

**UPDATED 5/6/19**

**HPS**  
**Student Growth**  
**Document**  
**for**  
**2018-19**



HPS Student Growth remains at 25% of a teacher's evaluation when/if the law changes.

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## Overview

*Student Growth will comprise ~~40%~~ **25%** of a teacher's evaluation for the 2018-19 school year according to state law (Section 1249 of PA 173). For teachers in grades 4-8, half of the growth will be from state level assessments. When available 3 years of growth will be used. Numbers in red based on original plan and reduced proportionally.*

*If there is a question about a specific student, please consult your building principal. There will be a "Student to be Considered" document that principals can add names of students to for any student that you feel the student should be exempt or might not have been tested or believe score is not student's best effort.*

**Clarification:** When reading STAR calculations for "Highly Effective, Effective and Minimally Effective" - "70% of students showing XX-XX points or above of growth" means that 70% or more of your students were not in the same category.

### **Class A - Example:**

63% 50-65 SGP

22% 49-35 SGP

55% 34-20 SGP

10% 0-19 SGP

### **Rating = Effective**

This is because only **63%** of students were in the 50-65 SGP range, **therefore not meeting the 70% threshold.**

63% of students 50-65 SGP

+22% of students 49-35 SGP

**85% of students at or above 49-35 SGP**

making the rating Effective, therefore the threshold of 70% was met.

***At Holland Public Schools, student growth will be calculated using the assessments and percentages presented on the following pages (dependent upon assignment) for this portion of the evaluation.***

## Kindergarten Classrooms (Individual Classrooms)

### ❖ **20% (12.5%) STAR Early Literacy** (this has changed from 15% as this is Math and Reading)

- Highly Effective = 70% of students showing 50-65 points or above of growth
- Effective = 70% of your students showing 49-35 points or above of growth
- Minimally Effective = 70% of your students showing 34-20 points or above of growth
- Ineffective = Less than 70% of your students score above 20 points or above of growth

### ❖ **5% (3.125%) Fountas and Pinnell Running Records** [-Link to HPS Growth Chart for running records.](#)

*Note: In order to be considered independent on a specific level, students must meet the criteria for accuracy and comprehension (At levels A-K: reads fluently with 95-100% accuracy and with excellent or satisfactory comprehension. K-4: considered below grade level if receiving an academic performance level of a 2 or 1 on the report card.)*

- Highly Effective = If 50% or more of the students in the class identified as below grade level (by F & P Chart) meet their benchmark growth by the end of the school year
- Effective = If 49-40% of the students identified as below grade level are on grade level by the end of the school year
- Minimally Effective = If 39-30% of the students identified as below grade level are on grade level by the end of the school year
- Ineffective = If below 29% of my identified students are not rated on grade level, I will be rated ineffective.

### ❖ **10% (6.25%) Delta -This is NEW. (TEST UP).** *Kindergarten will use Delta at end of year to assess essential Kindergarten standards. Students should have mastered these essential standards by end of the year as they are Kindergarten Standards.*

- Highly Effective = 80-100% of students have scored benchmark on the current year's skills
- Effective = 70-79% of students have scored benchmark on the current year's skills
- Minimally Effective = 60-69% of students have scored benchmark on the current year's skills
- Ineffective = Less than 60% of students have scored benchmark on the current year's skills

### ❖ **5% (3.125%) M-STEP ELA for Building (from Spring 2018)**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

## 1st Grade Classroom Teachers

### ❖ ~~45%~~ **(9.375%) STAR Reading (Early Literacy for 1st grade)**

- Highly Effective = 70% of students showing 50-65 points or above of growth
- Effective = 70% of your students showing 49-35 points or above of growth
- Minimally Effective = 70% of your students showing 34-20 points or above of growth
- Ineffective = Less than 70% of your students score above 20 points or above of growth

### ❖ ~~5%~~ **(3.125%) Fountas and Pinnell Running Records** [-Link to HPS Growth Chart for running records.](#)

*Note: In order to be considered independent on a specific level, students must meet the criteria for accuracy and comprehension (At levels A-K: reads fluently with 95-100% accuracy and with excellent or satisfactory comprehension. K-4: considered below grade level if receiving an academic performance level of a 2 or 1 on the report card.)*

- Highly Effective = If 50% or more of the students in the class identified as below grade level (by F & P Chart) meet their benchmark growth by the end of the school year
- Effective = If 49-40% of the students identified as below grade level are on grade level by the end of the school year
- Minimally Effective = If 39-30% of the students identified as below grade level are on grade level by the end of the school year
- Ineffective = If below 29% of my identified students are not rated on grade level, I will be rated ineffective.

