

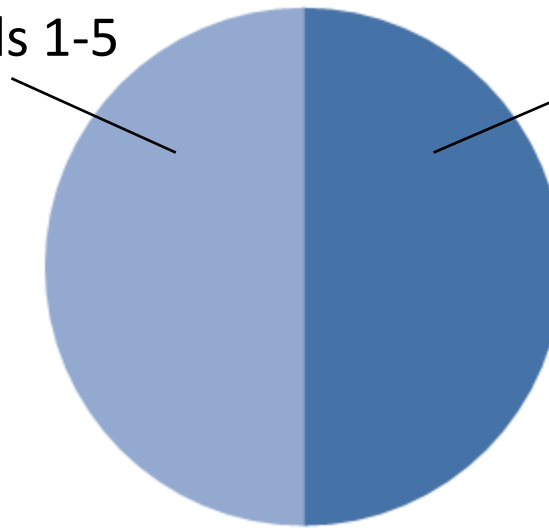
Educator Effectiveness: Multiple Measures

**Colorado Department of Education
October 2013**

Multiple Measures in an Educator's Evaluation

Teacher Quality Standards 1-5

- *Professional Practices*
- *Student Perception Survey*



Teacher Quality Standard 6

- *Measures of Student Learning, including TCAP*
- *SPF*

Examining how Professional Practice Ratings are Associated with other Measures

- **Compare professional practice ratings with school-level measures**
 - SPF category
 - Percent of proficient/advanced students
 - Median growth percentile
- **Compare professional practice ratings with classroom-level measures**
 - Percent of proficient/advanced students
 - Median growth percentile
 - Student Perception Survey results

**** Remember throughout this presentation that “Overall Professional Practice Ratings” do not incorporate the 50% measures of student learning****

Overall Professional Practice Ratings and School Performance Framework (SPF)

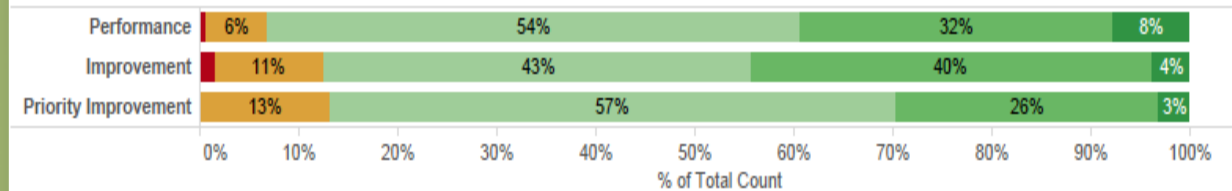
There are statistically significant differences in school performance ratings from the SPF based on teachers' overall professional practice ratings.

Teachers at schools that performed well on the SPF in the prior year (2012) received higher ratings.

Conversely, teachers at schools that performed well on the SPF in the current year (2013) received lower ratings, with the exception of teachers at Turnaround schools who received the lowest ratings.

2012 SPF category *

Comparison of teacher performance category by SPF category

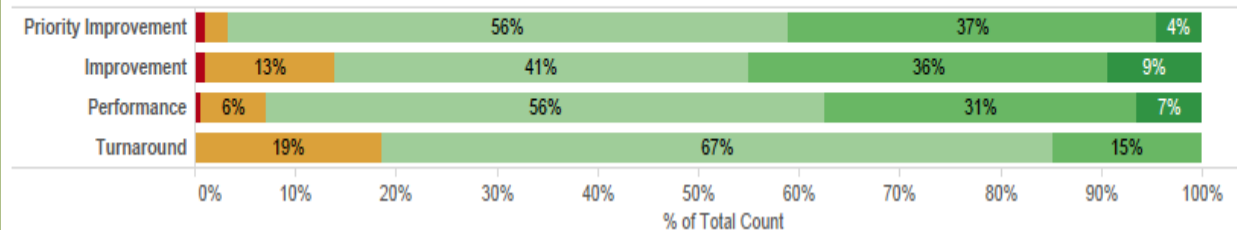


N sizes

Performance = 1289
Improvement = 310
Priority Improvement = 125

2013 SPF category *

Comparison of teacher performance category by preliminary SPF rating



N sizes

Priority Improvement = 90
Improvement = 366
Performance = 1180
Turnaround = 27

Stacked bar charts are ordered from highest scores to lowest scores.

