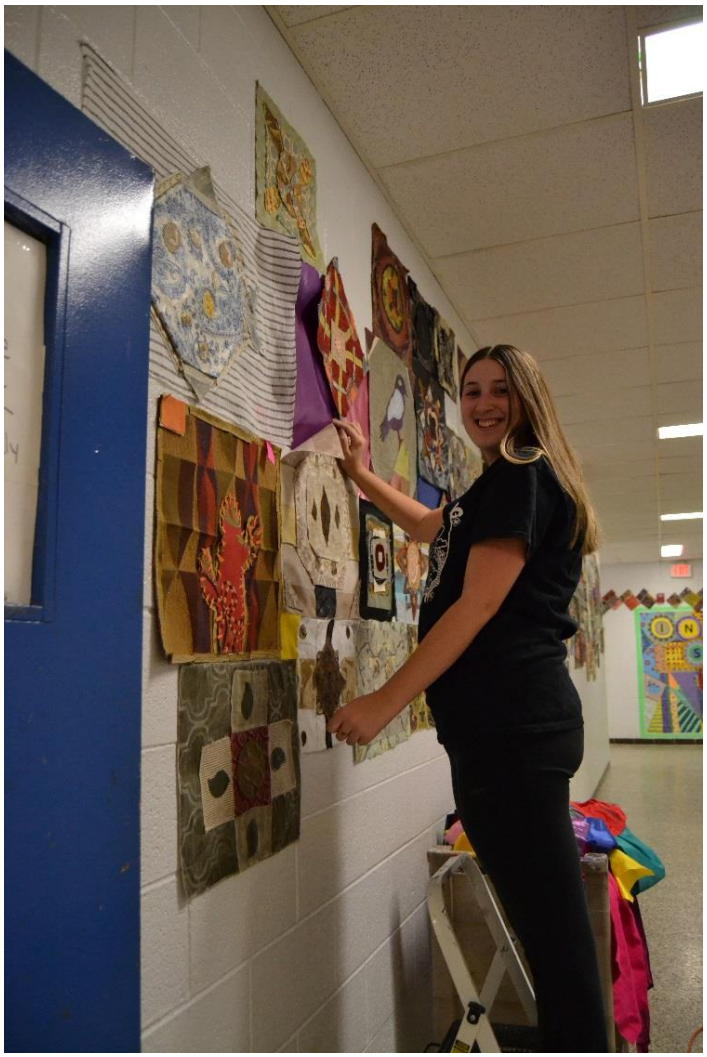
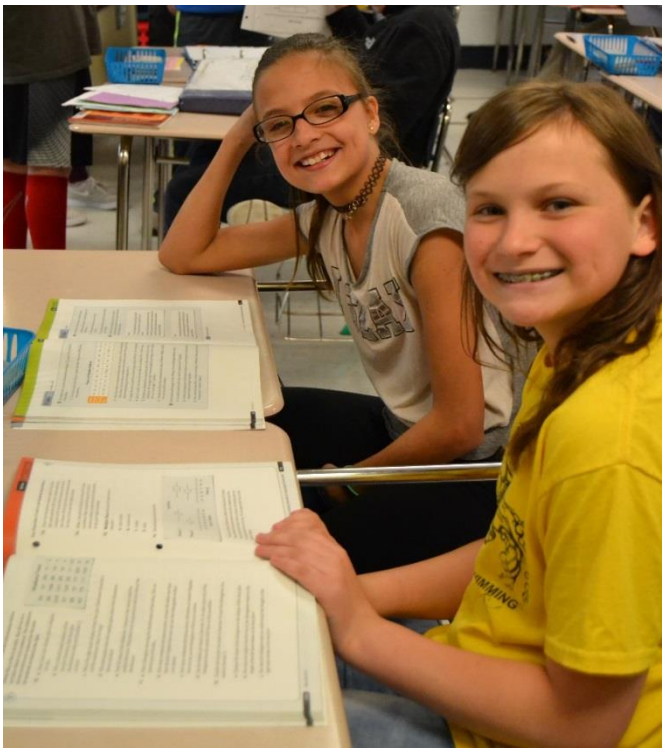
Educator Evaluation Guide





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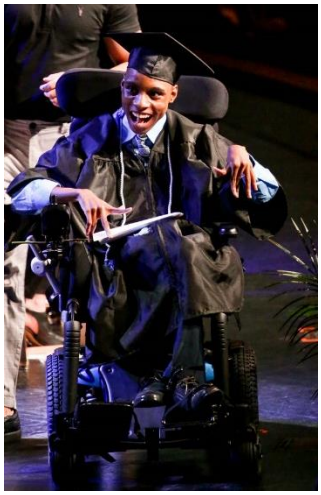

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Background

In November 2015, Public Act 173 was signed into law. This legislation governs teacher and administrator evaluations in the State of Michigan. Many factors played a role in the development of Public Act 173, notably, it expands and clarifies the legislative work initiated in Public Act 102 of 2011, which first laid the groundwork for educator evaluation requirements in Michigan. Michigan is one of many states that have turned their attention to improving the quality and consistency of educator evaluations.

In this context and connected to PA 102, the Michigan Council for Educator Effectiveness (MCEE) was established to develop Michigan-specific recommendations for educator evaluations that were research-based, reached high standards of reliability and validity, and matched the contextual needs in the state.

