Educator Evaluation
Mid-Year Survey Analysis & Results

*Winter 2014*

Survey Response Demographics

Over 6,000 teachers, building administrators, and support professionals across 90% of our districts and charter schools provided feedback in the mid-year surveys!

Bar chart:
- # of Teachers: 3992
- # of Support Professionals: 1388
- # of Building Admin.: 310
- # of Central Office Admin.: 127
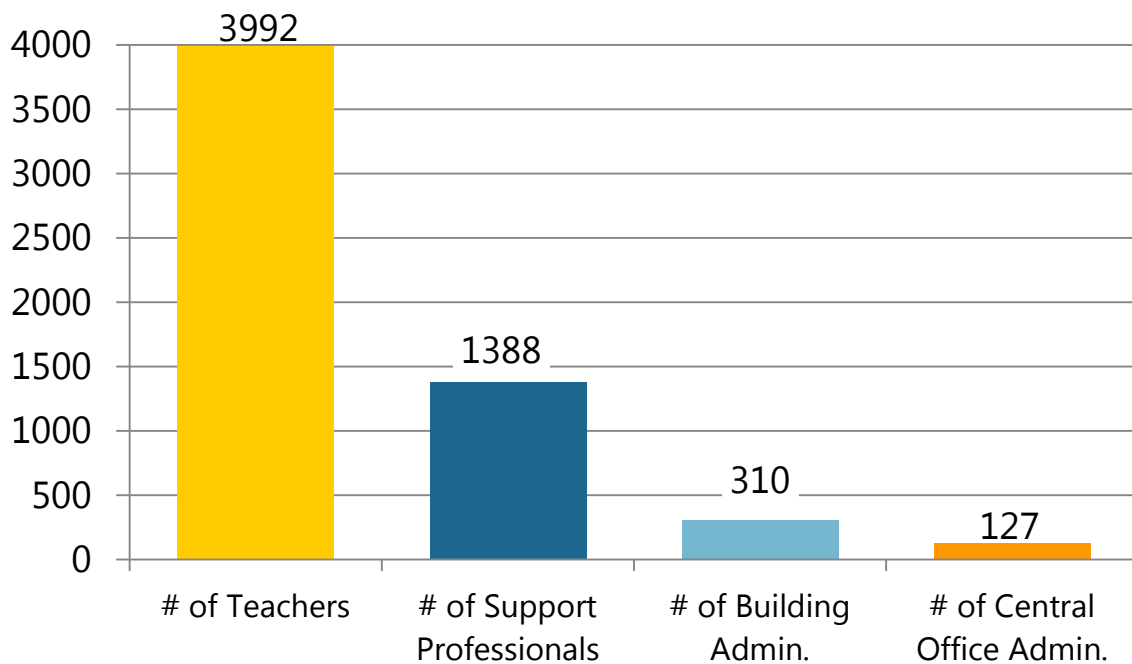
➢ Respondents included RI-Model and other evaluation model LEAs

➢ There were responses from all levels, with 34% of respondents teaching high-school

➢ All content areas, including:
  - 22% elementary
  - 17% Special Education
  - 14% Math
  - 14% Reading

