# FY19 Teacher Evaluation Summary

The FY19 teacher evaluation is composed of three components each weighted at one third of the final evaluation score. These components include Instructional Practice (observations), Deliberate Practice (professional growth), and Student Performance (based on student test scores). Each of these components is rated on a four- point scale (1- Unsatisfactory, 2- Needs Improvement/ Developing, 3- Effective, and 4- Highly Effective). Teachers classified as Category 2 who score a 2 on this scale are rated as Needs Improvement and those in Category 1A and 1B are considered Developing. The results from the three components are combined to create a summative evaluation rating on the same four-point scale.

Instructional Practice (IP)

The IP rating uses the Palm Beach Model of instruction and is based on "The Art and Science of Teaching" framework or Marzano Teacher Evaluation Model. This model identifies a set of practices related to improved student outcomes and organized into four domains. In the Palm Beach model for classroom teachers, the four domains include 22 (16 for non-classroom teachers) elements that build upon each other to support teacher growth, development, and performance. The image below details the elements within each domain.
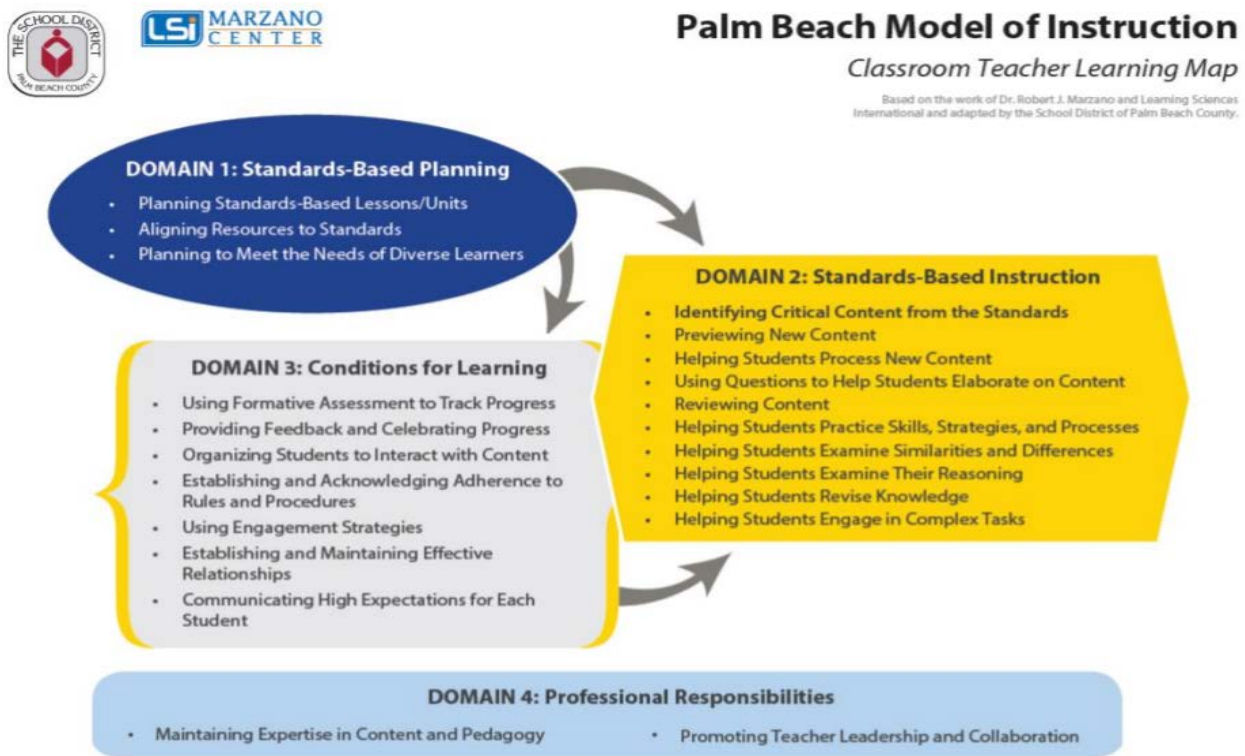
The IP observation process includes formal and informal observations with "data marks" collected across domains throughout the year. Additional information on the IP component of the evaluation can be found beginning on page 10 of the Palm Beach Instructional Evaluation System.

Deliberate Practice (DP)

The DP rating is a way for teachers to grow professionally through planning, implementing, reflecting and collaborating around a set of action steps intended to improve their teaching practice. The process is completed through iObservation using the Professional Growth Plan (PGP). Teachers select one "Target Element" from the Palm Beach Model of Instruction on which to focus throughout the year. Teachers can track their own growth within the iObservation system and will also be observed on this element during the classroom observations throughout the year. Additional information on the DP component of the evaluation can be found beginning on page 16 of the [Palm Beach Instructional Evaluation System](#). The DP rating is based on the rubric below.

Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
Innovating	Applying	No Growth	Not Observed
OR Grows 2 Levels	Or Grows 1 Level		

Student Performance (SP)

While the IP and DP scores are based on observations and therefore subjective, the SP rating is an objective measure tied directly to student performance. The SP rating is based on students' actual performance, compared to their expected performance, after a year of instruction by the teacher. The expected performance is estimated by how students with similar prior abilities and backgrounds scored after a year of instruction. The assessments included in the expected score models are: iReady Reading & Math, FSA ELA & Math, State Science Assessment, State EOCs, SAT EBRW & Math, Istation, AP, IB, AICE, IC, Reading Retake assessments of the students assigned to each teacher. The SP rating for grade K-11 teachers not assigned courses aligned to these assessments is based on the ELA scores (iReady Reading, FSA ELA, or SAT EBRW) of their students due to the literacy standards in the courses.

Model	Teachers	Prior Achievement	Outcome Measure
K-2 Reading	K-2 ELA	Fall iReady Reading Diagnostic	Spring iReady Reading Diagnostic
K-2 Math	K-2 Math	Fall iReady Math Diagnostic	Spring iReady Math Diagnostic
Gr 3 Reading	Gr 3 ELA	Fall iReady Reading Diagnostic	Current Year FSA ELA
Gr 3 Math	Gr 3 Math	Fall iReady Math Diagnostic	Current Year FSA Math
Gr 4-10 ELA	Gr 4-10 ELA	Prior Year FSA ELA	Current Year FSA ELA
Gr 4-8 Math	Gr 4-8 Math	Prior Year FSA Math	Current Year FSA Math
Biology	HS Biology	Prior Year FSA ELA	Biology EOC
Civics	MS Civics	Prior Year FSA ELA	Civics EOC
US History	HS US History	Prior Year FSA ELA	US History EOC
Algebra 1	Algebra 1	Prior Year FSA Math	Algebra 1 EOC
Geometry	Geometry	Prior Year FSA Algebra EOC	Geometry EOC
Gr 5 & 8 Science	Gr 5 & 8 Science	Prior Year FSA ELA	Gr 5 & 8 Science
Gr 11 SAT ELA	Gr 11 ELA	Prior Year PSAT EBRW	Gr 11 SAT EBRW
Gr 11 SAT Math	Gr 11 Math	Prior Year PSAT Math	Gr 11 SAT Math
Reading Retakes	Gr 11-12 Int Reading	Prior Year FSA ELA	Met ELA Graduation Requirement
AP-IB-AICE	AP-IB-AICE w/ exam	Most Recent FSA*	Passed AP-IB-AICE Exam
Industry Certification	IC w/ exam	Prior Year FSA ELA	Passed IC Exam
ELA Standards Model (former nonFSA)	Other Gr K-11 Teachers Assigned 10+ Students	K-3: Fall iReady Reading Diagnostic	Spring iReady Reading Diagnostic
		4-10: Prior Year FSA ELA	Current Year FSA ELA
		11: Prior Year PSAT EBRW	Gr 11 SAT EBRW

In addition to the assessment scores, expected performance estimates include a set of specific demographic and student specific variables. There is a different expected score model for each assessment but most of the variables used in each model are the same. For each model, prior achievement, days present, student age, SWD, ELL, FRL, and gifted status as well as the Title I status of the school were used to establish the expected score for a student.[1] The expected score is not available before the test as it is based on how similar students performed on this year's assessment and not a prediction based on how other students have done on the assessment in the past.

In general, students are only included in the evaluation if they are assigned to the teacher during both the October and February FTE periods[2] and a teacher must have at least 10 students included to have a SP rating computed. If there is not an SP rating computed, the teacher either receives the School or District score depending on their assigned school / department. The SP rating measures each teacher's impact on student learning relative to other teachers.

Once each students' expected score is established, their actual performance is compared to determine if they met or exceeded that expectation. Teachers are ranked based on the percent of students who met or exceeded their expected score. Teachers at or above the 80th percentile are rated as highly effective, between the 20th and 79th are rated as effective, between the 10th and 19th needs improvement/ developing and below 10 unsatisfactory. For teachers with more than 10 students in multiple models (i.e., Grade 5 teacher with ELA, Math, and Science) each model rating is averaged together to compute their overall SP rating. For FY19, the District's SP rating, which is Highly Effective, was also factored into each teacher's individual SP rating. The impact of including the district score was limited to an increase of one rating level. For example, a Needs Improvement rating could be improved to Effective but not Highly Effective when including the District rating. Additional information on the SP rating can be found on the growth.palmbeachschools.org website.

Summative Rating

Each of these three components (IP, DP, SP) are combined to create the overall summative rating. This is the final evaluation rating applied to each teacher. This rating is on the same four-point scale as the other measures and corresponds to the rating as follows:

Rating	Score
Highly Effective (4.0)	3.2 – 4.0
Effective (3.0)	2.1 – 3.1
Developing / Needs Improvement (2.0)	1.2 – 2.0
Unsatisfactory (1.0)	1.0 – 1.1

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[1] For the AP, IB, AICE, and IC models, the district pass rate for the specific assessment was also included in the calculation of the expected score.

[2] AP, IB, AICE, semester courses and students withdrawn from Intensive Reading for meeting the graduation requirement are exceptions to the October and February FTE Survey requirement.