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# Running in Place

## How New Teacher Evaluations Fail to Live Up to Promises

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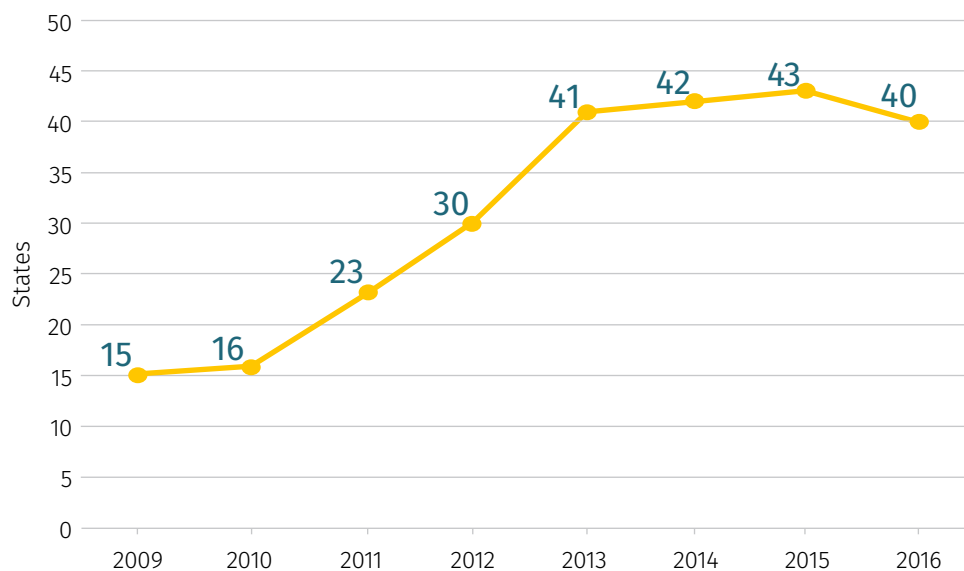
# Running in Place

## How New Teacher Evaluations Fail to Live Up to Promises

### Introduction

Over the last several years, no area of teacher policy has received more attention from states than teacher evaluations. In 2009, when TNTP published *The Widget Effect*, which showed how meaningless evaluation systems had become with virtually all teachers receiving the same rating of satisfactory, only 15 states required school districts to incorporate evidence of student learning into teacher evaluations.<sup>1</sup> Since then, that number has skyrocketed to 40 states, with most requiring that measures of student learning be at least a “significant” factor within evaluations. In making these changes, lawmakers acknowledged that assigning a high weight to evidence of growth in student learning would improve an evaluation system’s ability to identify which teachers were effective and which were not.

Figure 1. States requiring evidence of student learning in teacher evaluation



1 Weisberg, D., Sexton, S., Mulhern, J., & Keeling, J. (2009). *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*. Retrieved from TNTP website <http://tntp.org/publications/view/the-widget-effect-failure-to-act-on-differences-in-teacher-effectiveness>

Unfortunately, this policy transformation has not resulted in drastic alterations in outcomes. In effect, when it comes to teacher evaluation, states have been running in place. Despite the legislative mandates that evaluation ratings should first and foremost reflect teachers' ability to raise student learning, data have demonstrated that evaluation results continue to look much like they did when TNTP first released its report back in 2009.<sup>2</sup> As a result, it is challenging for schools to use these evaluations as the basis for key personnel decisions, such as rewarding exceptionally talented teachers or providing additional, targeted support.

How could so much effort to change state laws result in so little actual change? Although implementation challenges at the district level are certainly a factor, they are not, as many would assume, the primary culprit. Instead, as this report demonstrates, the very guidance and rules that provide structure to most states' evaluation laws fated these systems to status quo results long before districts embarked on implementation.

#### GLOSSARY

Evaluation terms and frameworks vary significantly from state to state. For the purposes of this paper, we use the following to standardize how we refer to evaluation components across the states:

- **Summative rating:** This is the final, overall evaluation rating a teacher receives for his or her performance. Most states (38) require at least four rating categories, and the specific labels for each category vary by state. In this report, we standardize the rating labels from top to bottom: "highly effective," "effective," "needs development," and "ineffective."
- **Student growth:** This is the portion of a teacher evaluation that is based on gains in student learning as determined through objective measures. States or districts decide what constitutes these objective measures, with the most common being standardized assessment data when applicable or Student Learning Objectives (SLOs), which generally are goals for student learning that teachers set at the start of a school year and then measure at the end. This report also uses the terms student learning, student progress, and student performance to refer to student growth.
- **Significant or preponderant student growth component:** The student growth component comprises at least 30 percent of the overall evaluation framework. States that explicitly require student growth to be a "significant" factor are also included. For a student growth component to be considered preponderant, it must be the most predominant factor within the evaluation.

2 Anderson, J. (2013, March 30). Curious grade for teachers: Nearly all pass. *The New York Times*. Retrieved from <http://www.nytimes.com>

## Forging new evaluation systems

When state legislatures drafted legislation to amend the evaluation systems under which nearly every teacher earned the same satisfactory rating, legislators and advocacy groups primarily focused on introducing additional measures beyond a few classroom observations, increasing the frequency of evaluations, and, mainly, including measures of student learning in ways that were objective and fair to all teachers. In passing these reforms, legislators faced substantial opposition from some teachers and their unions who voiced their disapproval of proposals that heavily relied on the use of student test scores to assess teacher performance. Debates were intensely heated, with both sides questioning what truly matters when it comes to assessing teacher performance. Ultimately, those advocating for legislative changes to teacher evaluations, specifically to include student learning measures, were largely successful (see Appendix A).

