



Karen B. Salmon, Ph.D.  
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**TO:** Members of the State Board of Education  
**FROM:** Karen B. Salmon, Ph.D. *KBS*  
**DATE:** July 18, 2017  
**SUBJECT:** 2015-2016 Teacher and Principal Effectiveness Ratings

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**PURPOSE:**

The purpose of this agenda item is to share teacher and principal effectiveness ratings for the 2015-2016 school year.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

Education Reform Act of 2010 and Code of Maryland Regulation (COMAR) 13A.07.09 identify requirements for evaluation of teachers and principals. All teachers and principals are required to be evaluated annually using either the state evaluation model or an approved locally developed model. The state evaluation model consists of equally weighted measures of professional practice and student growth. Evaluation models are required to provide, at a minimum, overall ratings of highly effective, effective, and ineffective.

***Professional Practice***

Professional practice domains for teachers align with the Charlotte Danielson Framework for Teaching. Domains include:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Professional practice domains for principals are based on eight outcomes in the Maryland Instructional Leadership Framework (MdILF) and four Interstate School Leaders Licensure Consortium (ISLLC) standards. Domains include:

**MdILF**

1. School Vision
2. School Culture
3. Curriculum, Instruction, and Assessment
4. Observation and Evaluation of Teachers
5. Integration of Appropriate Assessments
6. Use of Technology and Data
7. Professional Development
8. Stakeholder Engagement

**ISLLC**

1. School Operations and Budget
2. Communication
3. School Community
4. Integrity, Fairness, and Ethics

In February 2017, the State Board of Education adopted the Professional Standards for Educational Leaders. These standards will replace MdILF outcomes and ISLLC standards for professional practice domains in principal evaluations for the 2017-2018 school year.

### ***Student Growth***

Student growth must be a significant component of teacher and principal evaluations. In the state evaluation model, student growth accounts for 50% of the total evaluation. Student progress must be demonstrated across two points in time and has to encompass multiple measures. Student learning objectives (SLOs) are the predominate measure of student growth for teachers and principals. SLOs are informed by assessment data and whole school growth measures.

### **EXECUTIVE SUMMARY:**

The 2015-2016 teacher and principal effectiveness ratings represent 56,704 teacher effectiveness ratings from 24 school systems and 1,320 principal effectiveness ratings from 23 school systems. Approximately 98% of teachers and principals are rated as effective or highly effective. Teachers and principals rated ineffective are concentrated in schools that have a high number of low-income families and students of color. Teachers rated as ineffective on average have less than three years teaching experience. The professional practice domain of instruction appears to be the greatest contributor to a rating of highly effective for teachers.

MSDE is in the process of collaborating with stakeholders to improve the quality and consistency of the teacher and principal evaluation process within and across school systems in Maryland. The Office of Leadership Development and School Improvement is involved in the following activities:

1. Exploring revisions to the state evaluation model to include modifying the weighting of professional practice and student growth and expanding the three ratings system to include a fourth category of developing.
2. Drawing correlations between the rating of educator effectiveness and student performance. An independent analysis by CNA (formerly the Center for Naval Analysis), generously funded by a grant from the Southern Regional Education Board, is currently studying this correlation using Maryland's effectiveness ratings and PARCC scores.
3. Providing targeted professional learning experiences and resources to address issues of inequity; improving the quality and process for SLOs; and strengthening the consistency of observations and the evaluation process.

### **ACTION:**

No action requested. For information purposes only.

Attachments: 2015-2016 Teacher and Principal Effectiveness Ratings Presentation



# 2015-2016 Teacher and Principal Effectiveness Ratings

Superintendent's Report  
Maryland State Board of Education  
July 18, 2017

# State Framework: Teacher Evaluation System Overview

## Professional Practice 50%

Planning and Preparation

Classroom Environment

Instruction

Professional Responsibility

## Student Growth 50%

Assessment Informed Growth Measure  
(informed by local or state assessment)

