



The Use of Student Achievement Data in the Evaluation of Classroom Teachers

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Pennsylvania's new Educator Effectiveness System requires the use of multiple measures of student achievement that fall into three categories: 1) building level data; 2) teacher specific data; and 3) elective data. These three kinds of student achievement measures account for 50 percent of a classroom teacher's summative rating. (See the box, "Components of PA's New Educator Effectiveness System" for more information on the student achievement measures.)

Beginning in 2014-15, classroom teachers will have data from all three categories of student achievement measures included in the calculation of their summative rating. However, not all individual measures within categories may be available or applicable to every classroom teacher. The Department of Education (PDE) has issued regulations to ensure employers use the appropriate measures in the evaluation of classroom teachers. A summary of the regulation is provided below.

1. Building Level Data (beginning in 2013-14).

Building Level Data comprises 15 percent of a classroom teacher's summative rating and is measured by the School Performance Profile (SPP) for the school building or buildings in which a classroom teacher works. Classroom teachers who are assigned to work in more than one school will receive a Building Level Data score that is based upon a weighted average of the time of service provided in each building during the school year. A small number of classroom teachers may not work in a school building that receives a SPP score (for example, classroom teachers in part-time career and technology centers or some teachers who are employed by an intermediate unit); PDE says that if a classroom teacher does not have an applicable SPP score then the score from the teacher observation portion of the evaluation is used in place of the SPP to calculate a summative rating score.

Components of PA's New Educator Effectiveness System

Pennsylvania's new Educator Effectiveness System contains four different categories of data that combine to form a summative rating for every classroom teacher. Regulations define some substitutions that LEAs can employ if specific data elements are unavailable.

Observation Data. At least half of a classroom teacher's final rating must be based upon observation of practice as recorded in four areas: (1) planning and preparation; (2) classroom environment; (3) instruction; and (4) professional responsibilities.

Building-Level Data. 15 percent of a classroom teacher's final rating must be based upon school data that include at least seven measures: (1) PSSA/Keystone achievement; (2) PVAAS growth; (3) graduation rate; (4) promotion rate; (5) PSAT/SAT scores; (6) attendance rates; and (7) AP course participation.

Teacher-Specific Data. 15 percent of a classroom teacher's final rating must be based upon teacher-specific measures of student achievement and growth that include at least four items: (1) PSSA achievement; (2) student growth as measured by the Pennsylvania Value Added Assessment System (PVAAS); (3) student progress on IEP goals; and (4) student progress as measured by district rubrics.

Elective Data. 20 percent of a classroom teacher's final rating must be based upon elective measures of student achievement and growth selected by LEAs from a state-approved list that includes at least five measures: (1) district designed measures and examinations; (2) nationally recognized standardized tests; (3) industry certification exams; (4) student projects; and (5) student portfolios.

A teacher's SPP score is converted to a score of 0 to 3 for evaluation purposes. The following conversion table is used to convert a SPP score to a 0 to 3 score for inclusion in a teacher's summative rating:

Conversion from 100-point SPP score to 0-3 Score for Classroom Teacher Building Level Rating	
<i>SPP Score</i>	<i>Classroom Teacher Building Level Rating</i>
90.0 to 107 (includes 7 "extra credit" points)	2.50 to 3.0
70.0 to 89.9	1.50 to 2.49
60.0 to 69.9	0.50 to 1.49
00.0 to 59.9	0.00 to 0.49

2. Teacher Specific Data (beginning in 2014-15).

Teacher Specific Data are measures of student achievement related to a specific classroom teacher. Together, these measures comprise 15 percent of a classroom teacher's summative rating. The law says that Teacher Specific Data must include all of the following measures (if applicable to a specific teacher's professional assignment).

- Student performance on state assessments (PSSA and Keystone Exams).** This measure is calculated annually for a classroom teacher with applicable state assessment data and comprises no more than 5 percent of a classroom teacher's summative rating.¹ The exact weight assigned to student performance on state assessments is determined by the employer. A classroom teacher's score in this area depends upon the percent of the teacher's students who score proficient or advanced on the state assessment. The following conversion table is used to convert a "percent proficient or advanced" to a 0 to 3 score for inclusion in a teacher's summative rating:

Conversion from Percent Proficient or Advanced on State Assessments to 0-3 Score for Classroom Teacher "State Assessment" Rating	
<i>Percent of Students Proficient or Advanced</i>	<i>Classroom Teacher State Assessment Rating</i>
95.0 to 100	3.0
90.0 to 94.9	2.5
80.0 to 89.9	2.0
70.0 to 79.9	1.5
65.0 to 69.9	1.0
60.0 to 64.9	0.5
Below 60	0.0

- Value added assessment system data (PVAAS).** This measure is calculated annually for any classroom teacher who is assigned to teach an assessed subject, grade, or course. In order for the PVAAS measure to be used in the summative rating of a classroom teacher, the teacher must have three consecutive years of PVAAS data; regulations published by PDE make clear that any classroom teacher who does not have three consecutive annual PVAAS measures cannot have PVAAS data included in the annual summative rating. Because PVAAS measures for individual teachers were calculated for the first time in 2013-14, no classroom teacher will have a PVAAS measure included in the summative rating until three years of data are available in 2015-16. When data are available and applicable to an