### ❖ ~~5%~~ **(3.125%) M-STEP ELA for Building (from Spring 2018)**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

### ❖ ~~40%~~ **(6.25%) Star Math**

- Highly Effective = 70% of students showing 50-65 points or above of growth
- Effective = 70% of your students showing 49-35 points or above of growth
- Minimally Effective = 70% of your students showing 34-20 points or above of growth
- Ineffective = Less than 70% of your students score above 20 points or above of growth

- ❖ **5% (3.125%) Delta -This is NEW. (TEST UP).** Students should have mastered these essential standards by end of the school year for current grade.
  - Highly Effective = 80-100% of students have scored benchmark on the current year's skills
  - Effective = 70-79% of students have scored benchmark on the current year's skills
  - Minimally Effective = 60-69% of students have scored benchmark on the current year's skills
  - Ineffective = Less than 60% of students have scored benchmark on the current year's skills

## 2nd-3rd Grade Classroom Teachers

- ❖ **45% (9.375%) STAR Reading**
  - Highly Effective = 70% of students showing 50-65 points or above of growth
  - Effective = 70% of your students showing 49-35 points or above of growth
  - Minimally Effective = 70% of your students showing 34-20 points or above of growth
  - Ineffective = Less than 70% of your students score above 20 points or above of growth
- ❖ **40% (6.25%) STAR Math**
  - Highly Effective = 70% of students showing 50-65 points or above of growth
  - Effective = 70% of your students showing 49-35 points or above of growth
  - Minimally Effective = 70% of your students showing 34-20 points or above of growth
  - Ineffective = Less than 70% of your students score above 20 points or above of growth
- ❖ **5% (3.125%) Fountas and Pinnell Running Records -[Link to HPS Growth Chart for running records.](#)**

*Note: In order to be considered independent on a specific level, students must meet the criteria for accuracy and comprehension (At levels A-K: reads fluently with 95-100% accuracy and with excellent or satisfactory comprehension. At levels L-Z: reads a text fluently with 98-100% accuracy and with excellent or satisfactory comprehension. K-4: considered below grade level if receiving an academic performance level of a 2 or 1 on the report card, 5th: receiving GL-).*

  - Highly Effective = If 50% or more of the students in the class identified as below grade level (by F & P Chart) meet their benchmark growth by the end of the school year
  - Effective = If 49-40% of the students identified as below grade level are on grade level by the end of the school year
  - Minimally Effective = If 39-30% of the students identified as below grade level are on grade level by the end of the school year
  - Ineffective = If below 29% of my identified students are not rated on grade level, I will be rated ineffective.
- ❖ **5% (3.125%) M-STEP ELA for Building (from Spring 2018)**
  - Highly Effective = Greater than 65% of students making adequate growth
  - Effective = 35-64% of students making adequate growth

- Minimally Effective =20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

❖ **5% (3.125%) Delta Math**

- Highly Effective = 80-100% of students have scored benchmark on the current year's skills and 80% of students have scored benchmark on the previous year's skills
- Effective = 70-79% of students have scored benchmark on the current year's skills and 70-79% of students have scored benchmark on the previous year's skills
- Minimally Effective = 60-69% of students have scored benchmark on the current year's skills and 60-69% of students have scored benchmark on the previous year's skills
- Ineffective = Less than 60% of students have scored benchmark on the current year's skills and less than 60% of students have scored benchmark on the previous year's skills

## 4th-5th Grade Teachers

❖ **40% (6.25%) M-STEP ELA for Building (from Spring 2018)**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective =20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

❖ **40% (6.25%) M-STEP Math for Building (from Spring 2018)**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective =20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

❖ **5% (3.125%) Fountas and Pinnell Running Records -[Link to HPS Growth Chart for running records.](#)**

*Note: In order to be considered independent on a specific level, students must meet the criteria for accuracy and comprehension (At levels A-K: reads fluently with 95-100% accuracy and with excellent or satisfactory comprehension. At levels L-Z: reads a text fluently with 98-100% accuracy and with excellent or satisfactory comprehension. K-4: considered below grade level if receiving an academic performance level of a 2 or 1 on the report card, 5th: receiving GL-).*

- Highly Effective = If 50% or more of the students in the class identified as below grade level (by F & P Chart) meet their benchmark growth by the end of the school year
- Effective = If 49-40% of the students identified as below grade level are on grade level by the end of the school year
- Minimally Effective = If 39-30% of the students identified as below grade level are on grade level by the end of the school year

- Ineffective = If below 29% of my identified students are not rated on grade level, I will be rated ineffective.

