



Student Performance Measures for Classroom Teachers Frequently Asked Questions (FAQ)

The following FAQs are provided for guidance purposes only. It is recommended that any decision or action taken by a Local Education Agency (LEA) related to evaluation of its professional and temporary professional employees be made in consultation with the LEA's solicitor.

1. What are student performance measures and how are they applied to classroom teachers' evaluations?

Pursuant to Act 82¹, student performance related to a classroom teacher's evaluation consists of multiple measures related to student achievement which include three statutorily prescribed components: building level data, teacher specific data, and elective data that are utilized, when available, in the evaluation of the performance of classroom teachers.

2. How much do student performance measures count towards a classroom teacher's evaluation?

Student performance measures account for a combined 50% of a classroom teacher's evaluation.

3. What if data related to one of the three student performance measures is unavailable for inclusion in an evaluation?

Not all measures or components may be available or applicable to every classroom teacher. The Department through regulation has addressed instances when data may be unavailable and has provided an alternative substitute depending on the component that is unavailable or not applicable to the classroom teacher. These substitutions are addressed below.

4. What is a measure of student achievement?

A student achievement measure is a score or value that reflects a student's performance on a high quality assessment designed to 1) align to a specified set of academic and/or interpersonal skills standards, and 2) measure student proficiency relative to a clearly defined set of content/skill-based expectations. It is expected that districts perform due diligence in the review of assessments utilized by schools and teachers, to ensure they provide for reliable results and valid inferences that support the manner in which results are intended to be used*.

¹ 24 P.S. § 11-1123
Revised October 2014

Types of Assessments that provide for student achievement measures	Examples including but not limited to those listed below
State developed standardized assessments that align to the PA Core and Academic Standards, PA English Language Proficiency Standards, or PA Student Interpersonal Skills Standards.	PSSA's, Keystones, PASA, CDT
Standardized assessments that align to National Standards (e.g. , ACTFL's National Standards for Foreign Language Education) and/or other specified academic and/or interpersonal standards.	Access for ELL's, Advanced Placement exams, International Baccalaureate exams, ACT/SAT, Stanford 10, Terra Nova, Iowa Test of Basic Skills, Woodcock Johnson, KTEA, TOWRE, TOLD, NOCTI GRADE, GMADE, DIBELS, Aimsweb, DRA
Student-level performance assessments that align to the PA Core and Academic Standards, PA English Language Proficiency Standards, or PA Student Interpersonal Skills Standards.	Assessments that require students to engage in an activity or demonstration that provides evidence of their proficiency in a course or content area, given a defined set of standards and content/skill-based expectations (e.g., music, art, physical education, career technology education)
Other classroom assessments aligned to the PA Core and Academic Standards, PA English Language Proficiency Standards, or PA Student Interpersonal Skills Standards.	Projects, portfolios, curriculum based assessments, district developed end of course exams
Assessments designed to measure students' progress towards IEP goals.	Behavioral checklists that evaluate interpersonal skills, language or academic skills. Curriculum based assessments.
Aggregate measures/indices are considered measures of student achievement because they are based upon student data resulting from assessments such as those outlined above.	PVAAS and SPP

**In order to support educators in the selection and development of high quality achievement measures, PDE provides a set of training modules on assessment literacy. These modules provide educators with the resources they need to identify high quality assessments. These resources are available in the SAS portal.*

BUILDING LEVEL DATA

5. What is building level data?

Building level data is a calculation/score of specified elements particular to the building or configuration of grades assigned a unique four digit identification number by the Department and applied to the evaluation of a classroom teacher who teaches a grade/subject/course in that building. The building level data score comprises 15% of a classroom teacher's overall rating and includes but is not limited to the following when data is available and applicable to a building in which the classroom teacher provides service:

- Student performance on assessments.
- Value-added assessment system data made available by the Department under section 221 of the Public School Code (24 P.S. § 2-221).
- Graduation rate as reported to the Department under section 222 of the Public School Code (24 P.S. § 2-222).
- Promotion rate.
- Attendance rate as reported to the Department under section 2512 of the Public School Code (24 P.S. § 25-2512).
- Industry certification examinations data.
- Advanced placement course participation.
- Scholastic aptitude test and preliminary scholastic aptitude test data.

