LEA TEACHER EVALUATION SYSTEM

SECTION 1 – STUDENT GROWTH COUNTS FOR AT LEAST 50% OF A TEACHER'S EVALUATION

LEA components for teacher evaluation for teachers in tested grades (4-8) and subjects, including 50% for the state value-add results:

Teachers Evaluation Template									
Teacher ID	Raw Value-Added Growth Score	Evaluation Components				Final Score	Final Eval. Rating	Date of final eval.	School's Action (retained, not rehired, fired, promoted)
		50%	5%	35%	10%				
		Student value-add on DC CAS	School outcomes survey	Teacher performance on six core competencies	School-wide student growth				

Teachers in non-tested grades and subjects are also evaluated by their performance on the six core competencies, individual student achievement growth, school-wide student growth, and a healthy school outcomes survey.

SECTION 2 – THE LEA HAS AN ANNUAL EVALUATION PROCESS

The timeline below indicates the evaluation process activities for all instructional staff:

Goal Setting – September

Teachers will set goals with one of their school leaders based on their strengths and areas for growth, taking guidance from the teacher competency model.

Coaching & Observing – September-December

School leaders engage in coaching sessions that involve lesson plan feedback, lesson observation feedback, student work and achievement feedback, goal progress, and on-going support. Observations can take the form of quick walk-throughs, informal observations, or formal observations and feedback can vary from formal to informal. All teachers will be observed and given feedback formally at least once during this period. Teachers will be observed, coached, and provided with lesson plan feedback as necessary, based on their developmental needs.

Mid-Year Evaluation/ Teacher Action Plan – January/February

School leaders will meet with teachers in January or February to complete the mid-year evaluation. Evaluation feedback will be based on teachers' goal progress, classroom observations, student achievement data, and the teacher competency model.

Coaching & Observing – January-June

School leaders engage in coaching sessions that involve lesson plan feedback, lesson observation feedback, student work and achievement feedback, goal progress, and on-going support. Observations can take the form of quick walk-throughs, informal observations, or formal observations and feedback can vary from formal to informal. All teachers will be observed and given feedback formally at least once during this period. Teachers will be observed, coached, and provided with lesson plan feedback as necessary, based on their developmental needs. If any teachers were placed on an improvement plan during their mid-year evaluation, their school leader will work with them on meeting these goals by their end-of-year evaluation.

End-of-Year Evaluation – May/June

School leaders will meet with teachers in May or June to complete the end-of-year evaluation. Evaluation feedback will be based on the six core teacher competencies, student achievement value-add data from the current and/or prior year, and outcomes from the healthy schools survey. Teachers rated a Level 1 can trigger teacher contract non-renewal.

SECTION 3 – USE EVALUATIONS TO SUPPORT INDIVIDUALIZED PROFESSIONAL DEVELOPMENT

The LEA is committed to developing and supporting the best new teachers in the DC region. We feel responsible for ensuring that our teachers are fully prepared to help their students to excel in future educational endeavors, including high school and college. In order to do this, we closely monitor student achievement data and our teachers' progress in instructional practice. Teacher evaluations are determined through a combination of classroom observation data and measures of student outcomes. Teachers are consistently observed and coached by team leads and school leaders. By carefully evaluating the growth of our teachers and analyzing data from their classrooms, the LEA will be better equipped to provide targeted support to encourage their development. In turn, they will be able to increasingly encourage growth in their students.

As stated in section 2, the LEA will follow a cycle of goal setting, observing, and coaching for all teachers. School leaders may place teachers on an action plan following any of the formal observation or evaluation cycles if they are concerned about their performance or lack of progress on any/all of the teaching competencies described in the rubric. If a teacher is on an action plan, they will be observed bi-weekly.

Staff professional development will be informed from the rounds of observations and evaluations. School leaders will build necessary topics in to their summer PD, fall PD, weekly grade level meetings, weekly faculty meetings, monthly department meetings or quarterly data days based upon the trends noticed during the observations of classroom teachers. In addition to informing whole staff PD, the feedback and competency scores that teachers receive following their observations/evaluations, will be used to goal set for the following quarter or school year. Each staff member meets with their school leader once a month for a formal check-in, where goals are discussed, reviewed and updated.

