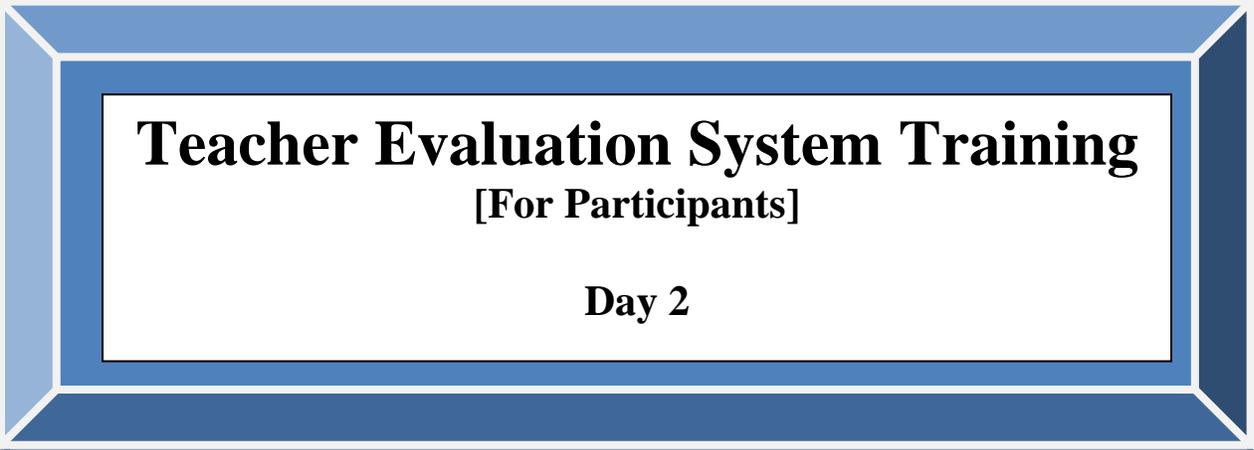


*Virginia Department of Education
Division of Teacher Education and Licensure
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120*



Teacher Evaluation System Training
[For Participants]

Day 2

Teacher Evaluation Summer Institutes 2012

August 2012

**Virginia Department of Education Teacher Evaluation System Training:
Day 2 Participants**

Time	Topic	Documents Needed	Page in Participant Material
8:30-8:50	Reflections on Day 1		
8:50-9:10	Overview of Standard 7	<i>Connecting Teacher Evaluation to Student Academic Progress Slides</i>	D2P-4
9:10-10:00	Student Achievement Goal Setting	<i>Student Achievement Goal Setting Slides</i>	D2P-9
		<i>Guidelines for Assessment Use in Student Achievement Goal Setting</i>	D2P-46
		<i>Possible Assessments Measures for Use in Student Achievement Goal Setting</i>	D2P-487
		<i>Goal Setting Implementation Rubrics</i>	D2P-53
10:00-10:15	<i>Break</i>		
10:15-11:45	Student Achievement Goal Setting (continued)		
11:45-12:30	<i>Lunch</i>		
12:30-2:00	Student Growth Percentiles	<i>Student Growth Percentile Model Slides</i>	D2P-59
		<i>Interpreting Student Growth Percentile Data Activity</i>	D2P-78
2:00-2:15	<i>Break</i>		
2:15-3:30	Student Growth Percentiles (continued)		
3:30-4:00	End of Day Processing	<i>Division Roll-Out Discussion Guide</i>	D2P-85

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Slide 0

Connecting Teacher Evaluation to Student Academic Progress

Implementing Standard 7

August 2012

0



Slide 1

Standard 7: Student Academic Progress



Slide 2

Standard 7: Student Academic Progress



Slide 3

Standard 7: Student Academic Progress

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.
- 7.2 Documents the progress of each student throughout the year.
- 7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.
- 7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.



3

Slide 4

Standard 7: Student Academic Progress

Exemplary*	Proficient Proficient is the expected level of performance.	Developing/ Needs Improvement	Unacceptable
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

4

Slide 5

Standard 7: Student Academic Progress

- Include multiple measures of student academic progress (at least two)
- Include Student Growth Percentiles (SGPs) when available and appropriate
- Use student achievement goal setting or other measures of student progress
- Account for 40 percent of the teacher's Summative Performance Evaluation

Source: 2011 Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers


5

Slide 6

Standard 7: Student Academic Progress

Teachers	Percentage of Evaluation Based on Student Growth Percentiles (SGPs)	Percentage of Evaluation Based on Other Student Academic Progress Measures
Reading and mathematics for whom SGPs are available	20	20
Support reading and mathematics for whom SGPs are available	No more than 20	20 to 40
No direct or indirect role in teaching reading or mathematics in grades where SGPs are available	N/A	40

Source: 2011 Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers

6

Slide 7

Standard 7: What We Need to Know



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EDUCATION

Standard 7: What We Need to Know

- 3. What should we know to include other measures of student academic progress?**
- 4. How do we synthesize multiple measures of student academic progress to rate a teacher on Standard 7: Student Academic Progress?**



Slide 0

Student Achievement Goal Setting

What should we know to use **student achievement goal setting** in a teacher's performance evaluation?

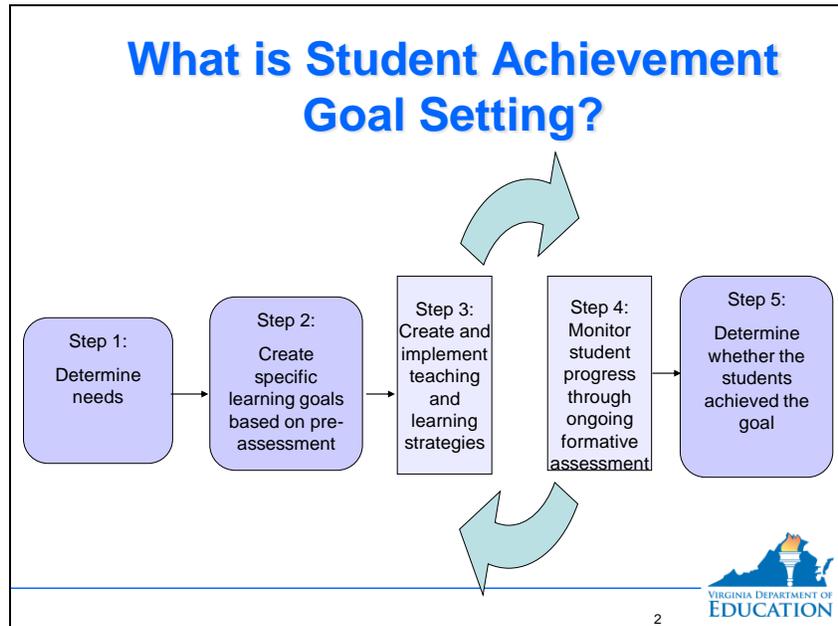


Slide 1

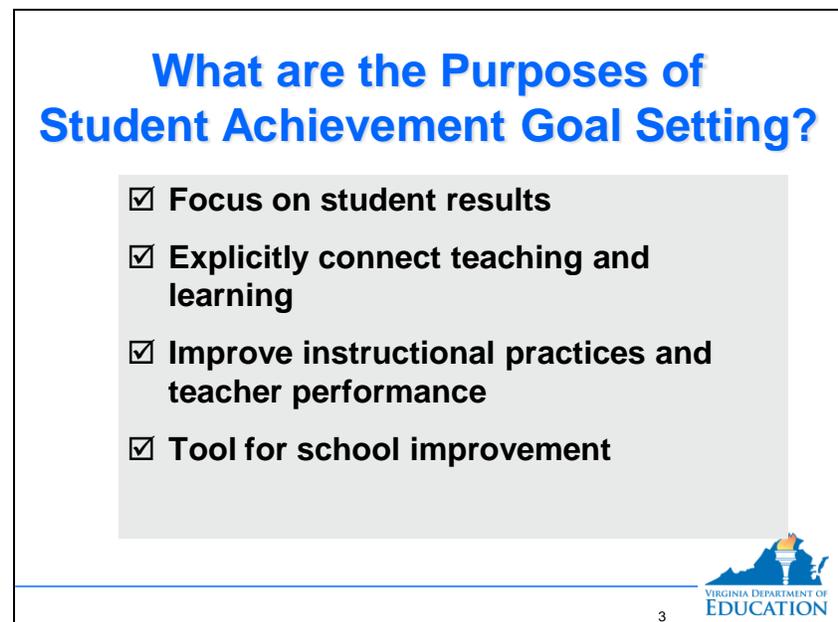
Why Consider Student Achievement Goal Setting?

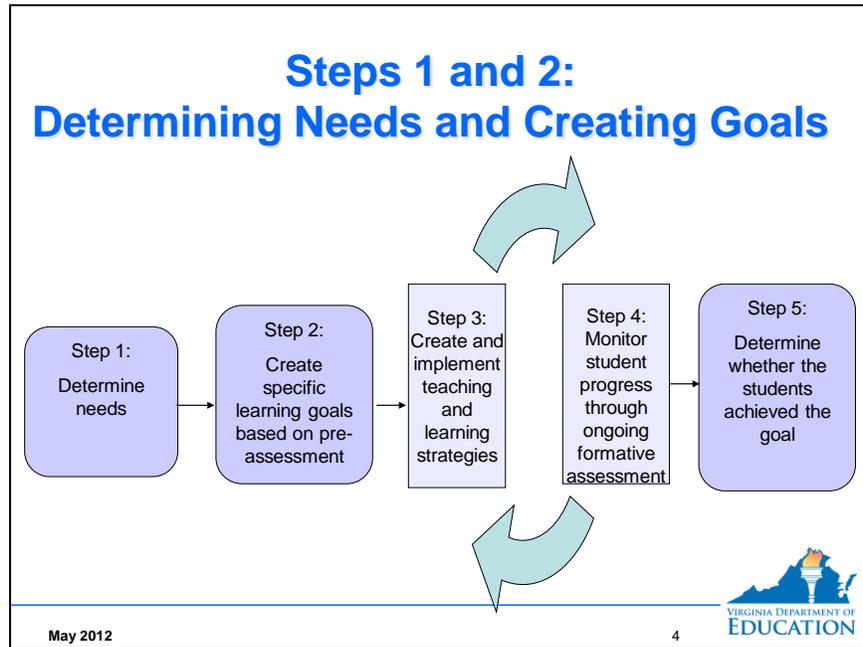


Slide 2



Slide 3





What is a Student Achievement Goal?

Goal ... a statement of an intended outcome of your work:

Student Learning

Distinct from Strategies

- ✓ *Strategies = Means*
- ✓ *Goal = End*
- ❖ *“Are you going to New York or by train?”*



Writing a SMART Goal

S

Specific
The goal is focused; for example, by content area, by learners' needs

M

Measurable
An appropriate instrument/measure is selected to assess the goal

A

Appropriate
The goal is within the teacher's control to effect change

R

Realistic
The goal is feasible for the teacher

T

Time-bound
The goal is contained to a single school year



6

Assessing Rigor of Goals

Goal Setting Rubric for Feedback		
CANNOT MOVE FORWARD	CANNOT MOVE FORWARD	MOVE FORWARD
The student learning and academic achievement goals are unrelated to identified student needs.	The student achievement goal is related to identified student needs, but does not reflect acceptable growth through the course of the year. Sufficient rigor is lacking.	The student learning and academic achievement goal is rigorous and attainable, and reflects acceptable growth during the course or school year for all students.

7

Progress (Growth) vs. Achievement Goals

PROGRESS

Students will score X% greater on the post-test than on the pre-test.

OR

Students will increase their performance by X performance level on the rubric.

ACHIEVEMENT

X% of students will achieve a score of X or higher.

8



Sample SMART Goal

In the current school year, all students will make measurable progress in the area of two-dimensional landscape. Using a 24-point division-developed rubric to measure texture, form, space, color, tone, and line (in which 20 points is considered proficient) all students will improve at least 6 points throughout the course of the year. Students scoring a level 20 or higher will further advance their skills by learning another artistic style, such as still life.

9



Slide 10

Sample SMART Goal

- ✓ **Specific:** Focused on two-dimensional landscape
- ✓ **Measurable:** Rubric used to assess performance
- ✓ **Appropriate:** The teacher teaches the content and skills contained in middle school art
- ✓ **Realistic:** The goal of increasing student performance by at least six points is realistic
- ✓ **Time-bound:** Goal attainment can be addressed by the end of the year with a performance task scored by a division-developed rubric



10

Slide 11

Teacher E

Grade 5



11

Goal Setting for Student Academic Progress Form

Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells.

Teacher's Name Teacher E

Subject/Grade Fifth-Grade

School Year 2012 - 2013

Evaluator's Name Assistant Principal E

Abbreviated Goal Setting Student Academic Progress Form
--

Initial Goal Submission (due by 9/30 to the evaluator)

I. Setting (Describe the population and special learning circumstances.)	Yourtown Elementary School is located in an urban setting and has an enrollment of 296 students in grades KG-5 with an average daily attendance of 85 percent. Last year, 64 percent of the students passed the Reading SOL (compared to 46 percent the year before) and 70 percent of the students passed the Mathematics SOL (compared to 30 percent the year before).
II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data.)	Reading Instruction
III. Baseline Data (What does the current data show?)	Based on curriculum based reading assessment results for current year, students on grade level in August made only 4 months gain by the end of the year as compared to above and below grade level students who made 1 year's gain or more. <input checked="" type="checkbox"/> Data attached
IV. Goal Statement (Describe what you want learners/program to accomplish.)	In current school year, the student will achieve an average of one year's gain using the curriculum-based reading assessment for students below, on, and above grade level as tested in August.

