



# Spring 2014 Teacher and Principal Evaluation Ratings

## Report to the Maryland State Board of Education

October 28, 2014

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# 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

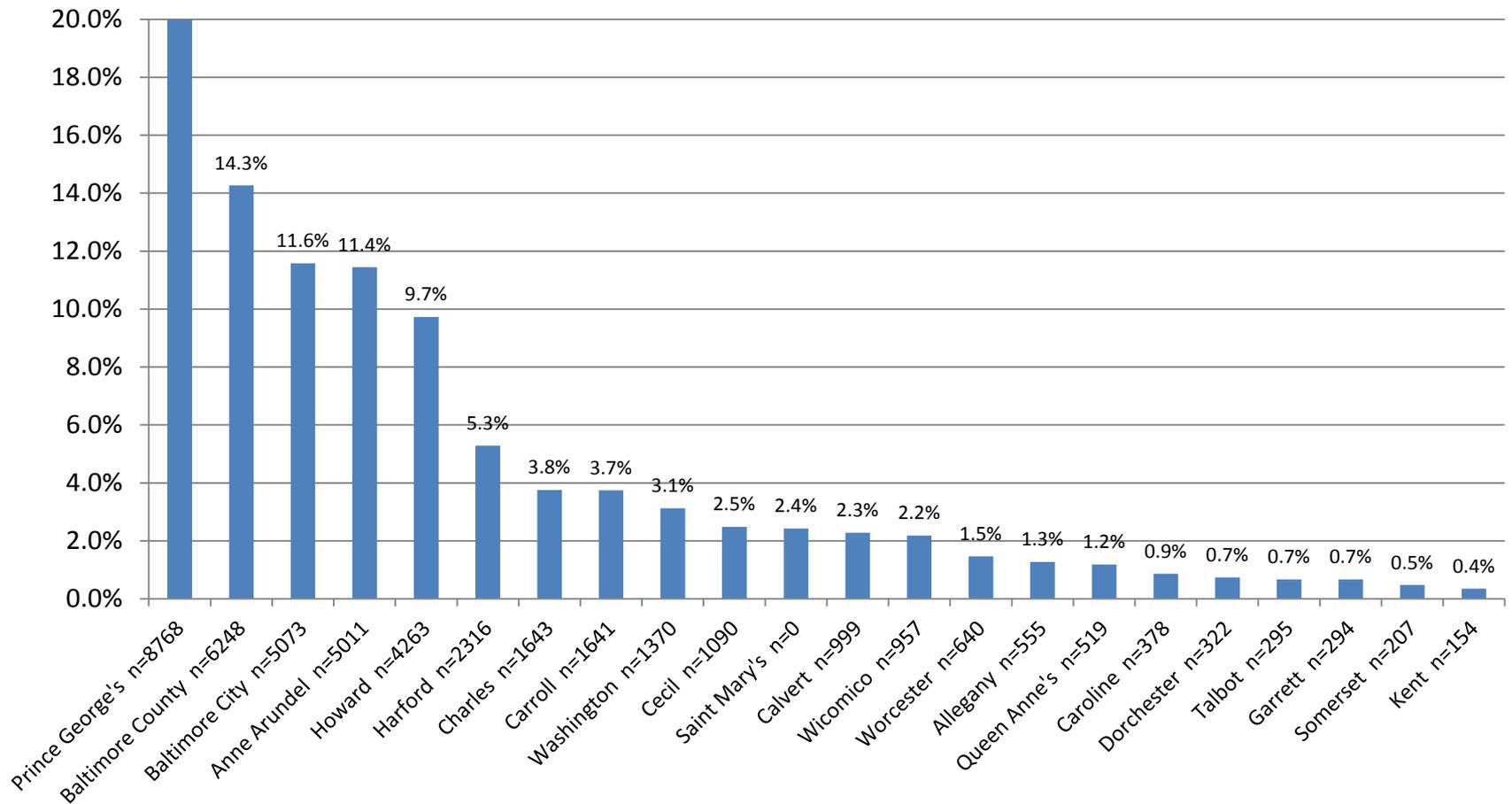
- 50/50 split between Professional Practice and Student Growth
- Student Growth composed of multiple measures, none more than 35 points.
- SLOs used by all LEAs, generally 2-3
- Although some LEAs use a four-Strand rating, all reported ratings as Ineffective, Effective, or Highly Effective

