

Educator Effectiveness Metrics

Public Reporting of Aggregated Performance Evaluations



COLORADO
Department of Education

EDUCATOR EFFECTIVENESS METRICS

Senate Bill 10-191, the Great Teachers and Leaders Act, was passed in support of the notion that every child in every community deserves excellent classroom teachers and building leaders who are supported in their professional growth.

Senate Bill 10-191 changed the way principals, teachers, and specialized service professionals are evaluated in Colorado. As required by statute (C.R.S. 22-9-106) and Colorado State Board of Education rules (1 CCR 301-87 6.04 (C)), the Colorado Department of Education (CDE) has a role in reviewing and reporting on the implementation of these new evaluation systems, including collecting performance evaluation data and providing high-quality data back to districts and the public. The reports associated with monitoring evaluation systems statewide are referred to as the Educator Effectiveness Metrics.

The metrics are based on best practices for assessing the implementation of evaluation systems and on guidance from State Board of Education rules. The metrics provide districts with information they can use to continuously improve their evaluation systems. They also allow CDE to identify districts that may need additional support as well as meet the reporting requirements set forth in statute and State Board rules.

PUBLIC REPORTING REQUIREMENTS

Senate Bill 10-191 established new requirements for evaluating Colorado educators which include annual evaluation of licensed personnel including teachers, principals, and specialized service professionals (SSPs), standards for teachers, principals, and SSPs, measures of student learning results account for half of an educator's evaluation, and ongoing monitoring for continuous improvement.

In accordance with Colorado State Board of Education rules on monitoring the evaluation requirements, CDE is required to publish reports in the following three categories:

- Increases in the effectiveness of educators (see Figures 1 and 2 for corresponding metrics).
- Correlations between educators' performance evaluation ratings and student performance outcomes (see Figure 3 for corresponding metric).
- The equitable distribution of effective and highly effective educators (see Figure 4 for corresponding metric).

To meet that requirement, CDE staff selected four Educator Effectiveness Metrics from the full suite of metrics for public reporting. These metrics were selected based on the extent to which they fulfill the need to report within a certain reporting category, ease of understanding, and the utility of the information provided.

Public Reporting of Educator Effectiveness Metrics

Educator Effectiveness Metrics are data reports derived from educator evaluations, which include:

- **Annual evaluation** of licensed personnel;
- **Standards** for performance;
- **Measures of student learning** results; and
- **Ongoing monitoring** for continuous improvement.

In accordance with Colorado State Board of Education rules, CDE is required to publish reports on the following three metrics:

- Effectiveness Ratings
- Quality Standards
- Alignment
- Equitable Distribution

CDE will post the educator performance reports on SchoolView. Important publishing guidelines include:

- Only reporting data in the aggregate at the school, district, and state level.
- Only reporting data for groups of five or more educators (so that the performance ratings cannot be identified for any given educator).

PUBLICLY-REPORTED EDUCATOR EFFECTIVENESS METRICS

The educator performance reports are posted on SchoolView and updated annually. Note that these metrics are reported on a one year lag because of the timeframe by which districts submit performance evaluation data to CDE.

Data are reported in the aggregate at the school, district, and state level. Data will be published only for groups of five or more educators so that performance ratings for any given educator cannot be identified.

The metrics are shared below (in Figures 1-4), by reporting category.

Reporting category: Increases in the effectiveness of educators

Figure 1. Overall Effectiveness Ratings

The purpose of this metric is to review and report on distributions of overall educator effectiveness ratings over a three-year period in order to capture increases in the effectiveness of educators, in the aggregate.

The graph shows the percent of educators in each effectiveness category for the three most recent school years for which CDE has educator effectiveness ratings. Distributions can be examined separately for novice (first, second, and third year) and experienced (four or more years) educators by selecting a sub-group in the bottom left “All Teachers” dropdown. Additionally, distributions can be examined separately for all teachers and for rated teachers only using the “All Teachers” dropdown in the bottom right.

