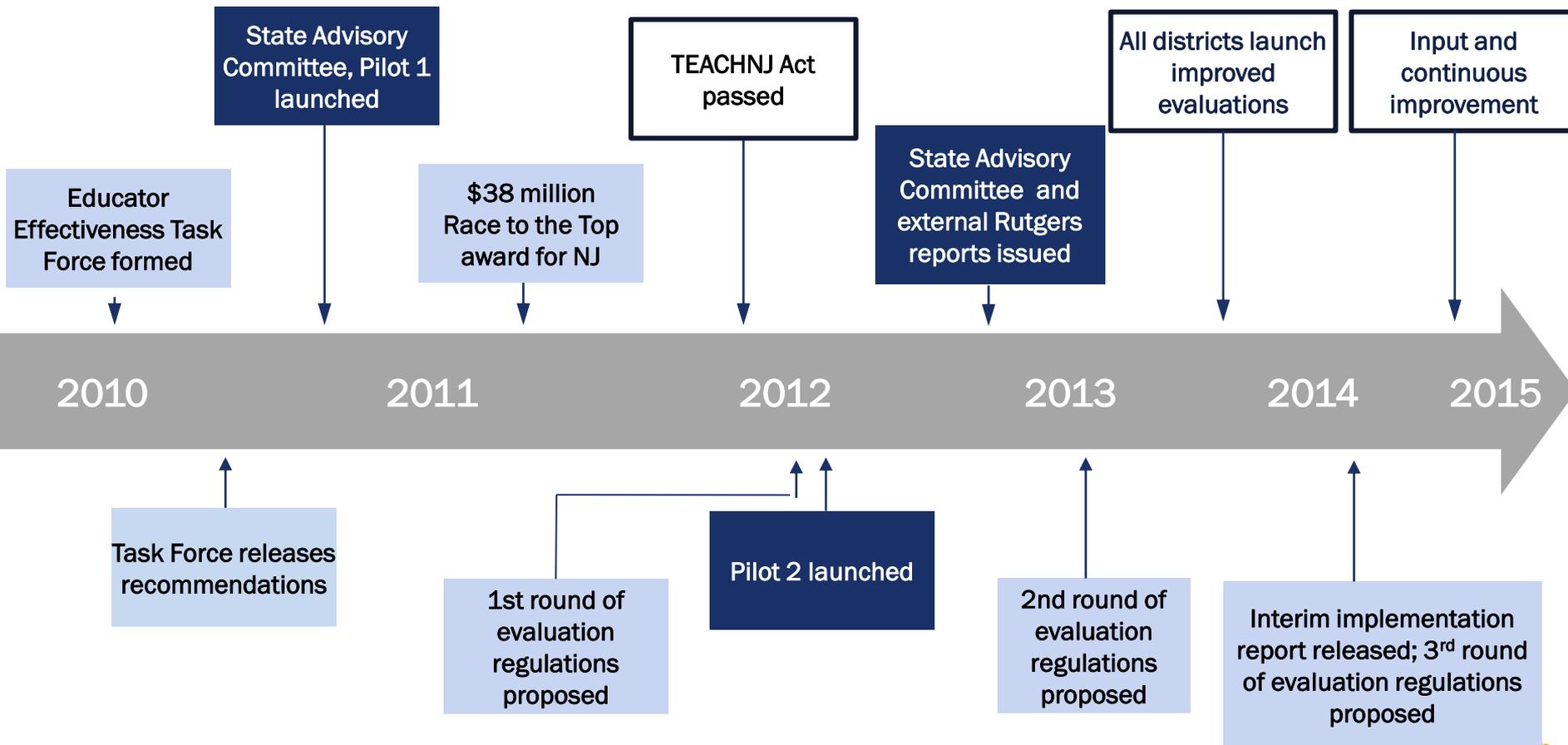## AchieveNJ Evaluation System

Teach: Overview of Teacher Evaluation

Lead: Overview of Principal Evaluation

Grow: Looking Ahead

Essential Elements of AchieveNJ

Support	• 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	• Four levels of summative ratings • Educator practice instruments used for multiple observations • Multiple objective measures of student learning for teachers, principals, VPs/APs
Tenure	• 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

State Advisory Committee, Pilot 1 launched

TEACHNJ Act passed

All districts launch improved evaluations

Input and continuous improvement

Educator Effectiveness Task Force formed

$38 million Race to the Top award for NJ

State Advisory Committee and external Rutgers reports issued

2010   2011   2012   2013   2014   2015

Task Force releases recommendations

Pilot 2 launched

1st round of evaluation regulations proposed

2nd round of evaluation regulations proposed

Interim implementation report released; 3rd round of evaluation regulations proposed

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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

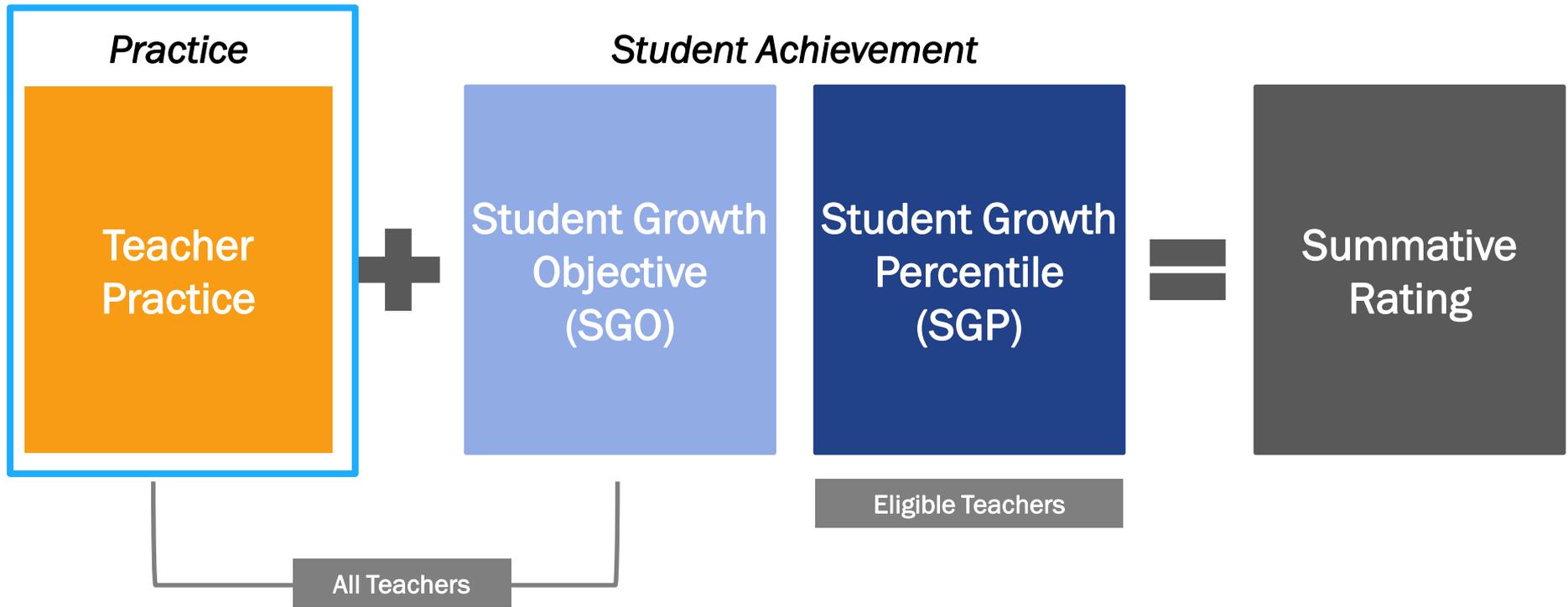| Challenges |
|---|
| Simplifying and streamlining communication while maintaining depth to support implementation |
| Providing guidance and support to myriad educator specializations and unique circumstances |
| Timeline for availability of SGP data to districts |
| Shifting administrator time given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

