

State Fiscal Stabilization Fund Program Requirements - Phase II

Table 3.a Achieving Equity in Teacher 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.

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 typically reflect a holistic view of teacher performance, and as such are an important information source for assessing the distribution of effective teachers.

Directions: Please include the following information on the local school system's designated website reporting the evaluation systems of teachers.

Teacher Evaluation Systems:

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.

*At this time the evaluation form is used as follows: **Development** - if evaluation is less than satisfactory, teacher assistance in areas of need is given to the teacher. This may include one-on-one help, teacher visits to other schools, mentor help or assignment of a mentor.*

***Compensation** - if, because of less than satisfactory evaluation, teacher is placed on a second class certificate. COLA is withheld from teacher. **Promotion** - used as part of final decision making in promotion process. **Retention** - if satisfactory, teacher is afforded continued employment. **Removal** - less than satisfactory evaluation in first two years may be grounds for termination. Tenured teacher's evaluation less than satisfactory for determined time may be grounds for removal.*

Directions: **Please provide the link to this information on the LSS's designated website:**
<http://www2.ccooe.com/PDF/hr/EvaluationofTeacherPerformance.pdf>
<http://www2.ccooe.com/PDF/hr/TeacherEvaluationCriteria.pdf>

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Citation	Description	Rationale
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State Fiscal Stabilization Fund Program Requirements - Phase II

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.
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Directions: Please mark "Yes" or "No".

Evaluation Systems Include Achievement Outcomes or Student Growth

_____ Yes, the systems used to evaluate the performance of teachers include student achievement outcomes **or student growth** as an evaluation criterion.

If Yes, please respond (check one):

_____ **Student achievement outcomes** are included as an evaluation criterion.

_____ **Student growth** is included as an evaluation criterion.

_____ **X** _____ No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

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Citation	Description	Rationale
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State Fiscal Stabilization Fund Program Requirements - Phase II

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.
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Directions: Please 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 teachers rated at each performance rating or level.

Performance Rating or Level	Number of Teachers	Percentage of Teachers
<i>Satisfactory</i>	<i>1825</i>	<i>98.50%</i>
<i>Less Than Satisfactory</i>	<i>29</i>	<i>1.50%</i>
Total:	1854	

Directions: **Please provide the link to this information on the school system's designated website:**
<http://www2.ccboe.com/employment/eval>

If the LEA does not currently publicly report this data, please list the major action steps that you will take to make this information publicly available by 6/30/11.

Action Steps	Who's Responsible	Completion Date

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Citation	Description	Rationale
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State Fiscal Stabilization Fund Program Requirements - Phase II

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.
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Directions: Please mark "Yes" or "No".
 _____ Yes, the number and percentage of teachers rated at each performance rating or level are **publicly reported for each school in the LEA.**
 Please provide the link to this information on the LSS's designated website:

_____X_____ No, the number and percentage of teachers rated at each performance rating or level are not **publicly reported for each school in the LEA.**

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.

Action Steps	Who's Responsible	Completion Date
<i>Collection of information by school</i>	<i>Keith A. Hettel</i>	<i>12/30/2009</i>
<i>Posting on website</i>	<i>Keith A. Hettel</i>	<i>1/30/2010</i>

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Citation	Description	Rationale

State Fiscal Stabilization Fund Program Requirements - Phase II

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.	
<p>Directions: Please include the following information on the local school system's designated website reporting the evaluation systems of principals.</p> <p><u>Principal Evaluation Systems:</u></p> <p>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.</p> <p><u>Principal professional development:</u> monthly meetings and individual school professional development focuses on instructional areas including the administrator's involvement in planning instruction, monitoring the delivery of instruction, formal teacher observations, and the teacher evaluation process in order to improve student achievement.</p> <p><u>Compensation:</u> school data is used to determine the placement of principals on the system salary schedule and this is reviewed annually.</p> <p><u>Promotion:</u> student achievement data is considered when candidates are considered for future assignments or promotions within the system.</p> <p><u>Retention and removal:</u> student achievement is one of the key factors when removing an individual from the principalship; likewise, this is considered when retaining an individual in the position.</p> <p>Directions: Please provide the link to this information on the LSS's designated website:</p> <p>_____</p> <p>http://www2.ccboe.com/PDF/hr/A&SEvaluationCriteria.pdf http://www2.ccboe.com/PDF/hr/A&SEvaluationForm.pdf</p>		

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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.

Directions: Please mark "Yes" or "No".

Evaluation Systems Include Achievement Outcomes or Student Growth

Yes, the systems used to evaluate the performance of principals include student achievement outcomes **or student growth** as an evaluation criterion.

If Yes, please respond (check one):

Student achievement outcomes are included as an evaluation criterion.

Student growth is included as an evaluation criterion.

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

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State Fiscal Stabilization Fund Program Requirements - Phase II

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.

Directions: Please 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
Outstanding	17	47%
Highly Effective	10	28%
Satisfactory	9	25%
Needs Improvement	0	
Unsatisfactory	0	

**Please provide the link to this information on the school system's designated website:
1/30/2010**

If the LEA does not currently publicly report this data, please list the major action steps that you will take to make this information publicly available by 6/30/11.

Action Steps	Who's Responsible	Completion Date
<i>Collection of information by school</i>	<i>Keith A. Hettel</i>	<i>12/30/2009</i>
<i>Posting on website</i>	<i>Keith A. Hettel</i>	<i>1/30/2010</i>