



## Using Standard For Success Analytics For Continuous Improvement and Retention of Employees – Education Field

The ultimate goal of employee evaluation is to improve student growth and achievement by helping students meet national, state, and local standards, while being prepared to enter the post-K12 environment to be productive citizens. An employee evaluation system is designed to build capacity among teacher leaders, building leaders, and district leaders, in order to deeply embed the expectation of continuous improvement into the system as part of its culture for student and employee success.

Roughly half a million U.S. teachers either move or leave the profession each year—attrition that costs the United States up to \$2.2 billion annually, according to a new report from the Alliance for Excellent Education. This high turnover rate disproportionately affects high-poverty schools and seriously compromises the nation’s capacity to ensure that all students have access to skilled teaching, says *On the Path to Equity: Improving the Effectiveness of Beginning Teachers*.

A school system, perhaps more than any other industry, is faced with the need to determine in a fair and consistent manner, which schools, school personnel, and district personnel are effective. Teachers will suffer without access to excellent peers, coaches, mentors, and opportunities for collaboration and feedback.

Standard For Success (SFS) provides a comprehensive data collection and reporting mechanism to drive professional growth and continuous improvement for teachers, building, and district leaders. SFS collects and reports data on employee performance through self-assessments, formal and informal performance observations, and the collection of artifacts for evidence. In addition to performance data that is collected, SFS allows for value-added data to be collected and analyzed.

Value-added models, in general, are used to measure a specific impact or influence on a performance outcome. Value-added models are used often in the areas of health care, education and economics, for example. In Indiana, our value-added models are used to measure the contribution of a teacher or school on student learning. Indiana’s value-added models do this by measuring the difference in student performance on a statewide assessment from one year to the next, and then by accounting for other factors that show impact on the learning process. Value-added data is also collected for teachers and administrators that do not have statewide assessments, and can be a collection of locally created tests that measure student growth and achievement.

### Individual Employee Data Collection

Collection of data on an individual staff member allows for transparent communication and continuous improvement and professional growth throughout the year and allows for targeted professional development to help the staff member become effective. The chart below shows a specific area that has been identified by observations (numbers) or artifacts (A) that are effective or areas marked less than proficient.





DOMAIN 2: EFFECTIVE INSTRUCTION			
2.1 Develop Student Understanding And Mastery Of Lesson Objectives			
Highly Effective	Effective	Improvement Necessary	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson. @7 @2	Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable. @8 @A	Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.
Students can explain what they are learning and why it is important, beyond repeating the stated objective. @10	Objective is written in a student-friendly manner and/or explained to students in easy to understand terms. @5	Objective is stated, but not in a student-friendly manner that leads to understanding. @8 @12 @A	There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students.

Targeted professional development tasks can be created, tracked, and monitored, along with a professional growth plan based upon the individuals needs throughout the year to reduce teacher attrition.

### School or Special Group Tracking of Strengths and Weaknesses

The data collected by a school or group allows for comparison of observed strengths and weaknesses in comparison to value-added performance (state or local assessment data). SFS allows you to do the following:

- Reveal strengths and weaknesses
- Identify trends across schools, grade levels, subjects, experience and other custom created filters
- Use data for professional development
- Use data for peer learning, coaching, and mentoring

DOMAIN 2: EFFECTIVE INSTRUCTION					
16 Staff were marked Less Than Proficient					
66 Staff have not been observed in this strand					
HE	E	IN	I	NA	NO
2	8	10	2		66
4	5	8	2		70
2	4	10	1		70
2	5	6	3		72
1	6	6	2		72
4	7	4	2		72
1	2	5	6		72
2	5	5	2		74
0	6	3	2		75

DOMAIN 2: EFFECTIVE INSTRUCTION			
2.2 Demonstrate And Clearly Communicate Content Knowledge To Students			
Highly Effective	Effective	Improvement Necessary	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	Teacher demonstrates content knowledge and delivers content that is factually correct. @7	Teacher demonstrates content knowledge and delivers content that is factually correct. @7	Teacher demonstrates content knowledge and delivers content that is factually correct. @7
Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding. @5	Content is clear, concise and well-organized. @3	Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding. @2	Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding. @2
Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest. @2	Teacher restates and rephrases instruction in multiple ways to increase understanding. @4	Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding. @2	Teacher continues with planned instruction, even when it is obvious that students are not understanding content.

The ability to drill down into a component and be able to have real-time data to allow access to peers, coaches, mentors, and opportunities for collaboration and feedback, further drive employee success and employee retention while reducing training and staffing cost.





Evaluation Comparison to Ensure Inter-rater Reliability and Consistency

In educational employee evaluations it is very hard to determine and score inter-rater reliability. An inter-rater reliability assessment is a performance-measurement tool involving a comparison of responses of the "raters" on a standard. Inter-rater traditionally refers to how well two or more raters agree and are derived from the correlation of different raters' judgments. For the purposes of SFS, inter-rater reliability is a measurement of how well raters agree with marking a standard.

