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State Superintendent of Schools

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

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TO: Members of the State Board of Education

FROM: Lillian M. Lowery, Ed.D. Lillian M. Lowery

DATE: October 28, 2014

SUBJECT: Teacher and Principal Evaluation Data: Effectiveness Ratings from SY 2013-14

PURPOSE:

This informational report presents background information and analysis plans for the data collected for teachers and principals under the full implementation of new Teacher Principal Evaluation Models in SY 2013-2014.

BACKGROUND:

As part of Maryland's Race to the Top (RTTT) grant application, Maryland agreed to design and implement a new evaluation system for teachers and principals. The parameters for this new system were defined in COMAR 13A.07.09. During School Year 2011-12, seven local education agencies (LEAs) piloted models. During School Year 2012-13, all 22 RTTT LEAs field-tested models. In late spring 2013, all LEAs submitted local evaluation models which were reviewed and accepted by MSDE. During School Year 2013-14, all 22 RTTT LEAs fully implemented their approved qualifying models and reported official consequential evaluation ratings for 43,805 teachers and 1,112 principals, thereby meeting a central requirement of Maryland's RTTT grant.

EXECUTIVE SUMMARY:

Models

Beginning as early as 2010, Maryland passed the Education Reform Act as a prelude to applying for, and securing, a competitive USDE RTTT grant. A centerpiece of this grant was a focus on "Great Teachers and Leaders." Greater Teachers and Leaders encompasses a theory of action that by balancing the evaluation of professional practice with evidence of student growth and learning, and by incorporating this new accountability model into a cycle of continuous professional learning, Maryland educators will improve for the benefit of students.

Teacher models minimally require four Professional Practice domains (planning and preparation, instructional delivery, classroom management and environment, and professional responsibilities) and multiple measures of Student Growth, of which no single measure may account for more than 35 percentage points of the total score. Principal models are parallel, but substitute the eight outcomes of the Maryland Instructional Leadership Framework for the Professional Practice portion: School Vision, School Culture, Curriculum, Instruction, and Assessment, Observation/Evaluation of Teachers, Integration of Appropriate Assessments, Use of Technology and Data, Professional Development, and Stakeholder Engagement. The State Principal Model, used by some LEAs, also includes non-instructional outcomes from the Interstate School Leaders Licensure Consortium (ISLLC) standards. LEA Principal Models have the flexibility to incorporate ISLLC elements or other measures of local interest.
The translation of MSA assessments was intended to contribute 20 percentage points for those teachers covered by these tests (in grades 4 through 8, as grade 3 would have only one data point); however, the fall 2013 USDE offer to remove state assessments from final official ratings was requested and allowed. USDE still required Maryland's LEAs to execute their intact models, including the translation of MSA into a 20% measure, as a full-faith demonstration of the project. LEAs reported all components of their models to MSDE, and calculated final ratings in two ways: an unofficial rating which preserved the translation of the MSA component and an official consequential rating which removed the translation of the MSA component.

The other major measure of student growth, adopted by all LEAs, was Student Learning Objectives (SLOs). SLOs can be predicated on mastery or growth; identify important populations of students; evidence alignment of district, school, and classroom priorities; set challenging but attainable targets; and incorporate rigorous assessments or other outcome measures. Maryland's advanced work with SLOs was presented to the State Board during the September 2014 meeting, and is discussed in the recent report, "Real Progress in Maryland: Student Learning Objectives and Teacher and Principal Evaluation" by the Community Training and Assistance Center and the Mid-Atlantic Comprehensive Center at WestEd (MACC@WestEd).

Analysis Plan

The analysis of the 2013-14 TPE Effectiveness Ratings data proceeds in waves. Today's first set of analyses offers a description of the distribution of 43,805 teacher ratings and 1,112 principal ratings. Data for teachers are examined by grade span, LEA size, LEA geographic location, school high and low poverty indicators, school high and low minority indicators, by school SPI Strands, and by LEA. Moreover, ratings are compared showing the effect of restoring the translation of state assessment for MSA teachers. Data for principals are similarly analyzed but only include the disaggregations by grade span, high/low poverty, high/low minority, SPI Strands, and by LEA.

The next step in the analysis will be the evaluation of the performance of the individual models, to be conducted by MACC@WestEd. This analysis will use inferential statistical techniques to identify the value and contribution of individual components to the overall effectiveness of the models to discriminate among educators.

The third step in the analysis, already underway in many cases, is for LEAs to replicate the work that MSDE has done. LEAs apply local expert judgment, study the relative rankings of their staffs, engage with their stakeholders to study the performance of cut scores, and identify important refinements to their models going forward, especially as PARCC matures and becomes available as a repeated-measure performance outcome.

The fourth step in this analysis, anticipated for spring 2015, will be to meld the descriptive and inferential analyses conducted by MSDE and WestEd, respectively, with the LEA-specific research to bring forward a body of findings which may inform general recommendations.

Summary of salient observations

The descriptive analysis of the teacher and principal ratings offer several solid observations which are briefly summarized here:

- All 22 RTTT LEAs successfully reported data, including the qualifying consequential rating, for teachers and principals.
- The five largest LEAs represent about two thirds of all teacher and principal records.
- Teacher and principal data reflect similar tendencies.
- The distribution of ratings ranges from LEAs with a high proportion of highly effective educators to those with a high proportion of effective educators.
- Restoring the translation of MSA scores to the teacher model modestly lowers teacher highly effective ratings.
- At the level of individual teachers, restoring the translation of MSA scores more often raises a teacher from ineffective to effective than the reverse.
- High poverty and high minority schools have fewer highly effective and more ineffective teachers and principals than do low poverty and low minority schools.
- High poverty and high minority schools, however, report about 95% effective or highly effective ratings in the aggregate. Probing analysis of particular schools will fall under the purview of the LEA study of local performance.
- The SPI Strands, which distinguish schools meeting and exceeding all annual indicator targets versus those that fail to meet these targets, tend to discriminate as expected for teachers but less so for principals.

- The results as understood so far may reflect:
    1) Actual differences among the performance of staff
    2) Differences among the performance of LEA TPE models, particularly the skill with which SLOs were applied in this first year of full implementation
    3) Varying degrees of local precision in setting cut scores to distinguish performance categories

ACTION:

No action required, for information only.

LML/DMV/bif

Spring 2014 Teacher and Principal Evaluation Ratings

Report to the Maryland State Board of Education

October 28, 2014

Dave Volrath, Planning and Development Officer
Ben Feldman, TPE Action Team

Analysis Plan

- The present report is a *descriptive* analysis of 43,805 teacher and 1,112 principal ratings provided by all 22 RTTT LEAs.
- The *inferential* statistical analysis will be conducted by MACC@WestEd.
  - This independent report will examine the performance of the models and the components.
  - This report is expected in late winter.
- LEAs will conduct independent analyses that may replicate the State's approach.
- By spring 2015, LEAs will be able to refine their models.

Background

- All RTTT LEAs piloted their TPE models during SY'12-13.
- All RTTT LEAs implemented their approved consequential local TPE models in SY'13-14.
- The USDE waiver allowed removal MSA component from the official consequential rating.
- LEAs were required to run the intact approved model *with MSA* for demonstration purposes.