Public Act 173 has components specifically informed by the MCEE final recommendations – specifically the recommendations of five state-approved observation tools for teachers and two state-approved observation tools for administrators.

Warren Woods Public Schools has adopted the 2011 Charlotte Danielson *Framework for Teaching* as the foundation for the professional practice component of the model. The use of this framework allows us to benefit from ongoing national research on teacher practice as well as the use of resources developed across the country to support professional growth.

As a requirement of PA 173 the Warren Woods Board of Education must adopt and implement for all teachers and administrators a rigorous, transparent, and fair performance evaluation system that does all of the following:

- Evaluates teachers' and administrators' job performance at least annually while providing timely and constructive feedback.
- Establishes a clear approach to measuring student growth and provides teachers and administrators with relevant data on student growth.
- Evaluates teachers' and administrators' job performance using multiple rating categories that take into account data on student growth as a significant factor.
- Uses the evaluations to inform decisions regarding the effectiveness of teachers and administrators; promotion, retention, and development of teachers and administrators; whether to grant tenure and/or allow progression to the Professional Education Certificate; Advanced Professional Certificate; and the removal of ineffective tenured and non-tenured teachers and administrators.

Overview

The Warren Woods Public Schools Educator Evaluation Guide outlines the process and tools to be used in the teacher evaluation process and includes rubrics that paint a vivid portrait of effective practice. The evaluation process is designed to promote rigorous standards of professional practice and encourage professional learning. When used as the foundation for mentoring, professional learning and evaluation process, it will assist teachers in becoming more effective practitioners and lead to increased student achievement.

This guide includes explanations of the following:

- Teacher evaluation process
- Teacher observation process
- Charlotte Danielson *Framework for Teaching* 2011 (Domains 1-4)
- Student growth
- Standard for Success Software Platform
- Process for supporting and evaluating teachers who have been rated minimally effective or ineffective
- Teacher certification
- Supports for non-tenured staff
- Professional learning opportunities

Teacher Evaluation Process

1. A teacher's annual year-end evaluation shall be completed using a rigorous, fair, and transparent teacher performance evaluation system adopted by the Board of Education, with the involvement of teachers and school administrators.

2. The performance evaluation system includes at least an annual year-end evaluation that meets the following requirements:

   A) Primarily, the teacher's performance as measured by Charlotte Danielson's *Framework for Teaching*, Domains 1-4, the evaluation tool adopted by WWPS;

   B) 40% of the annual year-end evaluation shall be based on student growth and assessment data.

   C) To the extent not measured by either of the above, the annual year-end evaluation shall be based on –

      i. The teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his or her subject area and the ability to impart that knowledge through planning delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time

      ii. The teacher's management of the classroom, manner and efficacy of disciplining pupils, rapport with parents and other teachers, and ability to withstand the strain of teaching.

      iii. The teacher's attendance and disciplinary record, if any.

      iv. Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance, if applicable.

v. Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way, if applicable.

3. **Performance Evaluation/Classroom Observations.**

A) There will be at least 2 classroom observations of a teacher each school year.

i. A classroom observation shall include a review of the teacher's lesson plan, the state curriculum standard being used in the lesson, and a review of pupil engagement in the lesson. Educator lesson plans must be reviewed by the evaluator for all observations.

ii. At least one classroom observation must be unscheduled.

iii. A classroom observation does not have to be for an entire class period.

B) Teacher evaluations prepared by the Evaluator(s) shall not be limited to conduct exhibited during classroom observations, but may also include all aspects of the teacher as a professional staff member, provided any information relied on is reported or documented in the teacher's annual year-end evaluation.

C) For teachers on an Individualized Development Plan ("IDP"), the performance evaluation shall also include an assessment of the teacher's progress in meeting the goals of his or her IDP.

4. **Measuring Student Growth.**

A) 40% of a teacher's annual year-end evaluation rating shall be based on student growth data.

B) For core content areas in grades and subjects in which state assessments are administered, 50% of student growth must be measured using the state assessments.

C) The portion of student growth not measured using state assessments, and student growth for all other teachers, shall be measured using:

i. Multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the school district;

ii. Nationally normed or locally adopted assessments that are aligned to state standards; or

iii. Achievement of individualized education program ("IEP") goals.

D) The student growth portion of a teacher's annual year-end evaluation shall be based on the student growth and assessment data for the most recent 3-consecutive-school-year periods, if available. If there are not student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.

5. **Midyear Progress Reports.**

A) The performance evaluation system shall include a midyear progress report for a teacher who is in the first year of his or her probationary period described by section 1 of Article II of 1937 (Ex Sess) PA 4, MCL 38.81, or who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation. The midyear progress report shall be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve.

B) The midyear progress report shall be based at least in part on student achievement.

C) The midyear progress report shall be aligned with the teacher's individualized development plan.

D) The midyear progress report shall include a written improvement plan developed by the school administrator conducting the annual year-end evaluation or his/her designee, in consultation with the teacher, that includes (1) specific performance goals for the remainder of the school year; and (2) any recommended training identified that would assist the teacher in meeting these goals and improving his or her rating.

E) The midyear progress report shall not take the place of an annual year-end evaluation.

6. **Individualized Development Plans**.

