

2022-2023 Teacher Evaluation Process – Student Performance

General Overview

For 2022-2023, 33% of each teacher's evaluation score is based on the last three years (when available) of their students' performance data.

A student performance score and rating (Table 1) is calculated for each teacher, based on the percentage of their students that made adequate gains/proficiency on the assessments their students participated in.

Table 1: Student Performance Rating Scale

Student Performance Score	Student Performance Rating
1	Unsatisfactory
2	Needs Improvement
3	Effective
4	Highly Effective

For each assessment group, a scale is created to convert the percentage of students that made adequate gains to a 1-4 student performance score. Some courses have specific end-of-course assessments (EOC's) that are used to measure student performance, and others use data from comprehensive tests. The following assessment results are used, as appropriate, in student performance calculations for the current year:

☐ FAST Grades K-2 Early Literacy/Reading	☐ AP Exams
☐ FAST Grades K-2 Math	☐ IB Exams
☐ FAST Grades 3-10 ELA	☐ EOC Biology 1
☐ FAST Grades 3-8 Math	☐ EOC Civics
☐ EOC Algebra 1	☐ EOC U.S. History
☐ EOC Geometry	☐ Mastery in Algebra 1
☐ FSAA	☐ Mastery in ELA
☐ State Science Exam Grades 5, 8	☐ Subject Area Exams (High School Core)
☐ VPK Assessment	☐ Subject Area Exams (High School NonCore)

Stability Groups

Not all students count toward a teacher's evaluation. A stability group is a collection of students BY COURSE that meet certain class enrollment and attendance rules that will count in the student performance portion of a teacher's evaluation. In general, *stability* is determined by attendance and enrollment. For each of the following course durations, students must be:

Full Year Courses: scheduled with the teacher during Surveys 2 and 3 and present for 137 days.

Semester 1 Courses: scheduled with the teacher during Survey 2 and present for 74 days.

Semester 2 Courses: scheduled with the teacher during Survey 3 and present for 63 days.

½ Semester and trimester courses: meet attendance guidelines.

Certain courses where instruction is not provided are excluded from the process (e.g., research, study hall). ILR (in lieu of removal) students are also excluded. The stability groups are posted periodically during the year for the teachers to review. Teachers may address questions/concerns about stability groups during these review periods by emailing teachereval@ecsdfl.us, an address specifically set up to handle these requests.

Calculating the Current Year Student Performance Score

Using the performance score targets, the percentage of students that meet or exceed the target is calculated for each teacher by assessment type. The teacher then earns points (1-4) for each assessment type based on that percentage. If the teacher has more than one assessment type score, a weighted average is calculated based on the number of student scores in each type.

The table below (Table 2) shows the percentages required to earn 2 (Needs Improvement), 3 (Effective) or 4 points (Highly Effective) for each assessment type based on the results from 2022-2023. The required percentages for FAST 3-10 are determined by analysis of data by district personnel. The required percentages for the other assessment types are determined by equating the same rank percentile distribution of teachers as the FAST. For example, let's assume the percentage on FAST required for Needs Improvement is 32 and represents a teacher rank percentile of 8. After ranking the teachers by their percentage of students that met or exceeded the targets for each of the other assessment types, the percentage required to be in the Needs Improvement category for each assessment type is found by looking at the 8th percentile of teachers for each assessment type. The other required percentages for scores of 3 (Effective) and 4 (Highly Effective) are set using the same method. The scales are updated each year to ensure an even distribution. Any given assessment type includes all assessments that share the same scale, i.e., all AP exams use the same scale.

Table 2: Assessment Group Required Percentages

Assessment Type	Percentage Required for 2 points (Needs Improvement)	Percentage Required for 3 points (Effective)	Percentage Required for 4 points (Highly Effective)
AP	2	27	57
Biology 1	15	43	77
Civics	58	67	82
FAST K-2	71	84	94
FAST 3-10	49	66	81
FSAA EOC's	9	17	37
FSAA Reading & Math	9	17	37
IB	54	70	91
Mastery (ELA and Algebra 1)	2	3	23
SAE's (High School Core)	34	49	69
SAE's (High School Non-Core)	71	82	94
Science Grades 5 & 8	31	46	63
US History	37	60	81
VPK	39	57	77

Assessment Groups – Student performance targets

In order to calculate the percent of students making adequate performance, a target score is determined for each assessment group using a universal method to promote fairness for all teachers. Once the target score is set for each student assessment group, a success rate is calculated by dividing the number of students meeting the target (numerator) by the number of students assessed (denominator). Each assessment group will have different cut points to determine the student performance points earned (1-4). The method used to set the performance targets for each assessment group is as follows:

Proficiency-Based Assessments Notes

For the following assessments, student performance is based on proficiency. The achievement level or scores required for proficiency vary from assessment to assessment (Table 3).

