

EDUCATOR EVALUATION DATA

During the 2013-2014 school year, Race to the Top (RTTT) districts were required to implement educator evaluation systems aligned to the new [educator evaluation framework](#) with all educators district-wide. Non-RTTT districts were required to implement with at least 50 percent of their educators.¹ 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

¹ Non-RTTT 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 are not included in the reports.

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 2013-14 school year.

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 - OPTIONAL
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- OPTIONAL	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- OPTIONAL
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		
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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.