

# Using Student Assessment Results for Teacher Evaluation in 2014-2015 and Beyond: District Proposal

It is the goal of the District to evaluate teachers fairly and appropriately including student performance measures. To that end, the District will utilize all sources of student assessment data available.

## Linking of Student Assessment Results to Teachers

Only the results of students who were in the same school in both October and February FTE periods will be included in calculations. The linkage between teachers and students will be based on the teachers' schedules as of February 2015. Teachers will have the opportunity to review and approve student rosters during both October and February FTE periods. These rosters will be used to link teachers to student assessment results employed in all computations.

## Group 1. Teachers of Subjects and Grade Levels Covered by the Established Statewide, Districtwide, or National/International Assessments (Core Assessments)

It is anticipated that teacher-level outcomes will be determined based on student outcomes on the following assessments:

- FSA Reading in grades 4-10 – Florida VAM
- FSA Mathematics in grades 4-8 – Florida VAM
- Algebra EOC in grades 8-9 – Florida VAM
- All other Statewide EOC Assessments – District Model
- FCAT 2.0 Science in grades 5, 8 – District Model
- SAT-10 in grades K-2 – District Model
- FSA Reading and Mathematics in grade 3 – District Model
- AP, IB, and AICE in high school on subtests with at least 50 student results Districtwide – District Model
- FAA Reading and Mathematics – percentages of students making learning gains
- Industry Certification exams assessing at least 70% of the content coverage of a specific course – passing percentages or a District Model

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For teachers of grades and subjects with assessments described in this paragraph, the student results will be converted to points for each grade level and subject area separately and then combined.

## Group 2. Teachers of Other Subject Areas and Grade Levels

### 2014-2015

For teachers of grade levels and subject areas not listed above, the reading results of students in their classrooms will be considered. These will be the outcomes from the SAT-10 for students in grades K-2, FSA for students in grades 3-10, or SAT/ACT/ PERT in grades 11-12.

### 2015-2016 and Beyond

With the goal to reduce the number of tests administered, allow for instructional time to be respected, and provide more options for reliable data to be utilized for teacher evaluations: beginning the 2014-2015 school year, a small sample of District-Designated End-of-Course (DDEOC) assessments will be field-tested each academic year. The number of DDEOC assessments and the order of field-testing will be determined by course enrollment figures and discussions with UTD. The District will examine the results of the field testing in the summer of each year to ascertain whether those tests satisfy the necessary psychometric requirements (reliability of scores and satisfactory item statistics). If the DDEOC assessment is found to meet these requirements, then it may be used operationally during the next academic year. It is anticipated that this field-testing cycle will continue on a similar scale in subsequent years. Please note that student assessment data from any DDEOC assessment will not be used in teacher evaluations during the school year in which the exam is field-tested. Student assessment data from such an exam will only be included once the exam has been designated as operational and will be administered as scheduled on the District's testing calendar. Decisions regarding use of these results for evaluative purposes will be mutually agreed upon by MDCPS and UTD. The first year that a DDEOC may be included in a teacher's evaluation is 2015-16.

## Converting the Assessment Results to Points for Teachers in Groups 1 and 2

For 2015-16 and beyond

- If a Group 1 teacher is linked to student results on any of the core assessments and also to the results on any of the DDEOCs, the following process will be used:
  - First, the points resulting from all subject areas and grade levels with a core assessment will be combined via computing a weighted average with the numbers of students as weights.

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- The same will be done for the points resulting from all relevant DDEOC assessments.
- If the weighted average of points based on DDEOC results exceeds the average based on the core assessments, all points will be used to compute the overall weighted average.
- Otherwise, only the points from the core assessments will be used.
- If a Group 2 teacher has the student assessment results from both the DDEOC assessments and the reading assessment of students in his/her classroom, the following process will be used:
  - First, the points resulting from all relevant reading assessments will be combined via computing a weighted average with the numbers of students as weights.
  - The same will be done for the points resulting from DDEOC assessments.
  - The higher of the two points will be assigned to teachers.

### Group 3. Instructional Personnel with Schoolwide or Districtwide Responsibilities

For instructional personnel with schoolwide responsibilities, the schoolwide points will be used. These will be calculated as the average number of points of all teachers in a school, based on all available student assessment results discussed previously. For instructional personnel with Districtwide responsibilities, the Districtwide points will be used. These will be calculated as the average number of points of all teachers in the District.

### The Weight of the Student Performance Measure in the Overall Instructional Personnel Evaluation

The points calculated as described previously will be assigned to all instructional personnel for the purposes of teacher evaluation and will count for at least one-third of the overall evaluation.

### Special Considerations

- Because of the use of the results of many new assessment instruments and in an effort to protect teachers from being assigned a low number of points improperly, the boundary for assigning 12.5 points for any subject area and grade level results will be reduced from at least 2 Standard Errors below the mean to at least 3 Standard Errors below the mean.
- If the total number of students whose assessment results were used for calculation of points is less than 10, then the aggregated number of points will be compared with the schoolwide number of points and the larger of the two numbers will be assigned.

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- Instructional Personnel who may have scheduled courses, such as Office Aide, will not be evaluated on these courses (courses will be mutually defined) – but will be considered as having schoolwide responsibilities. Teachers of AP courses whose students take both an AP assessment and an EOC assessment (for example, US History) will be evaluated based on student results on the AP assessment ONLY.
- The office of Assessment, Research and Data Analysis (ARDA) is analyzing the possibility of using a District Covariance Adjustment Model for AP, IB, and AICE assessment results with at least 50 student outcomes Districtwide. This model will be applied to as many courses as possible. For some courses this may not be possible, in which case the assessment results standardized within a broad subject area will be treated in the manner used in the 2013-2014 teacher evaluation process. The safeguards used in 2013-2014 will be employed again in 2014-2015 and beyond:
  - The teachers for whom the student exam passing rate is 95% or above for Foreign Languages and 75% or above for all other areas will be assigned the maximum of 50 points even if the computations based on the standardization process result in fewer points.
  - Only teachers for whom the student exam passing rate is below 5% could be assigned 12.5 points.
  - These same safeguards will be used for industry certification passing rates and FAA percentages of students making learning gains as well.

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MDCPS Proposal 2014-2015 (revised)

2014-2015 Unified Summative Rating (VAM & SPE Ratings) Percentages:

Component	%
VAM:	35
Professional Practices (Standards 2-8):	50
IPDP:	15

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