❖ **5% (3.125%) STAR Reading**

- Highly Effective = 70% of students showing 50-65 points or above of growth
- Effective = 70% of your students showing 49-35 points or above of growth
- Minimally Effective = 70% of your students showing 34-20 points or above of growth
- Ineffective = Less than 70% of your students score above 20 points or above of growth

❖ **5% (3.125%) STAR Math**

- Highly Effective = 70% of students showing 50-65 points or above of growth
- Effective = 70% of your students showing 49-35 points or above of growth
- Minimally Effective = 70% of your students showing 34-20 points or above of growth
- Ineffective = Less than 70% of your students score above 20 points or above of growth

❖ **5% (3.125%) Delta Math**

- Highly Effective = 80-100% of students have scored benchmark on the current year's skills and 80% of students have scored benchmark on the previous year's skills
- Effective = 70-79% of students have scored benchmark on the current year's skills and 70% of students have scored benchmark on the previous year's skills
- Minimally Effective = 60-69% of students have scored benchmark on the current year's skills and 60-69% of students have scored benchmark on the previous year's skills
- Ineffective = Less than 60% of students have scored benchmark on the current year's skills and less than 60% of students have scored benchmark on the previous year's skills

## 6th-8th ELA, Social Studies, Specialists

❖ **20% (12.5%) M-STEP ELA for Building (from Spring 2018)**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

❖ **15% (9.375%) STAR Reading**

- Highly Effective = 70% of students showing 50-65 points or above of growth
- Effective = 70% of your students showing 49-35 points or above of growth
- Minimally Effective = 70% of your students showing 34-20 points or above of growth
- Ineffective = Less than 70% of your students score above 20 points or above of growth



- ❖ **5% (3.125%) Success Criteria -Using 1st marking period grades by individual teacher to 3rd marking period grades by individual teacher**
  - 4= a decrease in failure rate from 1st to 3rd with a failure rate less than 15%
  - 3= an increase in failure rate from 1st to 3rd, but a failure rate is less than 15%
  - 2= a decrease in failure rate from 1st to 3rd, but a failure rate is greater than 15%
  - 1= an increase in failure rate from 1st to 3rd and a failure rate greater than 15%.

## 6th-8th Math, Math Intervention Teachers

- ❖ **20% (12.5%) M-STEP Math for Building (from Spring 2018)**
  - Highly Effective = Greater than 65% of students making adequate growth
  - Effective = 35-64% of students making adequate growth
  - Minimally Effective = 20-34% of students making adequate growth
  - Ineffective = Less than 20% of students making adequate growth
- ❖ **10% (6.25%) STAR Math**
  - Highly Effective = 70% of students showing 50-65 points or above of growth
  - Effective = 70% of your students showing 49-35 points or above of growth
  - Minimally Effective = 70% of your students showing 34-20 points or above of growth
  - Ineffective = Less than 70% of your students score above 20 points or above of growth
- ❖ **5% (3.125%) STAR Reading**
  - Highly Effective = 70% of students showing 50-65 points or above of growth
  - Effective = 70% of your students showing 49-35 points or above of growth
  - Minimally Effective = 70% of your students showing 34-20 points or above of growth
  - Ineffective = Less than 70% of your students score above 20 points or above of growth
- ❖ **5% (3.125%) Success Criteria**
  - Highly Effective = 20% reduction in failure rates from 1st marking period to 4th progress report (looking at Es/Fs) or 20% more in success rate/passing rate
  - Effective = 15% reduction in failure rates from 1st marking period to 4th progress report (looking at Es/Fs) or 15% more in success rate/passing rate
  - Minimally Effective = 10% reduction in failure rates from 1st marking period to 4th progress report (looking at Es/Fs) or 10% increase in success rates

- Ineffective = Less than 10% reduction in failure rates from 1st marking period to 4th progress report (looking at Es/Fs)

## 6th-8th STEM & Science

### ❖ **40% (6.25%) M-STEP ELA for Building (from Spring 2018)**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

### ❖ **40% (6.25%) M-STEP Math for Building (from Spring 2018)**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

### ❖ **45% (9.375%) STAR Reading**

- Highly Effective = 70% of students showing 50-65 points or above of growth
- Effective = 70% of your students showing 49-35 points or above of growth
- Minimally Effective = 70% of your students showing 34-20 points or above of growth
- Ineffective = Less than 70% of your students score above 20 points or above of growth