SECTION 4 – USE EVALUATIONS TO INFORM COMPENSATION, PROMOTION, RETENTION, TENURE AND/OR FULL CERTIFICATION, AND REMOVAL.

As discussed in Section 2, the LEA will use results from the end-of-year evaluation to inform retention and removal. Teacher scores on the Evaluation Template (see Section 1) that translate to a final rating of a Level 1 or 2 can be subject to contract non-renewal. Teachers with a Level 3 or 4 rating may be offered contract renewal.

SECTION 5 – INCLUDES MULTIPLE MEASURES FOR PERFORMANCE BESIDES THE GROWTH MEASURE

The LEA teacher evaluation model includes the following components: teacher performance on the competency model, healthy schools survey, student-level achievement growth, and school-wide growth.

Six Core Competencies and Components

The competency model has been designed as a tool for teachers and school leaders to ensure that all of our students, teachers and school leaders are constantly engaged in the learning process to truly build a better tomorrow. Each competency has a detailed rubric, which can be found in Appendix A.

Planning: Standards-based long term planning, objective driven daily lesson planning, pedagogical knowledge, content knowledge, lesson plan rigor

Teaching (instruction and delivery): Use of time, student-centered learning, questioning, clarity, differentiation

Managing (behavior, culture, and systems): Routines and procedures, school-wide behavior system and values, behavior strategies, teacher tone and presence, student engagement and investment

Assessing: Systems of assessments to track student progress, uses student data to inform instruction, student understanding of progress

Leadership and Professionalism: Relationships, follow-through, communication, leadership, attendance and timeliness, continuous learning, constant reflection

Beliefs and Character: Commitment to mission, beliefs, character, critical thinking and problem solving, self-awareness and self-adjustment, cultural competence

*For additional information, please see the full competency model in Appendix A.

School Outcomes Survey

Every January the LEA administers a standardized healthy schools survey to students, parents, and faculty that focuses on leading indicators of school health. The table below shows the topics, indicators, and which set of stakeholders answer questions related to that topic area.

Topic	Indicators	Students	Parents	Teachers
Culture and climate	• Diversity and inclusivity • Family engagement • Motivation, commitment, and satisfaction • School environment • Values and expectations	√	√	√
Teaching and learning	• Curriculum • Instructional planning • Instructional strategies • Student academic preparedness • Student behavior management	√	√	√

School-wide student growth

The remaining component of the teacher evaluation score will include school-wide growth on the DC CAS and/or another national standardized assessment that allows for the calculation of student growth from beginning-to-end of the school year. Growth on the DC CAS will use the state school growth percentile model yet to be chosen.

SECTION 6 – DIVIDES EFFECTIVENESS INTO FOUR TIERS

The final teacher evaluation ratings will be based on final scores from the teacher competency model, student growth, school-wide growth, and results from the parent, student, and teacher school outcomes survey. Appendix B shows the percent breakdown for each component for each type of teacher.

Overall, teacher who are:

- Level 4 - consistently show proficiency in all areas of the competency model and have high student growth
- Level 3 - show proficiency in most areas of the competency model and have above average student growth
- Level 2 - are those who might need additional support in several areas of the competency model and have average to below average student growth
- Level 1 - are those who are struggling in many of the competency model elements and have below average student growth

Scores from all of the components add up to a rating out of 100 points. The number of points for each area of teacher effectiveness is determined by the weighting of the component in the final evaluation. For example, a teacher in a tested grade and subject will receive an adjusted score out of 50 points for student value-add. Another ten points for student performance is based on school-wide growth using the school growth model to be selected by OSSE. Thirty-five points are gained by adjusting the teacher performance score on the competency model. The last five points come from the independent Healthy Schools Survey which gives schools a rating on a 1-5 scale.

The LEA is currently conducting a pilot study of the 100 point teacher rating scale to determine a baseline for final score ranges that define each Level. The LEA will conduct a range-finding session with leaders this fall, using student achievement and school-wide growth data from OSSE.

