



***Year 3 and 4 Report
Educator Evaluation Results***

Letter From the Office of Educator Excellence and Certification Services

Dear Friends of Education,

Capturing the work of an educator is a challenging process. Educators wear many hats and play multiple roles within our schools and communities. However, we know that nothing is more important than the interactions educators have with students in support of student learning. Excellent educators are necessary to ensure student achievement.

Rhode Island's evaluation systems continue to evolve over time based on educator feedback, data, and emerging best practices. Implementation is not perfect, but we are focused on continuous improvement. We are dedicated to ensuring that educator evaluation is a meaningful process for all educators and that it provides them with specific, actionable, and prioritized feedback on their practice.

As a state, we are focused on enriching the conversations related to instruction and student learning. We know that collegial, reflective conversations with peers and instructional leaders can provide some of the most meaningful professional learning to educators. Our educator evaluation system plays an important role in supporting such conversations. Educator evaluations, when implemented with fidelity, can provide educators valuable data and feedback on their practice, signaling where to begin the conversation. In addition, the guidebooks and rubrics provide a common language for educators to use when talking about instruction and supporting students.

We have seen some significant changes over the past two years. Prior to 2015-16, all five evaluation systems used matrices to determine final effectiveness ratings. However, based on feedback from the field, the Educator Evaluation Advisory Committee, comprised of superintendents and principals, worked during 2014-15 to identify how to increase the transparency of Final Effectiveness Rating calculations and the weight assigned to each measure. With this, The Learning Community and districts using the Rhode Island Model adopted a new points-based scoring approach, with student learning weighted at 30 percent. This reflects a shared understanding that the time educators spend on supporting students lies at the core of educators' responsibilities. It is hoped that these changes will streamline the scoring process and reduce confusion, thus allowing educators to spend more time talking about what is most important – teaching and learning. The other three systems continue to use the matrix, where student learning holds approximately 50 percent weight.

Furthermore, perhaps the greatest statewide change to Rhode Island evaluation systems is legislation from June 2014 which codified language on the frequency with which LEAs can evaluate educators. This legislation revised [RIGL §16-12-11](#) to establish a cyclical process. According to [RIGL §16-12-11](#), teachers rated Highly Effective or Effective during the 2013-14 school year were eligible to enter a non-summative year. And during the 2014-15 school year, support professionals were first eligible to enter the cyclical process. The purpose of this legislation was to provide a pause in the implementation of teacher evaluations and an opportunity to organize school communities onto a cycle that provides teachers with meaningful feedback that supports an educator's growth.

Finally, in the spring of 2016, RIDE convened educators and experts to establish common score ranges that could be used across all five of Rhode Island's evaluation models. This convening – The Teacher Performance Calibration Summit – was an opportunity for multiple stakeholders to come together to propose a set of weights and scoring bands that could be used across all state-approved teacher evaluation models. Such a decision would help ensure that a profile of performance in one district would result in a similar rating if that profile were calculated in a neighboring district.

While the participants indicated that they truly enjoyed working with each other on cross-collaborative evaluation work, exit survey data from the Teacher Performance Calibration Summit indicated that they were not yet prepared to move toward a common set of weighted points and cut score ranges. Therefore, we shifted gears to focus on other ways we could reengage the field in further statewide educator evaluation efforts so that we all can continue to support ongoing design and implementation of meaningful statewide educator evaluation systems.

Overview of Educator Evaluation in 2014-15 and 2015-2016

Educator evaluation systems in Rhode Island aim to establish a common vision of educator quality within a district and emphasize the professional growth and continuous improvement of individual educators' professional practice. District educator evaluation models and procedures in Rhode Island have changed significantly over time and continue to evolve based on feedback and best practice, all in pursuit of ensuring that evaluations provide meaningful, actionable information to inform changes in practice.

The 2014-15 school year marked the third year of full implementation of the teacher and building administrator systems. As already indicated, this year also marked the first year of the cyclical process for teachers. According to RIGL §16-12-11, teachers who receive a rating of *Effective* are evaluated no more than once every two years and teachers who receive a rating of *Highly Effective* are evaluated no more than once every three years. Based on their baseline final effectiveness rating from 2013-14, many teachers were not fully evaluated in 2014-15. As a result, the results presented in this report are not representative of all teachers in the state.

Because the cyclical process articulated in RIGL §16-12-11 does not apply to building administrators, all building administrators should be evaluated annually.

The 2015-16 school year marked the fourth year of full implementation for teachers and the third year of full implementation for support professionals. Like teachers, support professionals who received ratings of *Effective* or *Highly Effective* during the 2014-15 school year, were first eligible for the cyclical process in 2015-16. Therefore, as with teachers, many support professionals presented in this report are not representative of all support professionals in the state.

Figure 1. Teacher Evaluation Model Use in Rhode Island, 2015 and 2016

Approved Teacher System	2014-15		2015-16	
	Number of LEAs Using the Model	Percentage of Teachers in the State Evaluated Using the Model	Number of LEAs Using the Model	Percentage of Teachers in the State Evaluated Using the Model
Achievement First	1	0.14%	1	.34%
Coventry	1	3.24%	1	3.18%
Innovation	6	36.35%	6	36.44%
The Learning Community	1	0.51%	1	0.48%
The Rhode Island Model	50	59.76%	53	59.56%

Figure 2. Building Administrator Evaluation Model Use in Rhode Island, 2015 and 2016

Approved Building Administrator System	2014-15		2015-16	
	Number of LEAs Using the Model	Percentage of Building Administrators in the State Evaluated Using the Model	Number of LEAs Using the Model	Percentage of Building Administrators in the State Evaluated Using the Model
Coventry	1	2.32%	1	2.23%
The Rhode Island Model	58	97.68%	61	97.77%

Figure 3. Support Professional Evaluation Model Use in Rhode Island, 2015 and 2016

Approved Support Professional System	2014-15		2015-16	
	Number of LEAs Using the Model	Percentage of Support Professionals in the State Evaluated Using the Model	Number of LEAs Using the Model	Percentage of Support Professionals in the State Evaluated Using the Model
Innovation Consortium	6	36.07%	6	36.57%
The Rhode Island Model	53	63.93%	56	63.43%

Teacher Evaluation Results

Overall Results

In 2014-15, almost 80 percent of teachers did not receive a rating. 74 percent of teachers did not receive a final effectiveness rating because they earned ratings of *Effective* or *Highly Effective* in 2013-14 and were considered to be in the cyclical process. Another 5 percent of teachers did not receive a final effectiveness rating because of other reasons (e.g. extended leave, late hire, etc.).

In 2015-16, almost 70 percent of teachers did not receive a rating. 57 percent of teachers did not receive final effectiveness ratings because they were on the cyclical process described above. Another 12 percent of teachers did not receive a final effectiveness rating because of other reasons (e.g. extended leave, late hire, etc.).