In late 2015, however, considerable speculation surfaced that states would back away en masse from using measures of student growth, based primarily on test scores, to evaluate teachers due to the passage of the Every Student Succeeds Act (ESSA) as well as the strong anti-testing sentiment sweeping the nation. Because ESSA voided the waivers under which states were implementing ESEA flexibility, states could abandon policies, including those related to teacher evaluation systems, that opponents decried as the product of pressure from the U.S. Department of Education.

But as of January 2017, there has been little evidence of a large-scale reversal of states' *formal* evaluation policies. In fact, only four states (Alaska, Mississippi, North Carolina, and Oklahoma) have reversed course on factoring student learning into a teacher's evaluation rating.

While most states have not formally retreated, they do not actually *need* to do so because, as this report explains, guidance and regulation from state educational agencies has minimized, indeed marginalized, the importance of student learning in their teachers' evaluation ratings.

In several states, a high score on an evaluation's observation and non-student growth components result in a teacher earning near or at the minimum number of points needed to earn an effective rating. As a result, a low score on the student growth component of the

No policy should strive to identify teachers as ineffective simply to match preconceptions about teacher quality. Nevertheless, student achievement levels, a robust body of research, and common sense demonstrate that it is highly unlikely that virtually all teachers are effective or highly effective.

“In enacting Senate Bill 191, Senator Mike Johnston and the State of Colorado have made a bold, initial step toward a new future state for public education... the results of maintaining the status quo, or merely attempting to optimize what is already being done, are both unacceptable and unthinkable for Colorado.”

– Colorado’s Chair of the State Council for Educator Effectiveness, Matt Smith, April 13, 2011<sup>4</sup>

evaluation is sufficient in several states to push a teacher over the minimum number of points needed to earn a summative effective rating. This essentially diminishes any real influence the student growth component has on the summative evaluation rating.

No teacher’s evaluation rating should be determined only by a single measure, including a student growth measure. But teachers and students are not well served when a teacher is rated effective or higher even though her students have not made sufficient gains in their learning over the course of a school year. In these cases, a teacher should be rated as less than effective, signaling to her principal and evaluators that she needs specific support and development. Ideally, evaluations should require that a teacher is rated well on both the student growth measures and the professional practice component (e.g., observations, student surveys, etc.) in order to be rated effective.

In Colorado, for example, under the state’s suggested evaluation model, a teacher can earn a 0 (which the state classifies as “much lower than expected”) on her evaluation’s student learning component and still earn an effective summative rating as long as she obtains a top score on her professional practice component. This component includes observations and at least one of the following measures: student surveys, feedback from peers or parents/guardians, a review of lesson plans, or student work samples. A teacher can earn a rating of highly effective with a score of just 1 for student growth (which the state classifies as “less than expected”) in conjunction with a top professional practice score.<sup>3</sup>

In the states adopting new evaluation laws over the past several years, lawmakers declared that by amending evaluations to include objective measures of student learning, evaluations would become a tool to more meaningfully assess teacher performance. But this goal was lost when state educational agencies drafted regulations and guidance that minimized the role of student growth in final evaluation ratings. What remains unknown is why state educational agencies put forth regulations or guidance that would allow teachers to be rated effective without meeting their student growth goals, or even if they knew the implications of their decisions. Regardless, what is known is that in all but a few states, the influence of the student learning component on summative evaluation ratings was minimized before these systems were ever implemented.

3 Colorado Department of Education. (2016). *Determining final effectiveness ratings using the Colorado state model evaluation system for teachers*. Retrieved from <https://www.cde.state.co.us/educatoreffectiveness/determining-a-final-educator-effectiveness-rating>

4 Colorado State Council for Educator Effectiveness. (2011). *Report and Recommendations*. Retrieved from [https://www.cde.state.co.us/sites/default/files/documents/educatoreffectiveness/downloads/report%20%26%20appendices/scee\\_final\\_report.pdf](https://www.cde.state.co.us/sites/default/files/documents/educatoreffectiveness/downloads/report%20%26%20appendices/scee_final_report.pdf)

No policy should strive to identify teachers as ineffective simply to match preconceptions about teacher quality. Nevertheless, student achievement levels, a robust body of research, and common sense demonstrate that it is highly unlikely that virtually all teachers are effective or highly effective.<sup>5</sup> Since the main purposes of rating teachers are to inform efforts to support and develop all teachers, to recognize and reward effective ones, and to intervene where teachers with performance issues continually fail to improve, such a low bar for rating teachers' performance is counterproductive.

## Findings

Across the country, 30 states require measures of student academic growth to be at least a significant factor within teacher evaluations; another 10 states require some student growth, and 11 states do not require any objective measures of student growth.

But, with only two exceptions, in the 30 states where student growth is at least a significant factor in teacher evaluations, state rules or guidance effectively allow teachers who have not met student growth goals to still receive a summative rating of at least effective. Specifically:

- In 18 states, state educational agency regulations and/or guidance *explicitly permit* teachers to earn a summative rating of effective even after earning a less-than-effective score on the student learning portion of their evaluations. Because these states' rules and models allow several ways for teachers to accumulate the requisite score to be rated effective, these regulations meet the letter of the law while still allowing teachers with low ratings on student growth measures to be rated effective or higher.

5 Aaronson, D., Barrow, L., & Sander, W. (2007). Teachers and student achievement in the Chicago public high schools. *Journal of Labor Economics*, 25(1), 95-135; Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458; Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *The American Economic Review*, 94(2), 247-252; Adnot, M., Dee, T., Katz, V., & Wyckoff, J. (2016). *Teacher turnover, teacher quality, and student achievement in DCPS* (No. w21922). National Bureau of Economic Research.

6 Hawaii State Teachers Association. (2015, October 26). *In the news: Some officials question teacher evaluations*. Retrieved from <http://www.hsta.org/index.php/news/in-the-news-some-officials-question-teacher-evaluations>

“You can have a rigorous system, but if your matrix is not rigorous, then I think we will get some false returns.”

