



State of New Jersey

DEPARTMENT OF EDUCATION

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November 6, 2013

**TO:** Chief School Administrators  
Charter School Lead Persons  
School Leaders

**ROUTE TO:** All district principals, assistant/vice principals, and teaching staff members

**FROM:** Peter Shulman, Assistant Commissioner/Chief Talent Officer *PS*  
Division of Teacher and Leader Effectiveness

**SUBJECT:** AchieveNJ and Evaluation Scoring Updates

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In an ongoing effort to provide resources and support for implementation of AchieveNJ, the Department of Education (“the Department”) continues to develop guidance and resources about educator evaluation. Please share this information directly with all educators in your district.

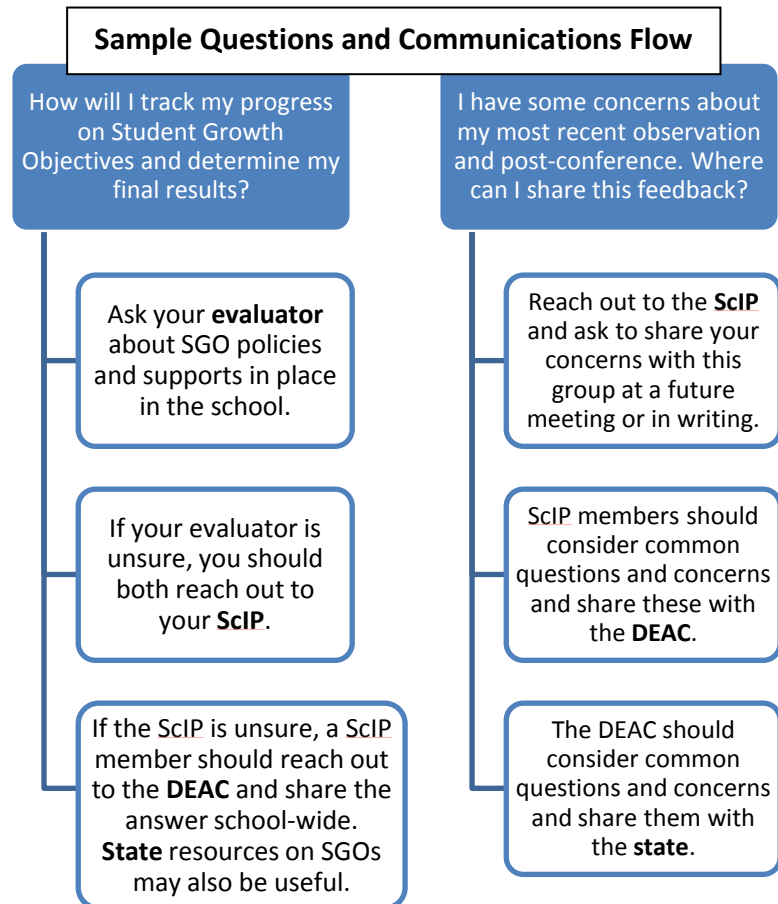
**I. AchieveNJ Updates**

**A. Feedback Loop for Educators**

As AchieveNJ rolls out across the state, several support structures are in place to ensure that educators are involved with implementing new evaluations — and have clear channels through which to communicate questions, concerns, and feedback. These are outlined below.

Each teaching staff member should be aware of the supervisor/administrator in charge of his or her evaluation. This “evaluator” is responsible for all aspects of an educator’s evaluation (teachers may also have additional individuals observing their practice). If the assignment of evaluators is unclear, teaching staff members should consult their direct supervisor immediately. The evaluator should be the first contact for questions about evaluation and support structures.

Each school is required to convene a **School Improvement Panel (ScIP)** that includes the principal, an assistant/vice principal, and at least one teacher. This group must ensure, oversee, and support evaluation, professional development, and mentoring policies within the school (see the [AchieveNJ ScIP Overview](#)). Educators should familiarize themselves with their ScIP and contact ScIP members with questions and feedback about school-level evaluation and support policies.



Each district is required to convene a **District Evaluation Advisory Committee (DEAC)** to oversee district evaluation implementation. This group includes teachers, administrators, and representatives of school boards, parents, and associations. Questions and feedback about district-level policies and procedures should be directed from the ScIP to the DEAC.