### ❖ **5% (3.125%) Success Criteria for HMS**

- Highly Effective = 20% reduction in failure rates from 1st marking period to 4th progress report (looking at Es/Fs) or 20% more in success rate/passing rate
- Effective = 15% reduction in failure rates from 1st marking period to 4th progress report (looking at Es/Fs) or 15% more in success rate/passing rate
- Minimally Effective = 10% reduction in failure rates from 1st marking period to 4th progress report (looking at Es/Fs) or 10% increase in success rates
- Ineffective = Less than 10% reduction in failure rates from 1st marking period to 4th progress report (looking at Es/Fs)

## All 9th-12th Teachers (Except Math)

### ❖ **45% (9.375%) SAT**

- Highly Effective = Greater than 65% of students making adequate growth

- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

❖ **45% (9.375%) STAR Reading**

- Highly Effective = 70% of students showing 50-65 points or above of growth
- Effective = 70% of your students showing 49-35 points or above of growth
- Minimally Effective = 70% of your students showing 34-20 points or above of growth
- Ineffective = Less than 70% of your students score above 20 points or above of growth

❖ **5% (3.125%) M-STEP Social Studies**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

❖ **5% (3.125%) Success Criteria**

- Highly Effective = 91%+ course success rate by department- average Sem 1 & Sem 2
  - OR, a 20%+ success rate increase from 2017-2018 to 2018-2019
- Effective = 85-90% course success rate by department- average Sem 1 & Sem 2
  - OR, a 10-19% success rate increase from 2017-2018 to 2018-2019
- Minimally Effective = 80-85% course success rate by department- average Sem 1 & Sem 2
  - OR, a 1-9% success rate increase from 2017-2018 to 2018-2019
- Ineffective = below 80% course success rate by department- average Sem 1 & Sem 2
  - OR, a decrease in success rate from 2017-2018 to 2018-2019

## 9th-12th Math Teachers

❖ **40% (6.25%) STAR Math**

- Highly Effective = 70% of students showing 50-65 points or above of growth
- Effective = 70% of your students showing 49-35 points or above of growth
- Minimally Effective = 70% of your students showing 34-20 points or above of growth
- Ineffective = Less than 70% of your students score above 20 points or above of growth

❖ **45% (9.375%) SAT**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

❖ **40% (6.25%) STAR Reading**

- Highly Effective = 70% of students showing 50-65 points or above of growth
- Effective = 70% of your students showing 49-35 points or above of growth
- Minimally Effective = 70% of your students showing 34-20 points or above of growth
- Ineffective = Less than 70% of your students score above 20 points or above of growth

❖ **5% (3.125%) Success Criteria**

- Highly Effective = 91%+ course success rate by department- average Sem 1 & Sem 2
  - OR, a 20%+ success rate increase from 2017-2018 to 2018-2019
- Effective = 85-90% course success rate by department- average Sem 1 & Sem 2
  - OR, a 10-19% success rate increase from 2017-2018 to 2018-2019
- Minimally Effective = 80-85% course success rate by department- average Sem 1 & Sem 2
  - OR, a 1-9% success rate increase from 2017-2018 to 2018-2019
- Ineffective = below 80% course success rate by department- average Sem 1 & Sem 2
  - OR, a decrease in success rate from 2017-2018 to 2018-2019

## **ECSE (Early Childhood Special Education) JHN**

❖ **30% (18.75%) SLOs or individual student data**

(below represents the percentage of students on caseload)

- Highly Effective = 90% simple growth on short term objectives
- Effective = 79% simple growth on short term objectives
- Minimally Effective = 69% simple growth on short term objectives
- Ineffective = Below 69% simple growth on short term objectives

❖ **40% (6.25%) GOLD or other assessment normed for early childhood population**

## **K-3rd Resource Room Teachers and EI Self Contained Classrooms**

❖ **40% (6.25%) SLO\* or individual student data**

❖ **(Student Learning Objective) See *STAR Reading (20%)* details below.**

**(below represents the percentage of the students on caseload)**

- Highly Effective = 90% simple growth on short term objectives
- Effective = 79% simple growth on short term objectives
- Minimally Effective = 69% simple growth on short term objectives
- Ineffective = Below 69% simple growth on short term objectives