– Hawaii State Board of Education member  
Jim Williams,  
October 26, 2015<sup>6</sup>

- Ten states do not specifically address whether a teacher who has not met student growth goals may be rated as effective or higher. These states neither specifically allow nor specifically disallow such a scenario, but by failing to provide guidance to prevent such an occurrence, they enable it to exist.
- Only two of the 30 states (Indiana and Kentucky) make it impossible for a teacher who has not been found effective at increasing student learning to receive a summative rating of effective.<sup>7</sup>

In Indiana, state regulations explicitly require that teachers can only obtain summative ratings of effective and highly effective if they meet set expectations on criteria that measure their ability to raise student achievement.

Kentucky makes it clear that a teacher can earn a rating of accomplished (the state's effective category) if she is rated developing (the second lowest) on professional practice but high on measures of raising student achievement. However, if the reverse is true and the teacher is rated exemplary on professional practice but low on student growth, then the highest overall rating she can earn is developing. In other words, high student progress is valued enough to bring up a substandard practice score, but a high practice score cannot compensate for a low ability to raise student achievement.

Indiana and Kentucky are exceptions. Sixteen states, through either state educational agency regulations or guidance, allow teachers to be rated effective even if they earn the *lowest possible* score on their ability to raise student learning. This happens even though state law in seven of these states (Colorado, Connecticut, Louisiana, New Jersey, New Mexico, Pennsylvania, and Tennessee) specifically indicates that student achievement must be the preponderant criterion in these evaluations. An additional 10 states do not explicitly require teachers to meet their student growth goals in order to earn effective ratings, leaving it up to districts to decide.

Two states (Hawaii and New York) explicitly allow teachers to be rated effective if they earn the second lowest rating on student achievement, but not the lowest.

7 Seven states — Georgia, Hawaii, Louisiana, New Jersey (for teachers of tested subjects), New York, Ohio, and Rhode Island — require teachers to meet student growth goals to earn a highly effective rating, but these states have no such requirement for an effective rating.



Figure 2. Effective and highly effective rating details in states with at least significant student learning requirements

|             | For an EFFECTIVE rating...   |   | For a HIGHLY EFFECTIVE rating...  |  | DETAILS  |
|-------------|--|---|---|--|--|
|             | Teachers are required to meet student growth goals to be rated overall effective | Teachers can earn lowest rating for student growth and still be rated overall effective | Teachers are required to meet student growth goals to be rated overall highly effective | Teachers can earn lowest rating for student growth and still be rated overall highly effective |  |
| Arizona     |  | X   |   | X  | <ul style="list-style-type: none"> <li>In the state's model rating tables, teachers need 85 points (out of a total of 120) to be rated overall effective. They can earn 80 points for top scores in other components of the evaluation framework (i.e., performance and surveys), needing just 5 points (out of 40 possible) for student academic progress.</li> <li>To be rated highly effective overall, teachers who earn maximum points on the performance and survey components would only need 28 points (of a possible 40) for student academic progress to meet the highly effective threshold of 108 points.</li> </ul>   |
| Arkansas    |  | X   |   | X  | No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall. Until the Board adopts rules defining one or more student growth measures, a student growth measure will not be required as part of the annual overall rating.  |
| Colorado    |  | X   |   | X  | State's model provides a scoring matrix: A teacher can earn a 0 for student growth (much less than expected), and still be rated overall effective. A teacher can earn a 1 for student growth (less than expected) and still be rated overall highly effective, if he/she earns a top score for professional practice. No explicit policy requiring an effective rating for student growth in order to be rated effective or highly effective overall.   |
| Connecticut |  | X   |   | X  | <p>State provides a matrix rating sample.</p> <ul style="list-style-type: none"> <li>For an effective rating: Teachers with a student outcomes score of 2 (partially meets) can still be rated overall proficient if they receive a rating of 3 or 4 on teacher practice. A score of 2 means students met the target but a notable percentage missed the target by more than a few points. If a teacher gets a 1 (does not meet) on student outcomes and a 4 on teacher practice, the evaluator must "gather further information" before deciding on summative score, thus leaving the door open for a proficient rating.</li> <li>For a highly effective rating: The state requires districts to "combine the outcomes rating and practice rating into a final rating" to assign a summative rating category. Although the matrix rating sample recommends that a teacher be rated at least proficient in student growth to be rated overall exemplary, this is not a requirement.</li> </ul> |
| DC          |  | X   |   | X  | No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.   |
| Florida     |  | X   |   | X  | No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.   |
| Georgia     |  | X   | X   |  | A teacher could earn a level 1 for student growth (lowest rating) and still get an overall rating of proficient.   |
| Hawaii      |  | X   | X   |  | <ul style="list-style-type: none"> <li>A teacher rated unsatisfactory (0-1) on student growth can only receive overall ratings of marginal or unsatisfactory.</li> <li>A teacher rated marginal (2) on student growth can be rated overall effective or marginal, depending on score for teacher practice.</li> </ul>  |
| Idaho       |  | X   |   | X  | No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.   |



