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State Superintendent of Schools

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TO: Members of the State Board of Education
FROM: Lillian M. Lowery, Ed.D. *L. Lowery*
DATE: May 20, 2014
SUBJECT: Teacher Principal Evaluation – Regional Forum Update

PURPOSE:

To provide information about the input received from local board members, superintendents, school system representatives, and education association representatives about the reauthorization of teacher and principal evaluation regulations.

Executive Summary:

During the 2014 legislative session, the Maryland General Assembly passed a law, which addressed teacher and principal performance evaluation criteria, including the use of student growth data. As defined in statute, the Maryland State Board of Education shall adopt regulations that establish general standards for performance evaluations for certificated teachers and principals that include observations, clear standards, rigor, and claims and evidence of observed instruction.

However, before proposing revisions to existing regulations, the statute further states that the “State Board shall solicit information and recommendations from each local school system and convene a meeting wherein this information and these recommendations are discussed and considered.”

Anticipating possible revisions to COMAR 13A.07.09 Evaluation of Teachers and Principals, and to ensure that the State Board has input from all school systems, the Maryland State Department of Education hosted five regional forums and invited local superintendents or designees, local board of education presidents or designees, and local education association presidents or designees to participate. At these regional meetings, the current regulations were presented and attendees were invited to suggest what should be kept in the current regulations as well as the changes that they would like to see made.

The forums were held at the following four community colleges:

- Community College of Baltimore County – Essex
- Chesapeake College – Wye Mills Campus
- Hagerstown Community College - Hagerstown
- Prince George’s Community College – Largo

In addition, a fifth meeting was held for Baltimore City at the city’s central office.

All 23 counties and Baltimore City participated, with one to four participants per entity. Participants included all of the invited stakeholder groups.

The attached PowerPoint summarizes the presentation and the input received by MSDE staff.

ACTION:

No action required.

Attachment

No Child Left Behind

Schools that fail to make adequate yearly progress for two consecutive years are identified for "school improvement," and must draft a school improvement plan, devote at least 10 percent of federal funds provided under Title I of NCLB to teacher professional development. Schools that fail to make AYP for a third year are identified for corrective action, and must institute interventions designed to improve school performance from a list specified in the legislation. Schools that fail to make AYP for a fourth year are identified for restructuring, which requires more significant interventions. If schools fail to make AYP for a fifth year, they must implement a restructuring plan that includes reconstituting school staff and/or leadership, changing the school's governance arrangement, converting the school to a charter, turning it over to a private management company, or some other major change.

School Does Not Make AYP		
	Status	Interventions
1 st Year	In need of local attention	Local attention/action
2 nd Year	School Improvement Year 1	<ul style="list-style-type: none"> • Offer School Choice • Develop Improvement Plan • Notify Parents • Allocate 10% Title I funds for PD • Technical Assistance from the LEA
3 rd Year	School Improvement Year 2	All of the above, AND <ul style="list-style-type: none"> • Supplemental educational services
4 th Year	Corrective Action	All of the above, AND One or more of: <ul style="list-style-type: none"> • Implement research-based curriculum or instructional program; or • Decrease school's management authority; or • Extend school day or school year; or • Restructure school's organization; or • Replace staff relevant to school's low performance; or • Appoint an outside expert
5 th Year	Restructuring Planning	All of the above, AND <ul style="list-style-type: none"> • Develop restructuring plan
6 th Year	Restructuring Implementation	All of the above, AND one or more of: <ul style="list-style-type: none"> • Reopen school as charter; or • Contract with another entity; or • State takeover of school; or • Other major governance restructuring

School exits school improvement, corrective action, or restructuring status if it makes AYP for two consecutive years, but it retains its status if it only makes AYP for one year.

What is "public school choice?"

If a school is identified for school improvement, corrective action or restructuring, in accordance with requirements under the law an LEA must provide all students in the school the option to transfer to another public school or public charter school no later than the first day of the school year following identification. The LEA is required to inform the parent if their child is eligible to attend another public school. The LEA also must identify the public schools, including public charter schools, that the parent can select for transfer. Public school choice must be provided unless state law prohibits it.

Will transportation be offered to pupils exercising public school choice options?

LEAs must provide transportation, in general, for students exercising public school choice under school improvement, corrective action or restructuring. If the funds are insufficient to provide transportation to each student who requests a transfer, the LEA must give priority to the lowest-achieving students from low-income families.

What are Supplemental Educational Services?

