

Frequently Asked Questions (FAQ)

Instructional Personnel Evaluation 2022-23

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Table of Contents

FINAL SUMMATIVE SCORE.....	2
1. HOW IS MY FINAL SUMMATIVE SCORE DETERMINED?	2
2. HOW IS MY FINAL SUMMATIVE SCORE ASSIGNED AN EFFECTIVENESS RATING?	2
INSTRUCTIONAL PRACTICE	3
3. WHAT PERCENTAGE OF THE FINAL SUMMATIVE SCORE IS INSTRUCTIONAL PRACTICE (IP)?	3
4. WHAT IS INSTRUCTIONAL PRACTICE (IP)?.....	3
5. HOW IS THE INSTRUCTIONAL PRACTICE (IP) SCORE CALCULATED?	3
6. HOW IS THE STATUS SCORE CALCULATED?.....	4
7. HOW WAS THE DELIBERATE PRACTICE SCORE CALCULATED?	4
STUDENT LEARNING GROWTH.....	6
8. WHAT IS STUDENT LEARNING GROWTH (SLG)?.....	6
9. WHAT PERCENTAGE OF THE FINAL SUMMATIVE SCORE IS SLG?	6
10. WHO RECEIVED AN SLG IN 2022-23?.....	6
11. HOW IS STUDENT LEARNING GROWTH (SLG) DIFFERENT FROM STUDENT LEARNING GAINS (LG)?.....	7
12. WHO ASSIGNS SLG SCORES?	7
13. WHAT IS A VALUE-ADDED MODEL (VAM)?	7
14. WHICH STUDENTS WERE USED FOR MY EVALUATION?	7
15. WHICH COURSES HAVE VAM SCORES CALCULATED BY OCPS?.....	8
16. WHY WOULD I NOT HAVE A VAM SCORE IF I TAUGHT A COURSE FOR WHICH OCPS CALCULATED A VAM?.....	8
17. WHAT CHARACTERISTICS OF STUDENTS, CLASSROOMS, AND SCHOOLS ARE INCLUDED IN VAMS CALCULATED BY OCPS?	8
18. WHAT CHARACTERISTICS OF STUDENTS ARE NOT INCLUDED IN THE VAM?	8
19. WHAT ARE “CUT SCORES” AND WHAT DO THE SLG RATINGS LOOK LIKE?.....	9
20. WHY ARE MY SLG SCORES PROVIDED IN LATE OCTOBER?	9
21. IS THERE A PLACE WHERE I CAN OBTAIN MORE TECHNICAL INFORMATION?.....	9
22. WHAT CAN I DO IF I THINK MY SLG SCORE IS INCORRECT?.....	10
23. WHICH PRIOR ACHIEVEMENT SCORES ARE USED FOR SLG CALCULATIONS DURING THE 2022-23 SCHOOL YEAR?.....	10
24. WHAT MEASURES ARE IN PLACE TO MAINTAIN THE ACCURACY OF OCPS SLG MODELS DURING THE 2022-23 SCHOOL YEAR?.....	10

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Final Summative Score

1. How is my final summative score determined?

- A final summative score is determined by combining scores for Instructional Practice (IP) and Student Learning Growth (SLG).
- Instructional Practice and Student Learning Growth scores are assigned a specific weight and then combined (see question 3).

2. How is my final summative score assigned an effectiveness rating?

- The following rating ranges have been applied to Final Summative Scores:

Highly Effective	3.3-4.0
Effective	2.4-3.2
Developing/Needs Improvement	1.5-2.3
Unsatisfactory	1.0-1.4

Instructional Practice

3. What percentage of the final summative score is Instructional Practice (IP)?

- For 2022-23, Instructional Practice is 67% of the final summative score.
 - [s. 1012.34\(3\)\(a\)1.a., Florida Statutes.](#)
 - [Contract between the School Board of Orange County, Florida and the Orange County Classroom Teachers Association](#)
- The remaining 33% is Student Learning Growth (SLG).