Agenda

Setting the Context

AchieveNJ Evaluation System

Teach: Overview of Teacher Evaluation

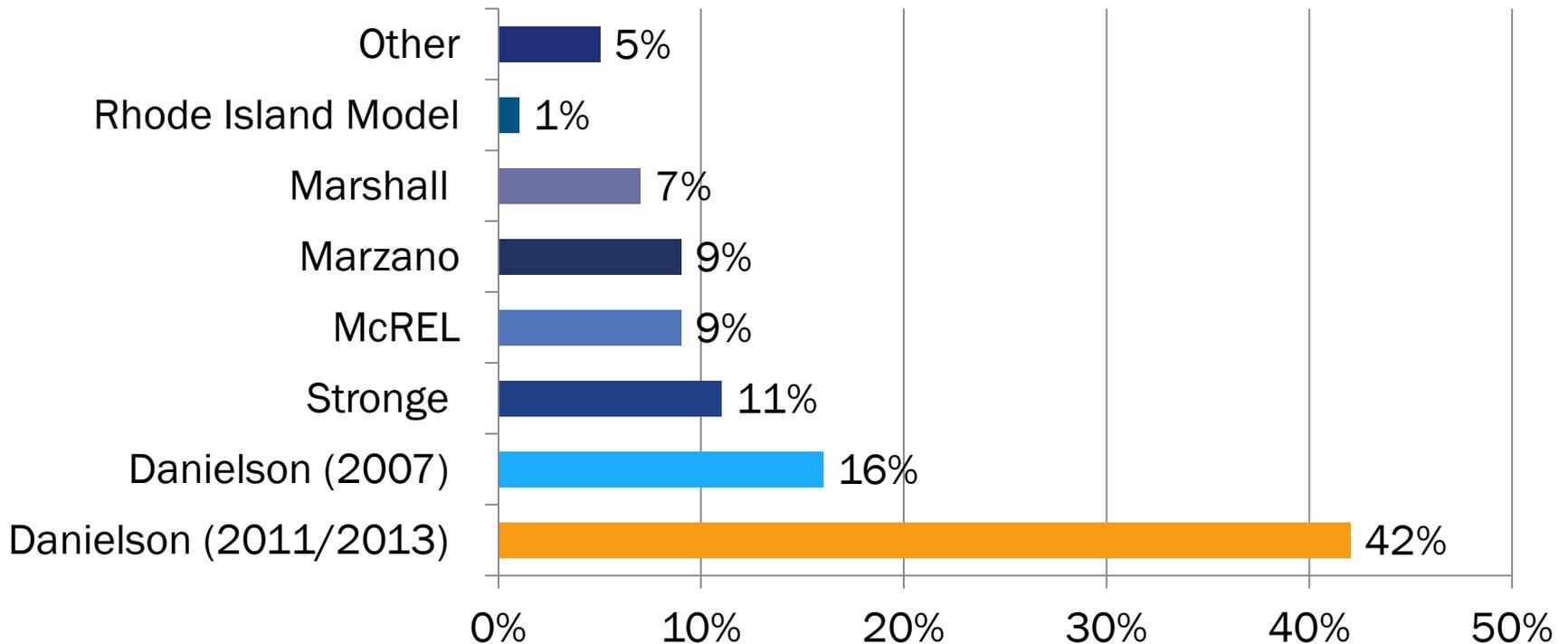**Lead:** Overview of Principal Evaluation

Grow: Looking Ahead

Evaluations Use Multiple Measures*

Practice

Student Achievement

Teacher Practice	+	Student Growth Objective (SGO)	Student Growth Percentile (SGP)	=	Summative Rating

All Teachers

Eligible Teachers

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

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Districts Choose Their Own Practice Instrument

Teacher Practice Instruments Chosen

Instrument	Percentage
Other	5%
Rhode Island Model	1%
Marshall	7%
Marzano	9%
McREL	9%
Stronge	11%
Danielson (2007)	16%
Danielson (2011/2013)	42%