The building level data score is published annually as the School Performance Profile (SPP) on the Department's website. The weight assigned to each element that comprises the SPP/building level data score is included on the website as well as in the appendix to the regulations at 22 Pa. Code § 19.1 et seq.

6. Do all classroom teachers receive a building level data score as part of the evaluation?

No.

The evaluation of both professional and temporary professional employees working as classroom teachers shall contain a building level data score if they are teaching in a building which receives a SPP/ building level data score.

For classroom teachers who teach in a building that does not have a SPP/building level data score, the score from the teacher observation and practice portion of the evaluation is utilized in its place at 15% of the overall evaluation. Intermediate Units (IU) and part-time Career and Technical Centers (CTC) do not receive a SPP/building level score.

7. What if an employee teaches in more than one building? How is the building level data score applied?

A professional or temporary professional employee who teaches in more than one building will receive a building level data score based upon a weighted average of the time of service provided in each building.

8. For a new first year temporary professional, how is the building level score applied to the mid-year and year-end evaluation?

Act 82 does not specifically describe or limit the timing of the application of the building level data score to temporary professional or professional employee evaluations. It requires that a building level score be utilized in the evaluation of professional and temporary professional employees.

However, for a new first year teacher who has never worked in the school building during any period of time attributable to the existing and available SPP/building level data score, any data related to the first year temporary professional employee and his or her impact in the school building is unavailable. For first year teachers, the 15% building level data score will be comprised of the score from the teacher observation and practice portion of the temporary professional's mid-year and year-end evaluation.

9. For a second year temporary professional, how is the building level score applied to an evaluation? Is this the same for the third year of employment as a temporary professional?

As mentioned previously, Act 82 does not describe or limit the timing of the application of a building level score. However, it does require that a building level score be utilized in the evaluation of professional and temporary professional employees.

22 Pa. Code § 19.1 clarifies that the LEAs should use the statutorily required student performance elements in any evaluation if the data is applicable and available. The regulatory standards further state that "Nothing in these standards of use for multiple measures of student performance, this section or this chapter shall be construed to limit or constrain the authority of the chief school administrator of an LEA to initiate and take action on a personnel matter, including dismissal of a classroom teacher, based on information and data available at the time of the action."

22 Pa. Code §19.1 (IV.) (e)

Given this language in regulation, the current and existing building level score may be utilized in any mid-year or year-end evaluation of a temporary professional employee's second or third year of employment.

PDE understands that the release date of the SPP/building level data score is prompting some LEAs to consider finalizing the required second/year-end evaluation for temporary professionals in the fall when the most recent SPP/building level data is published. Given this and the possibility of legal challenges related to the application of a building level data score, each LEA should consult with its solicitor concerning the application of the SPP/building level data score to a temporary professional's evaluation including the impact of the requirements of 24 P.S. §11-1108.

10. For a tenured professional employee, how is the building level score applied to the annual or any periodic evaluation?

As mentioned previously, Act 82 does not specifically describe or limit the timing of the application of a building level score. However, it does require that a building level score be utilized in the evaluation of professional and temporary professional employees.

22 Pa. Code § 19.1 clarifies that the LEA should use the statutorily required student performance elements in any evaluation if the data is applicable and available. The regulatory standards further state that "Nothing in these standards of use for multiple measures of student performance, this section or this chapter shall be construed to limit or constrain the authority of the chief school administrator of an LEA to initiate and take action on a personnel matter, including dismissal of a classroom teacher, based on information and data available at the time of the action."

22 Pa. Code § 19.1 (IV.) (e)

Given this language in regulation, the current available and existing building level score at the time of evaluation may be utilized in any annual or periodic evaluation of a tenured professional employee.

PDE understands that the release date of SPP/building level data scores is prompting some LEAs to consider finalizing the annual evaluations for professional employees in the fall when the most recent SPP/ building level score data is published. Given this and the possibility of legal challenges related to the application of building level data score, any LEA should consult with its solicitor concerning the application of the SPP/building level data score to a professional employee's evaluation.

