

# Teacher and Principal Evaluation (TPE)

## Communication #13

March 28, 2013

### TPE Action Team

Dave Volrath

[dvolrath@msde.state.md.us](mailto:dvolrath@msde.state.md.us)

410-767-0504

The monthly LEA TPE meeting was held on March 21, 2013, at MSDE and provided direction on several critical issues.

1. [Using the MTAI for Measuring MSA Growth](#): After conducting real time evaluation scenarios with actual teacher and principal input, it was determined that the TRSG Model for measuring the MSA component of the evaluation was underperforming. Most notably, the value-neutral design of the TRSG model failed to distribute educator performance with consideration of accelerating underachieving students, maintaining high levels of student achievement, or of regressing levels of student performance. Combined with these unacceptable outcomes, the construct of the model was difficult to demonstrate or explain to educators. The decision was made to abandon TRSG for a more simplistic and understandable model, the Maryland Tiered Achievement Index, which gives greater credit to student instructional accomplishments that are attributed to teachers and principals. A full accounting of this change is outlined in the Field Test section of this communication bulletin with support documents and exhibits posted to the MSDE/TPE Webpage. MSDE will be applying the MTAI Model to random teacher cohorts over the next few weeks to further validate its ability to distribute educator effectiveness within valued outcomes. The information we are gleaning from these simulations will also help us to inform our thinking as we proceed with the standards setting processes for MSAs and the overall rating of teachers.
2. [Applying Lag Data in Evaluation](#): A [model of the State's recommended practice for applying lag data to the evaluation of teachers](#) was presented. The recommended practice begins to shift the evaluation paradigm from a single annual point in time to a continuous developmental cycle. It most notably; 1) Conducts the MSA measure at a point in the year when student growth data in reading and math is timely to the release of scores and to informing the construction of SLOs; and 2) Determines the attribution of students in close proximity to the testing period. This model will be used throughout the next year to craft the professional development that must precede the implementation of each evaluation component. MSDE has reached out to MSEA regarding how to best address the issue of empty or missing evaluation component data. Within the next two weeks, a meeting will be conducted with some teachers to determine how to solve this problem in a fair fashion.
3. [Incorporating HSAs into SLOs](#): Initial feedback was gathered in regard to how HSAs might be incorporated into the crafting of SLOs. Linda Burgee will be collapsing this information to develop parameters that LEAs might use to complete this expectation. Updated information and direction will be provided at the next LEA TPE meeting.
4. [Understanding the Impact of the PARCC Timeline on Teacher and Principal Evaluation](#): Judy Jenkins provided the latest information about the progress of the PARCC assessments. The information included the [PARCC Timeline for Future Guidance](#), the [Estimated Time On Task for By Grade and Session](#), and the [Frequently Asked Questions About PARCC](#).

Documents from the 3/21 LEA Mtg. are available at: [http://marylandpublicschools.org/MSDE/programs/tpe/tpe\\_m\\_m](http://marylandpublicschools.org/MSDE/programs/tpe/tpe_m_m)

Dr. Dolan will be completing her Field Test visits on April 2. She will immediately begin the process of crafting individual reports for Superintendents and a collective report for WestEd and MSDE. With attention to confidentiality, we will share this information as it becomes available. Concurrently, WestEd is working with Dr. Feldman to complete the identification of essential learnings from the Field Tests and the subsequent quantitative data that will be needed to support the answers. Like the Field Test visits, we will try to make this a manageable process for LEAs.

Finally, MSDE participated in a conversational meeting at USDE on March 27, 2013, to gauge the progress of TPE in Maryland. USDE participants were impressed with the work that is emerging across the State as a result of intentional, gradual, and continuous attention and collaboration. Their confidence is best evidenced in their endorsement for MSDE to proceed with the issuance of mini-grants to assist LEAs in implementing TPE. Draft versions of the Mini-grant protocols were shared at the 3/22 meeting (see attachment) and are now approved. This round of mini-grants is intended to level the playing field for all LEAs to participate in the application of local or TPE practices. The grant will be reviewed with Superintendents on 4/5 and awarded the next week. Directions will be coming shortly from the TPE Action Team and MSDE's Budget Office. Please feel free to review the grant and begin local discussions but do not submit anything until Superintendents have been briefed and directions issued.