Practice + SGO + SGP = Summative

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

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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% of school year must have at least two observations.
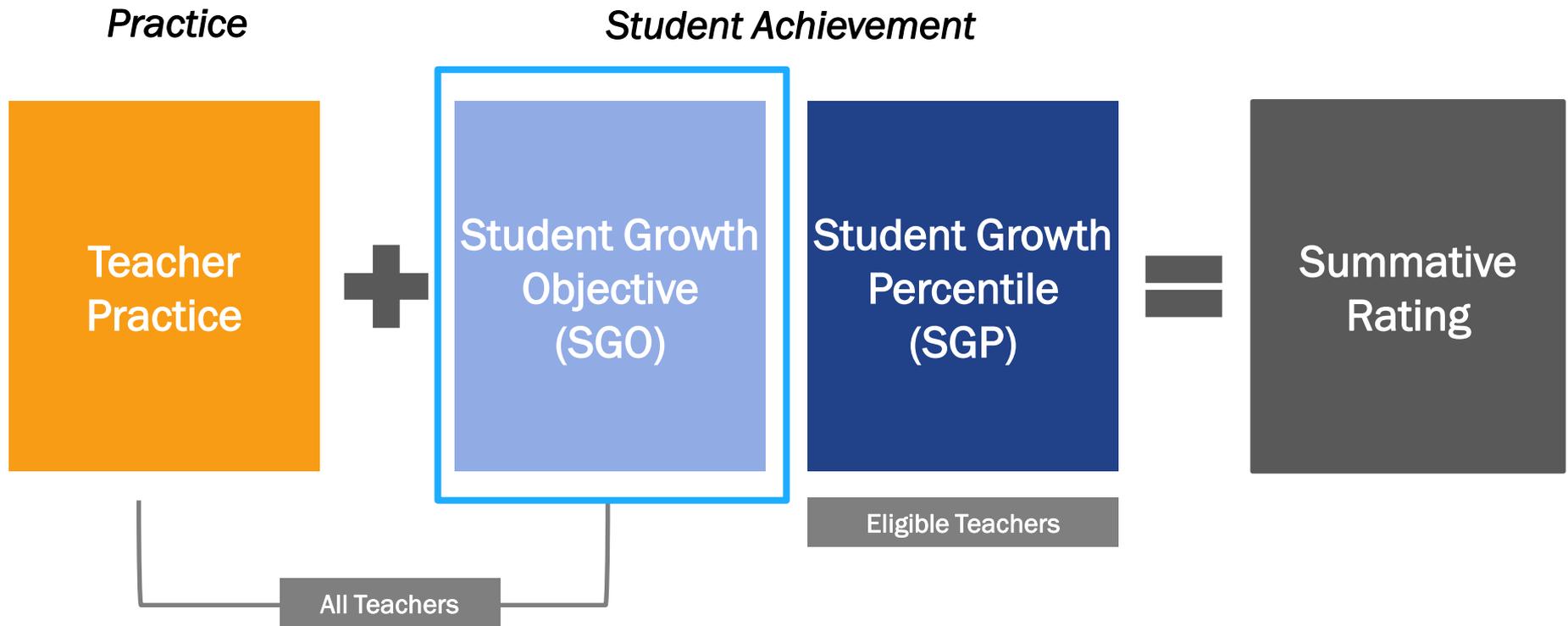
Practice ➕ SGO SGP ＝ Summative

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

Practice ➕ SGO SGP ＝ Summative

Understanding Student Growth Objectives (SGOs)

Practice

Student Achievement

Teacher Practice ＋ **Student Growth Objective (SGO)** **Student Growth Percentile (SGP)** ＝ **Summative Rating**

All Teachers

Eligible Teachers

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Student Growth Objectives

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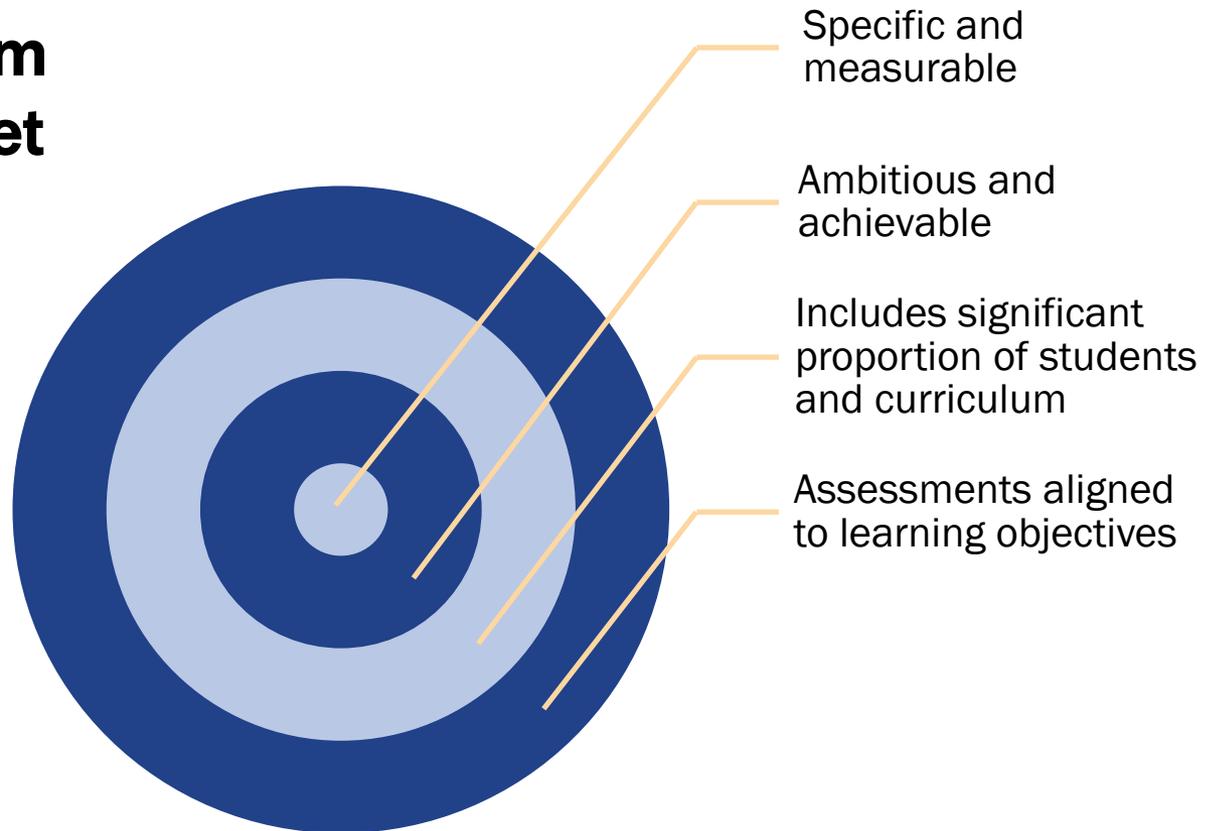
Specific and measurable

Ambitious and achievable

Includes significant proportion of students and curriculum

Assessments aligned to learning objectives

Practice ➕ SGO ➖ SGP ➖ Summative

Student Growth Objectives
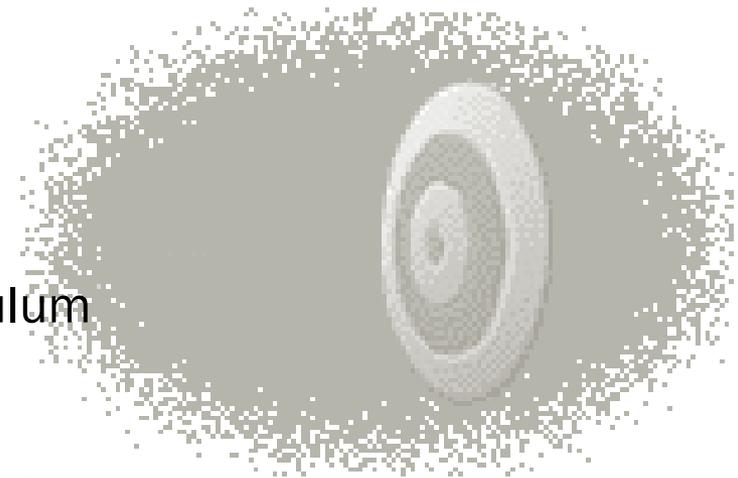
1. Provide a **useful and transparent** student-achievement performance measure for **every teacher**