11. How should an LEA evaluate employees who serve in dual roles, specifically the individual who teaches half time and supervises staff half time?

Ultimately, a LEA must determine the best way to evaluate employees serving in multiple roles. LEAs could consider the percentage of time an individual is spending in his or her respective role as a determining factor. This decision should be made in collaboration with the employee and the district solicitor. Whatever a LEAs chooses to do it should do consistently across all staff.

12. How is the building level data score applied to any evaluation for a professional or temporary professional employee who transfers to a new school building?

Pursuant to regulation, any employee who transfers buildings may choose to utilize the teacher specific data score for the employee's evaluation in the new placement for two school years starting on the date when the classroom teacher begins the assignment in the new building.

TEACHER SPECIFIC DATA

13. What is teacher specific data?

Teacher specific data are measures of student performance related to the particular classroom teacher and shall include all of the following components if applicable and available:

- Student performance on state assessments
- Value added assessment system data (PVAAS data)
- Progress meeting the goals of student individualized education plans
- Locally developed school district rubrics (LDR).

14. How do I write a SLO for five or less students?

LEAs may choose to utilize a “n” count of 11 across teacher specific and elective data. In absence of teacher specific and elective data the observation and practice components of the evaluation system could be substituted. It is a local decision whether a LEA chooses to utilize a lower “n” count for teacher specific and elective data. Hence, a LEA could choose to develop a SLO for less than eleven students, if it believes that it can attribute student achievement to the teacher. An LEA should discuss any decision to use the “n” count of 11 or a lower “n” count with its solicitor. Whatever decision is made should be applied consistently across staff.

15. Are SLOs accounting for 35% of a teacher’s evaluation in the absence of VAM?

No. LEAs must give due consideration to all data defined in the Act and regulations for teacher specific and elective data.

Teacher Specific Data shall comprise 15% of the final teacher evaluation and shall include the following when data is available and applicable to a specific classroom teacher:

Student Performance on Assessment	Shall comprise no more than 5%
Value Added Assessment Data	Shall comprise not less than 10% nor more than 15%
Progress in meeting the goals of student IEP (SLO process)	Shall comprise no more than 5%
Locally Developed Rubric (SLO process-assessments defined in elective component)	Shall comprise no more than 15%

Elective data shall consist of measures of student achievement that are locally developed and selected by the LEA from a list approved by PDE. Assessments include but are not limited to:

- District designed measures and examinations
- Nationally recognized standardized tests
- Industry certification exams
- Student projects pursuant to local requirements
- Student portfolios pursuant to local requirements

16. How is the “student performance on assessments” measure calculated and applied to an evaluation?

Student performance on state assessments is calculated annually for a classroom teacher with available state assessment data and a rating score is determined based upon the percentage of the classroom teacher’s students who score proficient or advanced on the applied state assessments pursuant to conversion Table-H provided in regulation.

17. What is the percentage weight given to student performance on state assessments in relation to an evaluation?

Teacher specific data scores related to student performance on state assessments shall not comprise more than 5% of a teacher’s overall performance evaluation.

18. Who determines the final percentage weight up to the allowable 5%?

The LEA determines the final percentage weight given to student performance on state assessments based upon the availability of any and/or all other teacher specific data for a particular classroom teacher.

19. What is value added assessment system data?

Pennsylvania value added assessment system (PVAAS) data estimates the academic growth of a teacher’s group of students for a given period based upon student performance on state assessments. PVAAS teacher specific growth is provided for each PA assessed subject/grade/course for a teacher for each year it is available and based upon a three year rolling average of available assessment data of the most recent three consecutive years.

20. Who provides the score based upon PVAAS to the LEAs?

The Department or its designee will provide PVAAS data to LEAs for school year 2013/14, 2014/15 and 2015/16 and every year thereafter.