SECTION 7 – IS USED TO PROVIDE TEACHERS WITH TIMELY AND CONSTRUCTIVE FEEDBACK

As demonstrated in Section 2, school leaders will provide ongoing coaching and observation throughout the school year as well as receive a formal mid-year evaluation. The LEA believes that timely constructive feedback is crucial to a teachers' success in a classroom, therefore the LEA's school leaders provide feedback to teachers (both written and verbal) within two school days following a formal observation. Appendix C provides sample documents that show how teachers will self-reflect and school leaders assess the teacher and provide feedback.

LEA PRINCIPAL EVALUATION SYSTEM

SECTION 1 – STUDENT OUTCOME METRICS ACCOUNT FOR A SIGNIFICANT PROPORTION OF A PRINCIPAL'S EVALUATION

LEA components for principal evaluation:

Principal Evaluation Template							
Principal ID	Evaluation Components			Final Score	Final Eval. Rating	Date of final eval.	School's Action (retained, not rehired, fired, promoted)
	20%	10%	70%				
	Student achievement	School outcomes survey	Principal performance on six core competencies				

The LEA principal evaluation model describes the competencies and behaviors considered most important to the performance of school leaders. The key behaviors within each competency describe the actions a leader takes that demonstrate proficiency in that competency.

This model lays the foundation for several associated tools that will enable us to more effectively select, develop, evaluate, retain, and promote leadership. Leadership development tools associated with this model include evaluation tools, goal-setting tools, 360 feedback tools, proficiency and leadership development roadmaps, realistic job preview tools, interview protocols, and selection rubrics.

For the 20% student achievement portion of the principal evaluation, the LEA will use student performance on state and nationally-normed assessments and meeting key student metrics on the PCSB Performance Management Framework. Nationally standardized assessments are given at every grade level in math and reading. School leaders receive credit for improving student achievement based on the percent of students meeting growth targets as well as meeting or exceeding the PCSB Performance Management Framework metrics.

SECTION 2 – THE LEA HAS AN ANNUAL EVALUATION PROCESS

The LEA has a mid-year and annual end-of-year evaluation. We have attached a sample end-of-year school leader evaluation in Appendix E. The mid-year evaluation form is similar and asks the school leader to reflect on his/her performance up until then.

SECTION 3 – USE EVALUATIONS TO INFORM HUMAN CAPITAL DECISIONS

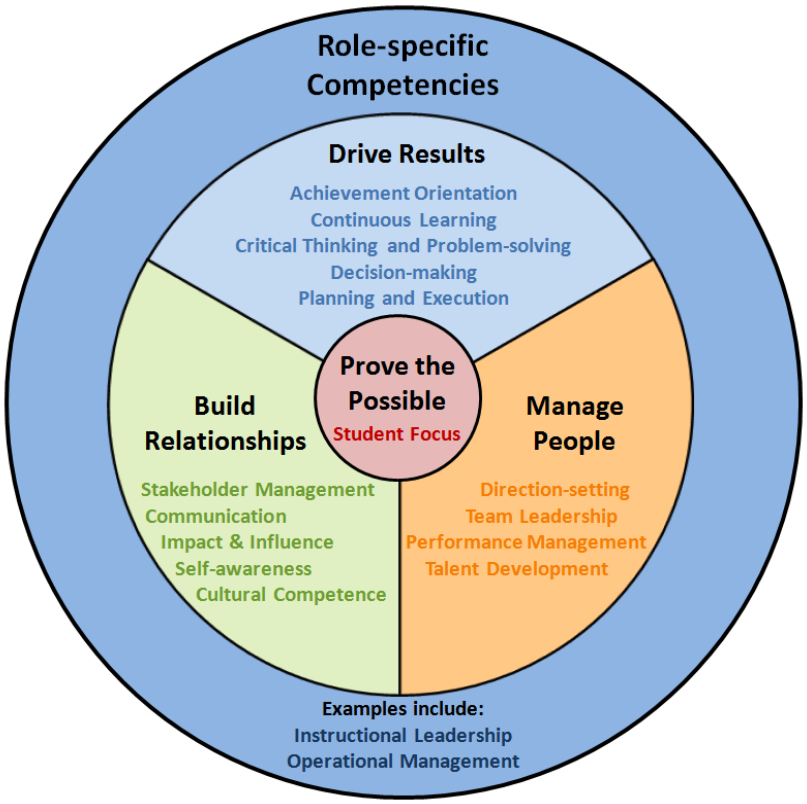
The LEA will use principal performance on the Leadership Framework and Competency Model (see Appendix D) as well as school-wide student growth and results from the healthy schools survey to inform human capital decisions.

