

STUDENT GROWTH MEASURES:

Student Assessments by Grade/Subject: Beginning in the 2011 – 2012 school year student assessment results will be incorporated into teacher evaluations. The list of student assessments for each subject and grade level used in 2011-2012 to measure the student growth measure is summarized in Table 1 below. In accordance with SB 736 (7)(e) FCAT scores will be used to measure student growth in learning for classroom teachers whose students take the FCAT for the 2011-2012 school year. The state-adopted student growth measure will also be applied to FCAT scores for 2011-12. The Value Added Measure (VAM) for the teacher will be applied through aggregation using a common metric (Approach 1 in the AIR presentation using average annual growth.)

For teachers of subjects other than Language Arts, Reading or Math, where state assessments are not available a waiver is requested in accordance with SB 736 (7)(c) to include measures of student achievement for these teachers as a component in calculating the overall student growth factor. Guided by Next Generation Sunshine State Standards, district end of course (EOC) exams measuring proficiency will be in place by November 30, 2011. EOC exams will be weighted for each teacher group as indicated in Table 1. District EOC exams will be developed through collecting test items submitted by teachers of the tested subject matter, creating a test bank, and selecting test items from the test bank as the EOC exam. EOC exams will be scored electronically by the district. For teachers who have less than 10 students with FCAT scores assigned, EOC exams in each subject area will also be developed by November 30, 2011.

TABLE 1: Student Growth Measure for Classroom Teachers			
Grade Level/Subject			
Grade Level/Subject	Assessments Used	Calculation Components of the Student Growth Factor	Evaluation Weight/Percent of Overall Evaluation
ELEMENTARY			
Teachers assigned to Prekindergarten (VPK only)	Early Growth Indicators Benchmark Assessment (EGIBA)	- Student growth measured as a comparison of EGIBA assessment period 1 results with EGIBA assessment period 3 results.	- Student growth on EGIBA assessment (40%)
Teachers assigned to Kindergarten	FAIR End of Course Exam in math and reading	- FAIR Window 3 proficiency measure - EOC measure of proficiency	Combination of two factors: - FAIR proficiency (20%) and EOC exam (20%) Total = 40% of overall evaluation

Grade Level/Subject	Assessments Used	Calculation Components of the Student Growth Factor	Evaluation Weight/Percent of Overall Evaluation
Teachers assigned to Grade 1	FAIR Grade 1 SAT 10	<ul style="list-style-type: none"> - FAIR Window 3 proficiency measure - Grade 1 SAT 10 measure of proficiency 	Combination of two factors: <ul style="list-style-type: none"> - FAIR proficiency (20%) and SAT 10 (20%) Total = 40% of overall evaluation
Teachers assigned to Grade 2	FAIR Grade 2 SAT 10	<ul style="list-style-type: none"> - FAIR Window 3 proficiency measure - Grade 2 SAT 10 measure of proficiency 	Combination of two factors: <ul style="list-style-type: none"> - FAIR proficiency (20%) and SAT 10 (20%) Total = 40% of overall evaluation
Teachers assigned to Grade 3	FAIR Grade 3 FCAT for Reading and Math	<ul style="list-style-type: none"> - FAIR Window 3 proficiency measure - Grade 3 FCAT for Reading and Math as measure of proficiency (Level 2 or above) 	Combination of two factors: <ul style="list-style-type: none"> - FAIR proficiency (21%) and FCAT (19%) Total = 40% of overall evaluation
Teachers assigned to Grades 4 and 5	FCAT Reading and Math for assigned students	<ul style="list-style-type: none"> - Aggregated Teacher VAM – includes reading and math 	Growth in students assigned to the teacher (teacher VAM) Total = 40% of overall evaluation

