



Lillian M. Lowery, Ed.D.
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

TO: Members of the State Board of Education

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

DATE: February 24, 2015

SUBJECT: Analysis of Maryland's School Districts' Teacher Ratings: Component Measures

PURPOSE:

This informational item is part of the on-going implementation and analysis of Teacher Principal Evaluation (TPE) systems.

BACKGROUND:

In compliance with the Elementary Secondary Education Act (ESEA) Principle 3 and as part of Maryland's Race To The Top application, Local Education Agencies (LEAs) agreed to implement new evaluation systems in School Year 2013-2014. Teacher and Principal Effectiveness Ratings and associated observations were reported to the State Board in October, 2014. As part of the State's analysis of TPE, MAAC@WestEd has conducted initial observations about the performance correlations of the component measures within the evaluation ratings.

EXECUTIVE SUMMARY:

The data within this report is essential to the on-going conversations in LEAs about TPE model performance. Having this information at this time is critical to the content of the March 3 & 4 Convening on Sustaining TPE. Outcomes of the Convening, supported by this data, will enable the State, the LEAs, and related partners to determine the next phase of the work around TPE and to coordinate appropriate professional development and technical assistance in response to that direction.

ACTION:

No action is required at this time.

LML/DAV

Attachments

Analysis of Maryland School Districts' Teacher Ratings

Presented to The Maryland State Board of Education

February 24, 2015

Research Team

Dan Bugler

Jenna Terrell

WestEd



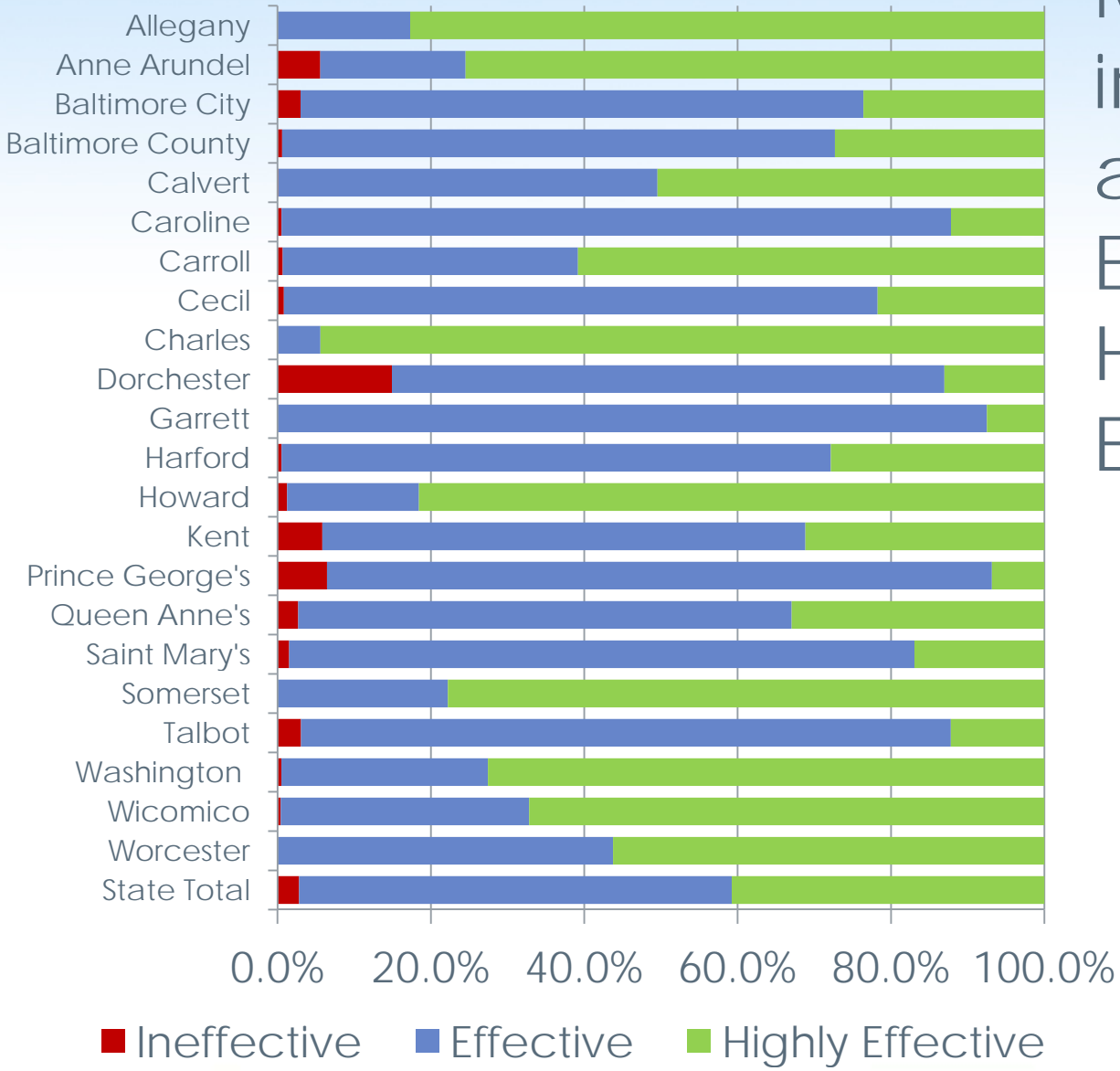
Mid-Atlantic Comprehensive Center at WestEd