Figure 2a. Distribution of Final Effectiveness Ratings 2014-15 – All Models

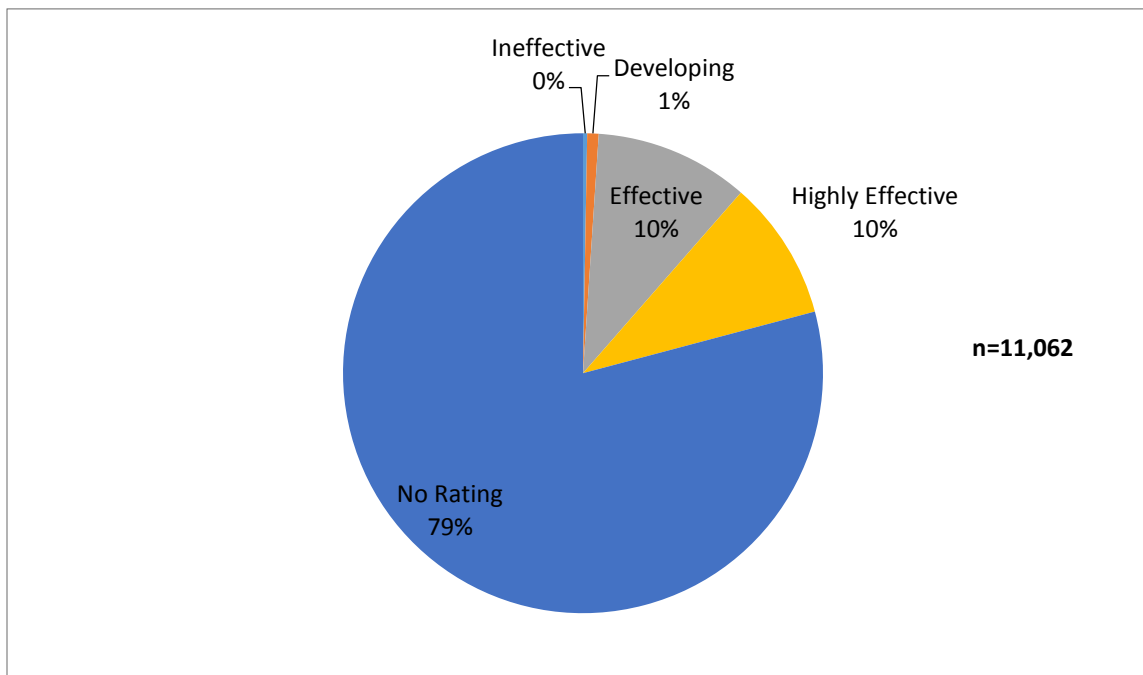


Figure 2b. Distribution of Final Effectiveness Ratings 2015-16 – All Models

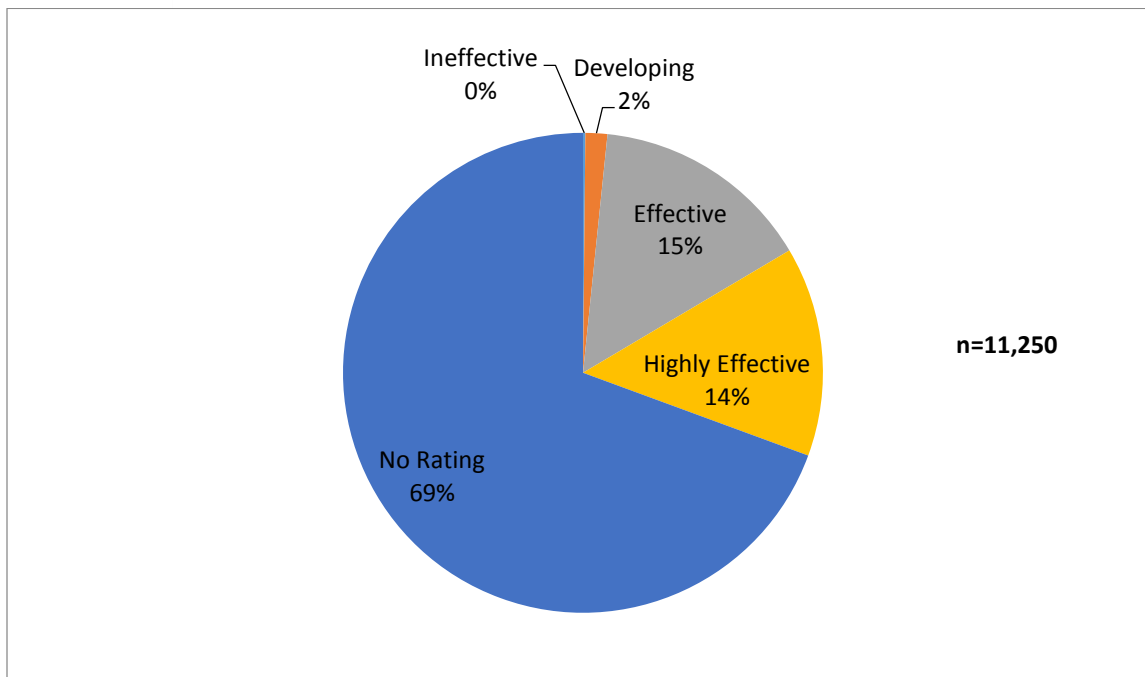


Figure 3a. Distribution of Final Effectiveness Ratings of Teachers Receiving a Full Evaluation 2014-15 – All Models

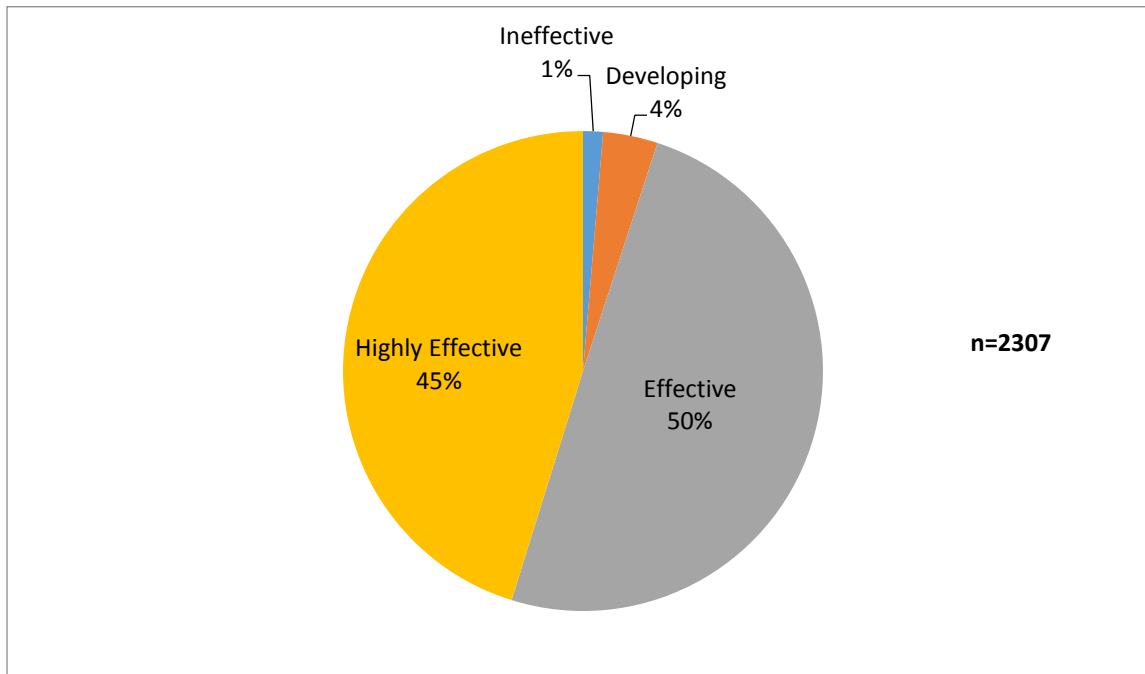
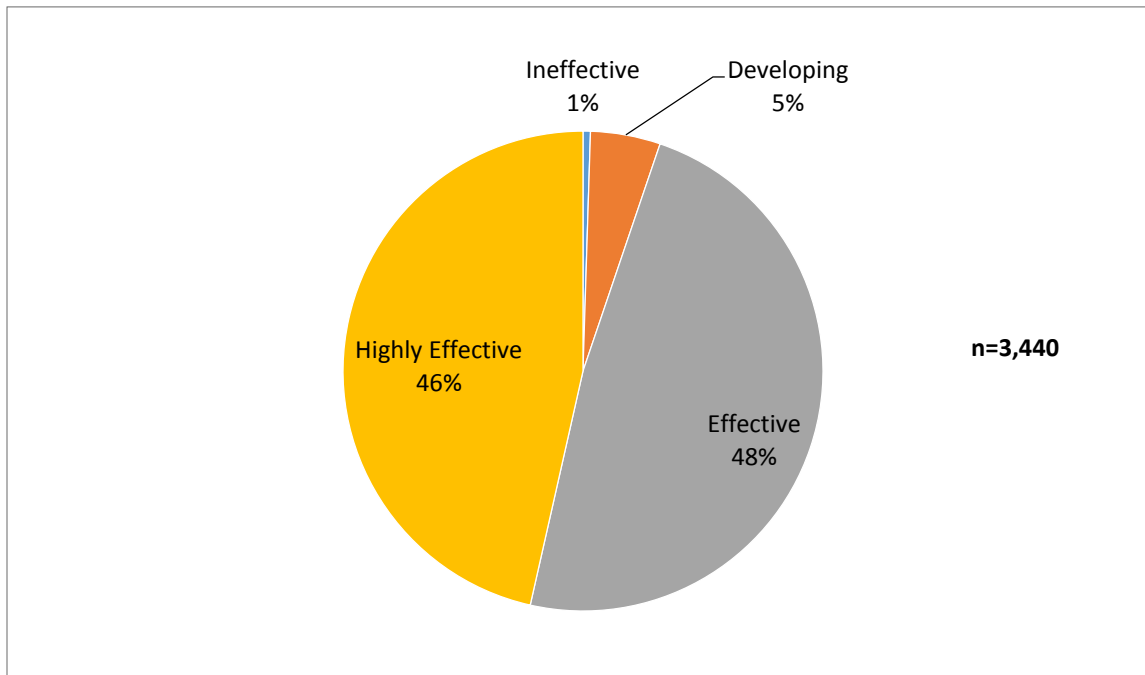


Figure 3b. Distribution of Final Effectiveness Ratings of Teachers Receiving a Full Evaluation 2015-16 – All Models



Results by School Context

Ensuring equitable access to excellent educators is a priority for Rhode Island districts. While evaluation ratings are only one indicator of excellence, the analyses below show the distribution of teachers based on school context. Figure 4 below shows the distribution of final effectiveness ratings by the school's percentage of students eligible for free and reduced price lunch (FRPL). Figure 5 below shows the distribution of final effectiveness ratings by the school's percentage of students who identify as nonwhite.

Figure 4. Distribution of Final Effectiveness Ratings by the School wide Percentage of Students Eligible for Free and Reduced Lunch

