Guidance on Overall Level of Effectiveness Calculations

Due to legislative changes made during the 2013 legislative sessions, the calculations for overall levels of effectiveness starting with the 2012-13 school year will depend on whether a teacher has an individual growth score or a school- or system-wide growth score. The examples below show how the overall level of effectiveness would be calculated for a tested teacher with individual growth or for a non-tested teacher with a school- or system-wide growth score. Please note that all teachers who receive an individual growth score **must** use their individual growth score. **This guidance is for informational purposes only. The calculation of overall levels of effectiveness will be done automatically in CODE.**

➢ **Calculations for Teachers with Individual Growth:**

Overall Level of Effectiveness Calculation				
Overall Observation Score*:	_____	x 50	=	_____
Growth Score:	_____	x 35	=	_____
Achievement Measure Score:	_____	x 15	=	_____
Total Score		100%	Sum Lines 1-3	_____

 *This is the average of all scored indicators. Scores on the Professionalism Domain are included in the Overall Observation Score. This overall score is rounded to the hundredths place.

➢ **Calculations for Teachers with School- or System-Wide Growth:**

Overall Level of Effectiveness Calculation				
Overall Observation Score*:	_____	x 60	=	_____
Growth Score:	_____	x 25	=	_____
Achievement Measure Score:	_____	x 15	=	_____
Total Score		100%	Sum Lines 1-3	_____

 *This is the average of all scored indicators. Scores on the Professionalism Domain are included in the Overall Observation Score. This overall score is rounded to the hundredths place.

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- ➢ **Converting to Overall Level of Effectiveness:** For tested teachers with individual growth and non-tested teachers with school- or system-wide growth, the total score is then converted to an overall effectiveness rating using the following table:

Score Range	Overall Effectiveness Rating
<200	1
200-274.99	2
275-349.99	3
350-424.99	4
425-500	5

- ➢ **Example Calculation for a Tested Teacher with Individual Growth**

Teacher	Individual Growth	Achievement	Average Observation	Total Score	Overall Level of Effectiveness
Sally Smith	4	5	3.8	405	4

Individual Growth Score: 4 x 35 = 140

Achievement Score: 5 x 15 = 75

Average Observation Score: 3.8 x 50 = 190

Total Score: 405

Level of Effectiveness: 4

- ➢ **Example Calculation for a Non-Tested Teacher with School-Wide Growth**

Teacher	School-Wide Growth	Achievement	Average Observation	Total Score	Overall Level of Effectiveness
John Johnson	5	5	3.2	392	4

Individual Growth Score: 5 x 25 = 125

Achievement Score: 5 x 15 = 75

Average Observation Score: 3.2 x 60 = 192

Total Score: 392

Level of Effectiveness: 4

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- **Teacher Effectiveness Descriptors**

  Significantly Above Expectations (425-500): A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric, and implements them without fail. He/she is adept at using data to set and reach ambitious teaching and learning goals. He/she makes a significant impact on student achievement and should be considered a model of exemplary teaching.

  Above Expectations (350-424.99): A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them consistently. He/she is skilled at using data to set and reach appropriate teaching and learning goals and makes a strong impact on student achievement.

  At Expectations (275-349.99): A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities described in the rubric. He/she uses data to set and reach teaching and learning goals and makes the expected impact on student achievement.

  Below Expectations (200-274.99): A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric, but implements them inconsistently. He/she may struggle to use data to set and reach appropriate teaching and learning goals. His/her impact on student achievement is less than expected.

  Significantly Below Expectations (Under 200): A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric, and struggles to implement them. He/she makes little attempt to use data to set and reach appropriate teaching and learning goals, and has little to no impact on student achievement.

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