**Evaluator Comparison**

2015 RISE 2.0 Teacher

Items underlined in green are one standard deviation above the district average  
Items underlined in red are one standard deviation below the district average

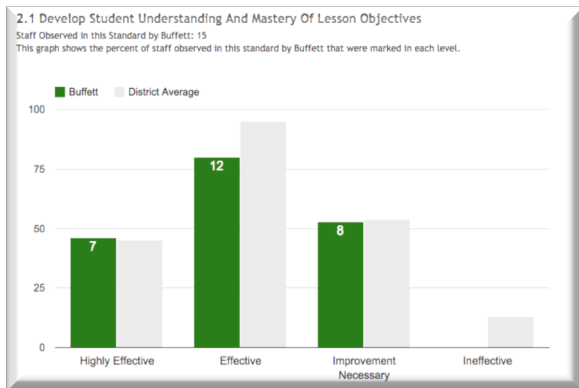
SBEM  SBZ1  SPHM  
 District Admins  Principals  Assistant Principals  Evaluators

**By Standard**

	1.1	1.2	1.3	1.4	1.5	AVE	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	AVE	3.1	3.2	3.3	3.4	3.5	AVE
AVERAGE	3.2	3.1	2.9	2.8	2.7	3.0	2.7	2.8	2.7	2.6	2.7	2.7	2.8	2.5	2.8	2.7	3.2	2.9	2.8	2.8	3.3	3.0
Buffett ( )	3.3	3.1	2.8	2.8	2.5	3.0	2.9	2.8	2.8	2.9	3.3	2.7	2.8	2.7	3.3	2.9	3.0	3.0	3.3	3.0		3.1
Gates Jr. (SBZ1)	2.8	3.0	2.8	3.2	2.8	2.9	2.6	3.0	2.7	2.6	2.0	2.9	2.7	2.4	2.9	2.7	3.0	2.8	2.3	2.7	3.3	2.8
McConnell (SBEM)	3.0	3.0	3.0	3.0	3.0	3.0	2.8	2.8	2.7	2.4	3.1	3.0	3.6	2.1	2.8	2.8						
Sandbox (SBEM)	3.5	3.2	2.3	2.0		2.9	2.3	2.9	2.2	2.3	2.3	2.3	2.6	2.7	2.4							
Sandbox ( )		3.0				3.0							2.5	3.0								2.7
Spencer (SBZ1)							3.0	2.4	3.0	3.0	3.0	2.8	2.8	3.0	2.5	2.8						

SFS data collected can be used to measure the level of consistency among evaluation staff and adherence to organizational standards. In relation to employee evaluations this data is critical in ensuring a fair and equitable implementation of employee evaluation systems. It can help to determine an organizations capacity in the following:

- Evaluating staff's ability to identify potentially avoidable employee attrition
- Evaluating staff's ability to identify strengths and weaknesses
- Targeting specific areas most in need of improvement
- Targeting staff needing additional training
- Avoiding litigation due to inconsistently applied guidelines



A/M\* - Average Number of Indicators Selected Per Observation that are Above or Meeting Expectations (green dots)  
B\* - Average Number of Indicators Selected Per Observation that are Below Expectations (yellow dots)  
T\* - Average Indicators Selected per Observation

**Average Indicators Selected Per Observation** 2014-15

Name	School	Short Observations				Extended Observations			
		Number Completed	A/M*	B*	T*	Number Completed	A/M*	B*	T*
Bass, William	SBEM	1	1.0	1.0	2.0	0	0.0	0.0	0.0
Buffett, Jimmy		29	1.7	0.7	2.4	26	3.2	1.5	4.7
Gates Jr., William	SBZ1	9	16.6	8.9	25.4	1	6.0	0.0	6.0
McConnell, Marcus	SBEM	3	31.7	10.0	41.7	0	0.0	0.0	0.0
Sandbox, Todd	SBEM	54	4.4	2.3	6.7	4	4.8	0.8	5.5
Sandbox, Tammy5		8	1.4	0.2	1.6	9	1.8	1.1	2.9
Sandbox, Ken		2	3.5	0.0	3.5	2	1.0	0.5	1.5
Spencer, Dean	SBZ1	1	22.0	6.0	28.0	0	0.0	0.0	0.0
Test, Southb		1	0.0	0.0	0.0	0	0.0	0.0	0.0
Test, Southb2		1	4.0	1.0	5.0	0	0.0	0.0	0.0

Standard for Success has processes for a district to show continuous improvement and retention as it pertains to personnel. It allows a district to develop and retain talent with unparalleled professional growth opportunities. For more information, please contact SFS at [www.standardforsuccess.com](http://www.standardforsuccess.com). Let SFS show you how to embed the expectation of continuous improvement into the evaluation system as part of its culture for student and employee success.