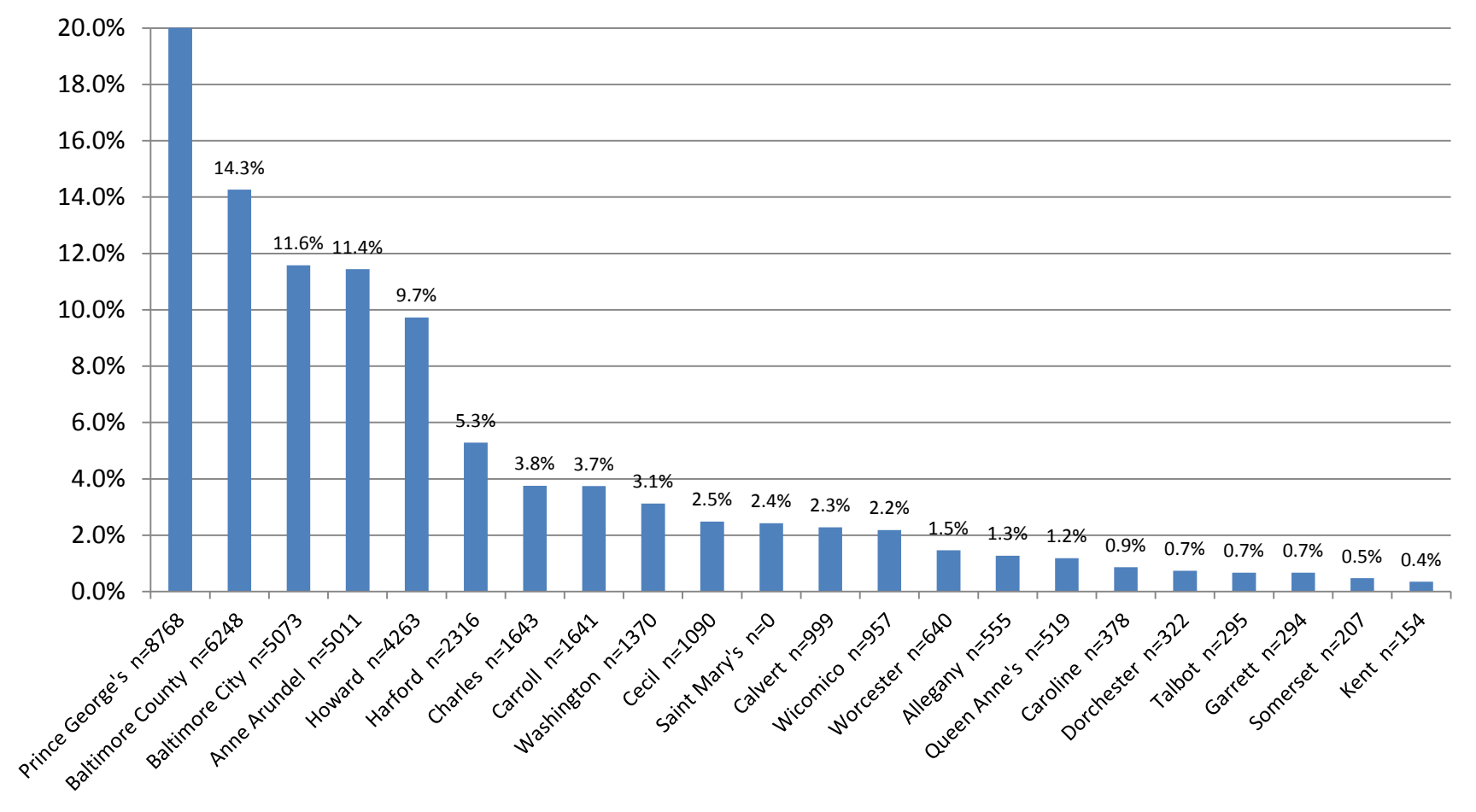
Parameters of Local Models

- 50/50 split between Professional Practice and Student Growth
- Student Growth composed of multiple measures, none more than 35 points.
- SLOs used by all LEAs, generally 2-3
- Although some LEAs use a four-Strand rating, all reported ratings as Ineffective, Effective, or Highly Effective

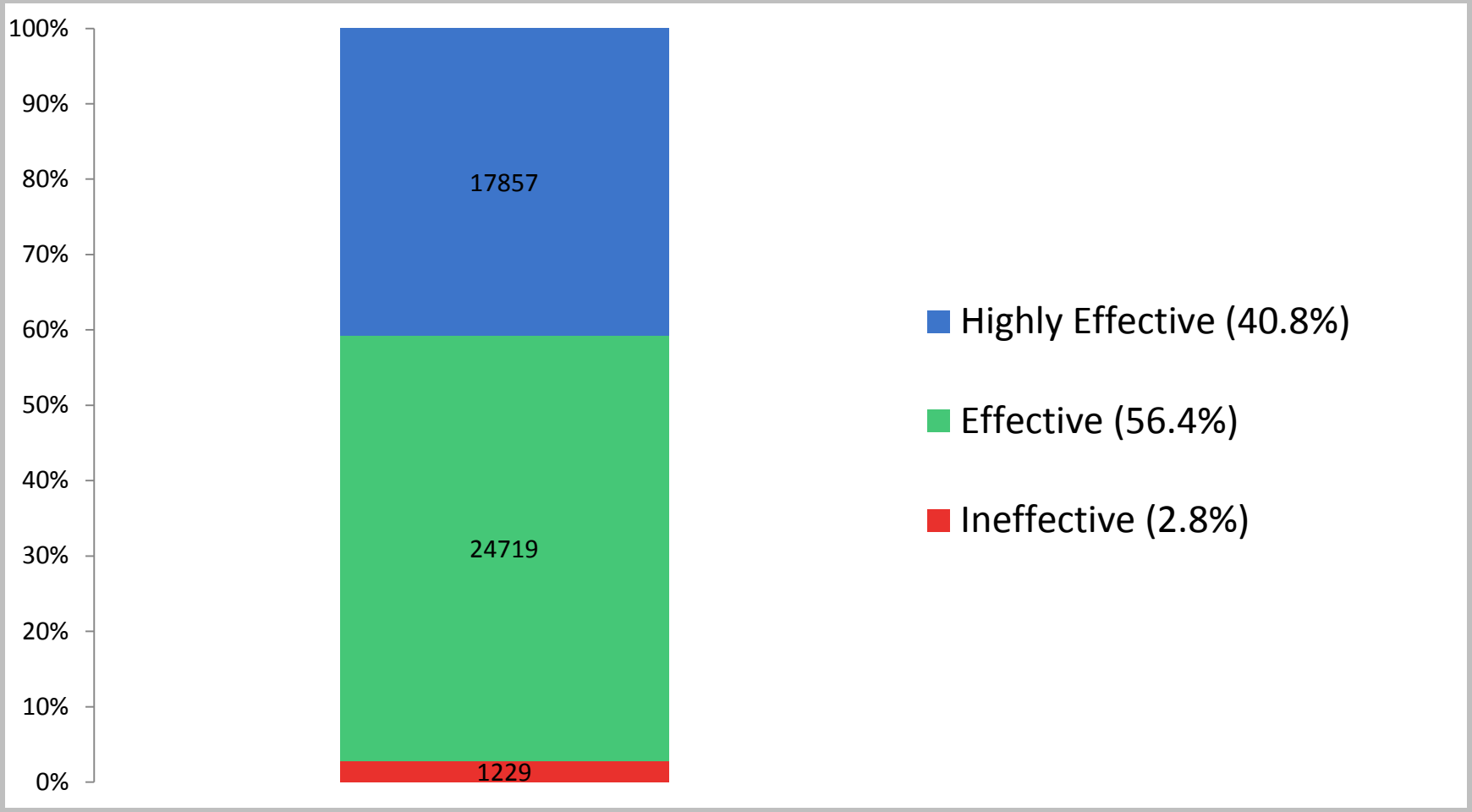
Description of 43,805 Teacher Ratings

Composition of the State n = 43,805

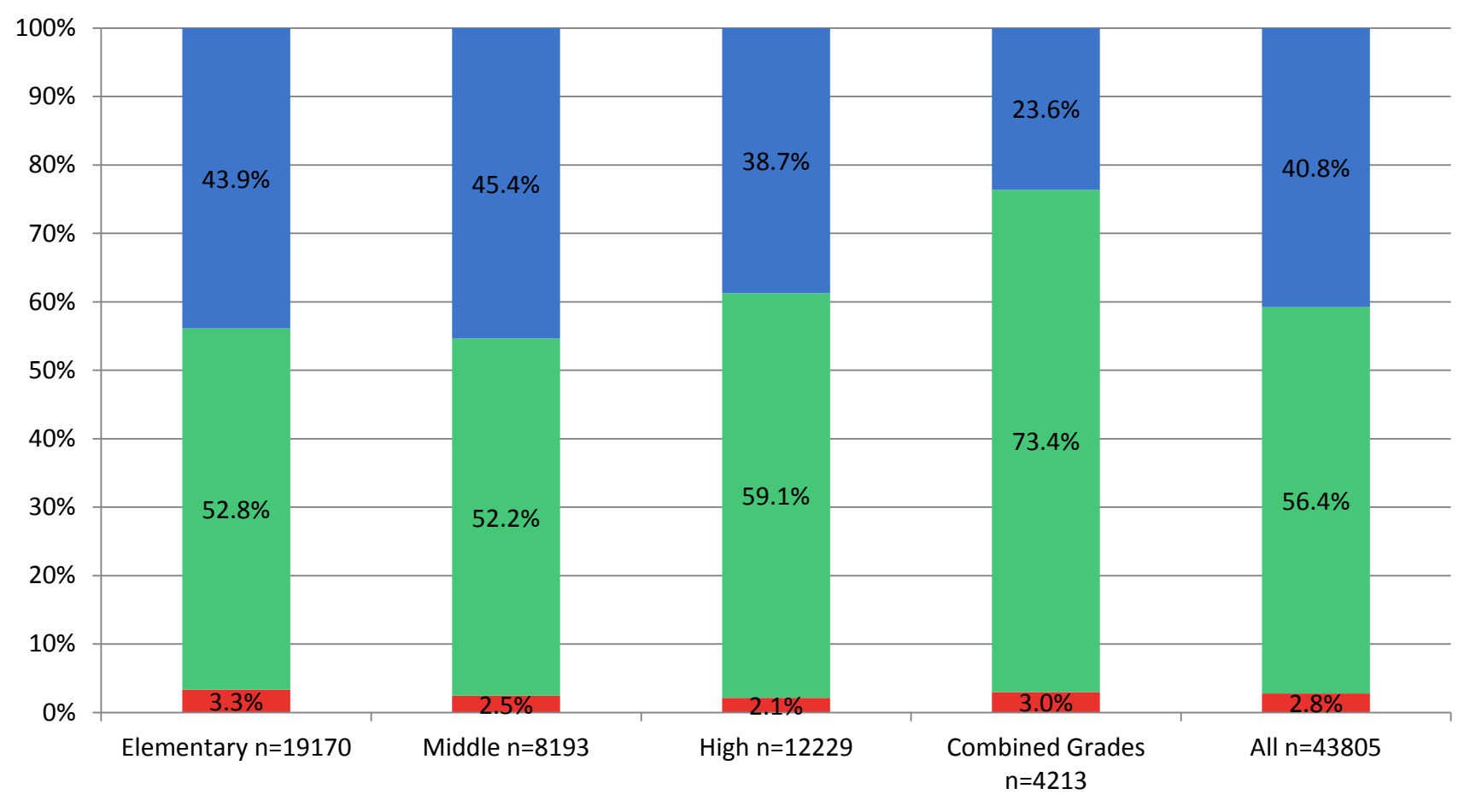
The 5 largest LEAs represent 67% of teacher ratings



