

Achieving Equity in Teacher and Principal 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.

General Instructions:

In this section, as appropriate, please update the information that was submitted as part of the American Reinvestment and Recovery Act (ARRA) supplement to the Bridge to Excellence Master Plan Guidance in December 2009. You should use the December 2009 report as a starting point and update as needed.

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 should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective teachers.

Directions

Include the following information on the local school system's designated website reporting the evaluation systems of teachers. 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. If this information has already been included and updated on your school system's Web site, please indicate so below and provide the link.

1. Please provide the link to this information on the school system's designated website below:

<http://www.baltimorecityschools.org/2167104694347813/blank/browse.asp?A=383&BMDRN=2000&BCOB=0&C=56384>

For the past year, Baltimore City Public Schools has collected teacher evaluation data via an online tracking tool. This tool allows the district to track not only the number of evaluations submitted for every school, but the actual performance ratings and other information. The teacher evaluation data impacts various decision points:

- Teacher professional development: Specific indicators related to the four key domains within the school system's evaluation system inform the types of professional development offered to teachers. It also helps to support the decisions about who should be leading these professional development workshops as well. (For example, if a teacher is identified as proficient in classroom environment, he/she may be asked to lead a workshop on rules, consequences, and procedures.)

- Compensation: At this time, compensation is not directly linked to teacher evaluation.
- Promotion: At this time, promotion is not directly linked to teacher evaluation. However, in order to attain positions such as teacher mentor, school lead coach, and other positions within the school environment that typically inform the practice of others, a candidate is required to have a certain number of satisfactory teaching years.
- Retention: At this time, retention is not linked to teacher evaluation.
- Removal: Only those evaluated as unsatisfactory with a sufficient amount of substantiating evidence throughout the year are removed. Therefore, the evaluation system directly affects the district’s ability to remove or dismiss a teacher.

Citation	Description	Rationale
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.

Directions:

1. Do your evaluation systems include achievement outcomes or student growth? (Mark "Yes" or "No")
 - a. _____ Yes, the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.
 - b. If Yes, please respond (check one):

_____ Student achievement outcomes are included as an evaluation criterion.

_____ Student growth is included as an evaluation criterion.
 - c. ___X___ No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
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.

Directions:

1. 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
Proficient	3689	61%
Satisfactory	2148	35%
Unsatisfactory	236	4%
Total: 6073		

2. Provide the link to this information on the school system's designated website below:

Currently, this information is not available publicly.

3. 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. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Present the updated teacher evaluation system to all administrators	OHC	October 2010
Provide timely professional development to all administrators regarding the performance management of teachers	OHC/CAO	October 2010 through May 2011
Present the district's new approach to performance management to all teachers	OHC/CAO	October 2010
Publish information about the updated tool and approach onto the "To The Principal's Desk" (the district's weekly bulletin)	OHC	December 2010
Execute the larger communication strategy to disseminate all teacher evaluation data publicly	OHC	February 2011

Citation	Description	Rationale
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.

Directions:

1. Is the number and percentage of teachers rated at each performance rating or level publicly reported for each school in the LEA? Mark "Yes" or "No".
 - a. ____ Yes, the number and percentage of teachers rated at each performance rating or level are publicly reported for each school in the LEA.
 - b. Please provide the link to this information on the LSS's designated website below:
 - c. 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.

2. 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. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Notify the BTU of requirements	OHC	September 2010
Publish the intent to publicly upload this information to website	OHC	December 2010
Publish appropriate data via agreed upon communication channels	Research & Evaluation	June 2011

Citation	Description	Rationale
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.	Principal evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective principals.

Directions:

Include the following information on the local school system's designated website reporting the evaluation systems of principals. 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. If this information has already been included and updated on your school system's website, please indicate so below and provide the link.

1. Provide the link to this information on the school system's designated website below:

<http://www.baltimorecityschools.org/2167104694347813/blank/browse.asp?A=383&BMDRN=2000&BCOB=0&C=56385>

Similar to teacher evaluation, principal evaluations inform decisions made to professional development, compensation, promotion, retention, and removal in the following ways:

- Principal professional development: Professional development will be offered this year aligned to both the needs assessed by the district to date and key indicators within the principal evaluation tool.
- Compensation: Currently, outside of our turnaround initiatives, compensation is not aligned to principal evaluation.
- Promotion: Currently, principal evaluation does not align to promotion.
- Retention: Every effort is made to retain top performers. City Schools does inform whether a principal will be re-assigned to another organization or position.
- Removal: Principal evaluation does align to the removal or re-assignment of principals.

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:

1. Do the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion? (Mark "Yes" or "No")
 - a. Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.
 - b. If Yes, please respond (check one):

 Student achievement outcomes are included as an evaluation criterion.

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

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:

1. 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
TBD -- Data is forthcoming.		
Total:		

2. Please provide the link to this information on the school system's designated website below:

Currently, the district does not publicly distribute this information.

3. 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. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Present the updated principal evaluation system to all administrators	OHC/CAO	November 2010
Present the district's expectations to all principals	OHC/CAO	January 2011
Publish information about the updated tool and approach onto the "To The Principal's Desk" (the district's weekly bulletin)	OHC	January 2011
Execute the larger communication strategy to disseminate all principal evaluation data publicly	OHC	June 2011