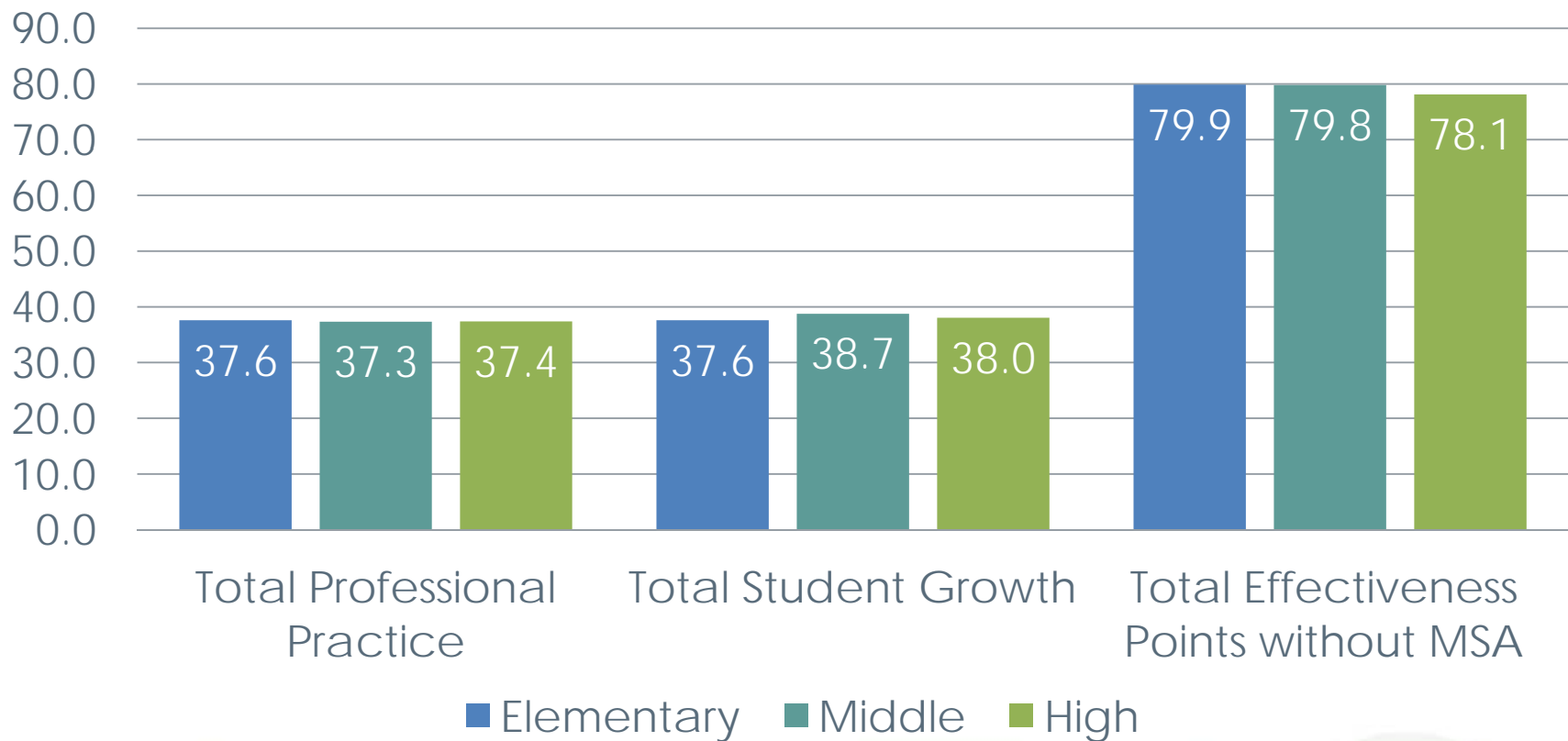
1 of 15 Federally-funded Centers supporting