A) For all tenured teachers who received a rating of ineffective or minimally effective on their most recent annual year-end evaluation and all probationary teachers, the school administrator or his/her designee who conducted the evaluation shall develop, in consultation with the teacher, an IDP.

i. For teachers who received or were required by law to receive a midyear progress report, their IDP shall include the specific performance goals and training specified in the report.

ii. Appropriate personnel, in consultation with the individual teacher, shall develop an IDP for each probationary teacher.

iii. All IDPs shall include the specific rationale for implementing the IDP, statements of concern/areas for improvement, a list of goals, and a detailed plan for the teacher including support to be provided by administrators.

B) For all teachers on an IDP, their annual year-end performance evaluation shall include an assessment of the teachers' progress in meeting their IDP goals.

C) An IDP resulting from an ineffective or minimally effective annual year-end evaluation rating shall require that the teacher make progress towards the IDP goals within a specified time period, not to exceed 180 days.

D) Nothing contained herein shall preclude an administrator or teacher evaluator from placing a teacher on an IDP any time there is an issue or concern regarding the teacher's performance.

7. If a teacher is rated ineffective on 3 consecutive annual year-end evaluations, the district is required by law to dismiss the teacher from his or her employment. This guideline does not affect the ability of the district to dismiss an ineffective teacher from his or her employment regardless of whether the teacher is rated as ineffective on 3 consecutive annual year-end evaluations.

8. Pursuant to § 1249(2)(l) of the Revised School Code, a tenured teacher who receives a year-end evaluation rating of ineffective may, within twenty (20) days of receiving the ineffective rating, request in writing a review of the evaluation and rating by the Superintendent. The Superintendent shall review the evaluation and may within his or her sole discretion make any modification based on that review. A review under this section may not be requested more than twice in a 3 school-year period.

The WWPS Educator Evaluation Process involves goal setting, pre-observation meetings, observations, post-observation meetings, mid-year reviews, self-evaluation and final evaluation components. To assist with the process of setting goals, assessing performance, and demonstrating growth, this document includes the 2011 Charlotte Danielson *Framework for Teaching Evaluation* Tool. This tool contains rubrics to be used in observation and artifact collection that describe the level of teacher performance in each Domain area. The requirements for the teacher evaluation process align the expectations for effective teacher practice with high expectations for student growth. Student growth is evidenced with multiple data points over a specified period of time in addition to state assessments.

Table 1 shows the evaluation model for all eligible teachers for the 2022-2023 school year.

Table 1.

Professional Practice: The Danielson Framework 60%	**Domain 1: Planning and Preparation**	**10%**
	Domain 2: Classroom Environment	**20%**
	Domain 3: Instruction	**20%**
	Domain 4: Professional Responsibilities	**10%**
Student Growth (40%)	**Domain 5: Student Growth**	**40%**

- Classroom observation is the only evaluation option for assessing professional practice in Domains 2 and 3. Educator provided evidence and artifacts will assist in the assessment of Domains 1 and 4.
- An educator's final evaluation will consist of his/her level of performance within the 2011 Charlotte Danielson Framework for Teaching Domains 1-4 (60% Domains 1-4) and student growth data (40%).
- The final evaluation effectiveness rating will be determined using a scoring system with weighted averages for Domains 1-4, as provided in Table 1 above, and an average of three years' student growth data, when available, for Domain 5.
- The final evaluation rating of highly effective, effective, minimally effective, or ineffective correlates to the Danielson Framework of Teaching in the following way: Highly effective=Distinguished, Effective=Proficient, Minimally Effective=Basic, Ineffective=Unsatisfactory.
- Educators' attendance and disciplinary record, if applicable, will be documented. Attendance will be documented as the number of leave days taken by the educator. FMLA, Medical, Workers Comp, School Business, Union Business, and Professional Development will not be counted toward this total.
- Significant, relevant accomplishments, contributions and training will be factored into a teacher's evaluation. This factor shall be based on whether the educator contributes above the normal expectations for an individual in his/her peer group and has demonstrated a recorded of exceptional performance.
- Standard for Success Software Platform will used to record and house educator goals, observation documentation, mid-year reviews, final evaluation results as well as to receive feedback on targets for growth in professional practice, evidence, and artifacts related to components of student growth.

Teacher Evaluation Process Timeline

- Hold Pre-Evaluation Training meeting with entire staff ……. September 29
- Individual Development Plan (IDP) goal setting conference and submission ……. September 29
- Educator goal setting and submission……... October 13
- Educator goal review and approval ……..…… November 3
- Complete first observation cycle for probationary educators ……...…… November 3
- Complete first observation cycle for tenured educators …….…….. December 1
- Complete Mid-year Evaluation Review with first year/IDP educators by …….…… . January 26
- Educator Self-evaluation is due…….. April 26
- Complete all observation cycles and walkthroughs …….. May 10*
- Hold all Final Evaluation conferences …….……. June 7
- Final Evaluation submission to Human Resources……..… June 13

* If additional observations are required for a given educator, they may be scheduled after May 10.