Final Summative Score		
Instructional Practice 67% of the final summative score		Student Learning Growth (SLG) 33% of the final summative score
Status Score	Deliberate Practice Score	

4. What is Instructional Practice (IP)?

- Instructional Practice is the largest component of personnel evaluation and makes up 67% of the final evaluation score.
- The Instructional Practice score is an evaluation of the implementation of research-based instructional strategies provided by instructional personnel.
- The Instructional Practice score captures data from evaluative observations in Domains 1, 2, 3, and 4 of the OCPS Streamlined Instructional Framework (also known as Status Score) and the Deliberate Practice rating.

5. How is the Instructional Practice (IP) score calculated?

- An Instructional Practice (IP) score was calculated by adding together the Status Score and the additive Deliberate Practice rating.

6. How is the Status Score calculated?

- A rounded average scoring model is used.
- All ratings in each domain are averaged.
- A whole number domain score is created by rounding the average score to the nearest whole number.
- For example, if a classroom teacher received the following:

Domain 1 – 60%		Domain 2 – 20%		Domain 3 – 10%		Domain 4 – 10%	
2.545455 3.0		2.750000 3.0		2.400000 2.0		2.666667 3.0	
Innovating (4)	0	Innovating (4)	0	Innovating (4)	0	Innovating (4)	0
Applying (3)	6	Applying (3)	3	Applying (3)	2	Applying (3)	8
Developing (2)	5	Developing (2)	1	Developing (2)	3	Developing (2)	4
Beginning (1)	0	Beginning (1)	0	Beginning (1)	0	Beginning (1)	0
Not Using (0)	0	Not Using (0)	0	Not Using (0)	0	Not Using (0)	0

The average of Domain 1= 2.545455 is rounded to 3.0

The average of Domain 2= 2.75 is rounded to 3.0

The average of Domain 3= 2.4 is rounded to 2.0

The average of Domain 4= 2.66666667 is rounded to 3.0

- Once the score is determined for each Domain, a weighting system is applied to determine the Status Score.

Classroom Teachers

- Domain 1 – Classroom Strategies and Behaviors is 60% of the Status Score
- Domain 2 – Planning and Preparing is 20% of the Status Score
- Domain 3 – Reflecting on Teaching is 10% of the Status Score
- Domain 4 – Collegiality and Professionalism is 10% of the Status Score

Non-Classroom Instructional Support Personnel

- Domain 1 – Classroom Strategies and Behaviors is 30% of the Status Score
- Domain 2 – Planning and Preparing is 40% of the Status Score
- Domain 3 – Reflecting on Teaching is 20% of the Status Score
- Domain 4 – Collegiality and Professionalism is 10% of the Status Score

7. How was the Deliberate Practice Score calculated?

- The highest rating received for the observed Deliberate Practice element is averaged with the rating received for the element *“Developing a Written Growth and Development Plan”* and the rating received for the element *“Monitoring the Progress Relative to the Professional Growth and Developmental Plan”*.
- The average score is rounded to the nearest whole number scale level and assigned the score below to determine the additive Deliberate Practice Score.

- Innovating receives +0.4
- Applying receives +0.3
- Developing receives +0.2
- Beginning receives +0.1
- Not Using receives -0.1

Student Learning Growth

8. What is Student Learning Growth (SLG)?

- SLG is one component of the final evaluation. Instructional Practice is the other main component.
- The SLG score is an evaluation of the outcome of instruction, meaning whether students demonstrated that they learned content as a result of instruction.
- Both the Florida Department of Education (FDOE) and OCPS use value-added models (VAM) as the primary method to calculate SLG.

9. What percentage of the final summative score is SLG?

- For 2022-23, SLG is 33% of the final summative score.
 - [s. 1012.34\(3\)\(a\)1.a., Florida Statutes](#)
 - [Contract between the School Board of Orange County, Florida and the Orange County Classroom Teachers Association](#)
- The remaining 67% is Instructional Practice (IP).

