

**BOND COUNTY UNIT #2 TEACHER EVALUATION  
STUDENT GROWTH COMPONENT**

All certified staff will have student growth included as part of their evaluation with the exception of guidance counselors, librarians, social workers, psychologists, non-certified staff, and school nurses.

**Student Growth Terminology**

Type I Assessment – Measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond the state.

Type II Assessment – Assessment developed, adopted, or approved by the school district and used on a district wide basis by all teachers in a given grade or subject area.

Type III Assessment – Any assessment that is rigorous, aligned to the course’s curriculum, and determined by the evaluator and teacher to measure student learning.

**Assessment Information**

The assessments to be used for the student growth component will be administered in the fall semester of the teacher’s summative evaluation year. The two assessments will be determined based on the schedule below:

<b>Grade/Subject</b>	<b>First Assessment</b>	<b>Second Assessment</b>
Pre-K	Type II	Type III
K-5	Type I - Dibels	Type III
6-12	Type II - Content Area Assessment	Type III
Special Education	Follow Regular Education guidelines with accommodations as per IEP	
Physical Education/Driver Education	Type III	Type III
Music/Art	Type II or III - Content Area Assessment	Type III
Title	Type I - Dibels	Type III

## Type II Assessment Information

Type II Assessments used for grades 6-12 will be the course in which the teacher has the highest number of students and will include all periods of that course. For self-contained sixth grade classrooms, the Type II will be the highest number of students in math or language arts. All Type II assessments will be administered the same way.

Type III Assessments will be agreed upon by the teacher and the certified evaluator. The assessment should:

- Be applicable to the purpose of the class and reflect the skills students have the opportunity to develop in the class
- Produce data that is timely and useful for immediate instructional improvement
- Produce data that are available for the evaluation of the teachers whose students are being measured
- Align with national, state, or district standards to measure the appropriate concepts/skills
- Be reliable by producing consistent results for students over time
- Are consistently administered and data collected using assessment instruments are secure
- Are practical because they meet the district's needs/constraints for timing, cost, stakeholder, buy-in, administration logistics, time required, and test security
- Are valid because they accurately measure the intended content

The criteria for Type III assessments include the following:

<b>Assessment Criteria for Traditional Assessments</b>	<b>Assessment Criteria for Performance-Based Assessments</b>
At least 4 national, state, or district standards, based upon course or subject and grade-level are labeled on the assessment	Sufficient number of national, state, or district standards, based upon course or subject and grade-level
3-5 items or tasks for each standard/skill	Grade level or developmentally appropriate for class/course
Covers at least 2 Depth of Knowledge levels that are labeled on the assessment	Scoring is objective (rubrics and scoring guides must be included)
Uses a variety of item types to accurately gauge student growth	Item type and length of assessment is appropriate for grade level/subject
Grade level or developmentally appropriate for class/course	Question stem and answer choices are clear, free from bias, and do not cue the correct answer

<b>Assessment Criteria for Traditional Assessments (cont.)</b>	<b>Assessment Criteria for Performance-Based Assessments (cont.)</b>
Scoring is objective (includes scoring guides/rubrics)	
Item type and length of assessment is appropriate for the grade-level subject	
Question stem and answer choices are clear, free from bias, and do not cue the correct answer	

**Growth Calculation and Rating**

Acceptable growth for assessments will be based on the percentages of students who meet the acceptable growth target set by the joint committee. Acceptable growth for assessments is defined as an increase in student score from pre-test to post-test. Pre-test results will be maintained by the teacher only and not shared with students. Teachers will submit their growth data to their evaluator by January 31.

Below are the rating levels based on the percentage of students making acceptable growth.

Teacher Rating for Student Growth	Percentage of Students Who Met the Target
4 – Distinguished/Excellent	92% - 100%
3 – Proficient	80% - 91%
2 – Needs Improvement	68% - 79%
1 – Unsatisfactory	Below 68%

## FINAL RATING

The student growth component will comprise 30% of a teacher's overall summative rating. Two assessments will be used to determine student growth and each will be weighted equally towards the 30%.

<b>Example of Teacher Rating Calculation</b>	<b>Rating</b>	<b>Percent of Evaluation</b>	<b>Weighted Total</b>
Growth Rating First Assessment	3	.15	.45
Growth Rating Second Assessment	4	.15	.60
Performance Evaluation Rating	3	.70	2.10
<b>Final Rating</b>			<b>3.15</b>

## Final Summative Rating

Excellent	3.5 - 4.0
Proficient	2.7 - 3.49
Needs Improvement	1.7 - 2.69
Unsatisfactory	0 - 1.69

## Student Population

The following criteria have been identified for Student Population portion of student growth:

Attendance – Students with 80% attendance or higher during the unit being assessed will be included in the student growth calculation.

Enrollment – Students who are enrolled for the pre-test and continuously enrolled through the post-test will be included in the student growth calculation.

Special Education – Students who are eligible for alternate PARCC assessment (DLM) will not be included.

Exceptions – Teachers can note students for exceptions and present information to their evaluator if they feel they should not be included in the student growth component for any other circumstances. Exceptions can be allowed on an individual student basis for special circumstances as determined by the evaluator.

### **Mid-Point Data Review**

Teachers should conduct reviews of their student growth data at the mid-point of their assessment cycle. They may request a meeting with their evaluator to discuss this data if they so desire. This data will not be used as part of the teacher's evaluation rating but is intended for teacher reflection and to guide instruction.