Growth Report: Curriculum Based Reading Assessment
Yourtown Elementary School

Grade: 5

Teacher: Teacher E

Student	August Pre-Test GE	January Mid-Year GE	June Post-Test GE	Pre-Post Change in GE
Annie	2.7	2.8	3	0.3
Billy	4.7	5.6	6.3	1.6
Curly	5.1	4.8	5	-0.1
Dolly	3.9	4.6	5	1.1
Ellie	4.3	4.4	5	0.7
Frankie	4.6	4.8	5.8	1.2
Gilbert	3.1	3.8	3.9	0.8
Howie	6.3	6.6	7.6	1.3
Iggie	5.8	6.4	7.2	1.4
Jamal	6	6.5	7.4	1.4
Kindra	5.8	5.6	6.2	0.4
Larry	4.5	4.8	5.5	1
Moe	3.4	3.6	4	0.6
Nellie	5	4.5	4.8	-0.2
Opprah	5.2	5.8	5.9	0.7
Polly	4.9	5.5	5.7	0.8
Quenton	3	3.8	4.1	1.1
Randy	6.1	6.6	7.5	1.4
Sam	4.9	5	5.7	0.8
Average	4.7	5.0	5.6	0.9

Notes:

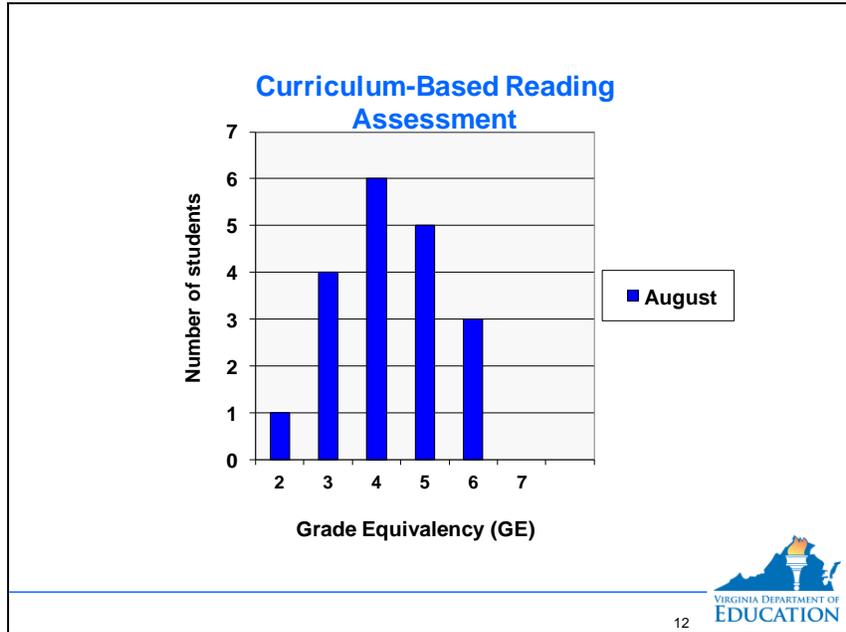
GE - Grade Equivalent: The grade level for which a given score is the real or estimated average as compared with other students of the same grade or age on a given test.

On Grade Level = GE plus or minus 2 months

Below Grade Level = GE more than 2 months below grade placement

Above Grade Level = GE more than 2 months above grade placement

Slide 12



Slide 13

Teacher E's Goal

Goal Statement:

In the current school year, the students will achieve an average of one year's gain using the curriculum-based reading assessment for students below, on, and above grade level as tested in August.

A good goal statement is one that is...

- ✓ Specific
- ✓ Measurable
- ✓ Appropriate
- ✓ Realistic
- ✓ Time-bound

VIRGINIA DEPARTMENT OF EDUCATION

13

Teacher F's Goal

Goal Statement:

During this school year, my students will improve on word knowledge and oral reading skills.

A good goal statement is one that is...

- ✓ **Specific**
- ✓ **Measurable**
- ✓ **Appropriate**
- ✓ **Realistic**
- ✓ **Time-bound**



Goal Setting Critique

Review the goal setting forms and decide if the goal statement is **SMART**. Give specific aspects of the goals as evidence.

Teacher F – Second Grade Teacher

Aspect of Goal Statement	Evidence
Specific	
Measurable	
Appropriate	
Realistic	
Time-Bound	

Teacher G – High School Government Teacher

Aspect of Goal Statement	Evidence
Specific	
Measurable	
Appropriate	
Realistic	
Time-Bound	

SMART Goal Feedback: Rigor		
CANNOT MOVE FORWARD	CANNOT MOVE FORWARD	MOVE FORWARD
Goal is unrelated to identified student needs.	Goal is related to identified student needs, but does not reflect acceptable growth during the course of the school year. Sufficient rigor is lacking.	Goal is rigorous, attainable, and reflects acceptable growth during the course or school year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Abbreviated Goal Setting Student
Academic Progress Form**

Goal Setting for Student Academic Progress Form

Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells.

Teacher's Name Teacher F

Subject/Grade All/Grade 2 **School Year** 2012 - 2013

Evaluator's Name Assistant Principal C

Initial Goal Submission (due by 9/30 to the evaluator)

I. Setting (Describe the population and special learning circumstances.)	Yourtown Elementary School is located in an urban setting and has an enrollment of 296 students in grades KG-5 with an average daily attendance of 85 percent. Last year, 46 percent of the students passed the state English proficiency test (compared to 38 percent in the previous year) and 54 percent of the students passed the Mathematics proficiency test (compared to 44 percent the previous year).	
II. Content/Subject/Field Area (The area/topic addressed is based on learner achievement, data analysis, or observational data.)	Early Literacy Skills	
III. Baseline Data (What does the current data show?)	Based on the fall PALS administration, 5 out of 18 students failed to meet the summed benchmark. Four out of 18 students failed to meet the benchmark for spelling and 7 failed to meet the first-grade benchmark. <input checked="" type="checkbox"/> Data attached	
IV. Goal Statement (Describe what you want learners/program to accomplish.)	During this school year, my students will improve on word knowledge and oral reading fluency.	
V. Means for Attaining Goal (Strategies used to accomplish the goal)		
Strategy	Evidence	Target Date
<i>Reading specialist to review my overall literacy program and specific lesson plans for ideas on how to enhance the decoding skills, reading fluency, comprehension and basic vocabulary of students.</i>	<i>Meeting scheduled</i>	<i>September 15</i>
<i>I will explore additional resources such as computer software and tutoring to meet the varying needs of students in my class.</i>	<i>Use of software Improved reading scores on the reading inventory</i>	<i>April 1 May</i>
<i>Get professional development in reading.</i>	<i>College grade in course Attendance at state reading conference</i>	<i>January October</i>

Teacher F – Fall Class Summary of PALS administration

	Word Knowledge									B	C	Oral Reading				SUMMED SCORE
	SPELLING	PREPRIMER	PRIMER	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE	LEVEL B SCORES	LEVEL C SCORES	INSTRUCTIONAL READING LEVEL				
MAXIMUM	48	20	20	20	20	20	20	20	20	77	60	6th	N/A	3	6	68
1. ID	18	19	10	9								btw	PP/P			
2.	32		20	13								P *				
3.	40			20	20	19	9					3rd *				
4.	25			18	10							btw	1/2 *			
5. ID	24		18	12								btw	P/1 *			
6. ↑	43			20	20	20	16	14				4th *				
7.	35			20	16	9						2nd *				
8. ID	20		16	10								P				
9.	28		20	17	6							1st				
10.	36			20	20	12						btw	2/3			
11.	36			19	20	19	14					3rd				
12. ↑	23			20	20	19	15	10				4th *				
13.	19		19	13								btw	P/1 *			
14. ID	8	19	12	12								btw	PP/P			
15.	31			19	19	16	11					3rd *				
16. ↑	33			19	20	20	17	11				btw	4/5			
17.	19		19	12								btw	P/1			
18.	34			20	17	14						2nd *				
BENCHMARK	20	-	-	15	-	-	-	-	-	75	-	-	-	-	-	-

If the instructional oral reading level is between levels, the rate, fluency rating, and comprehension scores for the lower level are displayed.

Better Goal for Teacher F?

Goal Statement:

During this school year, 100 percent of my students will improve in word knowledge and oral reading as measured by PALS. Each student will move up at least a grade level in instructional reading level from fall to spring.



Teacher F: Assessing Rigor of Goals

Goal Setting Rubric for Feedback		
CANNOT MOVE FORWARD	CANNOT MOVE FORWARD	MOVE FORWARD
The student learning and academic achievement goals are unrelated to identified student needs.	The student achievement goal is related to identified student needs, but does not reflect acceptable growth through the course of the year. Sufficient rigor is lacking.	The student learning and academic achievement goal is rigorous and attainable, and reflects acceptable growth during the course or school year for all students.

Teacher G's Goal

Goal Statement:

For the current school year, my students will have the knowledge and skills to be productive members of their society because they will be able to analyze primary and secondary source documents.

A good goal statement is one that is...

- ✓ **Specific**
- ✓ **Measurable**
- ✓ **Appropriate**
- ✓ **Realistic**
- ✓ **Time-bound**



**Abbreviated Goal Setting Student
Academic Progress Form**

Goal Setting for Student Academic Progress Form

Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells.

Teacher's Name Teacher G

Subject/Grade High School Govt. **School Year** 2012 - 2013

Evaluator's Name Assistant Principal D

Initial Goal Submission (due by 9/30 to the evaluator)

I. Setting (Describe the population and special learning circumstances.)	I teach 77 students. Twenty six (34 percent) have been identified as needing help in reading. Fourteen (18 percent) received special education services. Five students (6 percent) speak English as a second language. Forty-five students (58 percent) receive free and reduced price lunch.	
II. Content/Subject/Field Area (The area/topic addressed is based on learner achievement, data analysis, or observational data.)	I will focus on American Government, specifically the Virginia Standards of Learning, GOVT 1. This class is a requirement for high school graduation. One of the areas in which students have difficulty is in analyzing primary and secondary source documents. Our department, as a whole, has decided to focus on this skill found in GOVT 1.	
III. Baseline Data (What does the current data show?)	I administered a baseline assessment developed by my social studies department in which students were given both primary and secondary source documents and asked to analyze them. Forty-five students attempted but their skills need developing, 25 students are developing skills, six students were proficient, and one student is entering with exemplary skills. <input checked="" type="checkbox"/> Data attached	
IV. Goal Statement (Describe what you want learners/program to accomplish.)	For the current school year, my students will have the knowledge and skills to be productive members of their society because they will be able to analyze primary and secondary source documents.	
V. Means for Attaining Goal (Strategies used to accomplish the goal)		
Strategy	Evidence	Target Date
<i>Plan cooperatively with American Government teachers and share instructional materials.</i>	<i>Monthly meetings Examples of shared materials</i>	<i>Ongoing (September – May)</i>
<i>Use frequent formative assessment with students to provide feedback and modify instruction.</i>	<i>Lesson Plans Copies of teacher-made formative assessments</i>	<i>Ongoing (September – May)</i>
<i>Incorporate focused instruction in key content areas as prescribed by the Virginia Standards of Learning.</i>	<i>Lesson Plans</i>	<i>Ongoing (September – May)</i>

Teacher G

Student Scores on Pre-Assessment in Analyzing Primary and Secondary Source Documents

Rubric Element	Exemplary	Proficient	Developing	Attempted
Analysis of Primary Source	1	6	25	45
Knowledge of Historical Context	1	6	25	45
Identification of Key Concepts	1	6	25	45
Resources	1	6	25	45

Better goal for Teacher G?

Goal Statement:

During this school year, 100 percent of my students will improve in analyzing primary and secondary source documents. Each student will increase his/her ability to analyze documents by one level on the rating rubric. Furthermore, students at the “attempted” level will increase by two performance levels.



Teacher G: Assessing Rigor

Goal Setting Rubric for Feedback		
CANNOT MOVE FORWARD	CANNOT MOVE FORWARD	MOVE FORWARD
The student learning and academic achievement goals are unrelated to identified student needs.	The student achievement goal is related to identified student needs, but does not reflect acceptable growth through the course of the year. Sufficient rigor is lacking.	The student learning and academic achievement goal is rigorous and attainable, and reflects acceptable growth during the course or school year for all students.