Whole School Growth Measure

**Ratings: Highly Effective, Effective, or Ineffective**

# State Framework: Principal Evaluation System Overview

## Professional Practice 50%

## Student Growth 50%

### Maryland Instructional Leadership Framework

Vision

Culture

Curriculum, Instruction,  
and Assessment

Observation /  
Evaluation of Teachers

Technology and Data

Professional Development

Stakeholder Engagement

### Interstate School Leaders Licensure Consortium Standards

Operations and Budget

Communication

School Community

Integrity, Fairness, and  
Ethics

**2017 – 2018  
Transition to the  
Professional Standards for  
Educational Leaders**

**Assessment Informed Growth Measure**  
(informed by local or state assessment)

**Whole School Growth Measure**

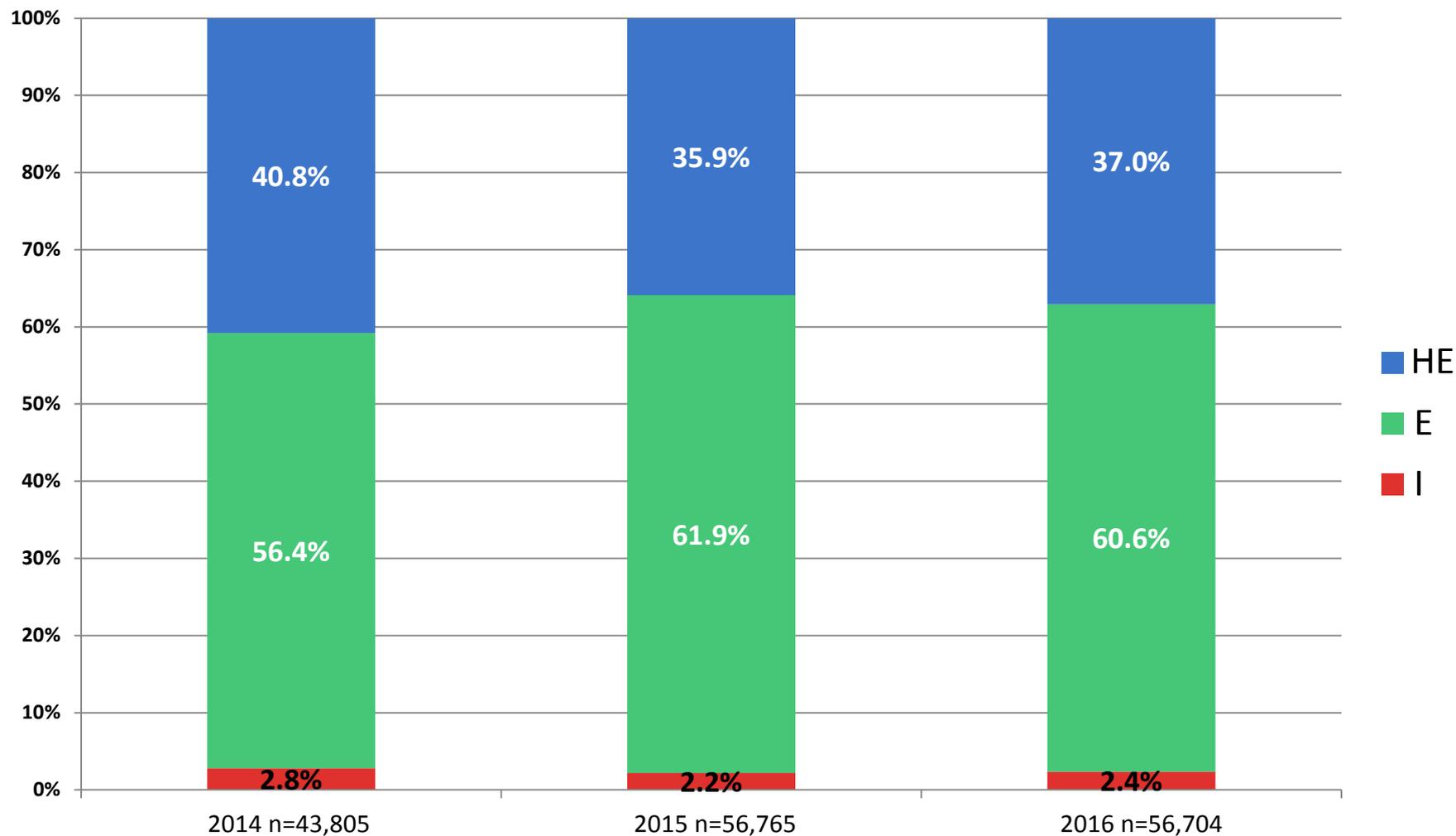


# Evaluation Cycle

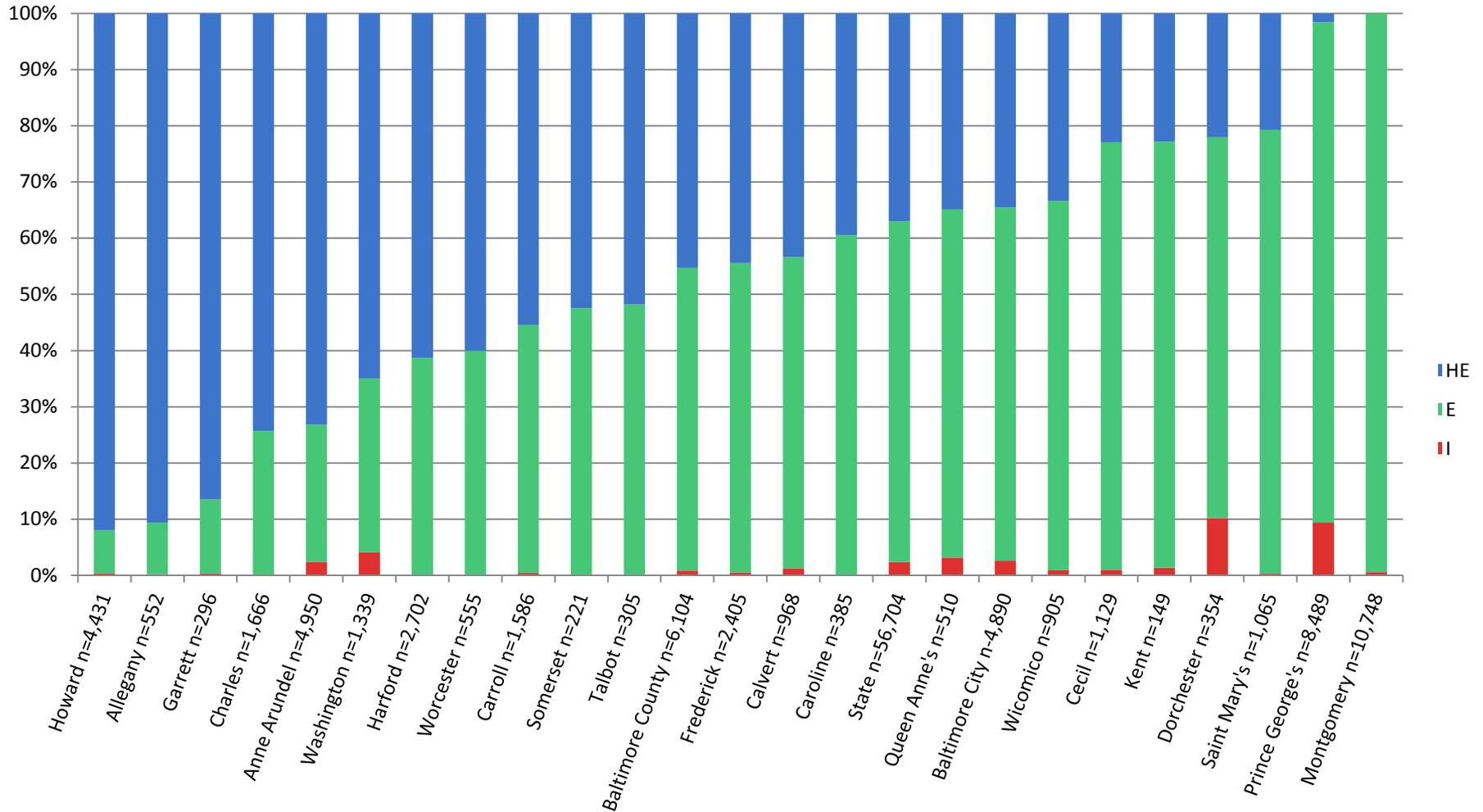
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- **Nontenured Teachers and Teachers Rated Ineffective**
  - Evaluated annually on student growth and professional practice.
- **Tenured Teachers**
  - Year 1: Evaluated on professional practice and student growth.
  - Years 2 and 3: Evaluated on student growth. Professional practice rating from previous year can be used if teacher was rated effective or highly effective.
- **Principals**
  - Evaluated annually on student growth and professional practice.