21. How is the PVAAS data converted into a score that will be applied to an evaluation?

The PVAAS data supplied by the Department based upon three years of growth will be provided to the LEA who will then use Table I provided in regulation to convert the PVAAS data score to the 0-3 scale for inclusion in a classroom teacher’s evaluation.\

22. What is the percentage weight given to the PVAAS data related to teacher specific data?

A score based upon available PVAAS data shall comprise not less than 10% of the classroom teacher’s final evaluation for those teachers who teach a subject/grade/course for which PVAAS data is available.

23. What component or measure is utilized in the absence of a 3 year rolling average of PVAAS data?

In school year 2013/14, the LEA shall utilize the rating from the teacher observation portion of the tool for the PVAAS data portion of any classroom teacher evaluation.

In school year 2014/15 and every school year thereafter, if PVAAS data is unavailable, the teacher specific data measure for temporary or professional employees shall be comprised of the other three teacher specific data measures when data is applicable and available as follows:

Student performance on assessments, (not more than 5%), Progress in meeting the goals of student IEPs, (not more than 5%), Locally developed rubric (not more than 15% in the case where none of the other measures of teacher specific data are available.)

Like the SPP/building level score, PVAAS data will be published in the fall each year for the previous school year. In the first year of availability of the three year rolling average data, some LEAs are considering finalizing the year end or annual evaluation in the fall for teachers with PVAAS growth data and use the current and available 3 year averaged PVAAS growth measure score in any future mid-year, periodic or year-end evaluation. Given this and the possibility of legal challenges related to the application of the PVAAS data score, each LEA should speak to its solicitor related to the application of the PVAAS data to classroom teacher evaluations.

24. What is meant by “progress in meeting the goals of student IEPs” and how will that be measured as a component of teacher specific data?

It is a measure of growth and student performance related to special education students meeting IEP goals. Any measure based upon progress made in meeting students’ IEPs may be developed by the local LEA, if applicable to a particular classroom teacher, and shall be validated through a Student Learning Objective (SLO) process to compile a score for such measure. PDE has developed a voluntary SLO template for IEP progress. LEAs are not required to use the template and can utilize the original PDE template if they choose. Both templates can be accessed on the educator effectiveness-classroom teacher website-
http://www.portal.state.pa.us/portal/server.pt/community/educator_effectiveness_project/20903/p/1173845

Teachers may use aggregated case load data of the percentage of students meeting IEP goals through documented progress monitoring. LEAs may choose to aggregate all IEP goals or identify a particular targeted subject area as an area of focus. The supervising administrator should work in collaboration with the teacher to set the performance measures and indicators and should meet frequently with the special education teacher to review progress monitoring data (e.g. select a targeted subject area and grade level).

Per IDEA, it is expected if students’ progress monitoring data indicates a student is not making progress, the IEP team must be reconvened to consider all data and make adjustments to the students program.

25. Does IEP progress include GIEPs?

No, the statute is specific in its definition tying IEP progress to those plans required under IDEA.

26. What is the percentage weight assigned to any score based upon “progress in meeting the goals of student IEPs?”

Any score attributable to a classroom teacher related to progress in meeting the goals of student IEPs when applicable and available shall be no more than 5% of a classroom teacher’s overall evaluation.

27. Who determines the final percentage weight up to the allowable 5% for progress in meeting the goals of student IEPs?

The LEA determines the percentage weight given to progress meeting student IEP goals based upon the availability of any and/or all teacher specific data for a particular classroom teacher with a total percentage not to exceed 5%.

28. What are locally developed rubrics (LDR) and how will they be developed and applied to an evaluation?

A locally developed rubric may be created by an LEA related to student performance and attributed to the classroom teacher. LDRs may include independent and unique student performance measures developed by the LEA for the specific teacher or they may be selected from the list of elective data measures developed and published by the department annually and described below in the elective data section of these FAQs.

29. What is the percentage weight assigned to locally developed rubrics?

For classroom teachers who possess teacher specific data from student performance on state assessments and PVAAS growth data, any score related to locally developed rubrics shall be no more than 5% of the classroom teacher's overall evaluation based upon the availability of any other teacher specific measures.