Slide 20

Teacher H

High School English Teacher



20

Slide 21

Professional's Name: <u>Teacher H</u> Worksite <u>Yourtown High School</u> Job Title: <u>English Teacher</u> School Year <u>2012- 13</u>		
I. Setting (Describe the population and special learning circumstances)	This goal is based on one of my English Grade 10 classes which has 30 students. Five of the students qualify for special services and have IEPs.	
II. Content/Subject/Field Area (The area/topic addressed is based on learner achievement, data analysis, or observational data)	I will focus on essay writing. Our school is focusing on increasing writing scores. Over the past three years, the percent passing has been 74 percent, 78 percent, and 81 percent. We are seeing a positive trend in writing and will continue to focus on this area.	
III. Baseline Data (What does the current data show?)	I administered a writing prompt at the beginning of the year and used a four-point rubric to score the responses, scoring both according to critical element and holistically. The data indicate that six students scored at performance level 1, 11 students scored at performance level 2, ten students scored at performance level 3, and three students scored at performance level 4. ✓ Data attached	
IV. Goal Statement (Describe what you want learners/program to accomplish)	For the current school year, 100 percent of my students will make measurable progress in writing. Students scoring at a "1" will increase by two performance levels. Students scoring at a "2" or "3" will increase by one performance level. Students scoring at a "4" will maintain high performance.	
V. Means for Attaining Goal (Activities used to accomplish the goal)		
Strategy	Measurable By	Target Date
Use modified pacing to attend to student needs.	Copies of modified pacing	Ongoing (September– May)
Use frequent formative assessment with students to provide feedback and modify instruction.	Lesson Plans Copies of teacher-made formative assessments	Ongoing (September – May)
Incorporate focused instruction in key content areas as prescribed by the State Standards of Learning.	Lesson Plans	Ongoing (September – May)



21

Progress Form

Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells.

Teacher's Name: Teacher H

Subject/Grade High School English

School Year 2012 - 2013

Evaluator's Name Assistant Principal J

Initial Goal Submission (due by 9/30 to the evaluator)

I. Setting (Describe the population and special learning circumstances.)	This goal is based on one of my English Grade 10 classes which has 30 students. Five of the students qualify for special services and have IEPs.	
II. Content/Subject/Field Area (The area/topic addressed is based on learner achievement, data analysis, or observational data.)	I will focus on essay writing. Our school is focusing on increasing writing scores. Over the past three years, the percent passing has been 74 percent, 78 percent, and 81 percent. We are seeing a positive trend in writing and will continue to focus on this area.	
III. Baseline Data (What does the current data show?)	I administered a writing prompt at the beginning of the year and used a four-point rubric to score the responses, scoring both according to critical element and holistically. The data indicate that six students scored at performance level 1, 11 students scored at performance level 2, ten students scored at performance level 3, and three students scored at performance level 4. ✓ Data attached	
IV. Goal Statement (Describe what you want learners/program to accomplish.)	For the current school year, 100 percent of my students will make measurable progress in writing. Students scoring at a "1" will increase by two performance levels. Students scoring at a "2" or "3" will increase by one performance level. Students scoring at a "4" will maintain high performance.	
V. Means for Attaining Goal (Strategies used to accomplish the goal)		
Strategy	Evidence	Target Date
Use modified pacing to attend to student needs.	Copies of modified pacing	Ongoing (September – May)
Use frequent formative assessment with students to provide feedback and modify instruction.	Lesson Plans Copies of teacher-made formative assessments	Ongoing (September – May)
Incorporate focused instruction in key content areas as prescribed by the state standards.	Lesson Plans	Ongoing (September – May)

Teacher H Midyear Review

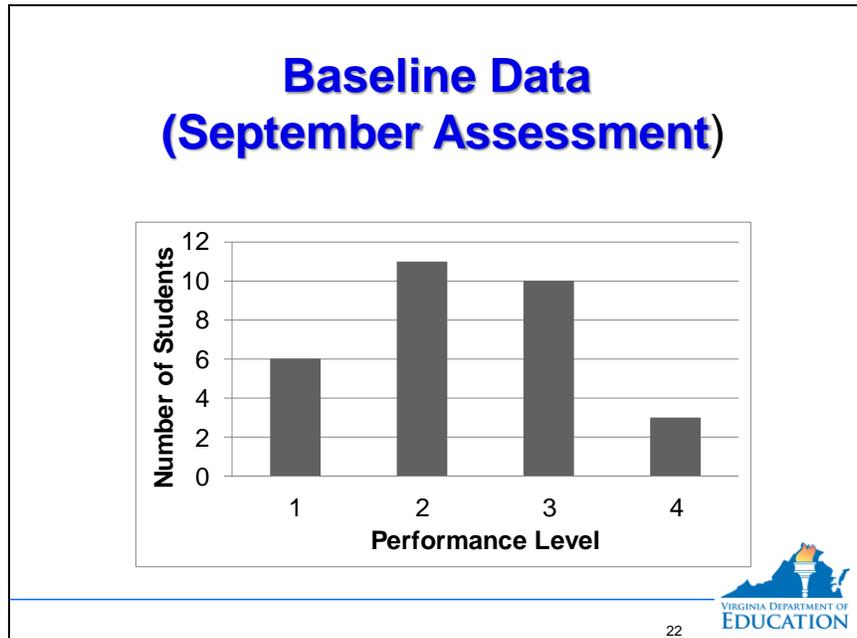
I administered a writing prompt at midyear and students are making gains. At midyear, three students were at Level 1, eleven at Level 2, ten at Level 3, and six at Level 4. I am going to begin implementing self-assessment and peer assessment using the rubric. Some students are making gains and have increased to the next level.

Baseline, Midyear, and End of Year Data

Level	Baseline	Midyear	End of Year
1	6	3	2
2	11	11	2
3	10	10	11
4	3	6	15

End of Year Data Results

	<i>Number</i>	<i>Percent</i>
<i>Did not meet goal</i>	5	17
<i>Met goal</i>	19	63
<i>Exceeded goal</i>	6	20



Teacher H's Goal

Goal Statement:

For the current school year, 100 percent of my students will make measurable progress in writing. Students scoring at a “1” will increase by two performance levels. Students scoring at a “2” or “3” will increase by one performance level. Students scoring at a “4” will maintain high performance.

A good goal statement is one that is...

- ✓ Specific
- ✓ Measurable
- ✓ Appropriate
- ✓ Realistic
- ✓ Time-bound

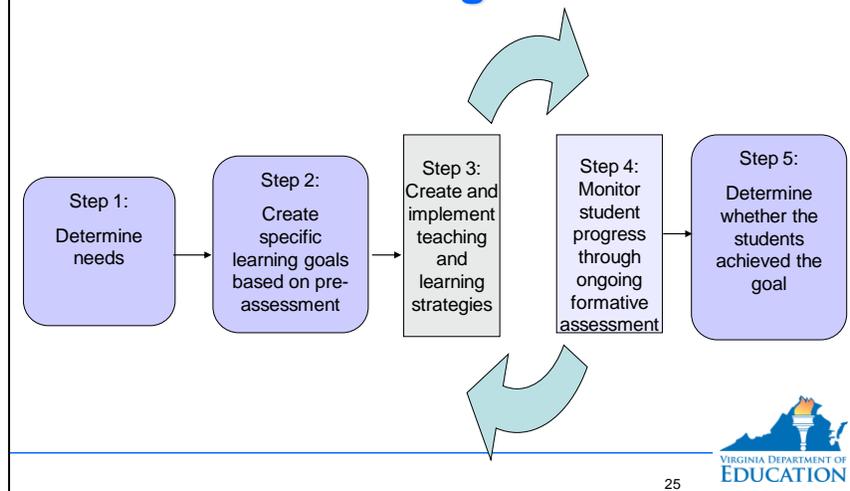
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Applying a Goal Setting Rubric for Assessing Rigor

Goal Setting Rubric for Feedback		
CANNOT MOVE FORWARD	CANNOT MOVE FORWARD	MOVE FORWARD
The student learning and academic achievement goals are unrelated to identified student needs.	The student achievement goal is related to identified student needs, but does not reflect acceptable growth through the course of the year. Sufficient rigor is lacking.	The student learning and academic achievement goal is rigorous and attainable, and reflects acceptable growth during the course or school year for all students.

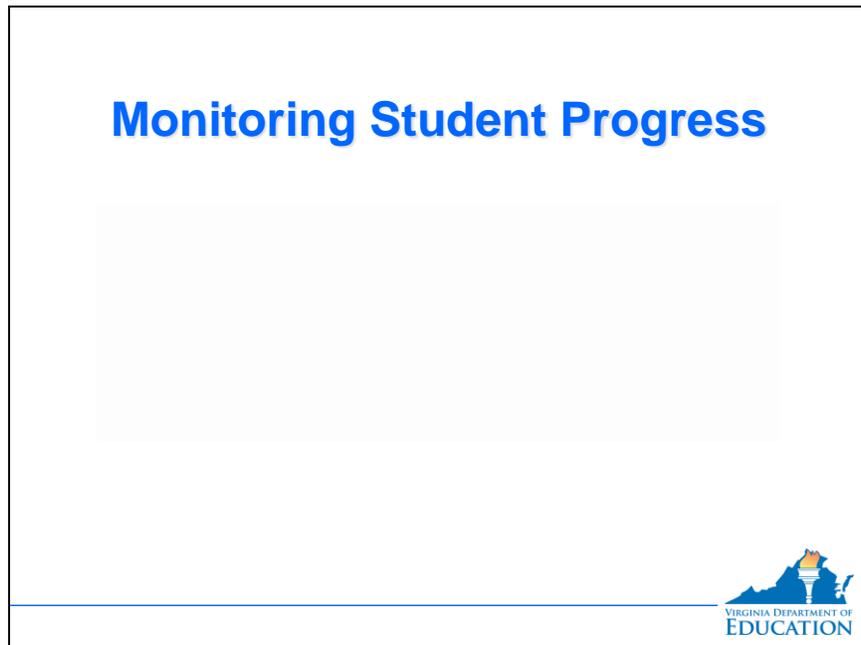
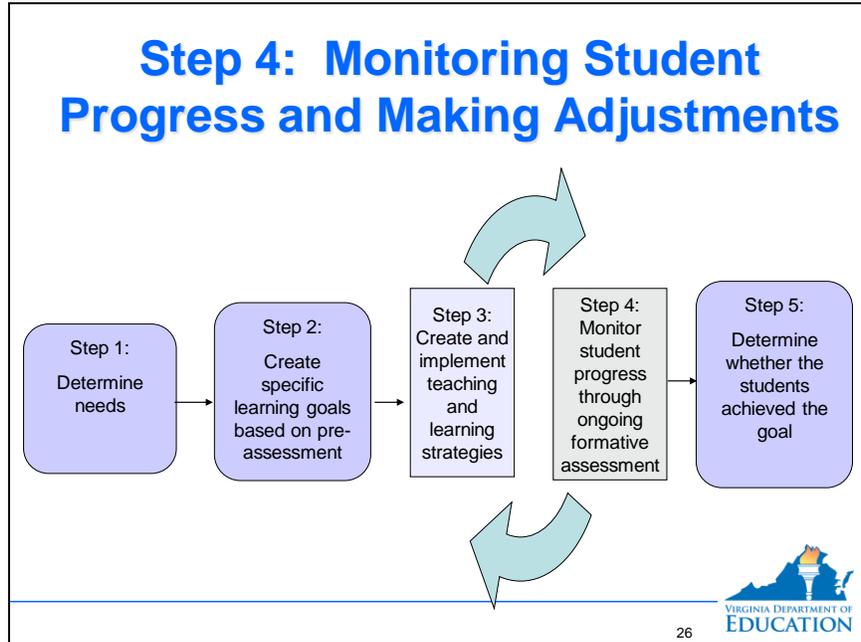
24

