

FY2014 SDPBC Teacher Evaluations

Elementary School Teachers



Overview

All Teachers

- FY14 Teacher Evaluation Model
- Joint Evaluation Negotiation Committee
- Student Performance Score Types
- Student Performance Rating Scales

FY14 TEACHER EVALUATION MODEL

Florida Teacher Evaluation System

- **Statutory Requirements**

- Established by Student Success Act (SB 736)
- Florida Statute 1012.34 and Senate Bill 1664

- **Teacher Evaluation Components**

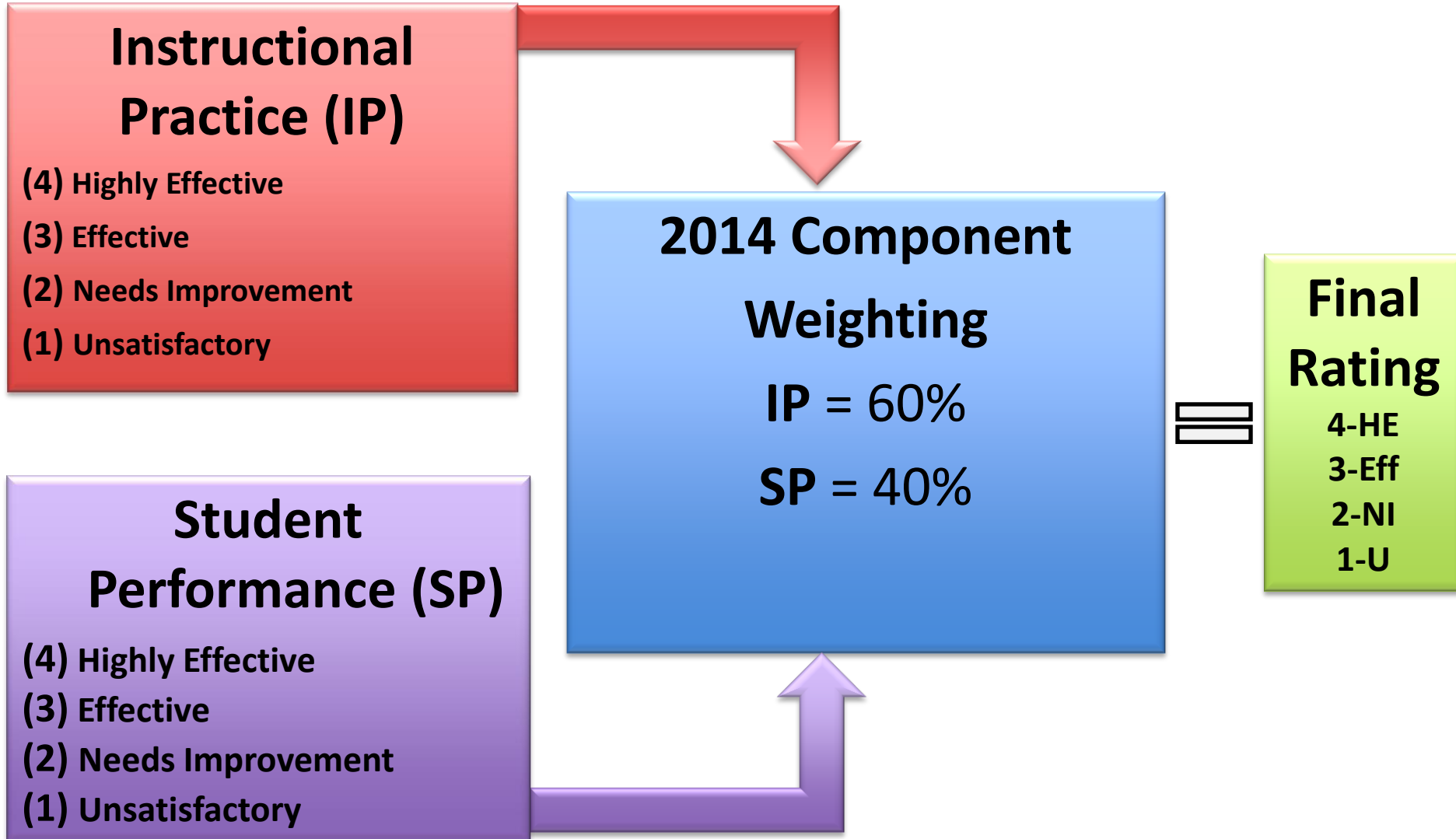
- Instructional Practice
- Student Performance Measures

- **FY2014 Legislative Impact**

- SB 1664: Student Performance components shall be based on the students assigned to teacher



Teacher Evaluation Components



Final Evaluation Rating Matrix

**INSTRUCTIONAL PRACTICE
(60%)**

**STUDENT
PERFORMANCE
(40%)**

	HE	EFF	NI/DEV	US
HE	HE	HE	EFF	EFF
EFF	HE	EFF	EFF	NI/DEV
NI/DEV	HE	EFF	NI/DEV	NI/DEV
US	EFF	EFF	NI/DEV	US

**JOINT EVALUATION NEGOTIATION
COMMITTEE (JENC)**

JENC: Joint Evaluation Negotiation Committee

- **Purpose**

- To construct contract language and the new Classroom Teacher Evaluation System (CTES)
- Negotiate decisions for teacher evaluations

- **Membership profile**

- Principals, Teachers, District Staff, CTA

- **Approach**

- Meet statutory requirements
- No additional assessments for teachers and students

**FY14 ELEMENTARY TEACHER EVALUATIONS
STUDENT PERFORMANCE RATINGS**

Student Performance Measures

- State Approved VAM Model
- Learning Goals for a Course
- Interim Assessments
- Standardized Assessments
- Student Learning Objectives
- Teacher/Principal Selected Assessments

FY14 Elementary School Teacher Student Performance Score Types

- State Approved Value-added Model (VAM)
- School/District VAM
- Temporary Measures
 - Non-FCAT Teacher VAM
 - K-3 Running Reading Records

