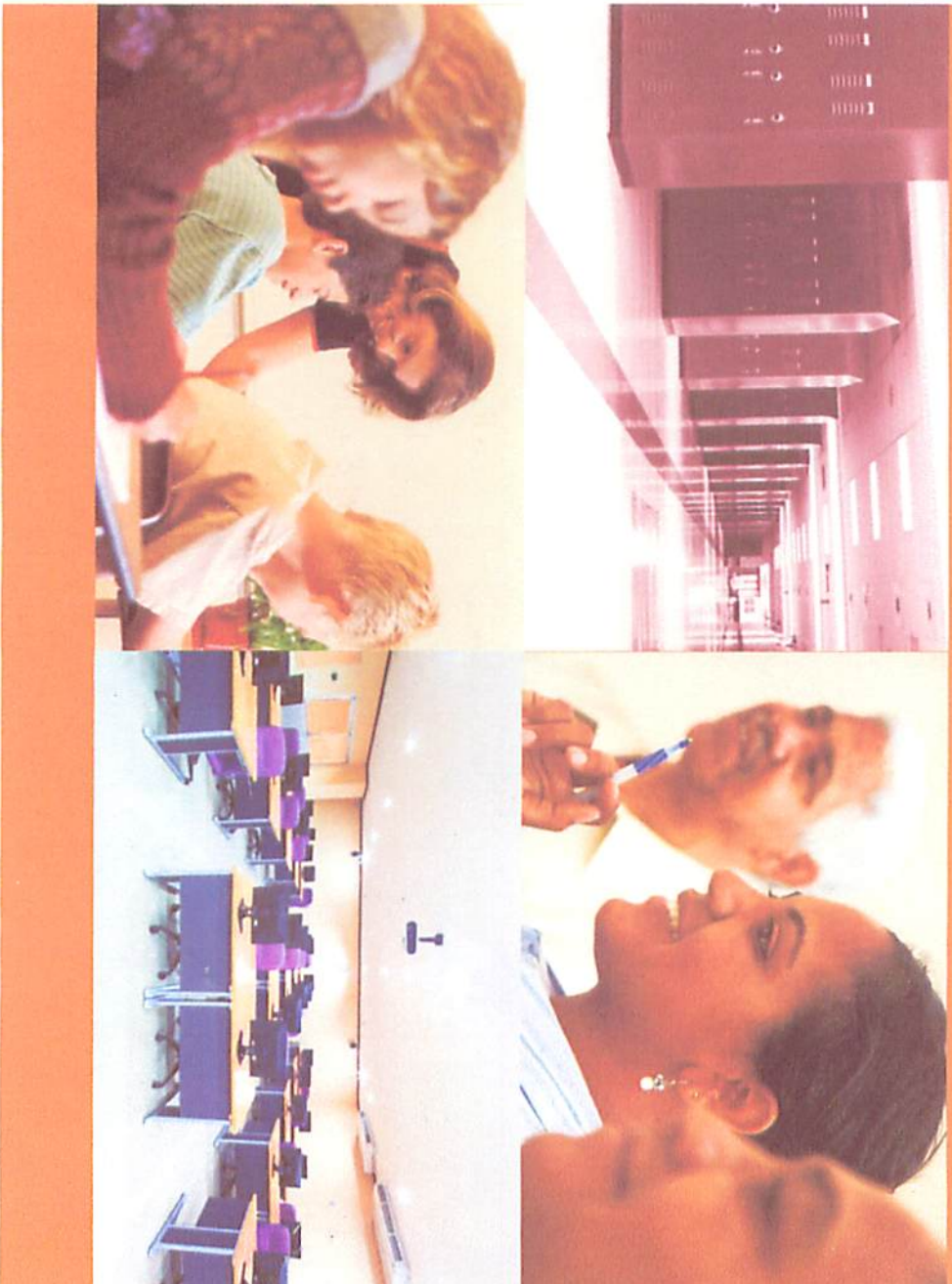


# Teacher Effectiveness and Support for Growth



Using meaningful  
evaluation to  
increase  
effectiveness of  
teachers and  
leaders



# What We Need

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- **Standards 6 and 8**

We need a state-adopted growth model and a fair 6 & 8 rating strategy

- **Status**

We need an overall method to determine educator effectiveness status

- **Measures of Student Learning (MSLs)**

For those grades and subjects that are currently non-tested, we need ways to measure growth