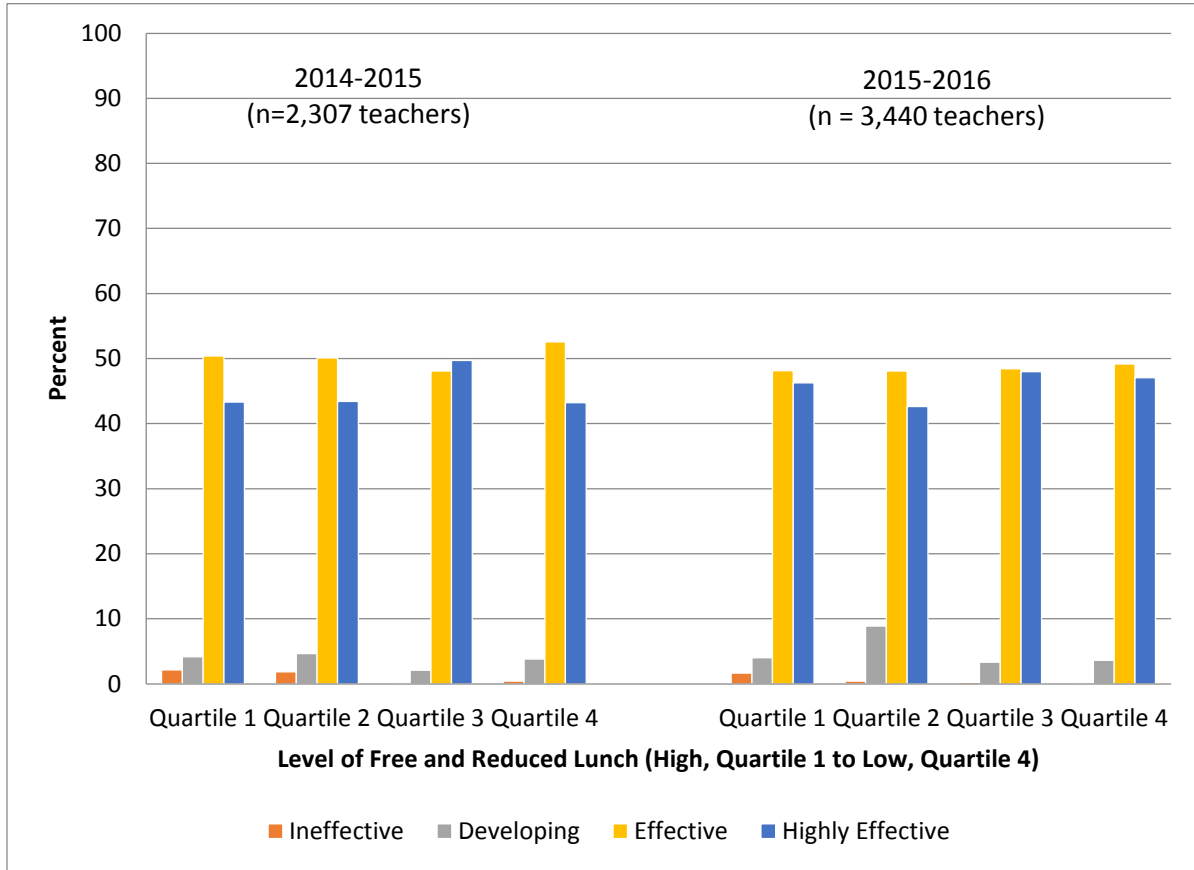
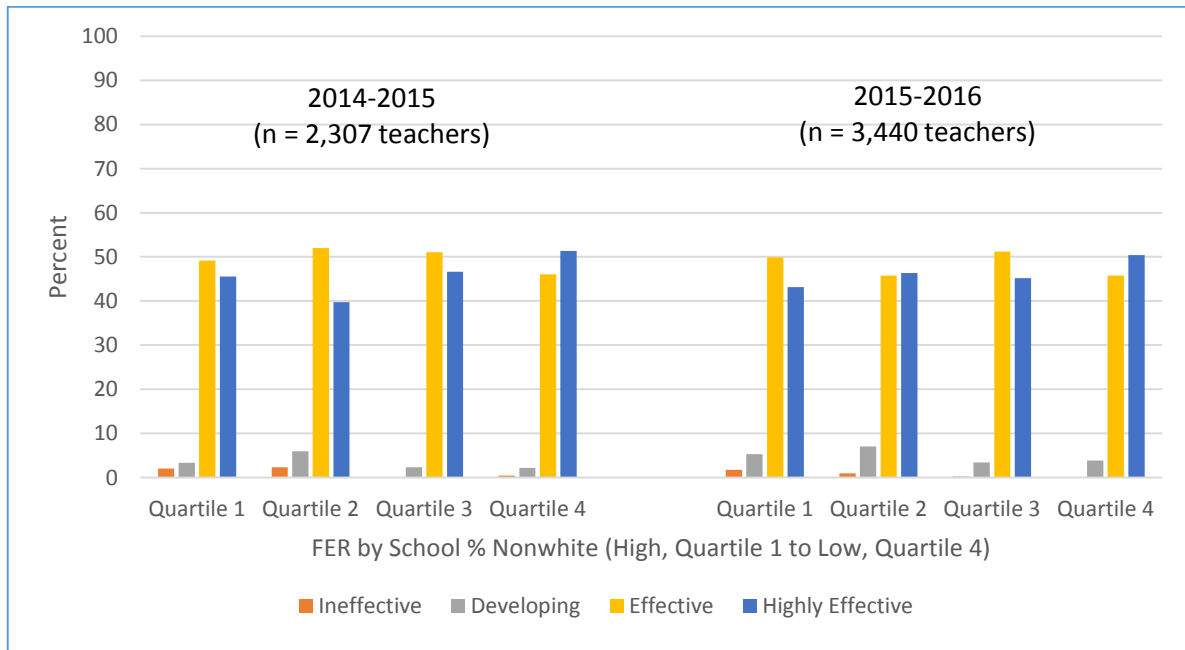
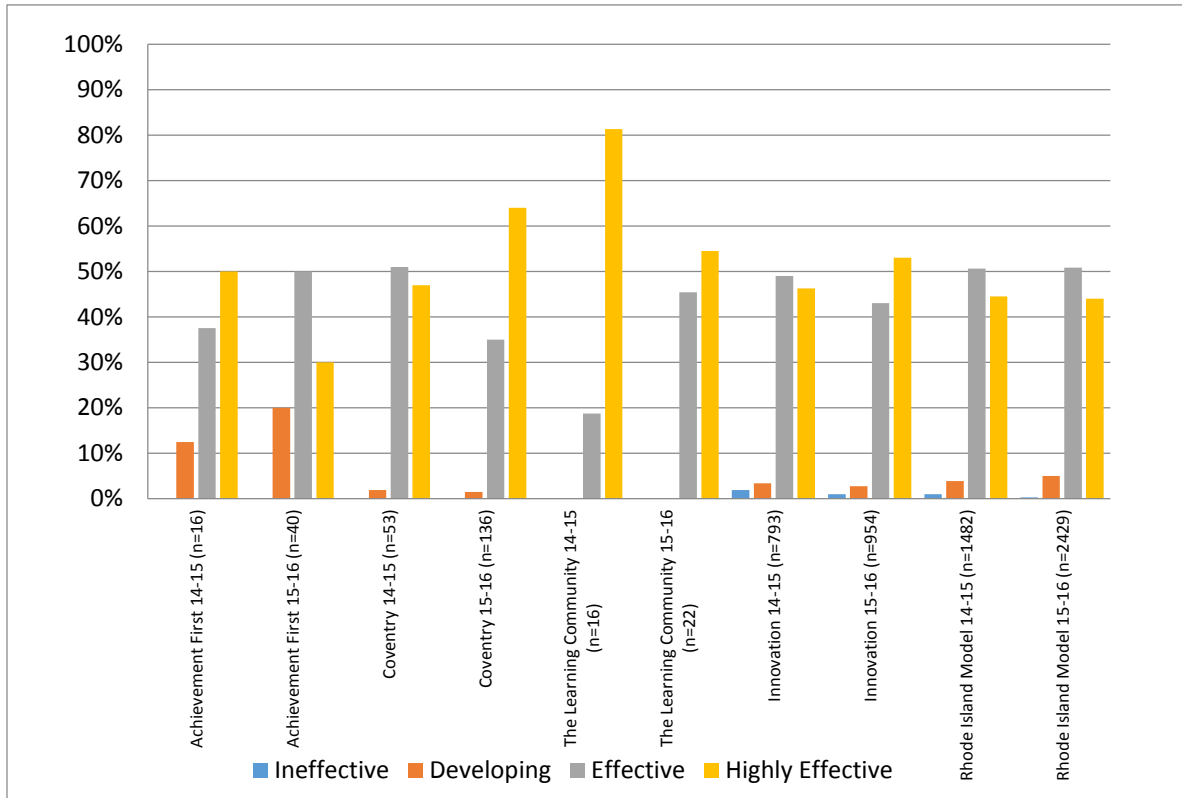


Figure 5. Distribution of FER by School % Nonwhite



Results by Model

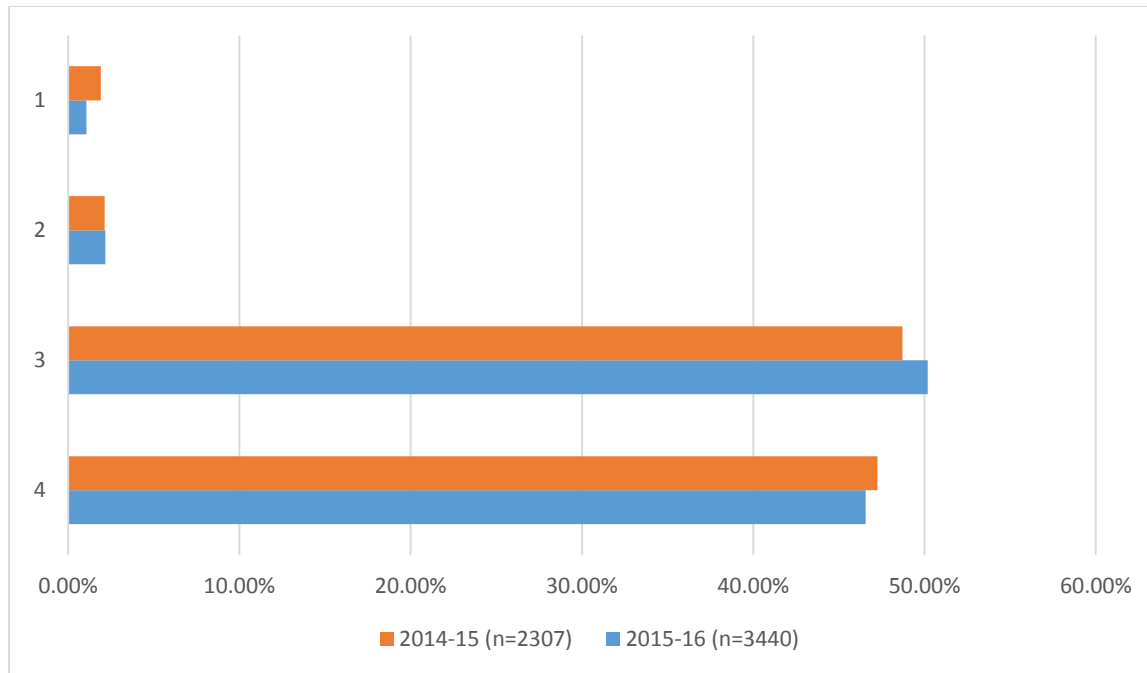
Figure 6. Distribution of Final Effectiveness Ratings by Model



Note: Each model illustrated above, reported “other” for teachers who were on cyclical, retired, extended absence, etc.: Achievement First 1, Coventry 298, Learning Community 16, Innovation 2912, Rhode Island Model 1899.

Figure 7. Distribution of Student Learning Objectives Ratings

The figure below represents teachers' combined score for student learning objective (SLO) ratings. A score of 4 is equivalent to receiving exceeded on both SLO ratings. A score of 3 is equivalent to any one combination of the following: exceeded and met, exceeded and nearly met, met and met, met and nearly met. A score of 2 is equivalent to a combination of the following: exceeded and not met, met and not met, nearly met and nearly met. A score of 1 is equivalent to a combination of the following: nearly met and not met, not met and not met.



Support Professional Evaluation Results

Overall Results

In 2014-15, 53 percent of support professionals were rated Highly Effective. 15 percent of support professionals were rated as “no rating” indicating that they were either extended absence, retired, late hires, etc. The cyclical process for support professionals began during the 2015-2016 school year.