# Description of 43,805 Teacher Ratings

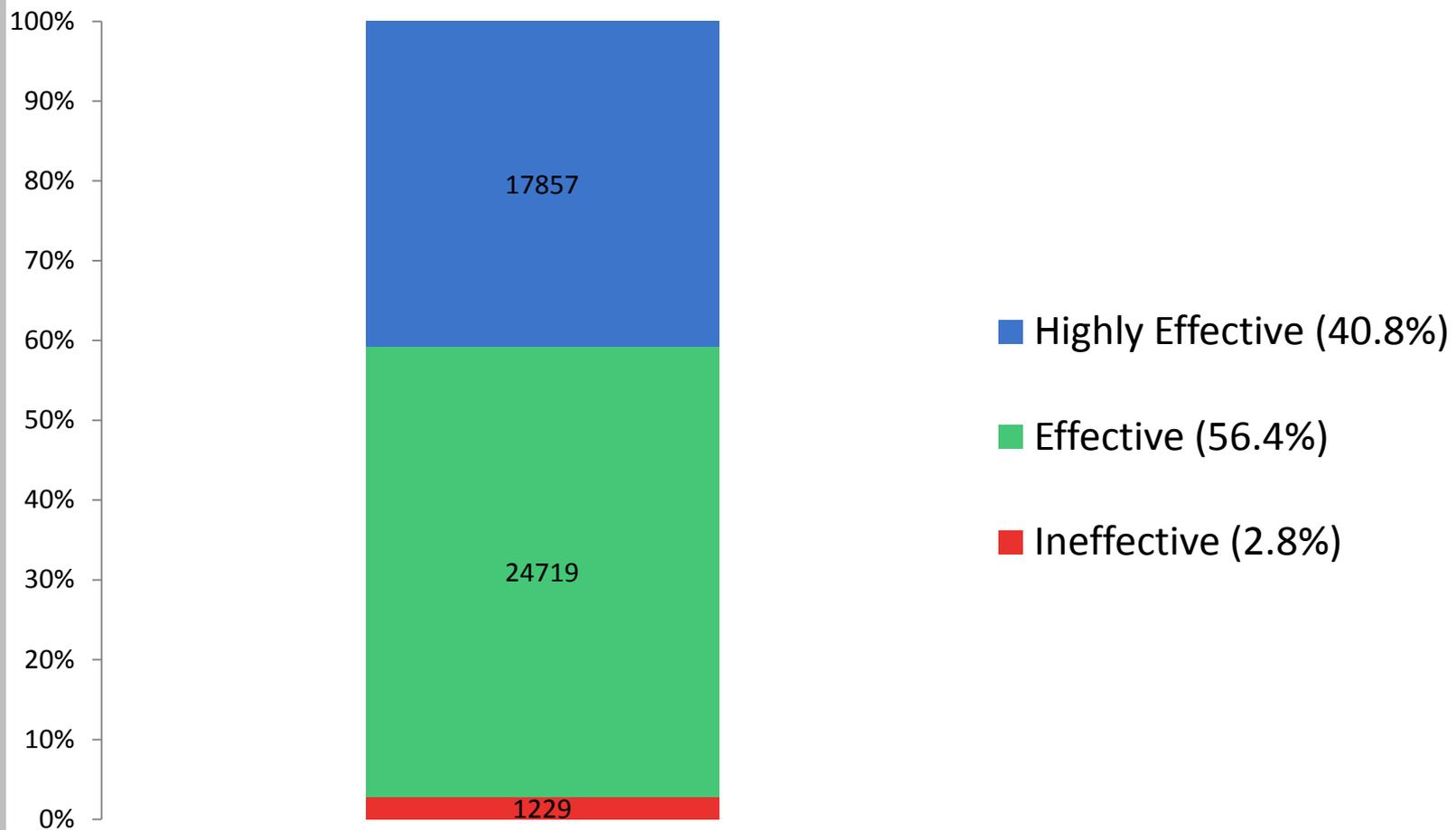


# Composition of the State n = 43,805

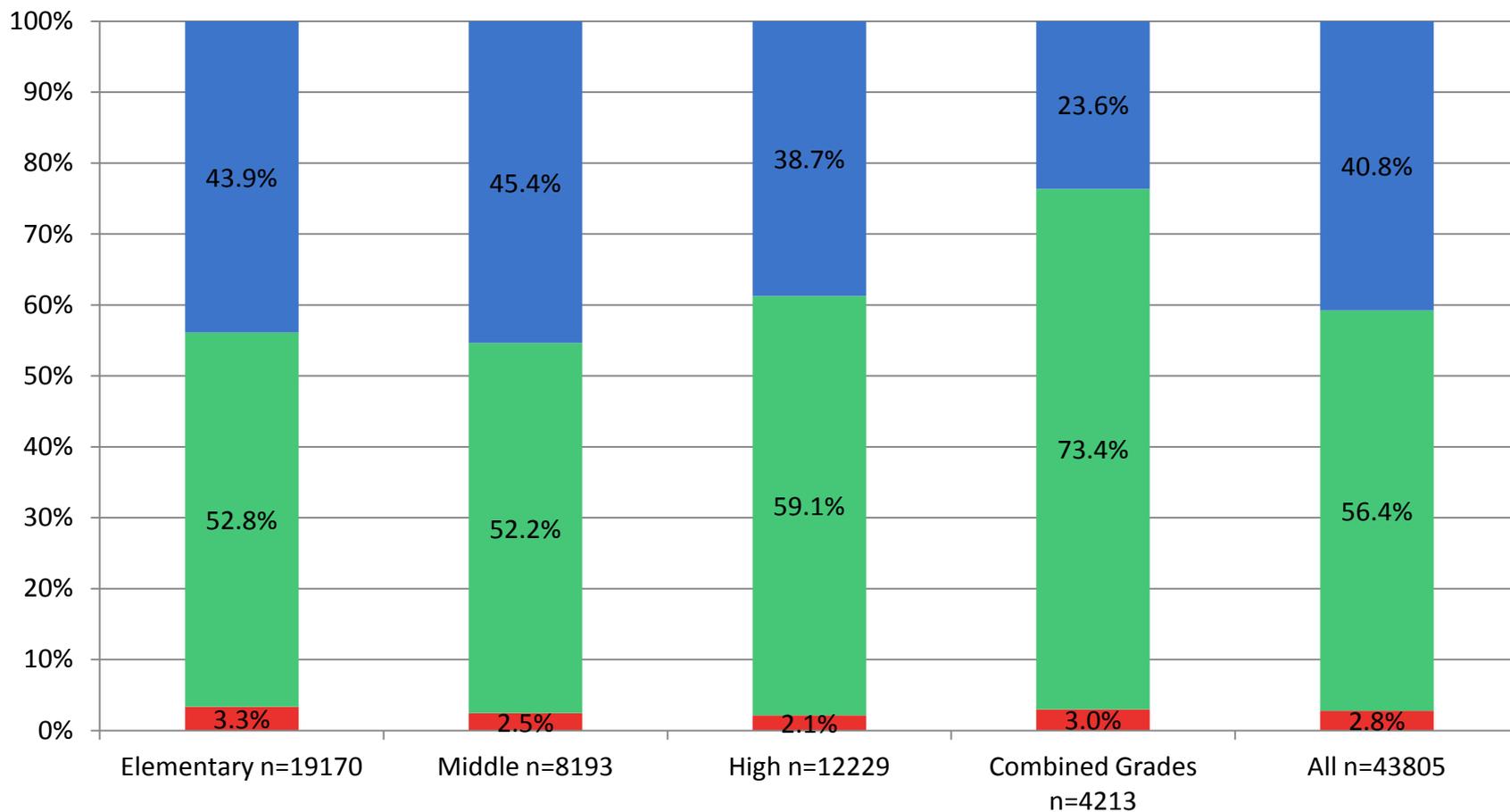
The 5 largest LEAs represent 67% of teacher ratings



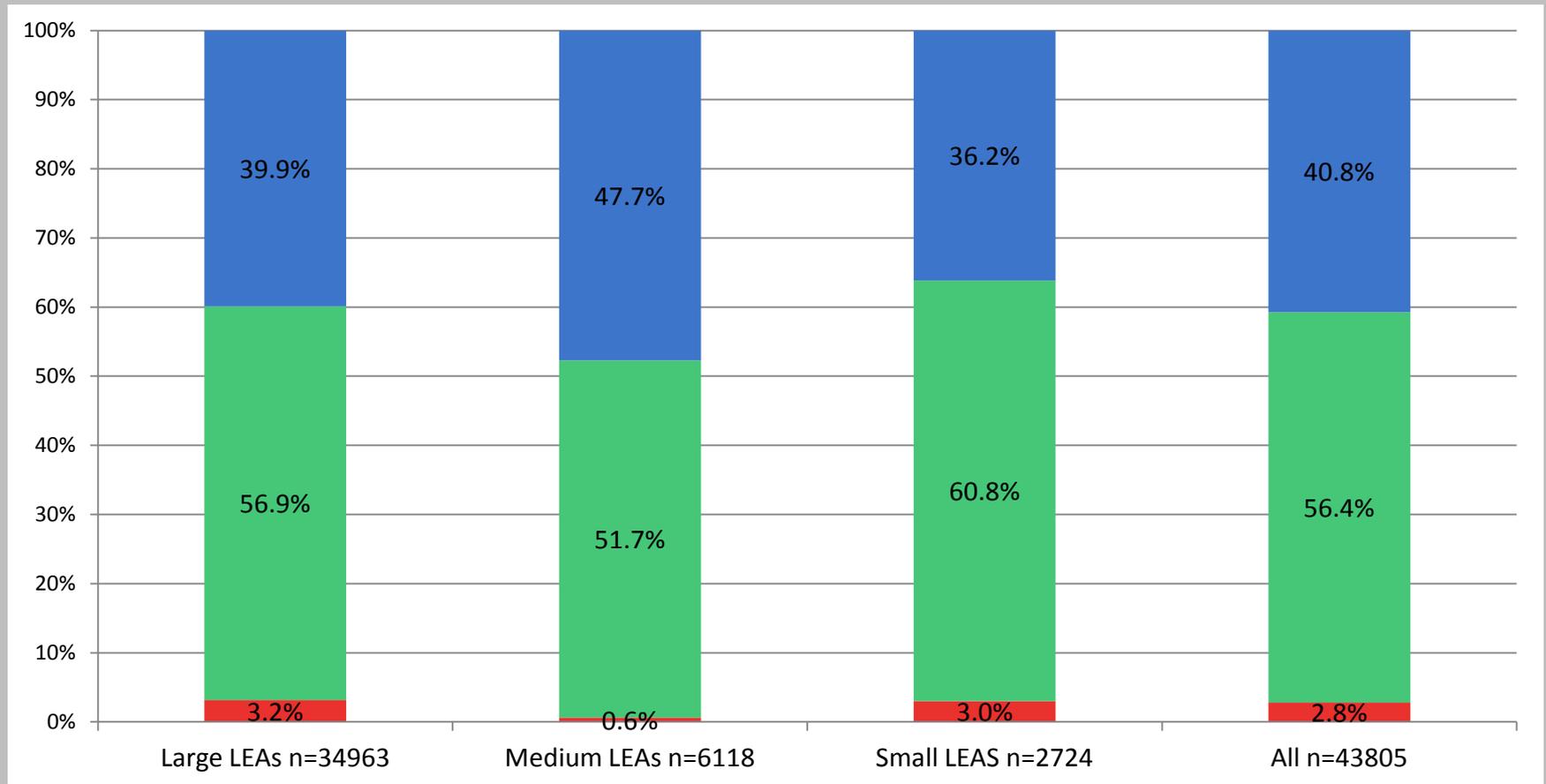
# Summary view of 43,805 teacher ratings