❖ **20% (12.5%) STAR Reading\***

- Highly Effective = 70% of students showing 50-65 points or above of growth
- Effective = 70% of your students showing 49-35 points or above of growth
- Minimally Effective = 70% of your students showing 34-20 points or above of growth
- Ineffective = Less than 70% of your students score above 20 points or above of growth

❖ **5% (3.125%) Fountas and Pinnell Running Records - [Link to HPS Growth Chart for running records.](#)**

*Note: In order to be considered independent on a specific level, students must meet the criteria for accuracy and comprehension (At levels A-K: reads fluently with 95-100% accuracy and with excellent or satisfactory comprehension. At levels L-Z: reads a text fluently with 98-100% accuracy and with excellent or satisfactory comprehension. K-4: considered below grade level if receiving an academic performance level of a 2 or 1 on the report card, 5th: receiving GL-).*

- Highly Effective = If 50% or more of the students in the class identified as below grade level (by F & P Chart) meet their benchmark growth by the end of the school year
- Effective = If 49-40% of the students identified as below grade level are on grade level by the end of the school year
- Minimally Effective = If 39-30% of the students identified as below grade level are on grade level by the end of the school year
- Ineffective = If below 29% of my identified students are not rated on grade level, I will be rated ineffective.

❖ **5% (3.125%) M-STEP or MI-Access**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

*\* For students on each teacher's caseload who have been on the caseload from early October through mid May. Students who have attendance concerns and have been on the caseload still need to be reported on and mark the number of days when you report out on progress of IEP goals to Director of Student Services.*

## 4th-8th Resource Room Teachers and EI Self Contained Classroom JHN

- ❖ **40% (6.25%) STAR Reading\***
  - Highly Effective = 70% of students showing 50-65 points or above of growth
  - Effective = 70% of your students showing 49-35 points or above of growth
  - Minimally Effective = 70% of your students showing 34-20 points or above of growth
  - Ineffective = Less than 70% of your students score above 20 points or above of growth
- ❖ **40% (6.25%) SLOs\* or individual student data**
- ❖ **(below represents the percentage of students on caseload)**
  - Highly Effective = 90% simple growth on short term objectives
  - Effective = 79% simple growth on short term objectives
  - Minimally Effective = 69% simple growth on short term objectives
  - Ineffective = Below 69% simple growth on short term objectives
- ❖ **40% (6.25%) M-STEP or MI-Access**
  - Highly Effective= Greater than 65% of students making adequate growth
  - Effective= 35-64% of students making adequate growth
  - Minimally Effective=20-34% of students making adequate growth
  - Ineffective= Less than 20% of students making adequate growth
- ❖ **40% (6.25%) Star Math\***
  - Highly Effective = 70% of students showing 50-65 points or above of growth
  - Effective = 70% of your students showing 49-35 points or above of growth
  - Minimally Effective = 70% of your students showing 34-20 points or above of growth
  - Ineffective = Less than 70% of your students score above 20 points or above of growth

*\* For students on each teacher's caseload who have been on the caseload from early October through mid May. Students who have attendance concerns and have been on the caseload still need to be reported on and mark the number of days when you report out on progress of IEP goals to Director of Student Services.*

## 9th-12th Resource Room and EI Self Contained Classroom JHN

- ❖ **40% (6.25%) STAR Reading\***
  - Highly Effective = 70% of students showing 50-65 points or above of growth
  - Effective = 70% of your students showing 49-35 points or above of growth
  - Minimally Effective = 70% of your students showing 34-20 points or above of growth

➤ Ineffective = Less than 70% of your students score above 20 points or above of growth

❖ **15% (9.375%) SAT\***

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

❖ **10% (6.25%) ESTR SLOs\* or individual student data  
(below represents the percentage of students on caseload)**

- Highly Effective = 90% simple growth on short term objectives
- Effective = 79% simple growth on short term objectives
- Minimally Effective = 69% simple growth on short term objectives
- Ineffective = Below 69% simple growth on short term objectives

❖ **5% (3.125%) Success Rate\***

- Highly Effective = 91%+ course success rate by department- average Sem 1 & Sem 2
  - OR, a 20%+ success rate increase from 2017-2018 to 2018-2019
- Effective = 85-90% course success rate by department- average Sem 1 & Sem 2
  - OR, a 10-19% success rate increase from 2017-2018 to 2018-2019
- Minimally Effective = 80-85% course success rate by department- average Sem 1 & Sem 2
  - OR, a 1-9% success rate increase from 2017-2018 to 2018-2019
- Ineffective = below 80% course success rate by department- average Sem 1 & Sem 2
  - OR, a decrease in success rate from 2017-2018 to 2018-2019