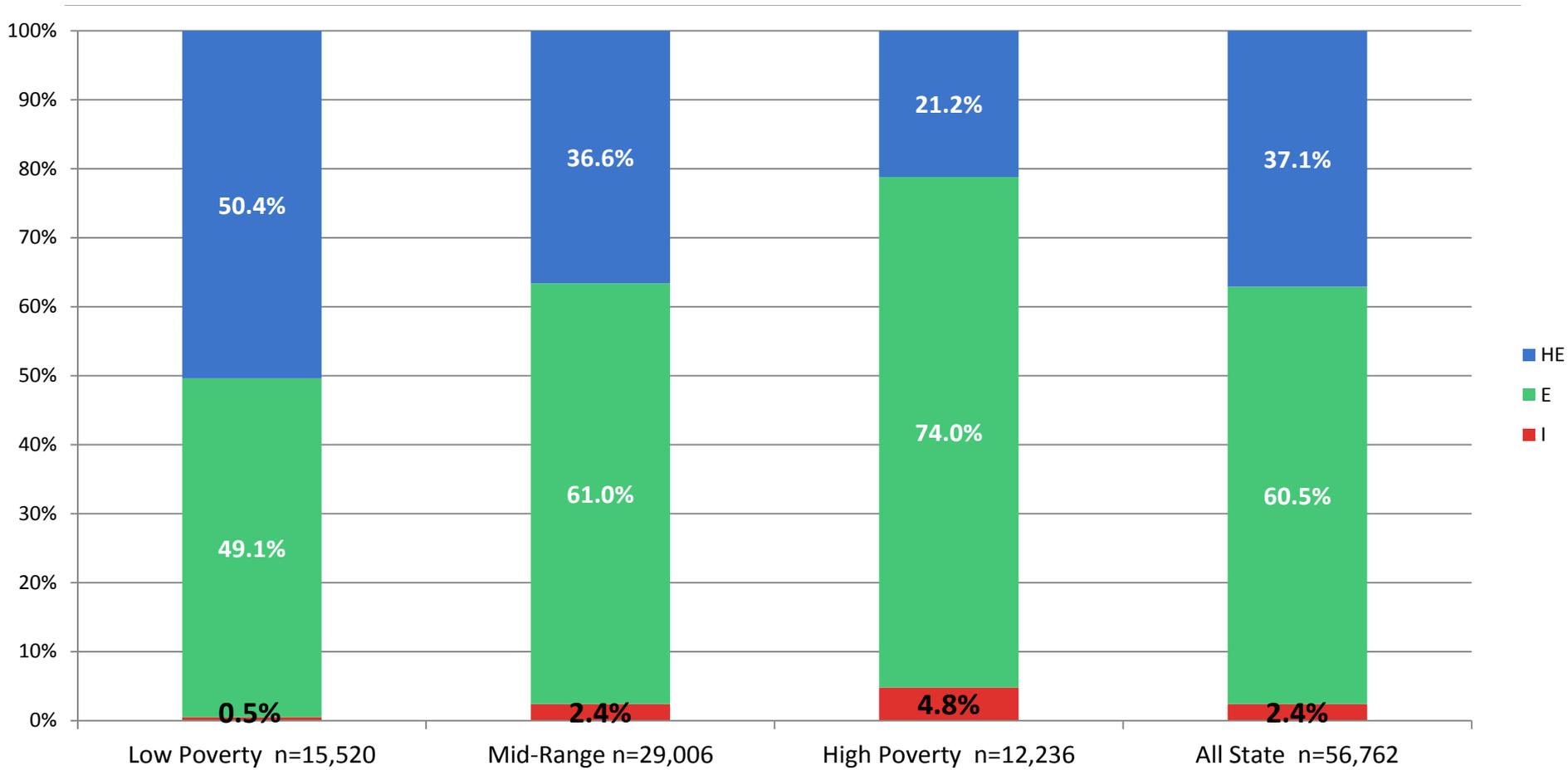
# Most Maryland Teachers are Rated Effective or Highly Effective