* = There are statistically significant differences overall (indicated by chi-squared tests)

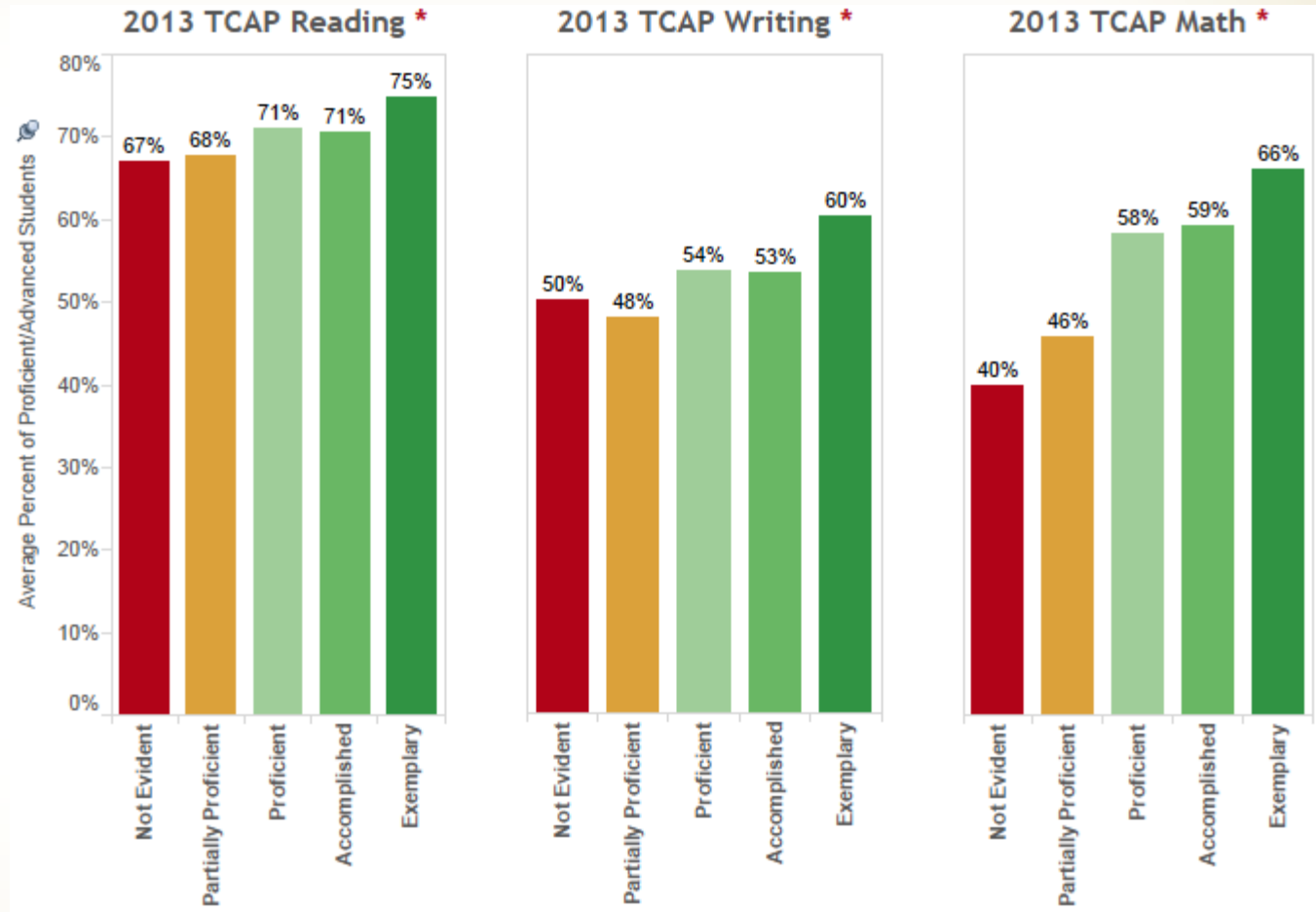
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Overall Professional Practice Ratings and Aggregated Student Achievement (School Level)

There are statistically significant differences in the school-level percent of proficient/advanced students on TCAP Reading, Writing, and Math based on teachers' overall professional practice ratings.

On average, teachers who work in schools with higher achieving students receive higher professional practice ratings.