Within the **Department’s Office of Evaluation**, several staff members are dedicated to supporting evaluation implementation across the state. In addition, the Department maintains the [AchieveNJ Website](#) with extensive resources, interactive modules, and guides about each component of the evaluation system. If educators have questions and/or feedback that cannot be resolved through the supervisor, ScIP, DEAC, or state resources – or if they have requests for particular state support – they should email [educatorevaluation@doe.state.nj.us](mailto:educatorevaluation@doe.state.nj.us).

## **B. Information on Student Growth Objectives (SGOs)**

**By November 15, 2013<sup>1</sup>, all teachers must set one or two Student Growth Objectives (SGOs) with administrator approval.** As a reminder, teachers who will receive Student Growth Percentile (SGP) scores (4th-8th-grade Language Arts Literacy and Mathematics teachers of at least 20 separate students with valid SGP scores) must set one or two SGOs, as determined by the district. **Teachers who will not receive SGP scores must set two SGOs. Teachers should be present for at least a nine-week continuous period of time during the year to set an SGO. A teacher who has not set an SGO before the November 15<sup>th</sup> deadline due to an extended leave should set an SGO as early as possible after his or her return to the classroom.** Also, please remember regulations require that consultation between teachers and supervisors occur in setting SGOs. While principals have final approval of SGOs for their teachers, the SGO process should be as collaborative as possible between teachers and their colleagues, as well as teachers and their administrators.

The Department has received questions about setting SGOs for various teachers and teaching circumstances. Over the past several weeks, we have posted and updated a list of [Frequently Asked Questions](#) (FAQ) about SGOs to the AchieveNJ website, including information specific to teachers of English Language Learners. Administrators are encouraged to use this information when responding to common inquiries and concerns from educators.

As districts prepare to finalize **SGOs for all teachers by the November 15<sup>th</sup> deadline**, please consider the following guidance from our FAQ:

- If districts are uncertain as to whether a teacher may receive an SGP score, they might consider requiring any teacher of 25 or fewer total students to set two SGOs.
- If a school's student population is particularly mobile, districts might consider two SGOs for teachers of less than 30 (or more) students.
- For a teacher who teaches in semester blocks or nine-week cycles, SGOs should be set as early in the semester as possible.
- **If the instructional period is less than nine weeks, e.g., 30-day cycles, when practical, teachers should set goals for several of these short cycles and aggregate their performance on these goals into their SGOs.**
- Principals and assistant/vice principals play an integral role in the SGO-setting process and are evaluated in part on the quality of the SGOs set by their teachers. This [SGO Quality Rating Rubric](#) can help administrators and teachers to check the quality of their SGOs as part of the teacher/supervisor consultation process.

If educators have questions about SGOs that are not answered by the FAQ or by a review of the [SGO web page](#), please send them directly to the Office of Evaluation at [educatorevaluation@doe.state.nj.us](mailto:educatorevaluation@doe.state.nj.us).

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<sup>1</sup> For SY13-14 only; in future years, SGOs must be set by October 15<sup>th</sup>.

## **C. Evaluation of Specialists, Directors, and Other Staff**

While a number of educators in public schools are not classroom teachers, they still play very important roles in the educational development of students. These educators support curriculum and instruction, provide academic and personal counseling, serve on Child Study Teams, and support athletic programs. Their roles include directors, supervisors, library/media specialists, school nurses, school psychologists, school social workers, and occupational therapists, in addition to many other positions important to our state's schoolchildren. For more information, visit the [AchieveNJ Web Page for Directors, Specialists, and Other Staff](#).