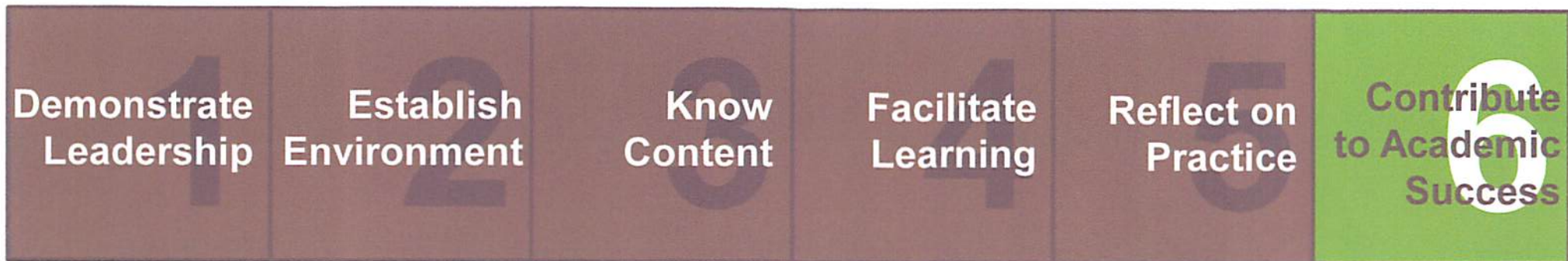


# Standards 6 & 8 – The Basics

Rationale - MET Research - Standards 6 & 8 - Status - Support - MSLs



## Teachers



## Principals (and other Administrators)



# Growth Model

Rationale - MET Research - **Standards 6 & 8** - Status - Support - MSLs



## Teachers

Contribute  
to Academic  
Success

6

## Principals

Academic  
Achievement  
Leadership

8

Standards 6 and 8  
are measures of

# Growth



# Growth Model

Rationale - MET Research - **Standards 6 & 8** - Status - Support - MSLs



## Teachers

Contribute  
to Academic  
Success

6

## Principals

Academic  
Achievement  
Leadership

8

We will use

## Educator Value-Added Assessment System **EVAAS**

for standards 6 & 8 when possible

# Growth Model

Rationale - MET Research - **Standards 6 & 8** - Status - Support - MSLs



## Teachers

Contribute  
to Academic  
Success

6

## Principals

Academic  
Achievement  
Leadership

8

### How do Value-Added models work?

- They measure growth by predicting how well a student will perform on an assessment.

### How do they predict how well the student will do?

- They look at previous test scores and estimate how well the student should perform at the end of the year.

*Every student must grow based on where they start.*



# Ratings

Rationale - MET Research - **Standards 6 & 8** - Status - Support - MSLs



## Teachers

Contribute  
to Academic  
Success

6

## Principals

Academic  
Achievement  
Leadership

8

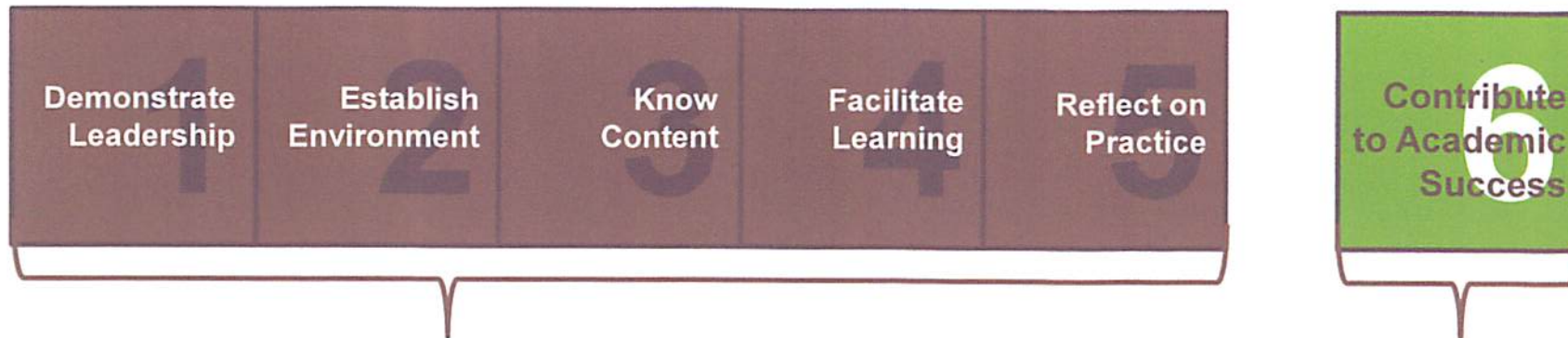
How will the ratings on  
Standards 6 & 8 work?

