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. 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 systems website, please indicate so below and provide the link.

> *__HCPS Response:__ Evaluation of teachers is based on established performance standards which include observation of instruction and criteria identified in Characteristics of a Competent Teacher. Additionally, the evaluation process includes development of the individual's professional development goals. Key components of the observation instrument include instructional planning, lesson implementation, pupil involvement, management and organization, and professional characteristics. Indicators within these components are tied to state curriculum outcomes and student achievement. Teachers exhibiting weaknesses in any of the observation components are placed on assistance plans accordingly. This professional development allows administrators and supervisors to meet the identified needs of individual teachers directly connected to their instructional practices. Additionally, as principals determine a need for specific professional development for their instructional staffs, the HCPS teacher calendar designates 5 teacher days for the implementation of targeted professional development at the school level. Currently there is no performance pay or performance compensation for teachers other than the established salary scale. Promotional opportunities for teachers are advertised as needed and require 3 to 5 years of successful teaching experience in addition to job-specific qualifications. The teacher observation and evaluation process is used to determine retention and dismissal.*

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

> *HCPS Response:* *This information can be found on the hcps.org website at this link:*
> http://www.hcps.org/boe/masterplan.aspx

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.

         If Yes, please respond (check one):
         _____ Student achievement outcomes are included as an evaluation criterion.
         _____ Student growth is included as an evaluation criterion.

     b. __X__ No, the systems used to evaluate the performance of teachers does 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
Satisfactorily	1,926	84.9
Meeting Initial Expectations	261	11.5
Causing Concern	49	2.2
Performing Unsatisfactorily	32	1.4
	Total: 2,268	

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

> **HCPS Response:** *This information can be found on the hcps.org website at this link:*
> http://www.hcps.org/boe/masterplan.aspx

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

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 schools, 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
HCPS will determine next steps based on guidance and recommendations from the Maryland State Board of Education and the Maryland State Department of Education.	William Lawrence, Associate Superintendent of Curriculum, Instruction, and Assessment	TBD

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 systems website, please indicate so below and provide the link.

> *HCPS Response: The evaluation of principals is based on established performance criteria which include five key domains: Student Achievement; School/Workplace Culture; Environmental Management Skills; Parent and Community Relationships; and Leadership, Knowledge and Skills. The principal evaluation form has an overall domain for student achievement that includes specific indicators which are based on the ISLC Standards. Student achievement data are included in the School Improvement Plans, and AYP is used as a factor in the evaluation process. Performance goals are tied to student achievement data. Professional development is available for new principals. Additional professional development opportunities are provided per principal or director request relative to performance evaluations. HCPS provides performance adjustment increases for principals linked directly to the evaluation process. Past performance tied to evaluations is a factor when considering principal promotion. The evaluation process includes stipulations for retention and/or removal of any principal not meeting improvement plan requirements.*

1. Provide the link to this information on the school system's designated website below:
> *HCPS Response: This information can be found on the hcps.org website at this link:*
> http://www.hcps.org/boe/masterplan.aspx

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. __X__ Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.

    If Yes, please respond (check one):
    _____ Student achievement outcomes are included as an evaluation criterion.
    __X__ Student growth is included as an evaluation criterion..

b. _____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
Distinguished	17	33%
Highly Proficient	23	44%
Proficient	6	12%
Unsuccessful	0	0
New – not yet rated	6	12%
	Total: 52	

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

   HCPS Response: This information can be found on the hcps.org website at this link:
   http://www.hcps.org/boe/masterplan.aspx

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