Over the past year, the Department has worked with teams of accomplished professionals from several groups representing educators in specialized roles, including the Athletic Trainers' Society of New Jersey (ATSNJ), the New Jersey School Counselors Association (NJSCA), and the New Jersey Speech-Language-Hearing Association (NJSHA). This collaboration has resulted in the creation of role-specific evaluation instruments that districts may choose to adopt. While **the Department does not require the use of these instruments**, we support the educator groups in their efforts to promote the use of tools that address the specific job responsibilities of their members. As the Department continues to develop guidance for staff members in specialized roles, we will continue to learn from these groups and their partner districts during their first year of utilizing these evaluation instruments, which are listed below:

- [ATSNJ Instrument for Athletic Trainers](#)
- [NJSCA's New Jersey School Counselor Evaluation Model](#)
- [NJSHA's Framework for Speech-Language Specialists – Evidence of Effectiveness](#)  
*Note: NJSHA has a licensing agreement and can only post information to members; the link provided above connects to the membership sign-in page.*

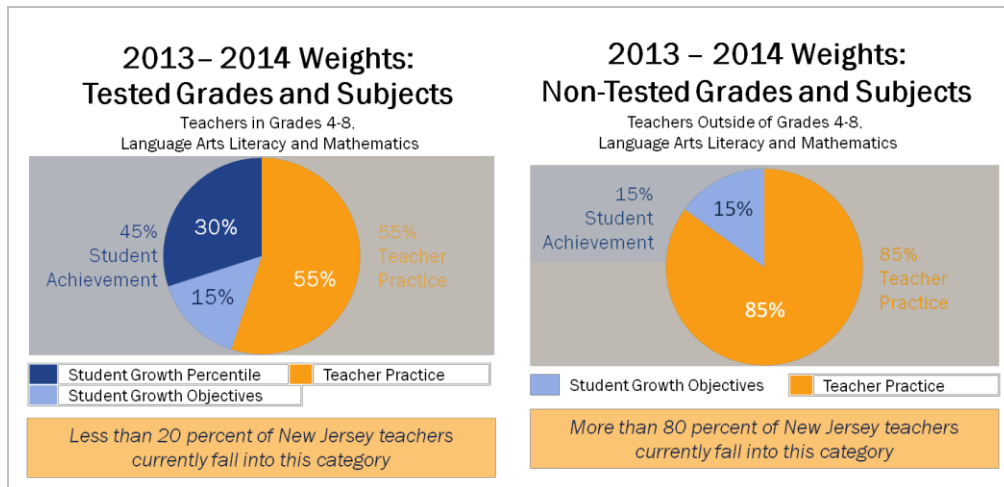
## **II. Evaluation Component and Final Summative Rating Scores**

This section provides an overview of how different components of the AchieveNJ system are scored individually and explains the ranges for final summative rating scores.

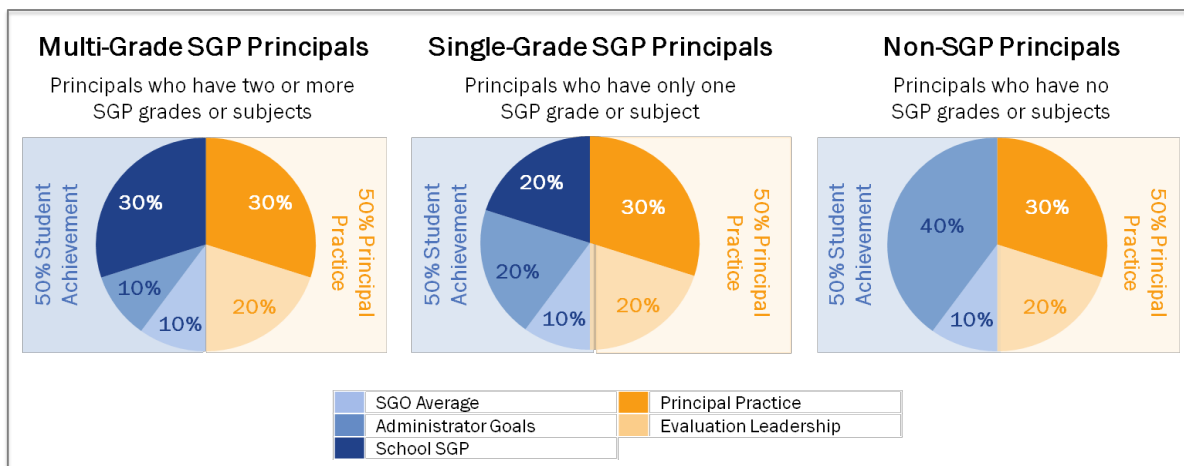
### **A. Evaluation Component Scores**

As you know, teachers, principals, assistant principals (APs), and vice principals (VPs) are evaluated based on multiple measures under AchieveNJ. Each element of the evaluation results in a 1 - 4 rating, which is weighted according to the state formulas listed below:

## Components and Weights for Teacher Evaluation:



## Components and Weights for Principal/AP/VP Evaluation:



The process of calculating a 1 - 4 score differs for each evaluation component, as explained below and in more detail in the [Teacher Evaluation Scoring Guide](#) and [Principal Evaluation Scoring Guide](#) posted on our website. Districts are responsible for entering the evaluation component scores for measures of educator practice, SGOs, and Administrator Goals into NJSMART. The Department will enter SGP scores as well as the final summative rating scores for each educator into NJSMART. Detailed guidance on data submission procedures is forthcoming.

**Educator Practice Scoring:** Teacher and principal practice are measured according to district-selected observation instruments, such as Danielson, Marzano, McREL, etc. Local districts have discretion on how to combine observation data and evidence collected about an educator's practice throughout the year into a final teacher or principal practice effectiveness rating on a 1 - 4 scale. Please see the [scoring guides](#) referenced above for more information and examples, and consult your District Evaluation Advisory Committee (DEAC) to learn more about how this is being done locally. Principal practice is also measured according to the state

**Evaluation Leadership Instrument.** Please view the [Evaluation Leadership Instrument Overview](#) web page and see the [Principal Evaluation Leadership Instrument](#) and [Assistant/Vice Principal Evaluation Leadership Instrument](#) for details on each. Local districts have discretion to determine a 1 – 4 rating for Evaluation Leadership based on the components described in each instrument.

**SGO Scoring:** Both teachers and principals are measured based on SGOs, which are designed to result in a 1 - 4 score. The specific approach to scoring an SGO must be determined at the local level (district or school) and will depend in large part on the approach the individual teacher is taking, the subject that is being taught, and the quality of the assessment being used. Below is a basic example of SGO scoring (details of the actual goal are omitted):

**Example SGO Scoring Plan for 60 Students From 2 Class Periods**

Class Size	Objective Attainment Based on Number of Students Achieving Target/Growth Score			
	4	3	2	1
60 students	90% (54 or More Students)	80% (48 -53 Students)	70% (42 – 47 Students)	70% or less (Fewer than 42 Students)

In scoring an SGO, the 1 - 4 rating should be based on the number of targeted students that reached the goal (teachers may set SGOs for specific groups of students, rather than a whole class). As noted in the boxes above, this number can be expressed as a percentage or as a whole number. For a detailed explanation of all elements of setting and scoring SGOs, please view the [SGO Guidebook](#)

**SGP Scoring:** The Department undertook a careful process to create a scale that translates median Student Growth Percentile (mSGP) scores from a 1 – 99 scale to the 1 - 4 rating required by AchieveNJ. This process began with an examination of pilot data and extended to additional research and consultation with other states using similar measures to identify conversion approaches. Then, we conferred with the Department’s Technical Advisory Committee and other external experts to build a scale that is both transparent and fair to teachers while maintaining high expectations for student learning.

As communicated previously, the Department will provide individual SY13-14 teacher and school mSGP scores to districts as they become available in the winter of SY14-15. In order for educators to understand how their score on a 1 – 99 scale will translate into an effectiveness rating from 1 - 4, the Department has provided the chart below:

### SY13-14 mSGP Conversion Chart

mSGP Score	Evaluation Rating	mSGP Score	Evaluation Rating	mSGP Score	Evaluation Rating	mSGP Score	Evaluation Rating
1 - 20	1	35	2.5	50	3	65	3.5
21	1.1	36	2.5	51	3	66	3.5
22	1.2	37	2.6	52	3	67	3.5
23	1.3	38	2.6	53	3	68	3.6
24	1.4	39	2.7	54	3	69	3.6
25	1.5	40	2.7	55	3	70	3.6
26	1.6	41	2.8	56	3.1	71	3.7
27	1.7	42	2.8	57	3.1	72	3.7
28	1.8	43	2.9	58	3.2	73	3.7
29	1.9	44	2.9	59	3.2	74	3.8
30	2	45	3	60	3.3	75	3.8
31	2.1	46	3	61	3.3	76	3.8
32	2.2	47	3	62	3.4	77	3.9
33	2.3	48	3	63	3.4	78	3.9
34	2.4	49	3	64	3.4	79	3.9
						80 - 99	4

The [Teacher Evaluation Scoring Guide](#) and [Principal Evaluation Scoring Guide](#) provide a more detailed explanation of this chart and a few key questions and answers.