FY 14 Elementary School Teacher Student Performance Score Types

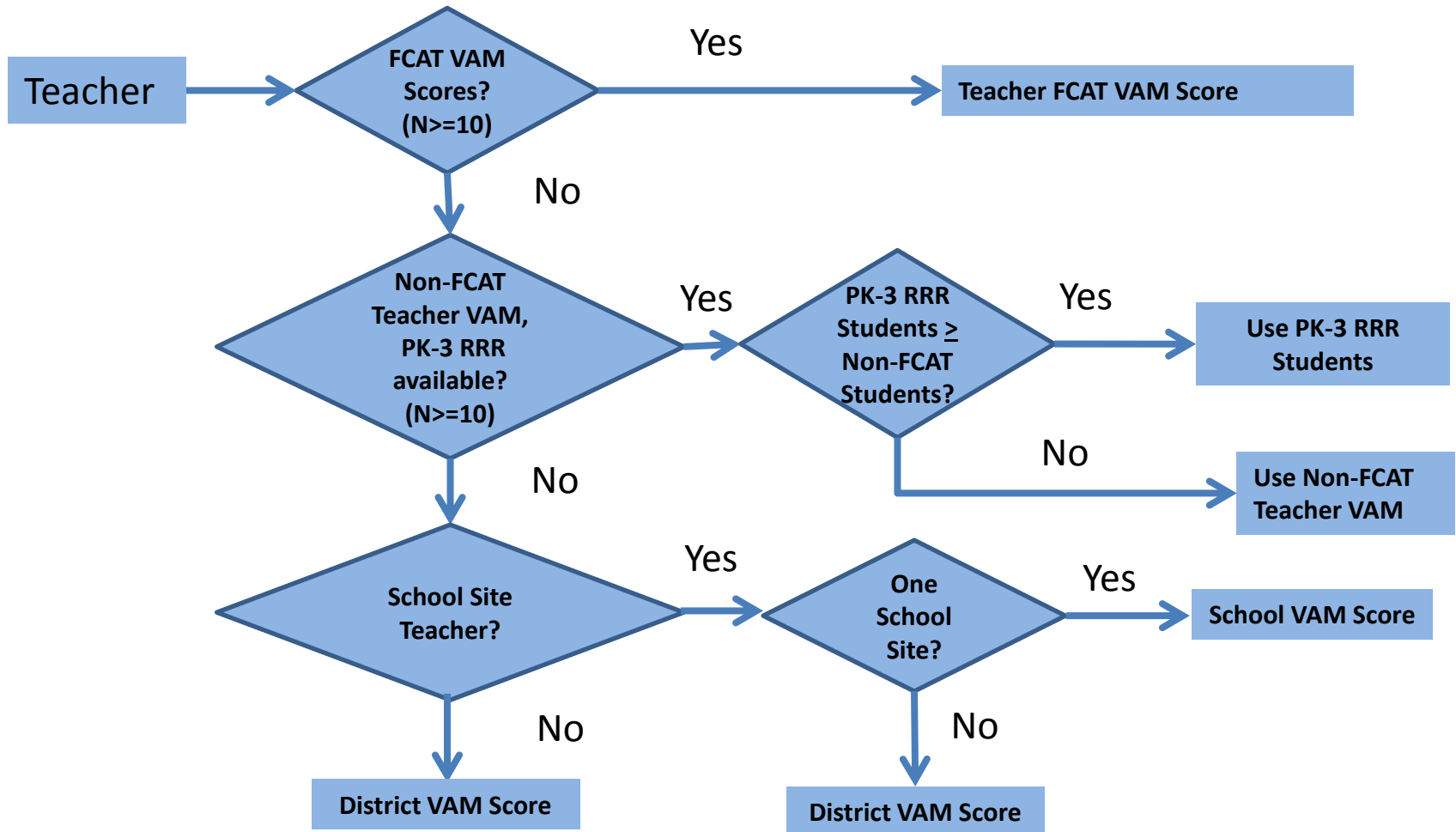
- Teacher schedule in TERMS
- Minimum of 10 students assigned with scores
- Students assigned to teacher for both FTE
Survey 2 (October) and Survey 3 (February)

FY14 Elementary School Teacher Student Performance Score Types

Score Type	Description
FCAT VAM	<ul style="list-style-type: none"> • Teach Grades 4-5 FCAT Reading/Math courses • 10 or more students with VAM score • District Rating Scale
Non-FCAT VAM	<ul style="list-style-type: none"> • Do not teach FCAT Reading/Math courses • Majority of students in Grades 4-5 • 10 or more have Non-FCAT VAM scores • District Rating Scale
K-3 RRR	<ul style="list-style-type: none"> • Do not teach FCAT Reading/Math courses • Majority of students in Grades PK-3 • 10 or more have Running Reading Record scores • District Rating Scale
School VAM	<ul style="list-style-type: none"> • School based but do not have 10 or more students with scores • More than 1 school assigned, District VAM Score • District Rating Scale

Elementary School Teacher Student Performance Score Types

Teachers with less than 10 students with scores default to school/district score



N>=10 indicates greater than or equal to 10 students with data assigned to teacher

Percent Meeting Expectation

FCAT TEACHER VAM SCORES

State Approved (FCAT) VAM

- **WHO**

- Teachers of FCAT courses with at least 10 students *with VAM data*
- Students assigned in TERMS both FTE Survey 2 & 3

- **WHAT**

- Based on two consecutive years of scores
- Reading, Math (Grades 4-5)
- Based on percent Meeting Expectation (Year of Growth)

- **HOW**

- Percent Rank of Teachers in State
- Rating Based on District Developed Scale

Percent Meeting Expectation (Year of Growth)

- **What is Percent Meeting Expectation?**
 - The percentage of students that meet or exceed the **Expected Score**
- **How is the Expected Score determined?**
 - Based on **prior tests** and **other common student characteristics**

Student Characteristics

Determining Expected Score

- **Two or more years of prior achievement scores**
- **Gifted status**
- **Class size**
- **Student Attendance (Days)**
- **Mobility (number of transitions)**
- **Difference from modal age in grade (indicator of retention)**
- **The number of subject-relevant courses in which the student is enrolled**
- **Homogeneity of entering test scores in the class**

Student Characteristics Determining Expected Score

- **Students with Disabilities (SWD) status**

- Language impaired
- Hearing impaired
- Visually impaired
- Emotional/behavioral
- Specific learning disability
- Dual sensory impaired
- Autism spectrum disorder
- Traumatic brain injury
- Other health impaired
- Intellectual disability