# Statewide distribution of teacher ratings by grade span configuration



# Statewide distribution of teacher ratings by LEA size

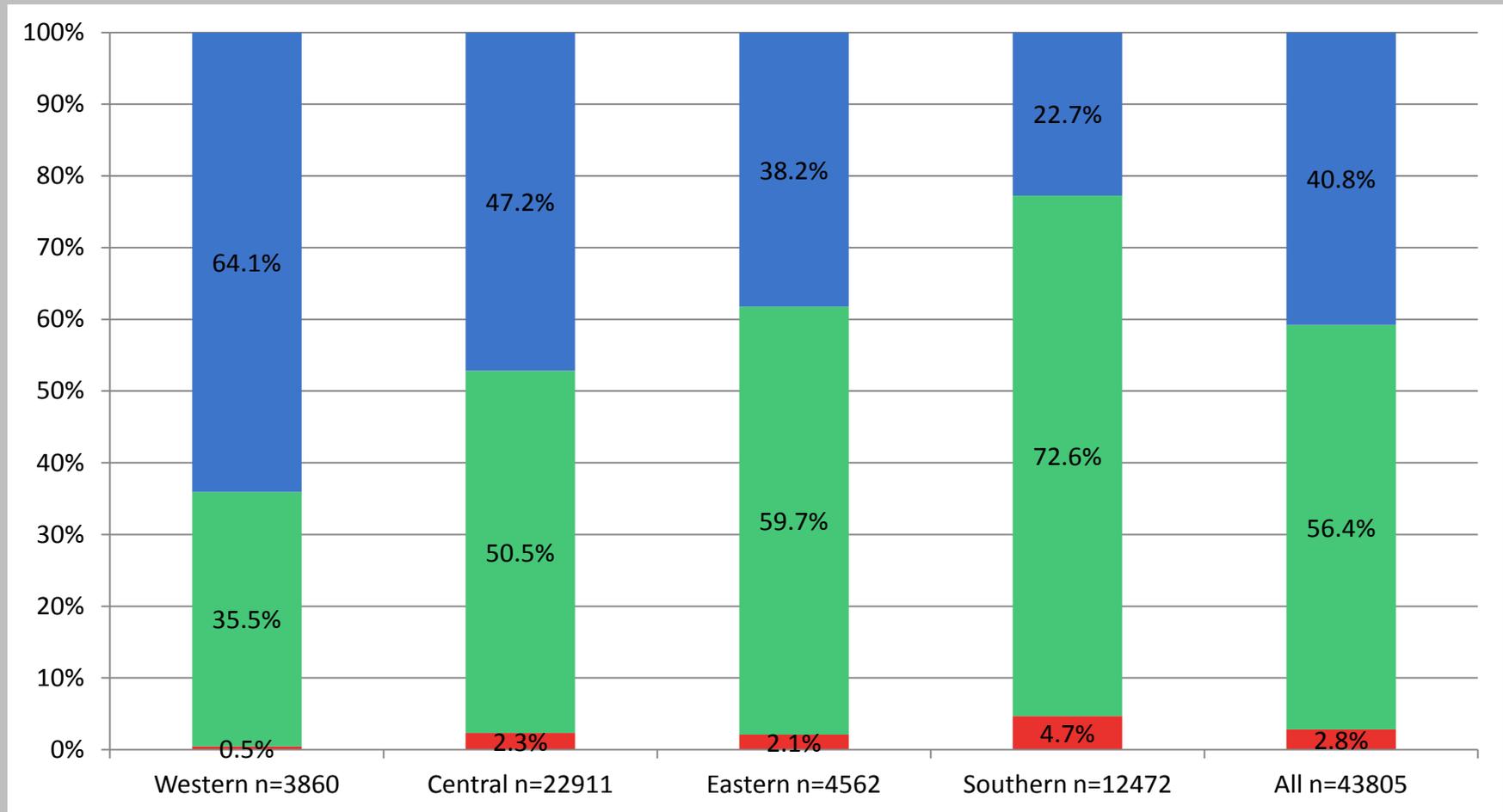


Large LEAs: Anne Arundel, Baltimore City, Baltimore County, Carroll, Charles, Harford, Howard, Prince George's

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

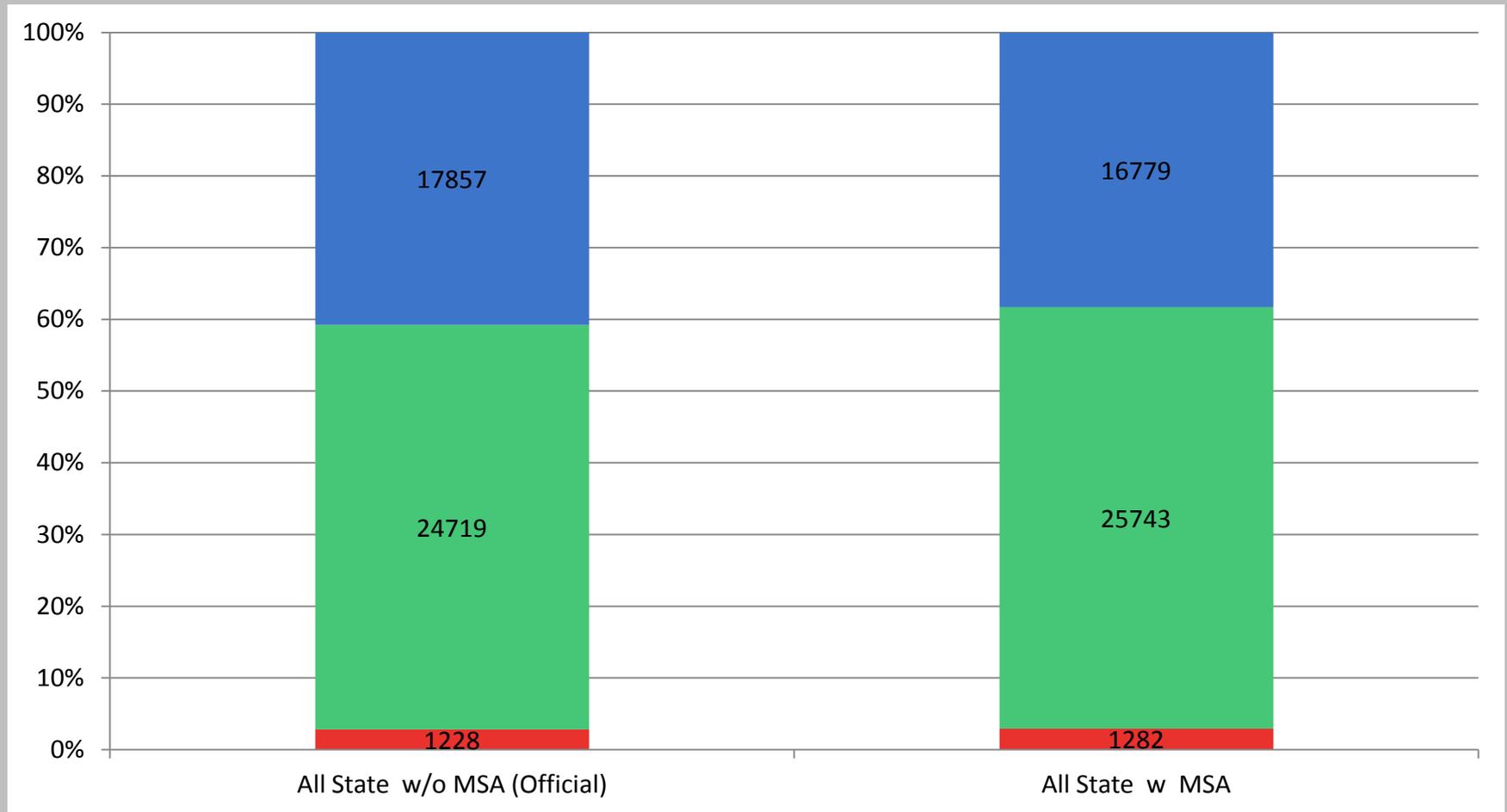
Western LEAs: Allegany, Carroll, Garrett, Washington

