**Evaluation of Instructional Staff**

**Data Collection Guidelines**

**Prairie School**

The evaluation instrument collects data from observations by the evaluator (50%) and data from student learning outcomes (50%) to determine the overall rating on the evaluation.

## State Board Rules determine the basic components which must be included in the data for the student learning outcomes. There are four requirements for attributing student outcomes in educator evaluation listed below. These requirements are not mutually exclusive (satisfying one requirement might satisfy another).

1. One or more measures of individually attributed student learning outcomes
2. One or more measures of collectively attributed student learning outcomes
3. When available, statewide summative assessment results
4. When statewide summative assessments occur in consecutive years, Colorado Growth Model results

The District has determined that student learning outcomes will be complied by category for most teachers:

**Standardized Test Results** (NWEA Grades K-8 and Explore, Plan, ACT grades 9-12), which will be individually attributed student learning outcomes

**Standardized Test Results** (TCAP growth where applicable, TCAP proficiency if growth is not available), which will be individually attributed student learning outcomes

**Standardized Test Results** (AIMSweb and DIBELs Next), which will be individually attributed student learning outcomes

**School Performance Framework rating**, which will be a collectively attributed student learning outcome

**Student Learning Outcomes Scoring Criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| **Standardized Tests- individual TCAP, NWEA, ACT, Accuplacer. Teachers that are responsible for more than on TCAP , NWEA, ACT, and Accuplacer -assessment will receive average of all tests administered.** | | | |
| If growth….  0-29% of the class meets their growth goal(s) | 30%-39% of the class meets their growth goal(s) | 40%-59% of the class meets their growth goal(s) | 60%+ of the class meets their growth goal(s) |
| If status…  6+ points below state average for proficient and advanced | 1-5 points below state average for proficient and advanced | State average for proficient and advanced | Above state average for proficient and advanced |
| **Standardized Tests- Collective K-12 ACT composite score** | | | |
| >5 points below state average | 1-5 points below state average | Meets state average | Above state average |
| **School Performance Framework- Collective (either 1 or 3 year- whichever is better)** | | | |
| Turnaround rating | Improvement rating | Performance rating (60%-65%) | Performance rating (>65%) |

**Student Learning Outcome – by Teaching Position**

Kindergarten – 1st Grade – 2nd Grade

|  |  |  |
| --- | --- | --- |
| 20% | Standardized Test – individual | NWEA |
| 20% | Standardized Tests – individual | Dibels Next/Aims |
| 10% | School Performance Framework – collective |  |

3rd Grade

|  |  |  |
| --- | --- | --- |
| 20% | Standardized Tests – individual | NWEA |
| 10% | Standardized Tests - individual | TCAP Status |
| 10% | Standardized Tests- individual | Dibels Next/Aims |
| 10% | School Performance Framework - collective |  |

4th Grade – 5th Grade – 6th Grade - 7th Grade

|  |  |  |
| --- | --- | --- |
| 20% | Standardized Tests- individual | NWEA |
| 10% | Standardized Tests - individual | TCAP – Average Growth Goals |
| 10% | Standardized Tests - individual | Aims Web/ DIBELS Next |
| 10% | School Performance Framework - collective |  |

Grades 8-12 Math Department

|  |  |  |
| --- | --- | --- |
| 20% | Standardized Tests – individual | TCAP – Average Growth Goals by student/course taught |
| 20% | Standardized Test- individual | Explore, PLAN, ACT-Math 9-12 and for 8th grade NWEA. |
| 10% | School Performance Framework - collective |  |

Grades 7-12 Language Arts Department

|  |  |  |
| --- | --- | --- |
| 20% | Standardized Tests – individual | TCAP – Average Growth Goals by student/course taught |
| 20% | Standardized Test- individual | NWEA for 7-8- Reading and Language Arts and Explore, PLAN, ACT 9-12 |
| 10% | School Performance Framework - collective |  |

Grades 7-12 Science Department

|  |  |  |
| --- | --- | --- |
| 20% | Standardized Tests – individual | TCAP – Science |
| 20% | Standardized Test- individual | NWEA for 7-8- Science and Explore, PLAN, ACT 9-12 |
| 10% | School Performance Framework - collective |  |

Grades 7-12 Social Studies Department (In 2015 scale will be the same as other content area teachers).

|  |  |  |
| --- | --- | --- |
| 30% | Classroom-based Measures – individual? |  |
| 10% | ACT – collective |  |
| 10% | School Performance Framework - collective |  |

K-12 PE / Music / Art / CTE

|  |  |  |
| --- | --- | --- |
| 30% | Performance Based Assessments-Individual | Performance, Pre-Post, and surveys?? |
| 10% | ACT – collective |  |
| 10% | School Performance Framework - collective |  |

Interventionists (ESL/Reading Support/TitleI,)

|  |  |  |
| --- | --- | --- |
| 10% | Standardized Tests – individual | TCAP - Average Growth of students in program |
| 10%% | Standardized Tests – individual | NWEA - |
| 10% | Standardized Tests – individual | Dibels Next/Aims |
| 10% | ACT - collective |  |
| 10% | School Performance Framework – collective |  |

Special Education

|  |  |  |
| --- | --- | --- |
| 20% | Classroom-based Measures - individual | IEP Goals |
| 10% | Standardized Tests – individual | TCAP Reading/Math – Average Growth of students in program |
| 10% | ACT - collective |  |
| 10% | School Performance Framework - collective |  |