

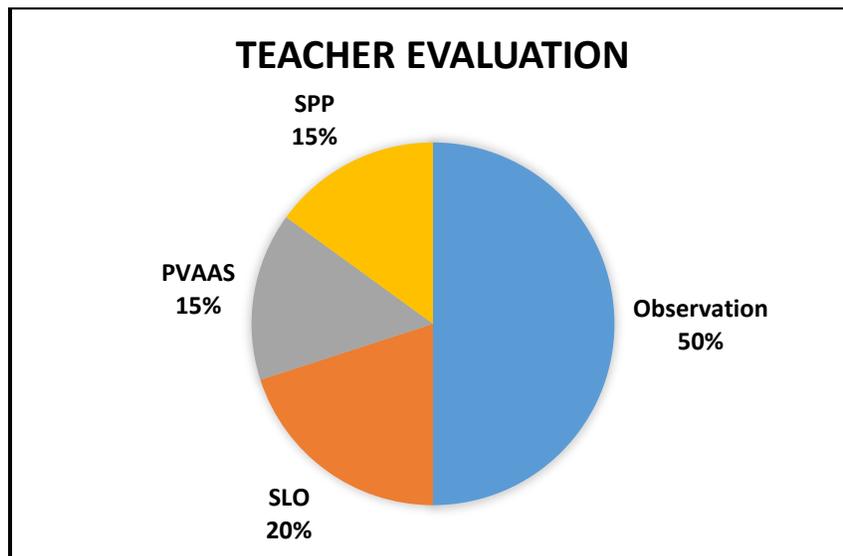
Analysis of Pennsylvania's Multiple Measures Rating System
Philadelphia Federation of Teachers
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Beginning in the 2013-2014 school year, as a result of the implementation of Pennsylvania's Act 82, the evaluation of effectiveness of teachers was changed to a multiple measures format which includes: (1) Classroom Performance as measured by a modified version of Danielson's Framework for Teaching, (2) Building Level Rating as measured by School Performance Profile (SPP), (3) Elective data as measured by Student Learning Objectives (SLOs) and (4) Teacher Specific data as measured by PA Value Added Assessment System (PVAAS).

These measures account for the following evaluation percentages (exceptions apply):

- Observation: 50%
- SLO (Student Learning Objectives): 20%
- PVAAS (Pennsylvania Value Added Assessment System): 15%
- SPP (School Performance Profile): 15%



The system of teacher evaluation is of great concern to teachers across the state of Pennsylvania.

Issues with Building Level Rating (School Performance Profile):

- There is an over-reliance on standardized tests for determining the SPP. For some schools, up to 90% of the SPP is based on test scores, which only provides a once-a-year snapshot of student performance in a few content areas.
- In 2014, 20% of schools reported incorrect or incomplete data after SPP scores were posted.

- School funding cuts have greatly impacted our schools, resulting in larger class sizes, decreased staff sizes and limited supplies. Early childhood education has been eliminated or reduced across the district, which decreases the likelihood that many students are entering school with basic skills. The lack of resources and extreme underfunding of schools, which largely impacts low-income and minority communities, has devastated Philadelphia's schools. Standardized testing remains an unfunded mandate, and the School Performance Profile fails to take into account the circumstances that can so often negatively impact test scores.
- Data from the PSSA and Keystone exams are not made available until October of the next school year. Rating data is compiled in June. Therefore, the School District of Philadelphia uses data from the *previous* school year for use in your current year rating.

Concerns with Elective Data- SLOs (Student Learning Objectives):

- Cut scores are unreasonable (0-64% of students meeting growth and/or mastery target is a failing score. The range for Needs Improvement is only a five percent range, 65-70%.)
- The SLO process promises to add significantly to our teachers' (and administrators') already burdensome workload with multiple forms to fill out and multiple meetings to review paperwork.

Concerns with Pennsylvania Value Added Assessment System (PVAAS):

- PVAAS calculations do not take into account circumstances that tremendously impact student achievement and growth, such as poverty, student health issues, student attendance or transience.
- PVAAS only measures student growth on state tests. It does not take into account student growth as measured by classroom assessments, student portfolio work, laboratory experiences, or other measures of student achievement.
- PVAAS does not measure student growth on socio-emotional or behavioral indicators, which are critical to life and career success after school.

Additional concerns with the design of the Multiple Measures Rating in PA:

- Charter schools are not included in this rating system, but may choose to participate. This unfairly targets traditional public school students and their teachers.