

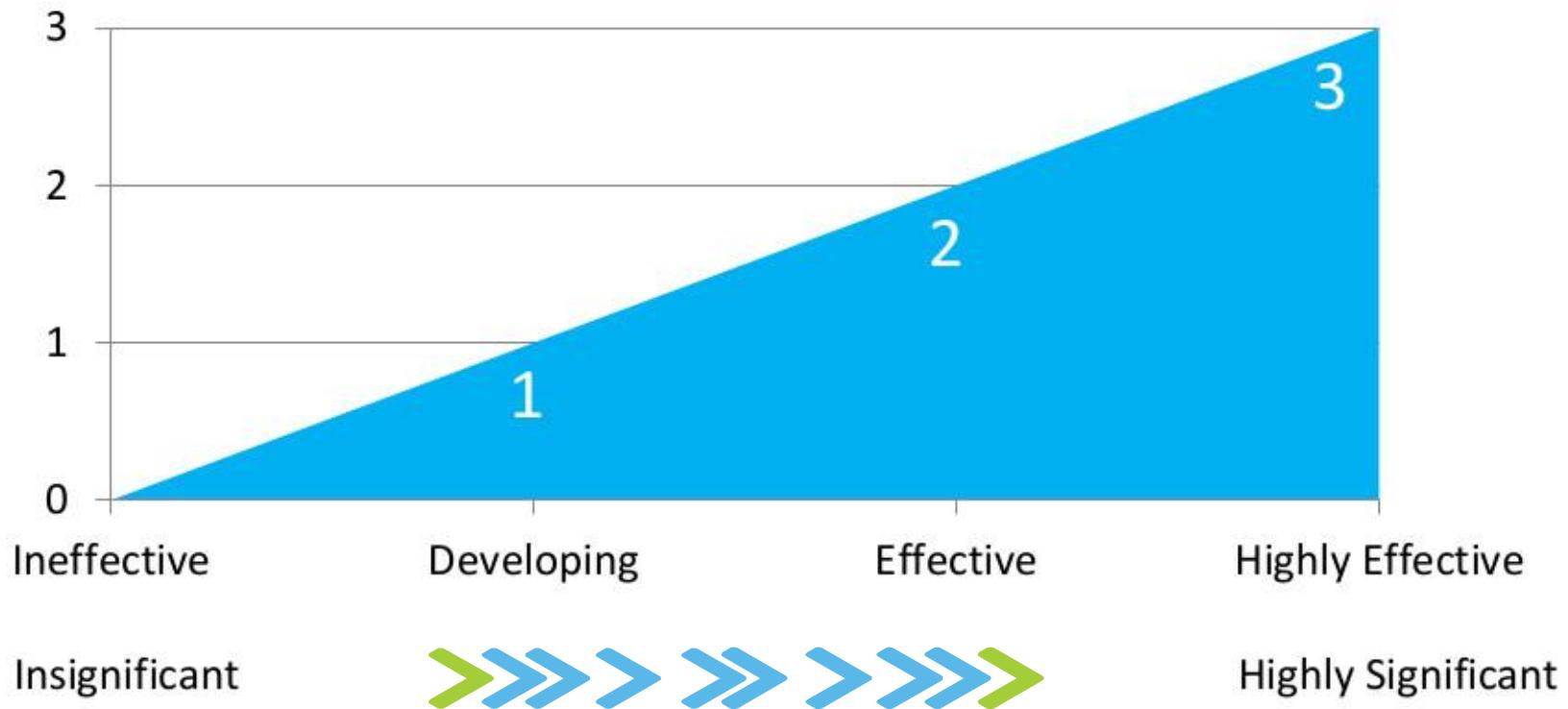
STUDENT PERFORMANCE MEASURE SPMs

(formally student growth measures, SGMs)

SPM CRITERIA

- 1 Common assessments must be created in consultation with a school administrator with expertise in assessments, special education, ELL specialist and content expert.
- 2 Assessments cover all key subject/grade level content standards.
- 3 Number of test items should correlate to distribution of % of time spent teaching the content.
- 4 Assessments should allow high and low achieving students to demonstrate their knowledge.
- 5 Assessments should require higher order thinking as appropriate.
- 6 Assessments should measure accurately what it is designed to measure and produce similar results for students with similar levels of ability.
- 7 Assessments may carry over across school years
- 8 A State Assessments (KITE) is not required as a SPM by KSDE

Multiple Student Performance Measures, Effectiveness, Significance



“Multiple Measures” is an educational term used to look at various measures of student growth, in addition to the state assessments.



