Section 2. Teacher Evaluation System Section

#7 - Does your district currently use a measure of student growth as a significant factor in the evaluation of teachers?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
</tr>
<tr>
<td>No</td>
<td>498</td>
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<tr>
<td>If Yes, please explain how &quot;significant&quot; is used</td>
<td>37</td>
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My annual expectation for teachers is to use student ISAT and DIBEL data to generate specific student or student group goals as well as ongoing grade level goals. These goals are reviewed by me and updated each year by the teachers.

Although the district does use a growth model on all local assessments. It does not use this information to evaluate teacher performance based on teacher contract. It uses this information to meet student needs.

Measures of Academic Progress Assessment is administered K-8 three times per year; we look to see that students are meeting their target growth goals for each testing season.

Student growth is monitored by the administration and school board. Discussion of student growth is a part of the teacher/principal evaluation process.

significant means major trends in student growth is a portion of the evaluation process, but not a significant portion

Analysis of student test scores on ISAT and other local assessments.

We compare student assessments(Aimsweb)-norm reference tests. etc. and standardize to note any consistent lack of student performance from a particular teacher and noted in the "classroom instruction” portion of the evaluation. Any one item lacking is sufficient to remediate, not an overall rating. This is not formalized as a specific heading.

We consider it in areas where we have measures, but it is part of the overall appraisal framework.

We use pre and post exams for each course. We want to know how much we grow each student from the beginning of the year to the end of the course.

FYI - For the 2011-12 school year, the negotiated contract with the union includes an additional stipend for the entire staff if a specified percentage of students (from the district) meet their target growth on MAP testing.

We have section that deals with "instructional strategies" that directly impacts student growth. Do we use a percentage, formula, number? Student growth is individualized. Not sure how that works.

More as a trend to see how a teacher does over time and are the holes in our curriculum that need addressed.
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We utilize two progress monitoring programs for evaluation of math and reading in addition to state testing requirements.

As a measure of any trend over time and any holes in the curriculum that would need addressed.

It is listed as a part of the evaluation.

It is a factor in the evaluation.

Major concern in evaluation.

Students are supposed to make a year's growth every year and that is an important part of their evaluation.

At the elementary the principals openly discuss growth of students with each teacher using DIBELS

We decide teacher placements, teacher training based on what we feel is an area to improve or change.

The District emphasizes Assessment Literacy, where teachers identify learning objectives and measure student mastery of those objectives on a regular basis.

All teachers are required to set student performance goals, but these goals play only a small role in the overall evaluation.

Many questions on teacher evaluation tool takes into account the student growth.

Not necessary we are an exceeds school

50% of the goals set MUST be centered on student growth.

All use EPAS data

We review ISAT and MAP class profile assessment results with teachers however, because of CBA we do not use the results as a significant evaluation factor.

Test scores are assessed annually and discussed at evaluation. RtI mtgs assess student growth and progress and target planned interventions to spur growth to specific areas.

All of the indicators are factored in.

We do not use it as part of the formal evaluation but are teachers are made aware of student growth through our benchmark assessments.

We have discussed this and it will happen in the future.

Meeting or exceeding ISAT

Plan calls for review of data and student progress. Assessment measures are part of the student record accessible to all staff for every child.

We are including student data in every evaluation, as our teachers are analyzing student data in their PLCs this year; we thought a great opportunity to include in evaluation.

Benchmark assessments expectations are established and are a part of the evaluation discussion.

Each teacher's scores are reviewed against the previous year's scores of the class and against the following year's scores of the same class to determine if the teacher instruction has dropped significantly. The areas of deficiencies are reviewed against the action Plan (pacing) and the benchmark tests given to assess the learning standards to determine if the teacher taught the areas of deficiencies, if the students received interventions, and what support was received by the teachers during the year she received the students. During the year of his/her low scores, the teachers is provided support in those areas where needed. If the teacher does not improve, the teacher is placed on remediation. If he/she still does not improve they are removed. If he/she improves, he/she remains under monitoring.