Table 3: Adjustments for Proficiency-Based Assessments

Assessment	Subjects	Minimum Level or Score Required for Proficiency
AP Exams		3
IB Exams		4
NGSSS & FSAA Science Exams	Grades 5 and 8	3
Mastery in Algebra 1	Liberal Arts Math	Mastery
Mastery in ELA	Intensive Language Arts	Mastery
NGSSS & FAST/FSAA EOCs	Biology, US History, Civics	3
Subject Area Exams	High School Courses	70

For all proficiency-based assessments except Subject Area Exams, students who earned an achievement level of 1 or 2 on the most recent assessment between the 2022-2023 FAST PM3 ELA and the 2021-2022 FSA Spring ELA assessments will have their numerator adjusted (increased) (Table 4).

Table 4: Adjustments for Proficiency-Based Assessments

FAST/FSA ELA Level	Numerator Adjustment Multiplier
1	2.0
2	1.5

Growth-Based Assessments:

For the following assessments, student performance is based on state defined learning gain calculations. To indicate growth, one of the following conditions must be met:

- Students who earned a level 1 or 2 on the 2022-2023 PM1 (or 2021-2022) assessment must increase their achievement level or subcategory on the 2022-2023 PM3 assessment.
- Students who earned a level 3, 4, or 5 on their 2022-2023 PM1 (or 2021-2022) assessment must maintain or increase their level.

ESE ACCESS students were excluded for all assessments except FSAA ELA and math, including math EOCs. For all other ESE students, learning gain calculations are proportionately adjusted for each primary exceptionality based on average performance.

FAST ELA & Math: FAST ELA Grades 3-10, Math Grades 3-8

Achievement levels from 2022-2023 PM1 were used as the baseline for learning gains.

FAST EOC's: (Algebra 1 & Geometry - no retakers)

Achievement levels from 2021-2022 FSA Math were used as the baseline for learning gains.

FAST Grades K-2 Star Early Literacy/Reading and Star Math:

Achievement levels from 2022-2023 PM1 were used as the baseline for learning gains.

When considering a student with multiple FAST K-2 results for the same subject, either ELA or Math, in any given PM window, the earliest result for each subject is considered official. For instance, if a student took both FAST Star Early Literacy and FAST Star Reading in the same PM window, both of which are ELA assessments, only the single earliest result from either assessment will be considered.

VPK Assessment:

Using countywide data from PM1 to PM3, formulas are created for the Renaissance Place VPK assessment to calculate the target performance score for each student.

FSAA ELA & Math: FSAA ELA Grades 4-10, Math Grades 4-8, Algebra 1, Geometry

For students that took the FSAA to indicate growth, one of the following conditions must be met:

- Students who earned a level 1 or 2 on the 2021-2022 FSAA assessment must increase their achievement level or subcategory on the 2022-2023 FSAA assessment.
- Students who earned a level 3 or 4 on the 2021-2022 FSAA assessment must maintain or increase their achievement level (or subcategory) on the 2022-2023 FSAA assessment.

Calculating the Current Year School Performance Score

A school performance score is used for teachers that did not have at least 5 students in their stability group. School performance scores are calculated using the state defined FAST & FSAA learning gain calculations. ESE students, learning gain calculations are proportionately adjusted for each primary exceptionality based on average performance.

Calculating the Overall Student Performance Score

Each teacher's current year score is calculated first (Table 5), and then combined with the previous two years to create the three-year score (Table 6). A weighting of 50% for the current year, 30% for the prior year, and 20% for two years prior will be used when three years of data is available. A weighting of 60% for the current year, and 40% for a prior year will be used when only two years of data are available.

Table 5: Example Current Year Student Performance Details

Year	Type	Number of Scores	Percent Met Expected	Points	Weight	Current Year Weighted Student Performance
2022-2023	FAST K-2 Reading & Math	9	100%	4.00	18.75%	0.75
2022-2023	FAST ELA & Math	39	39%	2.00	81.25%	1.62
2022-2023	TOTAL	48			100.00%	2.37

Table 6: Example Overall Student Performance Score

Year	Type	Number of Scores		Points	Weight	Three-Year Weighted Student Performance
2020-2021	Student Performance	17		2.00	20.00%	0.40
2021-2022	Student Performance	20		2.10	30.00%	0.63
2022-2023	Student Performance	48		2.37	50.00%	1.19
2022-2023	TOTAL	85			100.00%	2.22

Calculating the Overall Score and Rating

The overall score for each teacher is calculated by adding together 33% of the student performance score and 67% of the professional practices score (Table 7). From the overall score, the overall rating is assigned (Table 8).

Table 7: Example Overall Evaluation Score and Rating

Year	Type		Points	Weight	Weighted Evaluation Score	Overall Rating
2022-2023	Danielson		4.00	67.00%	2.68	
2022-2023	Overall Student Performance		2.22	33.00%	0.73	
2022-2023	TOTAL			100.00%	3.41	Effective

Table 8: Overall Rating Scale

Overall Score	Overall Rating
1.00-1.49	Unsatisfactory
1.50-2.49	Needs Improvement
2.50-3.49	Effective
3.50-4.00	Highly Effective