



T U L S A

PUBLIC SCHOOLS

Teacher and Leader Effectiveness

Board of Education Update

January 2015

Core Goal: Teacher and Leader Effectiveness

Assure that Tulsa Public Schools has an effective teacher in every classroom, an effective principal in every building and an effective employee in every position.

Progress and Accomplishments

1. **Multiple Measures (New):**

Beginning 2014-2015, teachers' and leaders' evaluation report will be comprised of multiple metrics—both qualitative and quantitative data. For teachers, the qualitative component is the Tulsa Model (observation-based score from the principal or assistant principal), and the quantitative data is, as available, (a) student survey and (b) value added information. For principals and assistant principals, the qualitative component is the McREL (observation-based) score, and the quantitative data is, as appropriate, (a) student or teacher perception data and (b) value added information. These metrics are described below.

2. **Identification of performance levels that are positively correlated with student achievement growth:**

Teacher Evaluation: Since 2010-2011, teacher evaluations and instructional expectations have been defined by 20 performance descriptions (Indicators of the Tulsa Model). Research reveals impressive *correlations between these descriptor and student growth, including an overall correlation of 0.35* using 2013-14 data. The correlations in previous years were 0.34, 0.31 and 0.23 using 2012-2013, 2011-12 and 10-11 data respectively. This validation measure meets or exceeds popular, nationally recognized qualitative instruments.

Principals: Principal's evaluation rankings are guided and defined by 21 performance descriptions, all of which are positively correlated with student achievement growth.

3. **High-quality training on the effective use of the Tulsa Model:**

Evaluators have received multiple days of training and assessments regarding how to implement the Tulsa Model processes with fidelity and sustain accurate, consistent scoring of teacher performance using expert-rated videos and written scenarios. Evaluators are currently receiving supplemental, intensive professional development on how to provide teachers high-value feedback.

4. **Certification testing of Principals:**

All TPS principals and assistant principals passed certification tests measuring competency in both evaluation processes and calibration (rater accuracy). TPS evaluators are subject to the highest certification expectations of any district in the state, including annual calibration testing with more rigorous standards than any other district.

(NEW) Rater accuracy rates as measured on the 2014-2015 calibration tests improved 6.5% over the 2013-2014 school year.

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5. Student and Teacher Perception Survey (*New*):

Student Surveys: All classroom teachers/schools in TPS are participating in student perception surveys during the fall and spring of the 2014-2015 school year. The instrument being used to gauge student perception is the Tripod Student Survey, a research based tool validated in large urban districts. Surveys (including Tripod) were piloted at TPS in the spring of 2013 and used at 50% of schools last year. In addition to the valuable feedback teachers will receive from the instrument, student surveys make up one of three evaluative multiple measure components.

Teacher Perception Surveys: To give principals vital feedback regarding their capacity as instructional leaders, teachers at every school in the District are participating in a research-based teacher perception survey, which was also administered in 2013-2014. The 2014-2015 survey results (or the school's overall student perception results) will be a component of a principal's multiple measure evaluation report.

6. McREL Principal Evaluation Framework (*New*):

Beginning in 2013-2014, principals and APs worked with their evaluators (ILDs and Principals, respectively) to complete self-assessment, goal setting plans, evaluation rubrics, and summary evaluation forms. Principals and APs have crafted goal setting plans for the 2014-2015 school year. Eight ILDs evaluate individuals at the Principal level, while Principals evaluate their APs and Principal Interns.

Progress and Accomplishments

1. **Tulsa-Model Aligned Support:** More support for teachers/leaders aligned to Tulsa Model framework:

- a. In 2013-2014, the District piloted a Goal Setting Form process for teachers needing assistance to reach the effectiveness level when a Personal Development Plan (PDP) is not as appropriate; 43 teachers participated in the process in 2013-2014, with another 34 teachers currently participating in the process in 2014-2015 (through January 5, 2015).
- b. 63 teachers have been issued PDPs to date in the 2014-2015 school year. 148 individuals were issued Professional Development Plans (PDPs) during the 2013-2014 school year, (compared to 5 in '09-'10, 136 in '10-'11, 202 in 11-12, and 95 in 12-13).
- c. 2 Principals/APs have been issued directed goals to date during the 2014-2015 school year. 9 Principals/APs were issued directed goals in 2013-2014 (22 in 2012-13, 2 in 2009-10, 30 in 2010-11, 15 in 11-12).
- d. 12 teachers have participated in the intensive mentoring program (QUEST) to date during the 2014-2015 school year. 33 teachers participated in QUEST in 2013-2014 (compared to 18 in 2012-13, 29 in 2010-11, 35 in 2011-12).
- e. 3 teachers have participated in the intensive professional development TMA (Tulsa Model Assist) during 2014-2015. 117 participated during 2013-2014 and 78 teachers during 2012-2013.

