



**STUDENT PERFORMANCE
MEASURE TEMPLATE**

LEA Selected Measures

An optional template
June 2021

Guidance on Template Use

The Student Performance Measure (SPM) Template, crafted as a customizable document, is designed to facilitate active participation in the evaluation process while:

- Aligning an identified student challenge or need to related school-level objectives and/or LEA-level priorities,
- Encouraging instructional innovation based on latest research and trends, and
- Improving educator practice.

The use of this template is optional; however, a Student Performance Measure (SPM) is required as part of the evaluation of Educator Effectiveness for professional employees serving as classroom teachers and for the interim rating of all professional employees.

At the beginning of the rating period: *(Initial Conference)*


- ✓ Prior to the initial conference, the educator should reflect on student challenges/needs and draft a plan of action, referencing the Framework for Observation and Practice to inform the response.
- ✓ During the initial conference, the educator and supervising administrator should review and revise the draft, as appropriate, aligning the work to related school-level objectives and/or LEA-level priorities.
- ✓ During the initial conference, the educator and supervising administrator should agree upon the student performance measure(s) and criteria for delineating the four levels of student performance used to inform the educator rating. If using multiple measures, the educator and supervising administrator should pre-determine the proportional significance (i.e., weighting) to be assigned to each measure.
- ✓ **Part I** and **Part II** of the SPM Template should be completed, with the educator and supervising administrator providing signatures, dates, and any comments in the Initial Conference and SPM Approval fields under **Part V**.

During the agreed-upon interval of the rating period: *(Mid-Point Review)*

- ✓ Prior to the mid-point review, the educator should complete the Mid-Point Reflection field under **Part III**.
- ✓ During the mid-point review, the educator and supervising administrator should examine initial evidence of student performance and discuss progress, unanticipated barriers, and needed supports, revising the SPM Template as appropriate and agreed upon by the educator and supervising administrator.
- ✓ The educator and supervising administrator should sign, date, and provide any comments in the Mid-Point Review field, and if applicable, the SPM Revision Approval field, under **Part V**.

At the conclusion of the rating period: *(End-of-Rating Review)*

- ✓ Prior to the end-of-rating review, the educator should complete the Final Reflection field under **Part III**.
- ✓ During the end-of-rating review, the educator and supervising administrator should examine final evidence of student performance and discuss successes, unanticipated barriers, and any supports that might have been useful to the educator, which shall be used cumulatively to inform the Educator Rating in **Part IV**.
- ✓ The educator and supervising administrator should sign, date, and provide any comments in the End-of-Rating Review field under **Part V**.
- ✓ The rating in **Part IV** should be entered into the LEA-Selected Measures section of the corresponding PDE rating form to be factored as part of the overall rating of Educator Effectiveness for the professional employee.

 **Hover or click on this icon** to explore key questions and considerations for select items. These considerations can assist in a thorough student performance measure evaluation.



Users with visual impairments are invited to download the companion PDF version of this document, which is optimized for use with a screen reader.

Educator Name: **Darin Baran / Algebra I**

School/District: CDT Sample School 3

Rating Period: FROM 07/01/2023 TO 6/30/2024

PART I

Student Challenge/Need

The “All” student group, as well as subgroups, are not making adequate yearly growth in our building for math and Algebra I.

% Weighting 100

What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need? ⓘ

At the building level, the “All” student group had 21.3% prof/adv in math/algebra which is red, not meeting the interim goal/target. Additionally, the “All” student group had an academic growth score of 68, which was also red, and did not meet the standard for growth. All existing student subgroups (Hispanic, White, ED, EL, IEP), while mainly seeing an increase in growth, are also still performing at a red level, below needed growth levels. When looking at Algebra I specifically by achievement group, the 3 lowest achievement groups are yellow in growth and the 2 highest are green. In both cases, the levels of growth are not at the level needed to catch up in terms of overall achievement.

PLAN OF ACTION:

What is your proposed response? ⓘ

I plan to implement small group/flexible group instructional strategies at least one period/block per week where students will receive instruction and participate in activities based on their specifically identified needs and strengths using the CDT. Customized instruction unique to their needs will be used to address potential gaps in understanding and enrich those who are ready for content beyond grade-level standards.

What resources are available to assist you in addressing the student challenge/need? ⓘ

- Classroom Diagnostic Tests (CDTs) for math
- 1:1 devices for assessment and instructional activities
- Professional learning on using CDT data to guide flexible group instruction.

If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need? ⓘ

- May need supplemental instructional resources.
- May need additional technical assistance/professional learning in small group/flexible group instruction strategies and/or the use of the CDT interactive reporting portal.

