Student Performance Rating Process Overview

The Student Performance Rating (SPR) is measure of how well a given teacher's students performed relative to similar students across the District. The measure is based on the percent of students who met or exceeded expectations and how the teacher ranked (percentile) among other teachers in the model. To create the SPR index, two types of information are considered: assessment scores and student background characteristics. Assessment data include local, state, and national assessments (depending on grade and subject taught). Student background characteristics include disability, economic, English language learner, gifted, and over-age for grade level status as well as student attendance.

Expected performance is determined by examining how students of similar prior performance and background characteristics scored on the end of year assessment. Each student's actual end of year score is then compared to the expected score to determine whether the student met or exceeded the expectation. For each teacher, the number of students who met or exceeded their expectations is divided by the total number of students assigned to that teacher during the October and February FTE surveys to get the percent meeting or exceeding expectation. This percent is then ranked to arrive at the Model Rating. Teachers at or above the 80th percentile are Highly Effective, 20th to 80th percentile are Effective, 10th to 20th are Needs Improvement/ Developing, and below the 10th percentile are Unsatisfactory. For teachers with multiple models, the SPR is the average of these model ratings. Teachers without 10 students included in one of the models below receive the School Score. The school score is the percent of students within the school, across all models, who met their expected score.

The table below outlines the data used to create the expected sores.

Models	Outcome Measures	Student level Covariates/Predictors
K-2 ELA	The end of year's iReady ELA Scores	The beginning school year's iReady Scores, SWD, ELL, FRL, Gifted, Over- age*, Percent days attended/present for a student, and Title 1 status of school
K-3 Dual Language	iStation Score	The beginning school year's iSataion Scores, SWD, ELL, FRL, Gifted, Over-age*, Percent days attended/present for a student, and Title 1 status of school
Grade 3 ELA	FY22 FSA Scale Scores	FY22's beginning of school year iReady Score, SWD, ELL, FRL, Gifted, Over- age, Percent days attended/present for a student, and Title 1 status of school
Grade 4-10 ELA and Grade 4-8 Math Teachers	FY22 FSA Scale Scores	FY21's test scores in FSA ELA and Math, SWD, ELL, FRL, Gifted, Over- age, and Percent days attended/present for a student, and Title 1 status of school
State EOC Teachers (Civics, Algebra, Geometry, Biology & US History) **Grades 5 and 8 Science Teachers** **Grade 11 SAT ELA & Math Teachers**	FY22 Scale scores	FY21 test scores (FSA ELA for Biology, Civics, US History, Science, and Reading Retakes; PSAT for SAT; FSA Math or Math related courses for other remaining courses/models), SWD, ELL, FRL, Gifted, Over-age, Percent days attended/present for a student, and Title 1 status of school
Grade 11 -12 Reading Retake Teachers **AP-IB-AICE Teachers** **Industry Certification Teachers**	FY22 Pass/fail (0, 1)	
Grade K-11 Non-ELA/MATH teachers	FY22 Scale scores (iReady ELA/FSA ELA/ SAT Reading)	The covariates used will be same as in K-2 ELA model, Grade 3 ELA model, Grade 4-10 ELA model and Grade 11 SAT Reading Models