# LEAs Range From Reporting 92% Highly Effective Teachers to Less Than 2% Highly Effective Teachers

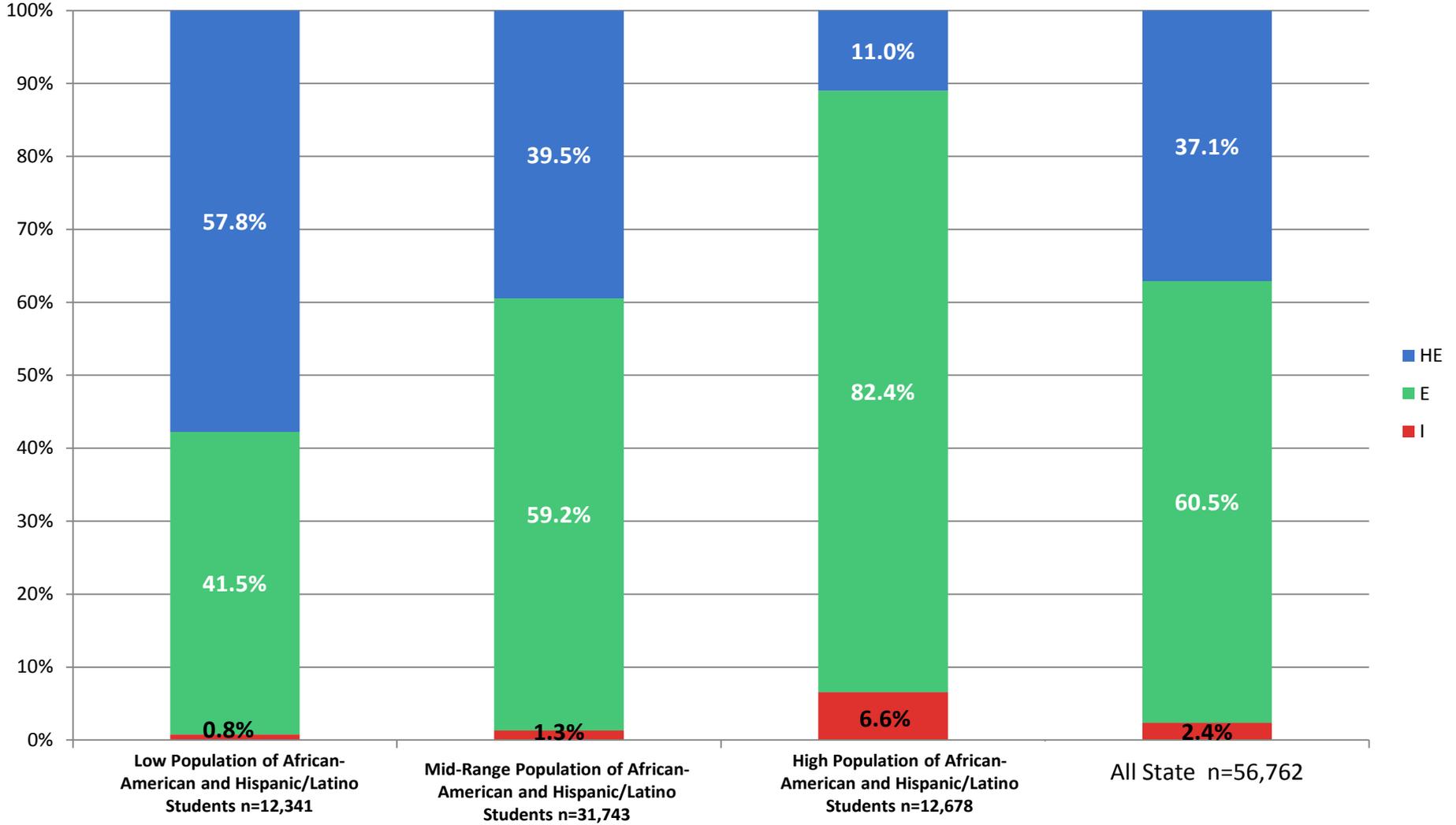


# The Percent of Teachers Rated Ineffective is Nearly Ten Times Greater in High Poverty Schools Than in Low Poverty Schools