Grade Level/Subject	Assessments Used	Calculation Components of the Student Growth Factor	Evaluation Weight/Percent of Overall Evaluation
Elementary Resource Teachers in core content area, Media Specialists	FCAT Reading or Math (depending on the core content being taught) for assigned students	- Teacher VAM – includes reading and/or math	Growth in students assigned to the teacher (teacher VAM) Total = 40% of overall evaluation
Resource Teachers includes Music, Art, Technology, and Physical Education	FCAT Reading and Math for assigned students in grades 4 and 5 End of Course Exam for grades KG - 3	- Aggregated Teacher VAM – includes reading and math - Student proficiency on EOC	Combination of two factors: - Teacher VAM (19%) and student proficiency on EOC (21%) Total = 40% of overall evaluation
Middle Grades (G6- G8)			
Core Teachers of Math	FCAT Math for assigned students	- Teacher VAM for math	Growth in students assigned to the teacher (teacher VAM) Total = 40% of overall evaluation
Core Teachers of Math (7 th and 8 th grade advanced)	FCAT Math for assigned students- If no teacher VAM is available Algebra I exam will be used as EOC exam	- Teacher VAM for math if available - Student proficiency on EOC Exam	Combination of 2 factors: - Student proficiency on EOC (21%) - Growth in students assigned to the Teacher (Teacher VAM)(19%) Total = 40% of overall evaluation
Core Teachers of Science	FCAT Reading and Math for assigned students End of Course Exam	- Aggregated Teacher VAM – includes reading and math - Student proficiency on EOC Exam	Combination of 2 factors: - Teacher VAM (19%) and student proficiency on EOC (21%) Total = 40% of overall evaluation

Grade Level/Subject	Assessments Used	Calculation Components of the Student Growth Factor	Evaluation Weight/Percent of Overall Evaluation
Core Teachers of Reading, Language Arts and Foreign Language	FCAT Reading for assigned students FCAT Writes for assigned students as EOC Exam for 8 th grade language arts/reading teachers	<ul style="list-style-type: none"> - Teacher VAM for reading - Student proficiency on FCAT Writes (defined as L3 as per AYP) 	Combination of two factors: <ul style="list-style-type: none"> - Teacher VAM (19%) and student proficiency on FCAT Writes (21%) Total = 40% of overall evaluation
Core Teachers of Social Studies	FCAT Reading for assigned students End of Course Exam	<ul style="list-style-type: none"> - Aggregated Teacher VAM for reading - Student proficiency on EOC Exam 	Combination of two factors: <ul style="list-style-type: none"> - Teacher VAM (19%) and student proficiency on EOC (21%) Total = 40% of overall evaluation
Elective Teachers: Includes Music, Band, Physical Education, Art, Technology, and CTE Exploratory Courses	FCAT Reading and Math for assigned students End of Course Exam	<ul style="list-style-type: none"> - Aggregated Teacher VAM – includes reading and math - Student proficiency on EOC Exam 	Combination of two factors: <ul style="list-style-type: none"> - Teacher VAM (19%) and student proficiency on EOC (21%) Total = 40% of overall evaluation
HIGH SCHOOL (Grades 9 – 12)			
Core Teachers of Math	End of Course Exam (includes state Algebra I, Geometry and SLCSO Algebra II exams as they become available)	<ul style="list-style-type: none"> - Teacher VAM for EOC as they become available for Algebra I, Geometry and Algebra II exams. - Student proficiency on EOC Exam 	Combination of two factors: <ul style="list-style-type: none"> - If only State EOC exam Teacher VAM (40%) or if only EOC (40%). If State EOC exam VAM and EOC, student proficiency on EOC(21%) and Teacher VAM (19%) Total = 40% of overall evaluation
Grade Level/Subject	Assessments Used	Calculation	Evaluation