Inquiries of a general nature or about TPE in its entirety may be directed to Dave Volrath.

## Field Test

Ben Feldman

[bfeldman@msde.state.md.us](mailto:bfeldman@msde.state.md.us)

The Field Test Team has spent the last two weeks on site with LEAs, submitting the growth matrix to a real-data stress test, and revising the MSA translation approach for the State Model.

During the past months, diverse audiences have challenged the TRSG growth matrix as failing to accomplish its intended goals. Working with actual LEA data, these concerns were confirmed. Many important ideas were gleaned from other LEAs. These included Anne Arundel's description of their theoretical distribution of students, which proved to be accurate; the Cecil County 1-2-3 model launched by them and tested by Wicomico County; a framework for setting performance standards developed by Calvert County and independently tested by Charles County; and intensive iterations of actual data by Wicomico County.

The result of this confluence of efforts is the new "Tiered Achievement Index," (so dubbed by Cecil County) which is a version of the pure 1-2-3 model but with a nuanced fit to the actual distribution of State data. Among the refinements of TAI, the status diagonal has been shaped more carefully to provide more accurate controls for the two ends. The opposing corners are carved out for differential treatment: raising low performing students multiple levels (a significant population) carries bonus points, while allowing top performing students to fall below proficient (a rare circumstance) is not rewarded. Applying means and standard deviations to the statewide distribution of students, about 54,000 cases per grade and subject, indicates the model centers well. In every case, the standard deviation that straddles the State mean captures a value in the 2.0 or higher range.

A virtue of the 1-2-3 or TAI model is that the summary teacher statistic is meaningful and intuitive. A value of 2.0 indicates that all the students held their ground, while values above 2.0 indicate that students have made a year **or more** growth. Applying the Calvert approach of using grade and subject specific means to the student distribution removes the problem that there can be shifts in the skew of the data. For example, grade 4 math averages are high but grade 5 math averages are much lower. This does not reflect a change in the students or the teachers, but a change in the centering of the MSA. By centering each grade and subject independently of the prior grade, it becomes possible to rank order the performance of educators that is consistent with the performance of their peers teaching other grades. Moreover, this is done without the loss of discrimination that the decile approach caused.

Lastly, running this approach against actual LEA data begins to confirm a strong alignment with principal qualitative ratings and sets up rich internal conversations about the meaning of data, using qualitative data to inform quantitative data and vice versa.

Also encouraging, the LEA that has worked most closely with MSDE has been able to run their full model to a summary educator effectiveness rating, including establishing the teacher-student rosters. Based on this experience, conducted in a medium sized LEA with modest technical resources, provides the best evidence so far that all LEAs will be able to close the Field Test successfully and make model refinements according to the condensed timeline.

This work, accomplished at clip during the last two weeks, represents one of the major accomplishments of the Field Test so far. Preliminary feedback from LEAs has been extremely positive. New student detail files and state summary data with upper and lower performance limits have been posted for all LEAs who may now wish to apply this approach to their models.

Critical next steps include intensive technical support for any LEAs working to get the mechanics off the ground, and collaboration with LEAs to compare how educator data array. This multi-LEA view will go a long way toward assisting MSDE and its partners to settle how the MSA percentage points should be awarded based on student performance in real life situations.

Inquiries related to the Field Test that are of a design or technical nature (i.e. School Progress Index or MSAs), may be directed to Ben Feldman.

## SLOs

Linda Burgee  
[lburgeon@msde.state.md.us](mailto:lburgeon@msde.state.md.us)

As shared in a previous TPE newsletter, the MSDE SLO team is engaging in a series of activities to gather input and feedback regarding options for meeting the requirement of using HSA data in at least one SLO for high school teachers and principals. The requirement goes into effect in 2013-14. (See attached letter from USDE.) At the March 21 TPE Field Test Meeting, a session was devoted to brainstorming and discussing options for including HSA data in SLOs for high school teachers and principals. We appreciate the rich discussion and valuable feedback that was provided. We are collating the feedback received from participants and will share this feedback in the next newsletter.