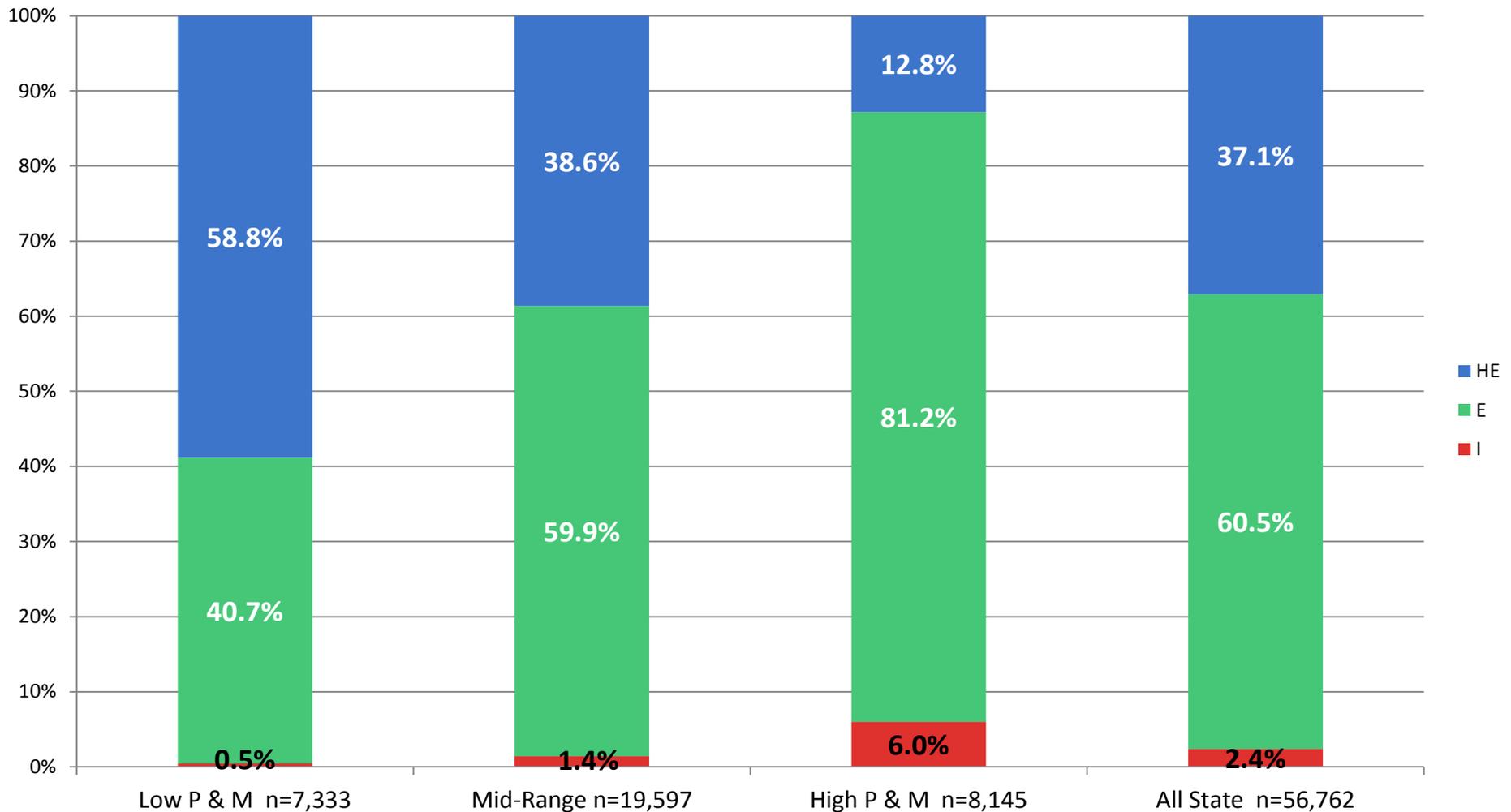


Poverty is defined using the method for the Annual APR report: n FARMS/Enrollment sorted into statewide quartiles.

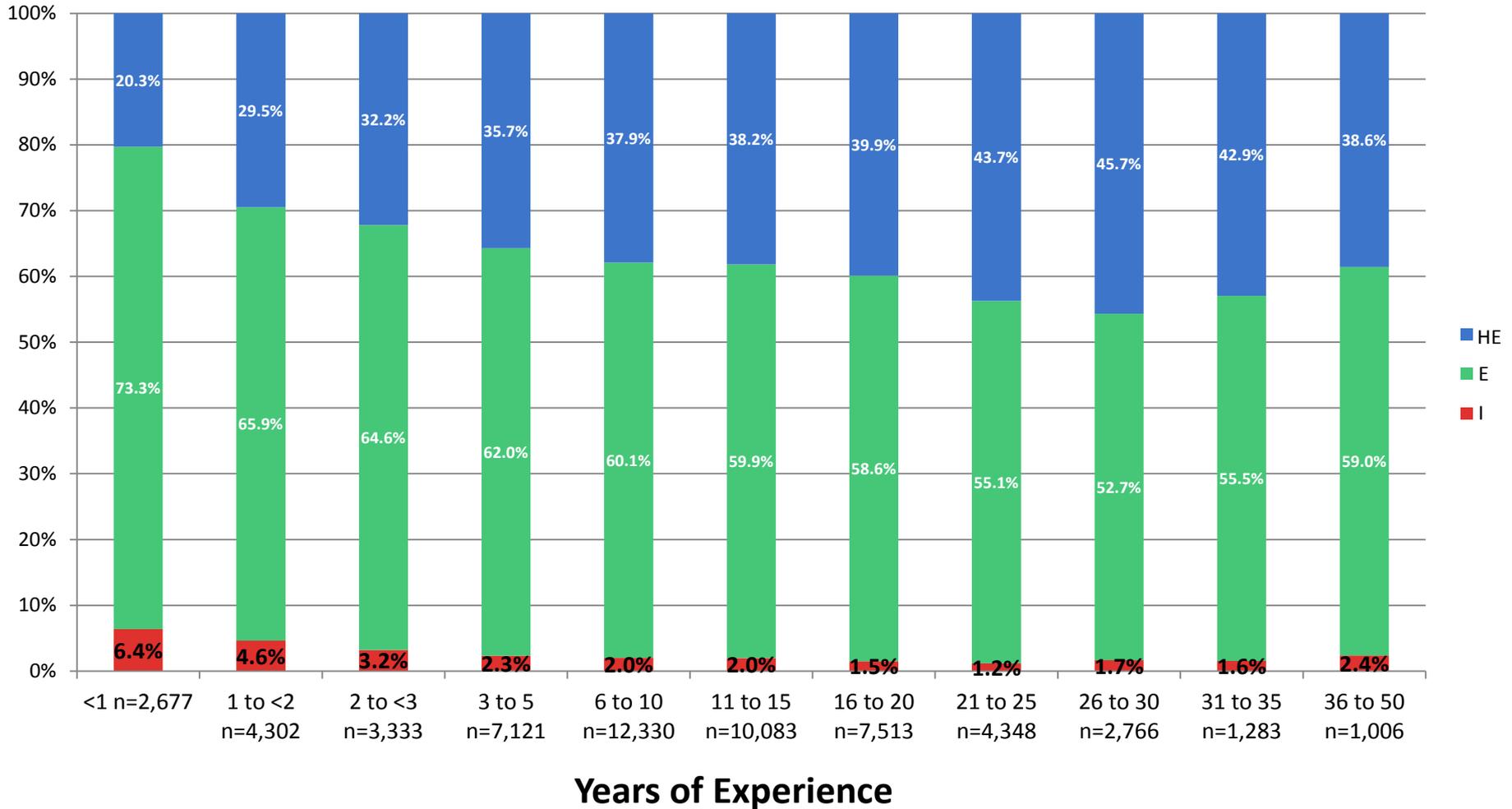
# The Percent of Teachers Rated Ineffective is Nearly Eight Times Greater in Schools with a High Population Of African-American and Hispanic/Latino Students