Student Learning/Outcome Objectives

This year, 98% of teachers and 83% of administrators had set SLOs, compared to 89% and 78%, respectively, in SY12-13.
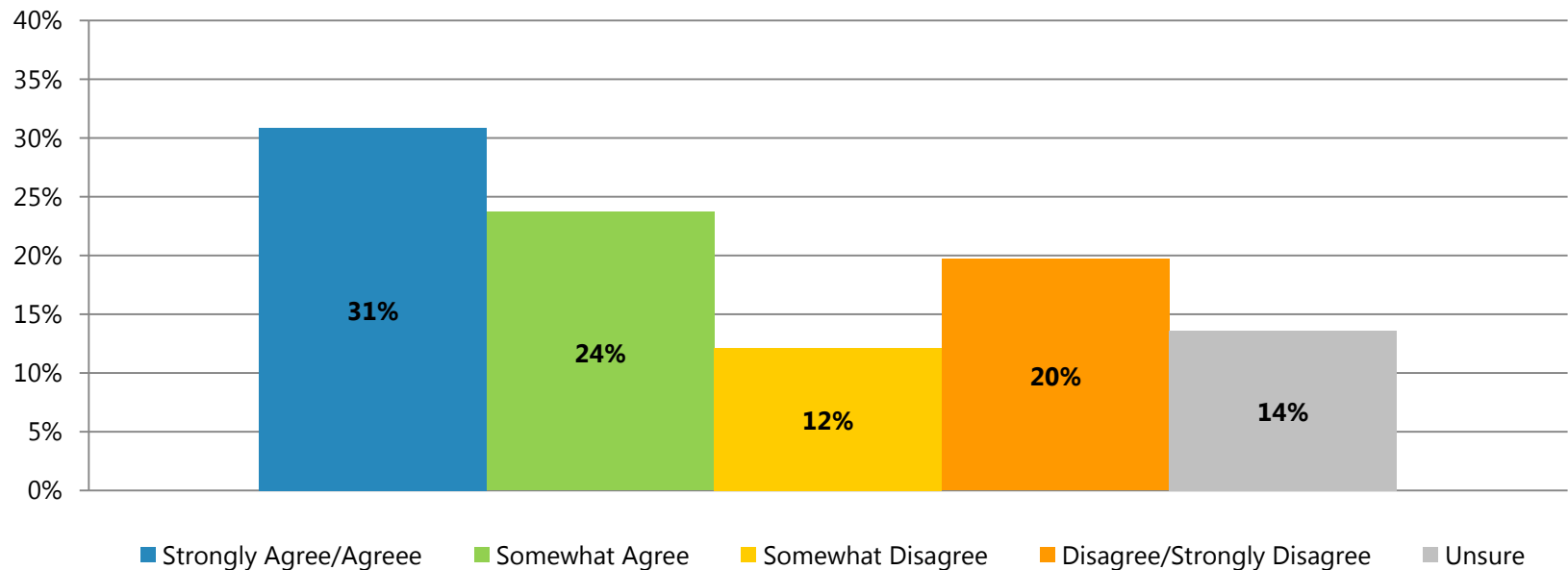

Teachers ■ **Evaluators** ■
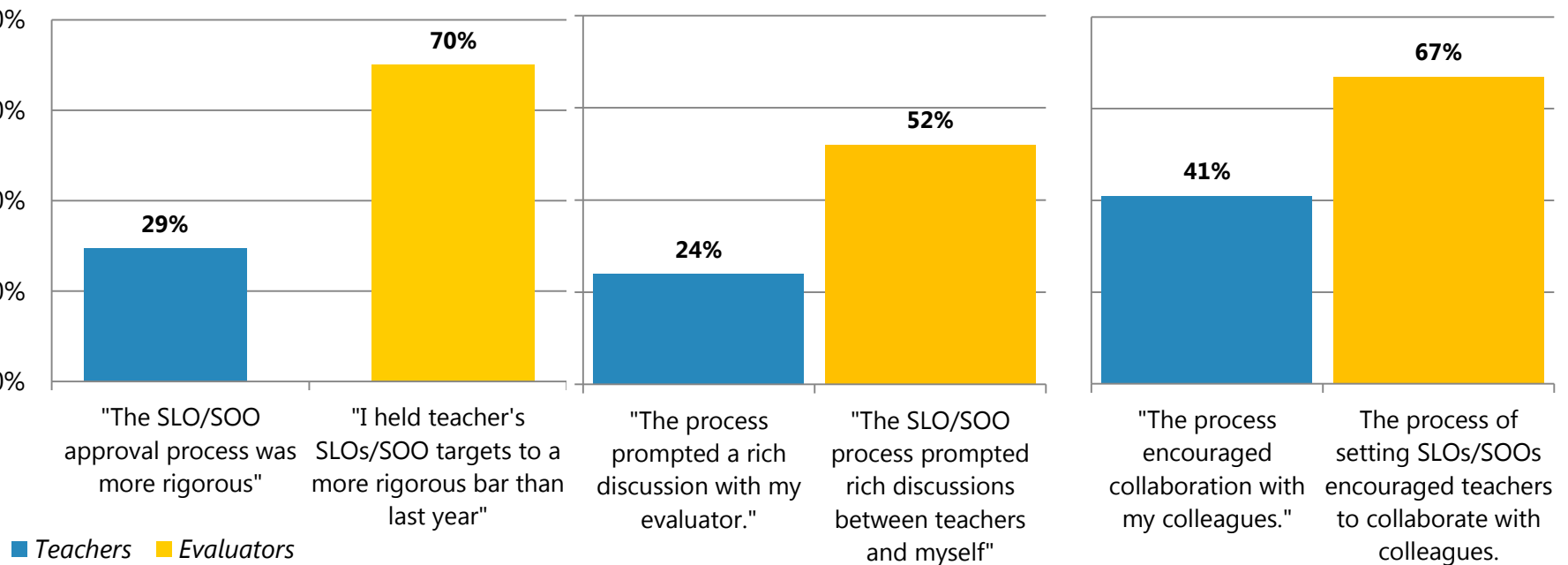
- ➤ 64% of evaluators felt that teachers submitted higher quality SLOs than last year.
- ➤ 41% of teachers and 61% of support professionals felt their evaluator provided useful feedback on their SLO/SOOs
- ➤ 70% of Central Office evaluators felt Building Administrators better understood how to set their own SLOs, and that the process for approval of administrator SLOs was more rigorous than last year.