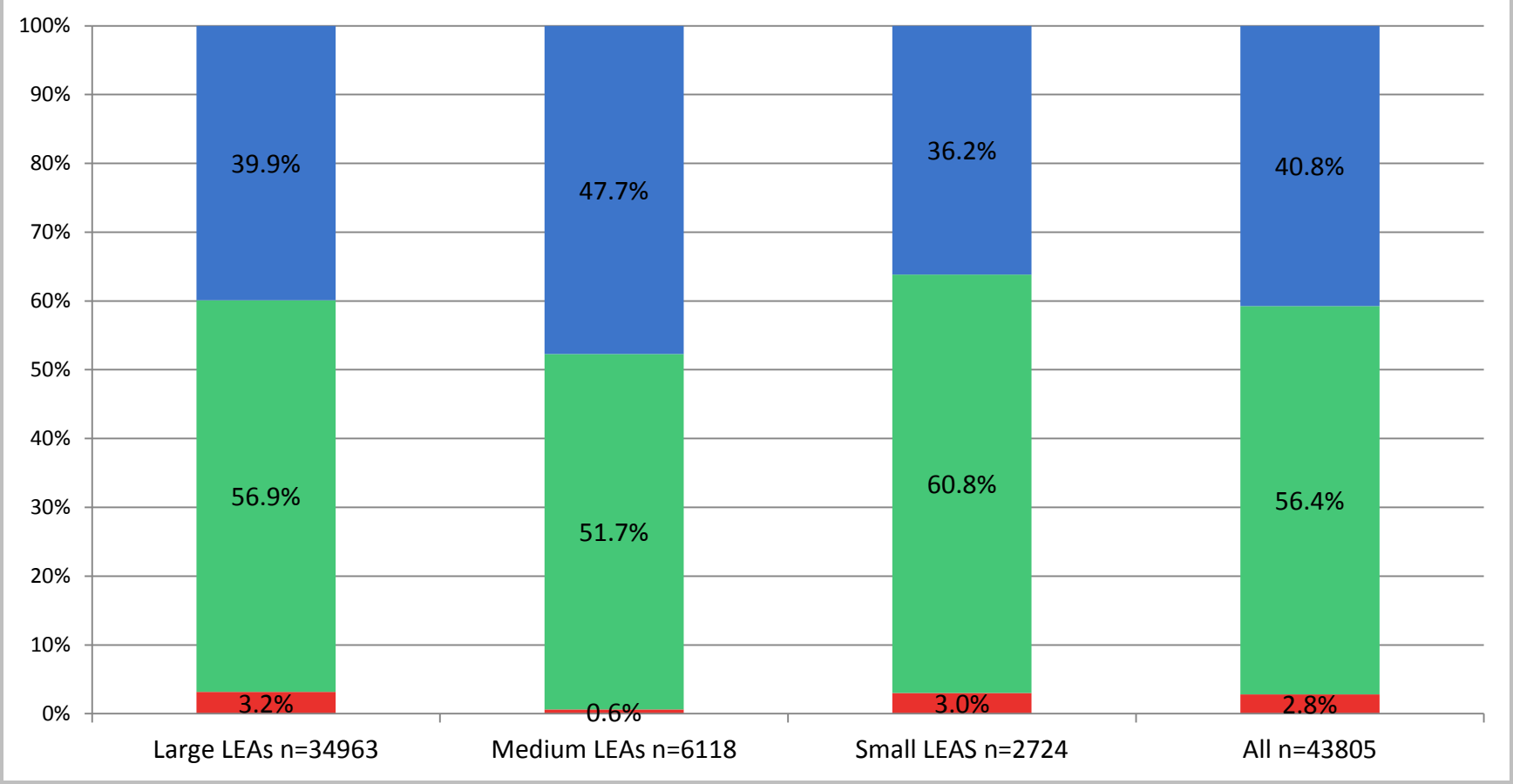
Summary view of 43,805 teacher ratings



Statewide distribution of teacher ratings by grade span configuration

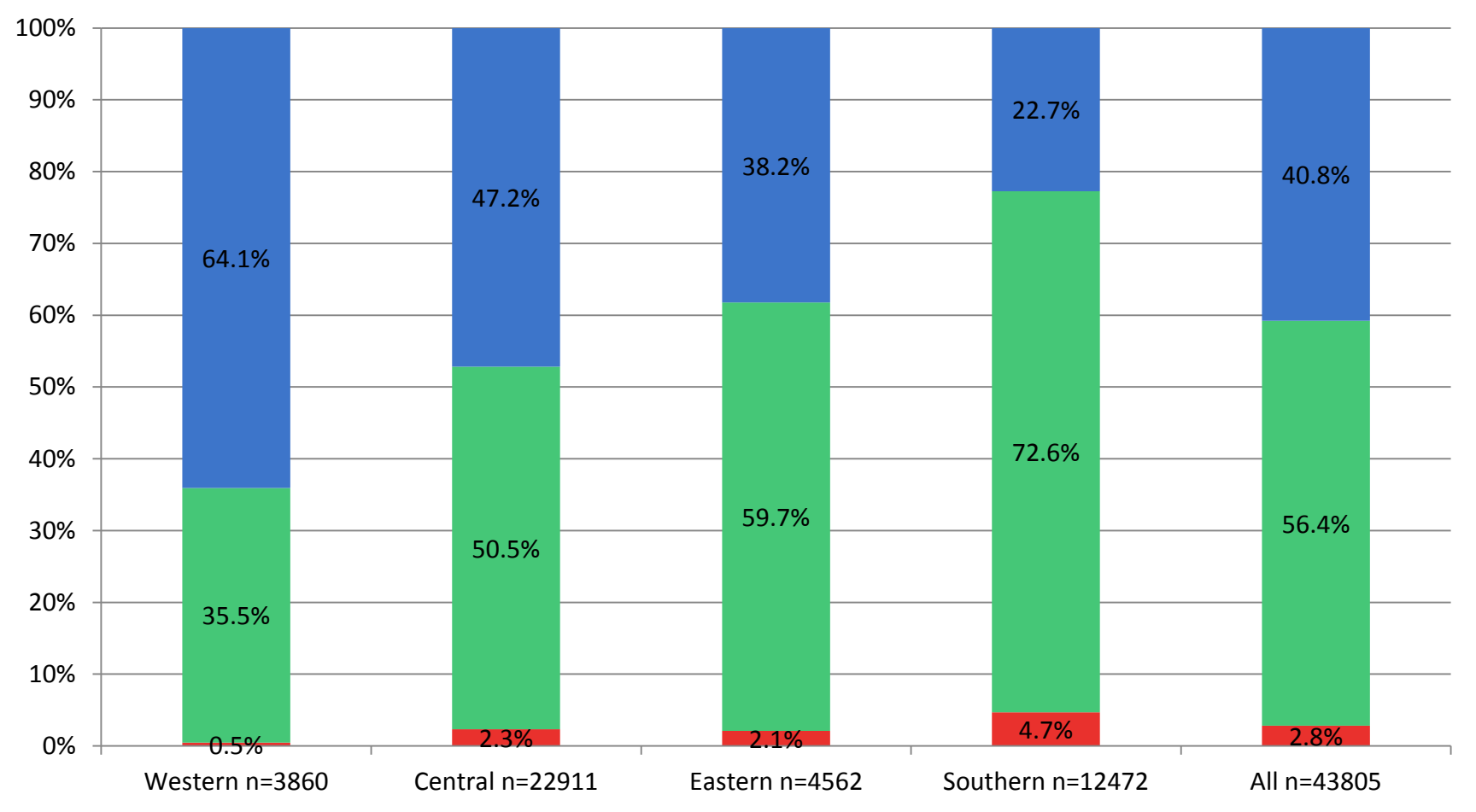


Statewide distribution of teacher ratings by LEA size



Large LEAs: Anne Arundel, Baltimore City, Baltimore County, Carroll, Charles, Harford, Howard, Prince George's
Medium LEAs: Calvert, Cecil, Saint Mary's, Washington, Wicomico, Worcester
Small LEAs: Allegany, Caroline, Dorchester, Garrett, Kent, Queen Anne's, Somerset, Talbot