|                       | For an EFFECTIVE rating...   |   |  | For a HIGHLY EFFECTIVE rating...  |  |   | DETAILS  |
|-----------------------|--|---|--|---|--|---|--|
|                       | Teachers are required to meet student growth goals to be rated overall effective | Teachers can earn lowest rating for student growth and still be rated overall effective | Teachers can earn second lowest rating for student growth and still be rated overall effective | Teachers are required to meet student growth goals to be rated overall highly effective | Teachers can earn lowest rating for student growth and still be rated overall highly effective | Teachers can earn second lowest rating for student growth and still be rated overall highly effective |  |
| Illinois              |  | X   | X  |   | X  | X   | <ul style="list-style-type: none"> <li>For an effective rating: The state only defines rating requirements for districts that can't agree and must adopt state model, which requires student growth to count for 50%. A teacher can be rated overall proficient if (1) the student growth rating is unsatisfactory and professional practice is excellent; or (2) the student growth rating is needs improvement and professional practice is excellent. A teacher can also be rated overall proficient if student growth is needs improvement and professional practice is proficient. If this scenario can occur when student growth counts for 50%, it is surely allowed when it just counts 30% of total score.</li> <li>For a highly effective rating: No explicit policy requiring an effective rating on student growth in order to be rated highly effective overall.</li> </ul> |
| Indiana               | X  |   |  | X   |  |   | <ul style="list-style-type: none"> <li>Districts must include a provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.</li> </ul>  |
| Kansas                |  | X   | X  |   | X  | X   | <ul style="list-style-type: none"> <li>State offers a scoring matrix to delineate how teachers "may" be evaluated. The evaluation handbook outlines "significant "rules"" that are in place to prevent skewed ratings. [The word "rules" is in quotes in the handbook.] One such "rule" states: Summary Evaluation Rating should only be rated one performance level higher than the lowest Summary Rating (IPP or SP). This "rule" appears to be a suggestion rather than a requirement.</li> </ul>   |
| Kentucky              | X  |   |  | X   |  |   | <ul style="list-style-type: none"> <li>If a teacher has low student growth, the highest overall rating he/she can get is developing, even if professional practice is exemplary.</li> </ul>  |
| Louisiana             |  | X   | X  | X   |  |   | <ul style="list-style-type: none"> <li>Student growth and qualitative assessment are each scored between one (lowest) and four (highest). These two scores are averaged for the final composite score.</li> <li>A teacher may be rated "effective: proficient" (the second highest rating) with an average of 2.5. Therefore, if a teacher earns a one for student growth and a four for qualitative assessment, he/she could be rated overall "effective: proficient."</li> </ul>   |
| Maine                 |  | X   | X  |   | X  | X   | <ul style="list-style-type: none"> <li>No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.</li> </ul>   |
| Maryland              |  | X   | X  |   | X  | X   | <ul style="list-style-type: none"> <li>No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.</li> </ul>   |
| Michigan              |  | X   | X  |   | X  | X   | <ul style="list-style-type: none"> <li>No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.</li> </ul>   |
| Minnesota             |  | X   | X  |   | X  | X   | <ul style="list-style-type: none"> <li>No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.</li> </ul>   |
| Missouri              |  | X   | X  |   | X  | X   | <ul style="list-style-type: none"> <li>No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.</li> </ul>   |
| Nevada                |  | X   | X  |   | X  | X   | <ul style="list-style-type: none"> <li>No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.</li> </ul>   |
| New Jersey            |  | X (tested subjects)   | X (tested subjects)  | X (tested subjects)   | X (tested subjects)  |   | <ul style="list-style-type: none"> <li>Tested-subjects teachers can receive lowest score (1) on student growth components and still be rated overall effective (with a top score of 4 on teacher practice).</li> </ul>   |
| New Mexico            |  | X   | X  |   | X  | X   | <ul style="list-style-type: none"> <li>Tested teachers with 1-2 years of student achievement data: Teachers can be rated "highly effective" (second highest rating) even if they get 0 points for student achievement, as long as they score high on remaining criteria. They could be rated "exemplary" (highest rating) if they only earn half of the allotted points for student achievement and score high on the other criteria.</li> <li>Tested teachers with 3 years of student achievement data: Teachers could be rated "effective" if they only earn 19 points (out of a total 100) for student achievement, as long as they score high on remaining criteria. They can be rated "highly effective" if they score only 46 points (out of a total 100) for student achievement, as long as they score high on remaining criteria.</li> </ul>                                    |
| New York <sup>1</sup> |  |   | X  | X   |  |   | <ul style="list-style-type: none"> <li>A teacher rated "developing" for student performance who also earns either "highly effective" or "effective" for observation is rated overall "effective."</li> </ul>   |

|              | For an EFFECTIVE rating...   |   |  | For a HIGHLY EFFECTIVE rating...  |  |   | DETAILS   |
|--------------|--|---|--|---|--|---|---|
|              | Teachers are required to meet student growth goals to be rated overall effective | Teachers can earn lowest rating for student growth and still be rated overall effective | Teachers can earn second lowest rating for student growth and still be rated overall effective | Teachers are required to meet student growth goals to be rated overall highly effective | Teachers can earn lowest rating for student growth and still be rated overall highly effective | Teachers can earn second lowest rating for student growth and still be rated overall highly effective |   |
| Ohio         |  | X   | X  | X   |  |   | State offers two evaluation frameworks. For both frameworks: Teachers can earn the lowest score ("least effective") with 0 points for student growth and still be rated overall "skilled," if they earn "accomplished" for teacher performance.   |
| Oregon       |  | X   | X  |   | X  |   | <ul style="list-style-type: none"> <li>A teacher could receive the lowest ranking for student growth (Level 1) and still be rated an overall Level 3 (Level 4 is the highest).</li> <li>A teacher rated Level 2 for student growth can be rated a Level 4 overall if he/she earns a Level 4 rating for professional practice and professional responsibilities.</li> <li>A teacher could receive 0 points for student growth and still be rated proficient. To be rated proficient a teacher must earn between 1.5 and 2.49 points (out of a total of 3 points). If a teacher earns the maximum points for observation and practice, then he/she will have 1.5 points.</li> <li>An overall highly effective rating is not issued.</li> </ul>  |
| Pennsylvania |  | X   | X  | N/A   | N/A  | N/A   | <ul style="list-style-type: none"> <li>Teachers may be rated overall effective even if they do not meet either of their SLOs. To earn a final rating of effective, teachers must earn between 295 and 359 points. If a teacher earns the most points for the other 3 criteria (Classroom environment: 100 points; instruction: 100 points; and professional responsibilities: 80 points), then he/she only needs 15 points to reach the effective threshold. A teacher earns 30 points for not meeting either SLO.</li> </ul>   |
| Rhode Island |  | X   | X  | X   |  |   | <ul style="list-style-type: none"> <li>For an effective rating: The state model's matrix for determining a summative score allows teachers who receive "low" student growth rating to still be given an overall rating of "meets expectation," if they receive proficient or distinguished on professional practice rating. However, this rating is subject to review.</li> <li>For a highly effective rating: No explicit policy requiring an effective rating on student growth in order to be rated highly effective overall. The state recommends a matrix that requires teachers to meet student growth goals to be rated overall highly effective. However, this is not a requirement.</li> </ul>   |
| South Dakota |  | X   | X  |   | X  | X   | <ul style="list-style-type: none"> <li>To be rated a "at expectations" (effective), a teacher must earn between 275 and 349.99 points, which are calculated by multiplying the score (1-5) by each component's weight within the total evaluation. If a teacher earns a top score on the observation component, that translates to 250 points (5 points X 50 percentile points). If that same teacher earned just 1 point on the student growth and achievement measure (1 point by 35 percentile points and 1 point by 15 percentile points), the total evaluation score would come to 300 points. This would allow a teacher with the lowest student growth scores to be rated "at expectations."</li> <li>A teacher can also be rated "above expectations" (highly effective) if s/he receives "below expectations" on both the TVAAS and achievement components.</li> </ul> |
| Tennessee    |  | X   | X  |   |  | X   | <ul style="list-style-type: none"> <li>Guidelines offer a grading system in which a teacher could be rated developing/needs improvement for student growth and still be rated overall proficient if s/he is rated exemplary for teacher performance. No explicit policy requiring an effective rating for student growth in order to be rated effective or highly effective overall.</li> </ul>   |
| Virginia     |  | X   | X  |   | X  | X   |   |