- **English Language Learner (ELL) status**

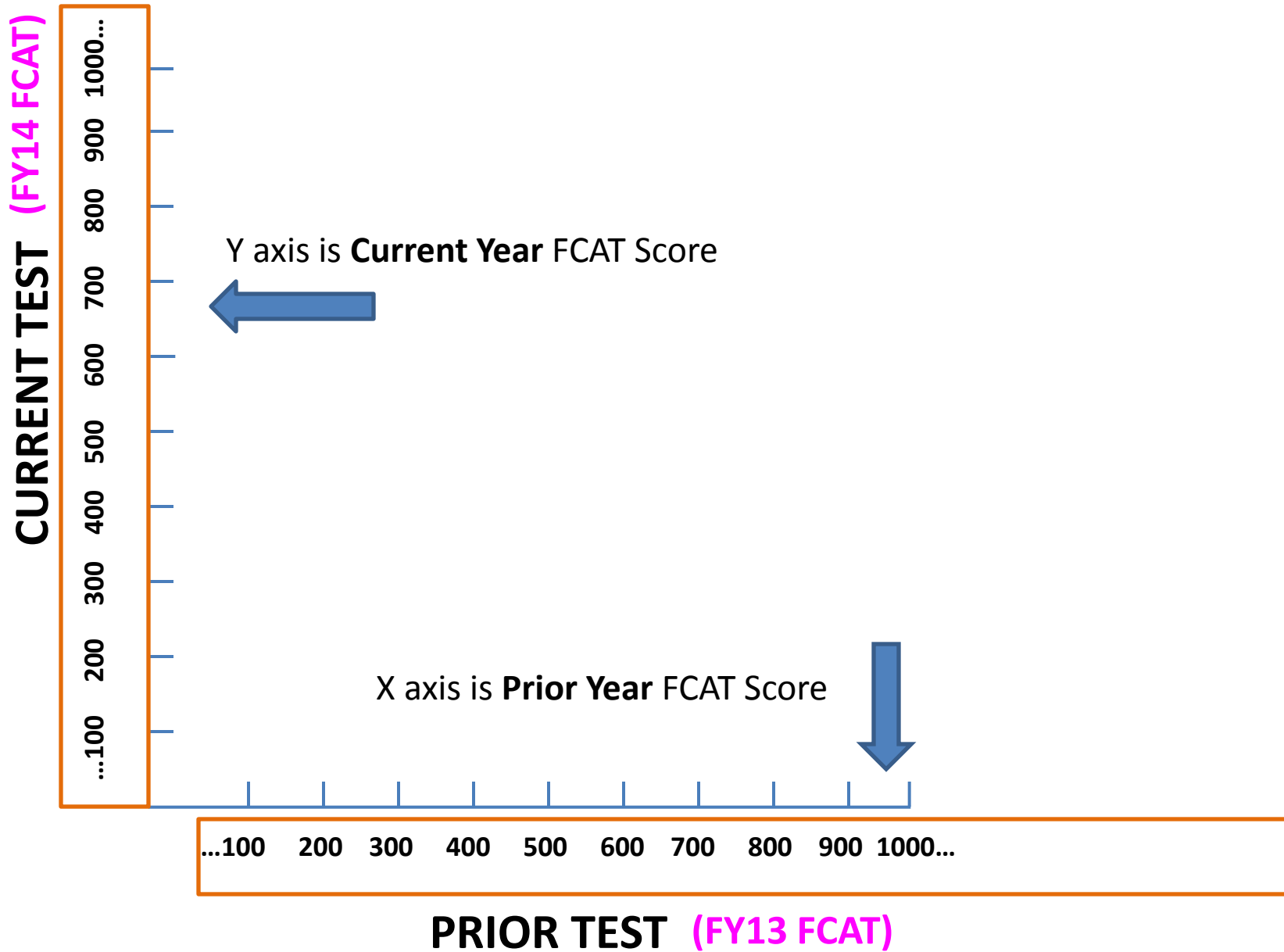
- LY

Florida Value-added Model (VAM)

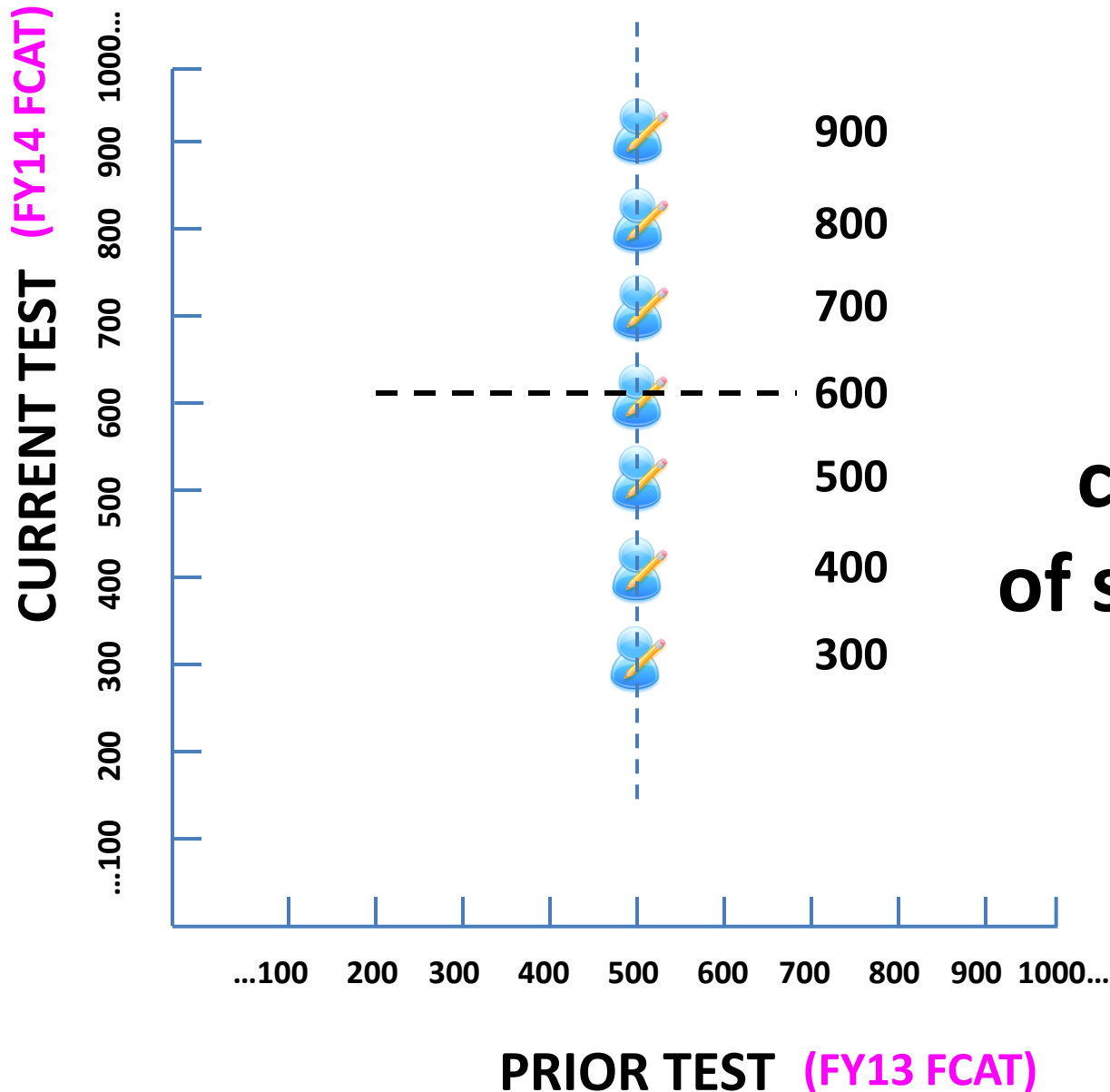
- Contribution to a change in a student's achievement on standardized test
- Calculated from prior year to current year
- Requires 2 consecutive years of scores

$$y_{ti} = \mathbf{X}_i \boldsymbol{\beta} + \sum_{r=1}^L y_{t-r,i} \gamma_{t-r} + \sum_{q=1}^Q \mathbf{Z}_{qi} \boldsymbol{\theta}_q + e_i$$

What is the Expected Student Score?