Student Learning/Outcome Objectives

68% of teachers indicated an increased understanding on how to set SLOs.
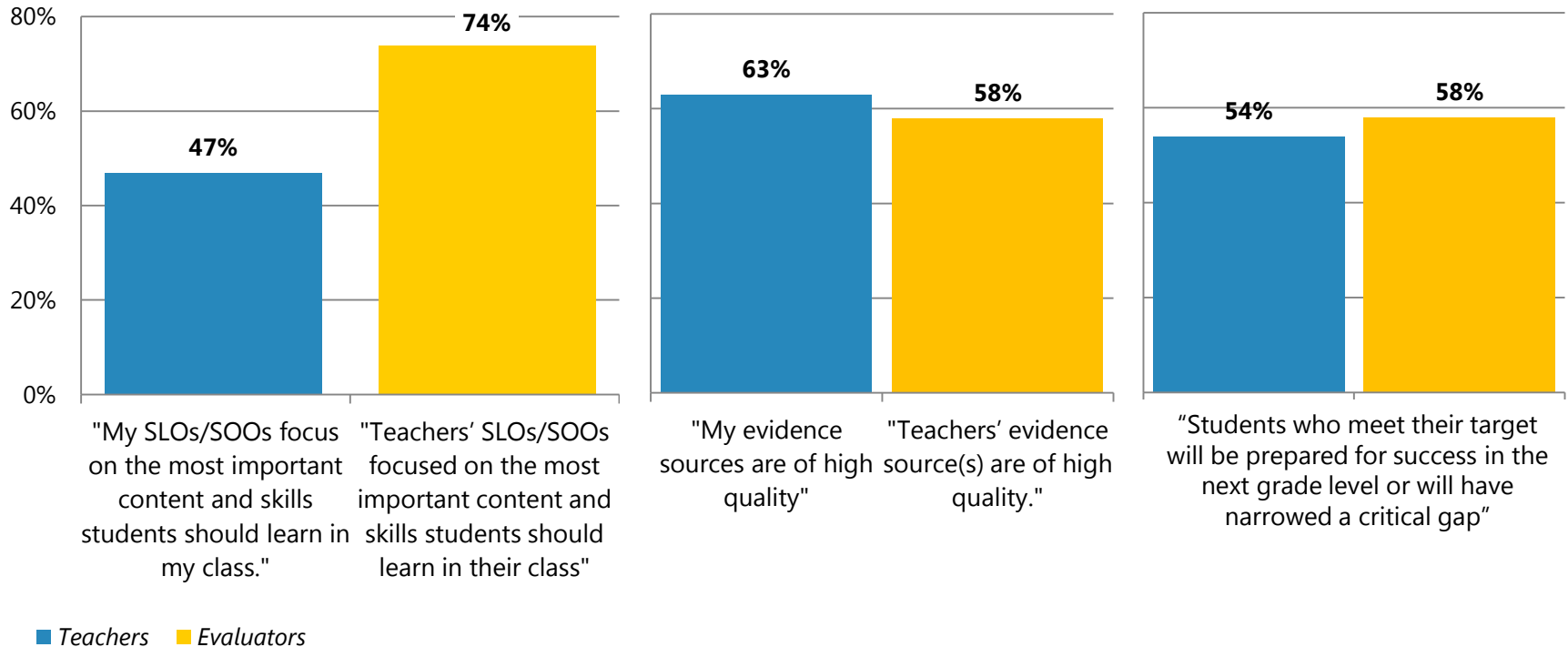
This year, 72% of building administrator and central office evaluators felt more confident in their ability to support teachers/administrators in the SLO process as compared to last year;

31% of teachers expressed a greater level of confidence in their evaluator's ability to support them through the SLO/SOO process.