Low-income families can enroll their child in supplemental educational services if their child attends a Title I school that has been designated by the State to be in need of improvement for more than one year. The term "supplemental educational services" refers to free extra academic help, such as tutoring or remedial help, that is provided to students in subjects such as reading, language arts, and math. This extra help can be provided before or after school, on weekends, or in the summer.

Each State educational agency (SEA) is required to identify organizations that qualify to provide these services. LEAs must make available to parents a list of State-approved supplemental educational services providers in the area and must let parents choose the provider that will best meet the educational needs of the child.

Providers of supplemental educational services may include nonprofit entities, for-profit entities, local educational agencies, public schools, including public charter schools, or private schools. Entities that would like to be included on the list of eligible providers must contact the SEA and meet the criteria established by the SEA to be approved to be an eligible provider.

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Curriculum, Assessment, and Accountability

2013 School Improvement Status Trends Summary Report

LEA	SI Status	2011					2012					2013				
		Elementary	Middle	High	Total	Total	Elementary	Middle	High	Total	Total	Elementary	Middle	High	Total	
All Schools	Alert	197	62	39	298	298	234	56	66	356	356	339	33	52	424	
	Year 1	70	28	45	143	143	120	50	38	208	208	211	53	43	307	
	Year 2	23	24	4	51	51	61	24	30	115	115	119	48	37	204	
	Corrective Action	12	14	3	29	29	23	22	6	51	51	62	23	30	115	
	Restructured Planning	13	9	2	24	24	12	14	3	29	29	23	22	6	51	
	Restructured Implementation	33	25	20	78	78	45	34	22	101	101	57	48	24	129	
	Exited	3	5	3	11	11	2	0	0	2	2	0	0	0	0	
	Not in Improvement	562	63	116	741	741	416	32	68	516	516	104	3	38	145	
	Total	913	230	232	1375	1375	913	232	233	1378	1378	915	230	230	1375	

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as of 15MAY14
School Improvement Status counts are aggregated by SPAN - Elementary (E,EM,EMH), Middle (M), and High (MH,H)



Re-authorization of Regulations: Teacher and Principal Evaluation

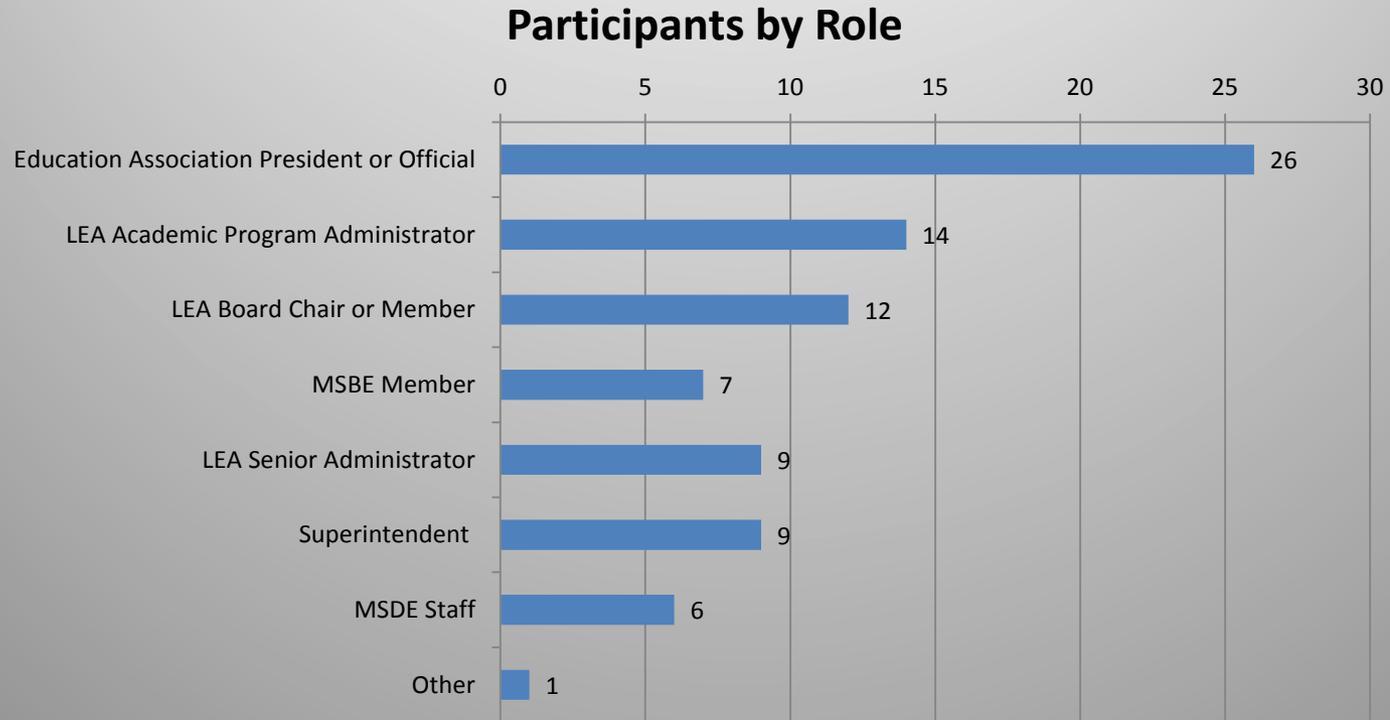
Regional Stakeholder Meetings
May 5-13, 2014