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2. **Induction of New Teachers:** The District partners with the New Teacher Center to provide all teachers new to the district with induction programming. In addition, the District uses New Teacher Center's mentoring program to provide coaching to its new (non-TFA) teachers of core subjects during their first year of teaching.
3. **Leadership Recruitment:**
 - a. Principal Leadership Pools: The TLE Office continues to partner with Teach for America (TFA) to access top leadership pools and participates in a recruiting day with TFA alum. TPS welcomed experienced school leaders who are TFA alumni from around the country on February 28, 2014 for the 'More than OK' event to spotlight opportunities for school leaders at the District and improve the applicant pool for school and ESC leadership positions.
4. **Using a federal \$4.4 million School Leadership Program** grant awarded in late 2013 and continuing support from the Foundation for Tulsa Public Schools, the District has enhanced its leadership development tools and resources.
 - a. New Assistant Principal Professional Learning and Personal Coaching: First and second year APs receive monthly training designed with the New Teacher Center and TNTP, focusing on effective instructional leadership strategies. Grant funding allows all first and second year APs to receive 2 hours of coaching once a month from leadership coaches, as well as virtual coaching to support improved accuracy in teacher evaluation ratings and more effective feedback during observation conferences.
 - b. The New Principal Academy: all new principals (15) receive training by New Teacher Center regarding the core goals of Data Analysis, Teacher/Leadership Effectiveness, Cultural Competence and Using PLCs. Second year principals receive bi-weekly support from a coach using blended coaching strategies. Principal supervisors (ILDs) coach first year principals.
 - c. Novice Principals: all 2nd year principals (13) participate in Improving Student Achievement training by the New Teacher Center and the District's Office of Leadership Development on growth mindset research, action research projects, peer consultancy protocols and climate/culture research by the University of Oklahoma.
5. **Teach For America Summer Institute:**
 - a. Faculty Advisors, Principals, and Principal Interns received approximately 24 hours of intensive professional development in the summer of 2014 from Teach for America and the District's Offices of Leadership and Teacher Development, focusing on instructional leadership, data analysis, and mentoring and coaching teachers.
 - b. Corps Members rated TPS Faculty Advisors above the national average, placing the Tulsa Institute in the top two nationally in terms of satisfaction levels. TPS credits a rigorous selection process, which incorporated the Tulsa Model rubric, student growth (value added) data as available and letters of recommendation in the selection of 243 highly qualified Faculty Advisors.

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- c. Increased coaching/mentoring opportunities for Faculty Advisors in the summer of 2014 provided TPS teachers with substantial professional development and instructional leadership, focused on data analysis and small group instruction with approximately 4,750 students, a nearly 36% increase from 2012.
 - d. The creation of a principal internship program provided teacher leaders with an interest in pursuing a principal position a chance to shadow a successful, experienced site administrator at a summer school site. Since 2013, the summer institute has prepared 9 individuals for full-time administrative roles the following year, either through either a summer lead principal or an administrative intern position.
- 6. Collaboration Compact:** TPS, Tulsa School of Arts and Sciences, KIPP Tulsa, and Tulsa Lighthouse Charter School revised their collaboration compact in January of 2014 and made significant progress in achieving their goals, including the following accomplishments:
- a. Partners observed and learned from the Spring Branch SKY Partnership in Houston, TX. This has put in place a preliminary plan for the district to explore co-location as a model for future contract-charter arrangements in Tulsa.
 - b. Partners created a new and aligned enrollment calendar, in which all entities have recruitment, enrollment, and lottery dates that make it easier for families to know and pursue the best options for their students.
 - c. The Accountability working group established dates for sharing student data for enrollment and records purposes. A common calendar will increase efficiency and allow leadership to better prepare for upcoming school years.
 - d. Charter schools will administer student perception surveys for the first time in the Fall of 2014, allowing for teachers and administrators to learn from student perception and for the compact group to examine the possibility of implementing a multiple-measure framework beginning in 2015-2016.

Progress and Accomplishments

1. Innovative, intensive teacher supports for Tulsa Model

- a. A growing video library of Tulsa Model indicator exemplars from the classes of the District's master teachers is accessible to all TPS educators, including clips and full-length classes.