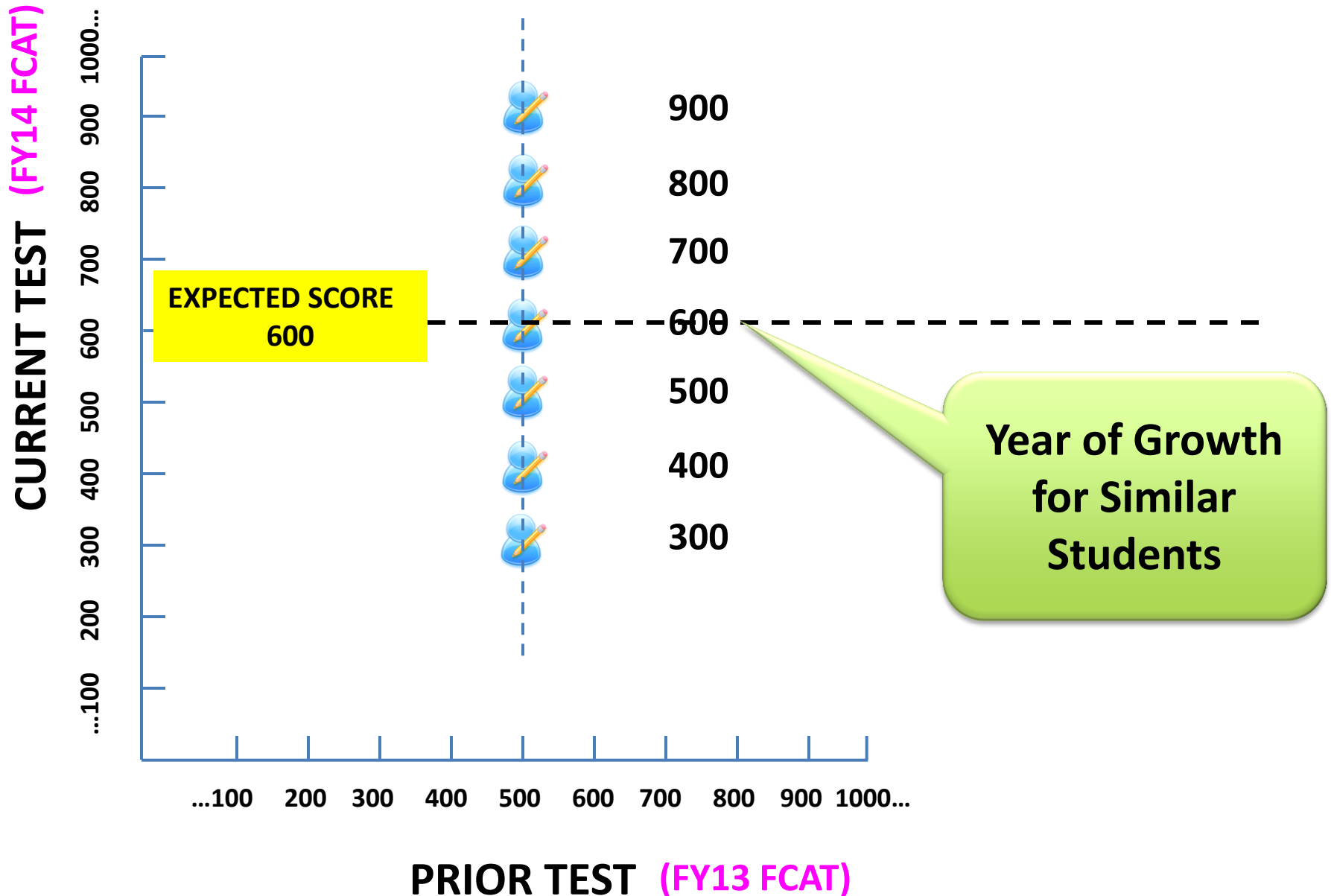


What is the Expected Student Score?