Confidence in evaluator's ability
to provide support through the SLO/SOO process

Strongly Agree/Agreee: 31%
Somewhat Agree: 24%
Somewhat Disagree: 12%
Disagree/Strongly Disagree: 20%
Unsure: 14%

Student Learning/Outcome Objectives

47% of building administrators agreed or strongly agreed that the SLO process clarified their teacher's instructional focus, compared with 24% of teachers.
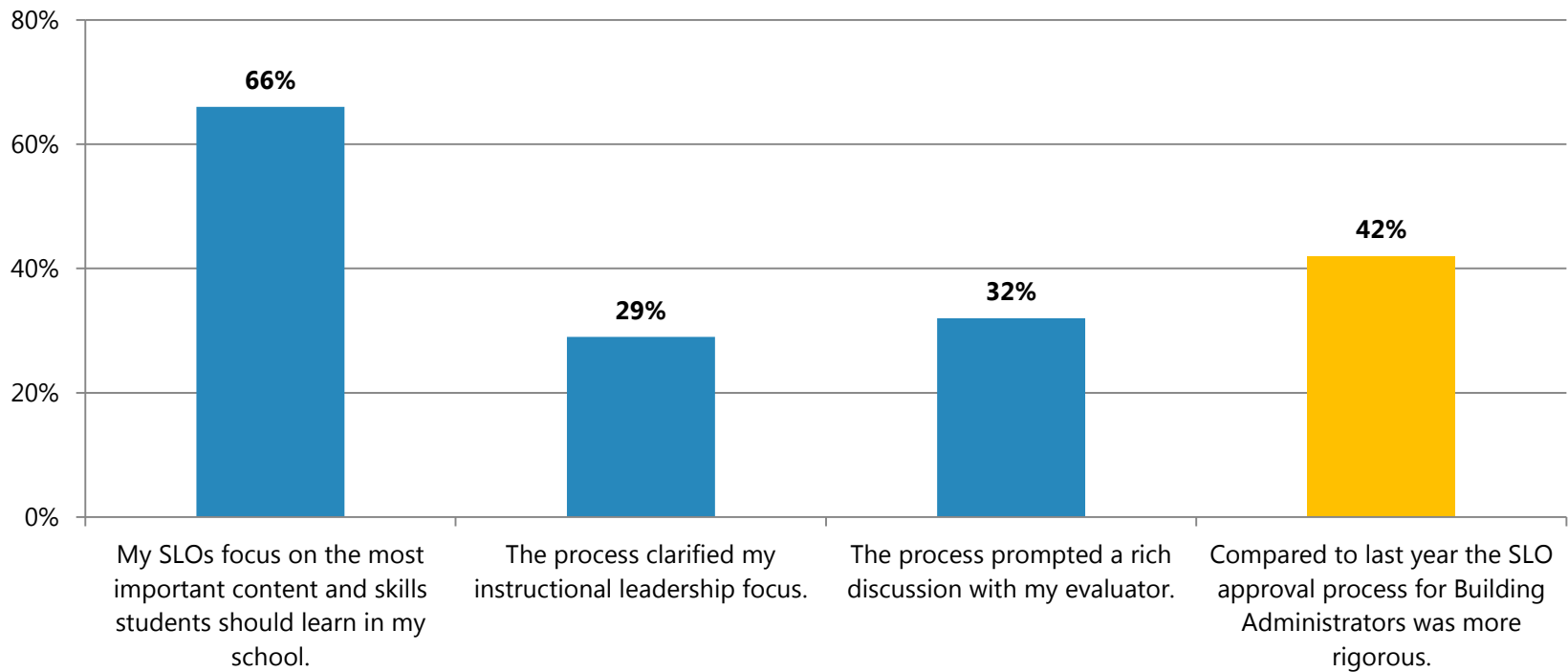

Chart 1:
- "My SLOs/SOOs focus on the most important content and skills students should learn in my class." — **47%** (Teachers)
- "Teachers' SLOs/SOOs focused on the most important content and skills students should learn in their class" — **74%** (Evaluators)

Chart 2:
- "My evidence sources are of high quality" — **63%** (Teachers)
- "Teachers' evidence source(s) are of high quality." — **58%** (Evaluators)