In 2015-16, 81 percent of support professionals did not receive a rating. 67 percent of support professionals did not receive final effectiveness ratings because they were on the cyclical process described above. Another 33 percent of support professionals did not receive a final effectiveness rating because of other reasons (e.g. extended leave, late hire, etc.)

Figure 1a. Distribution of Final Effectiveness Ratings 2014-15 – All Models

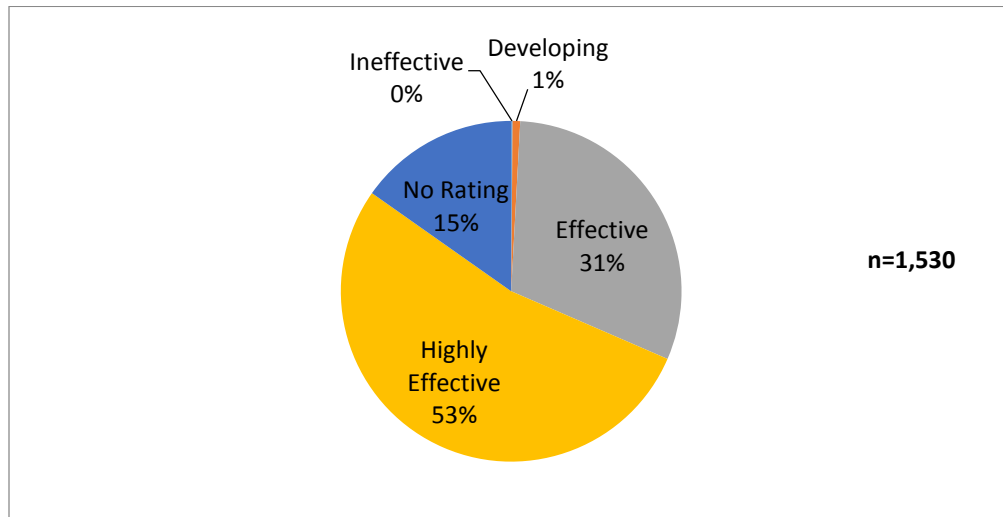


Figure 1b. Distribution of Final Effectiveness Ratings 2015-16 – All Models

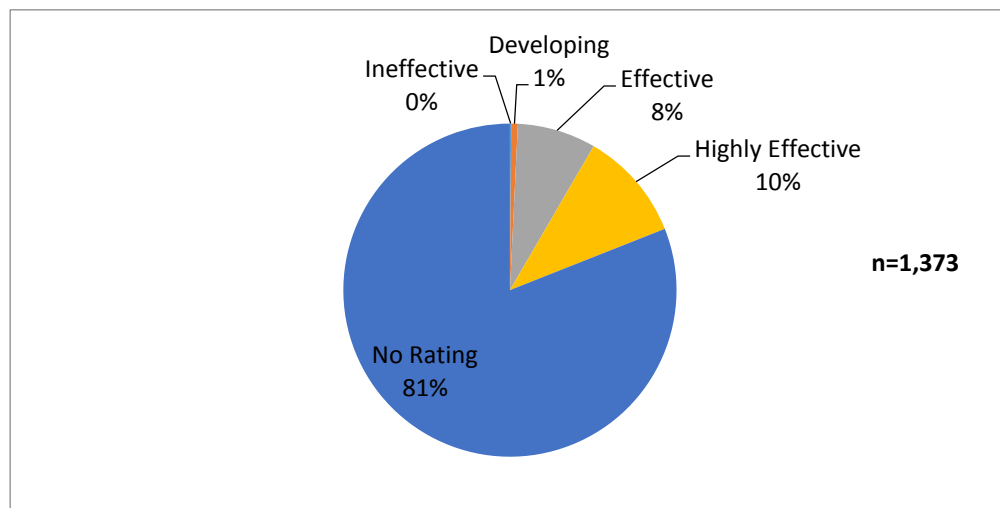


Figure 2a. Distribution of Final Effectiveness Ratings of Support Professionals Receiving a Full Evaluation 2014-15 – All Models

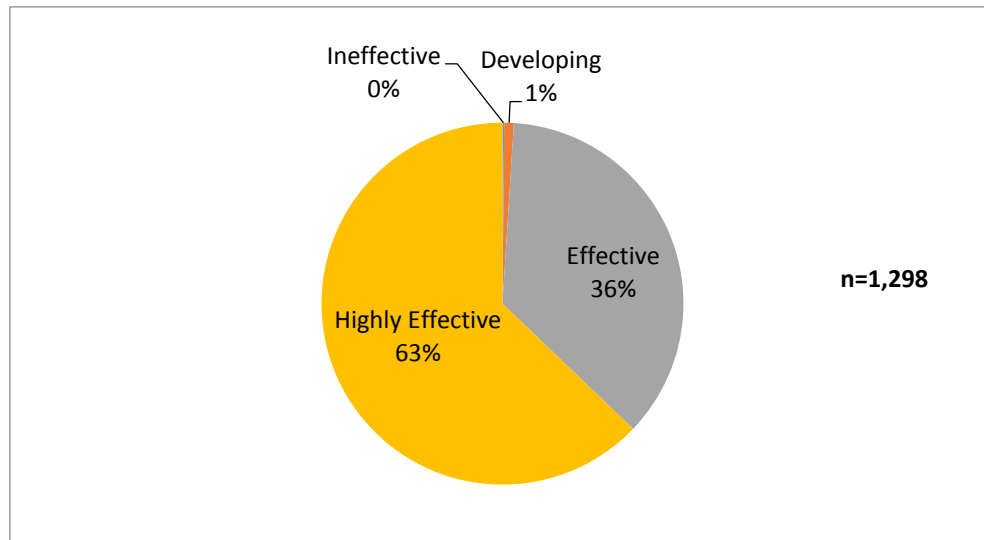
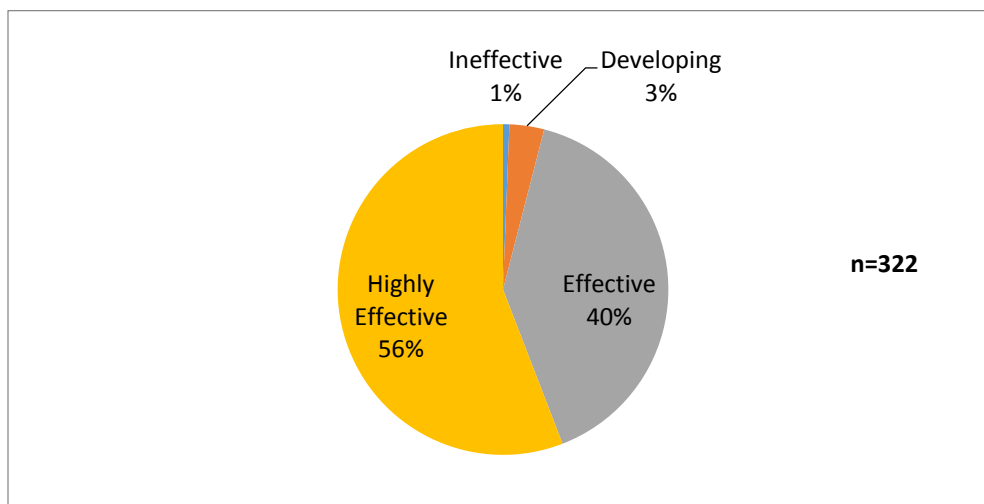


Figure 2b. Distribution of Final Effectiveness Ratings of Support Professionals Receiving a Full Evaluation 2015-16 – All Models



Results by School Context

Ensuring equitable access to excellent educators is a priority for Rhode Island districts. While evaluation ratings are only one indicator of excellence, the analyses below show the distribution of support professionals based on school context. Figure 3 below shows the distribution of final effectiveness ratings by the school's percentage of students eligible for free and reduced price lunch (FRPL). Figure 4 below shows the distribution of final effectiveness ratings by the school's percentage of students who identify as nonwhite.

Figure 3. Distribution of Final Effectiveness Ratings by the School wide Percentage of Students Eligible for Free and Reduced Lunch