# 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

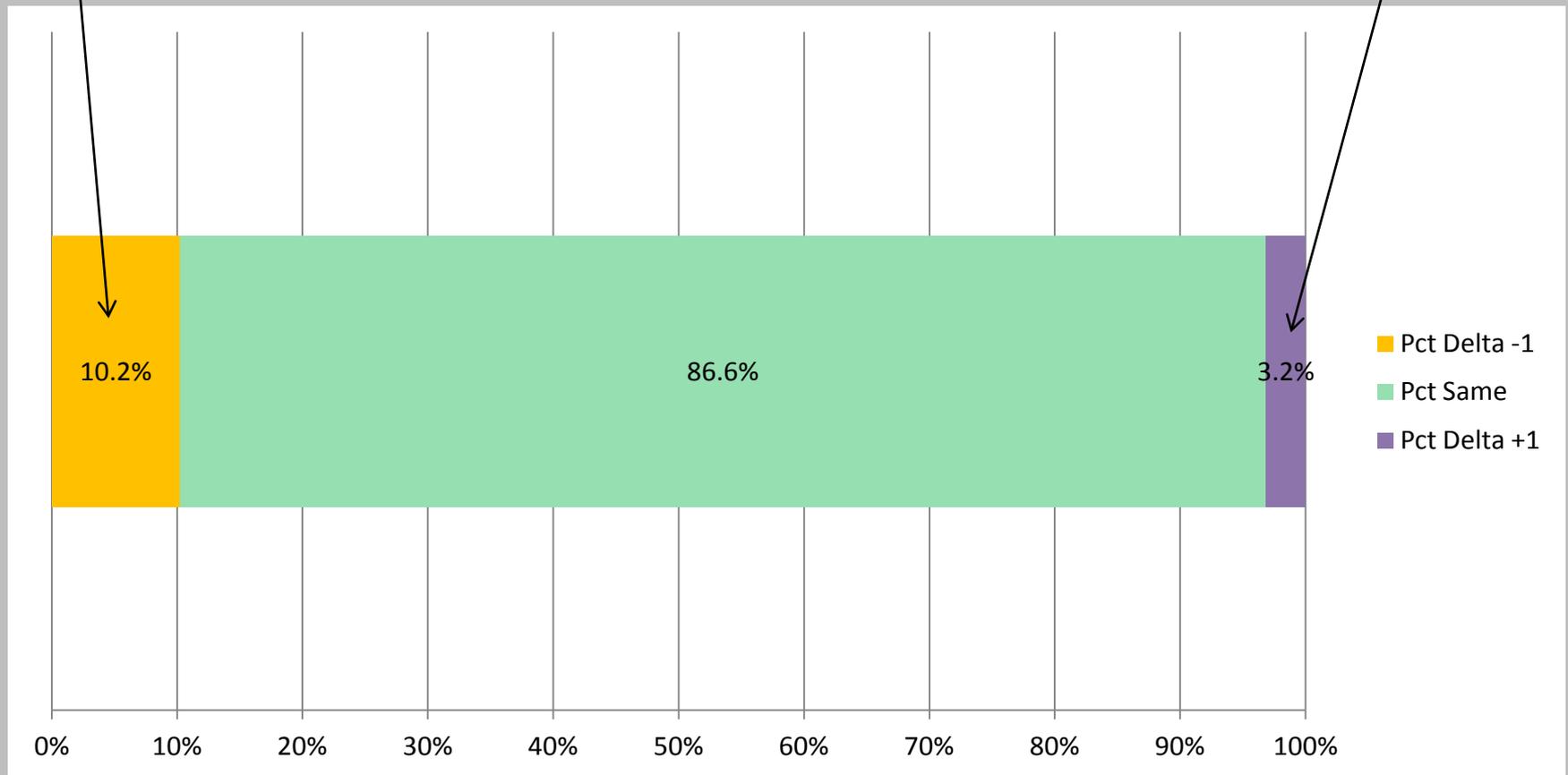
- LEAs were required to run the approved model including the MSA and the official model eliminating the MSA.
- The “delta” variable that follows illustrates *individual* staff whose rating changed as a consequence of removing the MSA.
- Values of -1 fell one level, e.g., from Highly Effective to Effective,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

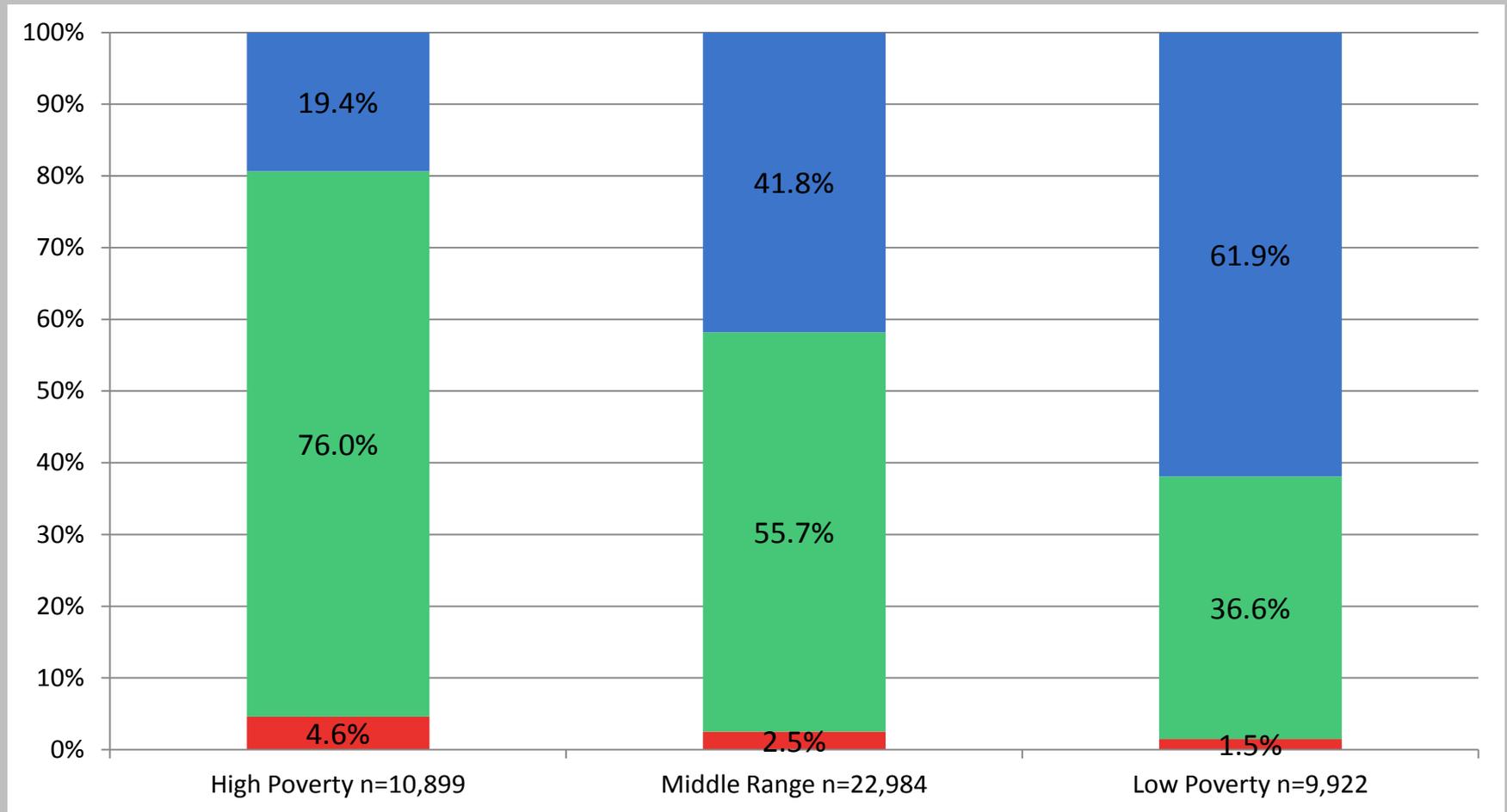
86.6% of teachers stay in the same rating category;

