

## EDUCATOR EVALUATION DATA

During the 2014-2015 school year, districts were required to implement educator evaluation systems aligned to the [educator evaluation framework](#) with all educators district-wide.<sup>1</sup> Districts that failed to implement a new educator evaluation system in accordance with the timelines established in the regulations are noted as “Did not implement.”

Please note that some district and school data are not shown due to confidentiality reasons. In instances where a cell is blank, ESE has suppressed data due to one of the following reasons: (1) the number of staff evaluated was fewer than 6, (2) all staff evaluated in the group received the same rating, (3) all educators were evaluated and a single educator had a rating different from all other educators with the same rating in the group, (4) if the “Administrators” or “Teachers” row is suppressed, all group rows are suppressed with the exception of “All Educators”, or (5) if either the “Teachers-Professional Status” or “Teachers-Non-Professional Status” row is suppressed, both rows are suppressed.

### PERFORMANCE RATINGS

Educators who were evaluated under the new system earned a Performance Rating of Exemplary, Proficient, Needs Improvement, or Unsatisfactory. Each educator received an overall Performance Rating based on multiple categories of evidence, including evaluator judgments based on observations and artifacts of professional practice; evidence of fulfillment of both professional practice and student learning goals; and multiple measures of student learning, growth, and achievement. The Performance Ratings reported by districts may be either Summative Evaluation ratings, which occur at the conclusion of the full evaluation cycle, or Formative Evaluation ratings, which occur at the end of the first year of a two-year Self-Directed Growth Plan.

The performance ratings are defined by the regulations as follows:

- Exemplary shall mean that the educator's performance consistently and significantly exceeds the requirements of a standard or overall.
- Proficient shall mean that the educator's performance fully and consistently meets the requirements of a standard or overall.
- Needs improvement shall mean that the educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
- Unsatisfactory shall mean that the educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

### PROFESSIONAL TEACHER STATUS

Professional Teacher Status (PTS): A teacher who has served in the public schools of a school district for the three previous consecutive school years is entitled to professional teacher status. Per the new educator evaluation regulations, professional teacher status should be granted only to educators who have achieved ratings of Proficient or Exemplary on each Performance Standard and overall. Information was not collected from any charter schools for the 2014-15 school year.

---

<sup>1</sup> Commonwealth charter schools are required to evaluate their educators, but are not required to use an evaluation system that is aligned to the state framework. As a result, evaluation ratings from these schools may not be included in the reports.

## DATA REPORTING

Data reflects individuals working in the Education Personnel Information Management System (EPIMS) job classifications below as reflected by district reporting in the EPIMS end-of-the year collection. ESE did not accept any educator evaluation data for educators who did not fall into the job classifications listed below. The “# of Educators to be Evaluated” is the total number of educators in a district or school who fall into the job classifications below. The “# Evaluated” refers to the subset of those educators for whom the school or district reported a Performance Rating.

### Administrator EPIMS Job Classifications

|      |  |      |   |      |   |
|------|--|------|---|------|---|
| 1200 | Superintendent of Schools/Charter School Leader/Collaborative Director | 1215 | Supervisor/Director/Coordinator of Curriculum             | 1224 | Supervisor/Director/Coordinator: Technology - <b>OPTIONAL</b> |
| 1201 | Assistant/Associate/ Vice Superintendents                              | 1216 | Supervisor/Director/Coordinator: English Language Learner | 1225 | Supervisor/Director/Coordinator of Professional Development   |
| 1202 | School Business Official   | 1217 | Supervisor/Director/Coordinator: English                  | 1226 | School Nurse Leader (SNL)                                     |
| 1205 | Other District Wide Administrators- <b>OPTIONAL</b>                    | 1218 | Supervisor/Director/Coordinator: Foreign Language         | 1305 | Principal/headmaster/headmistress/head of school              |
| 1210 | Supervisor/Director of Guidance  | 1219 | Supervisor/Director/Coordinator: History/Social Studies   | 1310 | Deputy/associate/vice-/assistance principal                   |
| 1211 | Supervisor/Director of Pupil Personnel                                 | 1220 | Supervisor/Director/Coordinator: Library/Media            | 1312 | School Special Education Administrator                        |
| 1212 | Special Education Administrator  | 1221 | Supervisor/Director/Coordinator: Mathematics              | 1320 | Other School Administrator/ Coordinator- <b>OPTIONAL</b>      |
| 1213 | Supervisor/Director/Coordinator: Arts                                  | 1222 | Supervisor/Director/Coordinator: Reading                  |      |   |
| 1214 | Supervisor/Director/Coordinator of Assessment                          | 1223 | Supervisor/Director/Coordinator: Science                  |      |   |

### Non-Administrator EPIMS Job Classifications

|      |                                       |      |  |      |   |
|------|---------------------------------------|------|--|------|---|
| 2305 | Teacher                               | 2330 | Instructional Coach                                  | 3361 | School Psychologist -- Special Education      |
| 2306 | Co-Teacher                            | 3329 | Guidance Counselor                                   | 3370 | School Social Worker -- Non-Special Education |
| 2307 | Virtual Course Teacher                | 3330 | Librarians and Media Center Directors                | 3371 | School Social Worker -- Special Education     |
| 2308 | Virtual Course Co-Teacher             | 3350 | School Adjustment Counselor -- Non-Special Education | 5020 | School Nurse -- Non-Special Education         |
| 2310 | Teacher – support content instruction | 3351 | School Adjustment Counselor -- Special Education     | 5021 | School Nurse -- Special Education             |
| 2325 | Long Term Substitute Teacher          | 3360 | School Psychologist -- Non-Special Education         |      |   |

The teacher category is comprised of the following EPIMS job classifications listed above: 2305, 2306, 2307, 2308 and 2310. For the purposes of reporting, the “Teacher – Professional Status” and “Teacher – Non-PTS” educator groups are subsets of the teacher category and only include the teacher EPIMS job classifications.

Educators working in multiple schools will be reported at each school but only once in any category in the district level figures.