Annual Goal Setting

All teachers will develop and submit annual professional goals. In alignment with the Charlotte Danielson *Framework for Teaching*, teachers will develop at least two annual professional goals, consistent with the following guidelines:

- One professional goal must be related to one of the components from Domain 2 or Domain 3 of Charlotte Danielson's *Framework for Teaching*
- One professional goal must be related to one of the components from Domain 1 through Domain 4 of Charlotte Danielson's *Framework for Teaching*

A professional goal setting conference **is** required for **ALL** first-year educators and tenured educators on an IDP. While a professional goal setting conference for probationary (2-5 year) educators or tenured educators is not required, an educator may request such a conference with his/her evaluator. Professional goals will be submitted digitally through Standard for Success Software Platform.

Upon submission of annual professional goals, assigned evaluators will review and provide feedback via Standard for Success Software Platform. Feedback will include either approval/acceptance of the annual professional goals, as submitted, or recommendations regarding how the annual professional goals need to be revised. Depending upon the circumstances, the assigned evaluator or educator may request a meeting to further discuss the recommended revisions.

CHARLOTTE DANIELSON FRAMEWORK FOR TEACHING

Charlotte Danielson's Framework for Teaching is used to define and measure the quality of educator's instructional practice. Charlotte Danielson's Framework for Teaching is a researched-based model. It is organized into twenty-two components, which are grouped into four domains of teaching responsibility. (see Table 2 on the following page)

Domain 1: Planning and Preparation
Domain 2: The Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibilities

Each component has a rubric that articulates the criteria used to assess an educator's practice and diagnose strengths and areas for improvement. For more details on the Danielson Rubric please refer to www.danielsongroup.org.

Evaluators will assign ratings on the 16 components within Domains 1, 2, and 3 during each observation cycle. Evaluators will not rate the six components within Domain 4 during classroom observation cycles.

Table 2. Domains and Components of the Framework for Teaching

Domain	Components
Domain 1. Planning and Preparation	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1d. Demonstrating Knowledge of Resources 1e. Designing Coherent Instruction 1f. Designing Student Assessments
Domain 2. Classroom Environment	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space
Domain 3. Instruction	3a. Communicating with Students 3b. Using Questioning/Prompts and Discussion 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
Domain 4. Professional Responsibilities	4a. Reflecting on Teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally 4f. Showing Professionalism

(See Appendix A for the complete Danielson Rubric for Domains 1-4 with critical attributes)

Observation Cycle

The observation cycle for a scheduled observation consists of a pre-observation meeting between the educator and his/her evaluator, the observation, and post-observation feedback within 30 calendar days of the observation. The pre-observation meeting is an opportunity for the educator to review the lesson plan and rationale for the lesson that will be observed with his/her evaluator. The observation is an opportunity for the educator to demonstrate implementation of the lesson discussed in the pre-observation meeting. During the observation, the evaluator will document the lesson as taught by the educator as well as student response and actions. The post-observation feedback is an opportunity for the educator and his/her evaluator to debrief on the lesson. The evaluator may ask questions for clarification or request a meeting to review student growth.

Pre-Observation Meeting *(Scheduled Observations)*
The pre-observation meeting is an opportunity for the educator to review the lesson plan and rationale for the lesson with his/her evaluator.

1. Educator completes the Pre-Observation form in Standard for Success Software Platform.
2. Educator and evaluator meet to discuss the Pre-Observation form questions:
    a. What is/are your lesson objective(s)?
    b. How is/are the lesson objective(s) aligned with the state curriculum standards?
    c. What did you consider when planning this lesson (data, previous lessons, etc)?
    d. How will you engage the students in learning? What will you do? What will the students do? Will the students work cooperatively, in groups, individually, or as a large group?
    e. What teaching strategies will you use to teach the lesson? What resources will be utilized? Why did you choose these strategies and resources? How will you differentiate instruction for different individuals or groups of students in the class?
    f. Is there anything you would like specifically observed during the lesson?

(Pre-Observation forms are not required for unscheduled observations)

Observation
The classroom observation is an opportunity for the educator to demonstrate his/her instructional practice.

1. During the observation, the evaluator will document student learning and engagement and link it to the educator's strategies and actions.
2. Using the Danielson Rubric, the evaluator will rate each component in Planning and Preparation, Classroom Environment, and Instruction (Domains 1-3).
3. The evaluator will document observation evidence and data in Standard for Success Software Platform. The educator will complete the Post–Observation form in Standard for Success Software Platform.

Post-Observation Feedback
The post–observation feedback is an opportunity for the educator and his/her evaluator to debrief on the lesson.

1. Occurs within 30 calendar days of the observation.
2. The educator and evaluator may discuss:
    a. In general, how successful was the lesson? Did the students learn what you intended for them to learn?
    b. Were your students engaged during the lesson?
    c. Comment on your classroom procedures, students' conduct, and your use of physical space. To what extent did these contribute to student learning?
    d. Did you depart from your plan? If so, how and why?
    e. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently?

Observation Steps

SCHEDULED OBSERVATION STEPS				
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**
Pre-Observation Form	Pre-Observation Conference	Observation	Post Observation Form	Post Observation Feedback
Educator completes Pre-Observation Form in Standard for Success Software Platform.	Evaluator and educator meet and go over the pre-observation questions and reviews the lesson plan.	Evaluator observes the educator.	Educator completes the Post-Observation Form in Standard for Success Software Platform.	Evaluator provides feedback and component ratings on the observation. Must take place within 30 calendar days.