What action steps will you implement to address this student challenge/need? ⓘ

Specific Actions:

Timeline:

	<ol style="list-style-type: none"> 1. Develop an assessment schedule and administer CDT assessment. 2. Schedule weekly dates for small group instruction. 3. Schedule time for data Analysis and Planning for Instruction. 4. Schedule time to conference with students specific to their strengths and needs as well as developing goals. Teach students to create/maintain a data folder/portfolio. 5. Reflect and refine using data to adjust and request additional support. 6. Administer additional CDTs as needed throughout the year to provide ongoing data to support small group instructions 	<p>September</p> <p>October – EOY</p> <p>October – EOY</p> <p>October - EOY</p> <p>December – EOY</p> <p>November - EOY</p>
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<p>Framework Domain Alignment</p> <p>Reference the Domains of Practice to which this response aligns. (Check all that apply.)</p>	<input checked="" type="checkbox"/> Planning & Preparation	<input type="checkbox"/> Classroom Environment	<input checked="" type="checkbox"/> Instruction	<input type="checkbox"/> Professional Responsibilities
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PART II

<p>Student Performance Measure (SPM)</p>	<p>Describe the LEA Selected Measure(s):</p> <p>I will implement small/flexible group instruction weekly to address instructional gaps and strengths of my students informed by CDT data. 1:1 conferencing with students will take place throughout the year where students will maintain a data folder that allows them with my assistance to reflect on their learning and develop learning goals. I will review data throughout the year to monitor student growth based on each starting level.</p>
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<p>What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response? ⓘ</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Locally Developed School District Rubric <input type="checkbox"/> District-Designed Measure & Examination <input checked="" type="checkbox"/> Nationally Recognized Standardized Test </div> <div style="width: 45%;"> <input type="checkbox"/> Industry Certification Examination <input type="checkbox"/> Student Projects Pursuant to Local Requirements <input checked="" type="checkbox"/> Student Portfolios Pursuant to Local Requirement </div> </div>
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<p>Evaluation</p> <p>Describe the specific criteria that will inform the Educator Effectiveness rating.</p> <p><i>NOTE: Student Performance Measures may be reused on an annual basis if the</i></p>	<p>Distinguished:</p> <ul style="list-style-type: none"> • CDT Assessment is implemented/administered to all appropriate students. • Small group instruction is planned and takes place weekly. • 1:1 conferencing with students takes place quarterly. • All applicable students have a data and reflection folder/portfolio completed.
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responses are updated and the educator continues to offer reflections.

- Aggregate data of applicable students shows an average growth of 2 SEMs on the CDT from the first assessment to the last assessment in at least two given diagnostic categories or the “all” category.

Proficient:

- CDT Assessment is implemented/administered to all appropriate students.
- Small group instruction is planned and takes place weekly.
- 1:1 conferencing with students takes place a **minimum of 3 of 4 quarters**.
- **90% of** applicable students have a data and reflection folder/portfolio completed.
- Documentation of connections between the CDT data, prescribed content, and student instruction is maintained.

Needs Improvement:

- CDT Assessment is implemented/administered to all appropriate students.
- Small group instruction is planned and takes place **less than weekly, with more than 3 interruptions to the weekly schedule**.
- 1:1 conferencing with students takes place **less than 3 of 4 quarters**.
- **Less than 80%** of applicable students have a data and reflection folder/portfolio completed.
- **Minimal/insufficient** documentation of connections between the CDT data, prescribed content, and student instruction is maintained.

Failing:

- CDT Assessments **are not** implemented/administered to all appropriate students.
- Small group instruction is planned and takes place **less than weekly, more than 3 interruptions to schedule**.
- 1:1 conferencing with students takes place **less than 3 of 4 quarters**.
- **Less than 80%** of applicable students have a data and reflection folder/portfolio.
- **No** documentation of connections between the CDT data, prescribed content, and student instruction is maintained.

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PART III

Educator Reflection:

Reflect on your success, unanticipated barriers, any supports that could have been useful, and next steps.

(NOTE: Response to student challenge/need may be revised mid-academic year, if agreed upon by both the administrator and educator.)

Mid-Point Reflection:

Final Reflection:

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PART IV

Educator Rating:

- | | | | |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| Failing | Needs Improvement | Proficient | Distinguished |

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Initial Conference	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
SPM Approval	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
Mid-Point Review	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
SPM Revision Approval <i>(if applicable)</i>	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
End-of-Rating Review	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date: <input type="checkbox"/> <i>I acknowledge that I have read the information contained herein and that I have been provided an opportunity to discuss it with the rater.</i>

Considerations

What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need?

- What indicators led you to identify this challenge/need?
- Why did you choose this student challenge/need as a priority?
- What internal and/or external factors are driving this student challenge/need?
- What population(s) of the school community will be affected by implementing this response?

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What is your proposed response?

- Why did you choose this response?
- How did you determine the appropriateness of this response to the identified challenge/need?
- How does your response align with school-level objectives and/or LEA-level priorities?
- Is your response supported by research-based best practices and/or educational innovation?

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What resources are available to assist you in addressing the student challenge/need?

- What expertise do you possess to respond to the student challenge/need?
- How are identified resources appropriate to the response?
- How does collaboration contribute to the available resources and/or expertise?

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If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?

- What obstacles exist to your response to the student challenge/need?
- What resources are needed to overcome these obstacles (budgetary, material, time, professional learning, and/or personnel)?
- What might the role of collaboration be in overcoming these obstacles?

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What action steps will you implement to address this student challenge/need?

- What strategies will you utilize in your response to the student challenge/need?
- What are realistic timeframes and/or benchmarks throughout the process?
- How will you monitor, reflect, and adjust your plan if necessary?

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What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response?

- What artifacts could demonstrate the effectiveness of your response to the student need?
- What evidence would be necessary to answer questions you might ask yourself mid-point?

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