

Teacher Effectiveness Score Business Rules

Introduction

In accordance with ESSA requirements {20 U.S. Code § 6311(g)(1)(B) of Title I, Part A}, the Alabama State Department of Education (ALSDE)

- 1) determines whether low-income and minority children enrolled in schools assisted under this part are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers,
- 2) evaluates progress toward closing gaps where disproportionality exists, and
- 3) publicly reports data and progress.

The definitions for out-of-field, inexperienced, and ineffective teachers are as follows which can be found here: [Alabama ESSA Plan](#) (see pages 36-40).

Out-of-field Teacher: An out-of-field teacher is a teacher who (1) holds a valid Alabama certificate and is assigned during the school day to teach in an area(s) for which he/she is not properly certified, OR (2) does not hold any valid Alabama certificate and is assigned during the school day to teach in an area(s)

Inexperienced Teacher: An inexperienced teacher is a teacher who has fewer than two (2) years of teaching experience.

Ineffective Teacher: An ineffective teacher is a teacher who is not able to demonstrate strong instructional practices, produce significant growth in student learning, or demonstrate professionalism and dedication to the field of teaching.

The purpose of this document is to describe business rules for calculating the score used to determine teacher effectiveness.

Teacher Effectiveness Score Business Rules

The Teacher Effectiveness Score is a weighted sum from the percentage of effective classroom instruction and the percentage of adequate student academic growth.

Teacher Effectiveness Score		
Score Component	Data Source	Weight of Score
Effective Classroom Instruction	Alabama Teacher Observation Tool	80%
Teacher Effectiveness Growth	Alabama Student Assessment Academic Growth Category Scores	20%

Effective Classroom Instruction

The Alabama Teacher Observation Tool (ATOT) is the formative observation tool that meets ESSA requirements for improving teaching and learning in Alabama. The purpose of the ATOT is to formatively observe teachers' actions and practices within a 20-minute period, allow the observer to provide clear and focused feedback, acknowledge teachers' actions that promote learner-centric instruction, and to support the implementation of effective instructional practices. The tool is a required component of the Alabama Teacher Growth Program which states that all classroom teachers shall be observed once per school year using the ATOT. If a teacher is observed more than once, only the most recent ATOT scores are used in the calculation of the Effective Classroom Instruction Score. Furthermore, observation data for individuals who are not teachers (e.g., counselors) are removed. For more information, refer to the [Alabama Teacher Growth Program Manual](#).

Teacher Effectiveness Growth

The Teacher Effectiveness Growth Score is based on the percentage of students with a Category 3 or 4 Academic Growth Score. The data sources for the Alabama Student Assessment Academic Growth Scores are as follows:

- *ACAP Summative* (ELA and Math) for Grades 3-8
- *ACAP Alternate* (ELA and Math) for Grades 3-8, 11
- *ACT with Writing* (ELA and Math) for Grade 11

(Note: The Teacher Effectiveness Growth Score is calculated differently than the Academic Growth Score calculation for the Alabama Accountability System. Teacher Effectiveness Growth data reflect scores from all students with an assessment record for Academic Growth. For more information, refer to the [2022-23 Alabama Benchmark Scores](#).)

Feeder Schools

Schools that do not have grade levels with Academic Growth Scores (e.g., K-2 schools, freshman academies) will still receive a Teacher Effectiveness Score. Like the Alabama Accountability System, these schools will receive the same Teacher Effectiveness Growth Score as the school most of its students subsequently attend. Effective Classroom Instruction Scores will include ATOT data for the feeder school. The same weights will apply for the Teacher Effectiveness Growth Score and Effective Classroom Instruction Score as all other schools which is 20% and 80%, respectively.

Calculations

Effective Classroom Instruction Score

1. Sum the Answer Values for all 23 ATOT Descriptors for each Instructor.

$$\text{Answer Value for ATOT Descriptor 1 for Instructor } X_1 + \dots + \text{Answer Value for ATOT Descriptor 23 for Instructor } X_1 = \text{Total Answer Values for Instructor } X_1$$

2. Divide the sum from Step 1 by 23 to determine the average ATOT score for each Instructor, and round the answer to the first decimal place.

$$\frac{\text{Total Answer Values for Instructor } X_1}{23} = \text{Average ATOT Score for Instructor } X_1$$