UNSCHEDULED OBSERVATION STEPS		
Step 1	**Step 2**	**Step 3**
Observation	Post Observation Form	Post Observation
Evaluator observes the educator.	Educator completes the Post Observation Form in Standard for Success Software Platform.	Evaluator provides feedback and component ratings on the observation. Must take place within 30 calendar days.

Danielson Framework for Teaching Rubric Component Ratings

Evaluators will rate all 16 components within the Planning and Preparation, Classroom Environment, and Instruction domains during each observation cycle. Assigning ratings to the individual will increase the value of the information that educator receives through classroom observations, provide more specific feedback to guide improvement priorities, and increase the precision of the educator's summative evaluation scores.

Evaluators use the criteria in the Danielson rubrics to assign one of four ratings to each component: Ineffective, Minimally Effective, Effective, Highly Effective. These ratings correspond to the following numeric scale:

1 = Ineffective
2 = Minimally Effective
3 = Effective
4 = Highly Effective

Evaluators are expected to report component ratings to Standard for Success Software Platform after each scheduled or unscheduled observations.

Observation Training
All administrators who will be conducting classroom observations must complete observer training in order to conduct scheduled or unscheduled classroom observations. Observers who are new to the district are required to participate in training. Warren Woods provides training to observers through Danielson Training Modules or by a consultant from the Danielson Group provided by the MISD. Each observer completes a recalibration through Danielson Training Module annually.

Required Number of Observations
Educators are assigned to one of three observation schedules, as provided in Table 3 below based on their probationary, tenure status and their prior evaluation results. Table 3 gives an overview of the different observation schedules. Educators will be notified of their observation schedule at the beginning of the school year. Each educator will have at least one observation that is unscheduled. No pre-observation meeting will occur for an unscheduled observation.

Differentiating first year probationary educators from tenured educators reflects the need to provide more feedback throughout the year in order to support and accelerate their effectiveness in the classroom. First-year probationary educators receive a minimum of 3 classroom observations (2 scheduled and 1 unscheduled). Probationary educators in year 2-5 will receive a minimum of 1 schedule and 1 unscheduled observation.

Tenured educators receive a minimum of 2 classroom observations (1 scheduled and 1 unscheduled). Tenured educators on an Individualized Development Plan (IDP) receive a minimum of 4 observations over the school year (at least 2 scheduled and 2 unscheduled). At least one of the observations will be conducted by a trained evaluator from another building/department or central office.

Tenured educators, who *during the year* need the additional support of an Individualized Development Plan (IDP), will have a minimum of 4 observations. At least one of the observations will be conducted by a trained evaluator form another building/department or central office.

Table 3. Observation Schedules

Number of Observations and Performance Feedback Reviews	Probationary Educators (First year)	Probationary Educators (Year 2-5)	Tenured Educators on IDP and Probationary Educators that are IE/ME	Tenured Educators NOT on IDP
Minimum Number of Scheduled Observations	2	1	2	1
Minimum Number of Unscheduled Observations	1	1	2	1
Number of Scheduled Observations by Observer from Different Building			1	
Feedback and Support				
Mid-Year Progress Meeting	X		X	
Self Evaluation	X	X	X	X
End of Year Review	X	X	X	X
Individualized Development Plan	X	X	X	

Mid-Year Progress Report/Evaluation (Probationary and Tenured Educators With an IDP)

The Mid-Year Progress report/evaluation is designed to provide additional support and feedback for probationary educators and tenured educators on an Individualized Development Plan (IDP).

Throughout this process, the educator's student growth data, to date, will be reviewed as will the educator's annual performance goals, including progress towards these goals. The evaluator, in consultation with the educator, will make any mid-year adjustments necessary. This includes determining next steps, making changes to or adding goals, and/or identifying additional support needed.

1. Evaluator provides feedback for each IDP Goal in Standard for Success Software Platform
2. Educator provides evidence of progress towards each IDP goal in Standard for Success Software Platform
3. In consultation with the educator, the evaluator makes changes to IDP goals or adds additional goals
4. In consultation with the educator, additional training, professional development, coaching and support is added.
5. Any changes to the Individual Development Plan must be finalized by January 26.

* *"In consultation with the educator" Evaluator seeks input on any changes from the educator. However, the evaluator does not have to incorporate any of the educator's input. The evaluator has the final determination of any changes/additions to goals and supports.*

Final Evaluation Meeting

The Final Evaluation meeting for educators will be scheduled and conducted between the educator and his/ her evaluator prior to the submission of the evaluation rating to the Human Resources Office. During this meeting, the final evaluation will be reviewed and discussed. The following will be discussed:

- Discussion of Danielson Domains 1-4
- Discussion of student growth data (Domain 5)
- Discussion of progress toward identified professional goals
- Discussion of 3-year student growth average if available
- Discussion of Attendance
- Discussion of final effectiveness rating
- Evaluator signs evaluation in Standard for Success Software Platform and requests the educator's signature

Final Summative Evaluation and Calculation
After the evaluator has rated each component in Domains 1-4 and entered student growth data results, an overall effectiveness rating will be determined based on the scale below.