Statewide distribution of teacher ratings by LEA geographical location



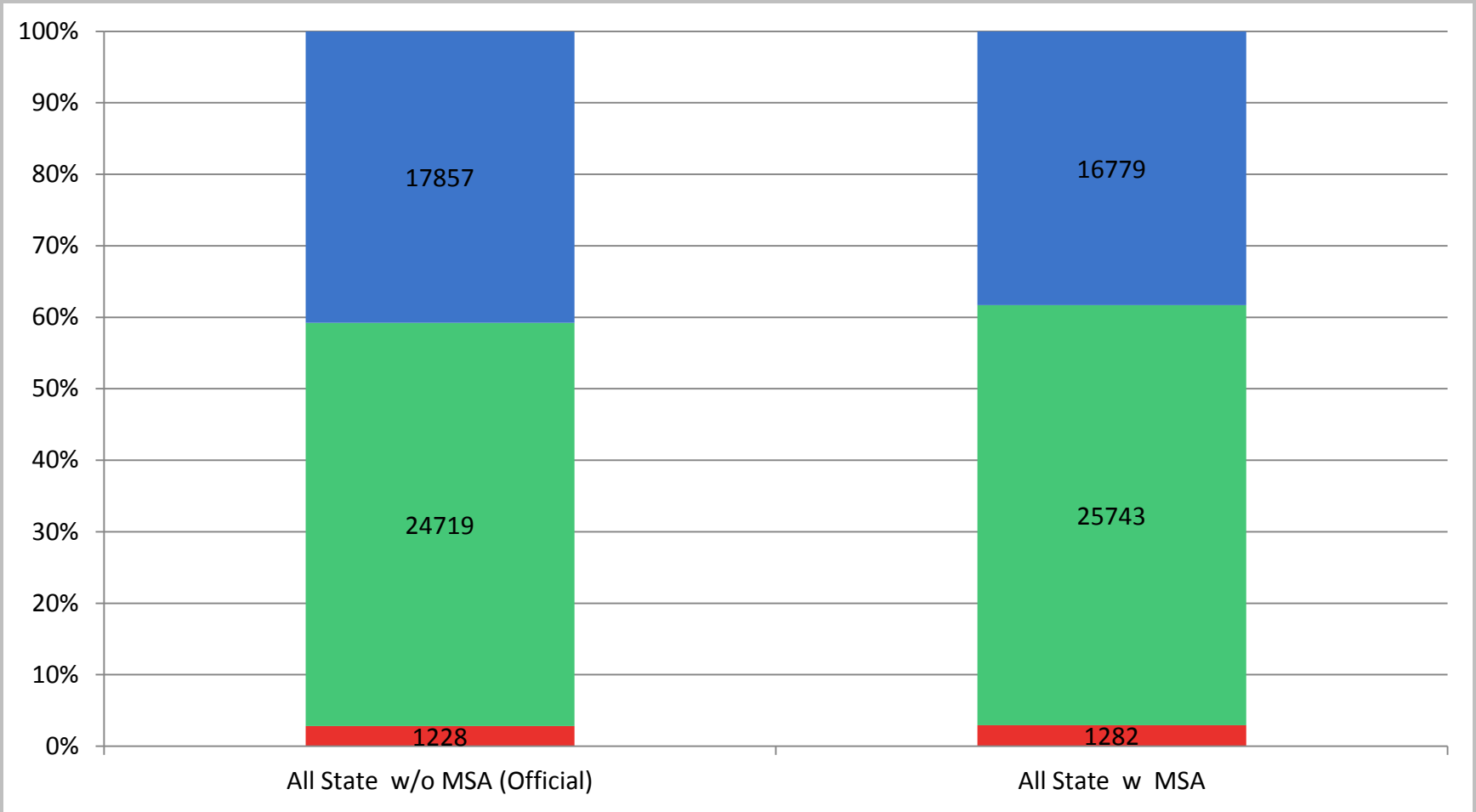
Central LEAs: Anne Arundel, Baltimore City, Baltimore County, Harford, Howard
Eastern LEAs: Caroline, Cecil, Dorchester, Kent, Queen Anne's , Somerset, Talbot, Wicomico, Worcester
Southern LEAs: Calvert, Charles, Prince George's, Saint Mary's
Western LEAs: Allegany, Carroll, Garrett, Washington

LEAs consistently had no reservations about including MSAs

"We appreciated the use of MSA in the evaluations. We did not see a change when it was taken away. The MSA had a level of precision that we lacked when scoring the SLOs. Those ranges were too great and imprecise."

From one Eastern LEA

Restoring MSA to models slightly moves teacher ratings toward Effective and has minimal effect on Ineffective

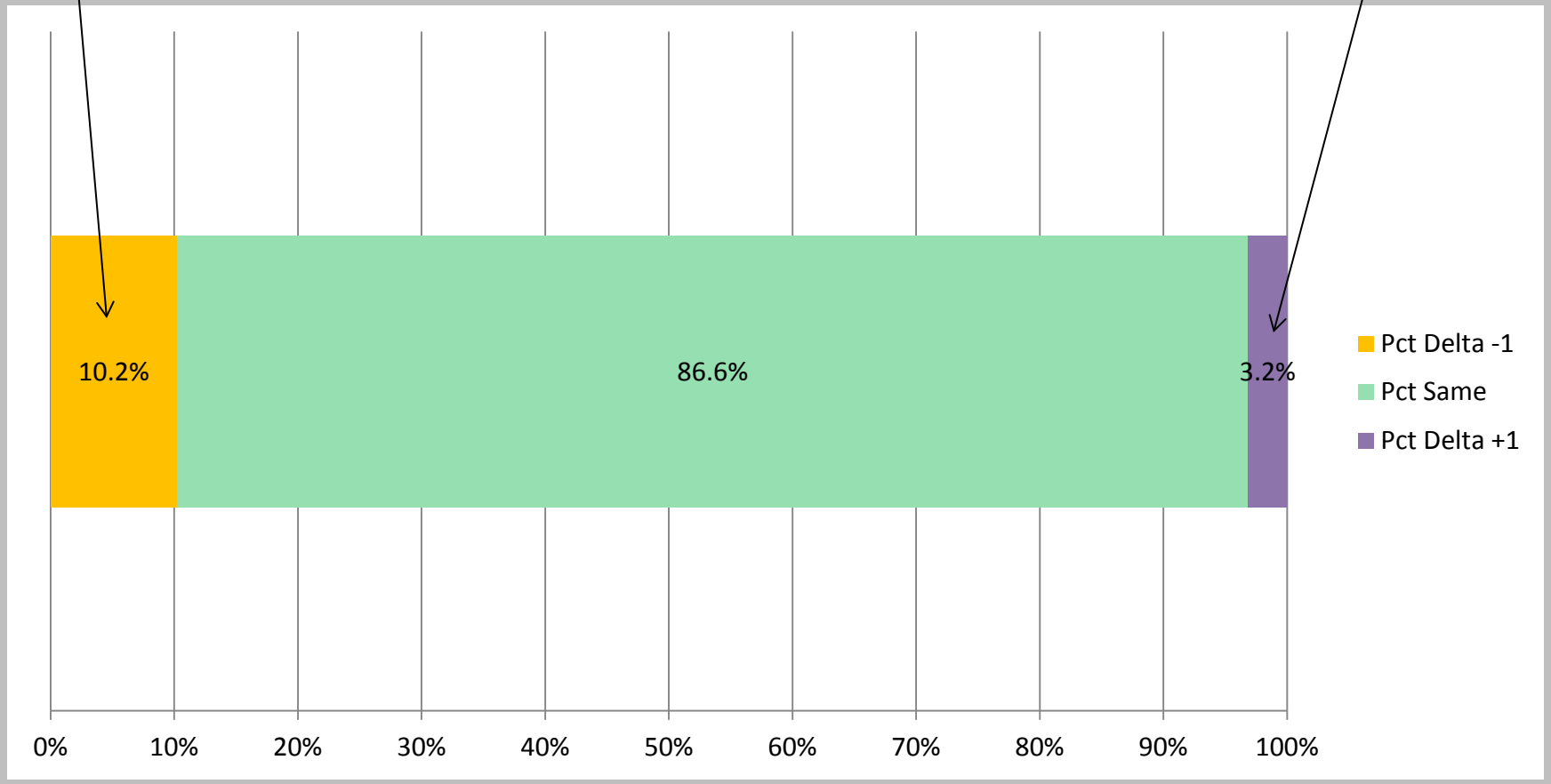


Restoring the MSA and the effect on individual teachers: Delta of Ratings

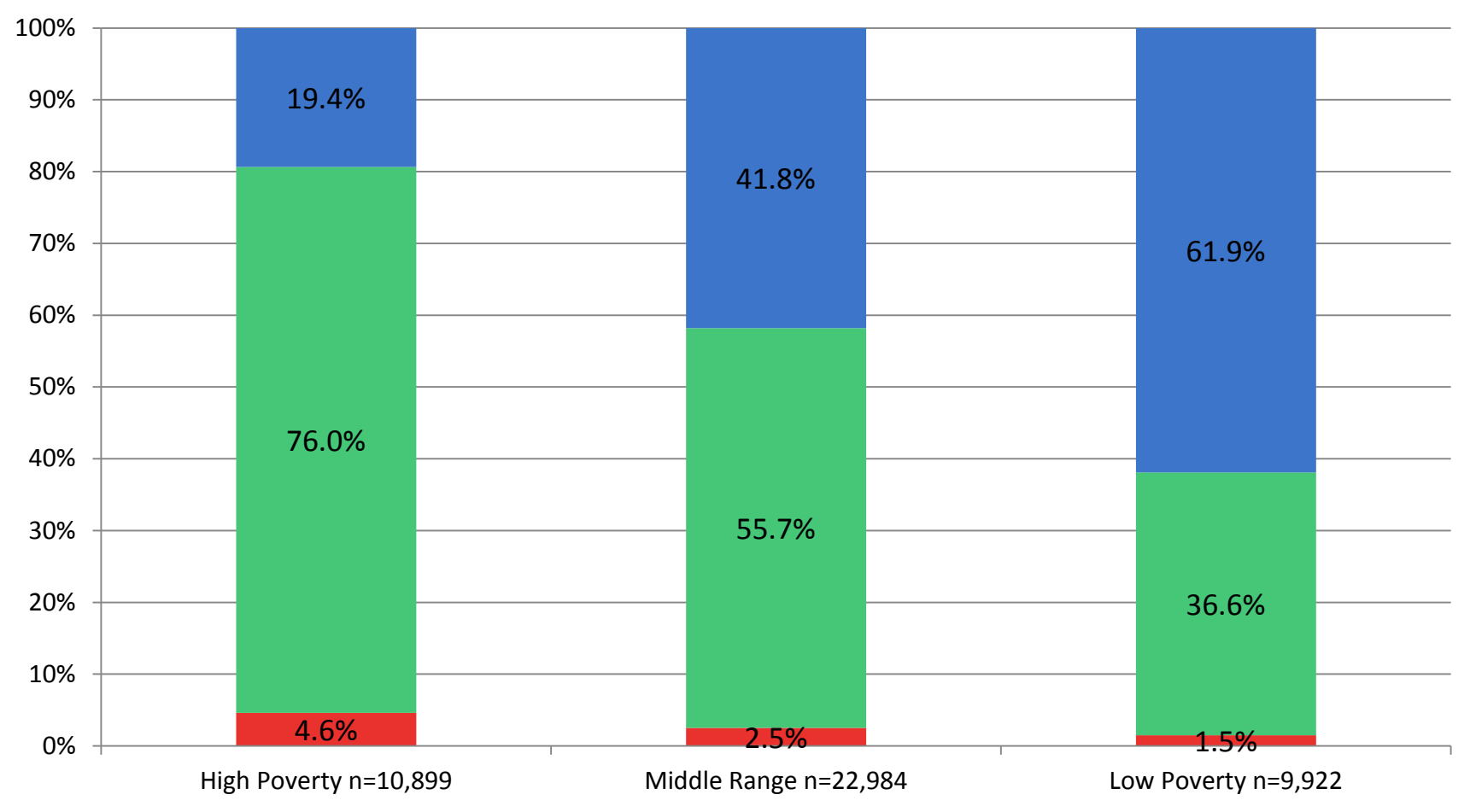
- LEAs were required to run the approved model including the MSA and the official model eliminating the MSA.
- The "delta" variable that follows illustrates *individual* staff whose rating changed as a consequence of removing the MSA.
- Values of -1 fell one level, e.g., from Highly Effective to Effective, or Effective to Ineffective
- Values of +1 rose one level, e.g., from Ineffective to Effective