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

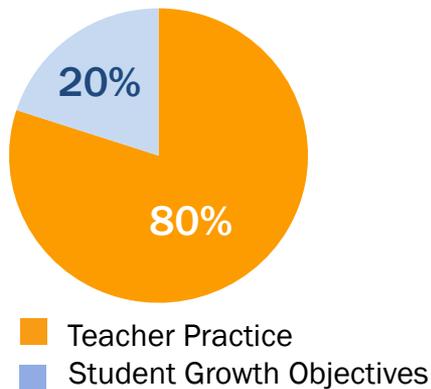Practice + SGO SGP = Summative

Student Growth Objectives

All teachers set SGOs: 20% of summative rating

Teachers without an mSGP set two SGOs

20%

80%

■ Teacher Practice
■ Student Growth Objectives

Teachers with an mSGP set one or two SGOs

20%

10%

70%

■ Teacher Practice
■ Student Growth Percentile
■ Student Growth Objectives
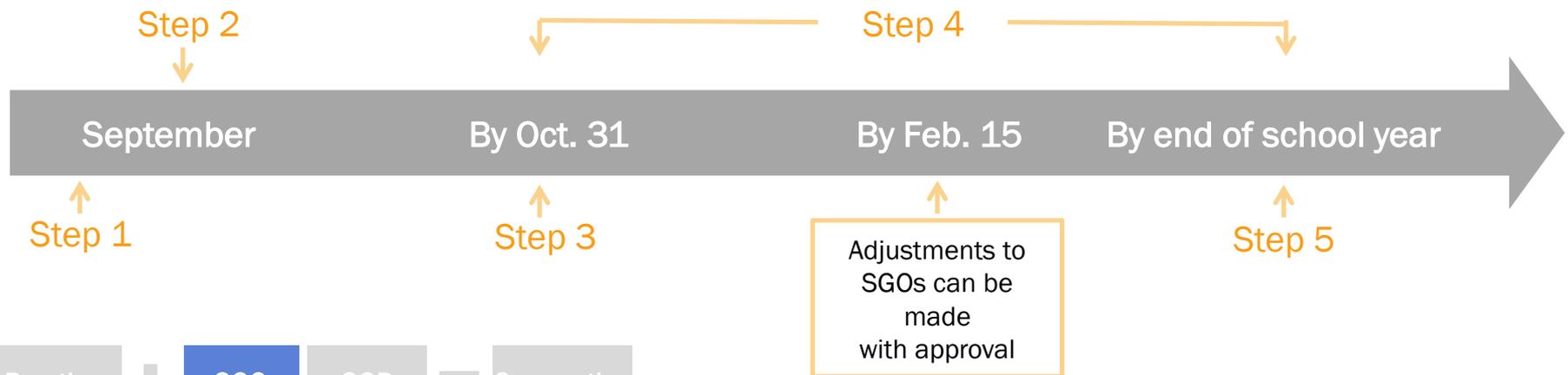
Practice ✚ SGO ═ SGP ═ Summative
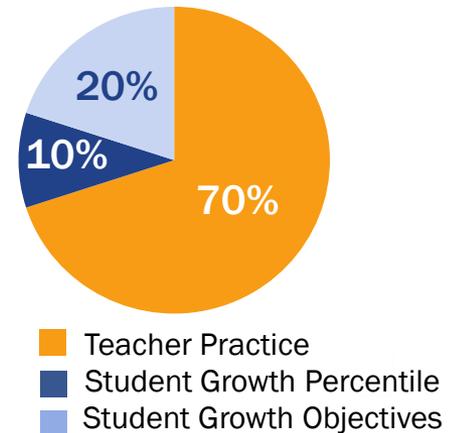
Student Growth Objectives

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 2 ↓

Step 4

| September | By Oct. 31 | By Feb. 15 | By end of school year |

Step 1 ↑   Step 3 ↑   ↑   Step 5 ↑

Adjustments to SGOs can be made with approval

Practice **+** SGO SGP **=** Summative

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

Select or modify an existing assessment*

Create a new assessment locally

Use an externally created assessment

Begin...

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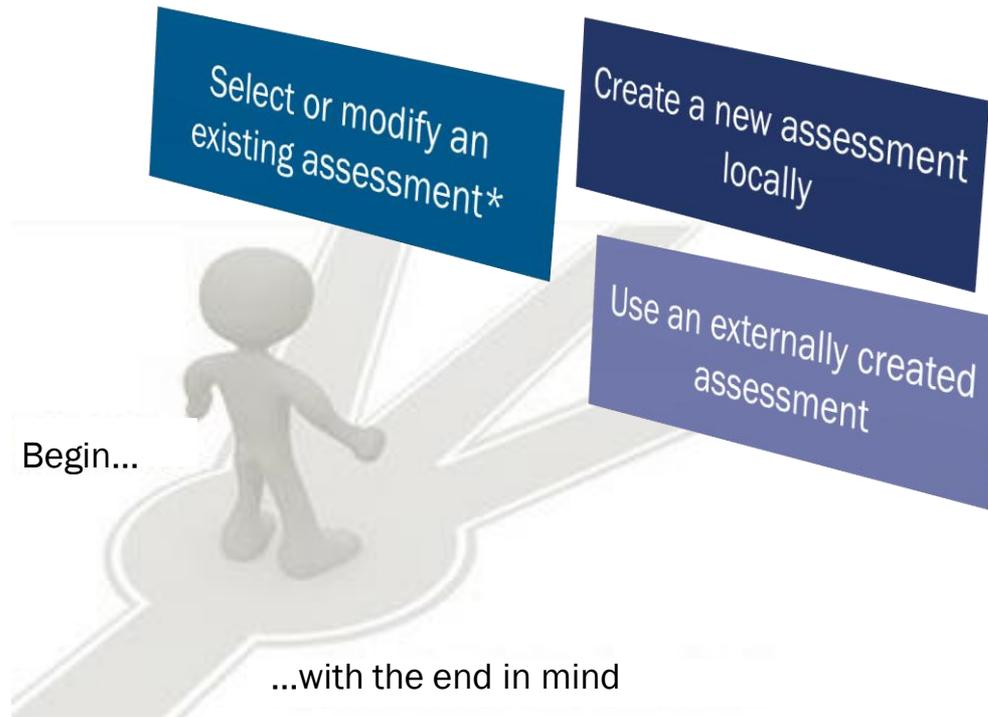
*Assessments can include a variety of measures of learning such as unit exams, benchmark assessments, portfolios, performance assessments, modified final exams, etc.