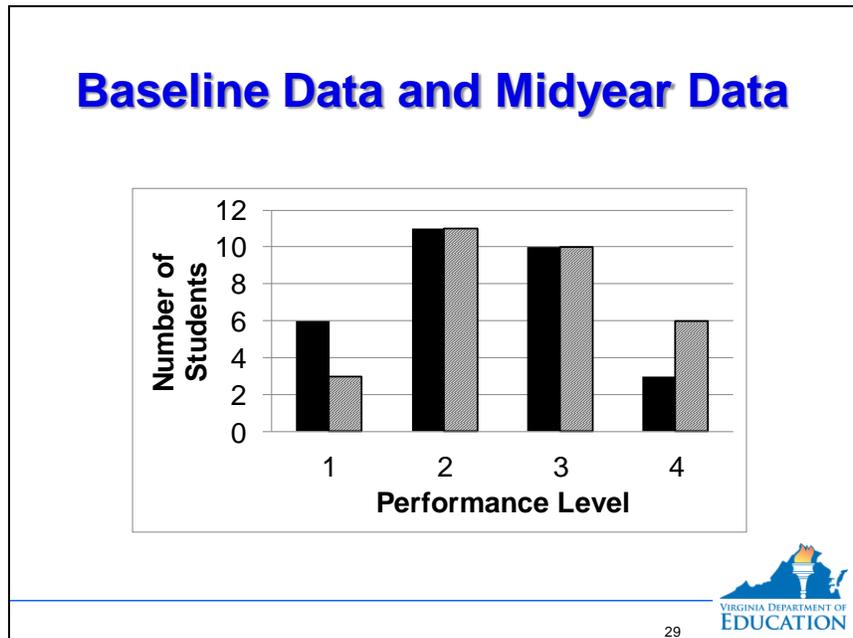
Step 3: Create and Implement Strategies



25







Teacher's Midyear Reflection on Strategies -Teacher H

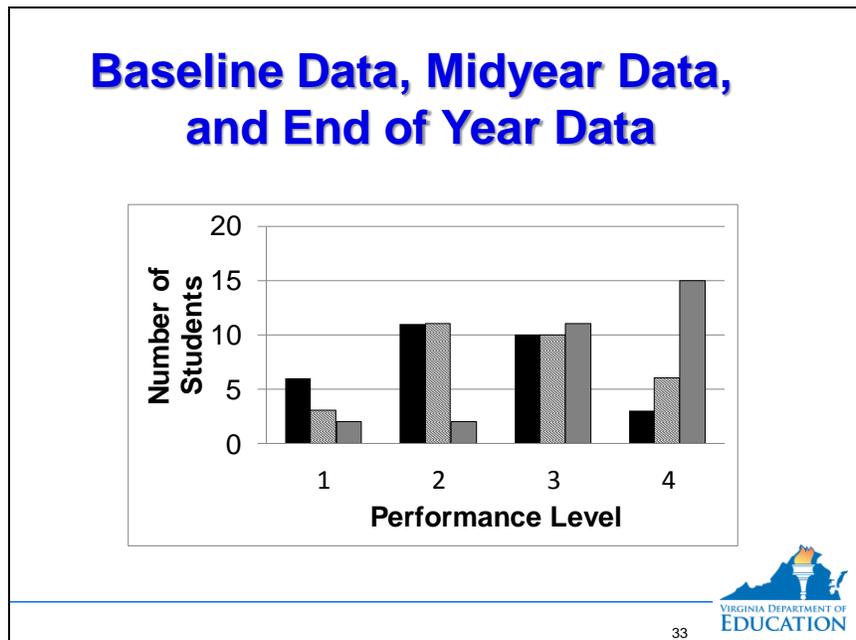
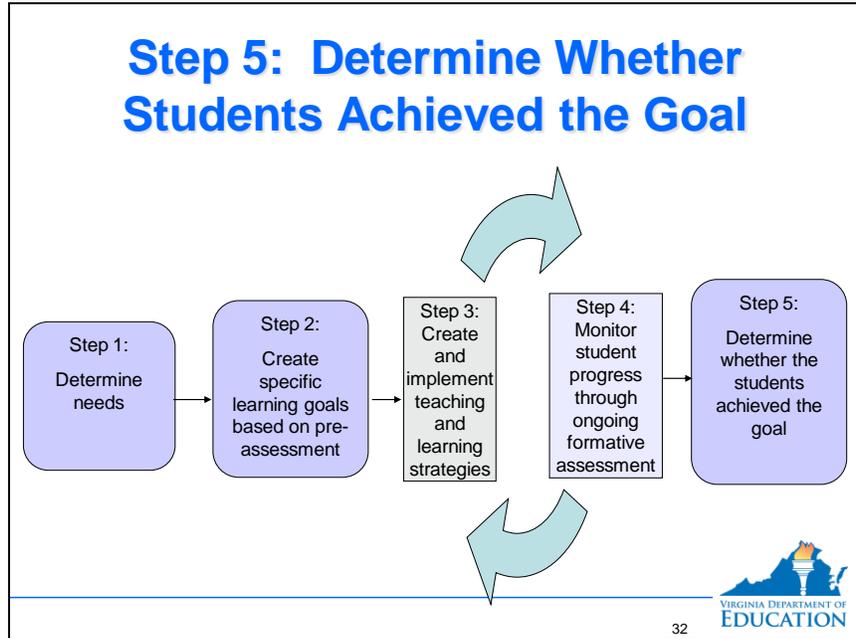
<i>Strategy</i>	<i>Progress</i>
Use modified pacing to attend to student needs.	Changed instruction to address student deficiencies in writing.
Use frequent formative assessment with students to provide feedback and modify instruction.	Used frequent formative assessments for writing skills; used formative assessments to address student deficiencies. Assessments indicate that a majority of students continue to have deficiencies in one or more areas.
Incorporate focused instruction in key content areas as prescribed by the State Standards of Learning.	Developed mini-targeted lessons to address specific writing skills with students.

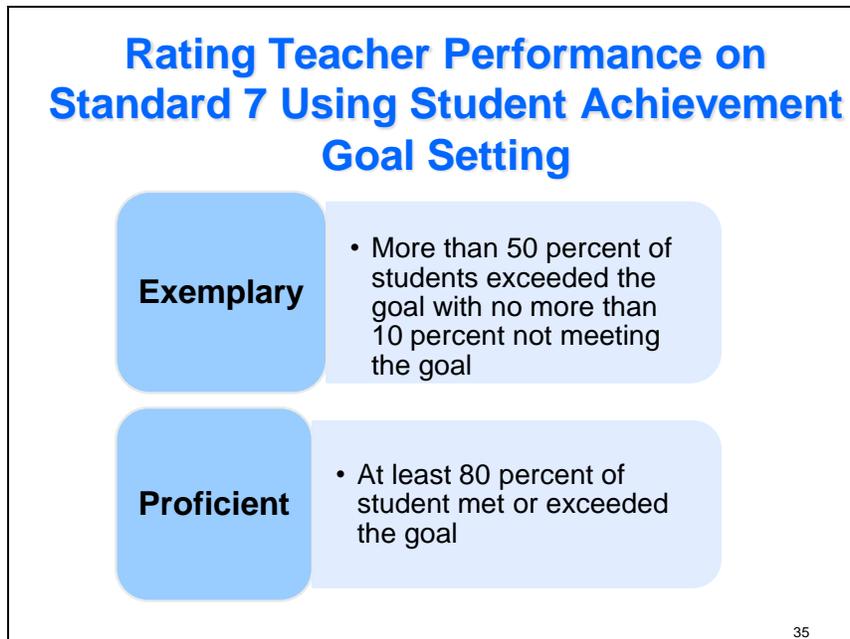
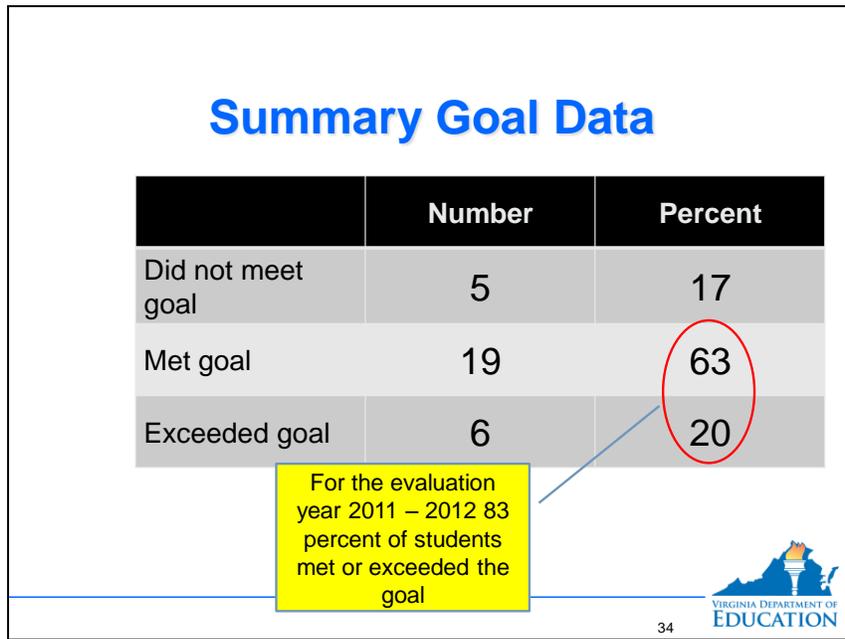
30

Teacher's Midyear Reflection Continued - Teacher H

<i>Strategy</i>	<i>Adjustment(s)</i>
Use modified pacing to attend to student needs.	Continue to use modified pacing; ensure that modified pacing is based on formative assessment data.
Use frequent formative assessment with students to provide feedback and modify instruction.	Target formative assessments to focus on specific writing skills according to student deficiencies.
Incorporate focused instruction in key content areas as prescribed by the State Standards.	Differentiate instruction in key content areas using formative assessment data.
Use Peer and Self-Assessment.	Work with students on evaluating own work and work of classmates using writing rubric; assess students' ability to apply rubric; track peer, self, and teacher ratings to determine consistency.

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Rating Teacher Performance on Standard 7 Using Student Achievement Goal Setting

Developing/
Needs
Improvement

- Less than 50 percent of students failed to meet the goal and 50 percent or more met or exceeded the goal

Unacceptable

- Greater than 50 percent of students did not meet the goal

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Rating Criteria for Student Achievement Goal Setting

Student Achievement Goal Setting	Performance Level Rating
<input type="checkbox"/> More than 50 percent of students exceeded the goal and no more than 10 percent failed to meet the goal	Exemplary
<input type="checkbox"/> At least 80 percent of students met or exceeded the goal (the percentage of students who exceeded + met goal \geq 80 percent)	Proficient
<input type="checkbox"/> \geq 50 percent of students met or exceeded the goal; AND \leq 50 percent of students failed to meet the goal	Developing/needs improvement
<input type="checkbox"/> > 50 percent of students failed to meet the goal	Unacceptable

Checklist for Using Student Achievement Goal Setting in Teacher Performance Evaluation

Question	Response (Yes/No)	Action
1. Did 50 percent or more of the students exceed the goal and no more than 10 percent fail to meet the goal?	<input type="checkbox"/> Yes	Rating=Exemplary
	<input type="checkbox"/> No	Continue
2. Add the percentage of students who met or exceeded the goal (moderate + high). Is this total 80 percent or higher?	<input type="checkbox"/> Yes	Rating=Proficient
	<input type="checkbox"/> No	Continue
3. Did more than 50 percent of the students fail to meet the goal?	<input type="checkbox"/> Yes	Rating=Unacceptable
	<input type="checkbox"/> No	Rating=Developing/Needs Improvement

Calculating Rating: Teacher H

Question	Response (Yes/No)	Action
1. Did 50 percent or more of the students exceed the goal AND no more than 10 percent fail to meet the goal? 20 percent exceeded goal and 17 percent did not meet the goal	<input type="checkbox"/> Yes	Rating=Exemplary
	<input checked="" type="checkbox"/> No	Continue
2. Add the percentage of students who exceeded or met the goal (meet + exceed). Is this total 80 percent or higher? 20 percent + 63 percent = 83 percent	<input checked="" type="checkbox"/> Yes	Rating=Proficient
	<input type="checkbox"/> No	Continue
3. Do more than 50 percent of the students fail to meet the goal?	<input type="checkbox"/> Yes	Rating=Unacceptable
	<input type="checkbox"/> No	Continue

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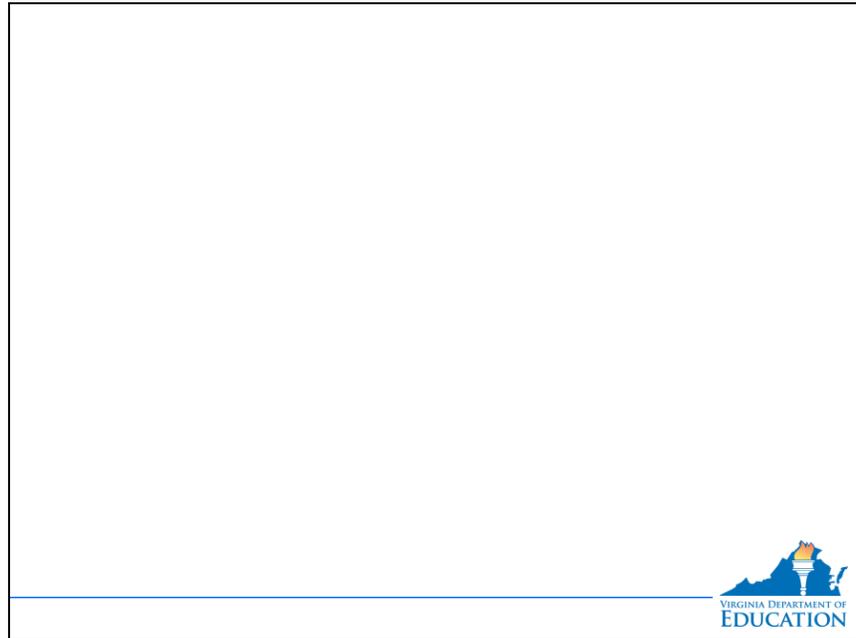
Goal Setting Focus

Teachers of Students with Disabilities and English Language Learners



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Slide 39



Slide 40

Example Goal for Teachers of Students with Disabilities in a Collaborative Setting

During the 2012-2013 school year, each of my sixth-grade students will improve in reading as measured by an online reading assessment. Those with baseline scores at third grade and below will improve at least 1.5 grade levels; those with baseline scores at fourth- or fifth- grade will improve at least 1.2 grade levels.

(Note: Goals need to align with the Present Level of Performance within students' Individual Education Plans.)