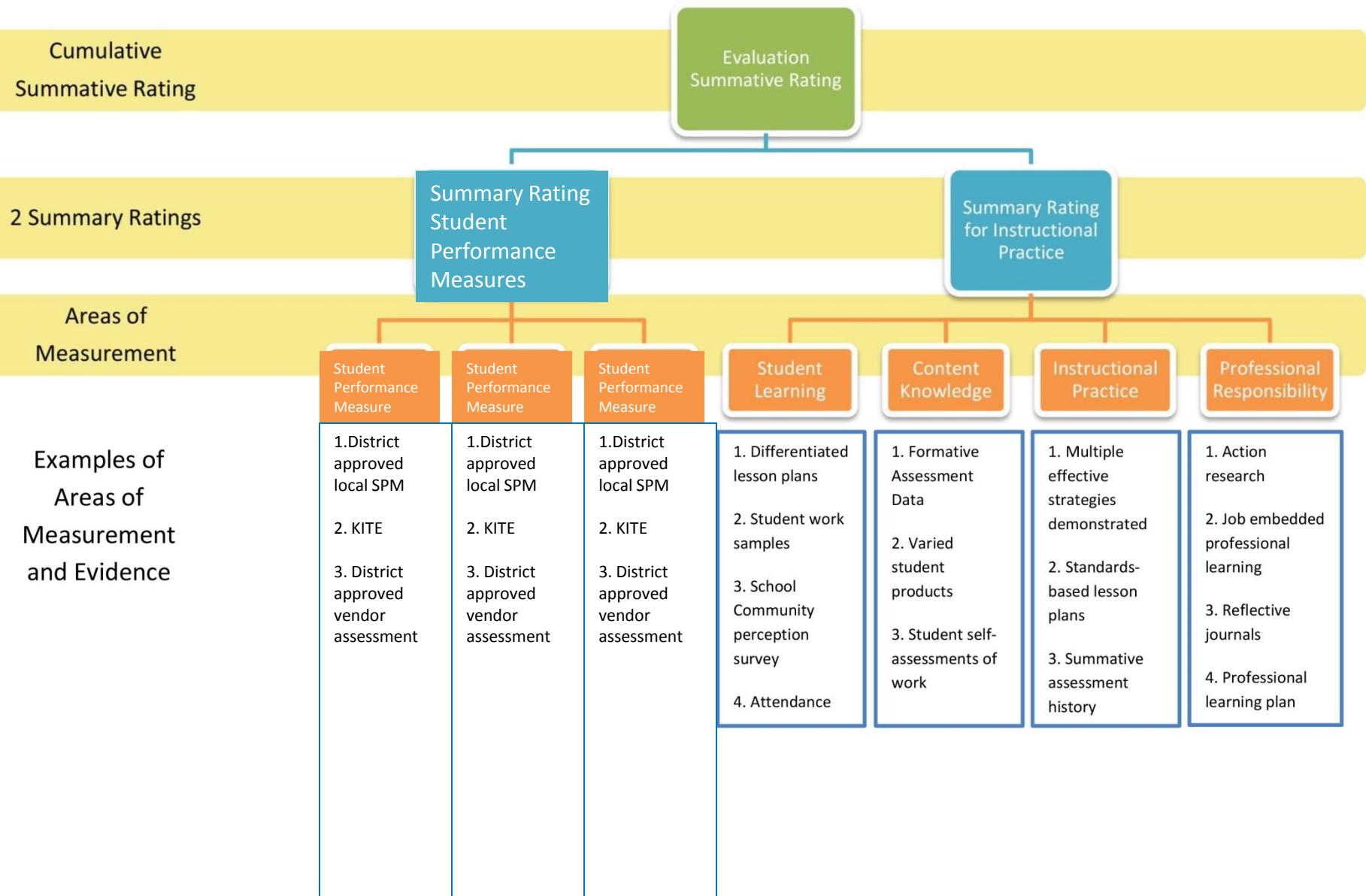
Student Performance Measures:

- **STATUTE:** Kansas school districts will include student performance as a significant factor in the evaluation of classroom teachers and building leaders.
- District approved student performance measures will document the specific amount of student growth attributable to the teacher or building leader between two identified points in time.
- Multiple measures of student growth (more than one) must be met before an educator can be rated as effective or highly effective.
- State assessments are not required to be used, but may be one possible measure. Commercially purchased assessments and locally developed performance assessments may also be used.
- The required number of performance measures to be met to be considered proficient is determined by the district (Two or more).

USD 443 Matrix for Summative Evaluation Rating:

1. The STUDENT PERFORMANCE MEASURES RATING “SHOULD” have at least ONE (1) student performance measure being met for the individual to be rated NOVICE or PROFICIENT for the Student Performance Measures Summary Rating.
2. The STUDENT PERFORMANCE MEASURES RATING “SHOULD” meet at least TWO (2) student performance measures for the individual to be rated DISTINGUISHED for the Student Performance Measures Summary Rating.
3. The FINAL SUMMATIVE RATING is “recommended” to be limited to one level above the lowest rating in either the Student Performance Measure Summary Rating or in the E4e Elements of an Effective Educator Rating. When both Summary Ratings are the same, that rating becomes the Final Summative Performance Rating.
4. Exceptions: THE FINAL SUMMATIVE RATING may be made using the E4e Elements of an Effective Educator Rating **independently if** the evaluator provides narrative justification explaining why the Student Performance Measure Rating could not be used or was not used.