# Teacher Ratings Categories

Rationale - MET Research - Standards 6 & 8 - Status - Support - MSLs



## Teachers



### 5 Rating Categories

Not Demonstrated  
Developing  
Proficient  
Accomplished  
Distinguished

### 3 Rating Categories

Does Not Meet Expected Growth  
Meets Expected Growth  
Exceeds Expected Growth

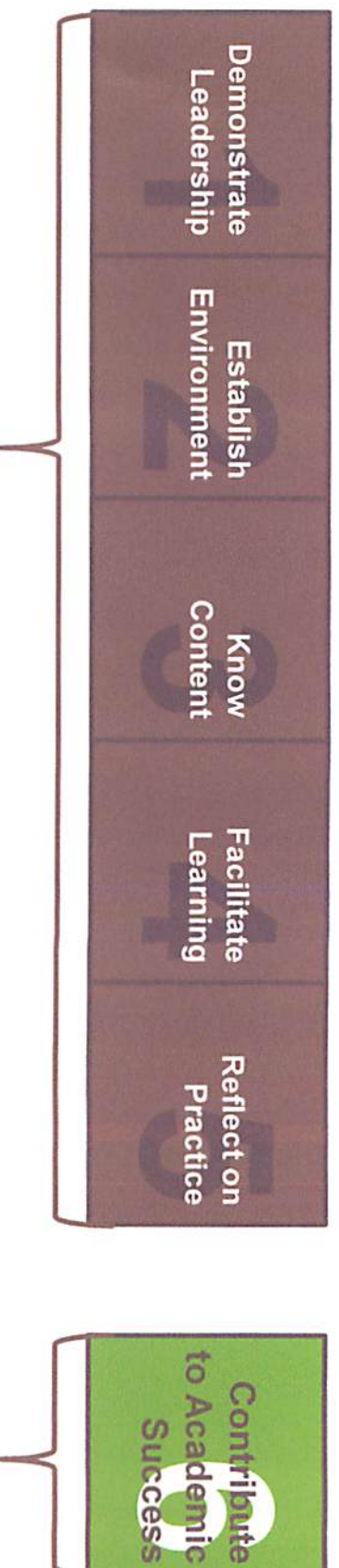


# Ratings

Rationale - MET Research - **Standards 6 & 8** - Status - Support - MSLs



## Teachers



5 Rating Categories

3 Rating Categories

## Why the difference?

Identifying only three rating categories on **standard 6 & 8** improves certainty of categorization.

# Teacher Ratings in 2011-12

Rationale - MET Research - Standards 6 & 8 - Status - Support - MSLs



$$\left[ \begin{array}{cc} \text{Teacher} & \text{School-wide} \\ \text{EVAAS Growth} & \text{EVAAS Growth} \end{array} \right] \equiv \text{Weighted Average}$$

## Yearly Rating

- Does Not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

6

## Why is school-wide EVAAS growth included?

- To encourage collaboration and collective ownership of overall outcomes
- Teacher = 70% and School-wide = 30%

**Note:** In 2011-12, teachers without individual EVAAS growth will get school-wide growth for Standard 6.



# Teacher Ratings in 2012-13

Rationale - MET Research - **Standards 6 & 8** - Status - Support - MSLs



*We are piloting some additional elements for possible inclusion in Standard 6 in 2012-13*

*Possible additional elements*

**Teacher**

EVAAS  
Growth

**School-  
wide**

EVAAS  
Growth

**Student  
Surveys**  
(?)

**Team  
EVAAS**  
Growth (?)

=

**Weighted Average**

**Yearly Rating**

- Does Not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

**6**

# Principal Ratings

Rationale - MET Research - **Standards 6 & 8** - Status - Support - MSLs



- Standard 8 rating will be determined using school-wide EVAAS growth

**School-wide  
EVAAS  
Growth**

=

**Yearly Rating**

- Does Not Meet Expectations
- Meets Expected Growth
- Exceeds Expected Growth

**8**



# Ratings

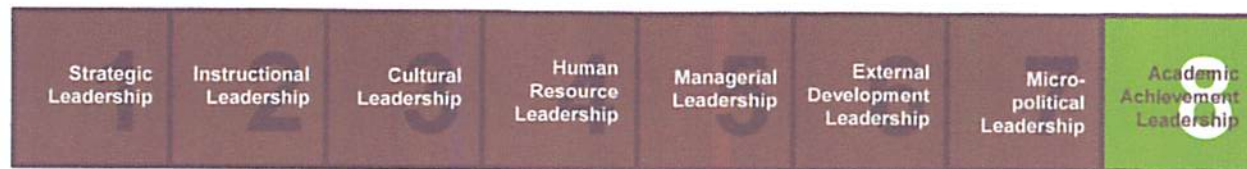
Rationale - MET Research - **Standards 6 & 8** - Status - Support - MSLs



## Teachers



## Principals



## Key Note on Ratings

- Every educator is evaluated every year
- **Each standard and rating stands on its own (1 out of 6, not 1/6)**
- Ratings are used to create professional development plans each year
- Ratings are used to determine **status**

# Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support - MSLS



What is the difference  
between Ratings and  
Status?



# Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support - MSLs



## Ratings

- **Teachers**  
6 separate ratings to help teachers grow each year
- **Principals**  
8 separate ratings to help principals grow each year

## Status

- A single overall status that is determined once a principal or teacher has **three years of growth data** to populate 6 or 8
- Categories for Status
  1. **In Need of Improvement**
  2. **Effective**
  3. **Highly Effective**

# Status and Standard 6 & 8

Rationale - MET Research - Standards 6 & 8 - **Status** - Support - MSLs



- An educator receives an effectiveness **status** only once she has **3 years of data** on standards 6 or 8
- A **3-year rolling average** of growth data from standards 6 or 8 is used as part of determining overall **status**



# 3-Year Rolling Average Teacher

Rationale - MET Research - Standards 6 & 8 - **Status** - Support - MSLs



Rating from 2 years ago	Rating from 1 year ago	Rating from this year
Standard 6	Standard 6	Standard 6
1.0 Met Expected Growth	0.8 Did not meet Expected Growth	1.2 Met Expected Growth

$$\frac{1.0 + 0.8 + 1.2}{3} = 1.0$$

Met Expected Growth  
3- year average rating on  
standard 6 for  
determining **status**

**Note:** A similar methodology applies to principals as well.

# Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support - MSLS



So once an educator has a  
three-year average rating  
for Standard 6 or 8, how is  
status determined?



# Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support - MSLs



- The Three **Status** Categories are

1. In Need of Improvement
2. Effective
3. Highly Effective

# Principal Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support - MSLs



	In Need of Improvement	Effective	Highly Effective
<b>Standards 1-7</b> In the year <div> <span>1 Strategic Leadership</span> <span>2 Instructional Leadership</span> <span>3 Cultural Leadership</span> <span>4 Human Resource Leadership</span> <span>5 Managerial Leadership</span> <span>6 External Development Leadership</span> <span>7 Micro-political Leadership</span> </div>	<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-7</i>	<i>Accomplished or Higher on Standards 1-7</i>
	And/Or	And	And
<b>Standard 8</b> Three-year rolling average $\left( \begin{array}{c} 2 \text{ years ago} \\ 8 \end{array} + \begin{array}{c} 1 \text{ year ago} \\ 6 \end{array} + \begin{array}{c} \text{This year} \\ 8 \end{array} \right) / 3$	<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>



# Teacher Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support - MSLs



		In Need of Improvement	Effective	Highly Effective
<b>Standards 1-5</b> In the year		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-5</i>	<i>Accomplished or Higher on Standards 1-5</i>
<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div>                     Demonstrate Leadership    Establish Environment    Know Content    Facilitate Learning    Reflect on Practice                 </div>		And/Or	And	And
<b>Standard 6</b> Three-year rolling average		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>
$\left( \begin{array}{ c } \hline 2 \text{ years ago} \\ \hline \end{array} + \begin{array}{ c } \hline 1 \text{ year ago} \\ \hline \end{array} + \begin{array}{ c } \hline \text{This year} \\ \hline \end{array} \right) / 3$				

# What will teachers see?

Rationale - MET Research - Standards 6 & 8 - **Status** - Support - MSLS



- **Ratings on Standards 1 – 5 of the Educator Evaluation System** (as recorded in online tool)
- **Standard 6 rating** (current year and 2 prior years)
- **Three-year rolling average** of student growth values and accompanying Standard 6 rating (for **Status** determination)
- **Overall Effectiveness Status**



## North Carolina Educator Evaluation System Evaluation Summary Sheet

**Name:** Martha Washington      **School:** Independence Elementary School  
**LEA:** Freedom County Schools      **Licensure:** Career-Status  
**Overall Status:** In Need of Improvement

Standard One: Teachers demonstrate leadership.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Two: Teachers establish a respectful environment.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Three: Teachers know the content they teach.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Four: Teachers facilitate learning for their students.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Five: Teachers reflect on their practice.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Six: Teachers contribute to the academic success of students.											
*Only three-year rolling average is used to determine overall status*											
Year One (2009 - 2010)			Year Two (2010 - 2011)			Year Three (2011 - 2012)			Three-Year Rolling Average*		
Individual Student Growth: -1.8 School-wide Student Growth: .1 Year One Growth: -1.23			Individual Student Growth: 1.2 School-wide Student Growth: .9 Year Two Growth: 1.11			Individual Student Growth: .7 School-wide Student Growth: .9 Year Three Growth: .76			.21		
Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth

Overall Status:	In Need of Improvement	Effective	Highly Effective
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