Practice ➕ **SGO** ➖ SGP ═ Summative

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 SGP ＝ Summative

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.

Practice ✚ SGO ═ SGP ═ Summative

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

Plan

Teach

Assess

Analyze

SGO: Long-term goal

This is what effective teachers have always done

Practice ➕ SGO SGP ➖ Summative

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

1. Collect SGO performance data

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

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

Practice ✚ SGO ═ SGP ═ Summative

Understanding Student Growth Percentiles

Practice   *Student Achievement*

Teacher Practice **+** Student Growth Objective (SGO) Student Growth Percentile (SGP) **=** Summative Rating

All Teachers

Eligible Teachers
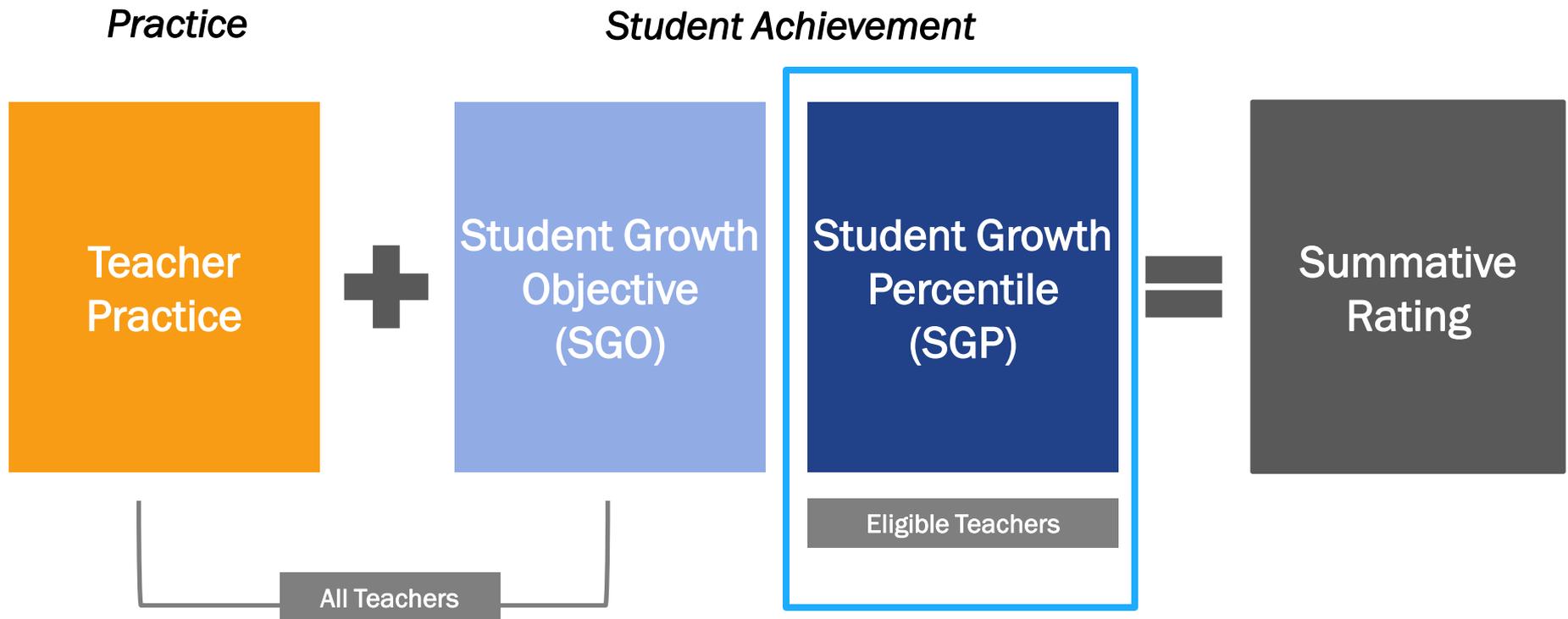
Student Growth Percentiles

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 in 4th-8th grade Language Arts and 4th-7th-grade* Math.

All students can show growth.

*SGP will not be calculated for 8th-grade math for 2014-15.

| Practice | ✚ | SGO | SGP | ＝ | Summative |

Student Growth Percentiles

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.
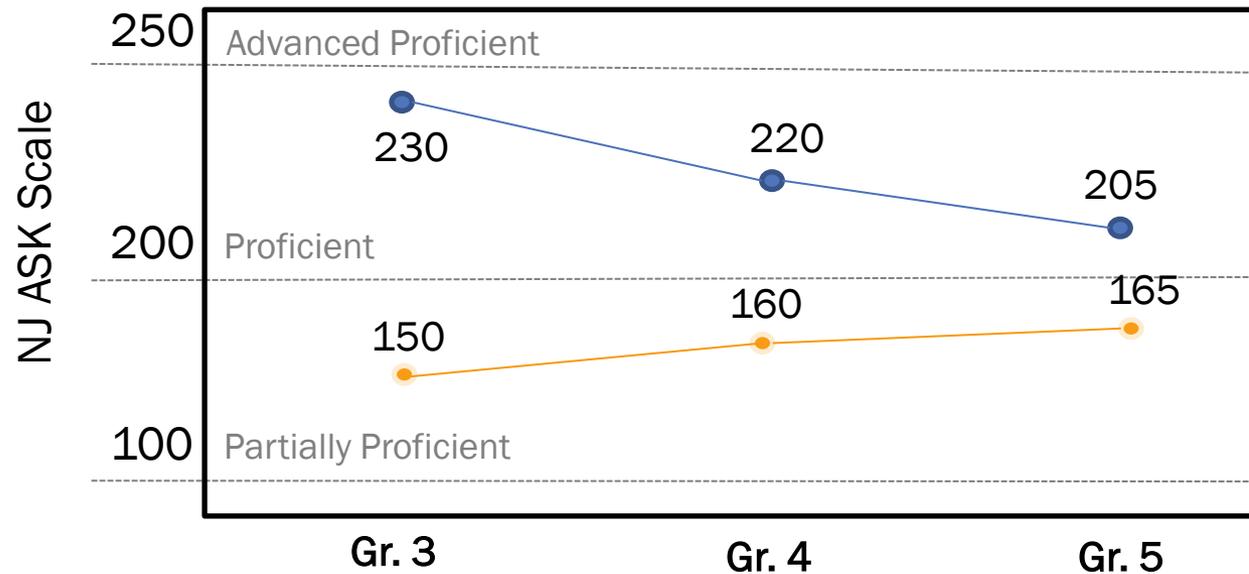
NJ ASK Scale Score by Grade