\* For students on each teacher's caseload who have been on the caseload from early October through mid May. Students who have attendance concerns and have been on the caseload still need to be reported on and mark the number of days when you report out on progress of IEP goals to Director of Student Services

## PreK-12th Grade Deaf and Hard of Hearing

❖ **30% (18.75%) SLOs\* or individual student data**

(below represents the percentage of the students on caseload)

**(25% (15.625%)\*\* if Boehm 3, M-STEP, MI-Access or PSAT/SAT if deemed appropriate)**

- Highly Effective = 90% simple growth on short term objectives

- Effective = 79% simple growth on short term objectives
- Minimally Effective = 69% simple growth on short term objectives
- Ineffective = Below 69% simple growth on short term objectives
- ❖ **40% (6.25%) GOLD/Brigance/DHH TERA or other assessment normed for D & HOH**
- ❖ **\*\*5% (3.125%) Boehm 3 or M-STEP or MI-Access or PSAT/SAT added in, if appropriate**

## K-8 Cognitively Impaired

- ❖ **40% (6.25%) IXL - Criteria to be determined by HPS administration**
- ❖ **20% (12.5%) MI-Access**
- ❖ **40% (6.25%) SLOs or individual student data**  
(below represents the percentage of students on caseload)
  - Highly Effective = 90% simple growth on short term objectives
  - Effective = 79% simple growth on short term objectives
  - Minimally Effective = 69% simple growth on short term objectives
  - Ineffective = Below 69% simple growth on short term objectives

## K-8th ASD

- ❖ **20% (12.5%) MI-Access or M-STEP**
- ❖ **20% (12.5%) SLOs or individual student data**  
(below represents the percentage of students on caseload)
  - Highly Effective = 90% simple growth on short term objectives
  - Effective = 79% simple growth on short term objectives
  - Minimally Effective = 69% simple growth on short term objectives
  - Ineffective = Below 69% simple growth on short term objectives

## 9th-12th ASD and CI

- ❖ **20% (12.5%) MI-Access/SAT**
  - Highly Effective = Greater than 65% of students making adequate growth
  - Effective = 35-64% of students making adequate growth
  - Minimally Effective = 20-34% of students making adequate growth
  - Ineffective = Less than 20% of students making adequate growth
- ❖ **20% (12.5%) ESTR SLOs or individual student data**



(below represents the percentage of students on caseload)

- Highly Effective = 90% simple growth on short term objectives
- Effective = 79% simple growth on short term objectives
- Minimally Effective = 69% simple growth on short term objectives
- Ineffective = Below 69% simple growth on short term objectives

## Transitional Kindergarten

### ❖ 20% (12.5%) MyIGDIs (My Individual Growth and Development Indicators)

- Highly Effective = 50% of TK students will score at Tier 1 on Numeracy and Literacy
- Effective = 45-49% of TK students will score on Tier 1 on Numeracy and Literacy
- Minimally Effective = 40-44% of TK students will score on Tier 1 on Numeracy and Literacy
- Ineffective = Less than 40% of TK students will score on Tier 1 in Numeracy and Literacy

### ❖ 15% (9.375%) DIBELS Letter Naming Fluency

- [See slides from 2015 16 DIBELS](#) - will use mid year scores as a baseline for growth at end of year.

### ❖ 5% (3.125%) M-STEP

- Highly Effective = 60-100 SGP
- Effective = 40-60 SGP
- Minimally Effective = 20-40 SGP
- Ineffective = <20 SGP

## HLA Kindergarten - 3rd Grade

- [See link for information on running record benchmarks.](#)
- [Link to Star benchmark documents.](#) (For Early Literacy, Reading and Math in Spanish).

### ❖ 10% (6.25%) STAR Early Literacy Spanish/STAR Reading using Benchmarks and Cut Scores document from Renaissance

- Highly Effective= 65% or more of students score at 40 percentile or above on assessment
- Effective= 60-64% of students score at 40 percentile or above on assessment
- Minimally Effective= 55-59% of students score at 40 percentile or above on assessment
- Ineffective= Less than 54% of your students score at the 40 percentile on assessment

### ❖ 10% (6.25%) Fountas and Pinnell Running Records

➤ [Link to HPS Growth Chart for running records.](#)

**Note:** In order to be considered independent on a specific level, students must meet the criteria for accuracy and comprehension (At levels A-K: reads fluently with 95-100% accuracy and with excellent or satisfactory comprehension. At levels L-Z: reads a text fluently with 98-100% accuracy and with excellent or satisfactory comprehension. K-4: considered below grade level if receiving an academic performance level of a 2 or 1 on the report card, 5th: receiving GL-).