Dr. Jack Smith, MSDE

Participants

All 24 LEAs represented

Number of participants per LEA ranged from 1 to 4



Evaluation Components

Professional Practice

Student
Growth

Non-state Tested
Measures

State Tested
Measures

What the current regulations say about Professional Practice...

- Practice Components for teachers to include Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibility
- Professional Practice for Principals to include 8 Outcomes of Md. Instructional Leadership Framework and others based on ISLLC standards
- Classroom observations to play a role in evaluating professional practice
- Observations to be conducted by trained and certificated individuals
- May be announced or unannounced but with full teacher knowledge
- Evaluation of Professional Practice shall be based on at least two observations during the school year
- A written report shared and copied with teacher within reasonable time
- Signature by certificated individual to acknowledge receipt
- Observation to provide for written comments and reactions by the teacher
- Observation to provide guidance for improvement and supports

Professional Practice

State Teacher Model

Planning and Preparation

Instruction

Classroom Environment

Professional Responsibilities

12.5% Planning and Preparation

12.5% Instruction

12.5% Classroom Environment

12.5% Professional Responsibilities

Local Teacher Model

Approved by MSDE

Generally the agreed on model is:

Planning and Preparation

Instruction

Classroom Environment

Professional Responsibilities

Local Domains/Local Priorities

Percentages locally determined

Stakeholder Interests: Professional Practice

Reactions

- Professional Practice framework promotes flexibility, transitions and conversations
- Component percentages not needed for local models
- Unannounced observations unfair
- "May" and "shall" not always clearly distinguished

Stakeholder Interests: Professional Practice

Considerations

- Stipulate 1 observation per semester
- Observation to capture a substantial amount of time
- Better define “Professional Responsibilities”
- Keep open options to explore new models
- Make Professional Practice a greater percentage of the evaluation
- Share a written and oral report with teachers

What the current regulations say about Student Growth...

- Must be a significant factor
- Must use multiple measures
- Not be based solely on one test
- No single measure more than 35%
- For the State Model, student growth counts for 50% of the evaluation using state assessments and other student growth measures.

The Role of State Assessment in Measuring Student Growth Elementary and Middle School

State Teacher Model

Elementary /Middle Teacher With Two Tested Areas

20% lag measure based on
10% Math
and
10% Reading

Elementary /Middle Teacher With One Tested Area

20% lag measure based on Math
or
20% lag measure based on
Reading

Local Teacher Model

Approved by MSDE

Generally the agreed on model is:

Elementary /Middle Teacher With Two Tested Areas

20% lag measure based on
10% Math
and
10% Reading

Elementary /Middle Teacher With One Tested Area

20% lag measure based on Math
or
20% lag measure based on Reading

The Role of State Assessment in Measuring Student Growth High School

State Teacher Model

High School Teacher With HSA Tested Areas

SLO measure based on HSA Algebra, Biology, English 2, or Government including an HSA Data point.

20% Annual lag data informed SLO

Local Teacher Model Approved by MSDE

Generally the agreed on model is:

High School Teacher With HSA Tested Areas

One Student Learning Objective targeted at an HSA linked to state and/or local goals, approved by MSDE

No single annual lag data informed SLO to exceed 35%.