Chart 3:
- "Students who meet their target will be prepared for success in the next grade level or will have narrowed a critical gap" — **54%** (Teachers), **58%** (Evaluators)

■ Teachers   ■ Evaluators

Areas that Teachers found most challenging when writing SLOS

1st ▷ Writing an Objective Statement that represented appropriate depth and breadth of student learning

2nd ▷ Determining Targets that were rigorous, yet attainable for students

3rd ▷ Writing an Objective Statement that focused on the appropriate content or skills
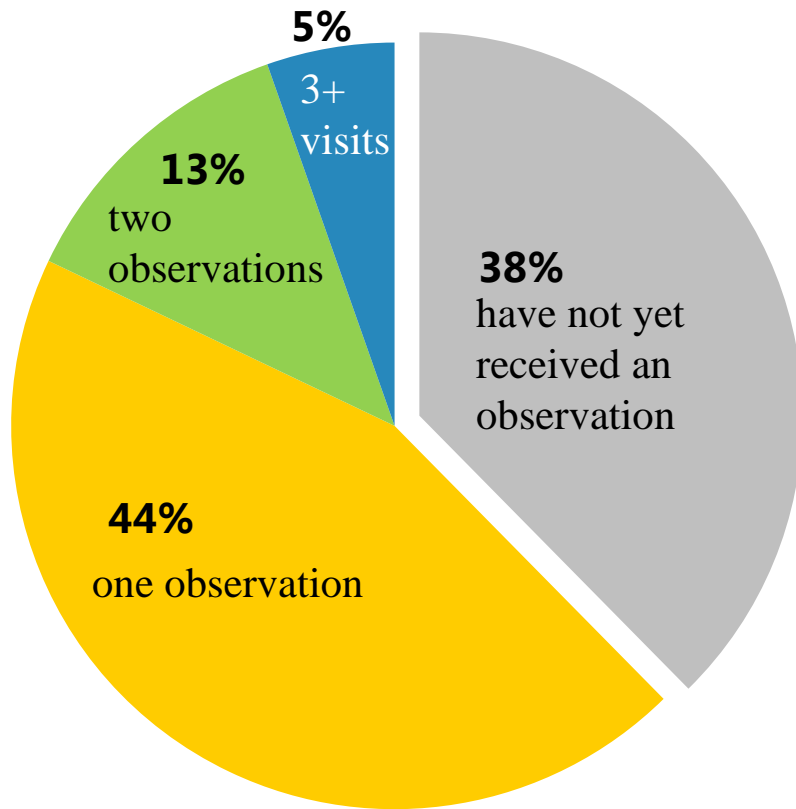
Student Learning Objectives

> **63% of Central Office administrators believe that SLOs can be an effective and appropriate measure of a Building Administrator's impact on student learning.**

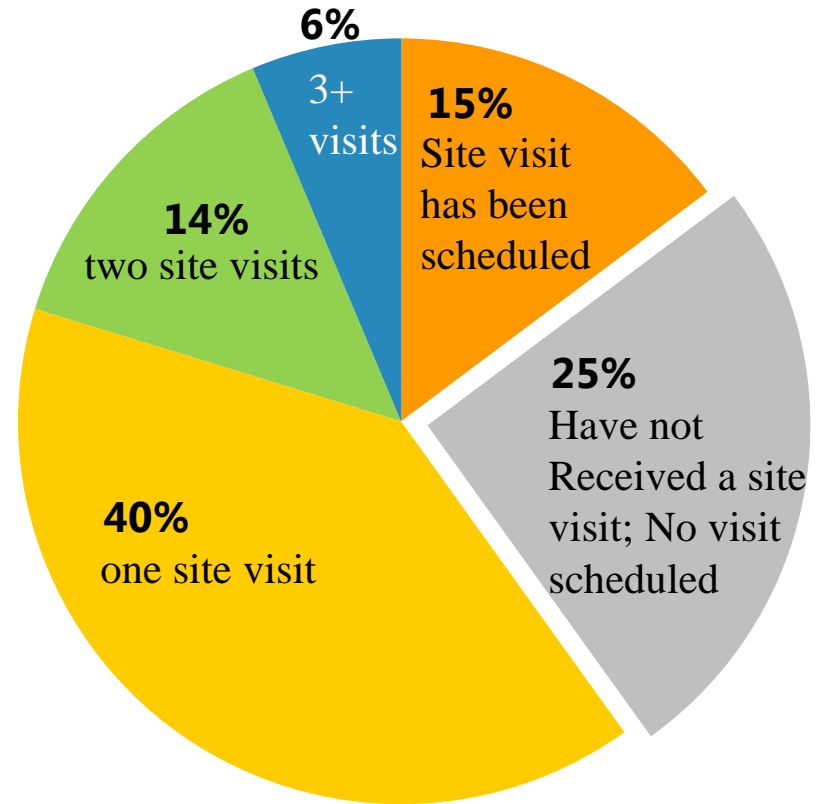*Building Administrator process for setting SLOs*