		Components of the Student Growth Factor	Weight/Percent of Overall Evaluation
Core Teachers of Science	FCAT Math and Reading for assigned students End of Course Exam	<ul style="list-style-type: none"> - Aggregated Teacher VAM – includes reading and math - Student proficiency on EOC Exam 	Combination of two factors: <ul style="list-style-type: none"> - Teacher VAM (19%) and student proficiency (21%) Total = 40% of overall evaluation
Core Teachers of Foreign Languages	FCAT Reading for assigned students End of Course Exam	<ul style="list-style-type: none"> - Aggregated Teacher VAM – includes reading and math - Student proficiency on EOC Exam 	Combination of two factors: <ul style="list-style-type: none"> - Teacher VAM (19%) and student proficiency (21%) Total = 40% of overall evaluation
Core Teachers of Reading, and Language Arts	FCAT Reading for assigned students FCAT Writes for assigned students as EOC exam for 10 th grade reading and language arts teachers	<ul style="list-style-type: none"> - Teacher VAM for reading - Student proficiency on FCAT Writes 	Combination of two factors: <ul style="list-style-type: none"> - Teacher VAM (19%) and student proficiency on FCAT Writes (21%) Total = 40% of overall evaluation
Core Teachers of Social Studies	FCAT Reading for assigned students End of Course Exam	<ul style="list-style-type: none"> - Aggregated Teacher VAM for reading - Student proficiency on EOC Exam 	Combination of two factors: <ul style="list-style-type: none"> - Teacher VAM (19%) and student proficiency (21%) Total = 40% of overall evaluation
Elective Teachers: Includes Music, Band, Physical Education, Art, Performing Arts and Technology	FCAT Reading and Math for assigned students End of Course Exam	<ul style="list-style-type: none"> - Aggregated Teacher VAM – includes reading and math - Student proficiency on EOC Exam 	Combination of two factors: <ul style="list-style-type: none"> - Teacher VAM (19%) and student proficiency (21%) Total = 40% of overall evaluation

Grade Level/Subject	Assessments Used	Calculation Components of the Student Growth Factor	Evaluation Weight/Percent of Overall Evaluation
Career/Tech Ed (CTE) Teachers:	FCAT Reading and Math for assigned students End of Course Exam	<ul style="list-style-type: none"> - Aggregated Teacher VAM – includes reading and math - Student proficiency on EOC - 	Combination of two factors: <ul style="list-style-type: none"> - Teacher VAM (19%) and student proficiency (21%) Total = 40% of overall evaluation
Teachers of Grades 9 through 12 with less than 10 students with FCAT scores	End of Course Exam	<ul style="list-style-type: none"> - Student proficiency on EOC Exam 	Student proficiency (40%) Total = 40% of overall evaluation
EXCEPTIONAL STUDENT EDUCATION (ESE) (All Grades)			
ESE Teachers (includes PreKindergarten Teachers) , Speech/ Language Pathologists	FCAT Reading and Math for assigned students (if available) FAA assessment for assigned students (If available) Measurable Learning Targets	<ul style="list-style-type: none"> - Aggregated Teacher VAM – includes reading and math - Student proficiency on FAA - Student mastery of Learning Targets 	Combination of two factors: <ul style="list-style-type: none"> - Teacher VAM (19%) and student proficiency on FAA or Learning Targets (21%) Total = 40% of overall evaluation
CREDIT RETRIEVAL/9 WEEK COURSES (WHEEL)			
Teachers for credit retrieval courses and other 9 week courses	FCAT Reading and Math for assigned students (if available) Other Measurable Outcomes	<ul style="list-style-type: none"> - Aggregated Teacher VAM – includes reading and math - Percentage of students who successfully complete defined outcomes 	Combination of two factors: <ul style="list-style-type: none"> - Teacher VAM (19%) and student proficiency on other measureable outcomes (21%) Total = 40% of overall evaluation