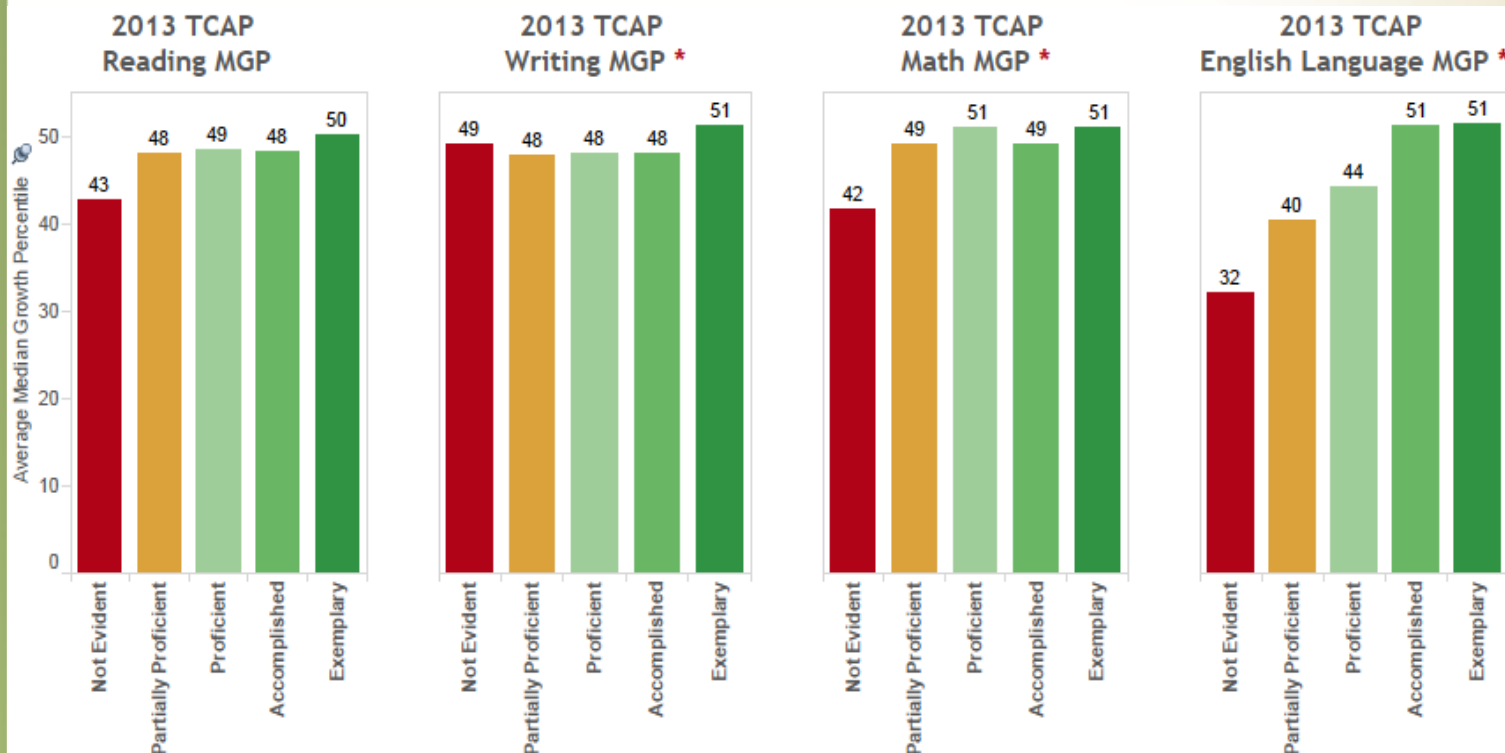


* = There are statistically significant differences overall (indicated by ANOVAs)

Overall Professional Practice Ratings and Aggregated Student Growth (School Level)

There are statistically significant differences in the school-level median growth percentile (MGP) on TCAP Writing, Math, and English Language Proficiency based on teachers' overall professional practice ratings.

On average, teachers in schools where students show more growth in writing, math, and English language proficiency receive higher professional practice ratings.