Bar chart values:
- My SLOs focus on the most important content and skills students should learn in my school. — **66%**
- The process clarified my instructional leadership focus. — **29%**
- The process prompted a rich discussion with my evaluator. — **32%**
- Compared to last year the SLO approval process for Building Administrators was more rigorous. — **42%**

Classroom Observations and Site Visits

Teachers

- 5% — 3+ visits
- 13% — two observations
- 38% — have not yet received an observation
- 44% — one observation

Building Administrators

- 6% — 3+ visits
- 14% — two site visits
- 15% — Site visit has been scheduled
- 25% — Have not Received a site visit; No visit scheduled
- 40% — one site visit

Of those who had received one or more Observations/Site Visits…
85% of teachers and 80% of administrators had received their feedback and scores, compared to 78% and 76% last year.

Classroom Observations and Site Visits

Overall, there is a greater sense of accuracy among teachers and building administrators who have been observed and received the scores and feedback.

Chart showing Teachers: SY12-13 = 53%, SY13-14 = 72%
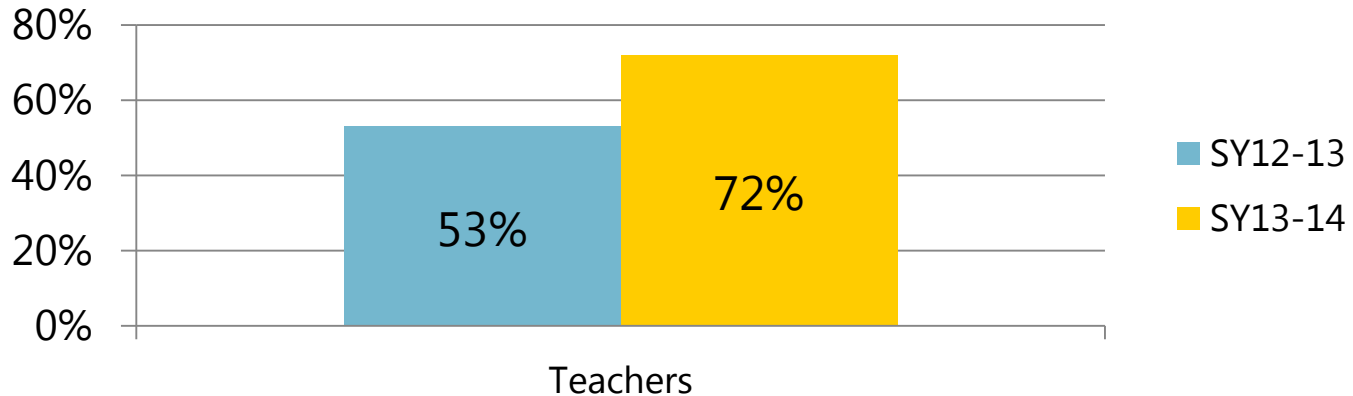
Actionable
66% of teachers and 82% of administrators felt the feedback received was actionable

Specific
77% of teachers and 81% of administrators felt the feedback received was specific

Helpful
53% of teachers and 77% of administrators felt it would help improve practice

87% of teachers and 96% of administrators made some level of change to their teaching practice as a result of the feedback received, compared with 66% last year.