TEACHERS: SGP

31

Student Growth Percentiles

What	Why	Who	How

20
Teachers have at least 20 separate 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
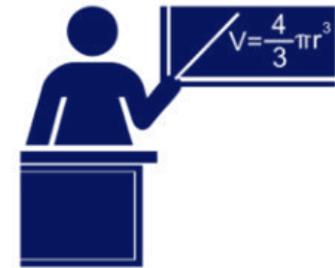
$V = \frac{4}{3}\pi r^3$

Practice ✚ SGO ═ SGP ═ Summative

Student Growth Percentiles

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

Albert's Prior Scores

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

Academic Peers' Prior Scores

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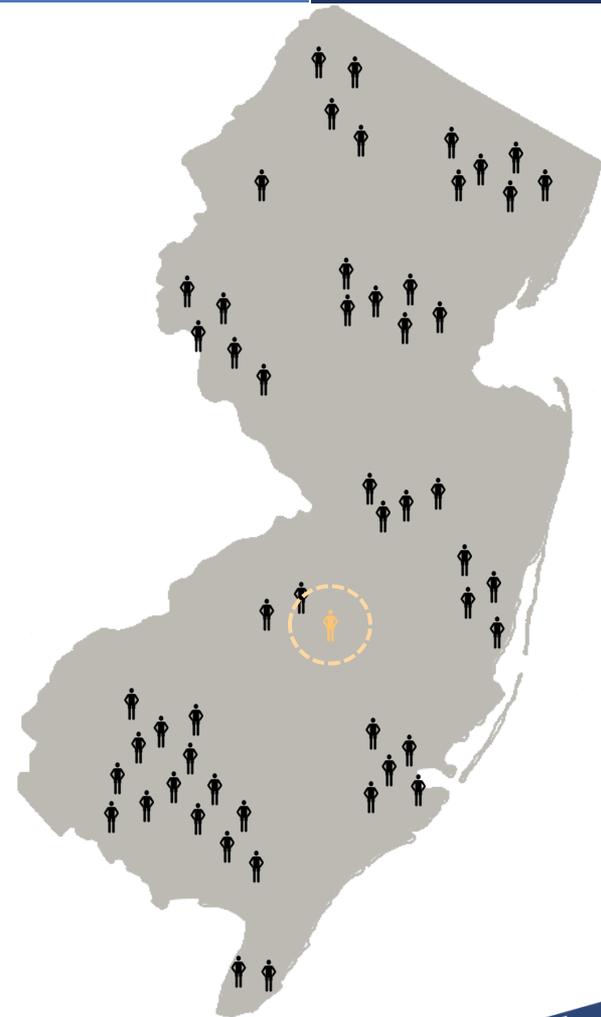
Determining SGPs

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
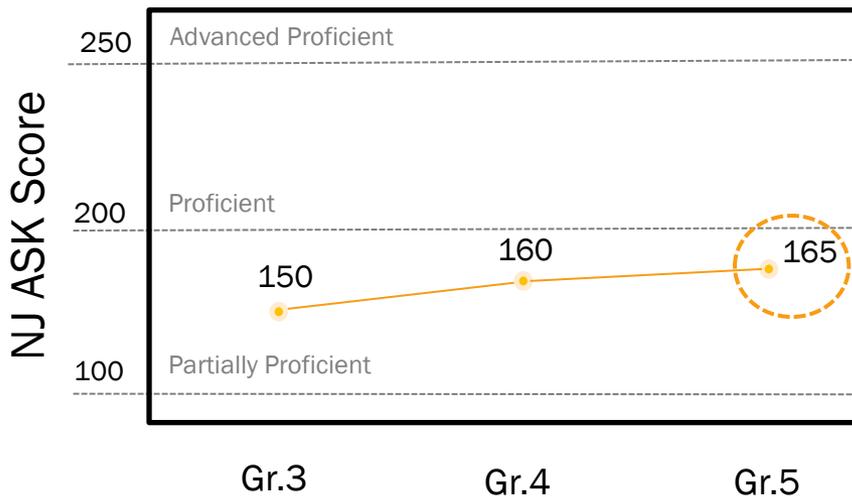
Albert's Academic Peers' NJ ASK Scores
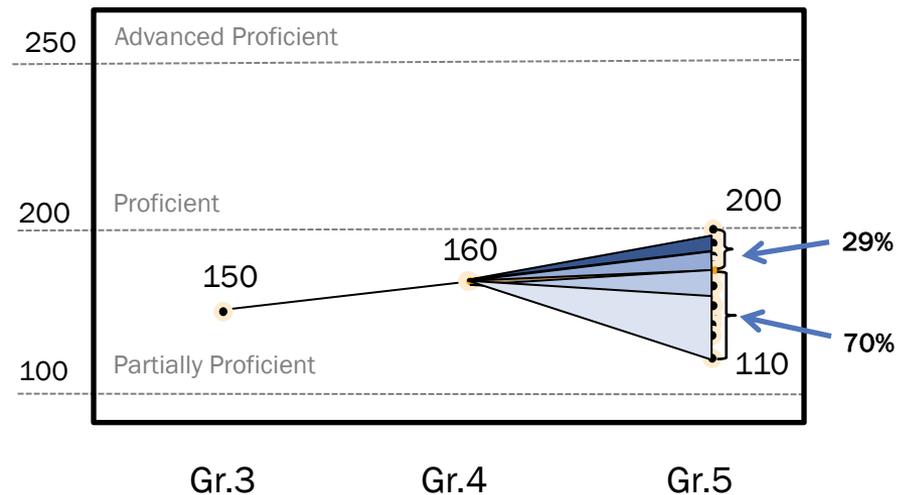
Student Growth Percentiles

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.