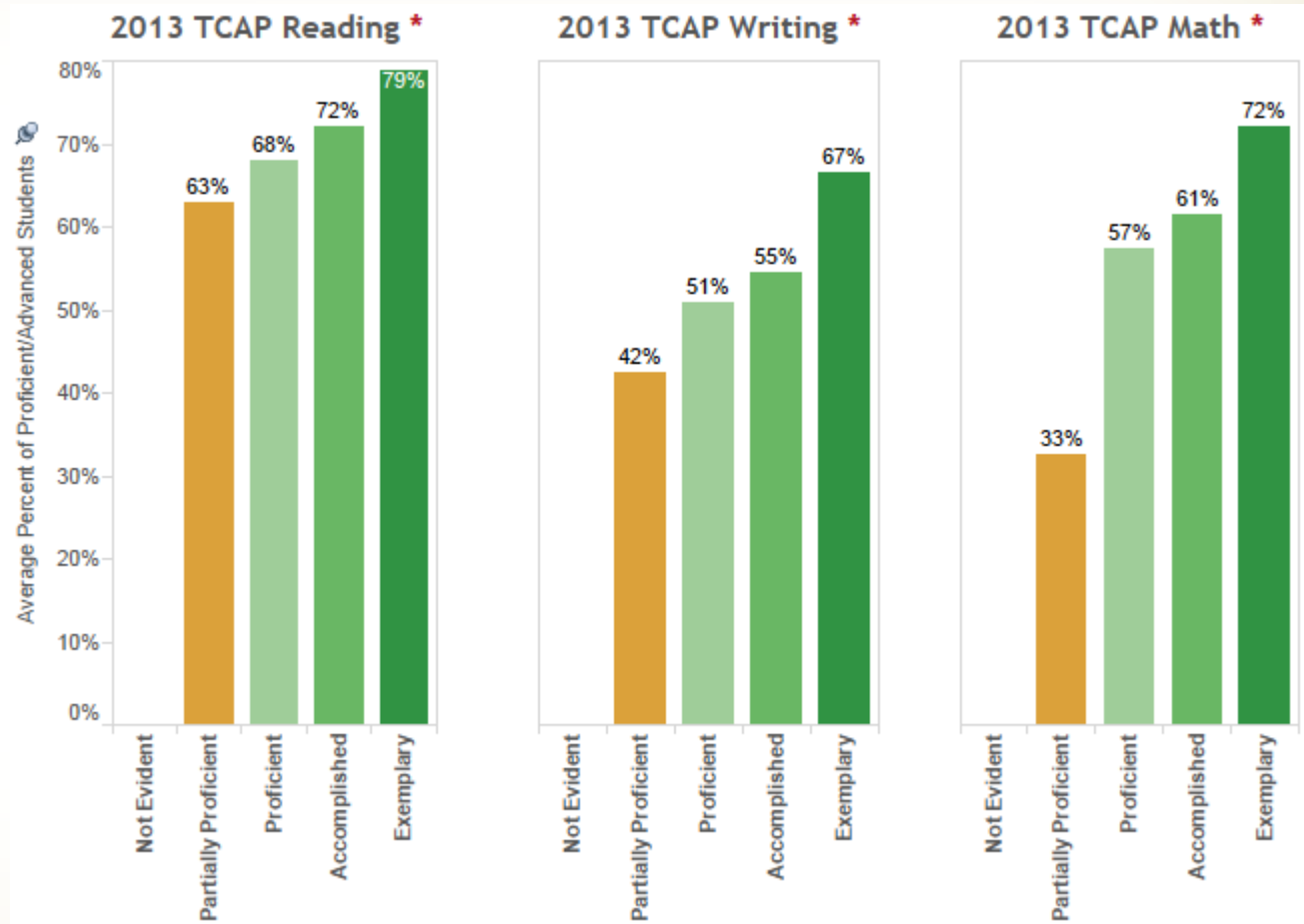


* = There are statistically significant differences overall (indicated by ANOVAs)

Overall Professional Practice Ratings and Aggregated Student Achievement (Classroom Level, n=243)

There are statistically significant differences in the classroom-level percent of proficient/advanced students on TCAP Reading, Writing, and Math based on teachers' overall professional practice ratings.

On average, teachers with higher achieving students in their classroom receive higher professional practice ratings.