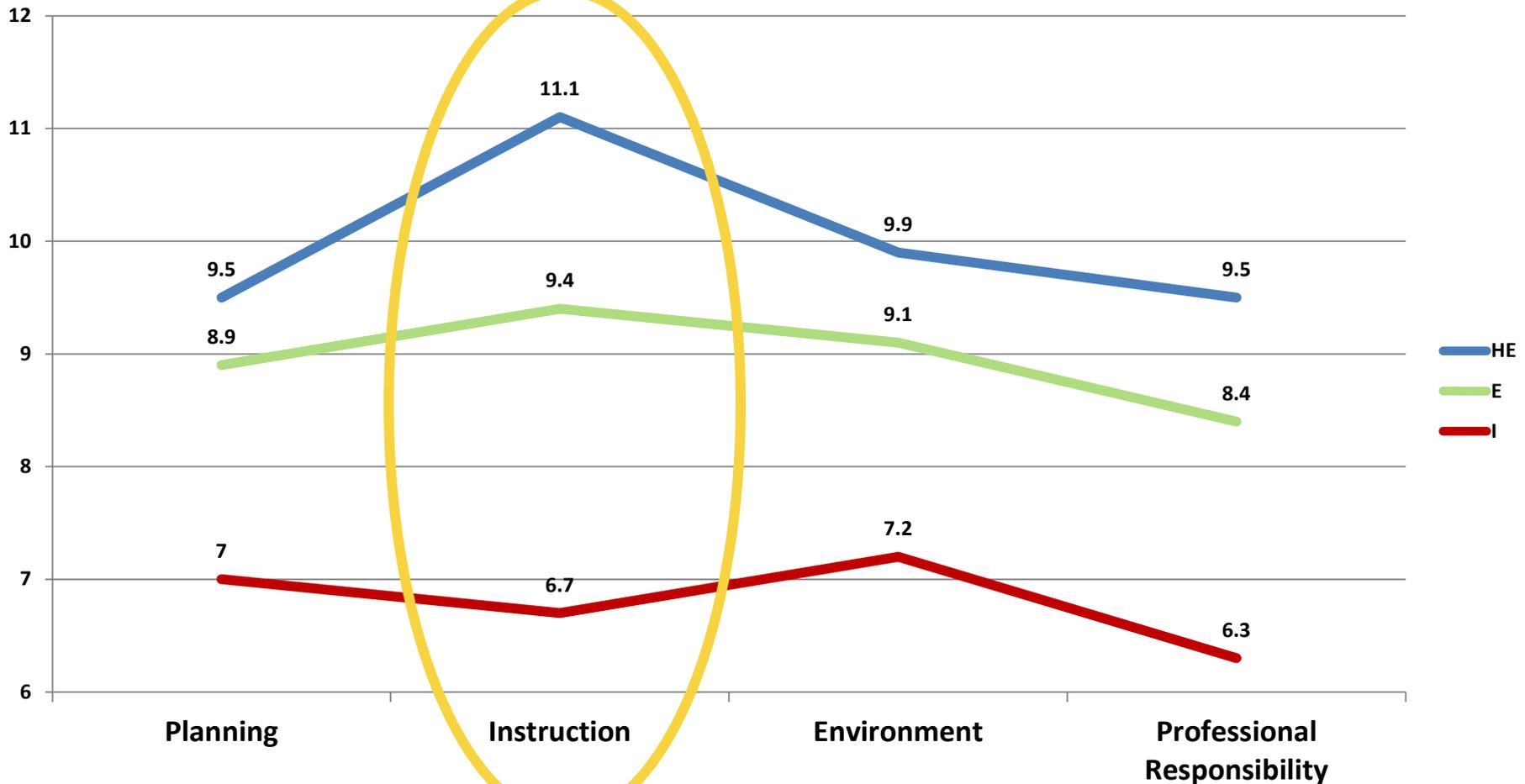
# High Poverty Schools with a High Population of African-American and Hispanic/Latino Students are 12 Times More Likely to Have Teachers Who are Rated as Ineffective