Delta for MSA teachers: minimum effect on "Ineffective" ratings

86.6% of teachers stay in the same rating category;
All 143 "Delta +1" teachers rose from Ineffective to Effective
925 of 980 "Delta -1" teachers went from Highly Effective to Effective

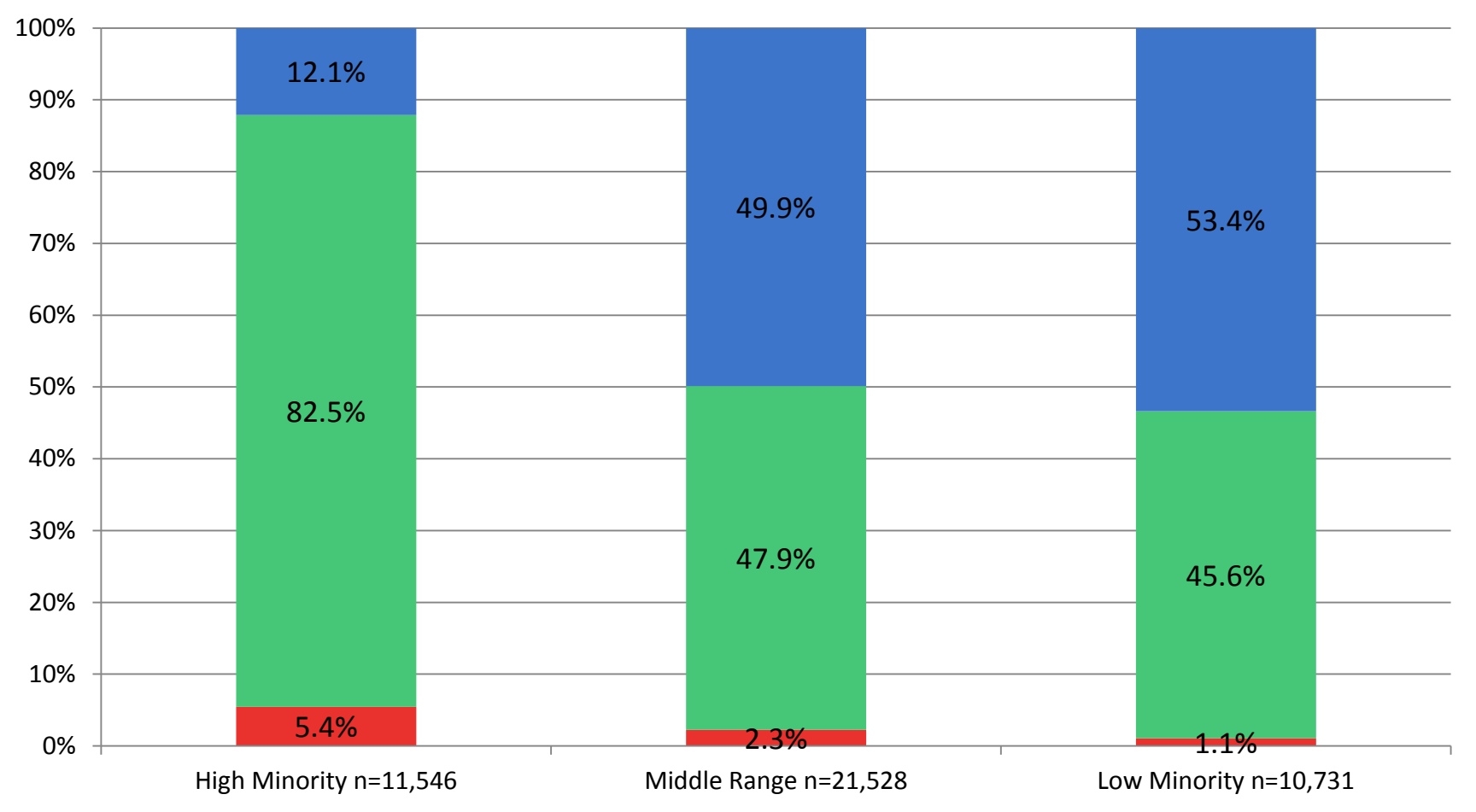


Schools in the highest quartile for poverty have more ineffective and fewer highly effective teachers than do schools in the lowest quartile for poverty



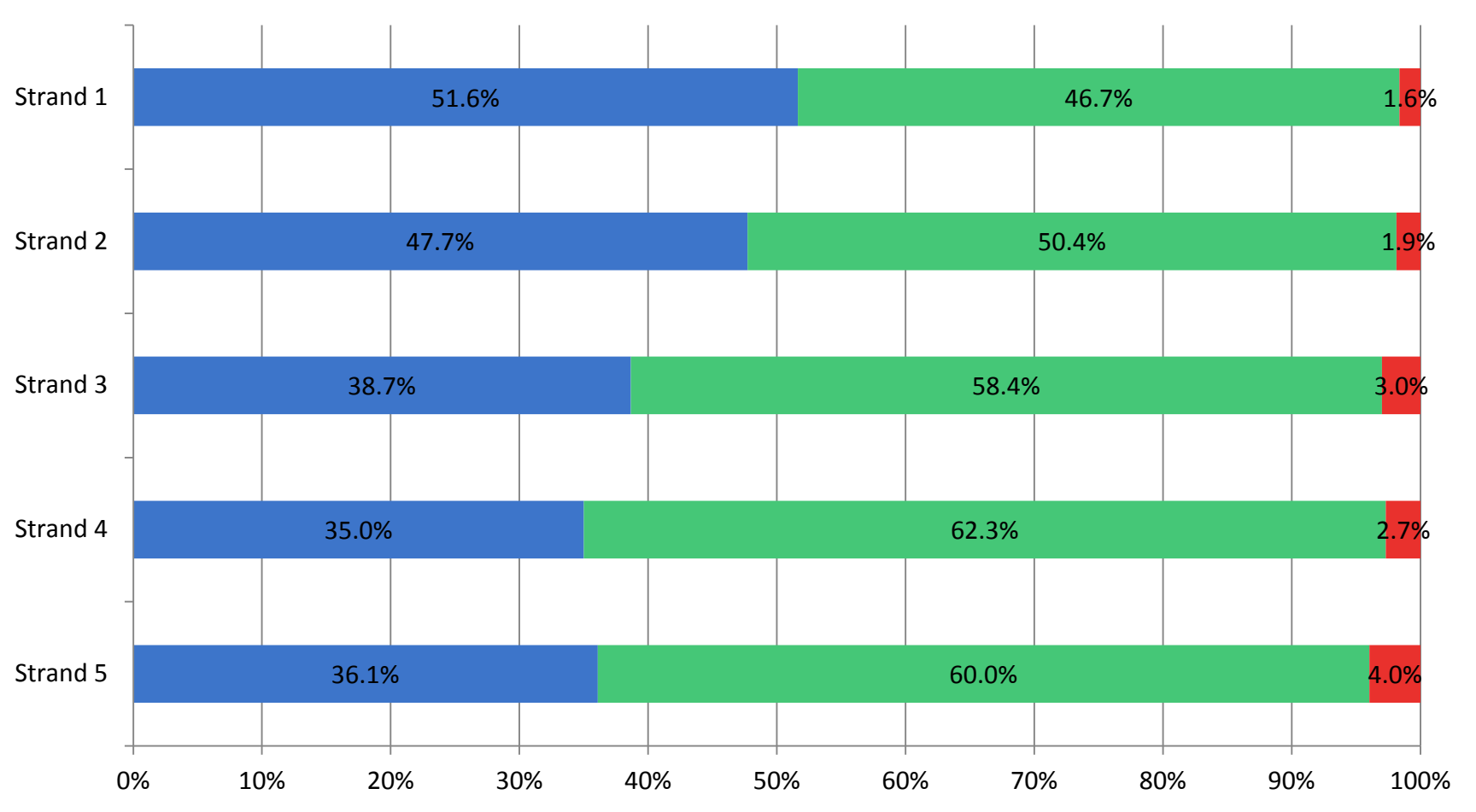
Poverty is defined using the method for the Annual APR report: n FARMS/Enrollment sorted into quartiles