- Standards and assessments
- Educator and leader effectiveness
- School turnaround
- Early childhood education
- College and career readiness and success
- Effective use of data to improve education

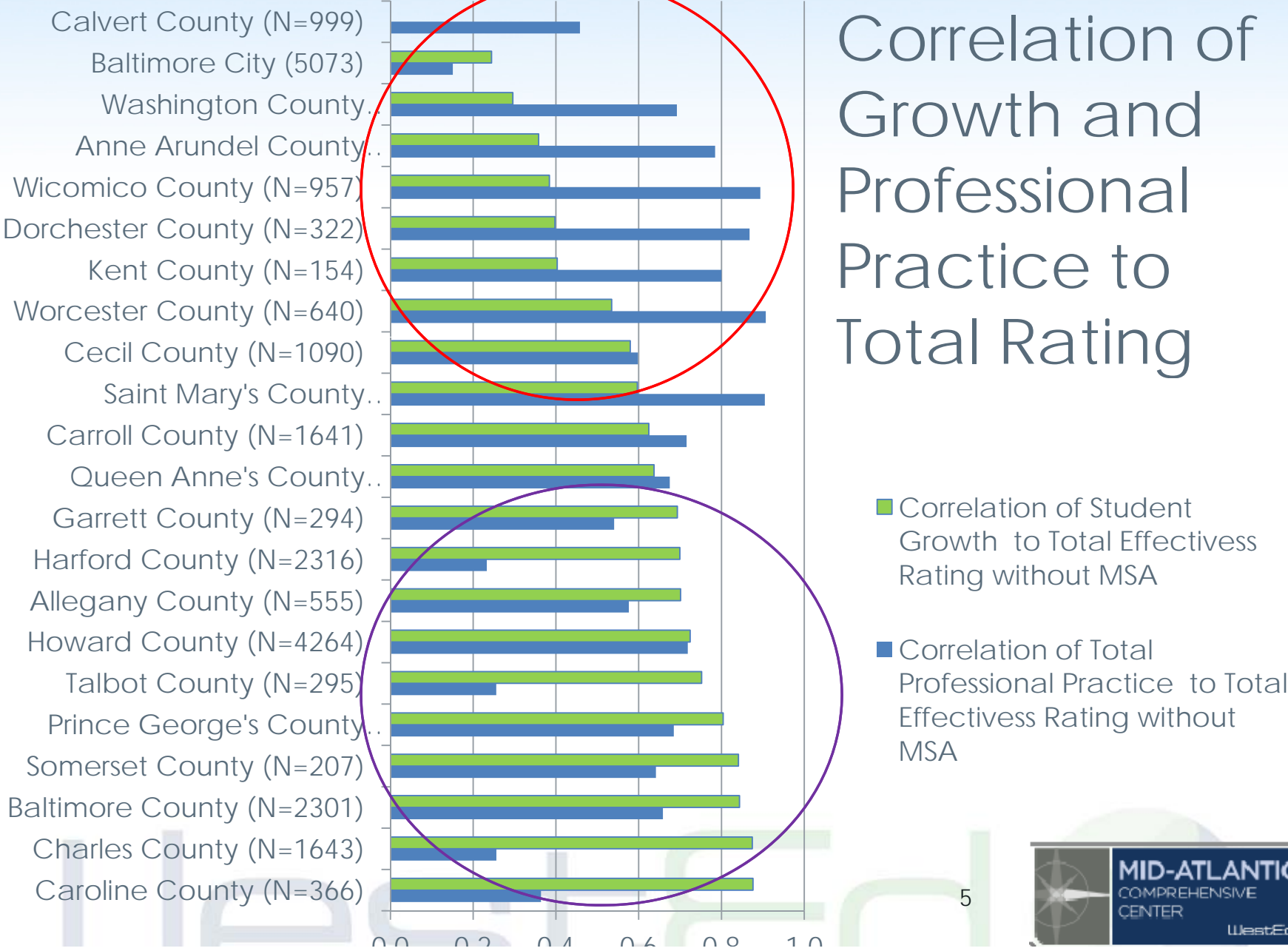
Most Teachers in Maryland are rated Effective or Highly Effective