Stakeholder Interests: Student Growth in Tested Areas Reactions

- Using lag data remains a source of friction and confusion
- Component percentages are arbitrary; 50/50 a particular friction
- Anxiety exists over the still-pending waiver
- Need to better understand the “value” for teachers
- Growth is a disincentive to teachers
- Growth will be difficult to ascertain in near future
- Growth models continue to lack clarity
- Growth illuminates the advantages of Professional Practice
- “Informing “ language helpful and appreciated
- “Inform” not consistently understood, ambiguous
- Using survey data merits consideration (e.g. student surveys)
- Using SPI data not a good fit for teachers – especially in non-tested areas
- Equity: teachers in tested vs. non-tested areas

Stakeholder Interests: Student Growth in Tested Areas Reactions

- SLOs endorsed as meaningful and purposeful
- Great variance in rigor of SLOs
- Newness of SLOs causes concern (validity and reliability)
- Dialogue on SLOs should be continuous throughout the school year

Stakeholder Interests: Student Growth in Tested Areas

Considerations

- Offer flexibility with HSA use (since data released in summer)
- Keep open options to explore new models
- Focus on formative assessments to help measure growth
- Regulation should stipulate alignment between assessments and standards, between statute and regulation
- Strive to simplify the model
- Delay evaluation deadline
- Take advantage of the state assessment hiatus to promote prospective thinking, SLO work, and use of growth scores
- Encourage development and dialog of SLOs as close to classroom and school as possible
- Default, should it occur, should not be a permanent situation
- Offer guiding principles to focus local autonomy
- Avoid disturbing statutory language
- State should promote agreement within the LEA
- Align the evaluation and state assessment cycles
- Decrease the percent that student growth counts in models

Measuring Student Growth in non-tested areas and in addition to State Assessments ...

- Student Learning Objectives
- Locally approved measures
- School-wide index

The Role of Multiple Measures in Student Growth

Non-assessed Areas

State Teacher Model

One SLO measure as determined by priority identification at the district or school level

One SLO measure as determined by priority identification at the classroom level

15% Annual SLO

15% Annual SLO

Local Teacher Model Approved by MSDE

Generally the agreed on model is:

LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE.

No single measure to exceed 35%

...and additionally for Non-HSA High School Teachers

State Teacher Model

High School Teacher Without HSA Tested Areas

SLO informed by School Progress Index (Achievement, Gap Reduction, Growth, Maryland College and Career Readiness Standards), Advanced Placement or similarly available measures

20% Data informed SLO

Local Teacher Model Approved by MSDE

Generally the agreed on model is:

High School Teacher Without HSA Tested Areas

One Student Learning Objective must be targeted at an HSA_linked to state and/or local goals, approved by MSDE

No single annual lag data informed SLO to exceed 35%.

Stakeholder Interests: Student Growth in Non-Tested Areas

Reactions

- Equity: teachers in tested vs. non-tested areas
- SLOs become more consequential
- SLOs linked to ELA or math can be artificial, especially in high school
- Work load unmanageable
- Confusion how some areas (e.g., PE) can be addressed – need clear standards
- SLOs endorsed as meaningful and purposeful
- A poor SLO can be unhelpful
- SPI use unclear

Stakeholder Interests: Student Growth in Non-Tested Areas

Considerations

- Maintain local model flexibility
- Maintain balance among components of evaluation system
- Encourage development and dialog of SLOs as close to classroom and school as possible

What the current regulations further say about an evaluation system...

- Provide for Evaluation Cycles that include:
 - A three year cycle for Professional Practice for tenured teachers who are rated effective
 - An annual cycle of student growth and professional practice for ineffective and/or non-tenured teachers
 - The allowance that in any year; a principal may require or a teacher may request a review of a full evaluation
 - Annual evaluation of Principals on all component measures
- Include, for any ineffective evaluation report, at least one observation other than that of the immediate supervisor
- Provide for a rating of Highly Effective, Effective, or Ineffective

...cont

- Be based on clear standards
- Have claims and evidence of observed instruction that substantiate the observed behavior or behaviors in a classroom observation and/or evaluation shall be included in the evaluation report
- Include a Professional Development component
- Provide professional development, resources, and mentoring for ineffective and for non-tenured teachers

What the current regulations further say about an evaluation system...

Reactions

- RTTT seems to be more restrictive than COMAR
- 3-year cycle tends to devalue Professional Practice, which is more valuable than student growth (evaluated every year)
- Workload, especially for Principal Evaluation, is daunting
- Continued preference for 2-tier or 4-tier ratings
- Work between the LEA and the bargaining unit is considerable
- All aspects of growth--measures, models, definitions--are inadequately understood
- Transition from MSA to PARCC use is poorly understood
- Accountability does not apply to the students

What the current regulations further say about an evaluation system...

Considerations

- Avoid mid-year changes in the regulations and models
- Keep the 3-year cycle for Professional Practice; it is critical to manage the workload
- Allow a more focused evaluation for principals, not the present "all component" language
- Ensure a full year of support before any adverse actions
- Tie "standards" to requirement for "evidence"
- Preserve local model option
- Keep Professional Development separate from evaluation
- Keep language "be based on clear standards"

Next Steps...