

Teacher Evaluation 2019-20

Frequently Asked Questions

1. Where is goal three in the “Final Evaluation Rating”?

Goal three is designed for personal reflection and discussion with the evaluating administrator. While it is not specifically factored into the final rating, choosing a goal from Domain 2 or 3 and gaining strength in that area should be reflected in the ratings on those domains. Goal three is designed for personal reflection and discussion with the administrator.
2. Does your fourth Highly Effective year in which you do not have to be evaluated count as HE1? Or is that double dipping?

During the year that a teacher is not observed due to HE ratings for the previous three years, the teacher does not receive a rating at all. Two things can happen during the following year: 1) If the teacher is rated HE again, the teacher goes back to not being observed the following year. Therefore, consistent HE ratings could result in observations every other year. 2) If the teacher is rated Effective in the year after the non-observation year, the teacher goes back to the needing three years of HE ratings to be on the HE3 track.
3. How can they measure growth if they have not taken a test in your subject, social studies and science, since 5th grade in 8th grade?

The state assessment data score is an average based on the available state test data (M-STEP or SAT). The average SGP (Student Growth Percentile) score is applied to all teachers in the building, regardless of what they teach. SGP's are generally only measured on the ERW (Evidence-based Reading and Writing)/or ELA and Math tests.
4. How does it work if high school teachers get half of their 40% for students who don't take the test due to good attendance?

If a student meets the requirements of the high school attendance incentive, they are considered to have met the proficiency score for the class. The teacher's growth is not based on a class average, but on each student meeting the goal. Even if a student qualifies for the incentive by meeting the 65%/no missing assignments, for the purposes of evaluation, the goal has been achieved.
5. Will high schools have one overall growth percentile, while middle school students may have more than one growth percentile depending on where the students started?

For every building, there will be an *average* SGP score. At the high school level, it will be an average as measured by growth from the 8th grade test to the SAT – so only one test will measure both math and ERW. At other levels, it will be an average score for the two subject areas for all grades.
6. If counselors have a different student growth goal, is this something that can be considered for ancillary and support staff?

Yes. The handbook will reflect that there are different measurements for at least 14 different job classifications, including but not limited to: K-5 classroom, 6 – 12 classroom, Specials Teachers, EL Teachers, Literacy Coaches/Interventionists/Elementary Learning Consultants, Secondary Counselors/Secondary LC's, Basic Special Ed Classroom, ASD TC, Elementary and Secondary Speech and Language Pathologist/Social Worker, Middle School TC/Program Consultant.

7. When a student is compared to other students in that same percentile to determine the growth, are those comparable students from the same school or across the district?
SGP is determined by comparing the student to other students across the state who scored in the same range on a previous test.
8. Are the numbers from the state going to be the same for everyone in RCS? Or will it be building specific? Or based on students we actually have?
The numbers from the state will be building specific. You can check your building's SGP scores from 2016-17 and 2017-18 at mischooldata.org. We believe that the 2018-19 SGP scores will be uploaded soon.
9. Are new students not counted?
New students are generally not counted in the state assessment data. They should count in the common assessment data unless they are new to the country within the past year and struggling with English.
10. The state law stipulates that an administrator can exempt certain students from counting towards the SGM. Who will make these decisions for RCS?
The committee of Administrators and REA have already set the standard list of exceptions for the student data. These are listed in the handbook on page 7: 1) A student with more than 20 absences in the semester or between window 1 and window 2; 2) Non-English speaking and have been in the country less than one year; 3) Profoundly impacted by a disability.
11. I'm a HS math teacher with nearly all seniors. How does this state data figure into my growth if I'm meeting them AFTER 11th grade and have nothing to do with their growth?
Since it is the only state data available, all teachers in a building, regardless of how direct the impact might be, will receive the same score for state assessment data.
12. How are non-core classes scored on a state assessment?
Non-core areas are not scored on state assessments. Non-core teachers can support the goals of literacy and numeracy by teaching reading in every content area, encouraging age-appropriate writing, and working with math whenever feasible. This is an indirect, but very important way to help all students to meet student growth goals.
13. What if students don't take state assessments because they are in therapeutic school, etc.?
There will be no SGP for that student in the building average.
14. Are they creating state assessments for elective classes like music or PE?
Not that we are aware of.
15. How can a counselor be Highly Effective with so many data points coming from assessments and instruction? Can you provide a clear path?
The counselors will be working together to determine a goal that is comparable to the common assessment goal for teachers, we believe this work will continue in 2019-20.
16. How can teachers be evaluated on a SAT score we won't have until the summer?
The state assessment goal is determined using the previous year's data – along with the two years prior to that.
17. Are the goals weighted evenly? Goal 1 being 20% and goal 2 being 20%?
Since the state assessment data must make up at least half of the growth goal, it cannot count for less than half. If the two goals end in different ratings (i.e. one is Highly Effective and one is Effective), the state assessment data will be given more weight than the local assessment data.
18. What if we teach post high and don't have state assessments?
Please see page 10 of the Professional Growth Model Guidebook. Instead of state assessment data, this teacher's first growth rating will be based on Transition Service Activities Achieved as a Post-Secondary Program.



19. For Specials/Elective Teachers K-12, our individual class common assessment goal is due Oct. 31st, do our pre-data scores need to be posted by that date or when does that need to be entered? And is there a specific window or timeline from our pre and post data?

In general, post data as soon as you can after you have it. Pre and Post test data will be reviewed as part of the end-of-year evaluation process.

20. Do elementary specials have to show 25% growth for every student or is it 77%+ final score OR 25% growth on common assessment? Seeing as we need to have 100% meet this goal to be HE, it would seem that it would have to be a final score OR 25% growth. Also-limited time with students, not wanting to pull them from classroom or recess to meet goal.

The same goal is applied as it is for all secondary classroom teachers: The students will meet 77% proficiency in the class OR show 25% growth. Due to the variation in common assessments, the district will continue to work with department leaders to determine the best types of scales to use in the specials area.