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- b. Co-branded website with Teaching Channel (Tch) to disseminate exemplars and provide access to more than 1,050 Tch videos tagged to the Tulsa-Model indicators and facilitate online professional learning communities.
 - c. Virtual Coaching and confidential feedback from external content experts is provided to new leaders by TNTP's Great Teacher/Great Feedback program using short video clips.
2. **Human Capital Partners:** These five members of the HR team assist principals with all Human Capital questions and challenges as the designated first point-of-contact for principals regarding Tulsa Model process and technology questions. They help ensure optimum adherence to Tulsa Model mandates and accurate reporting of data.
3. **Netchemia/TalentED Support:** The District's online platform for principals to enter and store evaluation data is supported by a TLE staff member, who provides immediate assistance to the District's evaluators regarding technical and data-related issues. This staff member also identifies platform improvements and works with the vendor to resolve problems and continuously enhance the usability and value of the platform to District evaluators
4. **Key TPS performance indicators** (board reporting metrics) aligned to the strategic plan core goals are collected and reported annually and are used to inform district and department plans and initiatives.
5. **All central office departments** have developed scorecards defining performance indicators for key processes which will be used as part of individual evaluations. All 23 departments completed the process during 2013-2014. Eight departments have already presented their Balanced Scorecards to Executive Staff during the 2014-2015 school year.

Progress and Accomplishments

1. **Value-added reports** with up to 3 years of teacher-level and school-level value added data have been reported and released since 2009-2010. School-level data is available to the public.
2. **Value-Added Training:** Professional development opportunities have been provided to teachers, principals, assistant principals, and other leaders for 4 consecutive years in the interpretation and use of value-added data reports. Starting in 2013-2014, principals with extensive experience with value-added were provided advanced professional development surrounding value-added, which helped them learn how and why to analyze teachers' value-added data with their observation-based scores.
3. **Extensive Student Subgroup Data** has been reported and shared with relevant stakeholders, including district leaders in special education and ELL, to identify pockets of excellence and need.

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4. **NWEA-MAP (New):** This nationally recognized and normed adaptive assessment of the Northwest Evaluation Association (NWEA) has been rolled out to the district as a whole in grades K-3. These results allowed the District to generate value-added estimates for teachers in grades K-3.

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Tulsa Model Scores 2013-2014

Teacher Evaluation Rating	# of Teachers	% of Teachers
Ineffective	1	0.0%
Needs Improvement	55	2.3%
Effective	1665	68.2%
Highly Effective	698	28.6%
Superior	21	0.9%

***Does not include other certified teacher subgroups (librarians, counselors, etc.)**

Teacher Supports

Teacher Supports	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015 (to date – 01-05-2015)
Personal Development Plans (PDPs)	136	202	95 PDPs (66 individuals)	218 PDPs (148 individuals)	69 (63 individuals)
# teachers using QUEST (Intensive Mentoring)	29	35	18	23	12
Goal Setting Forms	NA	NA	NA	50 forms (43 individuals)	34
# teachers using Tulsa Model Assist (TMA: embedded PD aligned to Tulsa Model rubric)	N/A	N/A	78	92	3
% new (1st year) core teachers (non-TFA) assigned a New Teacher Center Mentor.	N/A	100%	100% (166)	100% (138)	100% (83)

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Student Perception Survey re Teacher Practice 2013-2014

Perception of Teachers by Students	2013-2014 (Spring)
Number of sites participating	48 sites (29 Legacy; 19 Tripod)
Number of students participating	17,550 students
No. of teachers receiving reports	952 Teachers
Average Score on Tripod Instrument (% of Answers Answered Favorably)	K-2: 74% (national norm 75%) 3rd-6th: 63% (national norm 69%) 7th-8th: 49% (national norm 55%) 9th – 12th: 56% (national norm 54%)
Average Score on Legacy Instrument (% of Answers Answered Favorably)	3rd-6th: 66% (national norm 67%) 7th- 12th: 60% (national norm 66%) 9th-12th: 64% (national norm 70%)

Teach for America TLE Metrics

Teach for America Retention and Performance	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014
% of TFA teachers exiting within their two-year commitment	'09 Corps: 9% (7 of 74)	'10 Corps: 9% (5 of 56)	'11 Corps: 8% (6 of 76)	'12 Corps: 10% (8 of 77)
Average Tulsa Model Scores of 1st year TFA teachers v. 1st year Non-TFA teachers	TFA= 3.43 non-TFA=3.23	TFA=3.23 non-TFA=3.15	TFA = 3.32 non-TFA = 3.29	TFA = 3.3 non-TFA = 3.21
Average Tulsa Model Scores in Classroom Management for TFA teachers vs. non- TFA teachers with commensurate experience	TFA=3.41 non-TFA=3.23	TFA=3.21 non-TFA=3.14	TFA = 3.25 Non-TFA = 3.11	TFA = 3.35 non-TFA = 3.23
Average Tulsa Model Scores in Instructional Effectiveness for TFA teachers vs. non- TFA teachers with commensurate experience	TFA=3.41 non-TFA=3.18	TFA=3.19 non-TFA=3.11	TFA = 3.16 non-TFA = 3.08	TFA = 3.23 non-TFA = 3.17
Average VA scores:	TFA = 2.98 non-TFA = 3.32	TFA = 2.95 non-TFA = 2.96	TFA = 3.10 non-TFA = 2.66	TFA = 3.04 non-TFA = 2.78