SCHOOL BASED INSTRUCTIONAL SUPPORT			
Grade Level/Subject	Assessment	Calculation of Learning Gains	Evaluation Weight/Percent of Overall Evaluation
Guidance Counselor	FCAT – Reading and Math	- Aggregated School VAM – includes reading and math	School VAM = 40% of overall evaluation
Dean	FCAT – Reading and Math	- Aggregated School VAM – includes reading and math	School VAM = 40% of overall evaluation
Media Specialist Secondary	FCAT – Reading and Math	- Aggregated School VAM – includes reading and math	School VAM = 40% of overall evaluation
Math Instructional Coach	FCAT Math for students assigned to the school	- School VAM for math	School VAM for Math (40%) Total = 40% of overall evaluation
Literacy Instructional Coach	FCAT Reading for students assigned to the school	- School VAM for Reading	School VAM for Reading (40%) Total = 40% of overall evaluation
ESE Department Chair	FCAT Reading and Math for assigned students (if available) FAA assessment for assigned students (if available) Measurable Learning Targets	- Average of Final Growth Factor for all ESE Teachers assigned to the ESE Department Chair's School	- Average growth for Students with IEPs as measured through average of ESE Teachers' Final Growth Measure Total = 40% of overall evaluation
Athletic Director	FCAT Reading and EOC for Math Other Measureable Outcomes	- Aggregated VAM for reading and EOC or proficiency on EOC exam (if first year of state EOC exam). - Percentage of student athletes meeting GPA targets by grade	Combination of two factors: - Teacher VAM (20%) and Other Measureable Outcomes (20%) Total = 40% of overall evaluation

DISTRICT LEVEL INSTRUCTIONAL PERSONNEL			
Position	Assessment	Calculation of Learning Gains/Evaluation Weight	Percent of Overall Evaluation
School Social Workers, School Psychologists	FCAT – Reading and Math for Assigned Schools FCAT – Reading and Math for District	- Average Aggregated School VAM – includes reading and math for assigned schools - Aggregated District VAM – includes reading and math	Combination of two factors: - Average VAM for assigned schools (20%) - District VAM (20%) Total = 40% of overall evaluation
Teachers on Special Assignment	FCAT – Reading and Math	FCAT – Reading and Math	- Aggregated District VAM – includes reading and math (40%)
Curriculum and Professional Development Specialists	FCAT – Reading and Math	FCAT – Reading and Math	- Aggregated District VAM – includes reading and math (40%)

For the 2011-2012 school year, where end of course exams are used to measure student proficiency, scores for students assigned to the individual teacher for both surveys 2 and 3 (October and February) will be applied. Exceptions include cases as outlined in the table below:

TABLE 2: Students' Score Assignments to Teachers	
<i>If...</i>	<i>Then</i>
Full year course of ten or more students	FCAT data and achievement data (as applicable) from students who were present with the individual teacher during both surveys 2 and 3 will be counted
Full year course with less than 10 students	Achievement data (as applicable) from students who were present with the individual teacher during survey 3 only will be counted.
One semester course	FCAT data and achievement data (as applicable) for students who were present in the school during the survey period in which the course is taken.

Timeline for Development/Selection of student assessments: For the 2011-2012 school year, the assessments for each grade level outlined in the table above will be incorporated into the Teacher Evaluation System. As additional assessments are made available by the State these tests will be incorporated into the evaluation system and applied to teachers of the tested subjects/grades and the locally created test will be discontinued. Additionally, as the District develops standardized tests for non-FCAT or EOC tested subjects these assessments will also be integrated into the Teacher Evaluation System. Beginning in January, 2012 and every January

thereafter, the assessments used to measure student performance will be reviewed, and revisions made to the Teacher Evaluation System by June 30 annually so that these revisions are in place at the beginning of the next school year. Consistent with the State's timeline it is anticipated that all state developed assessments will be incorporated by the 2014 – 2015 school year.

Timeline for Developing/Selection of Growth Measures for Additional Grades/Subjects: For those subjects/grades where student growth measures are not available, end of course exams will be developed by district teachers and standardized for the subject areas tested to measure student growth or proficiency in the tested subject. These exams will be developed and implemented by the 2014-2015 school year and will be incorporated in the Teacher Evaluation System no later than the 2014-2015 school year. As VAMs are developed by the State for other assessments such as SAT 10, these factors will also be applied as appropriate.