Albert's Score

Academic Peers' Scores

5th Gr.	165

5th Gr.	110 - 200

SGP

1%   70%   99%
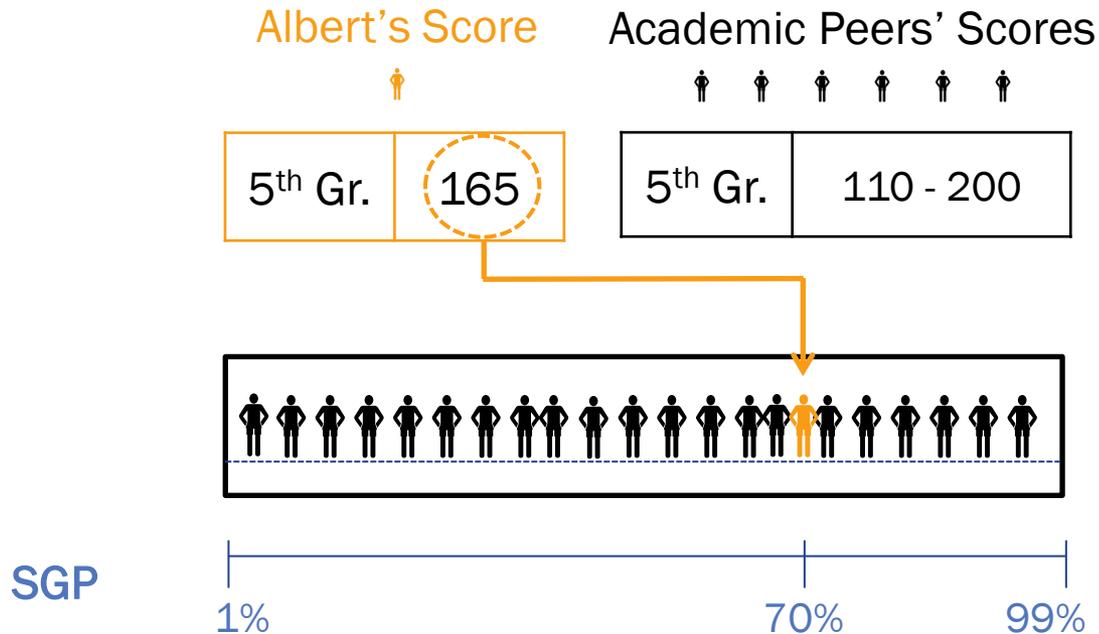
Student Growth Percentiles

Albert's SGP along with the SGPs of all his teacher's students are arranged from low to high.
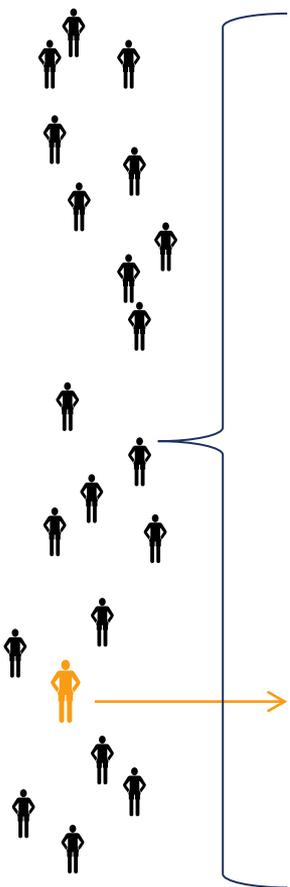
Student	SGP Score
Hugh	12
Eve	16
Clarence	22
Clayton	24
Earnestine	25
Helen	31
Clinton	35
Tim	39
Jennifer	44
Jaquelyn	46
Lance	51
Roxie	53
Laura	57
Julio	61
Selena	65
Ashlee	66
Albert	70
Mathew	72
Marcus	85
Charles	89
Milton	97
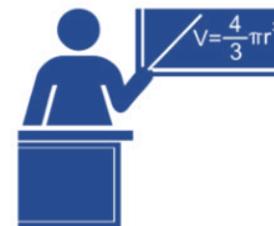
Median SGP Score

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

Student Growth Percentiles

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

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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

SY15-16 Median SGP Reports Provided to All Districts for Use in Evaluations

Student SGPs Provided to All Districts

SY11-12 Teacher Median SGP Reports Provided to Pilot Districts

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

2010   2011   2012   2013   2014   2015   2016

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 Median SGP Reports Provided to All Districts for Use in Evaluations

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Summative Rating Overview

Practice   *Student Achievement*

| Teacher Practice | + | Student Growth Objective (SGO) | Student Growth Percentile (SGP) | = | Summative Rating |

All Teachers

Eligible Teachers
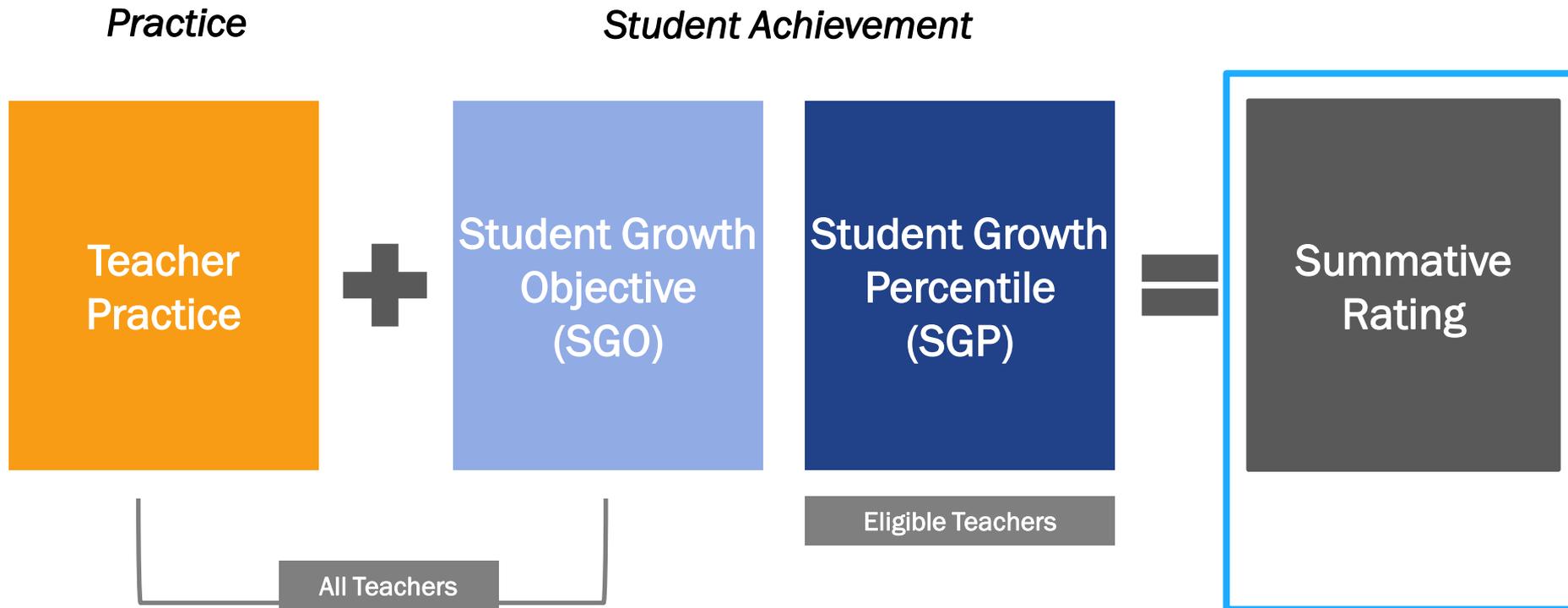
Teachers' Summative Ratings