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Teacher Evaluation Score Alignment with School Effectiveness Ratings

Teacher Evaluation & Achievement Measures	Average 2013-2014 Tulsa Model Evaluation Score
Avg. teacher evaluation rating – High Performing Schools as defined by Achievement	
Elementary (6 highest performing – OCCT Attainment)	3.76
Middle/Jr High (3 highest performing – OCCT Attainment)	3.42
High (3 highest performing – EOI Attainment)	3.86
Avg. teacher evaluation rating – Low Performing Schools by Achievement	
Elementary (6 lowest performing – OCCT Attainment)	3.26
Middle/JR High (3 lowest performing - OCCT Attainment)	3.21
High (3 lowest performing – EOI Attainment)	3.37

Teacher Evaluation & Value-Added	Average 2013-2014 Tulsa Model Evaluation Score
Avg. teacher evaluation rating – High Performing Schools as defined by Value Added	
Early Elementary (6 highest performing - VA)	3.61
Elementary (6 highest performing – VA)	3.47
Middle/JR High (3 highest performing – VA)	3.42
High (3 highest performing – VA)	3.93
Avg. teacher evaluation rating – Low Performing Schools as defined by Value Added	
Early Elementary (6 lowest performing - VA)	3.37
Elementary (6 lowest performing – VA)	3.19
Middle/JR High (3 lowest performing - VA)	3.30
High (3 lowest performing – VA)	3.40

Note: evaluating average TLE scores of schools categorized by both achievement bands and growth reflects the importance of using both measures to quantify school success and allows the District to identify evaluation patterns of observation-based scores needing further inquiry.

Effectiveness and Teacher Retention

Teacher Effectiveness & Retention – years of service scoring ≥ 4 on most recent evaluation					
Teaching Experience	1 Year	2 Years	3 Years	4 Years	5 Years
% of Teachers Retained with Evaluation Score ≥ 4	100%	73%	82%	91%	85%

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Retention of Teachers with Most Impact on Tested Grades & Subjects					
% teachers retained in '14-'15 who had significantly above* district average value-added results in '13-'14					
	Reading	Math	Science	Social Studies	Writing
Kindergarten	88%	91%	N/A	N/A	N/A
1st Grade	88%	84%	N/A	N/A	N/A
2nd Grade	95%	82%	N/A	N/A	N/A
3rd Grade	80%	96%	N/A	N/A	N/A
4th Grade	85%	68%	N/A	N/A	N/A
5th Grade	60%	74%	73%	N/A	N/A
6th Grade	100%	80%	N/A	N/A	N/A
7th Grade	100%	78%	N/A	N/A	N/A
8th Grade	50%	75%	100%	N/A	N/A
High School	84%	75%	100%	100%	N/A

**Statistically significant within 95% confidence interval. Please note that in some instances very few teachers had significantly above district average value-added results.*

***Writing VA has not been calculated at the teacher level.*

Principal and AP Data

Principals and Assistant Principal Evaluation (McREL) 2013-2014

Principal/AP Evaluation Rating	# of	% of Principals/APs
Not Demonstrated	0	0.0%
Developing	26	18.8%
Proficient	96	69.6%
Accomplished	13	9.4%
Distinguished	3	2.2%

Principal/AP Supports	2010-2011	2011-2012	2012-2013	2013 – 2014	2014-2015 (to date)
# principals on development plans	31	15	22	9	2
% 2nd year principals and 1st and 2nd year APs assigned a coach trained by New Teacher Center.	N/A	N/A	100% (13 principals)	100% (45 1st and 2nd year APs and 7 principals)	100% (22 1 st and 2 nd year APs and 13 principals)

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Teacher Perception Survey re School Leadership 2013-2014

Perception of Principal	2013-2014 (Spring)
% of teachers participating	65% (1,774 of 2,709 Teachers)
% of principals receiving survey report	100% (81 of 81 Principals)
Average Score (% of Answers Answered Favorably)	79%

Education Service Center Scorecards

Development Metrics	2013-2014
% central services departments with Key Performance Indicators	100%
% central services departments with completed scorecards with targets	100% (23/23)
% of central services departments with baseline metrics and targets	87% (20/23)