1. By 2018, New York plans to have a full proposal for a revised evaluation system that will begin in the 2019-2020 school year.



## EXAMPLES OF SUMMATIVE RATING CALCULATIONS

- 1. Colorado:** According to the state's model evaluation system, which describes scenarios for calculating evaluation ratings, teachers can earn a zero for raising student achievement and still earn an effective rating if they earn the top scores on their professional practice, which includes observations and at least one of the following measures: student surveys, feedback from peers or parents/guardians, a review of lesson plans, or student work samples. A teacher also can earn the second lowest score for student growth (1=less than expected) and still earn a highly effective rating by earning full points on professional practice.
- 2. Connecticut:** According to the state's sample scoring matrix, if a teacher earns the lowest score (1) on raising student achievement and the highest score (4) on teacher practice, then the evaluator must "gather further information before deciding on the final score," leaving the door open for a summative rating of effective.
- 3. Louisiana:** Teachers can receive a summative rating of effective: proficient (the second highest rating) if they achieve a final score of 2.5 points, calculated by averaging the scores from the student growth and qualitative assessment (observation-based) components. So a teacher can earn a 1 (the lowest score) for student gains and still earn an effective: proficient rating by scoring a 4 (the highest score) on qualitative assessment.
- 4. New Jersey:** Teachers of tested grades and subjects who receive a 1 (the lowest score) on student improvement and a 4 (the highest score) on teacher practice (observation-based component) earn an effective summative rating.
- 5. New Mexico:** To receive a summative rating of effective, a teacher with three years of student achievement data must earn at least 119 points out of a possible 200. If a teacher earns the full 100 points for observations and attendance/surveys, then she or he only needs an additional 19 points (out of a possible 100) to reach that 119-point threshold. Such teachers can also be rated overall highly effective if they earn an additional 46 points (still less than half of the 100 possible points). Teachers of tested subjects with 1-2 years of student achievement data can be rated highly effective even if they earn 0 points for student achievement, as long as they score high on the remaining evaluation criteria. They could even achieve an exemplary rating if they only earn half of the allotted points for student achievement and score high on the other criteria.
- 6. Ohio:** Even teachers who earn 0 points and a rating of least effective for student growth can still obtain a rating as skilled overall by earning a rating of accomplished in the observation component (teacher performance). This scenario holds true for both the original framework, which counts student growth for 50 percent of the final score, and the alternative framework, which counts student growth for 35 percent of the final score.
- 7. Pennsylvania:** To be rated proficient (effective), a teacher must earn between 1.5 and 2.49 points (out of a total of 3 points). The maximum points available for observation and practice are 1.5; therefore, teachers earning top scores for professional practice can earn a summative rating of effective without accumulating any additional points for raising student performance.
- 8. Tennessee:** To be rated At Expectations (the third highest rating, equivalent to effective), a teacher must earn between 275 and 349.99 points on the three evaluation components: observations, student improvement, and an achievement measure (a measure aligned to the teacher's job responsibilities, selected by the teacher and evaluator from a menu of options, which include state assessments, ACT/SAT, and graduation rate). A teacher who earns a top score on the observation component, 250 points, would only need the lowest possible score on the other two components to be rated At Expectations. Even if a teacher earns the second highest observation score, she could still earn a rating of At Expectations by receiving the second lowest rating on student growth.

Even though most states' evaluation systems fail to identify teachers with less-than-effective performance, New Mexico provides one example of a state striving to obtain a more varied, accurate picture of teacher performance and achieving more differentiation in evaluation ratings.

Although New Mexico allows teachers to earn an effective rating even if they earn the lowest possible score on student growth, its rating system has several categories under the overall effective umbrella, and very few teachers receive a summative rating of exemplary.