All 143 “Delta +1” teachers rose from Ineffective to Effective

925 of 980 “Delta -1” teachers went from Highly Effective to Effective

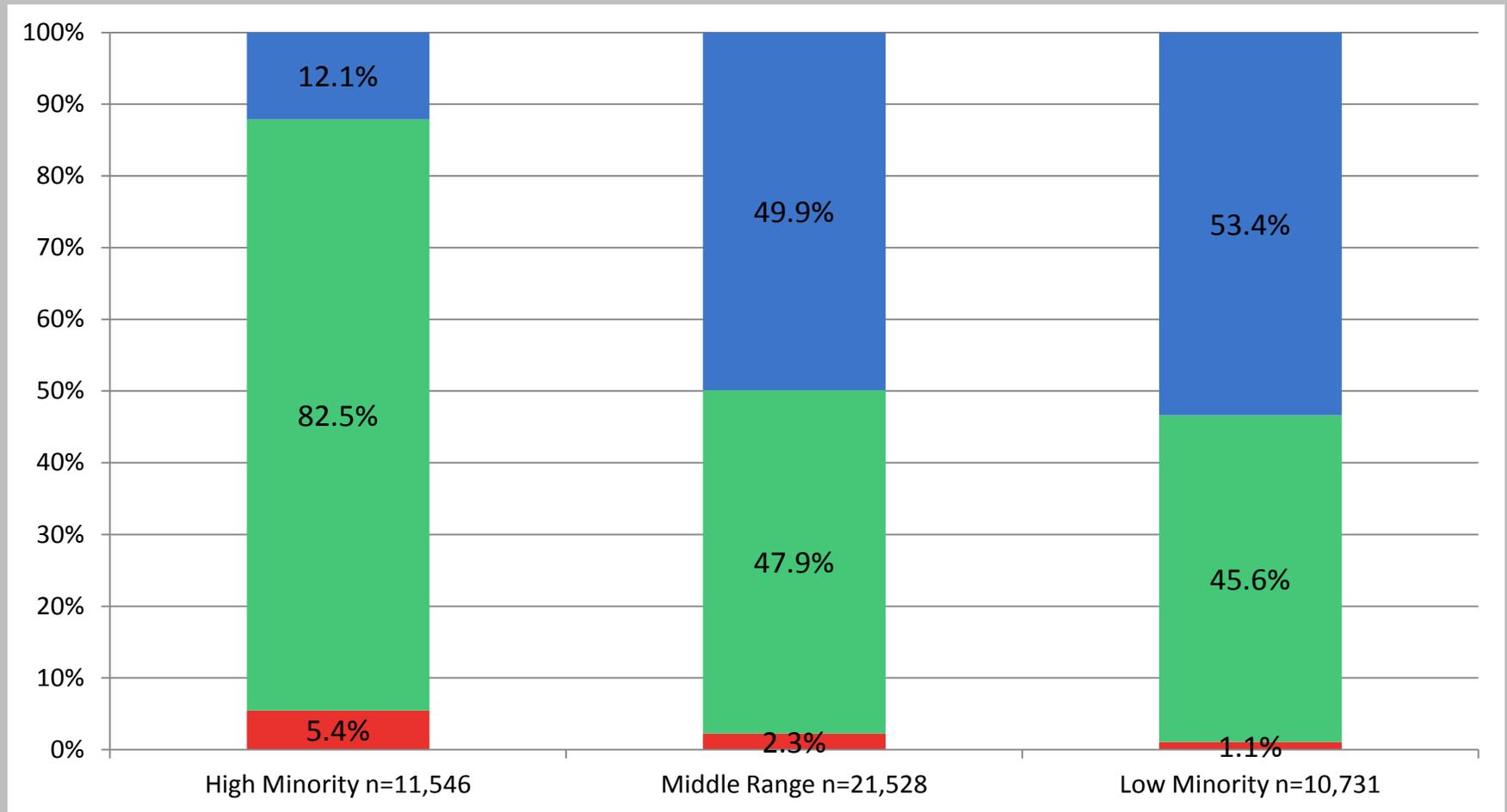


# Schools in the highest quartile for poverty have more ineffective and fewer highly effective teachers than do schools in the lowest quartile for poverty



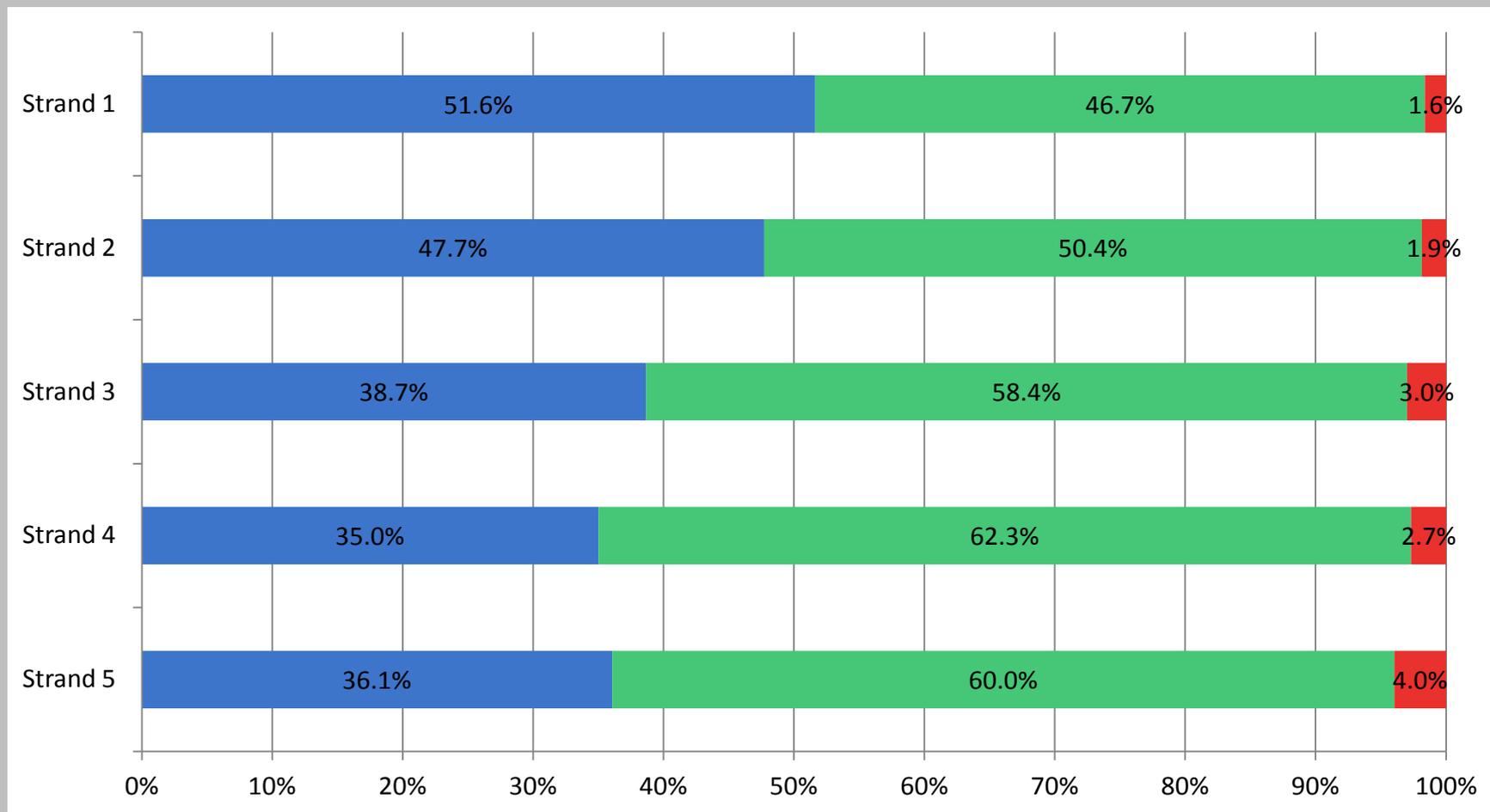
Poverty is defined using the method for the Annual APR report: n FARMS/Enrollment sorted into quartiles

# 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

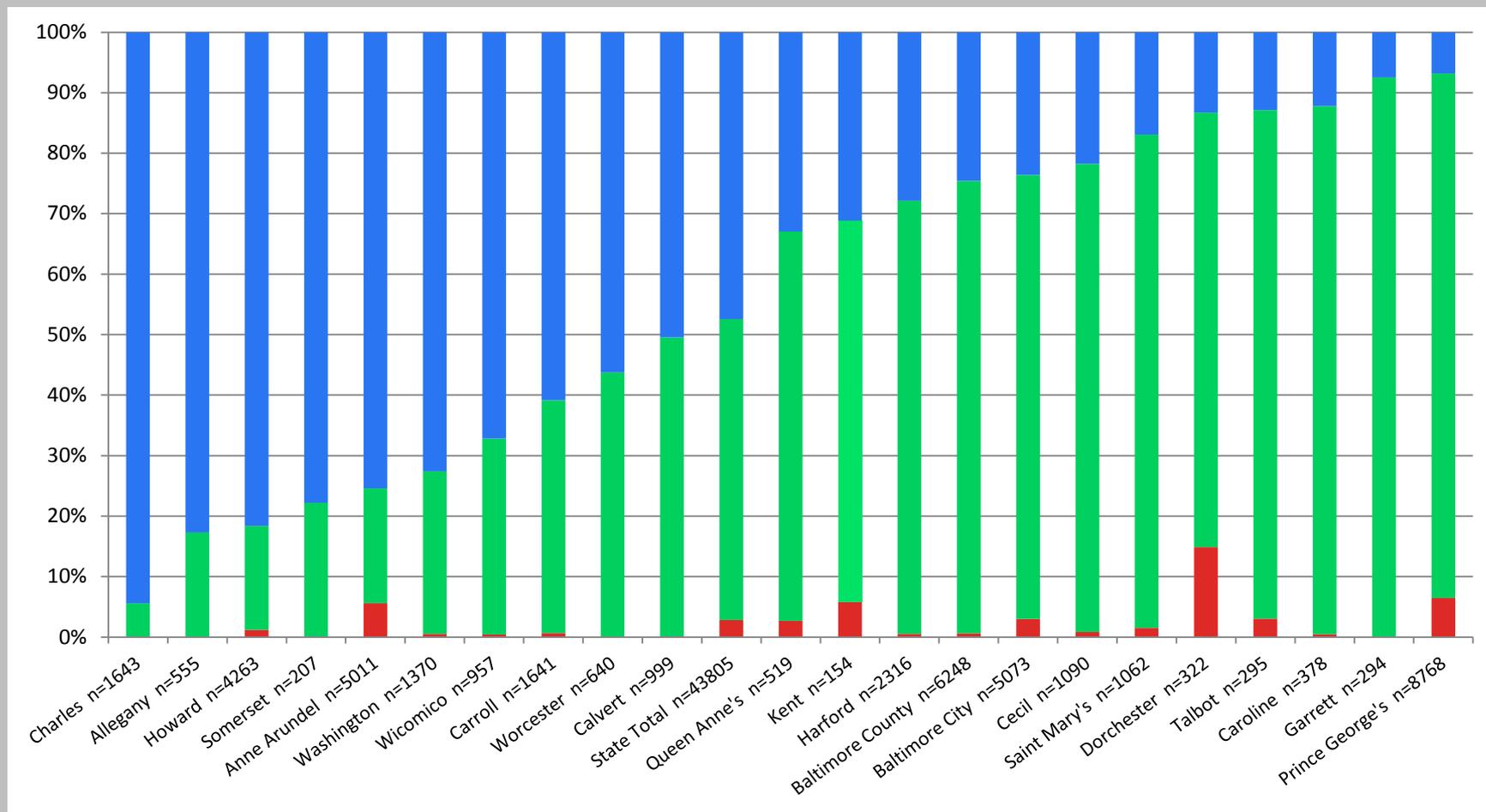
# Strand I Schools (meeting all annual indicator targets) have more highly effective teachers than do Strand 5 schools (failing to meet annual indicator targets)