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Example Goal for K-3 Self-Contained Classroom

For the 2012-2013 school year, all my students will make measurable progress as measured by the PALs reading assessment. Based on their IEPs, their goals are as follows:

Student	Grade	Current Level	Goal Level
Student 1	K	PP	P
Student 2	K	PP	P
Student 3	1	PP	P
Student 4	2	P	1
Student 5	2	P	2
Student 6	3	P	1

(Note: Goals need to align with the Present Level of Performance within students' Individual Education Plans.)

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Goal Setting for Teachers of English Language Learners (ELL) Students: Considerations



Slide 43

Example ELL Goal



The slide contains the text "Example ELL Goal" in a large, bold, blue font centered on the page. In the bottom right corner, there is a logo for the Virginia Department of Education, which features a stylized blue map of Virginia with a white torch and the text "VIRGINIA DEPARTMENT OF EDUCATION" below it.

Slide 44

Example ELL Goal



The slide contains the text "Example ELL Goal" in a large, bold, blue font centered on the page. In the bottom right corner, there is a logo for the Virginia Department of Education, which features a stylized blue map of Virginia with a white torch and the text "VIRGINIA DEPARTMENT OF EDUCATION" below it.

Slide 45

What Does Research Say about Goal Setting for Student Achievement?



Slide 46

Thinking about Goal-Setting...

**What are the
benefits?**

**What are the
challenges?**



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Common Challenges

1. **Data access and analysis**
 - Robustness of data system
 - Teacher and administrator skills
2. **Sufficient and appropriate assessments**
3. **Writing SMART goals**
4. **Clarifying the acceptable amount of progress**
5. **Developing research-based instructional strategies**
 - See Marzano et al., Schmoker, Collins, Blankstein, Fullan, etc., etc....



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Determine Division Rules for How Specific Goals Will Be Set When No State Assessment Exists

```
graph TD; Q1[Will the division require the use of existing, common divisionwide assessments for any specific grade/subject?]; Q2[Are there grades/subjects where the division wants to prioritize buying or creating additional divisionwide assessments?]; Q3[What will the division require for any remaining teachers who are not yet covered?]; A1[YES]; A2[NO]; B1[Identify which grades/subjects and assessments. Will they be division, regional, or third party created?]; B2[ ]; B3[ ]; Q1 --> A1; Q1 --> A2; A1 --> B1; A2 --> B2; A2 --> B3;
```

The flowchart starts with a yellow box asking: "Will the division require the use of existing, common divisionwide assessments for any specific grade/subject?". A "YES" path leads to a box: "Identify which grades/subjects and assessments. Will they be division, regional, or third party created?". A "NO" path leads to two boxes: "Are there grades/subjects where the division wants to prioritize buying or creating additional divisionwide assessments?" and "What will the division require for any remaining teachers who are not yet covered?".



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Determine Division Rules for How Specific Goals Will Be Set When No State Assessment Exists

Keep In Mind

- Divisions may wish to collaborate to create common assessments to increase coverage.
- Divisions are encouraged to increase the number of high-quality assessments that are utilized across grades/subjects within their division.
- Division or regionally-developed assessments are encouraged.
- Teacher-made assessments can be used as divisions develop common assessments; divisions should monitor for validity and reliability.

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Guidelines for Assessment Use in Student Achievement Goal Setting

Student achievement goal setting is a process in which teachers assess students at the beginning of the year, set learning goals, monitor student progress, and then assess at the end of the year to determine the degree to which students mastered the intended knowledge and skills in the curriculum. The process is predicated on the use of assessments that yield valid and reliable information about student learning. The guidelines¹ below provide criteria for selecting and using assessments for the goal setting process.

1. *The assessment must offer ways to pre-assess and post-assess students' knowledge and skills.* The heart of student achievement goal setting is monitoring student learning and assessing the gains that students have made at the end of some period of time. Therefore, student growth must be documented through a pre-test and a post-test of student learning.
2. *The assessment must be cumulative in nature.* This guideline directly relates to the previous guideline but it is important to make a special note here. Any assessment used for goal setting should measure the accumulation of knowledge and skills in order to measure growth.
3. *The assessment and the data results from the assessment must be linked back to important curricular outcomes.* The assessment must be connected back to what the teacher intends for the students to learn. Most often, these curricular aims are defined by states and further defined by local school divisions. Teachers, in turn, develop instructional objectives. The assessment must be aligned with these curricular aims at each level and the data should link back to the curricular aims. In other words, the assessment must have curricular validity.²
4. *Post-assessment data must be available by the end of the time period for goal setting.* In order to determine goal attainment within the time period specified in the goal, the teacher or educational specialist must have access to post-assessment data. Too often state or division-level high stakes test results are not available on a timely basis (i.e., by the end of the school year). Therefore, although the teacher and the entire school may work toward and be held accountable for performance on these end-of-course tests, the use of these tests as the sole measure for student achievement goal setting simply is not practical or desirable.

¹ Stronge, J.H., & Grant, L.W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education.

² Gareis, C.R., & Grant, L.W. (2008). *Teacher-made assessments: How to connect curriculum, instruction, and student learning*. Larchmont, NY: Eye on Education.

Possible Assessment Measures for Use in Student Achievement Goal Setting Elementary Level

Directions: Use the *Guidelines for Assessment Use in Student Achievement Goal Setting*, list the assessments available in your school division that meet the criteria. Then, discuss and list other possible assessments to consider/explore.

Subject/ Content Area	Existing Assessments that Meet the Criteria	Other Possible Assessments to Consider/Explore
Mathematics		
English		
Science		
Social Studies		
Art		
Music		
Health/Physical Education		
Students with Disabilities		
English Language Learners		
Students Identified as Gifted		

Possible Assessment Measures for Use in Student Achievement Goal Setting Middle School Level

Directions: Use the *Guidelines for Assessment Use in Student Achievement Goal Setting*, list the assessments available in your school division that meet the criteria. Then, discuss and list other possible assessments to consider/explore.

Subject/ Content Area	Existing Assessments that Meet the Criteria	Other Possible Assessments to Consider/Explore
Mathematics		
English		
Science		
Social Studies		
Art		
Music		
Health/Physical Education		
Students with Disabilities		
English Language Learners		
Students Identified as Gifted		

Possible Assessment Measures for Use in Student Achievement Goal Setting High School Level

Directions: Use the *Guidelines for Assessment Use in Student Achievement Goal Setting*, list the assessments available in your school division that meet the criteria. Then, discuss and list other possible assessments to consider/explore.

Subject/ Content Area	Existing Assessments that Meet the Criteria	Other Possible Assessments to Consider/Explore
Mathematics		
English		
Science		
Social Studies		
Art		
Music		
Health/Physical Education		
Students with Disabilities		
Career and Technical Education		
English Language Learners		
Students Identified as Gifted		

Possible Appropriate Assessments by Subjects and Grade Levels

ENGLISH	Elementary	Middle	High	Students with Disabilities	English Language Learners
Advanced Placement (AP) Exam			X	X	X
Benchmark Tests	X	X	X	X	X
Diagnostic Spelling Assessments	X	X		X	X
International Baccalaureate (IB) Exam			X		
Performance Assessments	X	X	X	X	X
Phonological Awareness Literacy Screening (PALS)	X			X	X
Publisher Pre- and Post-Tests	X	X	X	X	X
SOL Released Tests	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X
Writing Prompts	X	X	X	X	X
MATHEMATICS	Elementary	Middle	High	Students with Disabilities	English Language Learners
Advanced Placement (AP) Exam			X	X	X
Algebra Readiness Diagnostic Test (ARDT)	X	X		X	X
Benchmark Tests	X	X	X	X	X
International Baccalaureate (IB) Exam			X	X	X
Publisher Pre- and Post-Tests	X	X	X	X	X
SOL Released Tests	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X
SCIENCE	Elementary	Middle	High	Students with Disabilities	English Language Learners
Advanced Placement (AP) Exam			X	X	X
Benchmark Tests	X	X	X	X	X
International Baccalaureate (IB) Exam			X	X	X
Performance Assessments	X	X	X	X	X
Publisher Pre- and Post-Tests	X	X	X	X	X
SOL Released Tests	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X

SOCIAL STUDIES	Elementary	Middle	High	Students with Disabilities	English Language Learners
Advanced Placement (AP) Exam			X	X	X
Benchmark Tests	X	X	X	X	X
International Baccalaureate (IB) Exam			X	X	X
Performance Assessments	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X
Publisher Pre- and Post-Tests	X	X	X	X	X
SOL Released Tests	X	X	X	X	X
SPECIAL EDUCATION					
IEP Goals	X	X	X	X	
Virginia Modified Achievement Standards Test (VMAST)	X	X	X	X	
ART	Elementary	Middle	High	Students with Disabilities	English Language Learners
Advanced Placement Test			X	X	X
Benchmark Tests	X	X	X	X	X
Performance Assessments	X	X	X	X	X
Skills Checklist	X	X	X	X	X
Student Shows	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X
MUSIC	Elementary	Middle	High	Students with Disabilities	English Language Learners
Benchmark Tests	X	X	X	X	X
Performance Assessments	X	X	X	X	X
Skills Checklist	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X
HEALTH/PHYSICAL EDUCATION	Elementary	Middle	High	Students with Disabilities	English Language Learners
Benchmark Tests	X	X	X	X	X
Performance Assessments	X	X	X	X	X
Skills Checklist	X	X	X	X	X
Teacher Developed Pre- and Post-Tests	X	X	X	X	X

TECHNICAL EDUCATION	Elementary	Middle	High	Students with Disabilities	English Language Learners
Benchmark Tests		X	X	X	X
Performance Assessments		X	X	X	X
Skills Checklist		X	X	X	X
Teacher Developed Pre- and Post-Tests		X	X	X	X
Technical Certification			X	X	X
FOREIGN LANGUAGE	Elementary	Middle	High	Students with Disabilities	English Language Learners
Advanced Placement Test			X	X	X
Benchmark Tests		X	X	X	X
Performance Assessments		X	X	X	X
Publisher Pre- and Post-Tests		X	X	X	X
Skills Checklist		X	X	X	X
Teacher Developed Pre- and Post-Tests		X	X	X	X

Slide 50

Where Do We Go Next?

Rubrics for Implementation



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SMART Goal Worksheet

S	Is the goal focused as to content area and students' needs?	<input type="checkbox"/> Yes, continue. <input type="checkbox"/> No. Clarify the elements.
M	Is the instrument you will use to pre-assess and measure student achievement of the goal identified?	<input type="checkbox"/> Yes, continue. <input type="checkbox"/> No. Identify the specific instrument.
A	Is the objective age and learning outcome appropriate to the student achievement goal?	<input type="checkbox"/> Yes, continue <input type="checkbox"/> No. Make needed adjustments.
R	Is the goal realistic in terms of achievement?	<input type="checkbox"/> Yes, continue. <input type="checkbox"/> No. Make needed adjustments.
T	What is the time frame to conduct the assessment of student progress?	<input type="checkbox"/> Yes, continue. <input type="checkbox"/> No. Identify your time frame for assessing progress.
Rigor	Is the goal at the appropriate level of rigor to demonstrate student mastery of the learning objective?	<input type="checkbox"/> Yes, you are finished. <input type="checkbox"/> No. What is needed to achieve the appropriate level of rigor?

Goal Setting Implementation Rubric

Before Implementation

		Highly Effective In addition to the effective rating, ...	Effective	Developing	Basic
Technical	Assessments	We have assessments that can assess student progress in both content AND skill application.	We have a variety of valid and reliable ³ assessments that measure student progress for each teacher's subject area.	We have a limited number of valid and reliable assessments that measure student progress for each teacher's subject area.	We have few or no valid and reliable assessments that measure student progress for each teacher's subject area.
	Alignment	We have created assessments we believe to be valid and reliable and thoroughly aligned to our state and division curriculum.	Our assessments align directly to our state and division curriculum.	Our assessments are mostly aligned with our state and division curriculum.	Our assessments only marginally align with our state and division curriculum.
Personal	Training	Key staff members can serve as trainers for others new to the process.	All necessary staff members have attended training on goal-setting.	Key leadership personnel have attended the training on goal-setting.	Few personnel have attended the training on goal setting.
Organizational	Supports	Staff members have a clear way to express concerns and questions that can be shared with the staff overall when necessary.	Staff members are organized into collaborative groups to support one another through the process.	Staff members have loosely organized themselves into collaborative groups to support one another through the goal-setting process.	Staff members are not organized into collaborative groups.

³ An assessment that has a high degree of validity measures the content and skills that the assessment intends to assess. In addition, the assessment should be aligned to the Virginia Standards of Learning for the specific subject/grade level. An assessment with a high degree of reliability is an assessment that reduces error in an assessment. Standardized assessments have higher degrees of validity and reliability due to procedures in developing the assessment and field-testing items. Validity and reliability of division-created or teacher-created assessments can be addressed by having teachers who are content experts and who are trained in assessment develop assessments for use across the school division.

		Highly Effective In addition to the effective rating, ...	Effective	Developing	Basic
	Structures	Staff members have a forum to meet collectively to discuss the process, including questions, concerns, and successes.	Staff members have the resources they need to engage in effective goal-setting, such as common planning times or access to curriculum experts.	Staff members have limited resources to engage in effective goal-setting or access to curriculum experts.	Staff members do not have the resources they need to engage in effective goal-setting.