Figure 3 New Mexico's 2015-2016 Teacher Evaluation Ratings<sup>8</sup>

| RATING              | PERCENT |
|---------------------|---------|
| Ineffective         | 5.4%    |
| Minimally Effective | 23.3%   |
| Effective           | 43.7%   |
| Highly Effective    | 24.8%   |
| Exemplary           | 3.8%    |

While it is not clear why New Mexico's teacher evaluation system produces a greater differentiation in evaluation ratings than other states, one reason could be that New Mexico relies less heavily on observations than many other states, and observations, by nature, are prone to subjective judgments about teacher performance. In addition, many New Mexico districts have used outside observers, which may also contribute to better differentiation in ratings.<sup>9,10</sup>

- 8 New Mexico Public Education Department. (2016). *2016 teacher evaluation release*. Retrieved from [http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/2015-2016\\_NMTEACH\\_Briefing.pdf](http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/2015-2016_NMTEACH_Briefing.pdf)
- 9 New Mexico Public Education Department. *NMTeach frequently asked questions*. Retrieved from [http://ped.state.nm.us/ped/NMTeach\\_FAQ.html](http://ped.state.nm.us/ped/NMTeach_FAQ.html)
- 10 Whitehurst, G. J., Chingos, M. M., & Lindquist, K. M. (2014). Evaluating teachers with classroom observations: Lessons learned in four districts. *Brown Center on Education Policy at Brookings*. Retrieved from <https://www.brookings.edu/wp-content/uploads/2016/06/Evaluating-Teachers-with-Classroom-Observations.pdf>
- 11 Office of the Governor of the State of New Mexico. (2012, April 11). *Governor Susana Martinez directs PED to formulate new teacher and principal evaluation system*. Retrieved from <http://www.governor.state.nm.us/uploads/PressRelease/191a415014634aa89604e0b4790e4768/TeacherEval.pdf>

“It’s incredibly important that we’re able to identify those teachers and principals who are contributing most to the academic success of their students, so that we can reward them for the impact they are having on our kids. And it’s equally important for us to be able to provide support and professional development to those teachers who are struggling... If we believe that our students go to school in order to learn, then a good evaluation system should incorporate student achievement in its analysis of our teachers and principals... None of this is happening now, and that’s why this education reform is so necessary.”

– New Mexico Governor  
Susana Martinez,  
April 11, 2012<sup>11</sup>

“More than any other aspect of a school, educators have the most significant impact on student learning. We owe it to them to create a system that provides them with meaningful feedback and actionable data that allows each of them, regardless of experience, the opportunity to improve their practice.”

– New Jersey Commissioner Chris Cerf, February 5, 2013<sup>12</sup>

## Recommendations

As shown, in nearly all states, teachers can obtain a summative rating of effective despite earning a low, or in some states even the lowest, score on the student growth portion of their evaluation. This finding is contrary to the reasons many states initially passed laws requiring that teacher evaluations include student growth as a significant or preponderant factor. As a result, most states still label nearly all teachers effective.

To create more meaningful teacher evaluation systems, states should consider the following:

**1. Establish policies that preclude teachers from earning a label of effective if they are found ineffective at increasing student learning.**

Regardless of how the state chooses to objectively measure teachers' ability to raise student achievement, it should not allow teachers to be rated effective without demonstrating their ability to advance student learning and performance. At a minimum, states should ensure that teachers cannot receive a summative rating of effective if they receive the lowest possible score on the student growth portion of their evaluation.

As states develop and prepare to implement their plans under ESSA, states have an opportunity to ensure that a teacher's contribution to student growth has a meaningful impact on his or her summative evaluation.

**2. Track the results of discrete components within evaluation systems, both statewide and districtwide. In districts where student growth measures and observation measures are significantly out of alignment, states should reevaluate their systems and/or offer districts technical assistance.**

To ensure that evaluation ratings better reflect teacher performance, states should track the results of each evaluation measure to pinpoint where misalignment between components, such as between student learning and observation measures, exists. Where major components within an evaluation system are significantly misaligned, states should examine their systems and offer districts

<sup>12</sup> State of New Jersey Department of Education. (2013, February 5). Christie administration announces positive reporting of New Jersey's first year teacher evaluation pilot program. Retrieved from <http://www.nj.gov/education/news/2013/0205eval.htm>

technical assistance where needed, whether through observation training or examining student growth models or calculations.

Tennessee represents a strong example of a state tracking evaluation results to advise districts on better evaluation implementation. Its latest evaluation implementation report shows how the state tracks where teachers' observation scores do not appear to align with student growth scores, noting: "The outcomes of evaluation — accountability and improvement — are dependent on having reliable and valid evidence about teacher performance and student learning. Misalignment between observation and individual growth quickly results in mixed messages for educators. The quality of feedback teachers receive is compromised by the presence of misaligned scores."<sup>13</sup> In Tennessee, this misalignment (defined as a discrepancy of two rating levels between two evaluation components) between observation and student growth scores is most prevalent in teachers with the two lowest ratings. The state publishes this information so that it is transparent and publicly available to guide actions by key stakeholders and point the way to needed reforms.

## Conclusion

It is valuable to include objective measures of student learning in teacher evaluations, in addition to factors that rely on informed, subjective judgments of teacher performance. Evidence shows that teachers who increase their students' learning positively influence their students' long-term achievements (e.g., higher likelihood of attending college, earning higher salaries, etc.), in addition to benefiting their immediate academic outcomes.<sup>14</sup> While teachers hold many responsibilities, advancing their students' academic achievement is one of their primary goals.

Identifying which teachers are effective is a complicated but critical task, the results of which should be used to inform every key personnel decision for teachers: retention, cooperating teacher selection for student teaching, bonuses, tenure, career ladders, and dismissal. Although evaluations are not a silver bullet to improving teacher quality, they serve as the foundation for personnel systems that aim to recognize, develop, reward, and retain effective teachers. They are a key part of creating a system where personnel decisions are made based on meaningful information, under the vision of expanding the number and reach of effective teachers. If districts label all of their teachers effective, then an evaluation becomes essentially pointless for these purposes.