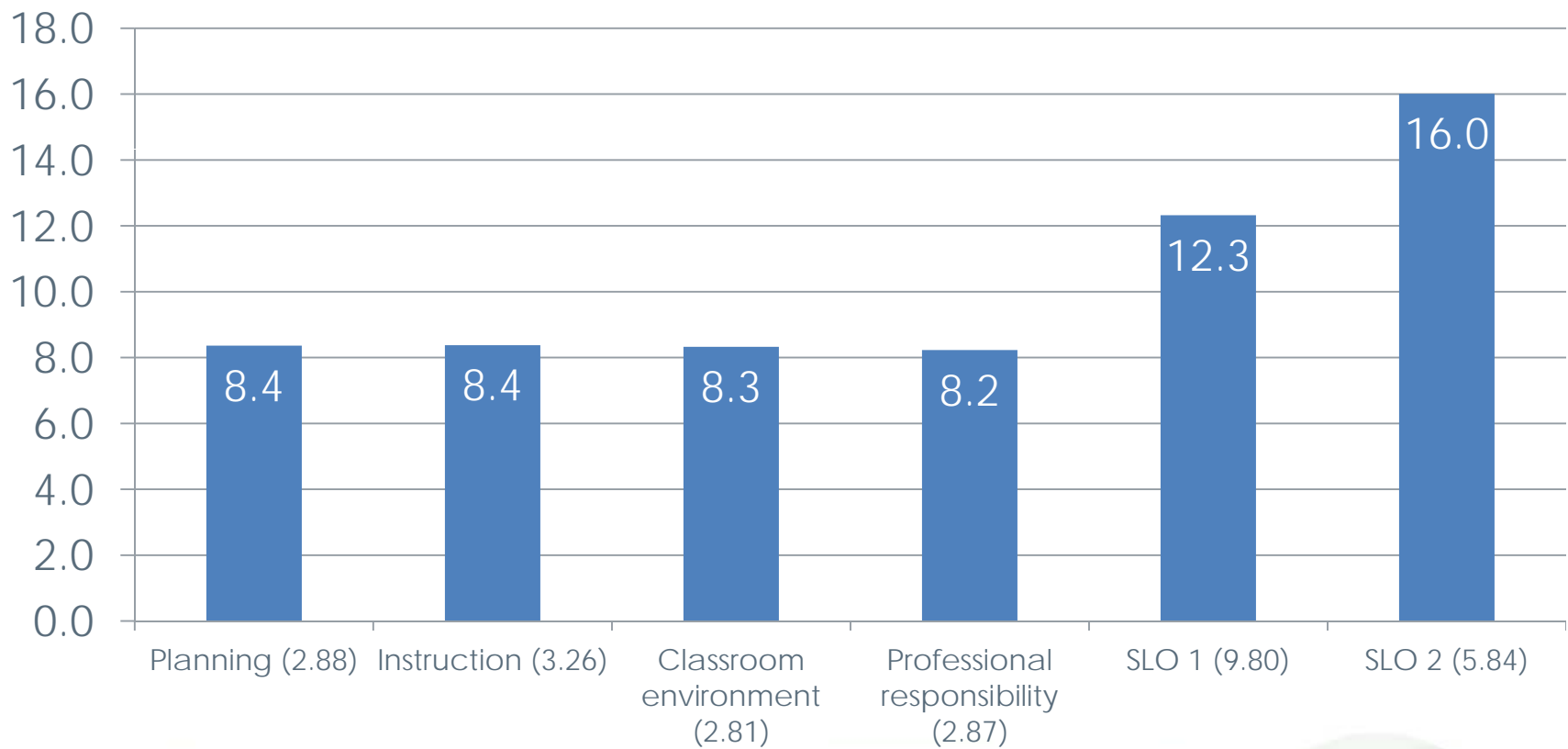
Statewide Average Effective Points Earned for Professional Practice, Student Growth and Overall By Level of School