Goal Setting Implementation Rubric

During Implementation

	Highly Effective	Effective	Emerging	Basic
Step 1: Determining Needs	In addition to the Effective definition, a wide variety of school-collected data are also considered.	A variety of division or state supplied data are used to determine a critical area of focus that is neither too broad nor too narrow.	A limited amount of division or state-supplied data are used to determine a critical area of focus that may be either too broad or too narrow.	Narrow selections of data are used to determine an area of focus that is overly broad or narrow.
Step 2: Creating goals	In addition to the Effective definition, teachers collaborate together to create goals that are both specific to the individual learning needs but similar enough to allow year-long collaboration.	Teachers create goals that are based on student progress, meet the SMART criteria, and are rigorous for the students in individual learning needs in their classrooms.	Teachers create goals that are based mostly on student progress, meet most of the SMART criteria, and make an attempt at rigor, though they may not consider individual learning needs in their classroom.	Teachers create goals that not based on achievement, do not use the SMART criteria, and/or are not rigorous enough for the individual learning needs in their classroom.
Step 3: Instructional Strategies	In addition to the Effective definition, the chosen instructional strategies should target the widest variety of students in a way that differentiates for learning needs.	Teachers choose between 2 and 4 initial instructional strategies based on best practices that are tightly aligned with the assessment and goal.	Teachers choose between two and four initial instructional strategies, most of which are based on best practices and tightly aligned with the assessment and goal.	Teachers choose an inappropriate number of instructional strategies, do not base their strategies on best practice, or choose strategies that are not tightly aligned with the assessment or goal.
Step 4: Monitoring	In addition to the Effective definition, teachers administer brief formative assessments throughout the year that are aligned with the assessment and goals to modify instruction as appropriate the entire year.	Teachers use a mid-year assessment that mirrors the pre- and post-assessment to modify instructional strategies for the whole class or individual students.	Teachers conduct a mid-year assessment that mirrors the pre- and post-assessment, but modifications to instructional strategies are limited.	Teachers conduct few formative assessments throughout the year, and/or do not use assessments to make instructional modifications to instructional strategies.
Step 5: Evaluating	In addition to the Effective definition, teachers share the reflection and collaborate with others to increase teaching effectiveness for upcoming teaching assignments.	Teachers engage in self-reflection to actively evaluate their students' progress, acknowledge the connection between teaching and learning, and use that reflection to make instructional decisions for upcoming teaching assignments.	Teachers engage in limited self-reflection while still acknowledging the connection between teaching and learning; teachers may or may not use the reflection to make instructional decisions for upcoming teaching assignments.	Teachers engage in little or no self-reflection, do not acknowledge the connection between teaching and learning, and/or do not use the reflection to make instructional decisions for upcoming teaching assignments.

Setting student achievement goals...

- ✓ Focuses on student results
- ✓ Connects teaching *with* learning
 - Improved instruction in the classroom
- ✓ Contributes to school improvement



Student Growth Percentile Model

What should we know when including student growth percentiles* in a teacher's performance evaluation?

Note: Portions of SGP slides developed by Dr. Deborah Jonas, Virginia Department of Education
*More information about SGP in Virginia, including professional development modules focused on helping educators understand SGP and its use in school improvement is available at:
http://www.doe.virginia.gov/testing/scoring/student_growth_percentiles/index.shtml.

August 2012



0

Student Growth Percentile Model Question Answered

How much did Miguel improve from sixth-grade to seventh-grade relative to his academic peers (students with the same score in sixth-grade or similar achievement histories)?



1

Student Growth Percentile Characteristics

Percentiles express the percentage of cases that fall below a certain score

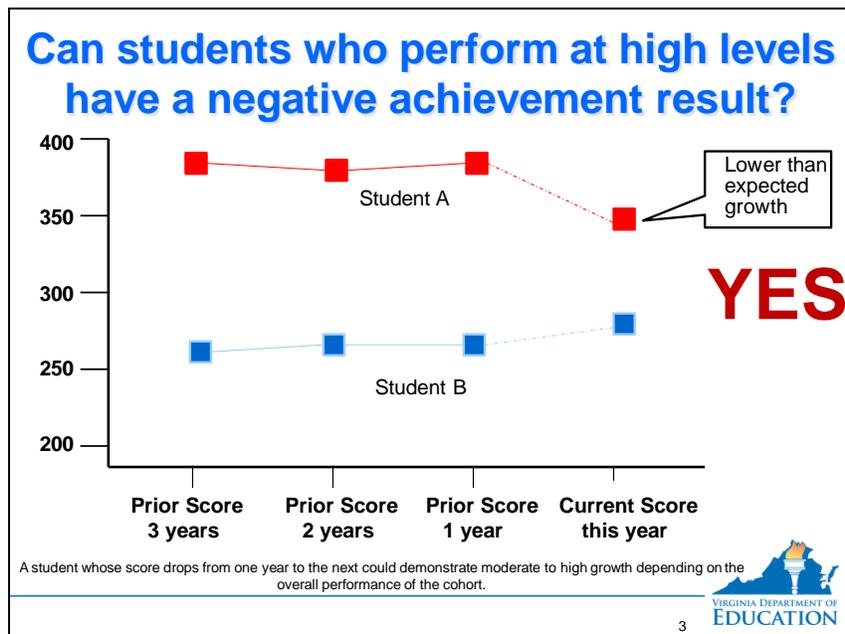
- SGP's are reported between 1 and 99.
- Higher numbers represent higher growth and lower numbers represent lower growth.

Uncorrelated with prior achievement

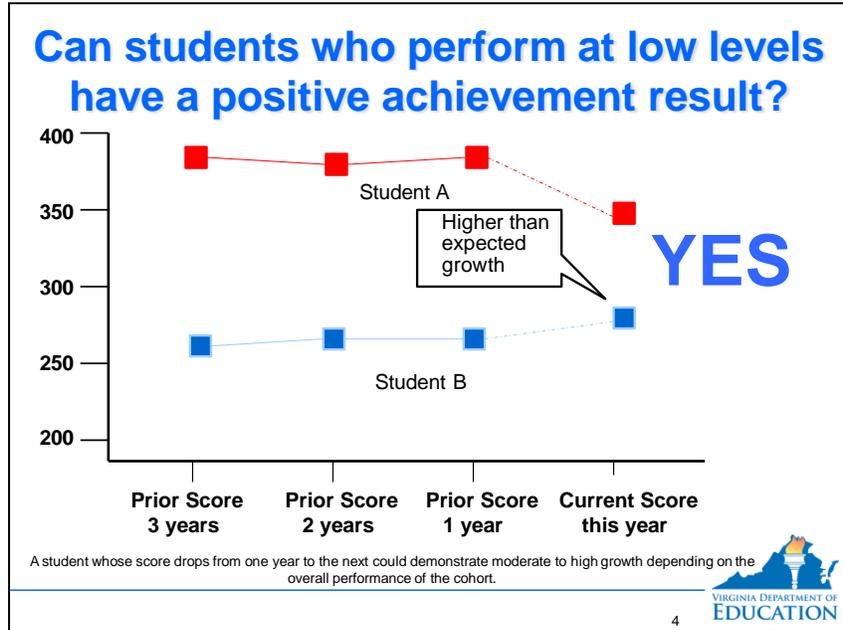
- Low achieving students can show high growth
- High achieving students can show low growth



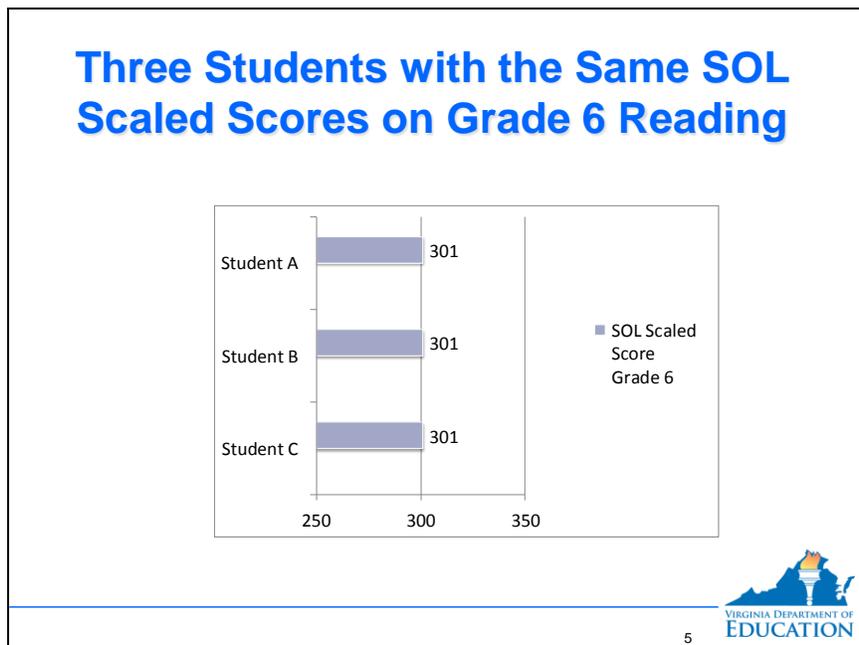
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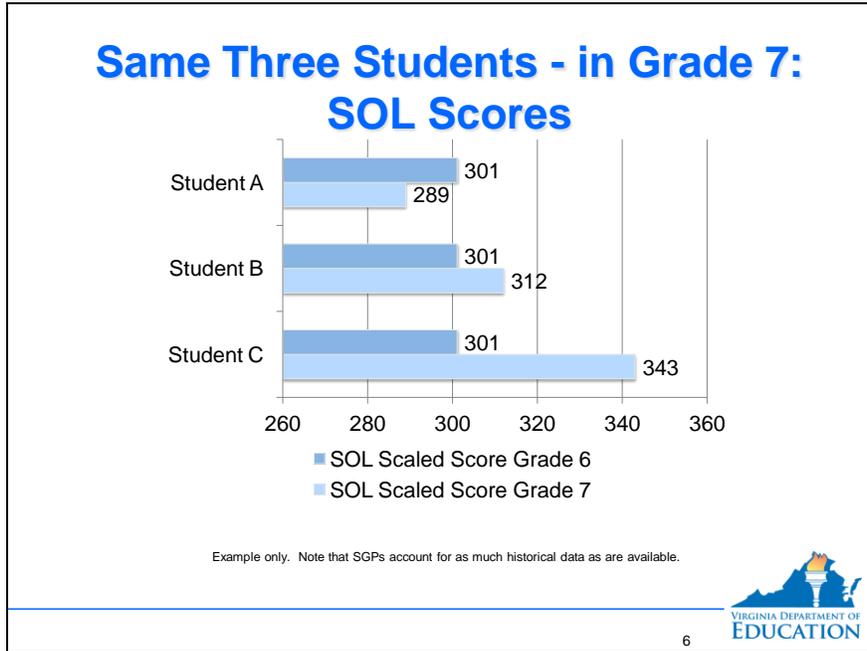
Slide 4



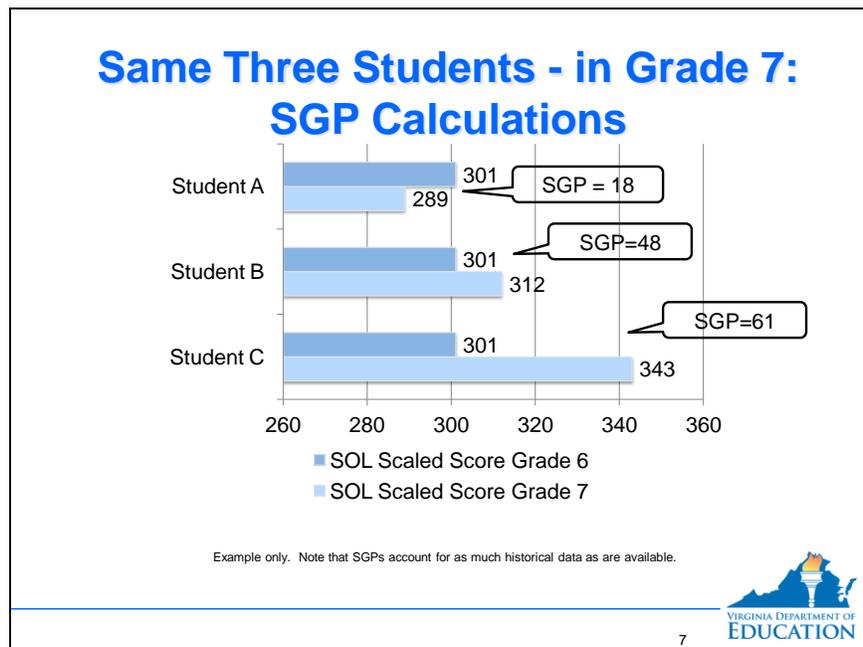
Slide 5



Slide 6



Slide 7



What Do Percentiles Mean?