Schools in the highest quartile for minority students have more ineffective, fewer highly effective teachers than do schools in the lowest quartile for minority



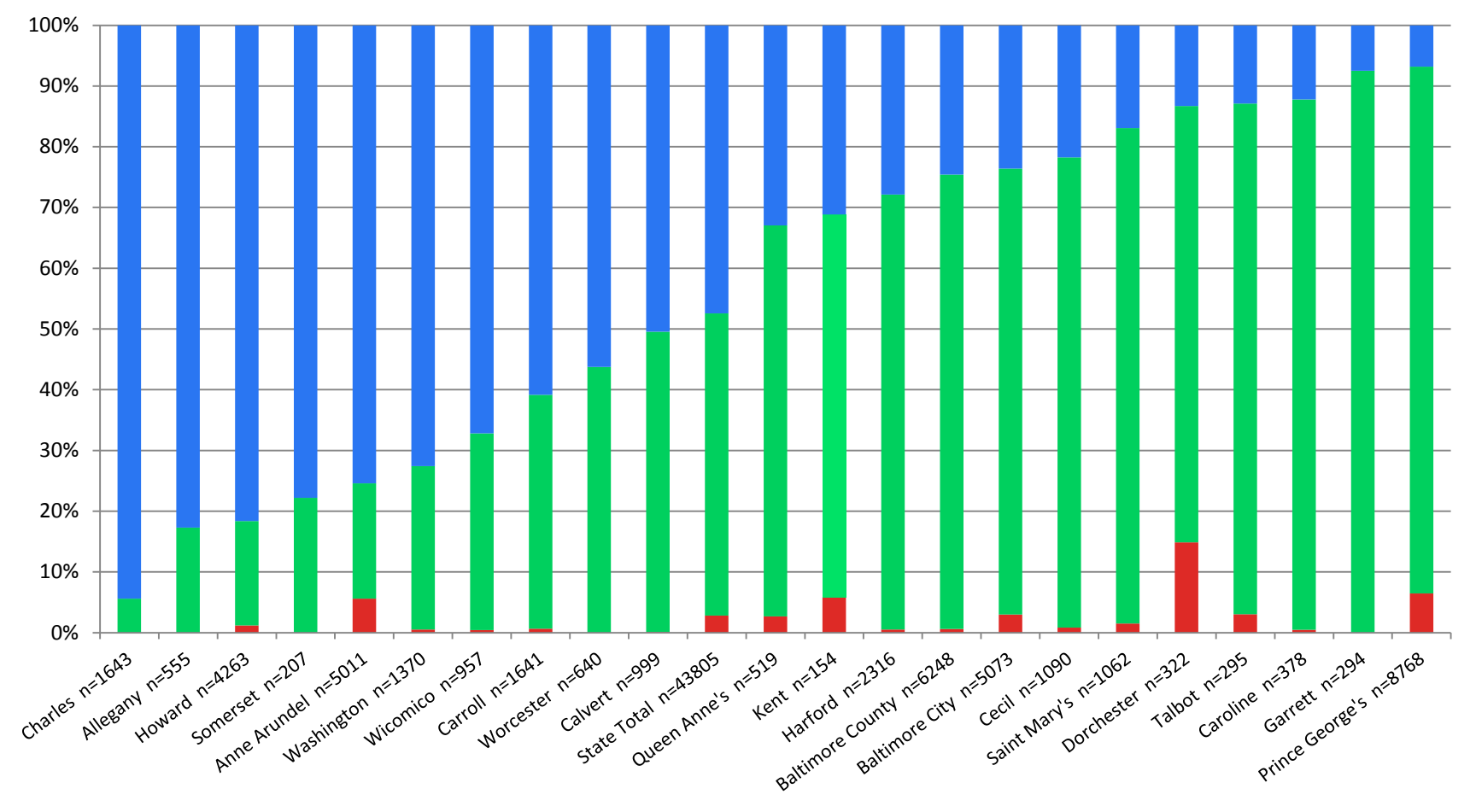
Minority is defined using the method for the Annual APR report: n non-White/Enrollment sorted into quartiles

Strand I Schools (meeting all annual indicator targets) have more highly effective teachers than do Strand 5 schools (failing to meet annual indicator targets)



Strands are derived from the 2013 School Progress Index; Data for 42,442 teachers linked to an SPI Strand

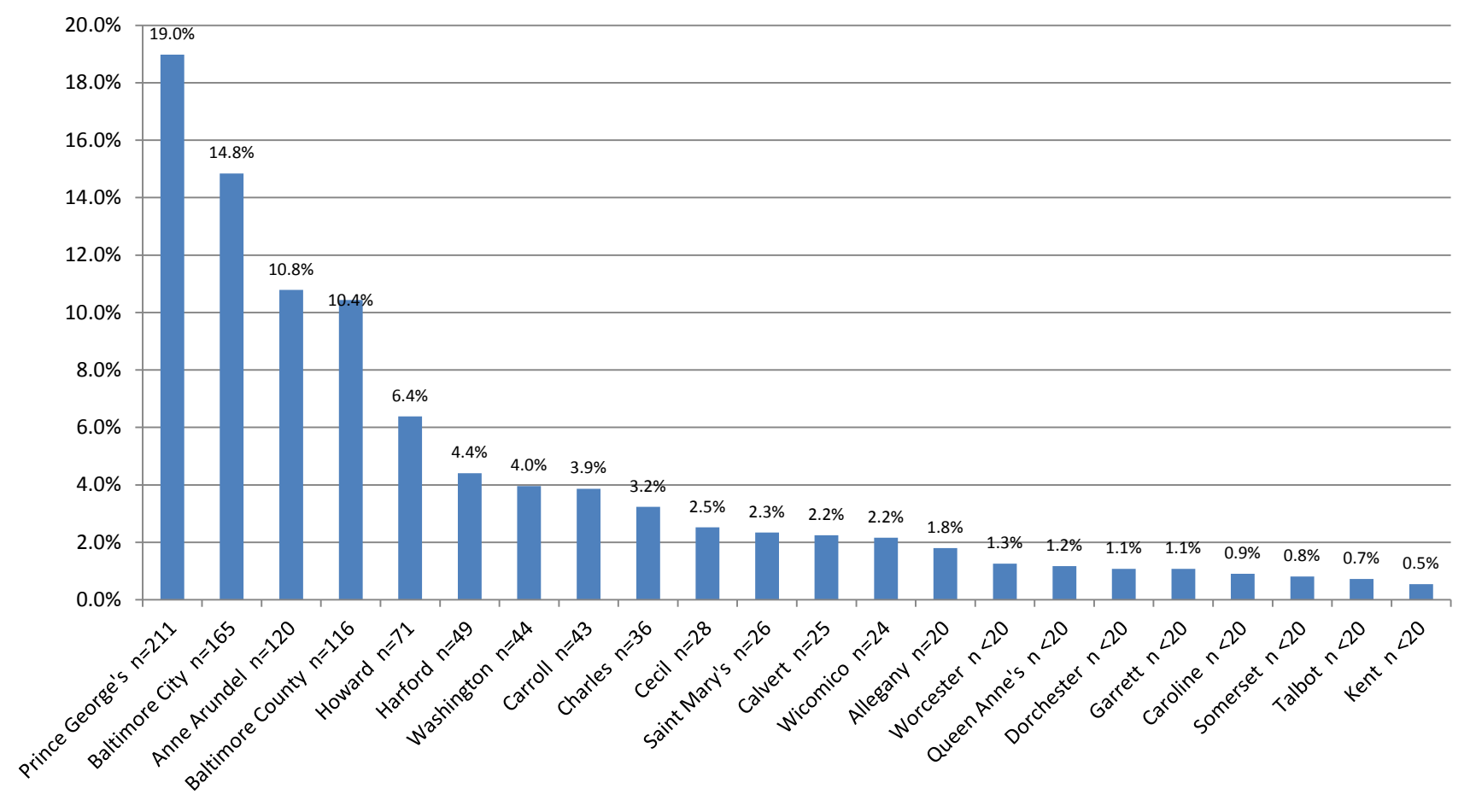
Distribution of OFFICIAL TPE Teacher Ratings MSA Excluded; N=43,805



