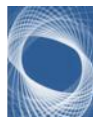


ACHIEVING EQUITY IN TEACHER AND PRINCIPAL DISTRIBUTION



Achieving Equity in Teacher and Principal Distribution

Summary

To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States' progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students.

General Instructions:

In this section, as appropriate, please update the information that was submitted as part of the American Reinvestment and Recovery Act (ARRA) supplement to the Bridge to Excellence Master Plan Guidance in December 2009. You should use the December 2009 report as a starting point and update as needed.

Citation	Description	Rationale
Descriptor (a)(1)	Describe, for each local education agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Teacher evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective teachers.

Directions

Include the following information on the local school system's designated website reporting the evaluation systems of teachers. The description of the teacher evaluation system must explain how evaluation results are used in decisions regarding each of the following: teacher professional development, compensation, promotion, retention and removal. If this information has already been included and updated on your school system's website, please indicate so below and provide the link.

There are three general categories of teachers in Prince George's County Public Schools – i.e. tenured certified teachers, non-tenured certified teachers, and conditionally certified teachers. Teachers from any of the three general categories who receive a “satisfactory” rating are retained in service by the school system. Teachers from any of the three general categories who receive a "needs improvement" or "unsatisfactory" *interim rating* are provided differentiated levels of support inclusive of, but not limited to, school-based and district-wide professional development and training. Teachers who receive an “unsatisfactory” final (end-of-year) evaluation are subject to either termination or demotion to second class status, depending upon their certification and tenure status.

Tenured Teachers: Tenured teachers have one formal observation and one evaluation annually. If a tenured teacher receives an "unsatisfactory" evaluation rating, s/he is automatically placed into a two-year performance improvement cycle. This process includes four observations, an interim evaluation, and a final evaluation annually. During the assistance period (or extended probation), tenured teachers receive two years of continuous support, including school-based mentoring and school-based and system-wide professional development. If after these supports the teacher receives two consecutive "unsatisfactory" ratings, the teacher is moved to second class status and placed on extended probation. Teachers on extended probation have their salaries frozen at the current grade and step levels. If a teacher ultimately does not receive two consecutive "satisfactory" evaluation ratings at the end of the two years of extended probation, the teacher will be released from service. Tenured teachers have appeal rights.

Non-Tenured Teachers: Non-tenured certificated teachers receive four formal observations, an interim evaluation, and a final evaluation. If the first formal observation is rated either "unsatisfactory" or "needs improvement," an informal action plan is developed for the teacher in which school-based supports and professional development are provided to address performance deficiencies. The *informal plan* could include but is not limited to additional professional development/training, observing distinguished teachers in the building, collaboration with other grade/subject teachers, and additional coaching and mentoring support at the respective base school. The informal action plan is monitored by the administrative/instructional team at the school level.

If the second formal observation also yields either an "unsatisfactory" or "needs improvement" rating, a formal action plan is developed with the assistance of the Area Assistant Superintendent's Office. The *formal action plan* includes district level coaching, mentoring, and professional development, as well as additional resources and training to address performance deficiencies. The formal action plan is monitored by the Area Assistant Superintendent's Office in addition to the principal.

While the informal and formal improvement/action plans are congruent in terms of differentiated supports provided, the informal is monitored at the school level and the formal is escalated to a district level supervision (i.e. Area Assistant Superintendent Offices).

The administrator will conduct two additional observations, with the option of conducting a second interim evaluation prior to the final evaluation. If the non-tenured certificated teacher receives an "unsatisfactory" final (end-of-year) evaluation, the administrator has the option to extend the probationary period for an additional year beyond the required two years and one day of the next semester to earn tenure. Teachers in this group also have appeal rights.

Conditional Teachers: Conditional teachers follow a similar observation and evaluation process as non-tenured certificated teachers – i.e. four formal observations, an interim evaluation, and one final evaluation with the option to have a second interim evaluation during the year. If a conditional teacher receives a "satisfactory" rating and is currently making sufficient progress towards certification, the principal may request that the teacher return for an additional year. If, on the other hand, the first formal observation is rated either "unsatisfactory" or "needs improvement," the above-described process for non-tenured certificated teachers is followed. If the conditional teacher receives an "unsatisfactory" final (end-of-year) evaluation, the provisional contract will expire automatically on June 30th of that year. Unlike with non-tenured certificated teachers, principals do not have the option of extending a probationary period for conditional teachers to a second year. Conditional teachers also have appeal rights.

1. Please provide the link to this information on the school system's designated website below:

Citation	Description	Rationale
Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

1. Do your evaluation systems include achievement outcomes or student growth? (Mark "Yes" or "No")
- a. Yes, the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.
 - b. If Yes, please respond (check one):
 - Student achievement outcomes are included as an evaluation criterion.
 - Student growth is included as an evaluation criterion.
 - c. No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.