Percentiles express the percentage of cases that fall below a certain score

99th Percentile ←

99% of students with a similar achievement history scored lower

50th Percentile ←

50% of students with a similar achievement history scored lower

1st Percentile ←

1% of students with a similar achievement history scored lower



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8

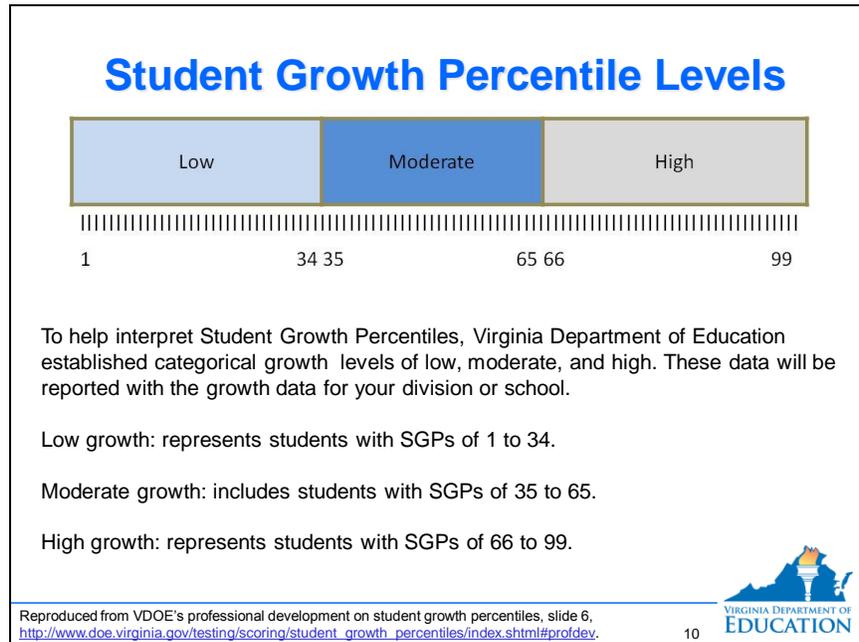
A Student Growth Percentile Compares the Student's Current SOL Score with the Scores of Students throughout the State with Similar Score Histories.

Six students across Virginia	Grade 3 mathematics SOL scaled score	Grade 4 mathematics SOL scaled score	Grade 4 mathematics Student Growth Percentile
A	400	318	16
B	400	400	28
C	400	400	28
D	400	434	49
E	400	482	64
F	400	530	89



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9



- ### Steps for Using SGP Data in Performance Evaluation
1. Prepare and summarize data to show number and percent of students demonstrating low, moderate, and high growth, and students with missing data.
 2. Determine whether you have sufficient data to use SGP in evaluation.
 3. Determine information gained, including SGP contribution to annual performance rating, suggestions for professional development, and student learning needs.
- 
11

Prepare and Summarize SGP Data

- Acquire SGP data for each teacher linked to student Standards of Learning (SOL) reading and mathematics data in grades four through eight and Algebra I.
 - Reports are available in VDOE's Single Sign-On for Web Systems (SSWS) tool.
 - Retrieve reports from the Growth Measure Reports application and view Student-level Reports by Teacher.
 - Student-level reports for each teacher may be generated beginning with the 2010-2011 school year.
- Reports are currently available at the student level; future reports, for use in personnel records, may summarize data by teacher.

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Prepare and Summarize SGP Data

- Summarize annual data by content area and growth category. Include number (N) and percent of students taught who:
 - Demonstrated low, moderate, or high growth; and
 - N and percent with missing data
- Include data for two or more years separately and into a single, aggregate group.
- Disaggregate data into meaningful groups (e.g., by course/class or student groups) as appropriate. This step is particularly helpful for identifying educator strengths and areas for improvement.

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Determine Whether SGP Is Appropriate for Use in Teacher Performance Evaluation



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Determine Whether SGP Is Appropriate for Use in Teacher Performance Evaluation (1)

Question	Answer	Action
1. Are SGP data accurately and comprehensively linked to the correct teachers?		
a. Are all students in mathematics or reading in a given year listed on each teachers SGP data report?	Yes	Proceed
	No	Correct Master Schedule Collection (MSC) data for accuracy or identify a local method to correct the data in combination with Student-Level Reports by School available in SWSS.*
b. Are the students' courses, SOL test, and performance information accurate?	Yes	Proceed
	No	Correct Master Schedule Collection (MSC) data for accuracy or identify a local method to correct the data in combination with Student-Level Reports by School available in SWSS.*

*For assistance with Master Schedule Collection (MSC) or other data collections, please contact resultshelp@doe.virginia.gov.

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Determine Whether SGP Is Appropriate for Use in Teacher Performance Evaluation (2)

	Yes	Proceed
<p>2. Do you have SGP data from more than one year connected to the teacher within content area (e.g., two years of mathematics data)?</p>	No	<p>Do not use SGP data for high stakes decisions (e.g., evaluation outcome, teacher renewal/promotion/dismissal, salary increases/bonus). Information may be used to guide lower-stakes decisions that support teachers' work (e.g., professional development).</p>



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Determine Whether SGP Is Appropriate for Use in Teacher Performance Evaluation (3)

	Yes	Proceed
<p>3. Were at least 40 students taught in mathematics or in reading?</p> <ul style="list-style-type: none"> • This requirement may be met with data from students with or without a student growth percentile, when you use the logic model for SGP* <ul style="list-style-type: none"> ➢ 40 or more students in one year per content area (mathematics or reading) ➢ 40 or more students over two or more years per content area (mathematics or reading). 	No	<p>Data should not be used for high-stakes evaluation decisions, but may be used in support of low-stakes decisions.</p>

*Divisions interested in using a median growth percentile for performance evaluation must use caution when there are significant percentages of missing data. Median SGP is likely to misrepresent student progress when significant amounts of data are missing. VDOE guidance suggests median growth percentile be used ONLY when 90 percent or more of the students taught have SGP data.

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Determine Whether SGP Is Appropriate for Use in Teacher Performance Evaluation

Question	Answer	Action
1. Are SGP data accurately and comprehensively linked to the correction teachers?		
a. Are all students in mathematics or reading in a given year listed on each teachers SGP report?	Yes	Proceed
	No	Correct Master Schedule Collection (MSC) data for accuracy or identify a local method to correct the data in combination with Student-Level Reports by School available in SWSS. ⁴
b. Are the students' courses, SOL test, and performance information accurate?	Yes	Proceed
	No	Correct Master Schedule Collection (MSC) data for accuracy or identify a local method to correct the data in combination with Student-Level Reports by School available in SWSS.
2. Do you have SGP data from more than one year connected to the content area (e.g., two years of mathematics data)?		
	Yes	Proceed
	No	Do not use SGP data for high stakes decisions (e.g., evaluation outcome, teacher renewal/promotion/dismissal, salary increases/bonus). Information may be used to guide lower-stakes decisions that support teachers' work (e.g., professional development,).
3. Were at least 40 students taught in mathematics or in reading?		
<ul style="list-style-type: none"> • This requirement may be met with data from students with or without a student growth percentile, when you use the logic model for SGP⁵: <ul style="list-style-type: none"> ➤ 40 or more students in one year per content area (mathematics or reading) ➤ 40 or more students over two or more years per content area (mathematics or reading). 	Yes	Proceed
	No	Data should not be used for high-stakes evaluation decisions, but may be used in support of low-stakes decisions.

⁴ For assistance with Master Schedule Collection (MSC) or other data collections, please contact resultshelp@doe.virginia.gov.

⁵ Divisions interested in using a median growth percentile for performance evaluation must use caution when there are significant percentages of missing data. Median SGP is likely to misrepresent student progress when significant amounts of data are missing. VDOE guidance suggests median growth percentile be used ONLY when 90 percent or more of the students taught have SGP data.

Ensure that SGP Data Are Appropriate for Use in Performance Evaluation

- The answer to each of the preceding three questions must be “Yes” to use SGP data as a part of high stakes decisions.
- If the answer is “No” to any of the preceding questions, SGP should not contribute to the summative evaluation or any high stakes decision.
 - May contribute to lower-stakes decisions



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Checklist to Determine Whether SGP Data May Appropriately Contribute to Performance Evaluation

Question	Answer	Action
1. Are SGP data accurately and comprehensively linked to the correct teachers?		
	Yes	Proceed
a. Are all students in mathematics or reading in a given year listed on each teachers SGP report?	No	Correct Master Schedule Collection (MSC) data for accuracy or identify a local method to correct the data in combination with Student-Level Reports by School available in SWSS.
	Yes	Proceed
b. Are the students’ courses, SOL tests, and performance information accurate?	No	Correct Master Schedule Collection (MSC) data for accuracy or identify a local method to correct the data in combination with Student-Level Reports by School available in SWSS.
	Yes	Proceed
2. Do you have data from more than one year?	No	Do not use SGP data for high stakes decisions (e.g., evaluation outcome, teacher renewal/promotion/dismissal, salary increases/bonus). Information may be used to guide lower-stakes decisions that support teachers’ work (e.g., professional development).
	Yes	Proceed
3. Were at least 40 students taught in mathematics or reading?	No	Data should not be used for high-stakes evaluation decisions, but may be used in support of low-stakes decisions.
<ul style="list-style-type: none"> • This requirement may be met with data from students with or without a student growth percentile, when you use the logic model for SGP* <ul style="list-style-type: none"> ➤ 40 or more students in one year per content area (mathematics or reading) ➤ 40 or more students over two or more years per content area (mathematics or reading). <p>* Must have 90 percent of students with SGP data to use median growth percentile in high stakes decisions.</p>		
Answers to ALL questions above must be “yes” to consider using SGP data in teacher performance evaluation.		19

SGP Summary Tables: Example 1

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	6	6	7	4	21	2	7	14	23
2011-2012	3	10	9	3	18	7	14	4	25
Total	9	16	16	7	39	9	21	18	48

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	24%	29%	31%	16%	91%	9%	30%	61%	100%
2011-2012	12%	40%	35%	14%	72%	28%	56%	16%	100%
Total	19%	33%	33%	15%	81%	19%	44%	38%	100%

These tables illustrate how data from mathematics assessments for two years may be viewed to support making determinations based from SGP data.



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SGP Tables: Example 1

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	6	6	7	4	21	2	7	14	23
2011-2012	3	10	9	3	18	7	14	4	25
Total	9	16	16	7	39	9	21	18	48

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	24%	29%	31%	16%	91%	9%	30%	61%	100%
2011-2012	12%	40%	35%	14%	72%	28%	56%	16%	100%
Total	19%	33%	33%	15%	81%	19%	44%	38%	100%

These tables illustrate how data from mathematics assessments for two years may be viewed to support making determinations based from SGP data.



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Rating a Teacher's Performance on Standard 7 using SGPs

Exemplary	<ul style="list-style-type: none">• More than 50 percent of students demonstrated high growth and no more than 10 percent demonstrated low growth
Proficient	<ul style="list-style-type: none">• At least 65 percent of students demonstrated moderate or high relative growth (the percentage of students with high growth + moderate growth \geq 65 percent)



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Rating a Teacher's Performance on Standard 7 using SGPs

Developing/ Needs Improvement	<ul style="list-style-type: none">• < 65 percent of students demonstrated moderate or high growth; AND \leq 50 percent of students demonstrated low growth.• <i>Note:</i> To make this determination, there must be sufficient SGP data documented (i.e., not missing) to show that < 65 percent of students demonstrated moderate or high growth. Missing data may result in an "undetermined" conclusion.
Unacceptable	<ul style="list-style-type: none">• > 50 percent of students demonstrated low growth

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SGP Logic Model

- Provides a method that enables SGP data to contribute to performance evaluation when data are missing.
- The distribution of SGP data combined with the amount of missing data determines the data's utility. Use of the logic model may:
 - Result in a determination that contributes directly to the summative decision.
 - Narrow down the possible determination to support a summative evaluation.
 - Demonstrate that too much missing data is present to draw valid conclusions.
- Virginia Department of Education will periodically re-evaluate SGP business rules to provide valid SGP data to more students.



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Calculating Rating: Example 1

SGP Levels (N=48 over 2 years)					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
Total	19%	33%	33%	15%	81%	19%	44%	38%	100%

Question	Response (Yes/No)	Action
1. Do 90 percent or more of students taught have SGP data? 15 percent missing	Yes √ No	Use percentages and pre-defined criteria to make SGP-based determinations. Continue
2. Do more than 50 percent of students taught demonstrate low growth? 19 percent low growth	Yes √ No	Rating=Unacceptable Continue
3. Do 50 percent or more students taught demonstrate high growth and fewer than 10 percent demonstrate low growth? 33 percent high growth and 19 percent low growth	Yes √ No	Exemplary determination is possible. Due to more than 10 percent missing data, it may not be possible to finalize a determination. Continue

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Calculating Rating: Example 1

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
Total	19%	33%	33%	15%	81%	19%	44%	38%	100%

Question	Response (Yes/No)	Action
4. Add the percentage of students earning moderate or high growth (moderate + high). Is this total 65 percent or higher? $33\% + 33\% = 66\%$	✓ Yes; Rating is Proficient or higher. Add % high + % missing	✓ % high + % missing is less than 50: $33\% + 15\% = 48\%$ Determination is proficient.*
	No	Continue

*In this example, the process stopped here because a determination was made.