There are very few teachers who cannot improve and do more to become as effective as they could be. In this regard, teaching is no different from any other skill; there is always room to grow through practice and study. For this reason, teacher evaluations must evolve from an exercise of compliance

13 Tennessee Department of Education. (2016). *Teacher and administrator evaluation in Tennessee: A report on year 4 implementation*. Retrieved from [https://www.tn.gov/assets/entities/education/attachments/rpt\\_teacher\\_evaluation\\_year\\_4.pdf](https://www.tn.gov/assets/entities/education/attachments/rpt_teacher_evaluation_year_4.pdf)

14 Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, 104(9): 2633-79.

Jackson, C. K. (2012). Non-cognitive ability, test scores, and teacher quality: Evidence from 9th grade teachers in North Carolina (Working Paper No. 18624). Cambridge, MA: National Bureau of Economic Research. Retrieved from <http://www.nber.org/papers/w18624>

“The results of the collected data on teacher effectiveness only further justify the need for a new evaluation process. When there is such a drastic disparity between the quality of educators and the achievement of the students, there is a serious problem... How can virtually 100 percent of educators be evaluated as satisfactory, yet, based on statewide assessments, one-in-four students are scoring below proficient in reading and one-in-three are scoring below proficient in math? It just does not add up.”

– Pennsylvania Secretary of Education Ron Tomalis, September 21, 2011<sup>15</sup>

to a process that identifies individual strengths and weaknesses and supports continual development. As states develop and prepare to implement consolidated state plans under ESSA, they have an opportunity and an obligation to ensure that evaluation systems are working as intended, both to reflect student growth and to provide teachers with the information they need to reach their full potential.

Despite the tremendous political capital, money, and time that educators, state officials, and policymakers have spent on reforming teacher evaluation systems, states have been running in place with no evidence of real change with regard to the distribution of final evaluation ratings. States and education advocates need to put in place, legislatively and administratively, teacher evaluations that meaningfully incorporate student growth measures. It is not enough to adopt laws with lofty rhetoric about the importance of teacher evaluations; we must also ensure that those laws are actually implemented in our school systems so that our children are taught by teachers of the highest caliber. They deserve nothing less.

15 More than 100 entities sign up to participate in teacher and principal evaluation pilot program. Retrieved from <http://files.painteractive.org/pr/Education/2011/2011-09/More%20Than%20100%20Entities%20Sign%20Up%20to%20Participate%20in%20Teacher%20and%20Principal%20Evaluation%20Pilot%20Program.pdf>



# Appendix A

## State requirements for objective measures of student learning in teacher evaluations

|                       | Preponderant | Significant-explicit | Significant-not explicit | Some      | None      | Notes   |
|-----------------------|--------------|----------------------|--------------------------|-----------|-----------|---|
| Alabama               |              |                      |                          |           | X         |   |
| Alaska                |              |                      |                          |           | X         |   |
| Arizona               |              | X                    |                          |           |           | 33-50%  |
| Arkansas              |              |                      | X                        |           |           | Until the Board adopts rules defining one or more student growth measures, a student growth measure will not be required as part of the annual overall rating.  |
| California            |              |                      |                          |           | X         |   |
| Colorado              | X            |                      |                          |           |           | 50%   |
| Connecticut           | X            |                      |                          |           |           | 45%   |
| Delaware              |              |                      |                          | X         |           | 20%   |
| DC                    |              |                      | X                        |           |           |   |
| Florida               |              | X                    |                          |           |           | One-third   |
| Georgia               |              | X                    |                          |           |           | 30%   |
| Hawaii                | X            |                      |                          |           |           | 50%   |
| Idaho                 |              | X                    |                          |           |           | 33%   |
| Illinois              |              | X                    |                          |           |           | 30%   |
| Indiana               |              |                      | X                        |           |           |   |
| Iowa                  |              |                      |                          |           | X         |   |
| Kansas                |              |                      | X                        |           |           |   |
| Kentucky              | X            |                      |                          |           |           |   |
| Louisiana             | X            |                      |                          |           |           | 50%   |
| Maine                 |              |                      | X                        |           |           |   |
| Maryland              |              |                      | X                        |           |           |   |
| Massachusetts         |              |                      |                          | X         |           |   |
| Michigan              |              | X                    |                          |           |           | 40%   |
| Minnesota             |              | X                    |                          |           |           | 35%   |
| Mississippi           |              |                      |                          |           | X         |   |
| Missouri              |              |                      | X                        |           |           |   |
| Montana               |              |                      |                          |           | X         |   |
| Nebraska              |              |                      |                          |           | X         |   |
| Nevada                |              | X                    |                          |           |           | 40%   |
| New Hampshire         |              |                      |                          |           | X         |   |
| New Jersey            | X            |                      |                          |           |           | Tested: 45%; Nontested: 15%   |
| New Mexico            | X            |                      |                          |           |           | Teachers of tested subjects with 1-2 years of student achievement data: 25%<br>Teachers of tested subjects with 3 years of student achievement data: 50%<br>Teachers of nontested subjects (with no student achievement data in the last 3 years): 0% |
| New York <sup>1</sup> | X            |                      |                          |           |           | 50%   |
| North Carolina        |              |                      |                          |           | X         |   |
| North Dakota          |              |                      |                          | X         |           |   |
| Ohio                  |              | X                    |                          |           |           | 35-50%  |
| Oklahoma              |              |                      |                          |           | X         |   |
| Oregon                |              |                      | X                        |           |           |   |
| Pennsylvania          | X            |                      |                          |           |           | 50%   |
| Rhode Island          |              | X                    |                          |           |           | 30%   |
| South Carolina        |              |                      |                          | X         |           |   |
| South Dakota          |              |                      | X                        |           |           |   |
| Tennessee             | X            |                      |                          |           |           | 50%   |
| Texas                 |              |                      |                          | X         |           | 20%   |
| Utah                  |              |                      |                          | X         |           | 20%   |
| Vermont               |              |                      |                          |           | X         |   |
| Virginia              |              |                      | X                        |           |           |   |
| Washington            |              |                      |                          | X         |           |   |
| West Virginia         |              |                      |                          | X         |           | 20%   |
| Wisconsin             |              |                      |                          | X         |           | 50% is based on one self-scored Student Learning Objective  |
| Wyoming <sup>2</sup>  |              |                      |                          | X         |           |   |
| <b>Total</b>          | <b>10</b>    | <b>10</b>            | <b>10</b>                | <b>10</b> | <b>11</b> |   |