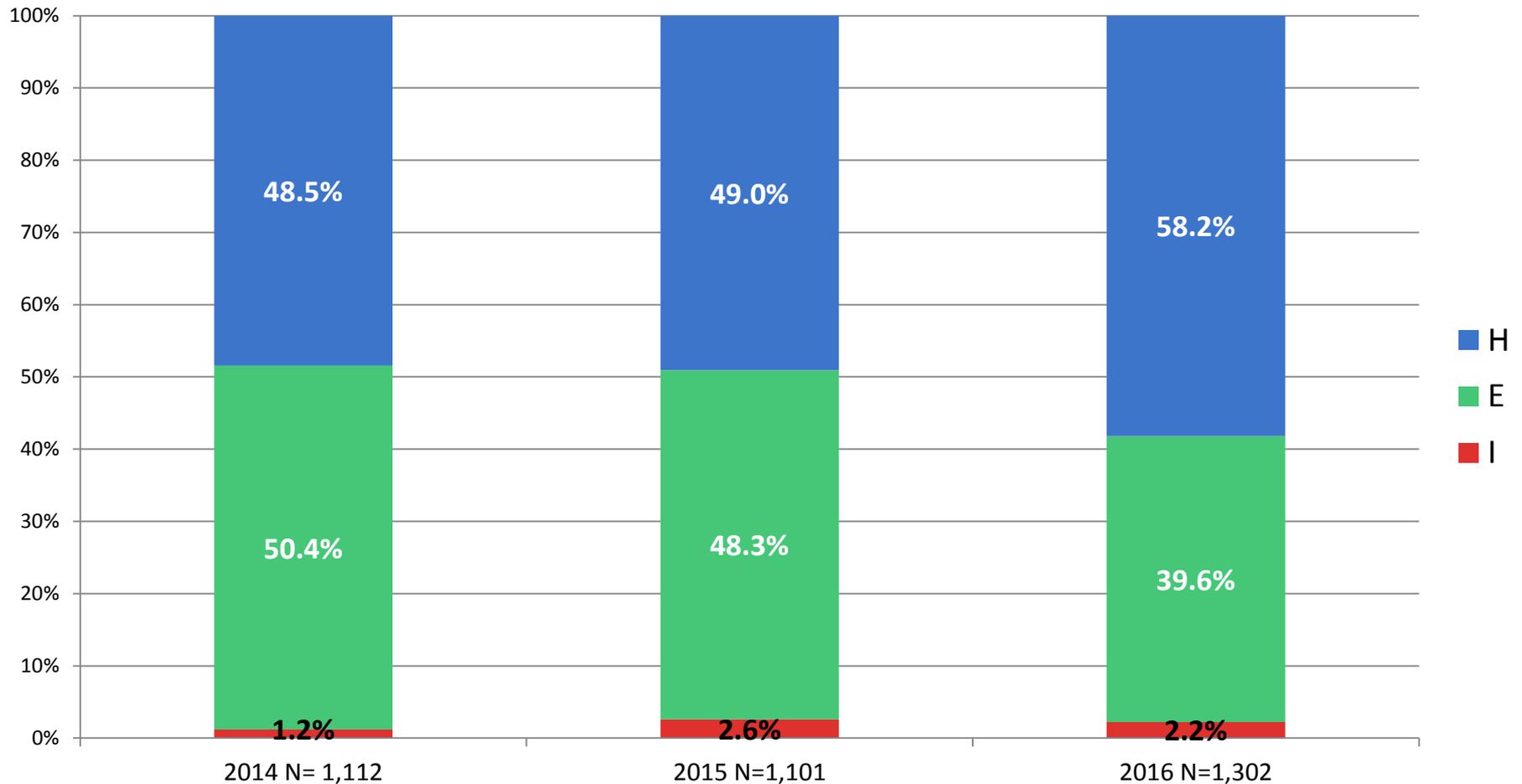
# Inexperienced Teachers Account for the Greatest Percentage of Ineffective Ratings



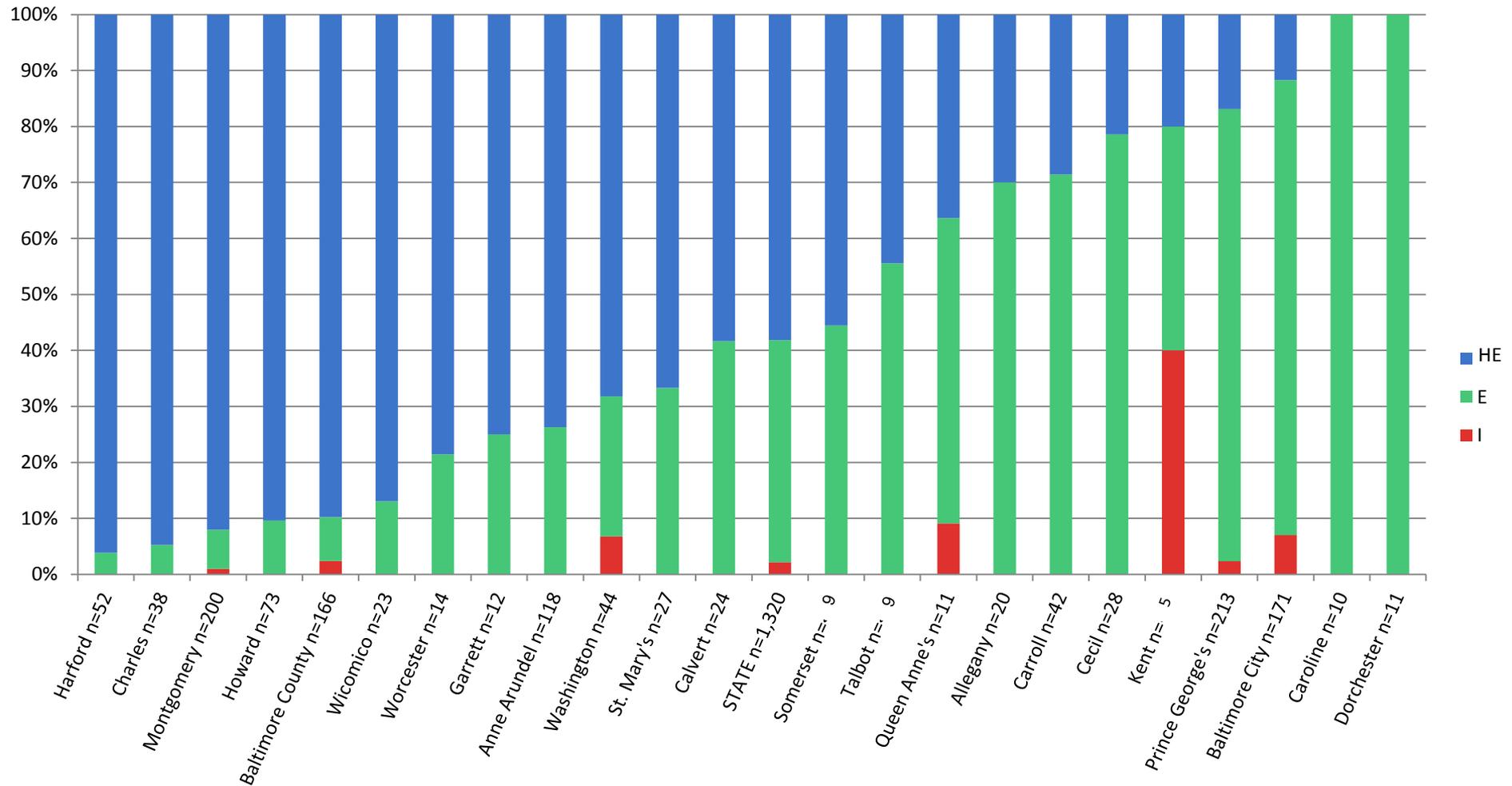
# Instructional Delivery is a Dominant Contributor to Highly Effective Ratings