3. Count the number of Instructors with an average ATOT score ≥ 2.5 to determine the number of Effective Classroom Instruction records.
4. Count the total number of Instructors with an average ATOT score to determine the number of Classroom Instruction records.
5. Divide the number from Step 3 by the total number of Classroom Instruction records in Step 4, multiply the quotient by 100 to determine the Effective Classroom Instruction Unweighted Score, and round the answer to the second decimal place.

$$\frac{\text{Number of Effective Classroom Instruction Records}}{\text{Number of Classroom Instruction Records}} \times 100 = \text{Effective Classroom Instruction Unweighted Score}$$

6. Multiply the Effective Classroom Instruction Unweighted Score by 0.80 to determine the Effective Classroom Instruction Weighted Score, and round the answer to the second decimal place.

$$\text{Effective Classroom Instruction Unweighted Score} \times 0.80 = \text{Effective Classroom Instruction Weighted Score}$$

Teacher Effectiveness Growth Score

1. Sum the number of student records at Category 1 for ELA and math to determine the total number of student records at Category 1.

$$\text{Number of Student Records at Category 1 for ELA} + \text{Number of Student Records at Category 1 for Math} = \text{Total Number of Category 1 Student Records}$$

2. Sum the number of student records at Category 2 for ELA and math to determine the total number of student records at Category 2.

$$\text{Number of Student Records at Category 2 for ELA} + \text{Number of Student Records at Category 2 for Math} = \text{Total Number of Category 2 Student Records}$$

3. Sum the number of student records at Category 3 for ELA and math to determine the total number of student records at Category 3.

$$\text{Number of Student Records at Category 3 for ELA} + \text{Number of Student Records at Category 3 for Math} = \text{Total Number of Category 3 Student Records}$$

4. Sum the number of student records at Category 4 for ELA and math to determine the total number of student records at Category 4.

$$\text{Number of Student Records at Category 4 for ELA} + \text{Number of Student Records at Category 4 for Math} = \text{Total Number of Category 4 Student Records}$$

5. Sum the number in Steps 3-4 to determine the total number of students demonstrating adequate academic growth.

$$\text{Total Number of Category 3 Student Records} + \text{Total Number of Category 4 Student Records} = \text{Total Number of Adequate Academic Growth Student Records}$$

6. Sum the number in Steps 1-4 to determine the total number of student records.

$$\text{Total Number of Category 1 Student Records} + \text{Total Number of Category 2 Student Records} + \text{Total Number of Category 3 Student Records} + \text{Total Number of Category 4 Student Records} = \text{Total Number of Academic Growth Student Records}$$

7. Divide the sum from Step 5 by the total number of student records in Step 6, multiply the quotient by 100 to determine the Teacher Effectiveness Growth Unweighted Score, and round the answer to the second decimal place.

$$\frac{\text{Total Number of Adequate Academic Growth Student Records}}{\text{Total Number of Academic Growth Student Records}} \times 100 = \text{Teacher Effectiveness Growth Unweighted Score}$$

8. Multiply the Teacher Effectiveness Growth Unweighted Score by 0.20 to determine the Teacher Effectiveness Growth Weighted Score, and round the answer to the second decimal place.

$$\text{Teacher Effectiveness Growth Unweighted Score} \times 0.20 = \text{Teacher Effectiveness Growth Weighted Score}$$

Teacher Effectiveness Score

1. Sum the weighted scores to determine the overall Teacher Effectiveness Score, and round to the nearest whole number.

$$\text{Effective Classroom Instruction Weighted Score} + \text{Teacher Effectiveness Growth Weighted Score} = \text{Teacher Effectiveness Score}$$

Other Supporting Information

The following information will also be reported with the Teacher Effectiveness Score.

ATOT Completion Rate

The ATOT Completion Rate is reported to provide context for the Effective Classroom Instruction Score in terms of sample size limitations. Organizations are identified by one of the following ATOT Completion Rate designations:

- No Observations (0%)
- Minimal Observations (1-50%)
- Majority Observations (51-100%)

Missing Data

If an organization has an ATOT Completion Rate designation of No Observations (0%) OR no Teacher Effectiveness Growth Score, then the Teacher Effectiveness Score will show *Missing Data*.

No Data

If an organization has an ATOT Completion Rate designation of No Observations (0%) AND no Teacher Effectiveness Growth Score, then the Teacher Effectiveness Score will show *No Data*.