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

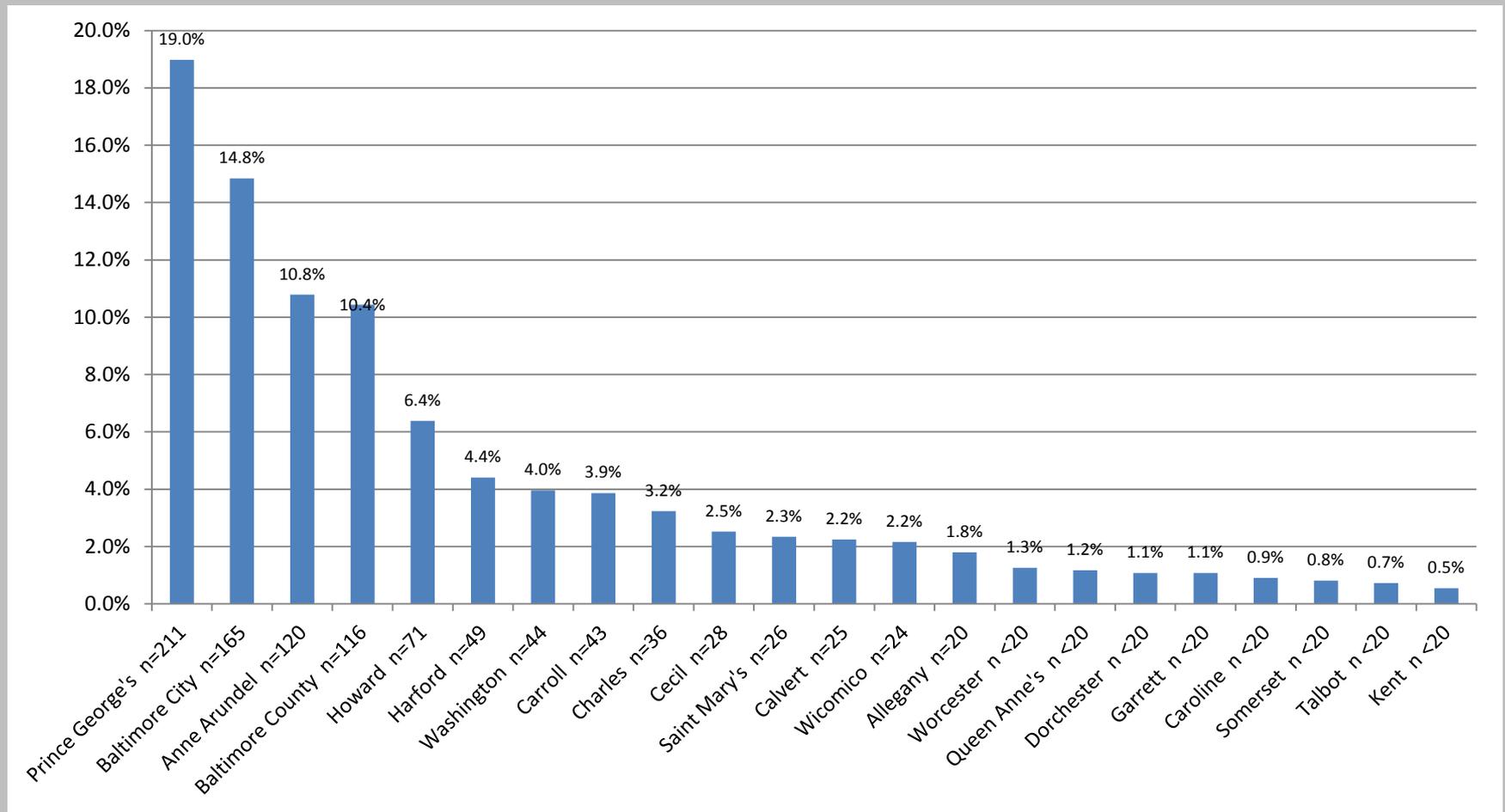


# Description of 1,112 Principal Ratings

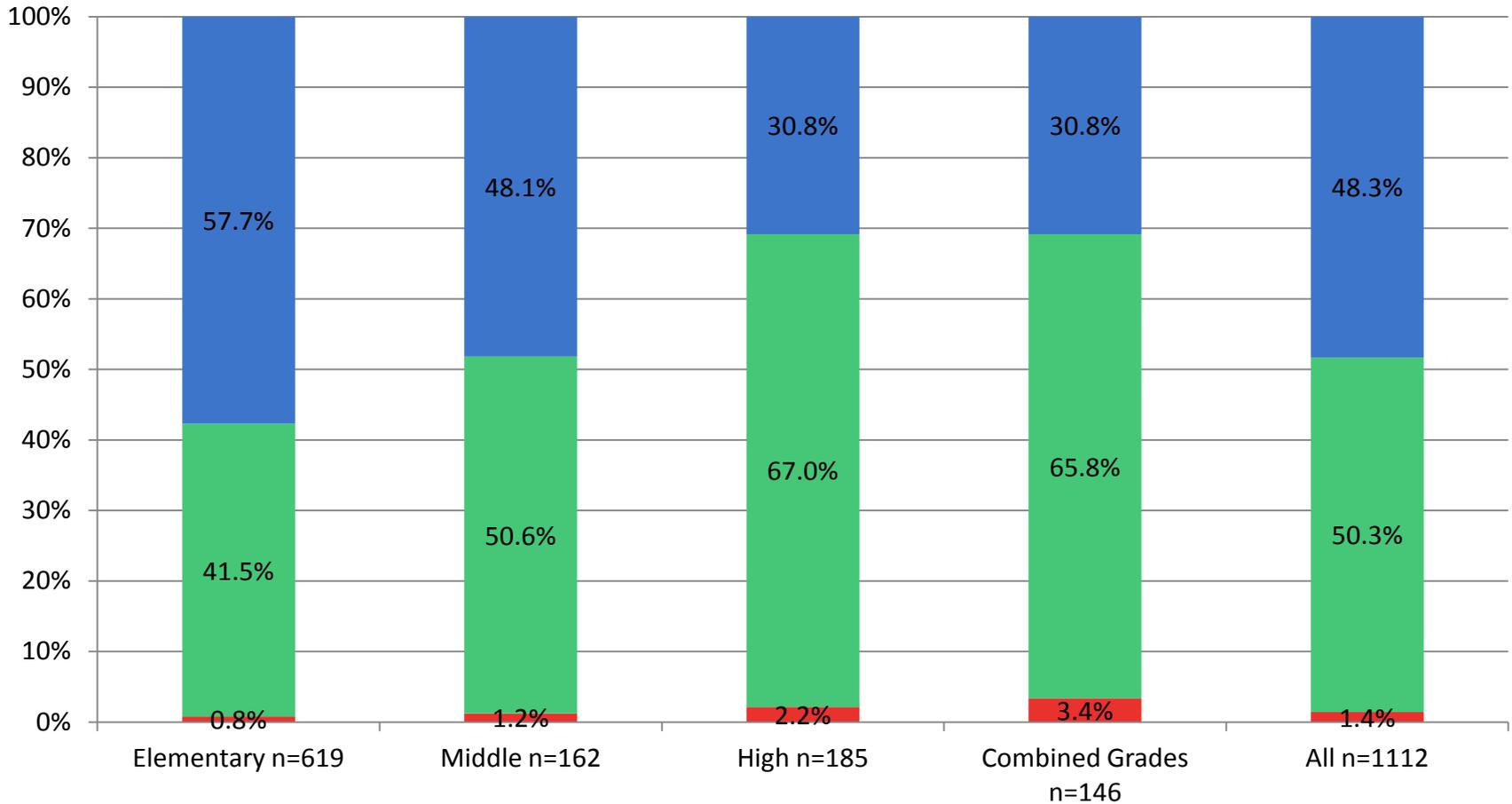


# Composition of the State n = 1,112

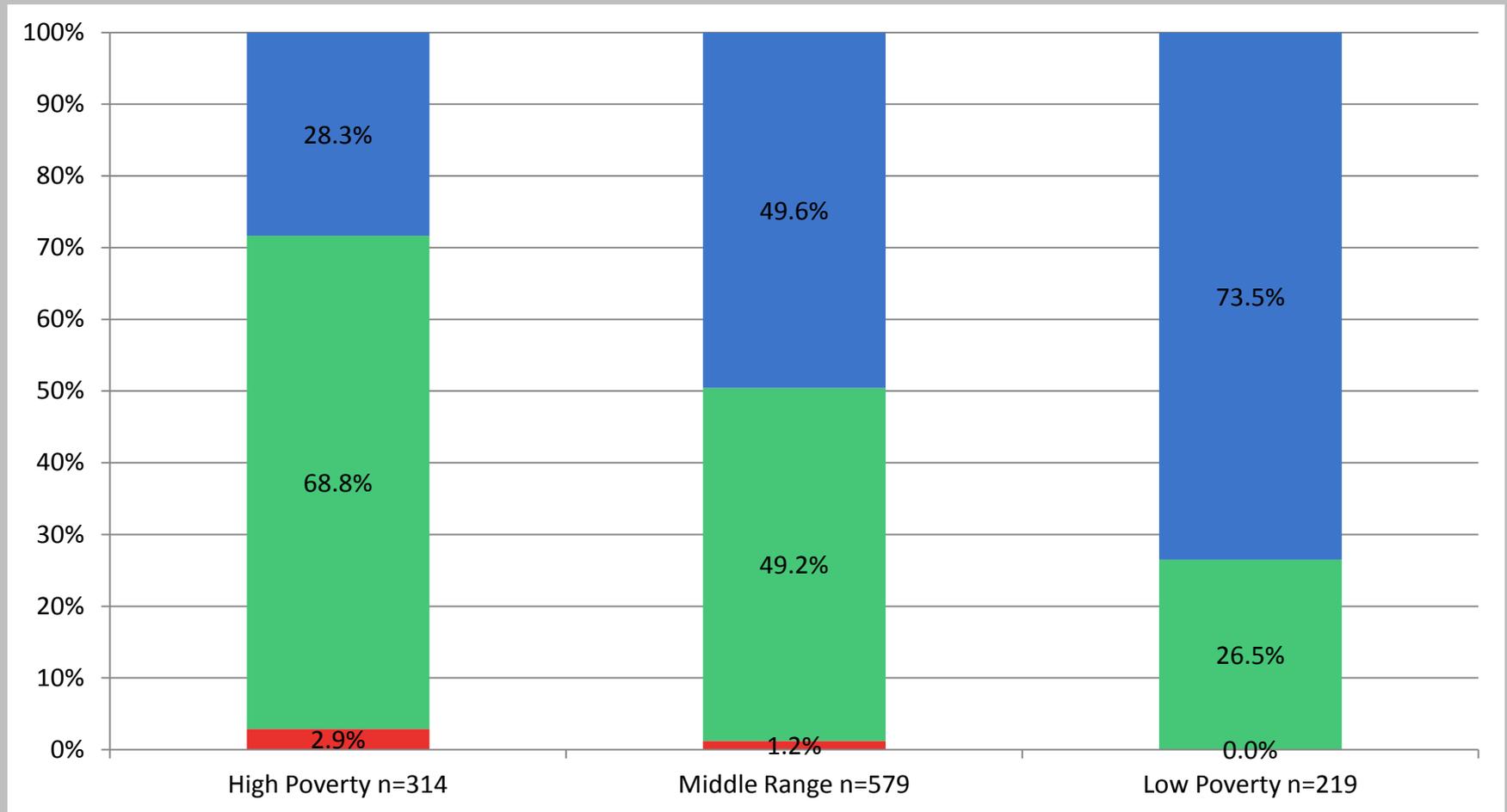
The 5 largest LEAs represent 61% of principal ratings