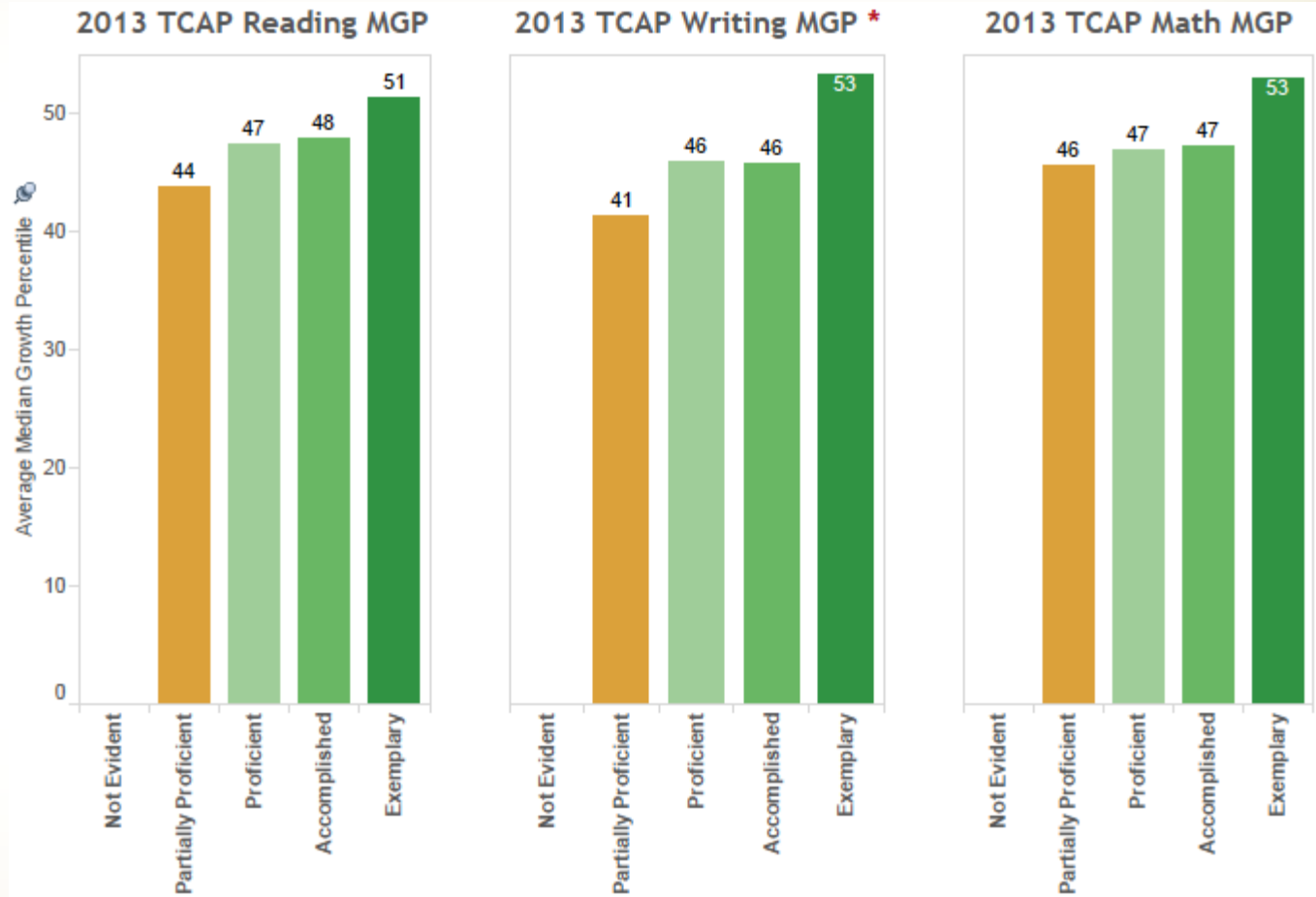


* = There are statistically significant differences overall (indicated by ANOVAs)

Overall Professional Practice Ratings and Aggregated Student Growth (Classroom Level, n=243)

There are statistically significant differences in the classroom-level median growth percentile (MGP) on TCAP Writing based on teachers' overall professional practice ratings.

On average, teachers in classrooms where students show more growth in writing receive higher professional practice ratings.