RATING	SCORE
Highly Effective	100% to 95%
Effective	94.99% to 74%
Minimally Effective	73.99% to 60%
Ineffective	59.99% and below

Student Growth Measures

An educator's student growth measure will include multiple measures. The student growth component makes up 40 percent of the final evaluation rating.

NWEA Conditional Growth Index (CGI)*

Northwest Evaluation Association's (NWEA) assessment, Measures of Academic Progress (MAP), is an interim level assessment designed to measure student growth. Administered in WWPS since fall 2010, MAP delivers precision results from computer adaptive tests that produce true measures of student growth and achievement. With over three decades of longitudinal data and a consistent, stable measurement scale, student growth can be measured over time from kindergarten through high school. RIT scores are scalable, as data may be aggregated to meet the needs of all stakeholders at all levels. NWEA's MAP assessment measures and promotes growth for all students. (www. nwea.org)

*CGI will not be used for 2023-2024 due to the ongoing pandemic. Growth will be determined by calculating the percentage of students (in class, grade level, caseload, etc.) making growth in a specific subject from Fall 2023 to Spring 2024.

M-STEP Student Growth Percentile (SGP)*

Beginning in the 2019-2020 school year, the Revised School Code required 40% of a teacher's annual year-end evaluation to be based on student growth and assessment data. MCL 380.1249(2)(a)(i). The Revised School Code further provides, "for core content areas in grades and subjects in which state assessments are administered, 50% of student growth must be measured using the state assessments." MCL 380.1249(2)(a)(ii).

Schools, districts, ISDs, and PSAs using educator evaluation as a continual improvement process are encouraged to define student growth and assessment data goals over two or more points in time (Castellano and Ho, 2013). The state provides resources to use state and local data as part of a transparent, fair, and rigorous evaluation process to support professional learning, growth, and improved educator performance.

Student Growth Percentiles (SGPs) represent one powerful way to quantify the learning of individual students over one or more years. Conceptually, SGPs communicate the degree to which a student has learned in a particular domain, compared to a group of academic peers who had a comparable score on the previous test (or multiple previous tests) in that subject.

The data rubrics below reflect the requirement that for teachers of ELA and Math in grades 4-8, half of their student growth score must be based on the M-STEP. In addition, WWPS believes that teachers who do not teach ELA or Math still play a significant role in a student's success on these assessments. Therefore, these teachers should be evaluated, in part, by measuring student growth on the M-STEP, SAT and/or NWEA.

WARREN WOODS PUBLIC SCHOOLS
STUDENT GROWTH MEASURES & TARGETS
2023-2024 SCHOOL YEAR

EDUCATORS (GRADES K-3)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
NWEA – Percentage of Students in Grade Level Making Growth in Reading (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
NWEA - Percentage of Students in Grade Level Making Growth in Math (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
M-STEP – ELA and Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	25%	0-29	30-39	40-74	75+
Student Learning Objective (SLO) – Percentage of students meeting growth target	15%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target
Literacy Footprints Guided Reading Assessment – District-Wide Grade Level Elementary PLC Team Spring to Spring* Average Growth *Fall to Spring for Kindergarten Level	10%	<50% of students make 0.1 growth per month or better	50-69% of students make 0.1 growth per month or better	70-89% of students make 0.1 growth per month or better	90-100% of students make 0.1 growth per month or better

EDUCATORS (GRADES 4-5)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
M-STEP – ELA and Math (by Grade Level) Student Growth Percentile (SGP) Score (Average ELA and Math SGPS	50%	0-29	30-39	40-74	75+
NWEA - Percentage of Students in Grade Level Making Growth in Reading and/or math (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
Student Learning Objective (SLO) – Percentage of students meeting growth target	25%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target

SPECIAL/ELECTIVE EDUCATORS (ELEMENTARY LEVEL)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
M-STEP – ELA and Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	25%	0-29	30-39	40-74	75+
NWEA – Percentage of Students in Building Making Growth in Reading (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
NWEA – Percentage of Students in Building Making Growth in Math (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
Student Learning Objective (SLO) – Percentage of students meeting growth target	25%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target

SPECIAL EDUCATION EDUCATORS (ELEMENTARY LEVEL) SLI, LD/EI, & TC

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
M-STEP/MI-ACCESS – ELA and Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	25%	0-29	30-39	40-74	75+
NWEA – Percentage of Caseload Students Making Growth in Reading (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
NWEA – Percentage of Caseload Students Making Growth in Math (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
Achievement of Students' IEP Goals and Objectives	25%	<30% of students met their IEP Goals and Objectives	30-50% of students met their IEP Goals and Objectives	51-89% of students met their IEP Goals and Objectives	90-100% of students met their IEP Goals and Objectives

SPECIAL EDUCATION EDUCATORS (ELEMENTARY LEVEL) CI, SOCIAL WORK, SPEECH

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
M-STEP/MI-ACCESS – ELA and Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	25%	0-29	30-39	40-74	75+
NWEA – Percentage of Building Students Making Growth in Reading (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
NWEA – Percentage of Building Students Making Growth in Math (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
Achievement of Students' IEP Goals and Objectives	25%	<30% of students met their IEP Goals and Objectives	30-50% of students met their IEP Goals and Objectives	51-89% of students met their IEP Goals and Objectives	90-100% of students met their IEP Goals and Objectives