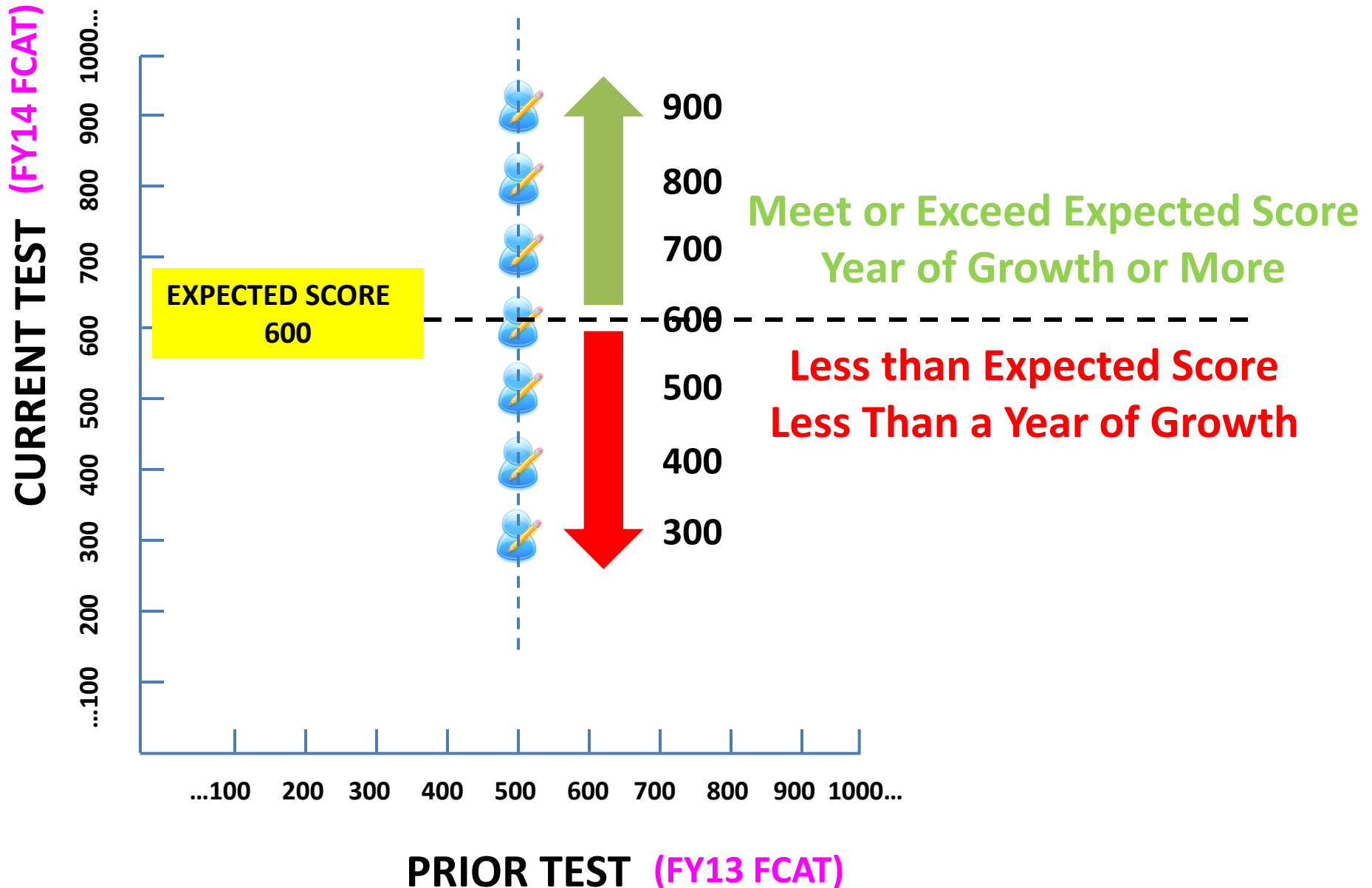


Answer:
Average of
current scores
of similar students

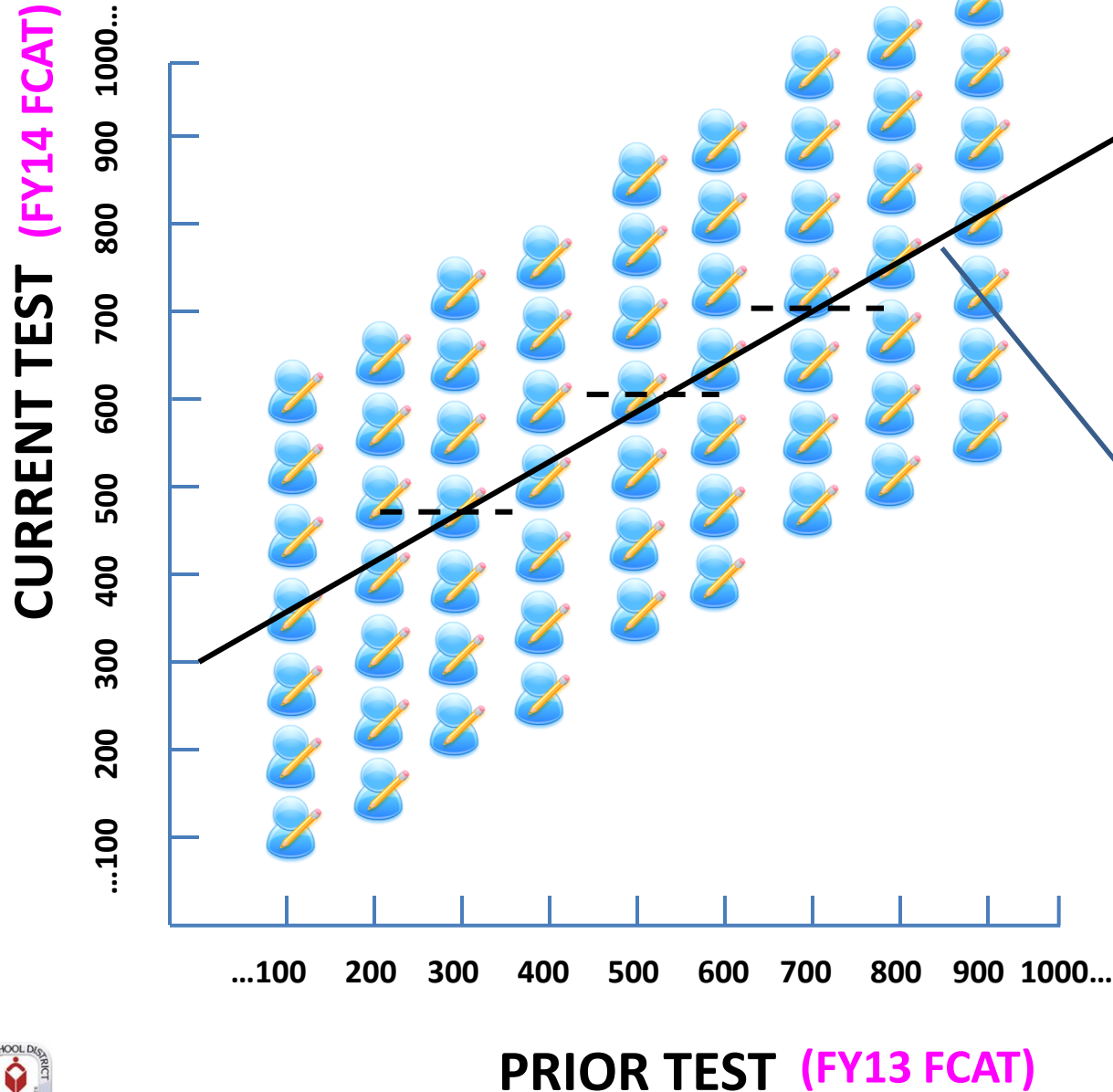
EXPECTED SCORE OR ABOVE EQUALS MEETING EXPECTATION



EXPECTED SCORE OR ABOVE EQUALS MEETING EXPECTATION



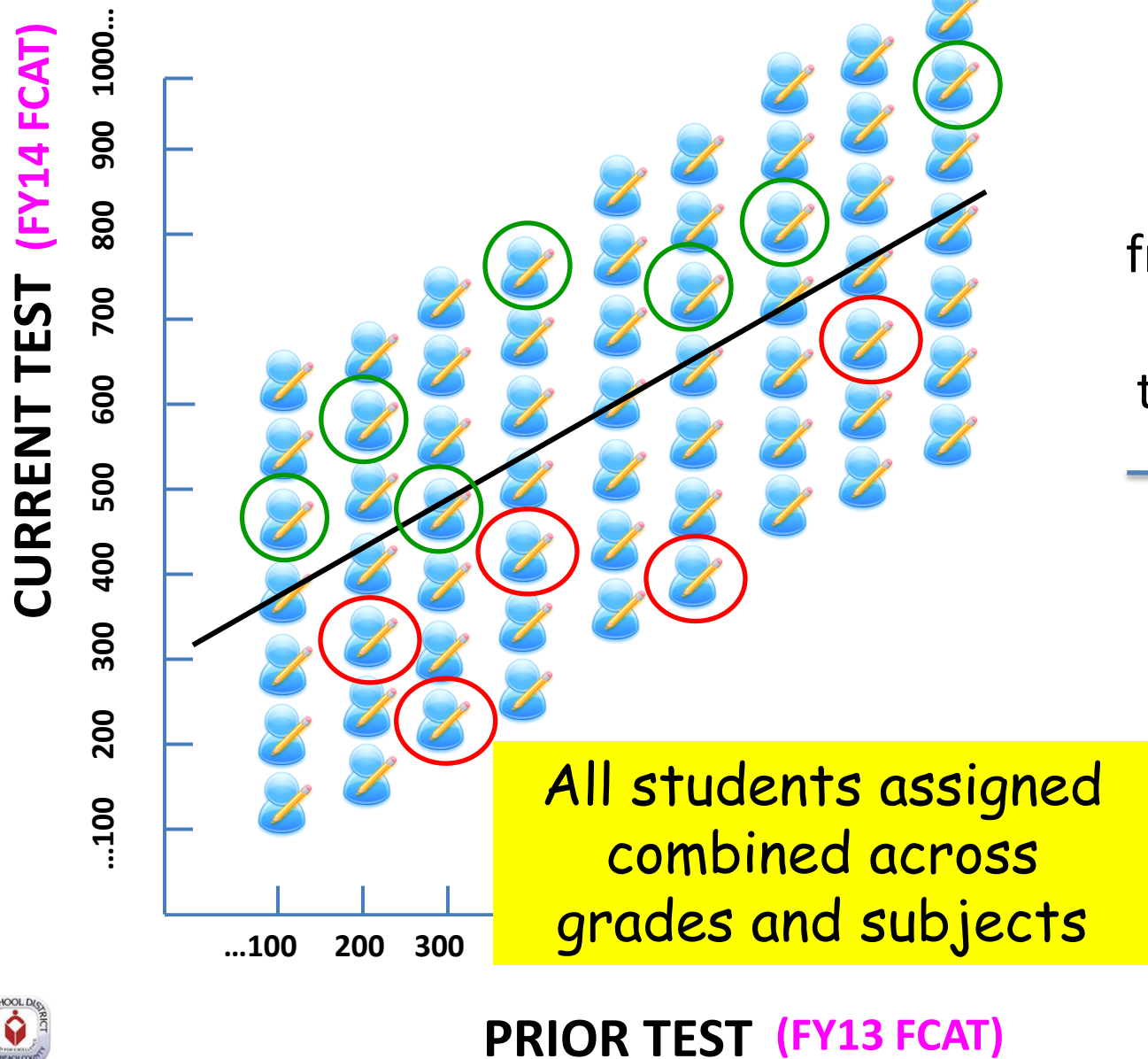
Determining Percent Meeting Expectation by Teacher