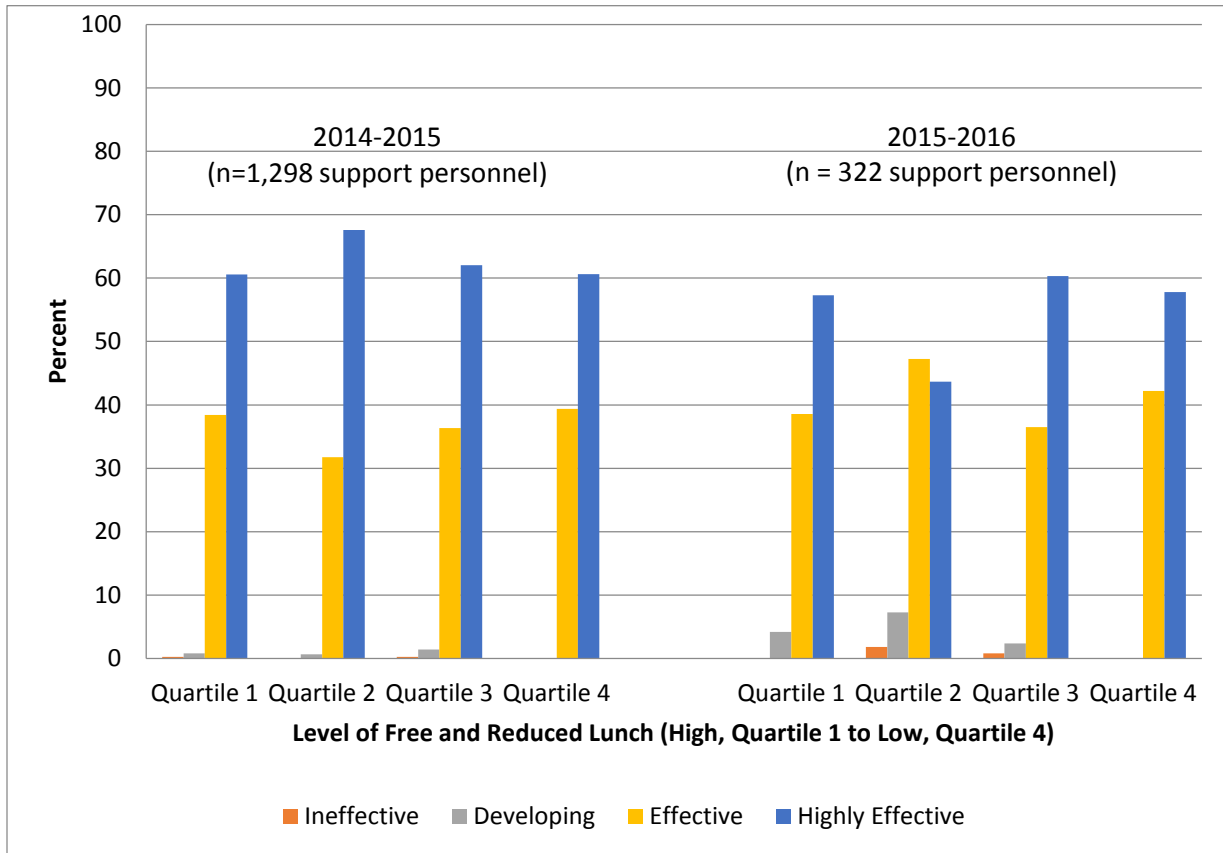
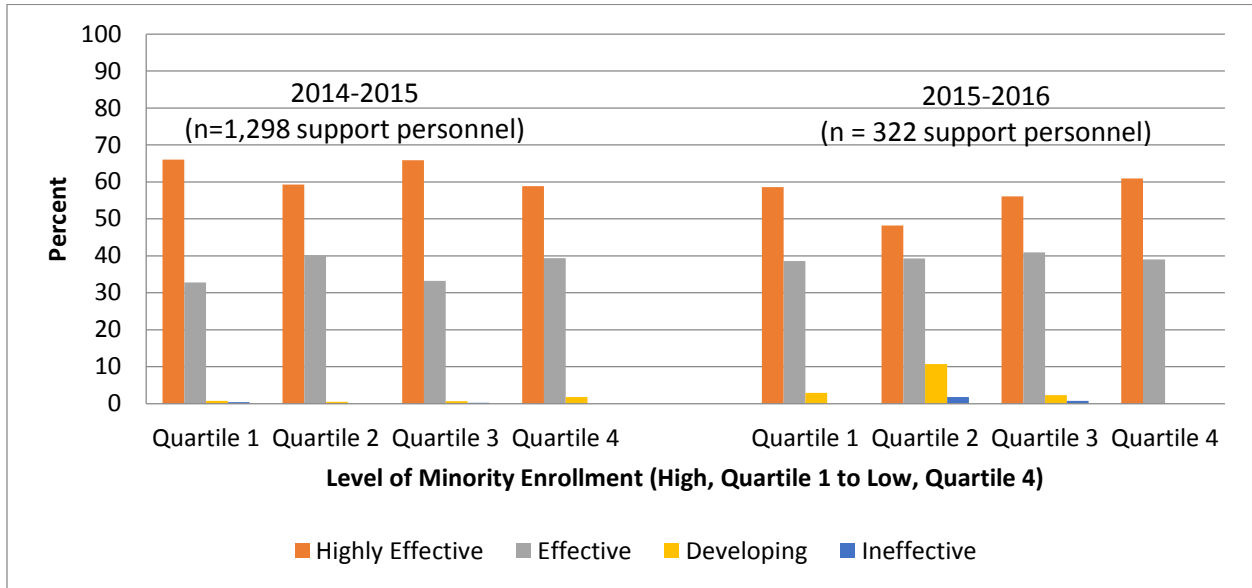
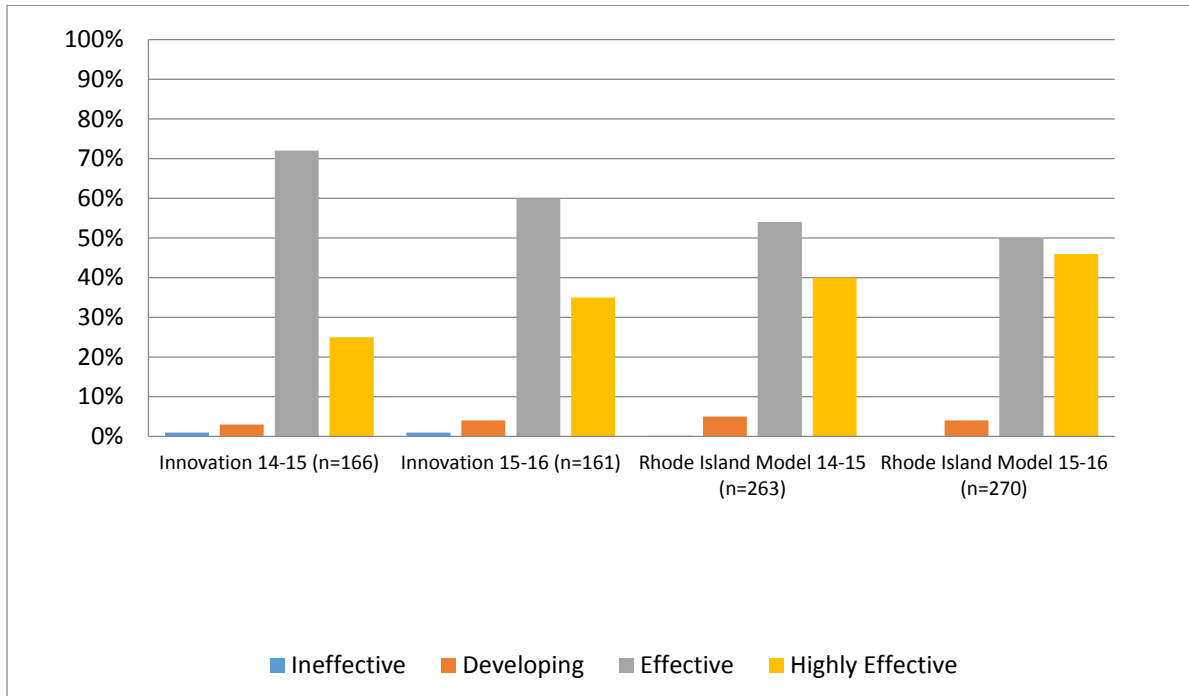


Figure 4. Distribution of FER by School % Nonwhite



Results by Model

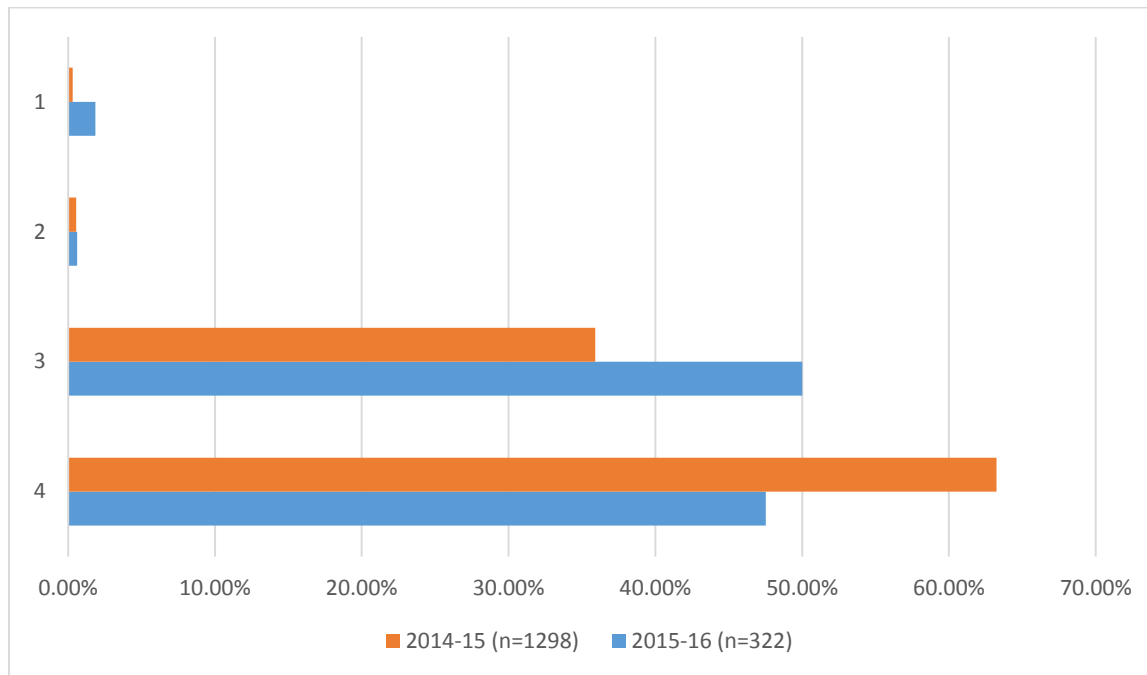
Figure 5. Distribution of Final Effectiveness Ratings by Support Professional Model



Note: In 2014-2015, 65 support professionals did not receive a rating (e.g. extended absence, retired, etc.). The cyclical process was available to support professionals in 2015-2016 and 1029 support professionals did not receive a rating (e.g. cyclical process, extended absence, retired, etc.).

Figure 6. Distribution of Student Learning Objective/Student Outcome Objectives Ratings

The figure below represents support professionals combined score for student learning objective/outcome (SLO/SOO) ratings. A score of 4 is equivalent to receiving exceeded on both SLO/SOO ratings. A score of 3 is equivalent to any one combination of the following: exceeded and met, exceeded and nearly met, met and met, met and nearly met. A score of 2 is equivalent to a combination of the following: exceeded and not met, met and not met, nearly met and nearly met. A score of 1 is equivalent to a combination of the following: nearly met and not met, not met and not met.