SPECIAL EDUCATION EDUCATORS – EARLY CHILDHOOD & K-5 – PSYCH. & NURSE

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
M-STEP/MI-ACCESS – ELA and Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	34%	0-29	30-39	40-74	75+
NWEA – Percentage of Building Students Making Growth in Reading (Fall to Spring)	33%	<10%	10-24%	25-74%	75-100%
NWEA – Percentage of Building Students Making Growth in Math (Fall to Spring)	33%	<10%	10-24%	25-74%	75-100%

SPECIAL EDUCATION EDUCATORS – EARLY CHILDHOOD/K-5 TC & OT

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
M-STEP/MI-ACCESS – ELA and Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	25%	0-29	30-39	40-74	75+
NWEA – Percentage of Building Students Making Growth in Reading or Math (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
COR Advantage - Building – Fall to Spring	25%	0-29% of students show one (1) level of growth or better	30-39% of students show one (1) level of growth or better	40-74% of students show one (1) level of growth or better	75-100% of students show one (1) level of growth or better
Achievement of Students' IEP Goals and Objectives	25%	<30% of students met their IEP Goals and Objectives	30-50% of students met their IEP Goals and Objectives	51-89% of students met their IEP Goals and Objectives	90-100% of students met their IEP Goals and Objectives

SPECIAL EDUCATION EDUCATORS – EARLY CHILDHOOD – ECSE, SOCIAL WORK, SPEECH

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
COR Advantage - Building – Fall to Spring	34%	0-29% of students show one (1) level of growth or better	30-39% of students show one (1) level of growth or better	40-74% of students show one (1) level of growth or better	75-100% of students show one (1) level of growth or better
COR Advantage – Individual Caseload – Fall to Spring	33%	0-29% of students show one (1) level of growth or better	30-39% of students show one (1) level of growth or better	40-74% of students show one (1) level of growth or better	75-100% of students show one (1) level of growth or better
Achievement of Students' IEP Goals and Objectives	33%	<30% of students met their IEP Goals and Objectives	30-50% of students met their IEP Goals and Objectives	51-89% of students met their IEP Goals and Objectives	90-100% of students met their IEP Goals and Objectives

LITERACY/MATH SPECIALISTS/INTERVENTIONISTS AND LITERARY/MATH COACHES (ELEMENTARY LEVEL)

*Literacy Specialists who teach literacy in a K-1 classroom will use their Reading Recovery caseload and classroom data.

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
M-STEP – ELA or Math Building Wide Student Growth Percentile (SGP) (Average ELA SGP of all Students)	50%	0-29	30-39	40-74	75+
NWEA - Percentage of Students on Caseload Making Growth in Reading or Math (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
Student Learning Objective (SLO) – Percentage of students meeting growth target	25%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target

ELA, MATH, SCIENCE, AND SOCIAL STUDIES EDUCATORS (GRADE 6)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
M-STEP – ELA and Math (by Grade Level) Student Growth Percentile (SGP) (ELA and/or Math SGP of all Students in Grade)	50%	0-29	30-39	40-74	75+
NWEA - Percentage of Students in Grade Level Making Growth in Reading or Math (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
Student Learning Objective (SLO) – Percentage of students meeting growth target	25%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target

ELA AND/OR MATH EDUCATORS (GRADE 7)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
M-STEP – ELA or Math (by Grade Level) Student Growth Percentile (SGP) Score (Average ELA or Math SGPS)	50%	0-29	30-39	40-74	75+
NWEA - Percentage of Students in Grade Level Making Growth in Reading or Math (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
Student Learning Objective (SLO) – Percentage of students meeting growth target	25%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target

ELA AND/OR MATH EDUCATORS (GRADE 8)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
M-STEP/PSAT – Percentage of Students Advanced or Proficient in ELA or Math (by Grade Level)	50%	<10%	10-24%	25-54%	55-100%
NWEA - Percentage of Students in Grade Level Making Growth in Reading or Math (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
Student Learning Objective (SLO) – Percentage of students meeting growth target	25%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target

SOCIAL STUDIES EDUCATORS (GRADES 7-8)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
M-STEP – ELA and Math (by Grade Level) Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students in Grade)	50%	0-29	30-39	40-74	75+
NWEA - Percentage of Students in Grade Level Making Growth in Reading or Math (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
Student Learning Objective (SLO) – Percentage of students meeting growth target	25%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target

SCIENCE EDUCATORS (GRADES 7-8)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
M-STEP – ELA and Math (by Grade Level) Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students in Grade)	50%	0-29	30-39	40-74	75+
NWEA - Percentage of Students in Grade Level Making Growth in Reading or Math (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
Student Learning Objective (SLO) – Percentage of students meeting growth target	25%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target

SPECIAL/ELECTIVE EDUCATORS (GRADES 6-8)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
M-STEP – ELA and Math (by Grade Level) Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students in Grade)	50%	0-29	30-39	40-74	75+
NWEA – Percentage of Students in Building Making Growth in Reading or Math (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
Student Learning Objective (SLO) – Percentage of students meeting growth target	25%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target