**Example:
All Grade 5
Reading Students
in Florida**

The diagonal line
is the **EXPECTED
SCORE** for similar
students

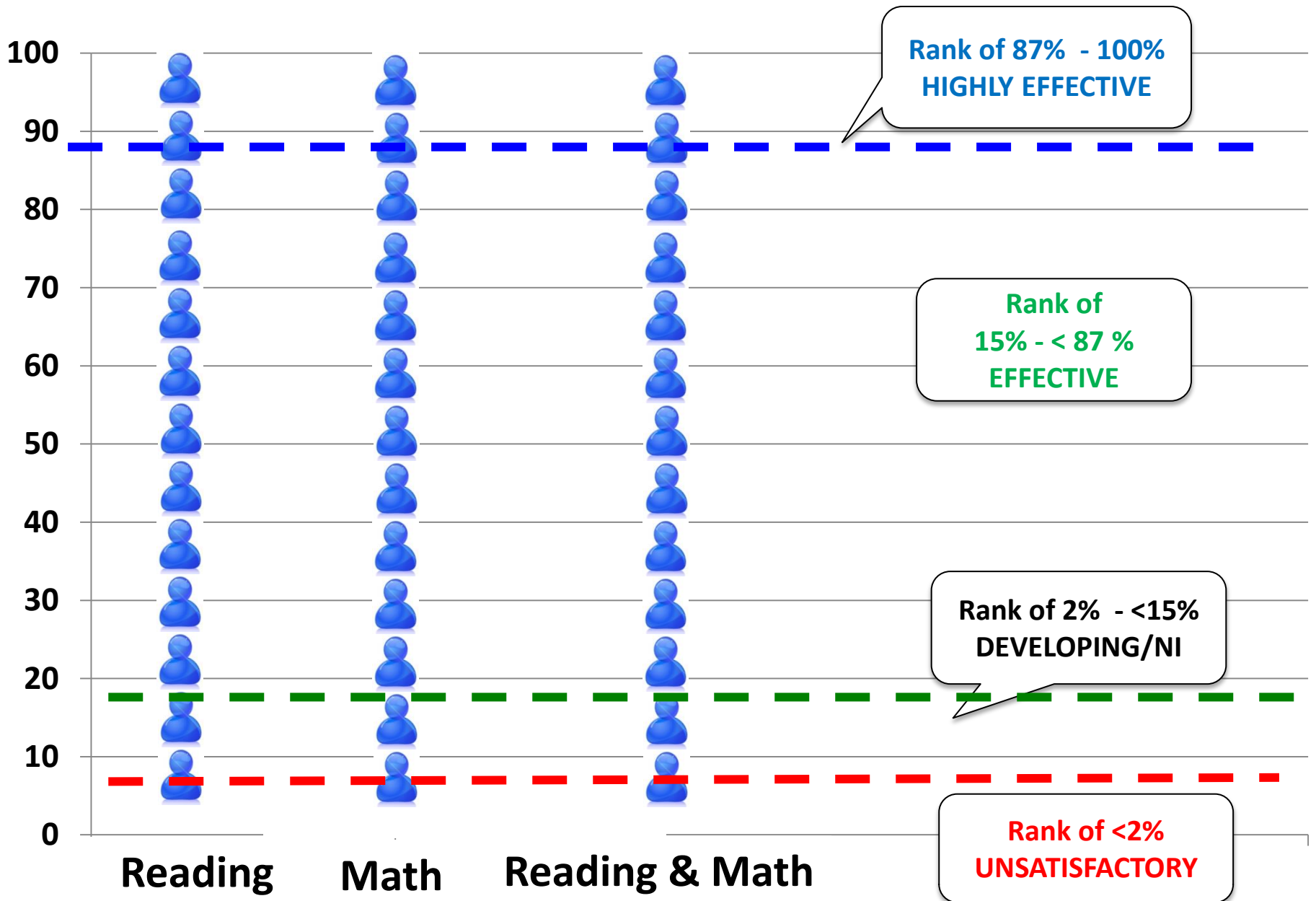
Determining Percent Meeting Expectation by Teacher



Numerator is the number of students from the denominator that meet or exceed the **EXPECTED SCORE**

Denominator is number of students assigned to teacher Survey 2 & 3 with FDOE VAM data

FCAT Teacher VAM State Rank



State Percent Rank of Teacher Using Percent Meeting Expectation

Student Performance Component Rating	State Rank
Highly Effective	87% - 100%
Effective	15% - <87 %
Needs Improvement/Developing	2% - <15%
Unsatisfactory	<2%

Percent Meeting Expectation

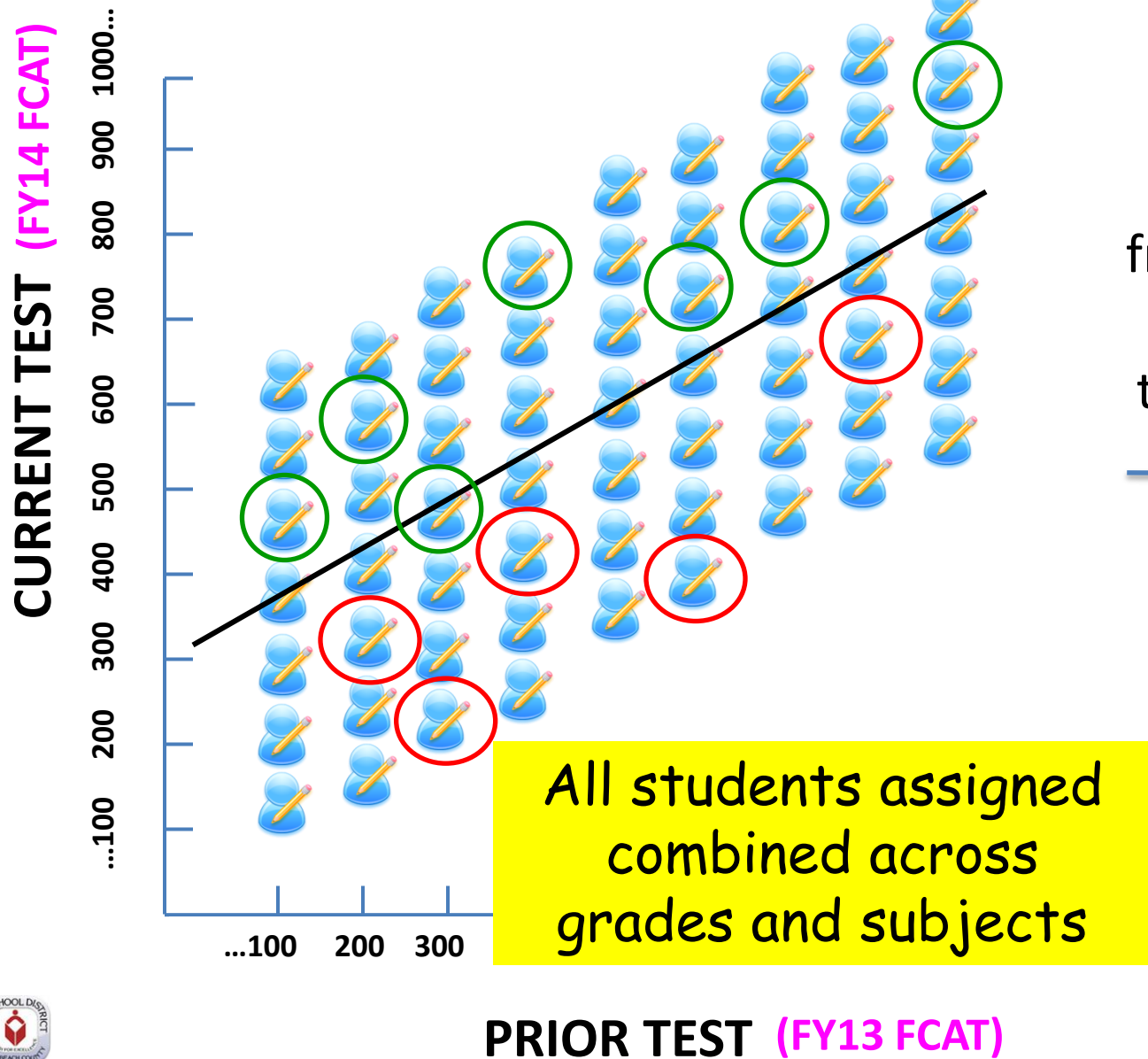
**FCAT SCHOOL/DISTRICT
VAM SCORES**

School/District VAM Score

Teachers assigned to more than 1 school default to District score

- **WHO:**
 - Did not have at least 10 students assigned with data
- **WHAT:**
 - Percent of Students Meeting Expectation
 - Reading & Math
- **HOW:**
 - Rating Based on District Developed Scale