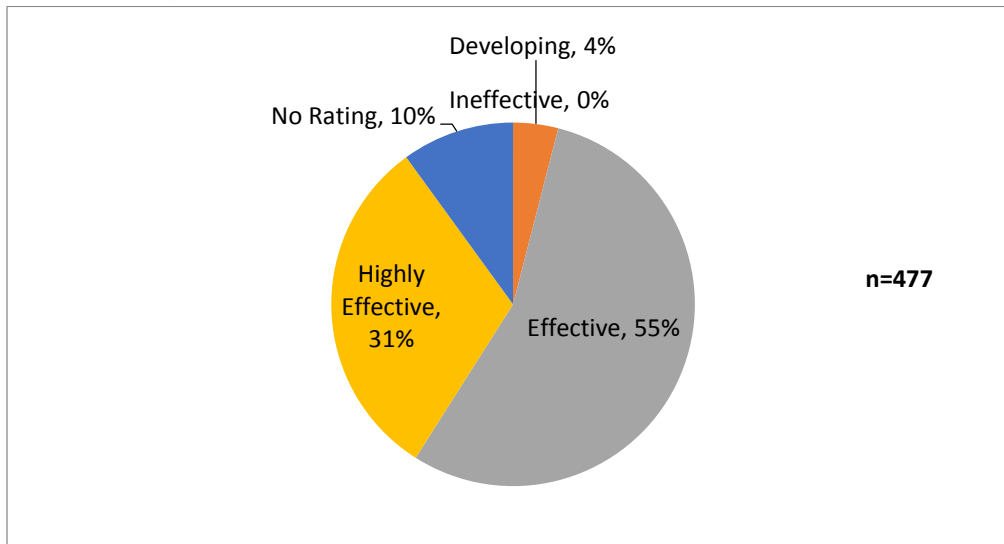


Building Administrator Evaluation Results

Overall Results

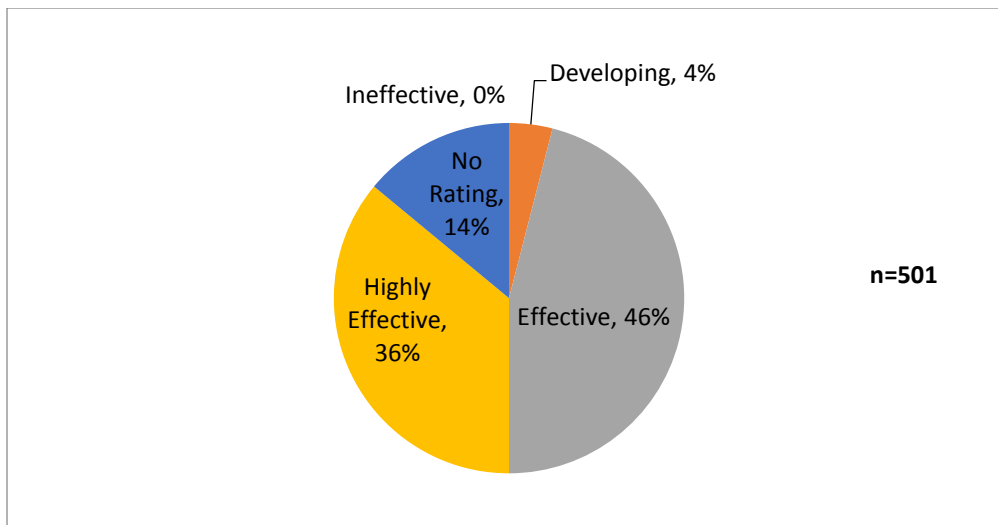
During the 2014-2015 school year, the distribution of Final Effectiveness Ratings, shown in Figure 1a. Indicates that approximately 86% of building administrators earned ratings of *Effective or Highly Effective*. 4% earned ratings of *Developing* and .21% earned ratings of *Ineffective*. 10% did not receive ratings.

Figure 1. Distribution of Final Effectiveness Ratings – 2014- 2015 All Models



During the 2015-2016 school year, the distribution of Final Effectiveness Ratings shown in Figure 2a. indicates that approximately 82% of building administrators earned ratings of *Effective* or *Highly Effective*. 4% earned ratings of *Developing* and .20% earned ratings of *Ineffective*. 14% did not receive ratings.

Figure 2. Distribution of Final Effectiveness Ratings – 2015-2016 All Models



Results by School Context

Ensuring equitable access to excellent educators is a priority for Rhode Island districts. While evaluation ratings are only one indicator of excellence, the analyses below show the distribution of building administrators based on school context. Figure 3 below shows the distribution of final effectiveness ratings by the school's percentage of students eligible for free and reduced price lunch (FRPL). Figure 4

below shows the distribution of final effectiveness ratings by the school’s percentage of students who identify as nonwhite.

Figure 3. Distribution of Final Effectiveness Ratings by the Schoolwide Percentage of Students Eligible for Free and Reduced Lunch

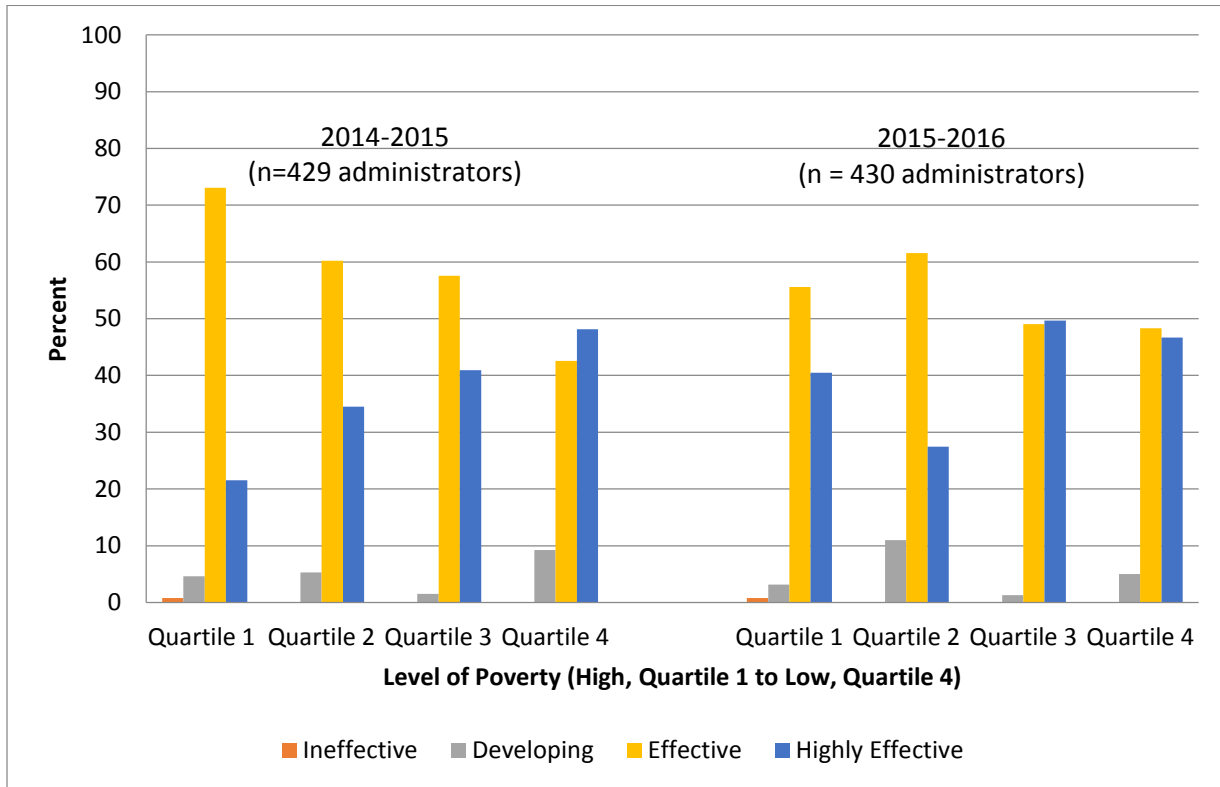
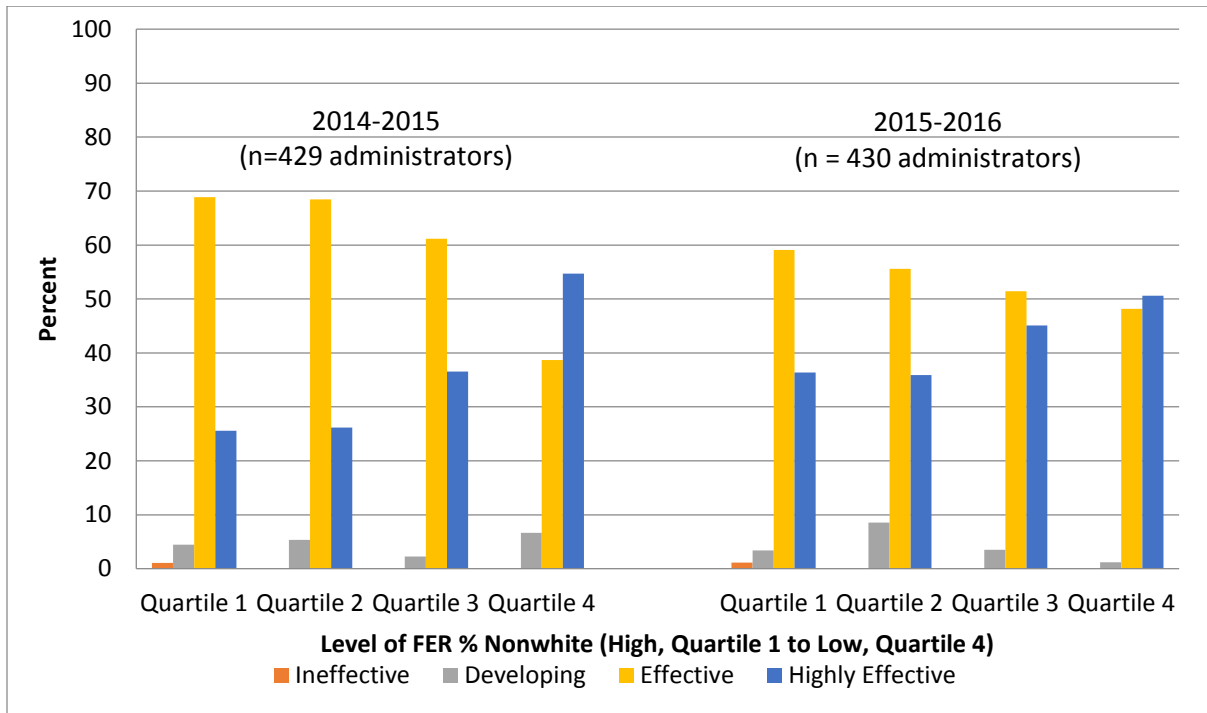
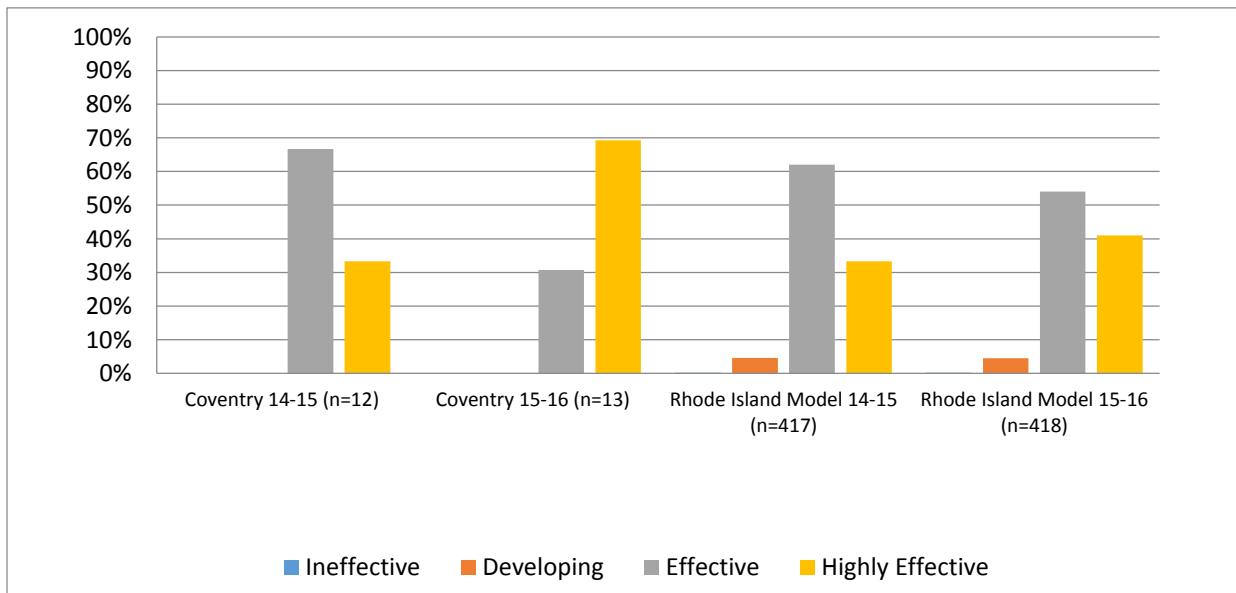