- Highly Effective = If 50% or more of the students in the class identified as below grade level (by F & P Chart) meet their benchmark growth by the end of the school year
- Effective = If 49-40% of the students identified as below grade level are on grade level by the end of the school year
- Minimally Effective = If 39-30% of the students identified as below grade level are on grade level by the end of the school year
- Ineffective = If below 29% of my identified students are not rated on grade level, I will be rated ineffective.

❖ ~~5%~~ **(3.125%) M-STEP ELA (English)**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

❖ ~~10%~~ **(6.25%) STAR Math (Spanish)**

- Highly Effective= 65% or more of students score at 40 percentile or above on assessment
- Effective= 60-64% of students score at 40 percentile or above on assessment
- Minimally Effective= 55-59% of students score at 40 percentile or above on assessment
- Ineffective= Less than 54% of your students score at the 40 percentile on assessment

❖ ~~5%~~ **(3.125%) Delta**

- Highly Effective = 80-100% of students have scored benchmark on the current year's skills and 80% of students have scored benchmark on the previous year's skills
- Effective = 70-79% of students have scored benchmark on the current year's skills and 70%of students have scored benchmark on the previous year's skills
- Minimally Effective = 60-69% of students have scored benchmark on the current year's skills and 60-69%-of students have scored benchmark on the previous year's skills
- Ineffective = Less than 60% of students have scored benchmark on the current year's skills and less than 60%-of students have scored benchmark on the previous year's skills

## HLA 4th & 5th Grades

### ❖ **40% (6.25%) M-STEP Reading (English)**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

### ❖ **40% (6.25%) M-STEP Math (English)**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

### ❖ **40% (6.25%) Fountas and Pinnell Running Records or equivalent (Spanish)**

- [Link to HPS Growth Chart for running records.](#)

*Note: In order to be considered independent on a specific level, students must meet the criteria for accuracy and comprehension (At levels A-K: reads fluently with 95-100% accuracy and with excellent or satisfactory comprehension. At levels L-Z: reads a text fluently with 98-100% accuracy and with excellent or satisfactory comprehension. K-4: considered below grade level if receiving an academic performance level of a 2 or 1 on the report card, 5th: receiving GL-).*

- Highly Effective = If 50% or more of the students in the class identified as below grade level (by F & P Chart) meet their benchmark growth by the end of the school year
- Effective = If 49-40% of the students identified as below grade level are on grade level by the end of the school year
- Minimally Effective = If 39-30% of the students identified as below grade level are on grade level by the end of the school year
- Ineffective = If below 29% of my identified students are not rated on grade level, I will be rated ineffective.

### ❖ **40% (6.25%) Star Reading (English)**

- Highly Effective = 70% of students showing 50-65 points or above of growth
- Effective = 70% of your students showing 49-35 points or above of growth
- Minimally Effective = 70% of your students showing 34-20 points or above of growth
- Ineffective = Less than 70% of your students score above 20 points or above of growth

## ESL Teachers K-5th Grades

### ❖ **20% (12.5%) M-STEP Reading**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

### ❖ **10% (6.25%) Star Reading**

- Highly Effective = 70% of students showing 50-65 points or above of growth
- Effective = 70% of your students showing 49-35 points or above of growth
- Minimally Effective = 70% of your students showing 34-20 points or above of growth
- Ineffective = Less than 70% of your students score above 20 points or above of growth

### ❖ **10% (6.25%) Fountas and Pinnell Running Records - [Link to HPS Growth Chart for running records.](#) (Spanish)**

*Note: In order to be considered independent on a specific level, students must meet the criteria for accuracy and comprehension (At levels A-K: reads fluently with 95-100% accuracy and with excellent or satisfactory comprehension. At levels L-Z: reads a text fluently with 98-100% accuracy and with excellent or satisfactory comprehension. K-4: considered below grade level if receiving an academic performance level of a 2 or 1 on the report card, 5th: receiving GL-).*

- Highly Effective = If 50% or more of the students in the class identified as below grade level (by F & P Chart) meet their benchmark growth by the end of the school year
- Effective = If 49-40% of the students identified as below grade level are on grade level by the end of the school year
- Minimally Effective = If 39-30% of the students identified as below grade level are on grade level by the end of the school year
- Ineffective = If below 29% of my identified students are not rated on grade level, I will be rated ineffective.