2017 - 2018 All Evaluations



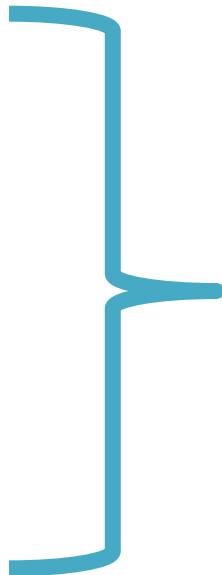
USD 443 Final Summative Evaluation Rating



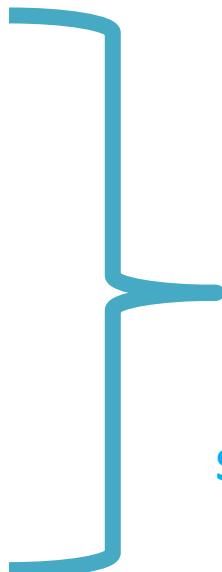
Elements and Standards
of an Effective Educator
from E4e



Student Performance
Measures



E4e Elements of an
Effective Educator
SUMMARY RATING



SPM SUMMARY RATING



**FINAL Summative
Evaluation Rating**

This matrix is a guide from KSDE and Rating titles are generic. They correlate to the E4e document, but do not match in terminology

Kansas Performance Matrix

SP 1	SP 2	SP 3	SP Summary Rating	Student Learning	Content Knowledge	Instructional Practice	Professional Responsibility	IPP Summary Rating	Final Summative Rating
Met	Met	Met	Highly Effective	HE	HE	HE	HE	Highly Effective	Highly Effective
Met	Met	Met	Highly Effective	E	E	E	E	Effective	Highly Effective or Effective
Met	Met	Met	Highly Effective	D	D	D	D	Developing	Effective or Developing
Met	Not Met	Met	Effective	E	HE	HE	HE	Highly Effective	Highly Effective or Effective
Not Met	Met	Met	Effective	E	D	E	E	Effective	Effective
Met	Met	Not Met	Effective	D	E	D	D	Developing	Effective or Developing
Not Met	Not Met	Met	Developing	E	E	E	E	Effective	Effective or Developing
Not Met	Met	Not Met	Developing	E	D	D	IE	Developing	Developing
Not Met	Not Met	Met	Developing	IE	IE	D	IE	Ineffective	Developing or Ineffective
Not Met	Not Met	Not Met	Ineffective	D	D	D	D	Developing	Developing or Ineffective
Not Met	Not Met	Not Met	Ineffective	IE	IE	IE	IE	Ineffective	Ineffective

- Should meet at least two SPs to be considered effective, highly effective or the equivalent for the SP Summary Rating.
 - Meeting only one SP may indicate educator is developing or the equivalent for the SP Summary Rating.
 - Meeting no student performance indicators indicates the educator is ineffective.
 - The Final Summative Rating Should be limited to one level above the lowest rating.
 - When both summary ratings are the same, that rating becomes the Final Summative Rating.
- NOTE:** Kansas State Assessments are not required as a performance indicator in educator evaluations.

IE = Ineffective
D = Developing
E = Effective
HE = Highly Effective

KSDE Administrator Guide for Individual Growth Plans

In addition to an intervention schedule, **an Individual Growth Plan is required** for teachers and building leaders who are evaluated as “developing” or “ineffective.” The template on the next page can be used to chart the student performance measures used to assess an educator’s effectiveness.

The table below indicates when an Individual Growth Plan is required, as well as the recommended course of action should an educator’s practice not improve.

*Individual Growth Plan (IGP) required.

Year 1	Year 2	Year 3	Recommendation
Ineffective*	Ineffective*		Non-renew
Ineffective*	Developing*	Developing*	Intensive Supervision
Ineffective*	Developing*	Ineffective*	Non-renew
Developing*	Ineffective*	Developing*	Intensive Supervision
Developing*	Developing*	Ineffective*	Intensive Supervision
Developing*	Ineffective*	Ineffective*	Non-renew

Developing a Measure

Review Standards and Content while Identifying Key Enduring Skills

Gather and Analyze Prior Student Data

Develop/Select a means of gathering evidence from multiple sources to establish a baseline

Develop the growth target and proficiency target along with a rationale

Identify instructional activities and methods to best meet student growth

Submit Measure for Admin Approval

Load approved SPM into building repository and upload to district annually

Include Measure on E4e SPM Rating Section

Control Questions for Measurement Development

- 1) How did each teacher group identify key enduring skills to determine need
- 2) How did each teacher group gather student data prior to determining a student growth goal?
- 3) How do we review the results of our students' assessments together as a team?
- 4) Do the sources of evidence chosen/designed allow high- and low-achieving students to adequately demonstrate their knowledge?
- 5) While considering reasonable attainability, does the measure maintain appropriate rigor? (KSDE recommends 70% of all students will obtain 70% mastery).