

Quality Teacher Recruitment Grant Program 2015-2016 Educator Effectiveness Data Addendum to the 2015-16 Evaluation Report

Prepared by OMNI Institute
Submitted to the Colorado Department of Education - October 2016

Per Senate Bill 10-191, Colorado school districts are required to conduct annual evaluations of educators based on professional practice and measures of student learning. A district has the choice of completing its evaluations using the State's Model Evaluation System or by developing its own system, provided it meets at a minimum all legislative requirements. Regardless of the system used, evaluation ratings eventually must be determined equally from 1) measures of professional practice, using the five quality standards, and 2) multiple measures of student learning. Final ratings of *Highly Effective*, *Effective*, *Partially Effective*, or *Ineffective* are assigned to each teacher.

The Quality Teacher Recruitment Grant Program requires that vendors report the effectiveness ratings of teachers placed through the program. Each program requested effectiveness ratings from partner districts for teachers placed through the grant who were in the classroom during the 2015-16 academic year. Programs then provided this information to OMNI. Data were provided for both Cohort 1 and Cohort 2 teachers. Cohort 1 teachers were in their second year in the program; Cohort 2 teachers were in their first year of the program. We report ratings separately by cohort only when data for a sufficient number of teachers (i.e., 15) were available for each cohort. In addition, we calculate the percentage of effective teachers based on the number rated *Effective* or *Highly Effective* divided by the total number of teachers with effectiveness data (i.e., the valid percent). Thus, percentages do not include teachers for whom effectiveness data were not available.

BOETTCHER TEACHER RESIDENCY (BTR)

In 2015-16, 55 Cohort 1 teachers served in classrooms in grant-partner districts (all teachers of record) and 63 Cohort 2 teachers served in classrooms in grant-partner districts (56 as residents in the classroom of a mentor teacher and seven as teachers of record). BTR obtained effectiveness ratings for 50 teachers of record, 43 from Cohort 1 (78% of Cohort 1 teachers) across 14 districts (rural and urban) and seven teachers of record from Cohort 2 (100% of Cohort 2 teachers of record) across five districts (all rural). Looking at the cohorts together, **39 of the 50 (78%) teachers were rated *Effective* or *Highly Effective*.**

Residents placed in classrooms with a mentor teacher do not receive educator effectiveness ratings from the district because they are not teachers of record. However, BTR conducts evaluations of residents using the BTR Teacher Development Rubric. The rubric is aligned with the Colorado Teacher Quality Standards I-V.¹ Using the rubric, residents are rated on each of the five standards and ratings are combined to create an overall rating of *Developing*, *Partially Proficient*, or *Proficient*. Mentors and field directors provide independent ratings of the residents, and residents conduct self-ratings. For this evaluation, field director scores are reported. BTR Teacher Development Rubric field director end-of-year scores were provided for 54 residents placed in partner districts in 2015-16. According to field director end-of-year observations, 24 (44%) were *Proficient*, 23 (43%) were *Partially Proficient*, and seven (13%) were *Developing*.

¹ <http://www.cde.state.co.us/sites/default/files/Colo%20Teacher%20Quality%20Standards%20Ref%20Guide%202.pdf>

TFA-COLORADO

In 2015-16, 178 corps members served in classrooms in grant-partner districts – 95 from Cohort 1 and 83 from Cohort 2, all teachers of record. Educator Effectiveness data were provided for teachers in each of the three grant-partner districts.

Pueblo City Schools: 15 TFA corps members were teaching in Pueblo City Schools in 2015-16 (seven from Cohort 1 and eight from Cohort 2). Effectiveness data were available for all 15 teachers. Pueblo City Schools uses the Colorado State Model to determine effectiveness ratings. Of the 15, **12 (80%) were rated *Effective* or *Highly Effective*.**

Denver Public Schools (DPS): 129 TFA corps members were teaching in DPS in 2015-16 (71 from Cohort 1 and 58 from Cohort 2). Of the 129 teachers, 57 (44%) were teaching in schools for which DPS had access to effectiveness ratings – the other 72 (56%) were teaching in charter schools for which DPS does not have access to effectiveness ratings. Table 1 displays the number and percentage of DPS teachers with available effectiveness data for the evaluation.

Table 1. Number of TFA-Colorado Teachers in DPS with Effectiveness Data by Cohort.

Cohort	# of DPS teachers in 2015-16	# (%) that DPS has access to effectiveness ratings	# (%) in charter schools - DPS does not have access to effectiveness data
1	71	28 (39%)	43 (61%)
2	58	29 (50%)	29 (50%)
Total	129	57* (44%)	72 (56%)

*3 of the 57 teachers had 'No final rating provided'. Percentages are calculated using the 54 teachers with ratings provided.

DPS uses the Leading Effective Academic Practice (LEAP) system and the Framework for Effective Teachers² to evaluate educators on professional practice and measures of student learning. Overall LEAP categories are as follows: *Not Meeting*, *Approaching*, *Effective* and *Distinguished*. DPS provides TFA-Colorado with aggregate numbers of teachers in each category. Overall, **35 of the 54 corps members (65%) were rated as *Effective* or *Distinguished*.** Examining the ratings by cohort shows that 22 of the 27 (81%) Cohort 1 corps members (second-year teachers) were rated *Effective* or *Distinguished* compared to 13 of the 27 (48%) from Cohort 2 (first-year teachers).

Harrison School District 2: 34 TFA teachers were teaching in Harrison School District 2 in 2015-16, 17 each from Cohort 1 and Cohort 2. Effectiveness ratings were provided for 30 of the 34 teachers. Harrison School District 2 uses the following categories to rate overall educator effectiveness: *Unsatisfactory*, *Progressing I*, *Progressing II*, *Proficient I*, *Proficient II*, *Proficient III* and *Exemplary*. Overall ratings of *Proficient I* and *Proficient II* are considered *Effective* and ratings of *Proficient III* and *Exemplary* are considered *Highly Effective*. **Of the 30 teachers with effectiveness data, 23 (77%) were rated as *Effective* or *Highly Effective*.**

Thus, across districts, **of the 99 TFA corps members with effectiveness ratings, 70 (71%) were rated as effective or higher.**

² http://leap.dpsk12.org/LEAP/media/Main/PDFs/2017-LEAP-Teacher-Handbook_web.pdf