# Statewide distribution of principal ratings by grade span configuration

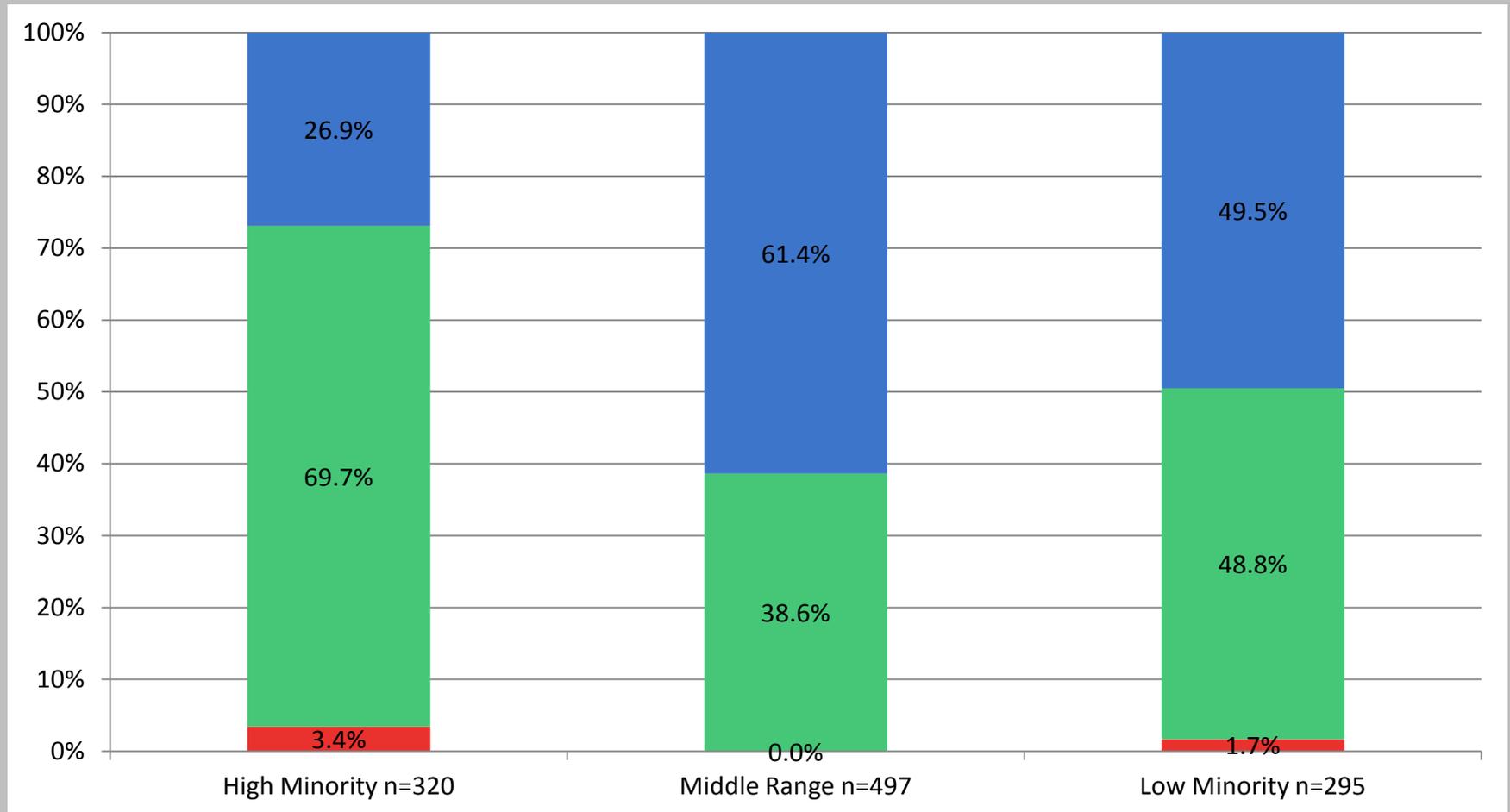


# Schools in the highest quartile for poverty have more ineffective and fewer highly effective principals than do schools in the lowest quartile for poverty