Application of Student Growth Measures: Because three years of validated student growth data is not available for the 2011-2012 school year or the 2012-2013 school year, the student growth measure will account for 40% of each teacher's overall evaluation as SB736 (3)(a)1.a. The student growth measures for each grade level/subject for both classroom and non-classroom teachers that will be used in 2011-2012 is outlined in Table 1. As a part of the annual review of the Teacher Evaluation System these measures will be analyzed and revised as needed. In addition, the System will be revised to incorporate additional growth measures developed by FDOE when they become available. Evaluation System revisions will be made by June 30 annually.

Evaluation Criteria: End of Course data collected in 2011-2012 will serve as the baseline year of data consistent with SB736 (3)(a)1.a. Growth measures will be calculated beginning with the 2012-2013 year. Until 3 years of growth data is available, the student growth measure will equal 40 percent of the teacher's overall evaluation then increased to 50% when all three years are available.

Each year as scores become available, the student performance measures outlined in Table 1 will be translated into a rating scale using the four levels of performance; 4 = Highly Effective, 3 = Effective, 2 = Needs Improvement/Developing and 1 = Unsatisfactory. This rating will be added to the instructional practice rating for the teacher. For the 2011-2012 and 2012-2013 school years the overall teacher evaluation score will be calculated by multiplying the instructional practice score by 60% and adding this score to the student growth factor multiplied by 40%. For the 2013-2014 school year and beyond, the overall teacher evaluation score will be calculated by multiplying both the instructional practice score and the student growth factor by 50% and then totaling the two into one score, which will then be used as the teacher's final evaluation rating for the school year.

Cut Scores: To translate test data and/or Teacher VAMs into one of the 4 ratings, the following procedures will be used.

For End of Course Exams:

- Individual scores by test will be collected after the tests are scored at the district office. To determine cut scores, the overall grade distribution typical for the course being tested will be determined. Based on the percentage of students who had each grade mark, those percentages will be used with student scores as a means of determining a typical distribution. The mean and standard error will also be calculated for each set of end of course exam scores and applied when determining the cut scores. Once cut scores are determined a student growth factor rating of "1" or Unsatisfactory, "2" or Needs

Improvement/Developing, “3” or Effective or “4” Highly Effective will be assigned to each teacher based on the scores achieved by his or her students on the EOC exam. This rating will be multiplied by 40 percent and combined with the teacher effectiveness factor (multiplied by 60 percent) to achieve the overall final evaluation rating.

- For teachers in VPK Prekindergarten, individual growth scores as measured by the EGIBA will be used to determine the student growth factor. The distribution of student results across the district will be used to determine cut scores to be applied in determining each individual teacher’s final student growth factor rating.
- For teachers in grades K – 3, students’ scores on FAIR and the EOC exam (as designated in Table 1) will be used to determine the student growth factor. Student proficiency on the FAIR and student proficiency on the end of course exam (e.g. KG reading/math EOC, SAT 10, FCAT reading/math) will count equally in determining the student growth factor as stated in Table 1.

For Individual VAM scores:

- For teachers with individual VAM estimates, once the state math and reading by grade files are received from FDOE, cut scores are determined by using the district mean for each grade by subject and comparing this mean to each of four calculations made for each teacher; 1) Teacher’s VAM, 2) Teacher’s VAM adjusted by a confidence level of .5 x standard error (SE), 3) Teacher’s VAM adjusted by a confidence level of 1 x SE and 4) Teacher’s VAM adjusted by a confidence 1.5 x SE (see Table 3 below) Teachers with all four calculations below the district mean will receive a student growth factor rating of “1” or Unsatisfactory. Teachers with all four calculations above the district mean will receive a rating of “4” or Highly Effective. Teachers with one of the four calculations greater than, or less than the district mean will receive a rating of “2” or Needs Improvement/Developing. All other teachers will receive a rating of “3” or Effective. Once the student growth factor is determined this rating will be multiplied by 40 percent and combined with the teacher effectiveness factor (multiplied by 60 percent) to achieve the overall final evaluation rating. Since the 2011-2012 school year is the first year VAM scores will be available cut scores cannot be determined until VAM data is received. Once this data is received by the district cut scores will be identified.