Correlation of Growth and Professional Practice to Total Rating



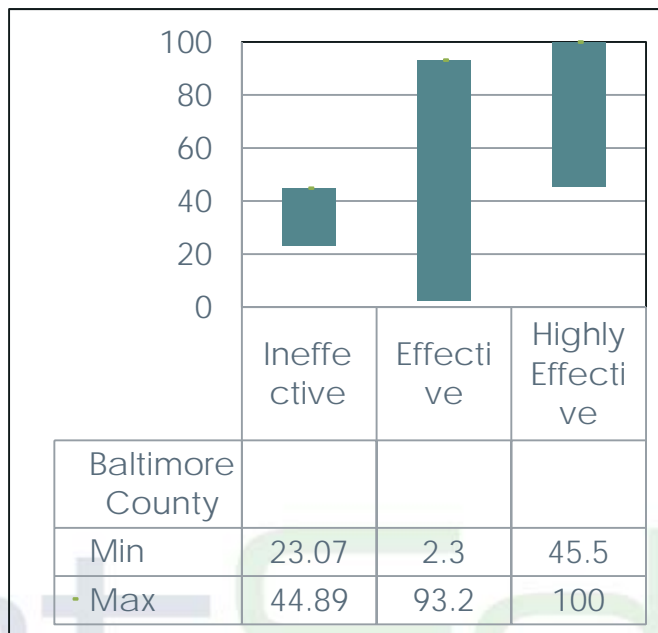
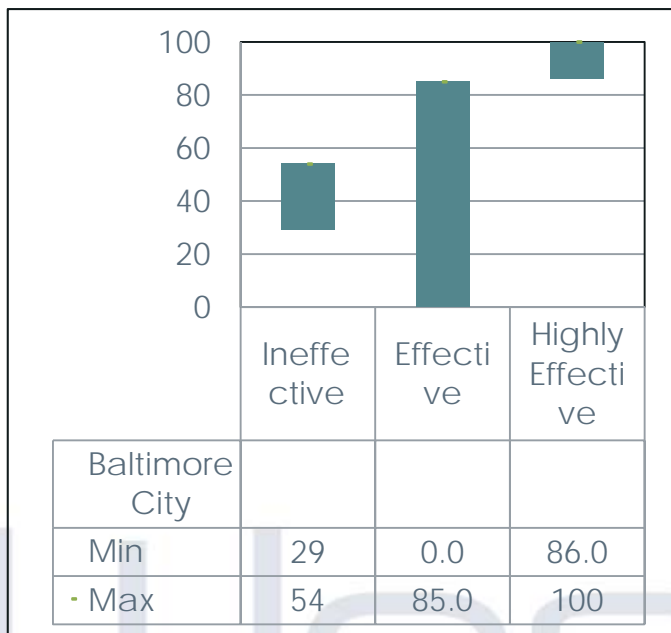
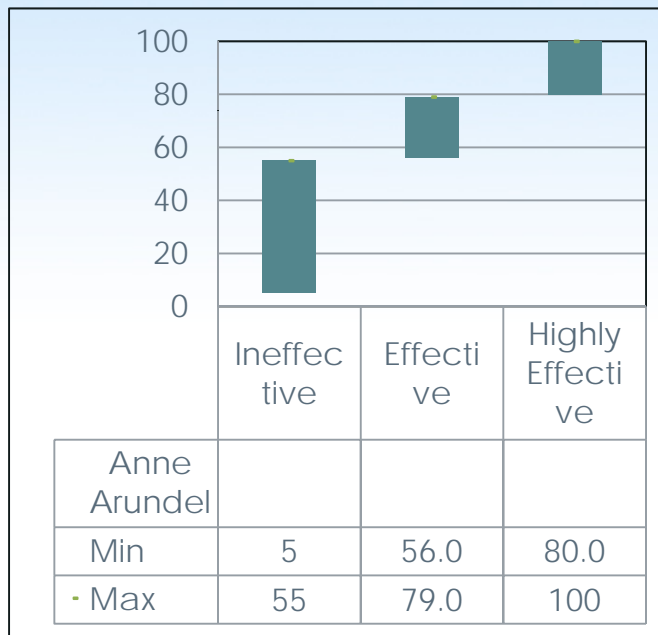
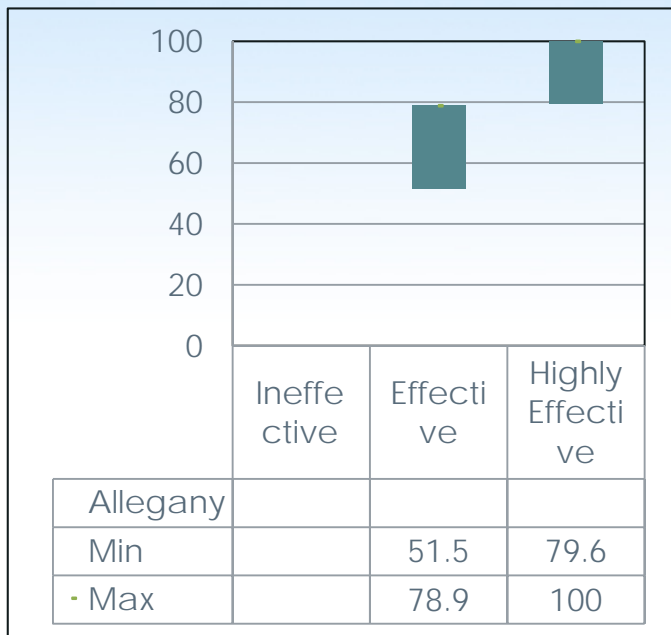
Statewide Average Effective Points Earned for Professional Practice Components and SLOs