Differentiated Evaluation Process for Teachers

> **86% of evaluators noted that they were using the differentiated process.**
>
> 92% believe that it will affect their caseload to a degree, with 31% of evaluators noting that it will significantly affect their caseload.
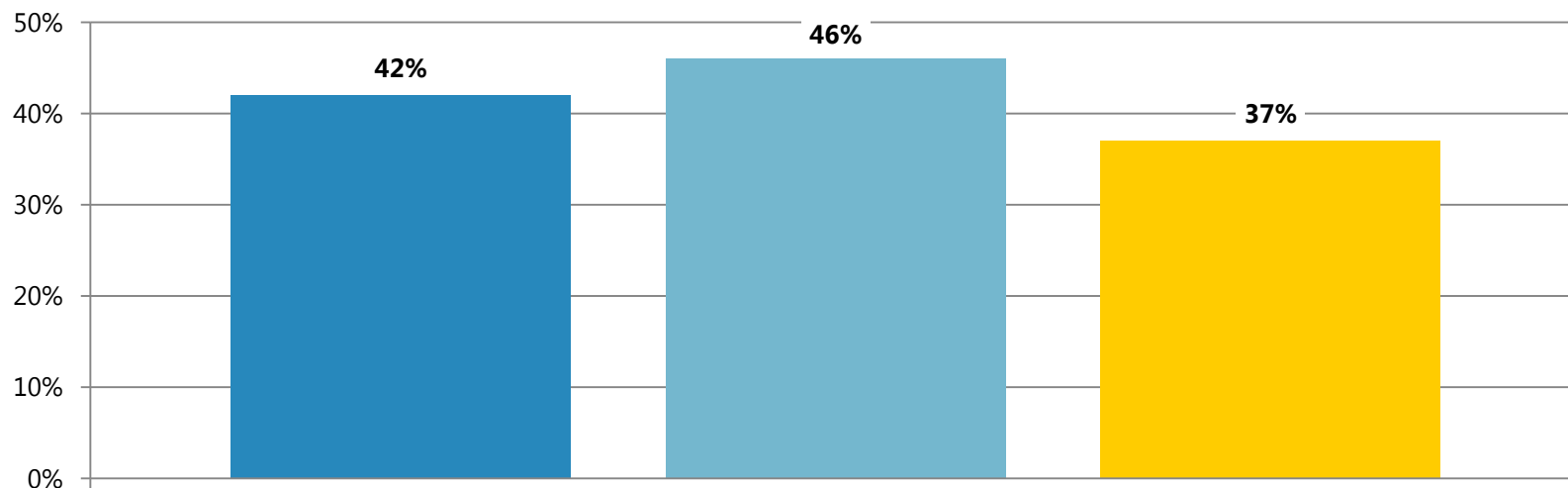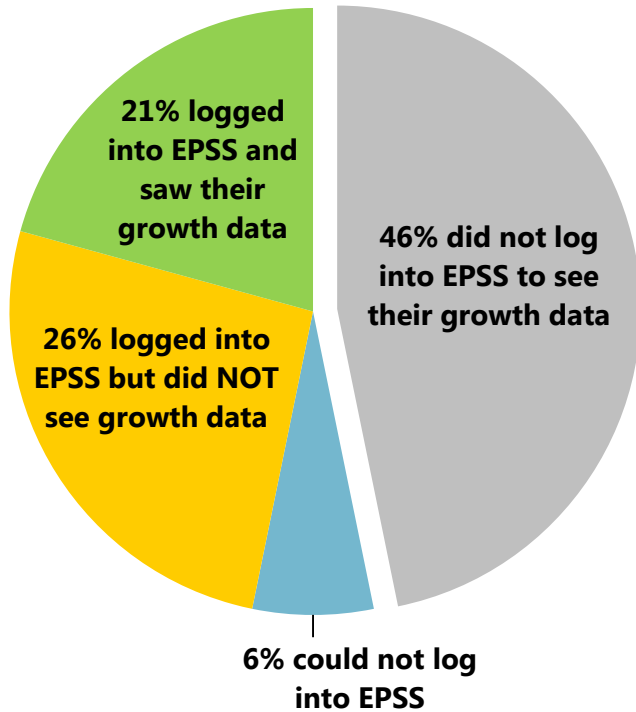

Bar chart showing responses to: "I believe, even if I only have one or two observations this year, that this will accurately and fully capture my professional practice."
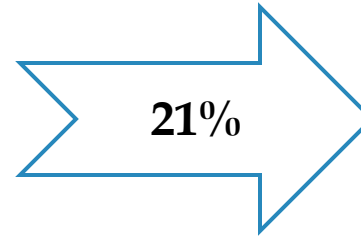
- Teacher: 42%
- Building Administrator: 46%
- Central Office Administrator: 37%

Rhode Island Growth Model Data

Contributing Educators

21% logged into EPSS and saw their growth data

46% did not log into EPSS to see their growth data

26% logged into EPSS but did NOT see growth data

6% could not log into EPSS

21% Of contributing educators had a conversation with their evaluator about their growth score.