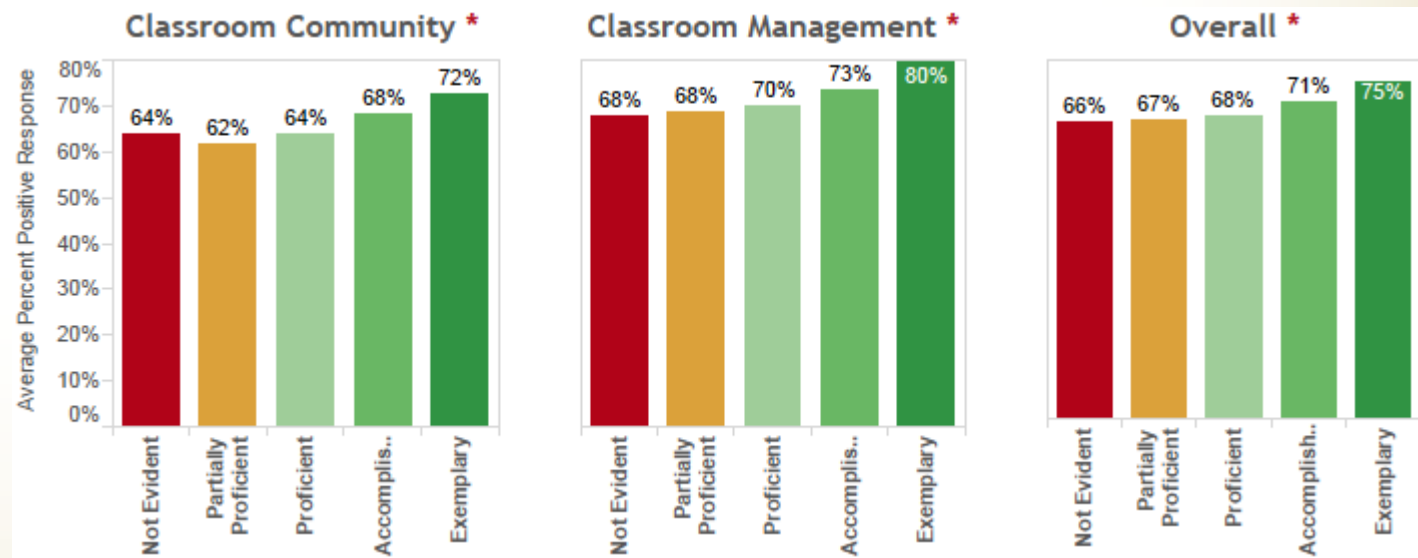
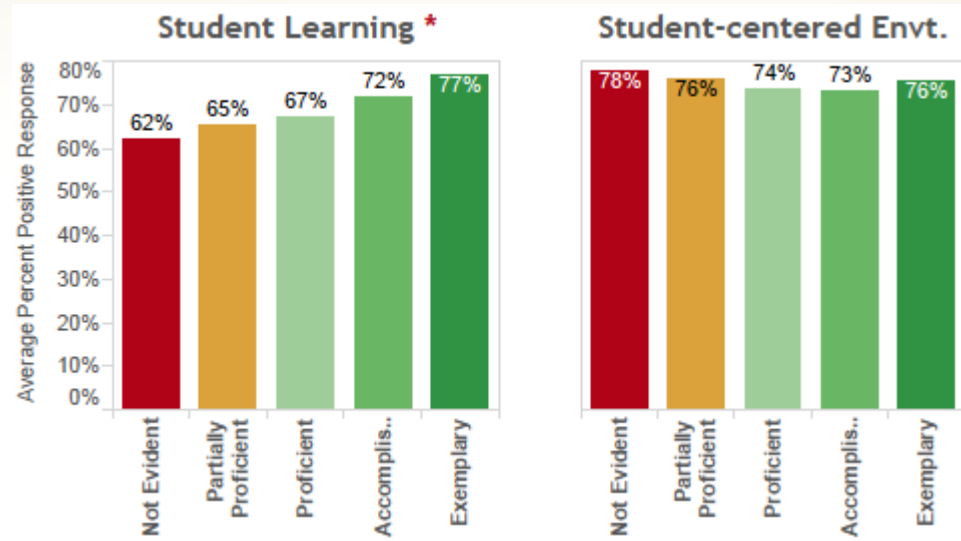


* = There are statistically significant differences overall (indicated by ANOVAs)

Overall Professional Practice Ratings and Aggregated Student Survey Responses (Classroom Level, n=758)

There are statistically significant differences in the percent of students in the classroom giving positive responses on a student perception survey based on teachers' overall professional practice ratings.

On average, teachers in classrooms where students have more positive opinions about the classroom receive higher professional practice ratings.



* = There are statistically significant differences overall (indicated by ANOVAs)

Summary

- **Initial analyses are *preliminary* so there are no solid conclusions**
 - Especially for findings pertaining to student academic measures because of the greatly-reduced sample size
- **Early indications of:**
 - Differences in the expected direction
 - Teachers who receive higher ratings, on average, are higher on measures of student outcomes
 - Alignment of the multiple measure in the evaluation system are headed in the right direction
- **We will continue to study the multiple measures of an educator's evaluation**