**Administrator Goal Scoring:** In addition to SGOs and SGPs, school leaders are also measured by Administrator Goals. Local districts have discretion to determine how many goals each administrator sets (between 1 and 4). Please refer to these [Sample Administrator Template and Goals](#) for a form and example goals shown on a 1 - 4 scale. The average score among the total number of Administrator Goals for each administrator should be calculated to determine the final rating for this measure.

### **B. Final Summative Rating Scores**

Once the scores for all evaluation measures are finalized, each educator will receive a final summative rating on a scale from 1 - 4. In order to determine the ranges for each final rating, the Department partnered with Measurement Inc., a nationally respected assessment consulting firm. Through this partnership, we convened a representative committee of New Jersey educators to participate in standard setting using a method known as a “modified body of work procedure.” This method has been used in similar tasks for a number of years and represents the best practice in this area of work. New Jersey is a leading state across the nation in setting evaluation performance levels in this deliberate and collaborative approach and inviting educators to be a part of the process.

Over the summer, approximately 90 educators from all over the state – over half of which are current classroom teachers – worked for three days analyzing data and making substantive contributions to the summative rating scales. These educators examined anonymous teacher portfolios based on data from evaluation pilot districts to review results from SGOs, observation ratings, and SGP data (if applicable). The educators recommended the ranges below, which the Department has chosen to adopt in full from the standard setting committee for all educators

evaluated under AchieveNJ in SY13-14. We are grateful for the experience and expertise shared by the dedicated professionals who participated and will share a full report on the process by Measurement Inc. in the coming weeks. Below is the scale to translate summative ratings into performance level ranges for SY13-14.

**SY13-14 Summative Rating Performance Level Ranges**

<b>Ineffective</b>	<b>Partially Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>1.0</b>	<b>1.85</b>	<b>2.65</b>	<b>3.5</b>
		<b>2.65</b>	<b>4.0</b>

**Final Summative Rating Calculation Examples:**

The following example illustrates the raw score for each component of teacher evaluation multiplied by its weight to result in a final summative score. In this case, the teacher earned a final summative score of 2.74, which corresponds to a rating of Effective.

**Example of a Final Summative Rating for a Teacher**

Component		Raw Score	Weight	Weighted Score
Teacher Practice		2.60	0.55	1.43
Student Growth Percentile	*48	3.00	0.30	0.90
Student Growth Objective		2.75	0.15	0.41
<b>Sum of the Weighted Scores</b>				<b>2.74</b>

*\*This is the mSGP score this particular teacher received which is then converted to 3.0 using the [chart](#) above.*

The next example illustrates the raw score for each component of principal evaluation multiplied by its weight to result in a final weighted summative score. In this case, the principal receiving an SGP score earned a final summative score of 3.33, which corresponds to a rating of Effective.

**Example of a Final Summative Rating for a Principal**

Component Scores		Raw Scores	Weights	Weighted Score
Principal Practice		3.4	0.3	1.02
Evaluation Leadership		3.0	0.2	0.60
Student Growth Percentile	*57	3.1	0.2	0.62
Student Growth Objective		3.7	0.1	0.37
Administrator Goals		3.6	0.2	0.72
<b>Sum of the Weighted Scores</b>				<b>3.33</b>

*\*This is the mSGP score this particular principal received which is then converted to 3.1 using the [chart](#) above.*



For more information and examples about evaluation scoring and calculating the summative rating, please visit our new [Evaluation Scoring Web Page](#). For guidance on the components of teacher and school leader evaluations, please visit the [AchieveNJ Website](#).

**Please note that the performance level rating scale and other weights detailed above have been provided for SY13-14. The Department will continue to collaborate with educators across the state and to study national best practices, and may adjust these numbers in future years.**

Thank you for your ongoing collaboration and for your dedication to educators and students in New Jersey.

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c: Members, State Board of Education  
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