For classroom teachers who do not teach state assessed subject areas and have no state assessment measure or PVAAS growth measure, the LDR shall comprise no more than 15% of the teacher specific data portion. Of course, this percentage may be reduced for classroom teachers without state assessment or PVAAS data, if the classroom teacher has applicable and available data based upon progress meeting student IEPs. In this instance, the LDR could be reduced to no less than 10%.

30. Must a LEA use a SLO to validate and score any locally developed rubric?

Yes.

31. How will teacher specific data measures be determined for a classroom teacher without any assessed data?

For classroom teachers without state assessment data, the LEA must determine a teacher specific data score based upon the classroom teacher's progress in meeting the goals of student IEPs, if applicable and available, and a LDR which may consist of an elective data measure selected from the list of Department approved electives measures.

32. May a classroom teacher without state assessment data use an elective data measure for the entire 15% of the teacher specific data measure?

Yes, if no data is available or applicable from the other three teacher specific data components (including progress made on IEPs), a classroom teacher may utilize the LDR which per regulation may include use of one of the approved elective data measures for the entire 15% of the teacher specific data component.

33. May a classroom teacher without any state assessment data use just one elective data measure for the combined 15% teacher specific data and 20 % elective data of his or her evaluation?

Pursuant to Act 82, classroom teachers must be evaluated using measures of student performance that include a score for a building level data measure, teacher specific data measure and elective data measure with specified percentages attributed to the classroom teacher's overall rating.

Furthermore, Act 82 requires teacher specific data to comprise all of the following:

- Student performance on state assessments
- Value added assessment system data (PVAAS data)
- Progress meeting the goals of student individualized education plans
- Locally developed school district rubrics (LDR).

Regulation further clarified that all four measures are to be used if the data is applicable and available for a temporary professional or professional employee. However, some classroom teachers may never have state assessment or PVAAS growth measures as part of the teacher specific data score because they do not teach a state assessed subject. Similarly, not all teachers may have students with IEPs to calculate progress meeting the goals of student IEPs. Thus, these temporary professional and professional employees may only have a teacher specific data measure comprised of a locally developed rubric.

Because LDR is not defined in Act 82, pursuant to regulation, LEAs may choose to utilize a measure from the list of elective data measures as the LDR. It is recommended that a classroom teacher's evaluation which utilizes an elective data measure as the LDR also include an additional and separate elective data measure attributed to the 20% elective data measure.

Although it is recommended that classroom teachers be given a separate LDR/elective measure and separate elective data measure, a LEA and classroom teacher may agree to use a single elective data measure chosen from the list of elective measures to comprise both the 15% teacher specific data score and the 20% elective score, which would account for 35 % of an educator's evaluation if no other teacher specific data elements are available or applicable.

The LEA should consult with its solicitor regarding any possible agreement made between the LEA and classroom teachers to utilize a single elective/LDR measure as the combined teacher specific data and elective data measure in light of the requirements of Act 82 and current regulation.

34. Who determines what combination of teacher specific data is utilized and the weights assigned to each component?

The LEA determines what teacher specific data elements are utilized for a classroom teacher based upon the availability of the data and applicability to the individual classroom teacher in accordance with Act 82 and regulation. The LEA also determines the final weight allotted to each applicable teacher specific data component in accordance with regulation and as explained in these FAQs.

ELECTIVE DATA

35. What are Elective Data Measures?

Elective data measures are locally developed measures of student achievement that may be selected from an annual list provided by the Department including but not limited to the following:

- District designed measures and examinations
- National recognized standardized tests
- Industry certification examinations
- Student projects pursuant to local requirements
- Student portfolios pursuant to local requirements.

36. What is the percentage weight assigned to any elective data measures?

Elective data measures are 20% of a classroom teacher's overall evaluation.

37. How is the score determined and validated for any elective data measure selected?

LEAs must utilize the SLO process to validate the weight assigned to elective data measures. The Department provides templates for SLOs and guidance related to their application and use.

38. May an LEA utilize more than one elective data measure as part of the 20% elective data measure?

Yes. More than one elective data measure may be utilized to comprise the 20%.

39. Who determines the percentages up to the 20% percent if an LEA utilizes more than one elective data measure?

The LEA determines the proportion of the 20% weight attributed to more than one elective data measure.