Example 1: What Did We Learn and What Else May Be Considered?

- Determination for two years combined is proficient
 - 66 percent of students demonstrated moderate or high growth, and
 - An exemplary determination was ruled out.
- Consider reviewing the data over time
 - Are there trends that should be accounted for (e.g., more students showed high growth each consecutive year)?
- Are there data from English (e.g., SGP reading data) that should be considered in the same manner?
- Do the SGP data result in different interpretations in different course levels or with certain student groups?
- Consistent with Board of Education guidelines, SGP results should contribute to no more than 20 percent of a teacher's summative evaluation.



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SGP Tables: Example 2

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	2	5	8	8	21	2	7	14	23
2011-2012	1	6	10	8	18	7	14	4	25
Total	3	11	18	16	39	9	21	18	48

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	9%	22%	35%	35%	91%	9%	30%	61%	100%
2011-2012	4%	24%	40%	32%	72%	28%	56%	16%	100%
Total	6%	23%	38%	33%	81%	19%	44%	38%	100%

These tables illustrate how data from mathematics assessments for two years may be viewed to support making determinations based from SGP data.



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SGP Tables: Example 2

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	2	5	8	8	21	2	7	14	23
2011-2012	1	6	10	8	18	7	14	4	25
Total	3	11	18	16	39	9	21	18	48

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	9%	22%	35%	35%	91%	9%	30%	61%	100%
2011-2012	4%	24%	40%	32%	72%	28%	56%	16%	100%
Total	6%	23%	38%	33%	81%	19%	44%	38%	100%

These tables illustrate how data from mathematics assessments for two years may be viewed to support making determinations based from SGP data.



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Calculating Rating: Example 2

SGP Levels (N for two years = 48)					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
Total	6%	23%	38%	33%	81%	19%	44%	38%	100%

Question	Response (Yes/No)	Action
1. Do 90 percent or more of students taught have SGP data? 33 percent missing SGP data	Yes	Use percentages and pre-defined criteria to make SGP-based determinations.
	<input checked="" type="checkbox"/> No	Continue
2. Do more than 50 percent of students taught demonstrate low growth? 6 percent low growth	<input type="checkbox"/> Yes	Rating=Unacceptable
	<input checked="" type="checkbox"/> No	Continue
3. Do 50 percent or more students taught demonstrate high growth and fewer than 10 percent demonstrate low growth? 38 percent high growth and 6 percent low growth	<input type="checkbox"/> Yes	Exemplary determination is possible. Due to more than 10 percent missing data, it may not be possible to finalize a determination.
	<input checked="" type="checkbox"/> No	Continue

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Calculating Rating: Example 2

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
Total	6%	23%	38%	33%	81%	19%	44%	38%	100%

Question	Response (Yes/No)	Action
4. Add the percentage of students earning moderate or high growth (moderate + high). Is this total 65 percent or higher? 23% + 38% = 61%	Yes; Rating is Proficient or higher.	% high + % missing is less than 50 Determination is proficient.
	Add % high + % missing	% high + % missing is greater than 50: Determination is proficient or higher. Continue.
	<input checked="" type="checkbox"/> No	Continue

Missing Data: Example 2										
SGP Levels					SOL Proficiency Levels					
Mathematics	Low	Moderate	High	Missing	Passing Scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students	
Total	6%	23%	38%	33%	81%	19%	44%	38%	100%	
Question					Response (Yes/No)	Action				
A. If all of the students who have missing data showed high growth, would at least 50 percent of students show high growth (add percentage of students with high growth and missing data)? $38\% + 33\% = 71\%$					<input checked="" type="checkbox"/> Yes	Rating continues to be undetermined				
					<input type="checkbox"/> No	Exemplary rating is not possible. The data support a rating of Proficient or lower.				
B. If all students who have missing data showed moderate growth, would 65 percent or more show moderate or high growth (add percentage of students with moderate growth, high growth, and missing data)? $23\% + 38\% + 33\% = 94\%$					<input checked="" type="checkbox"/> Yes	Rating continues to be undetermined				
					<input type="checkbox"/> No	Data support a rating below Proficient, but it is not clear whether the rating would be Developing/Needs Improvement or Unacceptable.				
C. If all students who have missing data showed low growth, would 50 percent or more students demonstrate low growth? $6\% + 33\% = 39\%$					<input type="checkbox"/> Yes	Rating is undetermined				
					<input checked="" type="checkbox"/> No	The data support a rating above Unacceptable, but the specific rating may not be available.				
D. Use information above to further narrow rating if possible. Here are two examples:										
➤ If answers to questions A and C are NO, the data support a rating of <u>either</u> Proficient or Developing/Needs Improvement. The rating would not be Exemplary or Unacceptable.										
➤ If the answer to questions A and B are NO, and the answer to question C is NO, the rating must be Developing/Needs Improvement, as the other ratings are not possible.										

Example 2: What Did We Learn and at What Else Might We Look?

- There is too much missing data to make a determination for these two years using SGP data.
 - The process of elimination ruled out an unacceptable rating.
 - No other ratings were eliminated, and therefore, these data should play an extremely limited role (if any) in the evaluation. For example, these data may be used to support a rating above unacceptable if other student academic progress data support a rating above unacceptable.
- Review other types of student academic progress data for use in performance evaluation.



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General SGP Considerations

- SGP data should be considered over time and patterns of performance should be considered when making SGP-based determinations in performance evaluations.
- Teachers who teach multiple classes may benefit from reviewing data for each class separately.
- When there are conflicting data, evaluators must use professional judgment to make determinations.
- In all cases, administrators must ensure that teachers receive appropriate feedback on their strengths and areas for improvement from each component of the comprehensive evaluation.



Example 1

Summary SGP Data

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing Scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	6	6	7	4	21	2	7	14	23
2011-2012	3	10	9	3	18	7	14	4	25
Total	9	16	16	7	39	9	21	18	48

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing Scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	24%	29%	31%	16%	91%	9%	30%	61%	100%
2011-2012	12%	40%	35%	14%	72%	28%	56%	16%	100%
Total	19%	33%	33%	15%	81%	19%	44%	38%	100%

Directions: Review the data and answer the following questions.

1. What do these data tell you about student academic progress in this specific classroom for each academic year and over a two-year span?

2. What do these data NOT tell you about student academic progress in this specific classroom for each academic year and over a two-year span?

Rating Criteria for Student Growth Percentiles

Student Performance	Performance Level
<ul style="list-style-type: none"> □ More than 50% of students show high growth and no more than 10% show low growth 	Exemplary
<ul style="list-style-type: none"> □ At least 65% of students show moderate or high relative growth (the percentage of students with high growth + moderate growth \geq 65%) 	Proficient
<ul style="list-style-type: none"> □ No more than 50% of students show low growth 	Developing/Needs Improvement NOTE: To make this determination, there must be sufficient growth data to make the determination. In this case, determinations of “undetermined” may be warranted.
<ul style="list-style-type: none"> □ > 50% of students demonstrated low growth 	Unacceptable
<ul style="list-style-type: none"> □ None of the above 	Undetermined

Checklist for Using Student Growth Percentiles in Teacher Performance Evaluation

Directions: Using data from Example 1 respond to the question in the second column and indicate the appropriate action in the third column.

Question	Response (Yes/No)	Action
1. Do 90 percent or more of students taught have SGP data?	<input type="checkbox"/> Yes	Use percentages and pre-defined criteria to make SGP-based determinations.
	<input type="checkbox"/> No	Continue
2. Do more than 50 percent of the students taught demonstrate low growth?	<input type="checkbox"/> Yes	Rating=Unacceptable
	<input type="checkbox"/> No	Continue
3. Do 50 percent or more students taught demonstrate high growth and fewer than 10 percent demonstrate low growth?	<input type="checkbox"/> Yes	Exemplary determination is possible. If more than 10% of students have missing data, it may not be possible to finalize a determination.
	<input type="checkbox"/> No	Continue
4. Add the percentage of students earning moderate or high growth (moderate + high). Is this total 65 percent or higher?	<input type="checkbox"/> Yes	Rating=Proficient or Higher
	<input type="checkbox"/> No	Continue to Process of Elimination Chart

If there are missing data, it may not be possible to make a final determination, and *you must consider how missing data impact decisions before finalizing*. This is important because missing data represent students for whom growth information is not available. **Do not make assumptions about the students' growth when data are missing—you do not know how much growth these students made.** They may in fact have met criteria for high, moderate, or low growth but insufficient information is available to know which level applies. Use the process of elimination to see if you can reduce the possible ratings that may be made with student growth percentile data. This will be possible in some cases and not possible in others.

Example 2

Summary SGP Data

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing Scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	2	5	8	8	21	2	7	14	23
2011-2012	1	6	10	8	18	7	14	4	25
Total	3	11	18	16	39	9	21	18	48

SGP Levels					SOL Proficiency Levels				
Mathematics	Low	Moderate	High	Missing	Passing Scores (proficient or advanced)	Failing Scores	Proficient Scores	Advanced Proficient Scores	Total Students
2010-2011	9%	22%	35%	35%	91%	9%	30%	61%	100%
2011-2012	4%	24%	40%	32%	72%	28%	56%	16%	100%
Total	6%	23%	38%	33%	81%	19%	44%	38%	100%

Directions: Review the data and answer the following questions.

1. What do these data tell you about student academic progress in this specific classroom for each academic year and over a two-year span?

2. What do these data NOT tell you about student academic progress in this specific classroom for each academic year and over a two-year span?

Checklist for Using Student Growth Percentiles in Teacher Performance Evaluation

Directions: Using data from Example 2 respond to the question in the second column and indicate the appropriate action in the third column.

Question	Response (Yes/No)	Action
1. Do 90 percent or more of students taught have SGP data?	<input type="checkbox"/> Yes	Use percentages and pre-defined criteria to make SGP-based determinations.
	<input type="checkbox"/> No	Continue
2. Do more than 50 percent of the students taught demonstrate low growth?	<input type="checkbox"/> Yes	Rating=Unacceptable
	<input type="checkbox"/> No	Continue
3. Do 50 percent or more students taught demonstrate high growth and fewer than 10 percent demonstrate low growth?	<input type="checkbox"/> Yes	Exemplary determination is possible. If more than 10% of students have missing data, it may not be possible to finalize a determination.
	<input type="checkbox"/> No	Continue
4. Add the percentage of students earning moderate or high growth (moderate + high). Is this total 65 percent or higher?	<input type="checkbox"/> Yes	Rating=Proficient or Higher
	<input type="checkbox"/> No	Continue to Process of Elimination Chart

If there are missing data, it may not be possible to make a final determination, and *you must consider how missing data impact decisions before finalizing*. This is important because missing data represent students for whom growth information is not available. **Do not make assumptions about the students' growth when data are missing—you do not know how much growth these students made.** They may in fact have met criteria for high, moderate, or low growth but insufficient information is available to know which level applies. Use the process of elimination to see if you can reduce the possible ratings that may be made with student growth percentile data. This will be possible in some cases and not possible in others.

**Checklist for Using Student Growth Percentiles in
Teacher Performance Evaluation**

Process of Elimination Due to Missing Data

Directions: Using SGP data from Example 2 continue with the process of elimination. Respond to the questions in the first column by indicating yes or no in the second column. Then, decide on the appropriate action in the third column.

Process of Elimination		
Question	Response (Yes/No)	Action
A. If all of the students who have missing data showed high growth, would at least 50 percent of students show high growth?	<input type="checkbox"/> Yes	Rating continues to be undetermined, but rating may be Exemplary
	<input type="checkbox"/> No	Exemplary rating is not possible. The data support a rating of Proficient or lower
B. If all students who have missing data showed moderate growth, would 65 percent or more show moderate or high growth (add percentage of students with moderate growth, high growth, and missing data)?	<input type="checkbox"/> Yes	Rating continues to be undetermined, but rating may be in Proficient or higher
	<input type="checkbox"/> No	Data support a rating below Proficient, but it is not clear whether the rating would be Developing/Needs Improvement or Unacceptable
C. If all students who have missing data showed low growth, would 50 percent or more students demonstrate low growth?	<input type="checkbox"/> Yes	Rating is undetermined, but rating may be Needs Improvement or Unacceptable
	<input type="checkbox"/> No	The data support a rating above Unacceptable, but the specific rating may not be available.

Use information above to further narrow rating if possible. Here are two examples:

- If answers to questions A and C are NO, the data support a rating of either Proficient or Developing/Needs Improvement. The rating would not be Exemplary or Unacceptable.
- If the answer to questions A and B are NO, and the answer to question C is NO, the rating must be Developing/Needs Improvement, as the other ratings are not possible.

Final Thoughts on Using Student Growth Percentiles

- **Use SGP data when available and appropriate**
- **Interpret SGP data in light of missing data**
- **Base final determinations on two or more years of SGP data**
- **Use multiple measures of student academic progress for a summative rating on Standard 7**



Division Roll-Out Discussion Guide

What are the challenges you foresee with rolling out this evaluation system? How might those be alleviated?

What might the division as a whole do to assist in implementing this evaluation system?

What might the Virginia Department of Education do to assist in implementing this evaluation system?

What will you tell the teachers about your evaluation system? Why?