10. Who received an SLG in 2022-23?

- There are two instructional groups of personnel evaluated using SLG.
 1. Classroom Instructional Personnel (CIP): Those who instructed students and had student rosters assigned to them; and
 2. Non-Classroom Instructional Personnel (NCIP): Those who had a broader role in instructing students, but who did not have student rosters.
- Classroom instructional personnel (CIP) received SLG ratings based on students who they instructed.
- Non-classroom instructional personnel (NCIP), school-based or district-based, received SLG ratings based on one of the following SLG calculation options:
 - School-based NCIP
 - School VAM Score (the average of all teacher VAM scores based on Florida's Assessment of Student Thinking (FAST) English Language Arts (ELA) and Mathematics Progress Monitoring 3 (PM3), Algebra 1 and Geometry End-of-Course (EOC) assessments, SAT, and Postsecondary Education Readiness Test (PERT) at your school)
 - Grade-Specific VAM Score (the average of all teacher VAM scores based on the above assessments available in the selected grade(s) at your school)
 - District-based NCIP
 - District VAM Score (the average of all teacher VAM scores based on FAST ELA and Mathematics assessments at all traditional schools in OCPS)
 - School-Specific VAM Score (the average of all teacher VAM scores based on FAST ELA and Mathematics assessments at the selected school(s) in OCPS)

11. How is Student Learning Growth (SLG) different from Student Learning Gains (LG)?

- It is important to note that student learning **growth** and student learning **gains** are different measures with different uses.
- In Florida, student learning growth is primarily defined by VAM scores and is used as a part of the individual final evaluation; whereas student learning gains are used for the statewide accountability system and the calculation of district and school grades.
- Student learning gains calculations use descriptive statistics to establish cut scores on whether or not students improve achievement from one year to the next on English Language Arts and mathematics assessments. Students are included in the calculation based on accountability criteria (e.g., full year enrollment).
- Student learning growth calculations use inferential statistics estimating a teacher's contribution to his or her students' academic growth in scores on a majority of the tested subjects within a certain period of the time with student, classroom, and school characteristics taken into consideration.

12. Who assigns SLG scores?

- Since the 2017-18 school year, OCPS has calculated VAM scores and assigned SLG ratings based on a weighted average of available VAM scores for the students attached to individual instructional personnel.

13. What is a value-added model (VAM)?

- A value-added model (VAM) is used to help answer the question, "How much value did an instructor add to their students' academic growth?"
- VAMs are a family of statistical models used in personnel performance evaluation to determine their impact on students' growth in academic achievement within a certain period of time.
 - In OCPS, VAMs are used to determine student learning growth in each tested subject area in each grade.
 - Where possible, VAMs account for student, classroom, and school characteristics that contribute to student achievement.

14. Which students were used for my evaluation?

- For full year courses, OCPS included students who were present at your school and in your class during Surveys 2 and 3, who have a complete set of predetermined characteristics available, and take the corresponding assessments.
- For semester courses, OCPS included students who were present for either Survey 2 or 3, who have a complete set of predetermined characteristics available, and take the corresponding assessments.

15. Which courses have VAM scores calculated by OCPS?

- OCPS calculates VAM scores for courses that are associated with any of the following summative assessments:
 - Florida Assessment of Student Thinking (FAST) ELA Grades K-10
 - FAST Mathematics Grades K-8
 - Benchmarks for Excellent Student Thinking (B.E.S.T.) EOCs including Algebra 1 and Geometry
 - Next Generation Sunshine State Standards (NGSSS) EOCs including Civics, Biology, and US History
 - Statewide Science Assessment in Grade 5
 - SAT Reading and Writing in Grade 11
 - Postsecondary Education Readiness Test (PERT) Reading and Mathematics in Grade 12
 - AP Exams
 - IB Exams
 - Common Final Exams (CFE)
- See the Assessment Crosswalk [link](#) for a detailed list by course.

16. Why would I not have a VAM score if I taught a course for which OCPS calculated a VAM?

- If a teacher only instructs courses where no OCPS-calculated VAM could be constructed, the teacher will receive an SLG score of 3.29, Effective.

17. What characteristics of students, classrooms, and schools are included in VAMs calculated by OCPS?

- Student Characteristics
 - Prior achievement scores
 - The number of subject-related courses in which the student is enrolled
 - Students with Disabilities (SWD) status
 - English Language Learners (ELL) status
 - Gifted status
 - The number of days the student is absent during a semester/full year
 - Mobility (whether or not a student moves into or out of the school population during a semester/full year)
 - Age when taking the test
- Classroom Characteristics
 - Class size
 - Homogeneity of students' entering test scores in the class
- School Characteristics
 - The number of teachers who taught the same subject in the same grade per school, where applicable
 - Whether or not the assessment is provided as a full year course

18. What characteristics of students are not included in the VAM?

- Gender, race, ethnicity, and socio-economic status are not included in the VAM because [s. 1012.34\(7\)\(a\), Florida Statute](#) specifically prohibits their inclusion into the model.