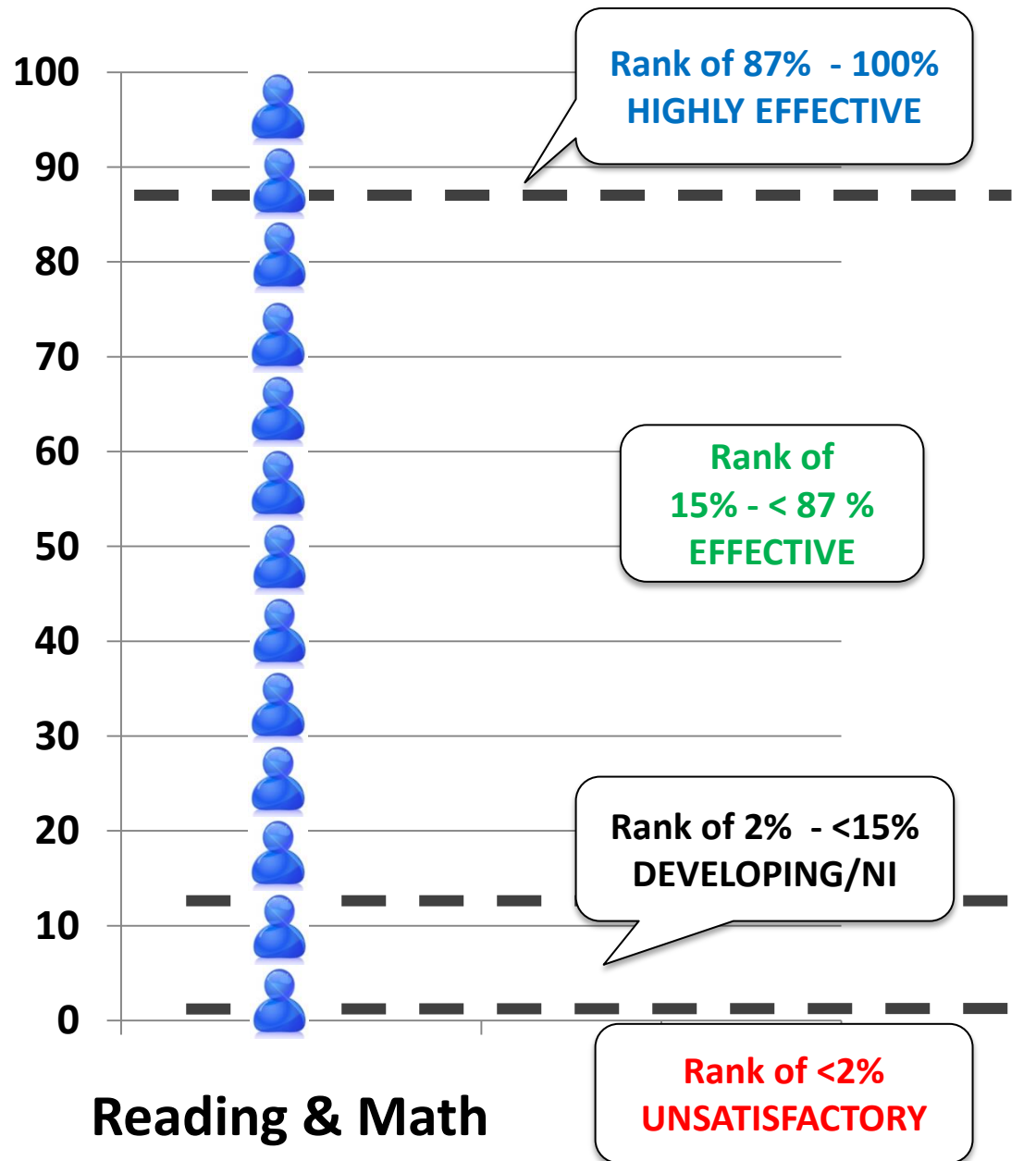
Determining Percent Meeting Expectation by School



Numerator is the number of students from the denominator that meet or exceed the **EXPECTED SCORE**

Denominator is number of students assigned to school Survey 2 & 3 with FDOE VAM data

School/District VAM State Rank



State Percent Rank

Using Percent Meeting Expectation

Student Performance Component Rating	State Rank Among Teachers
Highly Effective	87% - 100%
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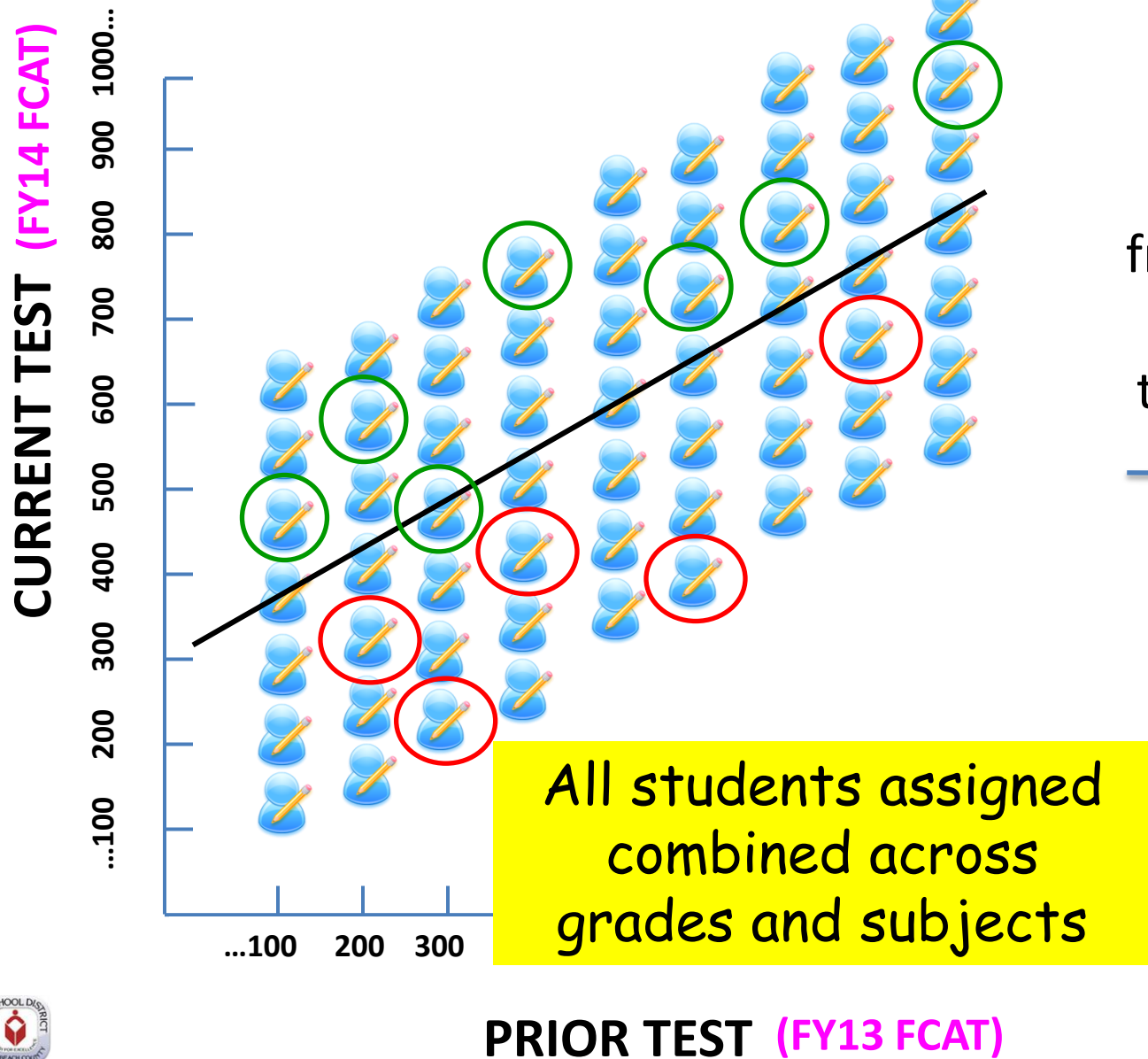
Percent Meeting Expectation