SPECIAL EDUCATION EDUCATORS (GRADES 6-8) CLASSROOM

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
M-STEP/MI-ACCESS – ELA and Math (Building or Grade Level as applicable) Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students in Grade or Building)	50%	0-29	30-39	40-74	75+
NWEA – Percentage of Students in Building Making Growth in Reading and/or Math (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
Achievement of Caseload Students' IEP Goals and Objectives	25%	<30% of students met their IEP Goals and Objectives	30-50% of students met their IEP Goals and Objectives	51-89% of students met their IEP Goals and Objectives	90-100% of students met their IEP Goals and Objectives

NURSE (GRADES 6-8)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
M-STEP/MI-ACCESS – ELA and Math (Building or Grade Level as applicable) Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students in Grade or Building)	50%	0-29	30-39	40-74	75+
NWEA – Percentage of Students in Building Making Growth in Reading and/or Math (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
Student Learning Objective (SLO) – Percentage of students meeting growth target	25%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target

SCHOOL COUNSELORS (GRADES 6-8)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
M-STEP – ELA and Math (Building wide) Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students	50%	0-29	30-39	40-74	75+
NWEA - Percentage of Students on Caseload Making Growth in Reading or Math (Fall to Spring)	25%	<10%	10-24%	25-74%	75-100%
Student Learning Objective (SLO) – Percentage of students meeting growth target	25%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target

ENGLISH LANGUAGE ARTS AND SOCIAL STUDIES EDUCATORS (GRADES 9-12)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
Student Learning Objective (SLO) – Percentage of students meeting growth target	50%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target
State Assessment (SAT) – ELA or Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	25%	0-29	30-39	40-74	75+
Course Credit – Percentage of students passing the teacher's classes	25%	<30% of students passed teachers classes	30-50% students passed teachers classes	51-89% students passed teachers classes	90-100% students passed teachers classes

MATH EDUCATORS (GRADES 9-12)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
Student Learning Objective (SLO) – Percentage of students meeting growth target	50%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target
State Assessment (SAT) – ELA or Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	25%	0-29	30-39	40-74	75+
Course Credit – Percentage of students passing the teacher's classes	25%	<30% of students passed teachers classes	30-50% students passed teachers classes	51-89% students passed teachers classes	90-100% students passed teachers classes

SCIENCE EDUCATORS (GRADES 9-12)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
Student Learning Objective (SLO) – Percentage of students meeting growth target	50%	<30% of students met target	30-50% of students met target	51-89% of students met target	75-100%
State Assessment (SAT) – ELA or Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	25%	0-29	30-39	40-74	75+
Course Credit – Percentage of students passing the teacher's classes	25%	<30% of students passed teachers classes	30-50% students passed teachers classes	51-89% students passed teachers classes	75-100%

SPECIAL/ELECTIVE EDUCATORS (GRADES 9-12)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
Student Learning Objective (SLO) – Percentage of students meeting growth target	50%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target
State Assessment (SAT) – ELA or Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	25%	0-29	30-39	40-74	75+
Course Credit – Percentage of students passing the teacher's classes	25%	<30% of students passed teachers classes	30-50% students passed teachers classes	51-89% students passed teachers classes	90-100% students passed teachers classes

SPECIAL EDUCATION EDUCATORS (GRADES 9-12) CLASSROOM, TC, SPEECH, & PT

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
Student Learning Objective (SLO) – Percentage of students meeting growth target	50%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target
State Assessment (SAT) – ELA or Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	25%	0-29	30-39	40-74	75+
Achievement of Individual Caseload IEP Goals and Objectives	25%	<30% of students met their IEP Goals and Objectives	30-50% of students met their IEP Goals and Objectives	51-89% of students met their IEP Goals and Objectives	90-100% of students met their IEP Goals and Objectives

SPECIAL EDUCATION EDUCATORS (GRADES 9-12) OT, NURSE, PSYCH. & 504

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
Student Learning Objective (SLO) – Percentage of students meeting growth target	50%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target
State Assessment (SAT) – ELA or Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	25%	0-29	30-39	40-74	75+
Achievement of Individual Caseload IEP Goals and Objectives	25%	<30% of students met their IEP Goals and Objectives	30-50% of students met their IEP Goals and Objectives	51-89% of students met their IEP Goals and Objectives	90-100% of students met their IEP Goals and Objectives

SCHOOL COUNSELORS (GRADES 9-12)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
Student Learning Objective (SLO) – Percentage of students meeting growth target	50%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target
State Assessment (SAT) – ELA or Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	25%	0-29	30-39	40-74	75+
Course Passage Rate (Building-Wide)	25%	<30% of students passed	30-50% students passed	51-89% students passed	90-100% students passed

CONTENT COACHES (GRADES 6-12)

Student Growth Measures	% of Student Growth Score	Ineffective	Minimally Effective	Effective	Highly Effective
Student Learning Objective (SLO) – Percentage of students meeting growth target	50%	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target
State Assessment (M-STEP, PSAT,SAT) – ELA or Math Building Wide Student Growth Percentile (SGP) (Average ELA or Math SGP of all Students)	25%	0-29	30-39	40-74	75+
Course Passage Rate (Building-Wide)	25%	<30% of students passed	30-50% students passed	51-89% students passed	90-100% students passed

Appendix

- Framework for Teaching Evaluation Instrument
- 2019 MAP Growth grade-level test guidance (K-2 to 2-5)
- NWEA Student Growth Summary 2018-2019
- When to transition students from MAP Growth 2-5 to 6+
- Measuring Student Growth for Educators