

## Principal Evaluation and Support

### Multiple Measures of Principal Practice and Student Achievement

AchieveNJ relies on multiple measures of both student achievement and principal practice. All principals, vice principals, and assistant principals are rated on these measures as depicted in the adjacent charts (weights vary based on whether SGP grades and subjects exist in a school):

#### Student Achievement

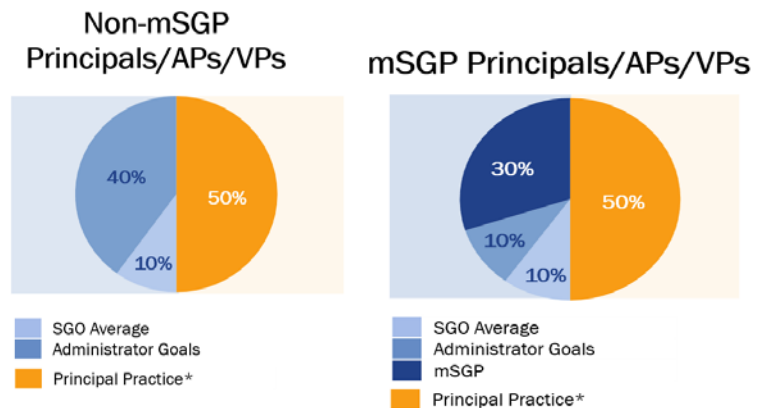
- Student Growth Objective (SGO)**

**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.



#### Principal Practice

- Principal Practice:** The largest single component of a principal's overall evaluation is based on observations of a principal's practice by his or her superintendent. These might involve a school walk-through, staff meetings, parent conferences, or other significant school events.
  - 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.
  - Corrective Action Plans:** Principals who receive an Ineffective or Partially Effective rating go 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:

<b>Domain 1: Building Knowledge and Collaboration</b>	<b>Domain 2: Executing the Evaluation System Successfully</b>
<b>Component 1a:</b> Preparing teachers for success	<b>Component 2a:</b> Fulfilling requirements of the evaluation system

\* Evaluation Leadership has been a required component for the first three years of AchieveNJ. This component is optional beginning 2016-17 pending late fall adoption of revised rules.

**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

## Professional Development and Support

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Throughout the **AchieveNJ** initiative, there are multiple structures in place to support and develop principals.

- **Improved Evaluation Linked to Professional Development:** The most significant impact on professional development comes directly from the evaluation system. An increased number of conferences (goal-setting, pre-/post-observation) provides school leaders with an increased number of opportunities to engage in high-quality professional conversations. Additionally, student achievement scores based on student growth provide a more accurate picture of administrator impact. Ultimately, all information and data gathered at both the educator and student levels helps leaders tailor professional development to improve their own practice, as well as to better meet their staff's needs.
- **Corrective Action Plan (CAP):** Any principal, assistant principal, or vice principal who is rated Ineffective or Partially Effective on his or her evaluation will receive additional support through a CAP. The CAP will include timelines for corrective action and clearly delineate responsibilities of the principal versus the district in implementing the plan.

## Summative Rating

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This overall evaluation score combines the multiple measures of principal practice and student growth. All New Jersey principals earn one of four ratings: Highly Effective, Effective, Partially Effective, or Ineffective. To maintain tenure, all principals (regardless of hire date) have to continue to earn a rating of Effective or Highly Effective. For more information, please view the [Evaluation Scoring web page](#).

## For More Information

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Principals play a major role in shaping their evaluations – and those of all of their teachers – by serving as instructional leaders and maintaining a culture of learning and collaboration. Decisions on the weighting and composition of components in school leader evaluations will be revisited annually. Please view the [AchieveNJ for Principals/APs/VPs Web Page](#) for more information.

To learn more or share feedback, please:

- Contact your district administration and District Evaluation Advisory Committee.
- Visit the AchieveNJ website at [www.nj.gov/education/AchieveNJ](http://www.nj.gov/education/AchieveNJ). e-mail [educatorevaluation@doe.state.nj.us](mailto:educatorevaluation@doe.state.nj.us), or call 609-777-3788.