NON-FCAT TEACHER VAM SCORES

Non-FCAT Teacher VAM

- **WHO**
 - Teachers of Non-FCAT courses
 - Majority of students Grades 4-5
 - Students assigned FTE Survey 2 & 3
- **WHAT**
 - Based on two consecutive years of scores
 - Reading and Math Combined
 - Percent Meeting Expectation (Year of Growth)
- **HOW**
 - Rating Based on District

Determining Percent Meeting Expectation by Teacher



Numerator is the number of students from the denominator that meet or exceed the **EXPECTED SCORE**

Denominator is number of students assigned to teacher Survey 2 & 3 with FDOE VAM data

Non-FCAT Teacher VAM

Percent of Students Meeting Expectation

Student Performance Component Rating	% Meeting Expectation
Highly Effective	87% - 100%
Effective	15% - <87 %
Needs Improvement/Developing	2% - <15%
Unsatisfactory	<2%

Percent of Students Improving

RUNNING READING RECORDS

K-3 RUNNING READING RECORDS

- **WHO:**
 - Teachers with less than 10 students with FCAT VAM
 - Majority PK-3 students
- **WHAT:**
 - Running Reading Records
 - Percent of students improving 1+ Instructional or Independent levels
- **HOW:**
 - Based on students assigned in TERMS
 - Rating Based on JENC Developed Rubric

K-3 Running Reading Record

- EDW from August 09, 2013 to June 19, 2014
- Student FTE Survey 2 & 3 Match
- Must have at least 10 students with data
- Compare Instructional and Independent to determine highest level of improvement
- Single score of “Z” awarded increase of 1 level

K-3 RUNNING READING RECORDS

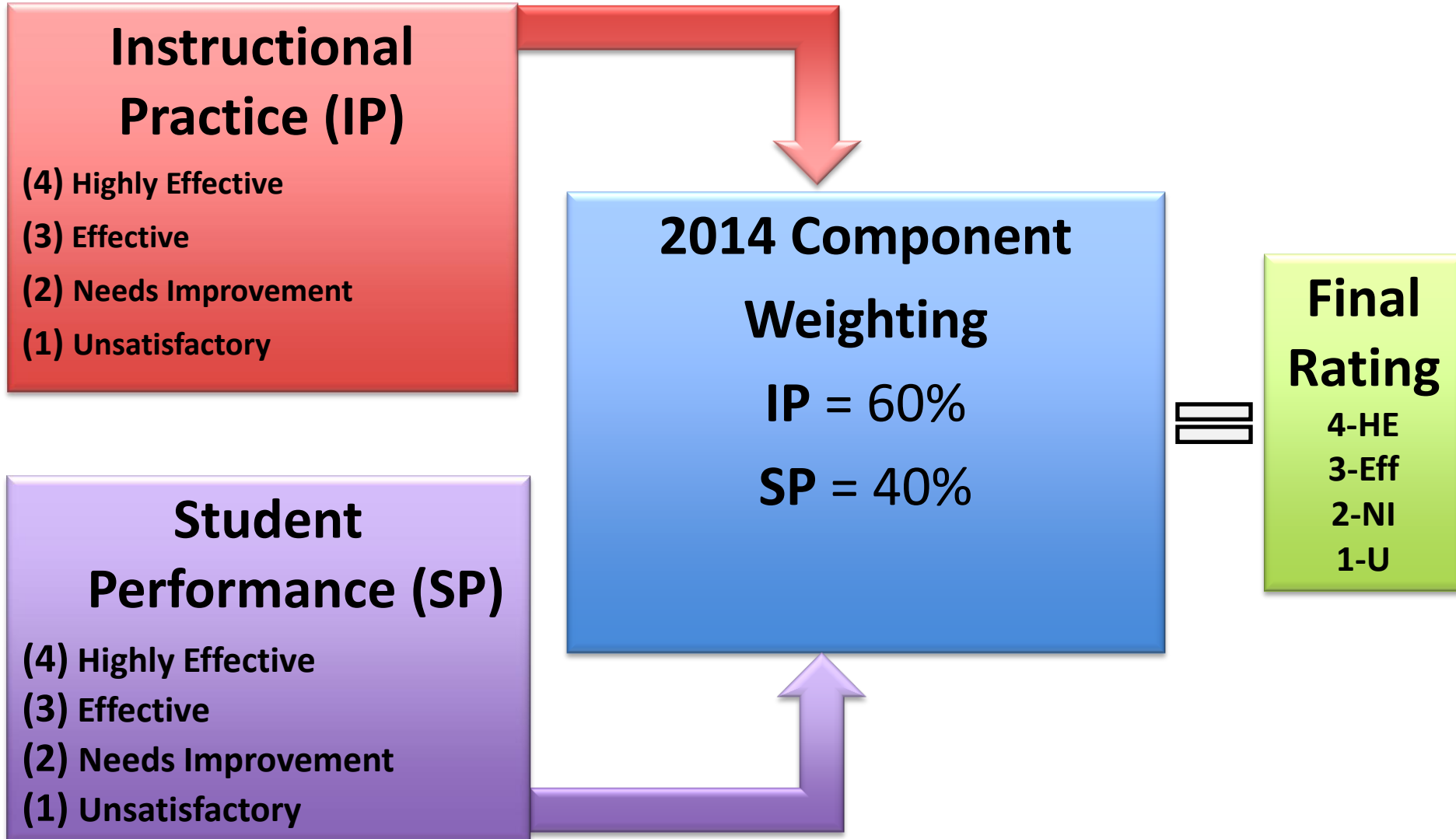
Student Performance Rating	Percent Improving 1+ Levels
Highly Effective	90% of students improved 3+ Levels
Effective	Majority of students improved 1+ Levels
Needs Improvement Developing	Majority of students did not improve 1+ Levels
Unsatisfactory	90% of students did not improve 1+ Levels

REVIEW

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(60%)

STUDENT
PERFORMANCE
(40%)

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HE	HE	HE	EFF	EFF
EFF	HE	EFF	EFF	NI/DEV
NI/DEV	HE	EFF	NI/DEV	NI/DEV
US	EFF	EFF	NI/DEV	US

Support

<http://growth.palmbeachschools.org>