Table 3 – Cut Score Calculation For Individual VAM Scores			
If VAM is < District Mean for Grade/Subject and....			
Student Growth Factor	VAM +(1.5*SE) < District Mean	VAM +(1*SE) < District Mean	VAM +(.5*SE) < District Mean
Rating = 1	yes	yes	yes
Rating = 2	no	yes	yes
Rating = 3	no	no	yes
Rating = 3	no	no	no

If VAM is > District Mean for Grade/Subject and....			
Student Growth Factor	VAM -(1.5*SE) > District Mean	VAM -(1*SE) > District Mean	VAM -(.5*SE) > District Mean
Rating = 2	no	no	no
Rating = 3	yes	no	no
Rating = 3	yes	yes	no
Rating = 4	yes	yes	yes

For teachers with multiple VAM scores:

- For teachers where VAM estimates for both subjects (math and reading) are used according to Table 1, the individual rating for each subject will be calculated as outlined above. Then 1) the number of students on which the reading score is based will be multiplied by the rating for reading (reading factor), 2) the number of students on which the math score is based will be multiplied by the rating (math factor) 3) the reading and math factors will be added together and 4) then divided by the total number of students assigned for both reading and math to result in an overall rating calculation.
- For teachers where VAM estimates for multiple grades are provided the individual rating for each grade will be calculated as outlined above. Then 1) the number of students on which the score is based by grade level will be multiplied by the rating for each grade level, 3) the factor calculated for each grade will be added together and 4) then divided by the total number of students assigned to result in an overall rating calculation.
- Since the overall rating calculation may not result in a whole number the rating calculation will be carried out to two decimal places and the following rating scale below will be used to determine the overall student growth factor. This rating will be multiplied by 40 percent and combined with the teacher effectiveness factor (multiplied by 60 percent) to achieve the overall final evaluation rating.

	Unsatisfactory (1)	Needs Improvement/ Developing (2)	Effective (3)	Highly Effective (4)
Student Growth Factor Range	1 – 1.49	1.50 – 2.49	2.50 – 3.49	3.50-4.00

For teachers with both VAM and EOC exam scores:

- For teachers with both EOC Exams and Individual VAM Scores the final End of Course Exam rating (1 – 4) will be multiplied by 21 percent and the Final VAM rating (1 – 4) will be multiplied by 19 percent. The EOC exam percentage (21%) and the VAM rating percentage (19%) will be combined to equal 40 percent of the teacher's overall final evaluation rating. Since the overall rating calculation may not result in a whole number the rating calculation will be carried out to two decimal places and the following rating scale below will be used to determine the overall student growth factor.

For teachers with individual learning goals or other measurable outcomes:

- For teachers with individual learning goals (as identified in Table 1) the percentage of students achieving each learning goal will be calculated and appropriate cut scores determined once the data is collected from all teachers for whom individual learning goals apply. Once cut scores are determined, teachers will be categorized using the rating scale ("1" or Unsatisfactory, "2" or Needs Improvement/Developing, "3" or Effective or "4" Highly Effective). For teachers with other measurable outcomes, performance data for assigned students will be used to determine cut scores once this data becomes available. Once cut scores are determined, teachers will be categorized using the rating scale ("1" or Unsatisfactory, "2" or Needs Improvement/Developing, "3" or Effective or "4" Highly Effective).

For teachers with no Individual VAM and EOC exam scores (non-classroom and district office teachers):

- For Teachers who are assigned to a school or the district office but do not have individual students assigned to them for instruction, school or district VAM estimates will be used in lieu of individual VAM scores as outlined in Table 1.