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!

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

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

**Areas that Teachers found most challenging when writing SLOS**

1. Writing an Objective Statement that represented appropriate depth and breadth of student learning
2. Determining Targets that were rigorous, yet attainable for students
3. Writing an Objective Statement that focused on the appropriate content or skills
63% of Central Office administrators believe that SLOs can be an effective and appropriate measure of a Building Administrator’s impact on student learning.
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.
Overall, there is a greater sense of accuracy among teachers and building administrators who have been observed and received the scores and feedback.

- **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.
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.

I believe, even if I only have one or two observations this year, that this will accurately and fully capture my professional practice.
Rhode Island Growth Model Data

Contributing Educators

- 21% logged into EPSS and saw their growth data
- 26% logged into EPSS but did NOT see their growth data
- 46% did not log into EPSS to see their growth data
- 6% could not log into EPSS

- 21% feel they have a strong understanding of what the growth data represents. 51% somewhat understand what it represents.
- 13% of building administrators have reviewed all or most of their teacher’s growth scores in EPSS.
- 26% of central office administrators have reviewed all or most of their district’s teacher growth scores.
- 50% of contributing educators had a conversation with their evaluator about their growth score.
1338 educators, across 42 LEAs, provided feedback on their experiences being evaluated under the Support Professionals model.

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
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

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