Correlation of Professional Practice Components and SLOs to Total Rating

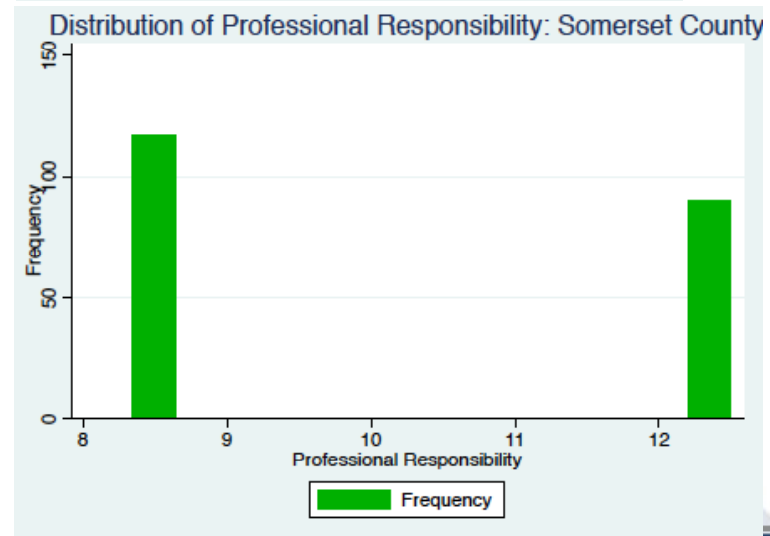
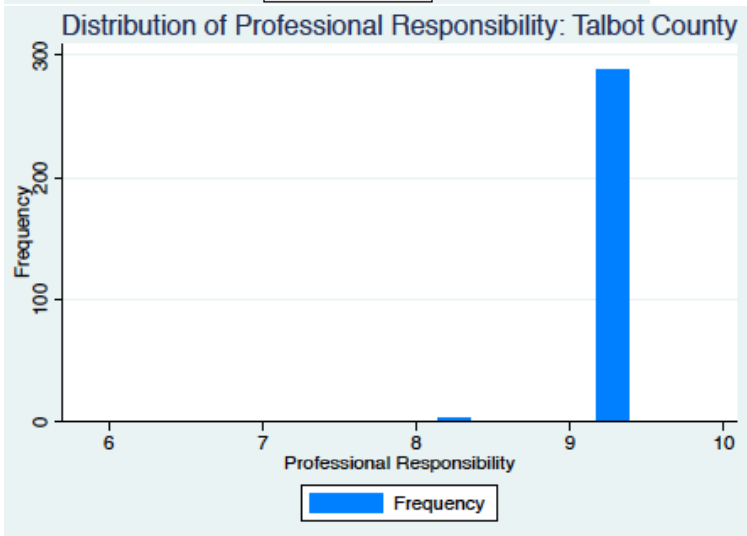
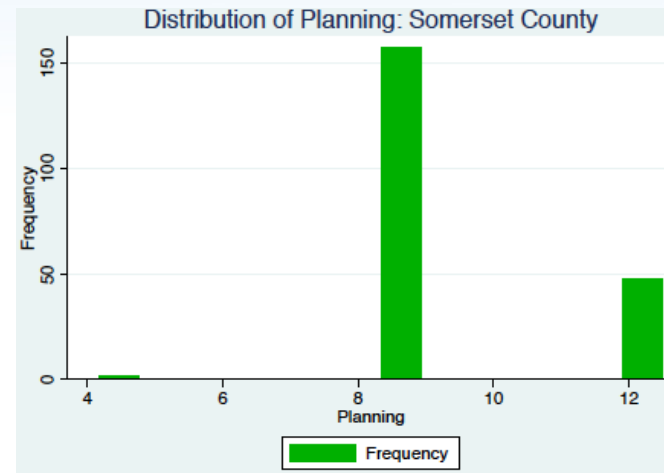
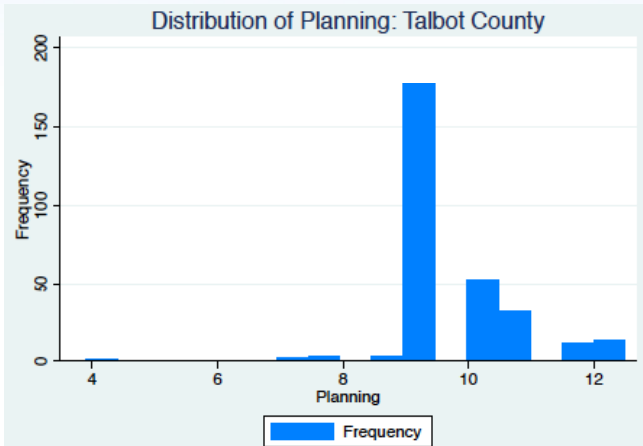
	SLO1	SLO2	Planning	Instruction	Environment	Professional
Talbot County (N=295)	0.92	0.92	0.20	0.19	0.22	0.11
Harford County (N=2316)	0.57	0.57	0.13	0.12	0.14	0.13
Charles County (N=1643)	0.71	0.73	0.22	0.23	0.23	0.22
Garrett County (N=294)	0.42	0.17	0.48	0.40	0.46	0.29
Caroline County (N=364)	0.55	0.65	0.20	0.32	0.21	0.29
Prince George's County (N=382)	0.01	0.74	0.65	0.40	0.64	0.32
Calvert County (N=999)	0.37	0.43	0.37	0.42	0.36	0.38
Cecil County (N=1090)	0.36	0.36	0.41	0.48	0.46	0.38
Allegany County (N=555)	0.36	0.39	0.48	0.54	0.53	0.44
Queen Anne's County (N=519)	0.32	0.38	0.44	0.52	0.57	0.49
Washington County (N=1370)	0.05	0.13	0.63	0.63	0.64	0.54
Baltimore County (N=2301)	0.75	0.76	0.61	0.60	0.63	0.59
Somerset County (N=207)	0.73	0.76	0.50	0.47	0.51	0.61
Anne Arundel County (N=5011)	0.23	0.24	0.69	0.71	0.67	0.63
Howard County (N=4230)	0.41	0.21	0.63	0.60	0.60	0.63
Carroll County (N=1641)	0.58	0.61	0.67	0.64	0.63	0.65
Saint Mary's County (N=1062)	0.60	0.60	0.68	0.75	0.69	0.71
Kent County (N=154)	0.34	0.34	0.79	0.80	0.79	0.80
Dorchester County (N=322)	0.32	0.39	0.84	0.84	0.85	0.85
Wicomico County (N=957)	0.33	0.38	0.86	0.84	0.87	0.86
Worcester County (N=640)	0.54	0.55	0.89	0.89	0.90	0.88
Baltimore City (N=5037)	0.18					