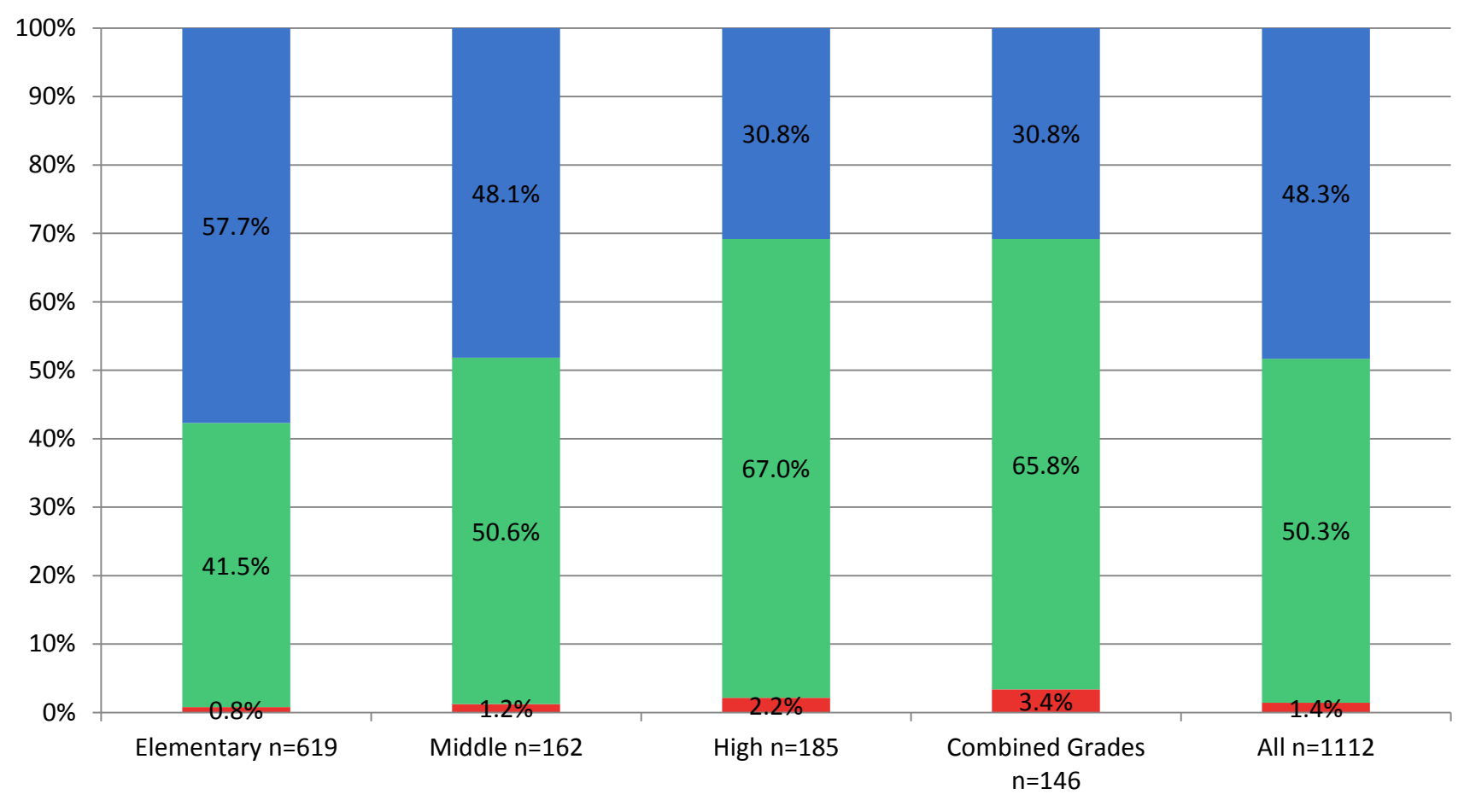
Description of 1,112 Principal Ratings

Composition of the State n = 1,112

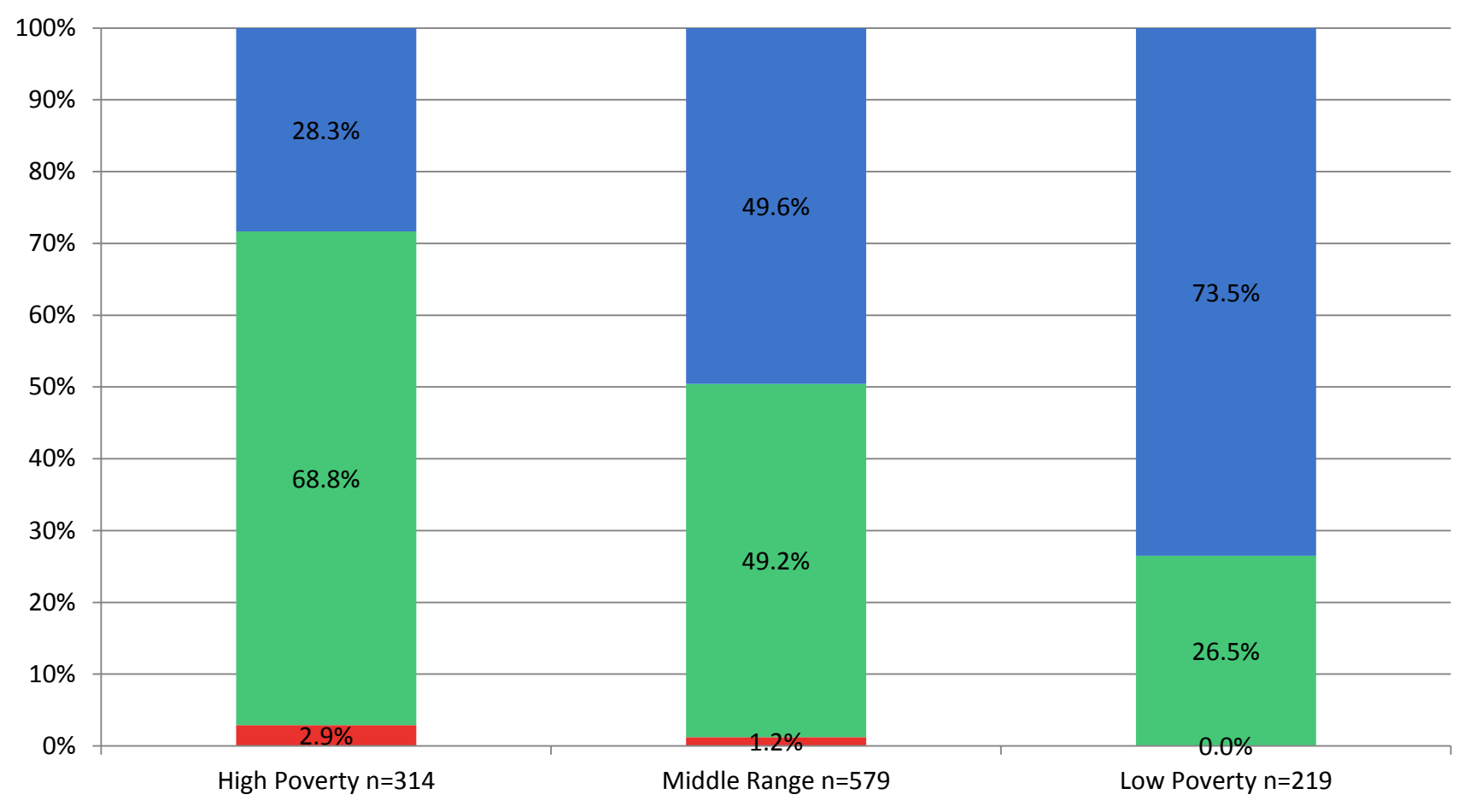
The 5 largest LEAs represent 61% of principal ratings



Statewide distribution of principal ratings by grade span configuration

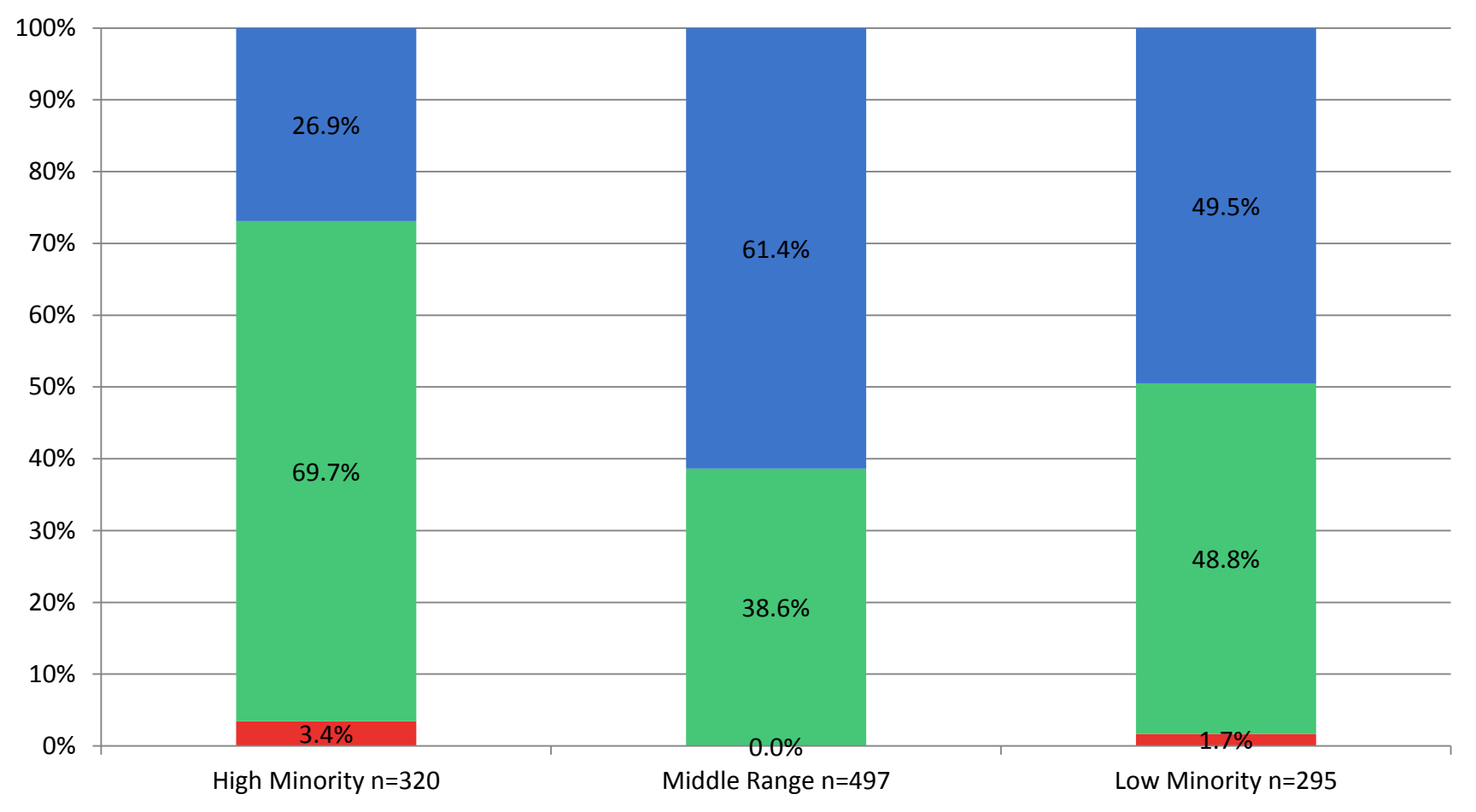


Schools in the highest quartile for poverty have more ineffective and fewer highly effective principals than do schools in the lowest quartile for poverty