13% Feel they have a strong understanding of what the growth data represents. 51% somewhat understand what it represents.

26% Of building administrators have reviewed all or most of their teacher's growth scores in EPSS.

50% Of central office administrators have reviewed all or most of their district's teacher growth scores.
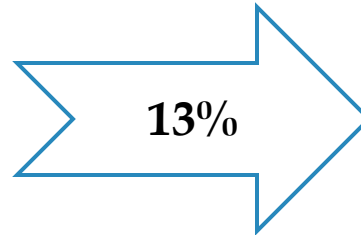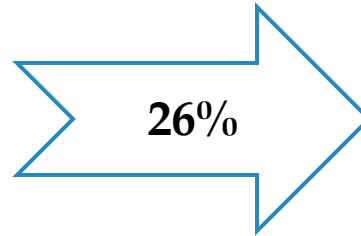
- I did not log into EPSS to see my growth data.
- I tried to see my growth data but I could not successfully log into EPSS.
- I successfully logged into EPSS but did NOT see my growth data.
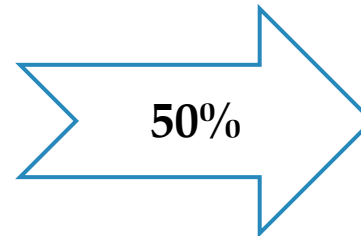- I successfully logged into EPSS and saw my growth data.

Support Professionals Model

1338 educators, across 42 LEAs, provided feedback on their experiences being evaluated under the Support Professionals model.

Bar chart:

- Other: 30%
- Speech Language Pathologist: 9%
- School Social Worker: 7%
- School Psychologist: 7%
- School Nurse: 16%
- School Counselor: 13%
- Reading Specialist: 8%
- Library Media Specialist: 9%

Includes…
Teaching Assistants, Paraprofessionals
Mathematics Coaches
Directors of Curriculum
Heads of School and Administrators
Office Support

➢77% had a beginning of year conference, either individually or with other faculty.

➢93% set at least one SLOs/SOOs

Support Professionals Observations of Practice

30% of Support Professionals believe the evaluation model was an accurate tool for measuring their efficacy

Of the 24% who received feedback on their practice from their evaluator:

Actionable
88% of Support
Professionals
felt the feedback
received was actionable

Specific
91% of Support
Professionals
felt the feedback
received was specific

Helpful
93% of Support
Professionals
felt it would help
improve practice

Utilization of Resources: Teachers, Support Professionals, Administrators

	% who utilized resources	Of those... % rated as very helpful or helpful
Evaluation FAQs	**71% (avg)**	**43% (avg)**
Teachers	55%	38%
Support Professionals	72%	34%
Building Administrators	87%	63%
Guidebooks	**80%**	**43%**
Teachers	60%	48%
Support Professionals	83%	41%
Building Administrators	95%	73%
SLO/SOO samples on website	**80%**	**44%**
Teachers	66%	38%
Support Professionals	83%	34%
Building Administrators	90%	61%
Online modules on RIDE website	**67%**	**37%**
Teachers	51%	34%
Support Professionals	63%	24%
Building Administrators	88%	54%
RIDE facilitated session, hosted by local professional orgs	**47%**	**37%**
Teachers	37%	40%
Support Professionals	56%	33%
Admins Only: SLO calibration workshop using Quality Review Tool	**76%**	**61%**
Admins Only: Assessment Toolkit on RIDE website	**80%**	**52%**

Next Steps

To the over 6,000 Rhode Island educators who spent valuable time sharing their feedback on the implementation of educator evaluations in Rhode Island – **Thank You!** The data from the mid-year surveys will be used to inform future model refinements, training, and supports. We are committed to working in partnership to improve the design and implementation of educator evaluations in Rhode Island and will continue to actively solicit your feedback.

The statewide data can be used at the district level to inform local policy and implementation support, but RIDE will also be sending district and charter school leaders individualized reports on the results for your LEA (except in cases of those with fewer than 10 completed surveys). Our hope is that you find both the analysis of the statewide results, and ultimately the analysis of your own results, helpful as we work together to transform education in Rhode Island.