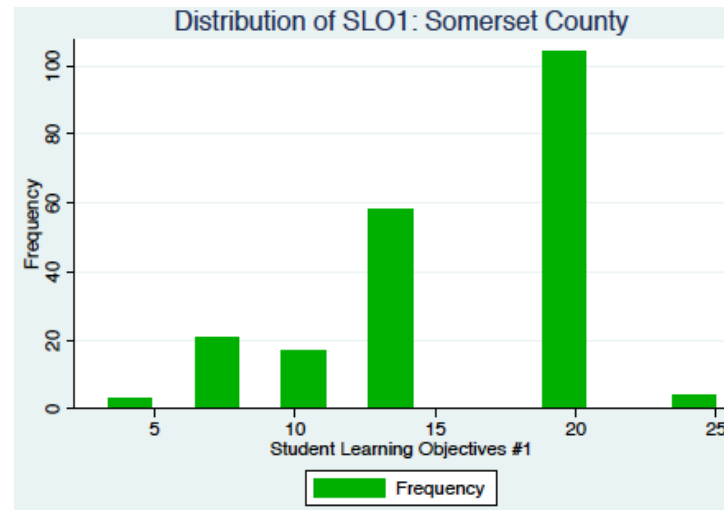
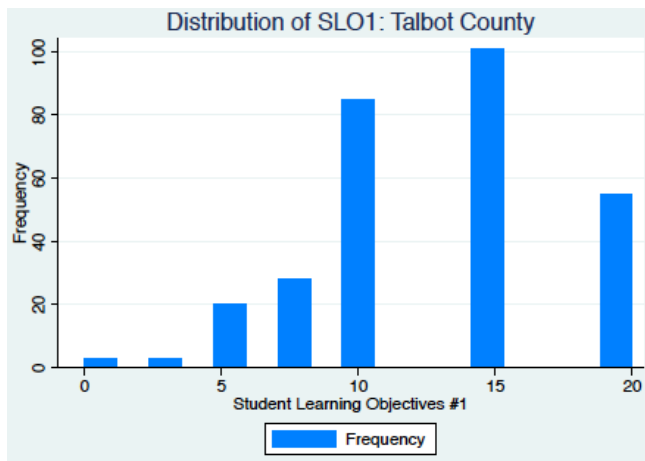
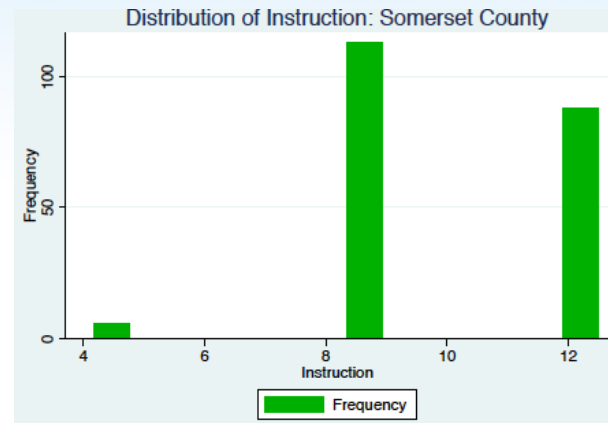
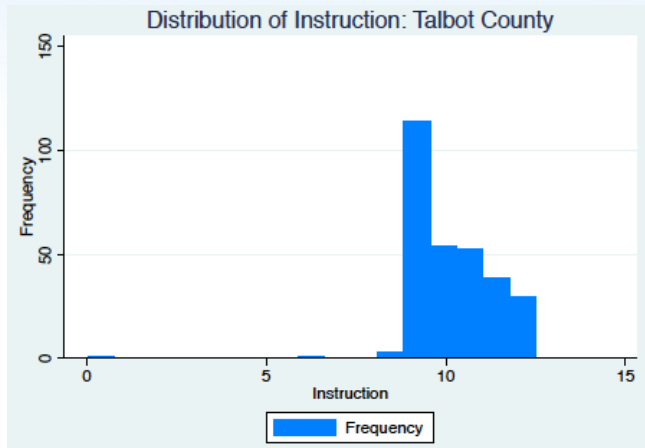


Cut Scores for Teacher Ratings Vary By District

Districts with Similar Evaluation Plans But Varied Distributions of Teacher Ratings



Districts with Similar Evaluation Plans But Varied Distributions of Teacher Ratings



Conclusions

Districts placed different emphasis on Professional Practice and Student Growth, Schools within Districts also differed in their emphasis on these factors

In many districts overall teacher ratings (Ineffective, Effective, Highly Effective) cannot be predicted with Professional Practice and Growth scores alone

Recommendations

Focus on quality and consistency of the process of conducting SLOs and Teacher Observations

Make transparent all factors that influence the overall teacher ratings (Ineffective, Effective, Highly Effective)