Figure 4. Distribution of FER by School % Nonwhite



Results by Model

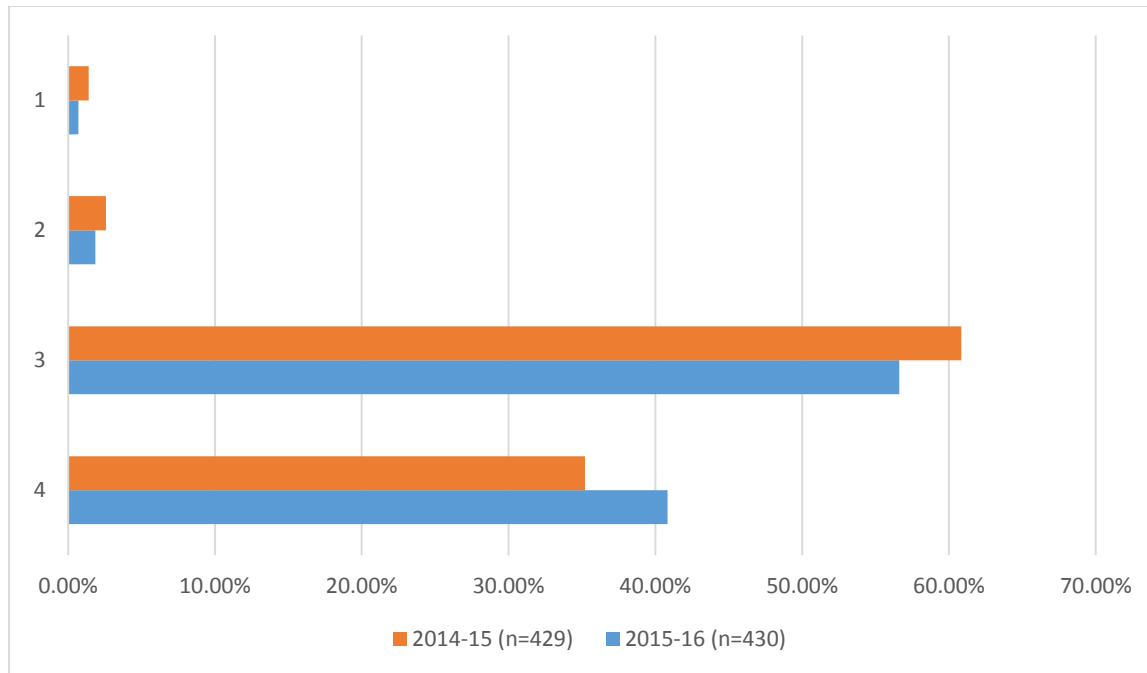
Figure 5. Distribution of Final Effectiveness Ratings by Model.



Note: Building administrators are evaluated each year and are not given the option for the cyclical process.

Figure 6. Distribution of Student Learning Objectives Ratings

The figure below represents building administrators combined score for student learning objective (SLO) ratings. A score of 4 is equivalent to receiving exceeded on both SLO ratings. A score of 3 is equivalent to any one combination of the following: exceeded and met, exceeded and nearly met, met and met, met and nearly met. A score of 2 is equivalent to a combination of the following: exceeded and not met, met and not met, nearly met and nearly met. A score of 1 is equivalent to a combination of the following: nearly met and not met, not met and not met.



Looking Ahead

Over the past five years, districts have worked to continuously improve the design and implementation of their educator evaluation systems. Changes over time have included revisions of rubrics, changes in procedures, and the establishment of the cyclical process. These changes have been guided by best practices, feedback from the field, and changes in legislation.

One intent of new legislation creating the cyclical process focuses on making educator evaluation more manageable for evaluators so that they are better able to provide specific, actionable feedback to educators. In 2014-15, many districts did not establish a mechanism for dividing caseloads across years. RIDE encourages all districts to create mechanisms for dividing caseloads across years so that the process becomes more manageable and sustainable. By creating staggered caseloads, the cyclical process also becomes transparent. Clustering teachers and support professionals into identifiable groups based on their final effectiveness ratings allows evaluators to easily communicate an educator's full evaluation year so that both educator and evaluator are prepared.

As was previously mentioned earlier in this report, we learned much from holding the Teacher Performance Calibration Summit in the spring of 2016. While the group did not determine common cut scores and score ranges for all of Rhode Island's evaluation systems, participants were excited about the

prospect of continuing to collaborate with one another on other important educator evaluation concerns.

As such, Rhode Island partnered with six other states to form the *Collaborative for Continuous Improvement of Educator Effective Systems*. Comprised of some of the original Teacher Performance Calibration Summit participants, this group is determined to build upon the solid foundation Rhode Island has laid for its evaluation systems. Together, we are committed to examine ways to ensure that our evaluation models continue to focus on instruction and promote the growth and improvement of all educators' practice. Therefore, as part of this work, Rhode Island will have three goals:

1. To examine new approaches in which evaluation models can include student learning
2. To consider ways for differentiating the various evaluation models so that all educators are provided with the feedback and support needed to meet them at their current level of practice
3. To ensure that all LEAs have ownership of their professional learning and evaluation systems

We are excited about the opportunity before us. By working together, we will improve upon all of the work already occurring around educator evaluation across Rhode Island. We are committed to supporting educator growth and development through all of our Rhode Island evaluation models as well as through other state and local approaches to the continued growth and improvement of educators.

To this end, The RIDE Office of Educator Excellence and Certification Services continues to support district implementation of educator evaluation in many ways. Throughout the year, RIDE offers training and technical assistance to evaluators and district leaders in the form of targeted trainings for new evaluators, calibrations sessions, refresher trainings, and data reviews that support the Student Learning Objectives (SLO) target-setting process. We aim to thoughtfully approach our supports so that principals and other district leaders can leverage the structure of the evaluation system to focus conversations about teaching and learning. Finally, staff members continue to offer technical support related to EPSS to ensure that evaluators spend less time focusing on logistical issues and more time engaged in discussions about educational practice. As always, educators, evaluators, and districts are encouraged to ask questions, request support, and provide feedback to RIDE staff at edeval@ride.ri.gov.

Appendix A. Final Effectiveness Ratings of Teachers, 2014-15 and 2015-2016

LEA Name	2014-15						2015-16					
	Total Number of Teachers	Ineffective	Developing	Effective	Highly Effective	No Rating	Total Number of Teachers	Ineffective	Developing	Effective	Highly Effective	No Rating
Achievement First	20	0%	10%	30%	40%	20%	41	0%	20%	49%	29%	2%
Barrington	256	0%	0%	6%	10%	84%	253	0%	0%	6%	9%	84%
Beacon Charter School	20	0%	0%	5%	30%	65%	26	0%	0%	19%	27%	57%
Blackstone Academy	13	0%	0%	38%	23%	38%	20	0%	0%	25%	45%	30%
Blackstone Valley Prep	112	4%	18%	58%	18%	3%	138	1%	27%	41%	13%	18%
Bristol Warren	258	0%	0%	13%	10%	76%	250	0%	4%	30%	18%	47%
Burrillville	184	1%	0%	7%	10%	83%	183	0%	1%	19%	27%	54%
Central Falls	212	0%	0%	8%	20%	72%	215	0%	1%	6%	9%	83%
Chariho	288	0%	1%	4%	37%	82%	284	0%	1%	10%	18%	71%
Coventry	381	0%	0%	27%	0%	0%	374	0%	1%	13%	23%	64%
Cranston	819	0%	0%	8%	9%	83%	972	0%	0%	10%	17%	72%
Cumberland	341	0%	0%	16%	9%	74%	350	0%	1%	25%	21%	53%
Davies Career and Technical	73	1%	0%	19%	7%	73%	74	0%	5%	41%	4%	50%
East Greenwich	189	0%	0%	5%	12%	83%	199	1%	0%	3%	13%	84%
East Providence	391	1%	1%	9%	8%	81%	405	0%	3%	11%	4%	82%