## ESL Teachers 6th-12th

### ❖ **15% (9.375%) SAT (based on building)**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

### ❖ **15% (9.375%) STAR Reading for ESL Students on Caseload**

- Highly Effective = 70% of students showing 50-65 points or above of growth

- Effective = 70% of your students showing 49-35 points or above of growth
- Minimally Effective = 70% of your students showing 34-20 points or above of growth
- Ineffective = Less than 70% of your students score above 20 points or above of growth

❖ ~~5%~~ **(3.125%) Success Rate for ESL Students on Caseload**

- Highly Effective = 91%+ course success rate by department- average Sem 1 & Sem 2
  - OR, a 20%+ success rate increase from 2017-2018 to 2018-2019
- Effective = 85-90% course success rate by department- average Sem 1 & Sem 2
  - OR, a 10-19% success rate increase from 2017-2018 to 2018-2019
- Minimally Effective = 80-85% course success rate by department- average Sem 1 & Sem 2
  - OR, a 1-9% success rate increase from 2017-2018 to 2018-2019
- Ineffective = below 80% course success rate by department- average Sem 1 & Sem 2
  - OR, a decrease in success rate from 2017-2018 to 2018-2019

❖ ~~5%~~ **(3.125%) M-STEP Social Studies (based on building)**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

## **Specialists (PE, Art, Music & STEM) TK-5th**

❖ **20% (12.5%) M-STEP Reading**

- Highly Effective = Greater than 65% of students making adequate growth
- Effective = 35-64% of students making adequate growth
- Minimally Effective = 20-34% of students making adequate growth
- Ineffective = Less than 20% of students making adequate growth

❖ **20% (12.5%) Star Reading**

- Highly Effective = 70% of students showing 50-65 points or above of growth
- Effective = 70% of your students showing 49-35 points or above of growth
- Minimally Effective = 70% of your students showing 34-20 points or above of growth

➤ Ineffective = Less than 70% of your students score above 20 points or above of growth

■ Or

❖ **20% (12.5%) Teacher Developed SLO**

*If a Specialist teacher would like to develop an SLO---Student Learning Objective for 20% of their student growth - This would be agreed upon between teacher and Office of SI. The teacher would be responsible for developing the SLO, collecting and verifying the data and sharing the data with the Office of School Improvement. This might look like using an assessment that is applicable to your area of instruction. Then the specialist teacher would meet and learn about SLOs. This may be during CSI and during his/her planning time. It would require selecting a group of students who may not be on track for the given assessment. For more information, contact Patti Dobias.*

## Teachers with Split Assignments

❖ Teachers with “split” assignments will have data calculated proportionate to their assignment using secondary criteria (STAR Reading).

## STAR Reading and Math Growth Benchmarks

- ❖ 0-35 low growth
- ❖ 35-65 typical
- ❖ Above 65 high growth

Data from MI Classrooms on Percentage of Students Who Meet Various Growth Targets:

Michigan Comparison Data for STAR Math (n = 3,758 classrooms)			
Percentage of students who meet the growth target	Growth targets		
	35 SGP	40 SGP	50 SGP
55% of students hitting target per classroom:	67%	57%	37%
65% of students hitting target per classroom:	49%	38%	22%
70% of students hitting target per classroom:	40%	31%	16%
75% of students hitting target per classroom:	31%	23%	11%
80% of students hitting target per classroom:	22%	16%	7%
90% of students hitting target per classroom:	9%	6%	2%
Individual students hitting SGP (n = 98,114 students)	62%	57%	47%

Michigan Comparison Data for STAR Reading (n = 4,905 classrooms)			
Percentage of students who meet the growth target	Growth targets		
	35 SGP	40 SGP	50 SGP
55% of students hitting target per classroom:	77%	79%	60%
65% of students hitting target per classroom:	59%	36%	26%
70% of students hitting target per classroom:	48%	37%	18%
75% of students hitting target per classroom:	36%	27%	12%
80% of students hitting target per classroom:	25%	17%	6%
90% of students hitting target per classroom:	8%	5%	2%
Individual students hitting SGP (n = 123,623 students)	67%	62%	53%

Renaissance Learning MI Ed Effectiveness, 2016  
MASSP, 2016