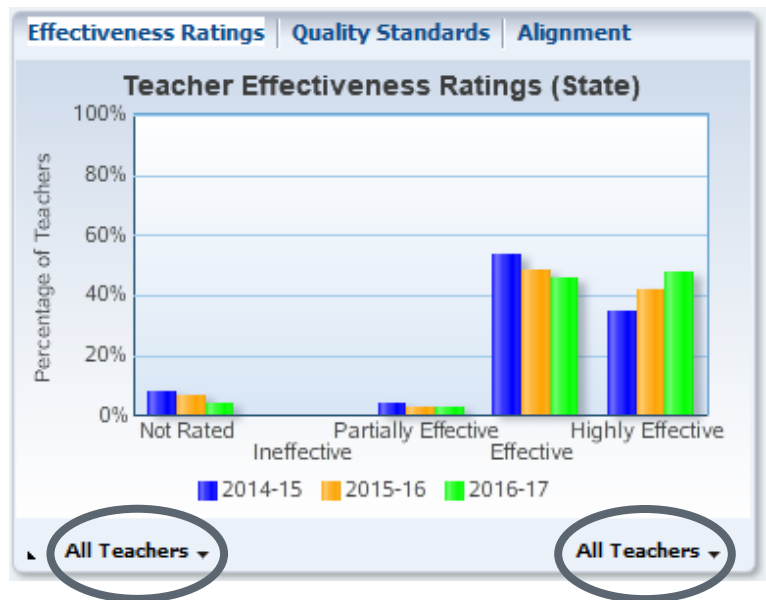
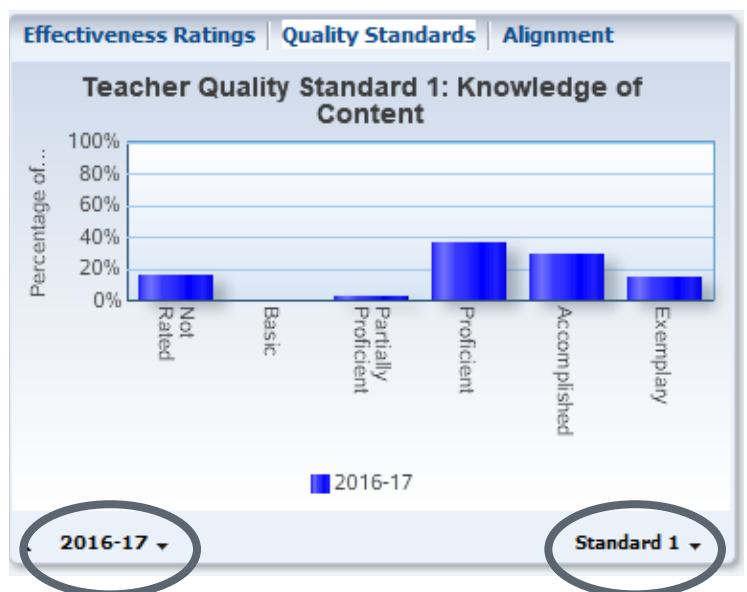


Figure 2. Quality Standard Ratings

The purpose of this metric is to review and report on distributions of Quality Standard ratings (Standards 1-6 for teachers and 1-7 for principals). As with the overall effectiveness ratings, the intent is to see if, in aggregate, there are increases in the effectiveness of educators at the standard level.

The graph shows the percent of educators in each performance category under each Quality Standard. The dropdown in the bottom right corner can be used to select different Quality Standards. The dropdown in the bottom left can be used to select different school years (with the three most recent years available).