Our next step is to engage another stakeholder group in reviewing this initial input and providing additional feedback. Five school systems (Anne Arundel, Calvert, Howard, Somerset and Wicomico) have volunteered representatives, including HSA teachers, principals, content supervisors and executive officers, to assist with this work.

We welcome any and all input prior to making a final recommendation for MSDE leadership to consider regarding the use of HSA data in SLOs. A discussion thread on this topic has been created on the MSDE Google Groups so that you can post comments and suggestions. You may also email Linda Burgee at [lburgeon@msde.state.md.us](mailto:lburgeon@msde.state.md.us)

The SLO training team recently provided SLO information to staff at Johns Hopkins University and SLO quality assurance training to Washington County principals. Technical assistance regarding assessments and target setting was provided to Allegany County content supervisors and principals as they drafted SLOs for next year.

Registration for the Phase 3 Regional SLO Training has been sent to Superintendents and TPE Points of Contact. It was mentioned at the 3/21 TPE Field Test meeting that some of you had not received registration information for the April SLO Regional Training. A copy of the registration information is attached. Please note that the dates and times of the sessions remain the same as publicized in the February TPE Newsletter.

Due to the late receipt of this information by some of you, we have changed the registration deadline to **April 2, 2013**.

	<p>Participants are asked to bring a laptop or notepad that can wirelessly access the internet and that can accommodate a flashdrive which will be provided at the training. Please let Linda know if you have any questions.</p> <p>Inquiries regarding Student Learning Objectives or interest in scheduling training for specific audiences should be directed to Linda Burgee.</p>
<p><u>Professional Development</u></p> <p>Ilene Swirnow  <a href="mailto:iswirnow@msde.state.md.us">iswirnow@msde.state.md.us</a></p>	<p>As the work continues to complete the 2012-13 Field Test experience, the TPE Action team is designing the professional development plan for the 2013-14 school year. The focus will be on providing opportunities for educators to increase their knowledge and skills and to recognize the interrelationship between TPE, implementation of Common Core, and SLOs, as a means to increase educator effectiveness, and as a result, student achievement. There will be a specific focus on SLOs as an instructional tool and growth measure. The plan will be based on a statewide model, which will include regional sessions throughout the year. This design will incorporate both content and process aspects and be targeted for those who work with and support school practitioners. Our vision is that these sessions will be collaborative opportunities for the LEAs and MSDE to work, learn, and move forward with this initiative together.</p> <p>Inquiries regarding the evaluative professional development skills of executive officers, principals, assistant principals, and instructional supervisors may be directed to Ilene Swirnow.</p>
<p><u>Communications</u></p> <p>Laura Motel  <a href="mailto:lmotel@msde.state.md.us">lmotel@msde.state.md.us</a></p>	<p>The materials from the March 21 LEA TPE meeting are now available on MSDE's TPE webpage, at: <a href="http://marylandpublicschools.org/MSDE/programs/tpe/tpe_m_m">http://marylandpublicschools.org/MSDE/programs/tpe/tpe_m_m</a></p> <p>As the TPE Field Test year draws to an end, it is important for LEAs to think about how they will effectively communicate their plans for TPE to the teachers and principals in their school system. Building widespread understanding and support is crucial to the successful implementation of TPE. To that end, USDE's Reform Support Network has released a new resource to guide states and LEAs during this process.</p> <p>In your work you may find it helpful to think about the outcome of your communications and engagement. Are you seeking to inform, inquire of, involve or inspire your stakeholders? "<a href="#">From "Inform" to "Inspire": A Framework for Communications and Engagement</a>" describes a framework for thinking about and implementing a comprehensive communications and engagement strategy to support successful implementation of State education reforms. More RSN resources are available at: <a href="http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/resources.html">http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/resources.html</a>.</p> <p>The release of TPE #13 was delayed to accommodate any information from the 3/28 MSBE meeting and the 3/27 USDE meeting.</p> <p>Inquiries regarding communications may be directed to Laura Motel.</p>