- The table below lists each of the rating or performance levels in PGCPs' performance evaluation system, and the number and percentage of teachers rated at each performance rating or level.

Performance Rating or Level	Number of Teachers	Percentage of "Unsatisfactory" Teachers	Percentage of Total Teachers
Conditional Teachers rated "unsatisfactory"	0	0.0%	0.0%
Non-Tenured Certificated Teachers rated "unsatisfactory"	26	29.9%	0.3%
Tenured Teachers receiving "unsatisfactory" rating	61	70.1%	0.7%
*Tenured Teachers terminated after extended probation	21	24.1%	0.2%
*Tenured Teachers moved to second class extended probation	40	46.0%	0.4%
Unsatisfactory/Probationary/Terminated Subtotal	87	100.0%	0.9%
Meeting and/or Exceeding Standards	9,268	N/A	99.1%
Total:	9,355	N/A	100.0%

* The two indented rows are subsets of Tenured Teachers receiving "unsatisfactory" rating, and as such, are not included in the subtotal and total calculations.

- Provide the link to this information on the school system's designated website below:

<http://www1.pgcps.org/WorkArea/showcontent.aspx?id=131530>

Citation	Description	Rationale
Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.	To the extent information on the distribution of teacher performance ratings is readily accessible by school, State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.

1. Is the number and percentage of teachers rated at each performance rating or level publicly reported for each school in the LEA? Mark "Yes" or "No".
 - a. Yes, the number and percentage of teachers rated at each performance rating or level are publicly reported for each school in the LEA.
 - b. Please provide the link to this information on the LSS's designated website below:
 - c. No, the number and percentage of teachers rated at each performance rating or level are not publicly reported for each school in the LEA.
2. If the LEA does not currently publicly report these data, please list the major action steps that you will take to publicly report this information by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Consultation with legal counsel	Chief Human Resource Officer	2/2010
Consultation with collective bargaining units	Chief Human Resource Officer	9/2010
Determination of the medium and format for sharing the teacher evaluation data to include (Division of Human Resources website, school district annual report, presentations, etc.	Chief Human Resource Officer/ Communications Officer	6/30/2011

Citation	Description	Rationale
Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Principal evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective principals.

Directions:

Include the following information on the local school system's designated website reporting the evaluation systems of principals. The description of the principal evaluation system must explain how evaluation results are used in decisions regarding each of the following: principal professional development, compensation, promotion, retention and removal. If this information has already been included and updated on your school system's website, please indicate so below and provide the link.

The current principal evaluation system has three final overall rating categories: 1) "Exceeds Expectations"; 2) "Meets Requirements"; and 3) "Unsatisfactory". Administrators annually receive an interim appraisal and a final evaluation. At the interim appraisal,

administrators receiving an "unsatisfactory" rating receive intensive support that includes mentor support, and additional professional development and training to help them improve their performance. Administrators receiving a final rating of "unsatisfactory" are subject to either demotion or termination. Administrators have appeal rights. Unlike with teachers, school by school principal evaluation ratings can not be provided publically without compromising confidentiality of individual administrators. PGCPS follows the approved School Board personnel procedures regarding confidential personnel actions. Reporting of principal evaluation data system wide data is being finalized.

1. Provide the link to this information on the school system's designated website below:

<http://www1.pgcps.org/WorkArea/showcontent.aspx?id=131530>

Citation	Description	Rationale
Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

1. Do the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion? (Mark "Yes" or "No")
 - a. Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.
 - b. If Yes, please respond (check one):

 Student achievement outcomes are included as an evaluation criterion.

 Student growth is included as an evaluation criterion.
 - c. No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

- Complete the table below by listing each of the rating or performance levels in the LEA's performance evaluation systems, and the number and percentage of principals rated at each performance rating or level.

Performance Rating or Level	Number of Principals	Percentage of Principals
Meets Requirements/Exceeds Requirements	203	97.1%
Unsatisfactory	6	2.9%
Total	209	100.0%

- Please provide the link to this information on the school system's designated website below:

<http://www1.pgcps.org/WorkArea/showcontent.aspx?id=131530>

- If the LEA does not currently publicly report these data, please list the major action steps that you will take to make this information publicly available by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Consultation with legal counsel	Chief Human Resource Officer	2/2010
Consultation with collective bargaining units	Chief Human Resource Officer	9/2010
Determination of the medium and format for sharing the teacher evaluation data to include (Division of Human Resources website, school district annual report, presentations, etc.	Chief Human Resource Officer/ Communications Officer	6/30/2011