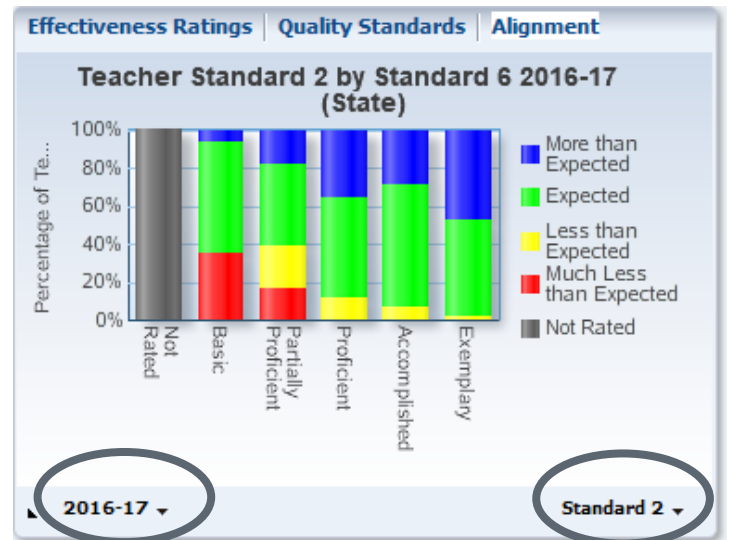


Reporting category: Correlations between educator performance evaluation ratings and student performance outcomes

Figure 3. Alignment between professional practice and student growth

The purpose of this metric is to review and report on the alignment between educator performance on the professional practice Quality Standards (Standards 1-5 for teachers and 1-6 for principals) and student performance as captured by the student growth Quality Standard (Standard 6 for teachers and 7 for principals).

The graph shows the percent of educators who received each student growth rating within each professional practice category for recent school years. The dropdown in the bottom right corner can be used to select different professional practice Quality Standards to examine their alignment with the student growth Quality Standard. The dropdown in the bottom left can be used to select different school years (with the three most recent years available).

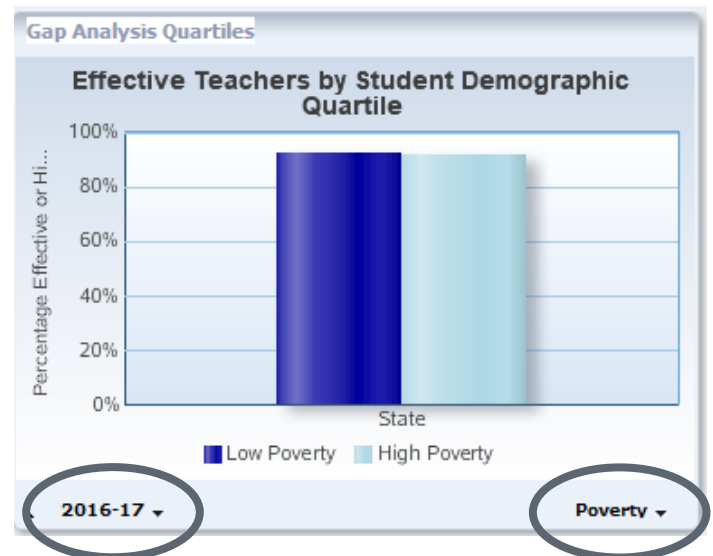


Reporting category: Equitable distributions of effective and highly effective educators

Figure 4. Relationship between the percent of effective or higher educators and student demographics

The purpose of this metric is to review and report on the percent of effective or higher educators in schools and districts that serve particularly low or particularly high proportions of students in the following demographic groups: Poverty (indicated by student eligibility for free- or reduced-price lunch), Minority (defined as non-white students), and ELL (English Language Learners).

This graph shows the percent of effective or higher teachers (combining teachers who received ratings of effective and highly effective) in low-minority schools in comparison to high-minority schools (based on statewide quartiles). The dropdown in the bottom right corner can be used to select different student demographic groups. The dropdown in the bottom left can be used to select different school years (with the three most recent years available).



Where can I learn more?

- To view all EE fact sheets, visit: <http://www.cde.state.co.us/educatoreffectiveness/factsheets>
- For questions about the metrics and/or to provide feedback, contact Educator Effectiveness staff at Educator_Effectiveness@cde.state.co.us.
- View all CDE fact sheets: www.cde.state.co.us/communications/factsheetsandfaqs