Principals are given a 1-4 rating for each competency. Ratings from the six core competencies are averaged together and combined with student achievement outcomes and results from the survey to calculate a final score. From that final score, school leaders will receive a final rating 1-4. Principals with a score of 1 are subject to contract non-renewal.

SECTION 4 – INCLUDES MULTIPLE, QUALITATIVE MEASURES OF PERFORMANCE

Six core competencies and components

The LEA Leadership Framework and Competency Model has six elements that comprise the framework: driving results, managing people, building relationships, instructional leadership, operational management, and student focus.



Student Focus: high expectations, respect, commitment to school and LEA mission, focus on student best interests, maintaining strong relationships

Driving Results: achievement oriented, continuously learning and bettering practice, critical thinker and problem solver, effective decision-making, backward planner and highly organized

Building Relationships: manages all stakeholders, effective communication, role model, self-aware, culturally competent

Manages People: inspires staff, sets the direction/tone, team leader, quality performance management, develops and recruits talented faculty members

Instructional Leadership: data-driven, reinforces positive character, uses assessment to inform decision-making, oversees rigorous curriculum and academic goals

Operational Management: manages resources, sound financial decisions, systems of long-term stability, organizational focus, brings resources into the organization

SECTION 5 – INCLUDES SCHOOL-SPECIFIC GOALS

School leaders set goals across a number of academic and non-academic indicators. The leaders are held accountable for meeting the school-specific goals that they set in conjunction with their staff. The following list shows the range of metrics that are created by each school leader:

- School-level performance on nationally standardized assessments
- Attendance, tardy, truancy, and suspension rates
- Parental attendance at events and satisfaction
- Re-enrollment rates

- Special education student performance and compliance

School performance on these key metrics and others included in the PCSB Performance Management Framework impact principal scores in all three areas of the principal evaluation. The independent school outcomes survey captures and scores many of the key indicators as well as the six core competencies.

SECTION 6 – DIVIDES EFFECTIVENESS INTO FOUR TIERS

Principals receive a final evaluation rating from 1-4, a score of 4 is considered exceeding expectations, a rating of 3 is meeting expectations, 2 is below expectations, and a rating of 1 is far below expectations. School leaders will be evaluated with the following rubric in mind:

4 = Exceeds Expectations	3 = Meets Expectations	2 = Below Expectations	1 = Far Below Expectations
• achieves scores of 3 or 4 on each core competency • show dramatic school-wide student growth on standardized assessments* • receives average rating of 4 or higher on the school outcomes survey • meets or exceeds all key metrics and PMF goals	• scores a 3 or 4 on more than more than half of the competency model • shows average to above average student growth school-wide* • receives average rating of 3.5 or higher on the school outcomes survey • meets or exceeds more than 75% of key metrics and PMF goals	• does not receive a score of 3 or 4 on more than half of the competency model elements, showing a need additional support • shows below average student growth school-wide* • receives average rating of 3 or higher on the school outcomes survey • meets or exceeds more than 50% of key metrics and PMF goals	• struggling in all areas of the competency model elements (scores of 1 and 2) • shows below average student growth school-wide* • receives average rating lower than 3 on the school outcomes survey • meets or exceeds less than 50% of key metrics and PMF goals

*definitions of dramatic, above average, and average student growth change based on the assessments used. In schools taking the DC CAS school leaders will be scored on the results from the forthcoming OSSE growth model. The other schools are held accountable to percent of students meeting their annual growth targets on nationally standardized assessments.