LEA Name	2014-15						2015-16					
	Total Number of Teachers	Ineffective	Developing	Effective	Highly Effective	No Rating	Total Number of Teachers	Ineffective	Developing	Effective	Highly Effective	No Rating
Exeter-West Greenwich	145	1%	1%	10%	3%	86%	144	0%	1%	24%	21%	53%
Foster	25	0%	0%	8%	28%	64%	24	0%	0%	4%	46%	50%
Foster-Glocester	98	0%	0%	5%	7%	88%	102	0%	4%	16%	11%	70%
Glocester	48	0%	0%	6%	6%	88%	48	0%	2%	38%	25%	35%
Highlander	33	0%	0%	24%	6%	70%	33	0%	0%	33%	12%	55%
International Charter	24	0%	0%	13%	4%	83%	24	0%	0%	0%	25%	75%
Jamestown	52	0%	0%	27%	10%	63%	49	0%	0%	35%	24%	41%
Johnston	250	0%	0%	10%	7%	83%	266	0%	0%	20%	11%	70%
Kingston Hill Academy	15	0%	0%	13%	0%	87%	15	0%	0%	20%	20%	60%
The Learning Community	41	0%	0%	7%	32%	61%	40	0%	0%	25%	30%	45%
Lincoln	248	0%	1%	10%	5%	84%	251	0%	3%	27%	14%	56%
Little Compton	33	0%	0%	6%	12%	82%	29	0%	0%	21%	24%	55%
MET Career and Tech	77	0%	1%	5%	1%	92%	73	0%	0%	8%	1%	90%
Middletown	178	1%	0%	4%	11%	85%	181	0%	1%	5%	11%	83%
Narragansett	132	0%	0%	8%	6%	86%	128	0%	0%	6%	4%	90%
New Shoreham	26	0%	0%	27%	19%	54%	24	0%	4%	17%	29%	50%
Newport	181	0%	1%	10%	4%	85%	183	0%	1%	14%	13%	73%

LEA Name	2014-15						2015-16					
	Total Number of Teachers	Ineffective	Developing	Effective	Highly Effective	No Rating	Total Number of Teachers	Ineffective	Developing	Effective	Highly Effective	No Rating
North Kingstown	327	0%	1%	5%	11%	84%	327	0%	1%	13%	23%	63%
North Providence	267	0%	0%	8%	8%	84%	272	0%	0%	7%	13%	87%
North Smithfield	145	0%	0%	7%	8%	86%	141	0%	1%	28%	16%	56%
Paul Cuffee Charter School	75	3%	0%	40%	51%	7%	81	0%	4%	15%	5%	77%
Pawtucket	639	0%	1%	11%	10%	78%	648	0%	0%	15%	16%	69%
Portsmouth	204	0%	1%	12%	4%	83%	196	0%	2%	17%	16%	65%
Providence	1552	1%	1%	12%	9%	78%	1575	1%	1%	10%	8%	81%
RI School for the Deaf	21	0%	0%	0%	0%	100%	20	0%	10%	15%	10%	65%
Rhode Island Nurses Institute	22	0%	0%	0%	45%	55%	16	0%	0%	50%	38%	13%
RISE Prep Mayoral Academy	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*	*	*
Scituate	124	0%	0%	47%	52%	2%	69	0%	0%	20%	16%	62%
Segue Institute for Learning	23	0%	0%	48%	35%	17%	22	0%	0%	55%	27%	18%
Sheila Skip Nowell Academy	*	*	*	*	*	*	*	*	*	*	*	*
Smithfield	189	0%	3%	8%	5%	84%	185	0%	3%	24%	24%	49%
South Kingstown	277	0%	0%	8%	4%	88%	280	0%	0%	7%	3%	90%
Southside Charter	*	*	*	*	*	*	*	*	*	*	*	*
The Compass School	11	0%	0%	50%	42%	8%	18	0%	0%	0%	0%	100%

LEA Name	2014-15						2015-16					
	Total Number of Teachers	Ineffective	Developing	Effective	Highly Effective	No Rating	Total Number of Teachers	Ineffective	Developing	Effective	Highly Effective	No Rating
The Greene School	14	0%	14%	86%	0%	0%	16	0%	19%	25%	6%	50%
The Hope Academy	*	*	*	*	*	*	*	*	*	*	*	*
Tiverton	166	0%	1%	8%	6%	85%	162	0%	1%	7%	8%	84%
Trinity Academy for the Performing Arts	13	0%	0%	0%	46%	54%	14	0%	0%	0%	100%	0%
Urban Collaborative	10	0%	10%	10%	0%	80%	*	*	*	*	*	*
Village Green Virtual	15	0%	7%	80%	13%	0%	18	0%	0%	61%	33%	6%
Warwick	838	0%	0%	3%	5%	92%	809	0%	0%	22%	18%	60%
West Bay Collaborative	**	**	**	**	**	**	12	0%	25%	67%	0%	8%
West Warwick	276	0%	0%	2%	6%	92%	295	0%	0%	2%	12%	86%
Westerly	261	0%	1%	9%	9%	82%	261	0%	2%	16%	14%	68%
Woonsocket	419	1%	1%	10%	6%	82%	415	1%	2%	11%	11%	75%

N/A indicates the LEA was not open in the 2014-15 school year.

* indicates that data has been omitted because there were fewer than 10 teachers.

** indicates that data has not been submitted

Note: Percentages have been rounded to the nearest whole number. As a result, the sum of percentages may not equal 100%.

Appendix B. Final Effectiveness Ratings of Support Professionals (SPs), 2014-15 and 2015-2016

LEA Name	2014-15						2015-16					
	Total Number of SPs	Ineffective	Developing	Effective	Highly Effective	No Rating	Total Number of SPs	Ineffective	Developing	Effective	Highly Effective	No Rating
Achievement First	*	*	*	*	*	*	*	*	*	*	*	*
Barrington	30	0%	0%	23%	77%	0%	29	0%	0%	3%	3%	93%
Beacon Charter School	*	*	*	*	*	*	*	*	*	*	*	*
Blackstone Academy	*	*	*	*	*	*	*	*	*	*	*	*
Blackstone Valley Prep	*	*	*	*	*	*	*	*	*	*	*	*
Bristol Warren	29	0%	0%	62%	38%	0%	31	0%	0%	7%	16%	77%
Burrillville	10	0%	0%	50%	50%	0%	24	0%	0%	13%	13%	75%
Central Falls	29	0%	0%	7%	93%	0%	33	0%	0%	0%	18%	82%
Chariho	34	0%	6%	12%	82%	0%	38	0%	0%	13%	16%	71%
Coventry	36	0%	3%	47%	50%	0%	46	0%	0%	4%	11%	85%
Cranston	107	0%	0%	17%	73%	10%	**	**	**	**	**	**
Cumberland	47	0%	2%	36%	62%	0%	64	0%	3%	16%	13%	69%
Davies Career and Technical	11	0%	9%	18%	64%	9%	1	0%	18%	9%	0%	73%
East Greenwich	23	0%	0%	26%	61%	13%	20	0%	0%	5%	5%	90%
East Providence	59	0%	0%	51%	49%	0%	72	0%	0%	17%	15%	35%
Exeter-West Greenwich	19	0%	0%	58%	42%	0%	19	0%	0%	5%	0%	95%

LEA Name	2014-15						2015-16					
	Total Number of SPs	Ineffective	Developing	Effective	Highly Effective	No Rating	Total Number of SPs	Ineffective	Developing	Effective	Highly Effective	No Rating
Foster	*	*	*	*	*	*	*	*	*	*	*	*
Foster-Glocester	*	*	*	*	*	*	*	*	*	*	*	*
Glocester	*	*	*	*	*	*	*	*	*	*	*	*
Highlander	*	*	*	*	*	*	*	*	*	*	*	*
International Charter	*	*	*	*	*	*	*	*	*	*	*	*
Jamestown	*	*	*	*	*	*	*	*	*	*	*	*
Johnston	36	0%	3%	31%	67%	0%	41	0%	0%	2%	7%	90%
Kingston Hill Academy	*	*	*	*	*	*	*	*	*	*	*	*
The Learning Community	*	*	*	*	*	*	*	*	*	*	*	*
Lincoln	34	0%	0%	32%	68%	0%	40	0%	0%	13%	15%	73%
Little Compton	*	*	*	*	*	*	*	*	*	*	*	*
MET Career and Tech	*	*	*	*	*	*	*	*	*	*	*	*
Middletown	22	0%	0%	55%	41%	5%	21	0%	0%	0%	0%	100%
Narragansett	22	0%	0%	59%	18%	23%	22	0%	0%	5%	5%	91%
New Shoreham	*	*	*	*	*	*	*	*	*	*	*	*
Newport	16	0%	0%	31%	63%	6%	19	0%	0%	0%	16%	84%
North Kingstown	44	0%	0%	30%	55%	16%	44	0%	0%	9%	20%	71%
North Providence	42	0%	0%	31%	55%	14%	41	0%	0%	0%	10%	90%

LEA Name	2014-15						2015-16					
	Total Number of SPs	Ineffective	Developing	Effective	Highly Effective	No Rating	Total Number of SPs	Ineffective	Developing	Effective	Highly Effective	No Rating
Tiverton	*	*	*	*	*	*	*	*	*	*	*	*
Trinity Academy for the Performing Arts	*	*	*	*	*	*	*	*	*	*	*	*
Urban Collaborative	*	*	*	*	*	*	*	*	*	*	*	*
Village Green Virtual	*	*	*	*	*	*	*	*	*	*	*	*
Warwick	104	1%	1%	24%	66%	8%	97	1%	1%	2%	3%	93%
West Bay Collaborative	*	*	*	*	*	*	*	*	*	*	*	*
West Warwick	33	0%	0%	6%	88%	6%	23	0%	0%	4%	4%	91%
Westerly	51	0%	0%	10%	4%	86%	77	0%	0%	46%	42%	13%
Woonsocket	77	0%	0%	46%	42%	13%	83	0%	1%	10%	8%	81%

N/A indicates the LEA was not open in the 2014-15 school year.

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** indicates that data has not been submitted

Note: Percentages have been rounded to the nearest whole number. As a result, the sum of percentages may not equal 100%.