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

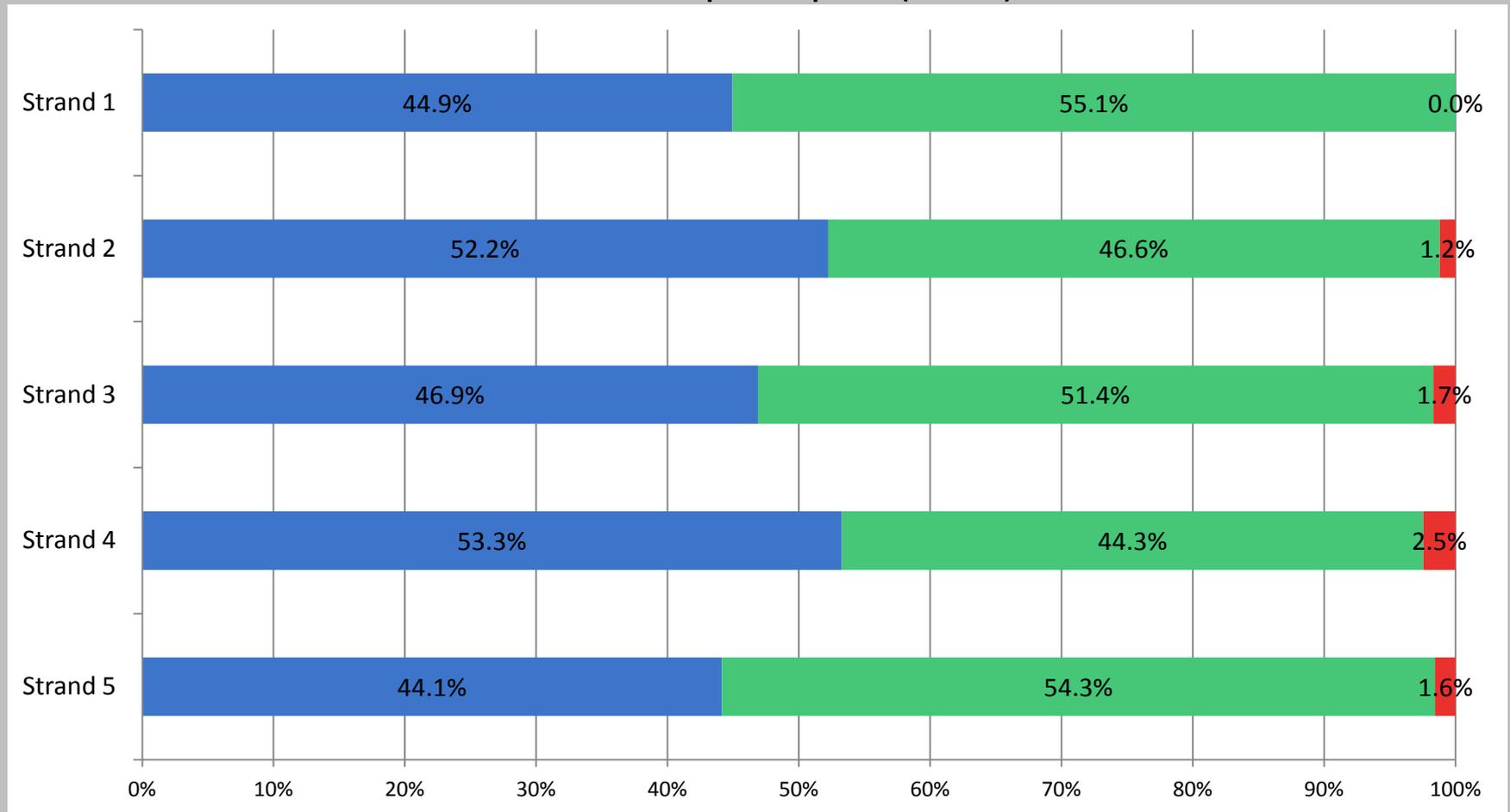
# Schools in the highest quartile for minority students have more ineffective, fewer highly effective principals than do schools in the lowest quartile for minority



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.

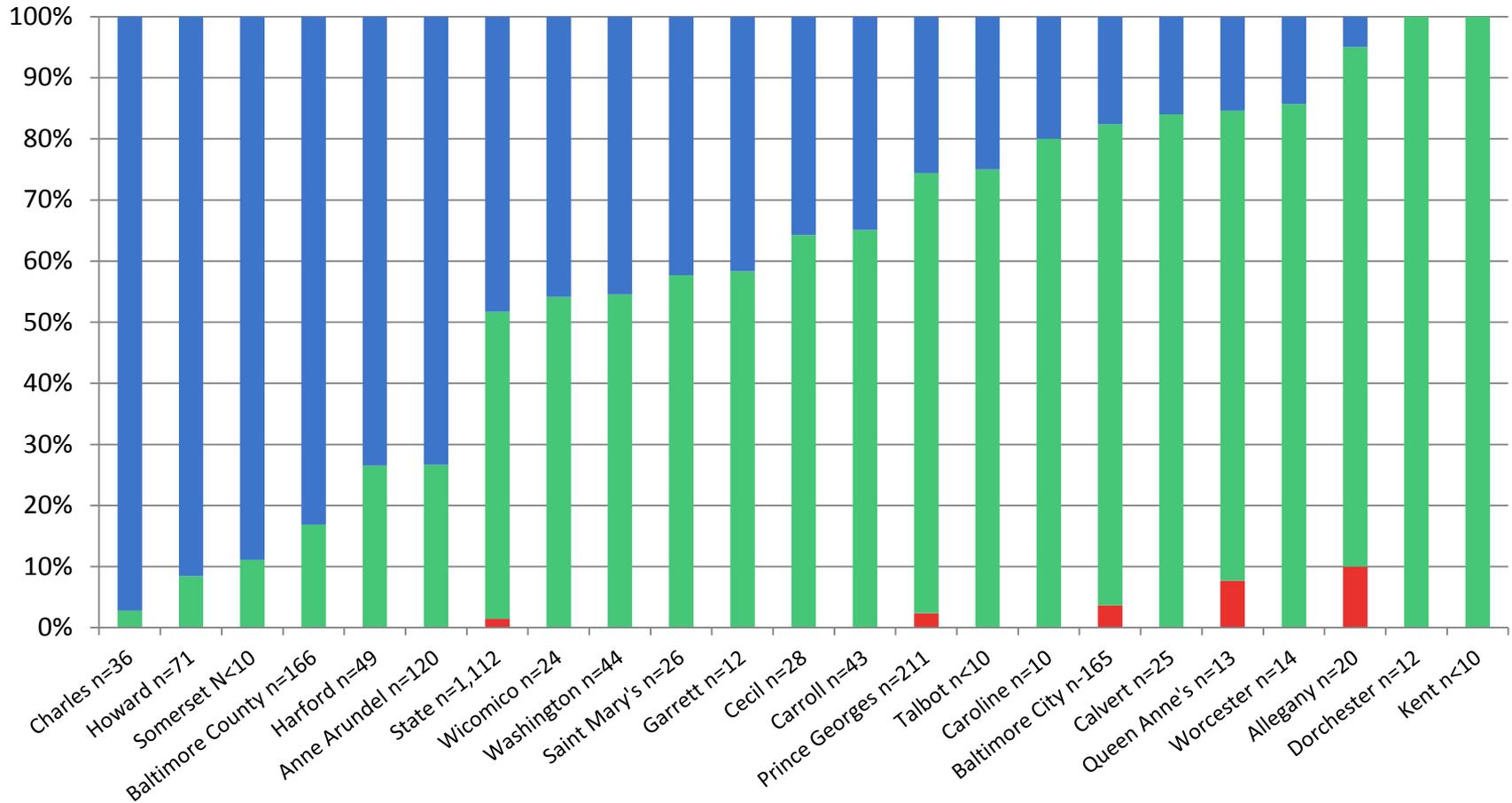
Strand 4 schools have both the most highly effective (53.3%) and the most ineffective principals (2.5%)



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



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Today's data release on: [LEA/School Teacher-Principal Evaluations](#).