¹ If a classroom teacher has no applicable state assessment data because he or she does not teach in a tested grade, course, or subject, then the other applicable "teacher specific" measures are used to calculate the teacher's "teacher specific" score.

individual teacher, the PVAAS score must comprise at least ten (but less than 15) percent of a classroom teacher’s annual summative rating.²

Beginning in 2015-16, the following table will be used to convert a teacher’s three-year “Average PVAAS Score” to a 0 to 3 score for inclusion in a teacher’s summative rating:

Conversion from Teacher Specific PVAAS Score to 0-3 Score for Classroom Teacher “Value Added” Rating	
<i>Three-year Average PVAAS Score</i>	<i>Classroom Teacher “Value Added” Rating</i>
90.0 to 100	2.50 to 3.0
70.0 to 89.9	1.50 to 2.49
60.0 to 69.9	0.50 to 1.49
00.0 to 59.9	0.00 to 0.49

- Progress meeting the goals of student individualized education plans (IEP).** This measure is developed locally by the employer and is measured through the Student Learning Objective (SLO) process.³ The measure applies to classroom teachers who provide instruction to students that is designed to meet one or more student IEP goals. PDE says that classroom teachers can use aggregated case load data of the percentage of students meeting IEP goals through documented progress monitoring to calculate this measure. Any score on “progress in meeting IEP goals” that is attributed to a classroom teacher must comprise no more than 5 percent of the teacher’s annual summative rating. For classroom teachers who do not provide instruction to students that is designed to meet one or more student IEP goals, other “teacher specific” measures are used in lieu of “progress in meeting IEP goals” to comprise the 15 percent teacher specific portion of the summative rating.
- Locally developed school district rubrics (LDR).** This measure is developed locally by the employer using locally developed school district rubrics to measure student achievement attributed to a specific teacher. The LDR measure is calculated through the Student Learning Objective process (see footnote #3). For classroom teachers who have “state assessment” and/or “value added” data included in the calculation of their teacher specific score, LDRs cannot comprise more than 5 percent of a teacher’s annual summative rating. For classroom teachers who do not have “state assessment” or “value added” data included in the calculation of their teacher specific score, LDRs can comprise up to 15 percent (the entire teacher specific portion) of a teacher’s annual summative rating.

Clearly, different kinds of teacher specific data are available for teachers depending upon the nature of the teaching assignment, and the weights of each kind of data depend upon the availability of other data.

For a teacher with no PSSA/Keystone or PVAAS data teacher specific data is comprised of the other two teacher specific measures required by law: 1) student progress on IEP goals (if applicable to an individual teacher) which can count for no more than 5 of the summative rating; and 2) student progress as measured by local district rubrics which makes up the remainder of the teacher specific score.

² If PVAAS data are unavailable for an individual teacher (either because the teacher does not teach in a tested subject, grade or course or because the teacher has not taught in a tested subject, grade, or course for three consecutive years) then the other applicable “teacher specific” measures are used to calculate a teacher’s “teacher specific” score.

³ See PSEA’s [Advisory on Student Learning Objectives](#) for more information on this process.

For a teacher with PSSA/Keystone data but no PVAAS data⁴ teacher specific data is comprised of PSSA/Keystone data which can count for no more than 5 percent, student progress on IEP goals (if applicable) which can count for no more than 5 percent, and student progress on local district rubrics which makes up the remainder of the teacher specific score.

For teachers with three consecutive PVAAS scores⁵ teacher specific data will be comprised of PVAAS data which can count for no less than ten percent, PSSA data which can count for no more than 5 percent, student progress on IEP goals (if applicable) which can count for no more than 5 percent, and student progress on local district rubrics which can count for no more than 5 percent.

3. Elective Data (beginning in 2014-15).

Elective Data measures are measures of student achievement selected from an annual list provided by PDE. PDE's annual list must include at least the following measures:

1. District designed measures and examinations
2. Nationally recognized standardized tests
3. Industry certification exams
4. Student projects
5. Student portfolios

Employers must use the Student Learning Objective process (see footnote #3) to calculate a teacher's score for the Elective Data portion of the annual summative rating. Elective data comprise 20 percent of a classroom teacher's annual summative rating.

The law allows LEAs to determine all aspects of the Elective Data process (except for the use of the SLO Template, which is mandatory). This means that the employer can define the following: 1) the selection of Elective Data measures from PDE's annual list; 2) the weight of each Elective Data measure in the final calculation of the Elective Data score; and 3) the determination of how many measures and how many SLOs will be used in the calculation of the Elective Data score. Ideally, however, elective data should be selected collaboratively between teachers and their administrators because individual teachers know their students, their curriculum, their resources, and their assessments best. In addition, involving classroom teachers can make the results of the SLO more useful and credible to them.

For Additional Information

PSEA members who have additional questions about the use of multiple measures of student achievement in the evaluation of classroom teachers may contact Dr. Carla Claycomb in PSEA's Education Services Department: cclaycomb@psea.org.

⁴This includes (1) all teachers of tested grades and subjects in 2014-15 (because no teacher has three consecutive years of PVAAS data until 2015-16), (2) third grade teachers who teach math and reading (because 3rd grade is the first year of state testing, no "value added" scores can be calculated without prior student performance data), and (3) in 2015-16 and beyond any teacher in tested grades and subjects who does not have three consecutive years of PVAAS data.

⁵ Beginning in 2016