19. What are “cut scores” and what do the SLG ratings look like?

- Cut scores are how VAM scores translate into SLG categories and were collaboratively bargained between OCPS and the CTA, as referenced on page 48 of the [Contract between OCPS and CTA](#):
 - **Highly Effective.** A highly effective rating is demonstrated by a value-added score of greater than zero (0), where all of the scores contained within the associated 99-percent confidence interval also lie above zero (0).
 - **Effective.** An effective rating is demonstrated by the following:
 - (I) A value-score of zero (0);
 - (II) A value-added score of greater than zero (0), where some portion of the range of scores associated with a 99-percent confidence interval lies at or below zero (0); or
 - (III) A value-added score of less than zero (0), where some portion of the range of scores associated with both the 95-percent and the 99-percent confidence interval lies at or above zero (0).
 - **Needs Improvement, or Developing if the teacher has been teaching for fewer than three (3) years.** A needs improvement or developing rating is demonstrated by a value-added score that is less than zero (0), where the entire 95-percent confidence interval falls below zero (0), but where a portion of the 99-percent confidence interval lies above zero (0).
 - **Unsatisfactory.** An unsatisfactory rating is demonstrated by a value-added score of less than zero (0), where all of the scores contained within the 99-percent confidence interval also lie below zero (0).
- All instructional and administrative personnel will receive the following scores for each course/grade and final SLG:
 - Highly Effective 4.0
 - Effective 3.29
 - Needs Improvement / Developing 2.39
 - Unsatisfactory 1.49
- When multiple scores are averaged to create a final VAM score, the individual scores will be averaged in as one of the four numbers above and placed in a weighted average based on the number of students with required data available included in that course/grade.

20. Why are my SLG scores provided in late October?

- OCPS-calculated models are based on assessment scores released throughout the summer, some as late as September.

21. Is there a place where I can obtain more technical information?

- This FAQ document along with PowerPoint presentations related to Classroom Instructional Personnel (CIP) and Non-Classroom Instructional Personnel (NCIP) explanations can be found on the Research department’s IMS [webpage](#).

22. What can I do if I think my SLG score is incorrect?

- According to Article X, K.1 of the contract between the School Board of Orange County and the Orange County Classroom Teachers Association, "An employee may elect to appeal a procedural concern to the supervising administrator. If the issue is unresolved, the employee may elect to appeal any unresolved procedural issue(s) through either the Appeals Committee or the grievance/arbitration procedure - but not both."
- The SLG Appeals Committee reviews appeals on the following procedural concerns:
 - Did the teacher receive the correct students in their SLG evaluation score?
 - Was the calculation method performed correctly as confirmed by the Research department?
- If your concern does not meet the above criteria, please refer to Article III of the [Contract Between The School Board of Orange County, Florida And The Orange County Classroom Teachers Association](#).

23. Which prior achievement scores are used for SLG calculations during the 2022-23 school year?

- The Research department carefully reviewed available prior achievement data obtained during the 2021-22 and the 2022-23 school years and determined the prior achievement scores to be controlled for in the SLG models. The specific scores that are used for prior achievement vary from course to course.

24. What measures are in place to maintain the accuracy of OCPS SLG models during the 2022-23 school year?

- Analyses will be conducted to evaluate the quality of every single SLG model, as has been done in previous years. The models that do not meet the inclusion thresholds will have all scores of 3.29 (effective) included in their corresponding teachers' SLG calculations, as permitted under Article X, Section F.3. of the [Contract Between The School Board of Orange County, Florida And The Orange County Classroom Teachers Association](#).

If you have further questions about the process used to determine your Final Summative Score, please contact:

Instructional Practice and iObservation Evaluation Systems 407-317-3200, extension 200-2829 EvaluationSystems@ocps.net	Student Learning Growth Research department 407-317-3200, extension 200-4740 slg@ocps.net	Teacher Evaluation Policies Human Resources and Labor Relations 407-317-3337, option 2 OCPSLabor@ocps.net
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