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

2.92

NJ Educator Effectiveness Scale

Ineffective	Partially Effective	Effective	Highly Effective
1.0	1.85	2.65	3.5

Practice ➕ SGO SGP ＝ Summative

Teachers' Summative Rating Timeline

Annual summary conference includes **available** component measures: teacher practice and SGO results. Summative ratings recorded for non-mSGP teachers.

Districts submit course rosters to DOE

NJASK scores released. Department calculates student level SGP data

June | July/August | November/December | January

Department collects all other component measures for teachers with mSGP.

Department sends districts the mSGP and summative rating of each mSGP teacher. Summative rating added to personnel file.

Practice + SGO + SGP = Summative

Agenda

Setting the Context

AchieveNJ Evaluation System

Teach: Overview of Teacher Evaluation

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Grow: Looking Ahead

Multiple Measures for Principals

Practice

Student Achievement

| Principal Practice | Evaluation Leadership | **+** | SGO Average | Admin. Goals | School SGP | **=** | Summative Rating |

All principals

Only principals of schools with SGP grades receive this score

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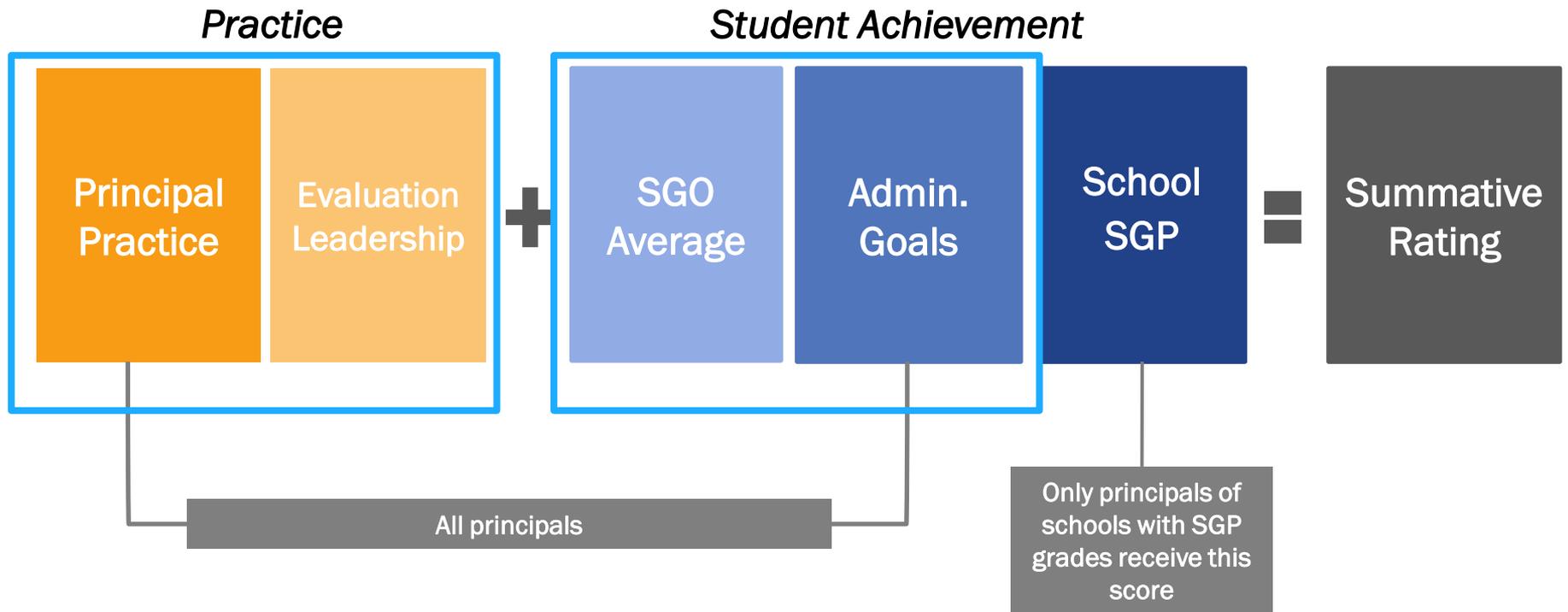
Principal Practice

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

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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.

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

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%

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

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Weights for Principals in 2015-16

Components	Non-SGP Schools	SGP Schools
Principal Practice Instrument	**30%**	**30%**
Evaluation Leadership	**20%**	**20%**
SGO Average	**10%**	**10%**
School SGP	**0%**	**10%**
Administrator Goals	**40%**	**30%**
Total Percentage	**100%**	**100%**

Inputs

Student/ Teacher Outcomes

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

Weights for Principals in 2015-16

SGP Principals
Principals with SGP grades or subjects

50% Student Achievement
- 10% — School SGP
- 30% — Administrator Goals
- 10% — SGO Average

50% Principal Practice
- 30% — Principal Practice
- 20% — Evaluation Leadership

Non-SGP Principals
Principals who have no SGP grades or subjects

50% Student Achievement
- 40% — Administrator Goals
- 10% — SGO Average

50% Principal Practice
- 30% — Principal Practice
- 20% — Evaluation Leadership

Legend:
- School SGP
- Administrator Goals
- SGO Average
- Principal Practice
- Evaluation Leadership

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

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

3.38

Ineffective	Partially Effective	Effective	Highly Effective
1.0	1.85	2.65	3.5

Practice | Leadership ✚ SGO Average | Admin. Goals | School SGP ＝ Summative

Agenda

Setting the Context

AchieveNJ Evaluation System

Teach: Overview of Teacher Evaluation

Lead: Overview of Principal Evaluation

Grow: Looking Ahead

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:

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