Poverty is defined using the method for the Annual APR report: n FARMS/Enrollment sorted into quartiles

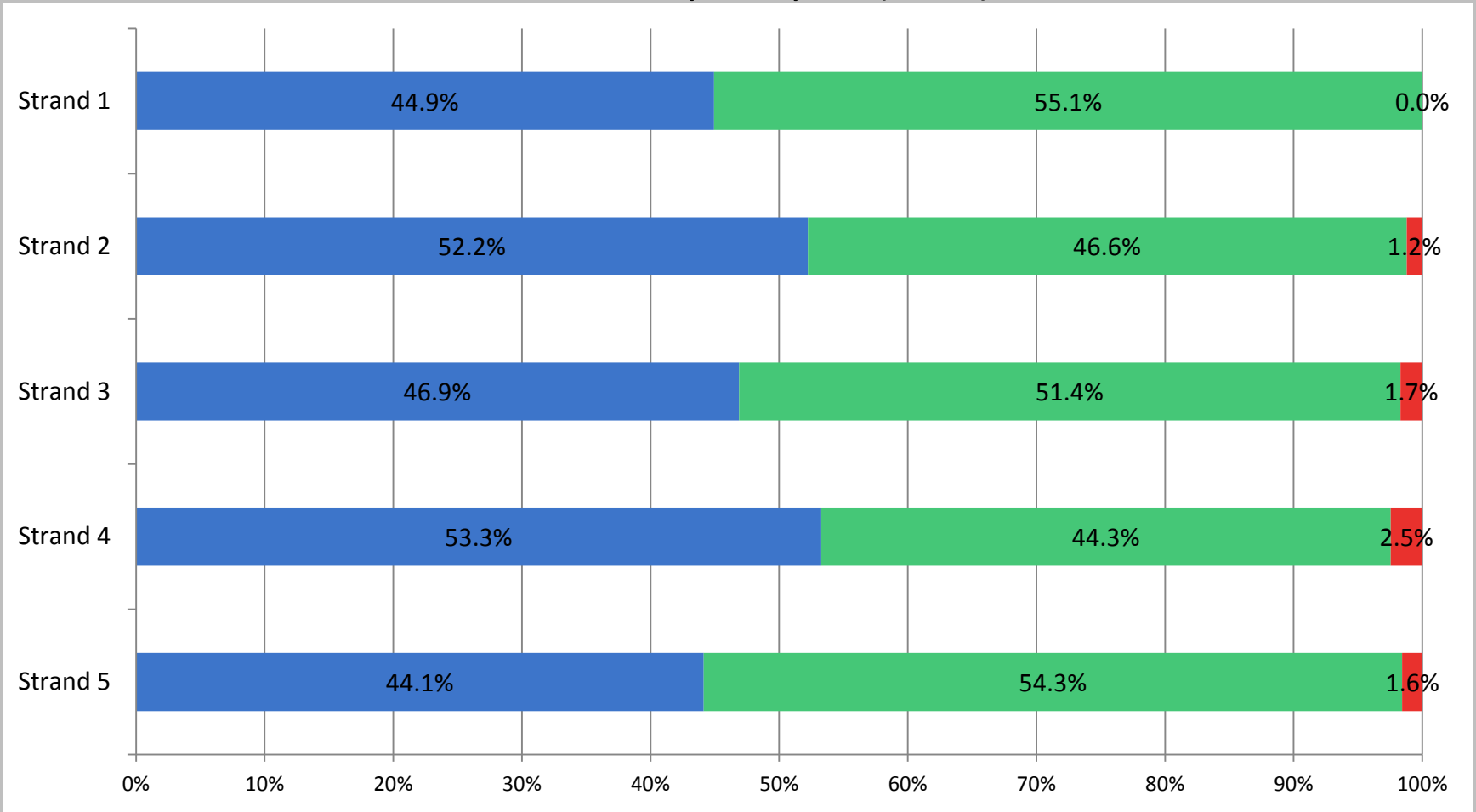
Schools in the highest quartile for minority students have more ineffective, fewer highly effective principals than do schools in the lowest quartile for minority



Minority is defined using the method for the Annual APR report: n non-White/Enrollment sorted into quartiles

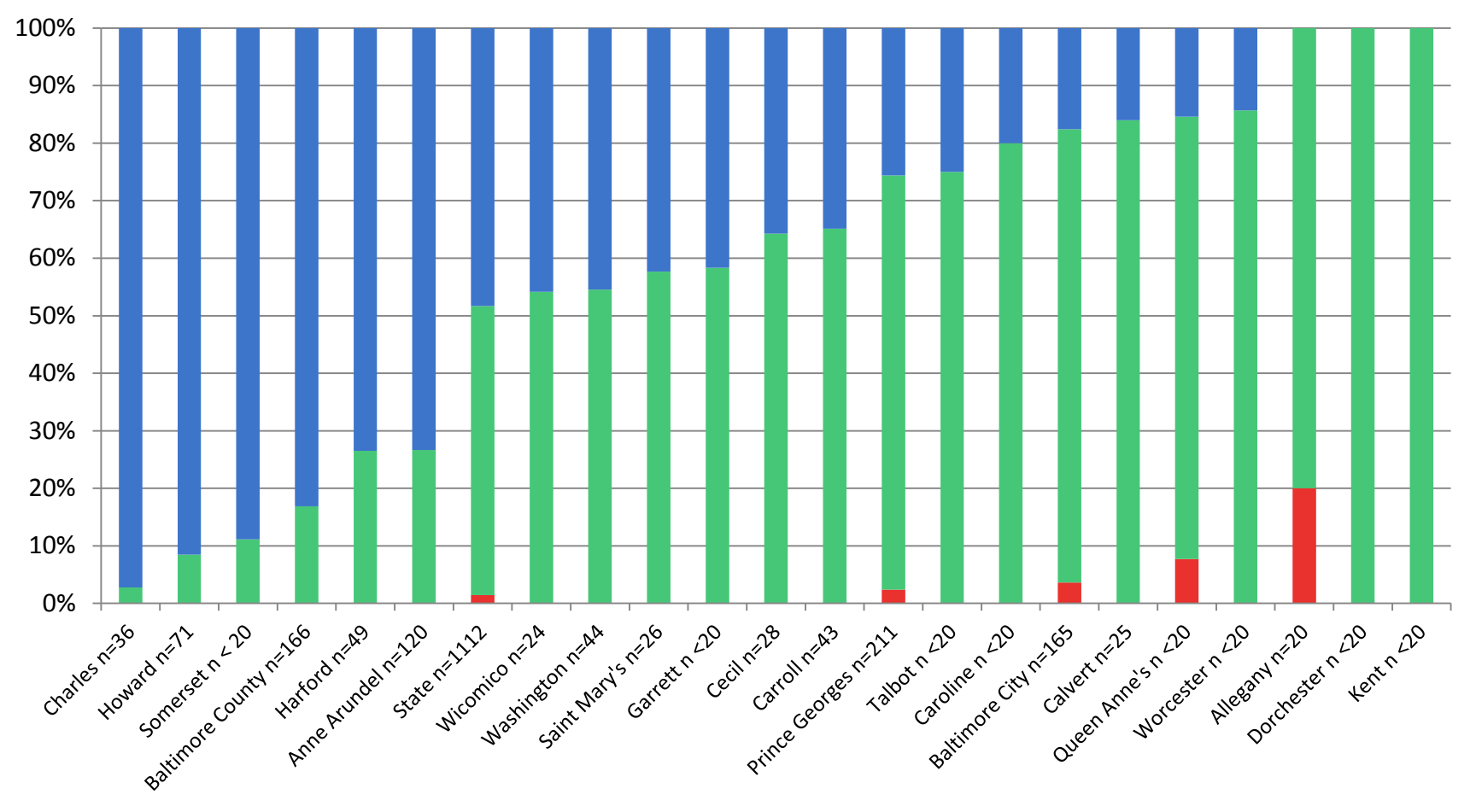
At the Statewide level, distribution of principal ratings are generally consistent across SPI Strands.

Strand 4 schools have both the most highly effective (53.3%) and the most ineffective principals (2.5%)



Strands are derived from the 2013 School Progress Index; Data for 1066 principals linked to an SPI Strand

Distribution of OFFICIAL TPE Principal Ratings MSA Excluded; N=1,112



Possible contributing factors in LEA distributions

- Actual differences in teacher and principal performance
- Differences in LEA evaluation model performance
- Precision in fitting cut scores

Next Steps

- WestEd will report on the performance of LEA models and their component measures
- LEAs will replicate MSDE's analyses, e.g., by grade span, school size, student demographics, location in LEA, school performance
- LEA self-study findings will be cross-referenced to WestEd observations
- LEAs, MSDE and critical partners will make strategic recommendations for refinements

Contacts

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Today's data release on: LEA/School Teacher-Principal Evaluations.