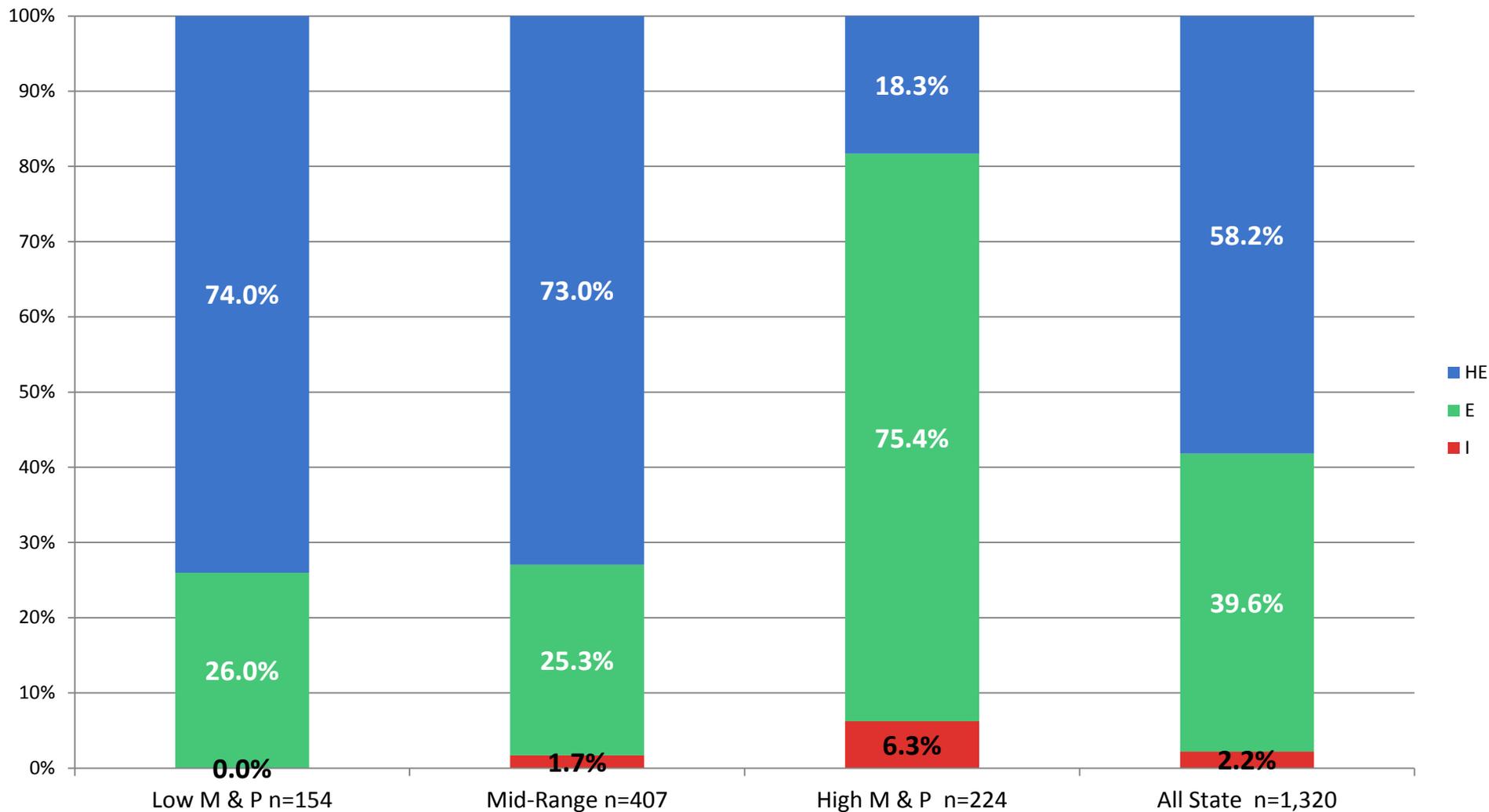
# Most Maryland Principals are Rated Effective or Highly Effective



# LEAs Range from Reporting 96% Highly Effective Principals to 0% Highly Effective Principals



# Principals Rated as Ineffective are Concentrated in High Poverty Schools that have a High Population of African-American and Hispanic/Latino Students





# Next Steps

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- ❑ Discuss data with Superintendents and identify how inequities will be resolved.
- ❑ Explore revision of state frameworks for educator evaluations.
- ❑ Collect and analyze effectiveness ratings for the 2016-2017 school year.
- ❑ Provide professional learning experiences and resources that support effective and equitable practices.