1. By 2018, New York plans to have a full proposal for a revised evaluation system that will begin in the 2019-2020 school year.  
 2. Implementation of Wyoming's evaluation system is delayed until SY 2019-2020. Rules must be promulgated by July 1, 2019.

## Appendix B Effective and highly effective rating details in all states

|             | Teachers are required to meet student growth goals to be rated overall effective | Teachers are not required to meet student growth goals to be rated overall effective | Teachers are required to meet student growth goals to be rated overall highly effective | Teachers are not required to meet student growth goals to be rated overall highly effective | Teachers are required to meet student growth goals to be rated overall highly effective | Teachers are not required to meet student growth goals to be rated overall highly effective | Student growth not required | Details   |
|-------------|--|--|---|---|---|---|-----------------------------|---|
| Alabama     |  |  |   |   |   |   | X                           |   |
| Alaska      |  |  |   |   |   |   | X                           |   |
| Arizona     |  | X  |   |   |   | X   |                             | <ul style="list-style-type: none"> <li>In the state's model rating tables, teachers need 85 points (out of a total of 120) to be rated overall effective. They can earn 80 points for top scores in other components of the evaluation framework (i.e., performance and surveys), needing just 5 points (out of 40 possible) for student academic progress.</li> <li>To be rated highly effective overall, teachers who earn maximum points on the performance and survey components would only need 28 points (of a possible 40) for student academic progress to meet the highly effective threshold of 108 points.</li> </ul>  |
| Arkansas    |  | X  |   |   |   | X   |                             | No explicit policy requiring an effective rating for student growth in order to be rated highly effective or effective overall. Until the Board adopts rules defining one or more student growth measures, a student growth measure will not be required as part of the annual overall rating.  |
| California  |  |  |   |   |   |   | X                           |   |
| Colorado    |  | X  |   |   |   | X   |                             | State's model provides a scoring matrix: A teacher can earn a 0 for student growth (much less than expected), and still be rated overall effective. A teacher can earn a 1 for student growth (less than expected) and still be rated overall highly effective, if he/she earns a top score for professional practice. No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.   |
| Connecticut |  | X  |   |   |   | X   |                             | State provides a matrix rating sample. <ul style="list-style-type: none"> <li>For an effective rating: Teachers with a student outcomes score of 2 (partially meets) can still be rated overall proficient if they receive a rating of 3 or 4 on teacher practice. A score of 2 means students met the target but a notable percentage missed the target by more than a few points. If a teacher gets a 1 (does not meet) on student outcomes and a 4 on teacher practice, the evaluator must "gather further information" before deciding on summative score, thus leaving the door open for a proficient rating.</li> <li>For a highly effective rating: The state requires districts to "combine the outcomes rating and practice rating into a final rating" to assign a summative rating category. Although the matrix rating sample recommends that a teacher be rated at least proficient in student growth to be rated overall exemplary, this is not a requirement.</li> </ul> |
| Delaware    |  | X  |   |   |   | X   |                             |   |
| DC          |  | X  |   |   |   | X   |                             | No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.  |
| Florida     |  | X  |   |   |   | X   |                             | No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.  |

Significant student learning requirement

Preponderant student learning requirement

|               | Teachers are required to meet student growth goals to be rated overall effective | Teachers are <u>not</u> required to meet student growth goals to be rated overall effective | Teachers are required to meet student growth goals to be rated overall highly effective | Teachers are <u>not</u> required to meet student growth goals to be rated overall highly effective | Teachers are required to meet student growth goals to be rated overall highly effective | Teachers are <u>not</u> required to meet student growth goals to be rated overall highly effective | Student growth not required | Details  |
|---------------|--|---|---|--|---|--|-----------------------------|--|
| Georgia       |  | X   | X   |  |   |  |                             | A teacher could earn a level I for student growth (lowest rating) and still get an overall rating of proficient.   |
| Hawaii        |  | X   | X   |  |   |  |                             | <ul style="list-style-type: none"> <li>A teacher rated unsatisfactory (0-1) on student growth can only receive overall ratings of marginal or unsatisfactory.</li> <li>A teacher rated marginal (2) on student growth can be rated overall effective or marginal, depending on score for teacher practice.</li> </ul>  |
| Idaho         |  | X   |   |  |   | X  |                             | No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.   |
| Illinois      |  | X   |   |  |   | X  |                             | <ul style="list-style-type: none"> <li>For an effective rating: The state only defines rating requirements for districts that can't agree and must adopt state model, which requires student growth to count for 50%. A teacher can be rated overall proficient if (1) the student growth rating is unsatisfactory and professional practice is excellent; or (2) the student growth rating is needs improvement and professional practice is excellent. A teacher can also be rated overall proficient if student growth is needs improvement and professional practice is proficient. If this scenario can occur when student growth counts for 50%, it is surely allowed when it just counts 30% of total score.</li> <li>For a highly effective rating: No explicit policy requiring an effective rating on student growth in order to be rated highly effective overall.</li> </ul> |
| Indiana       | X  |   | X   |  |   |  |                             | Districts must include a provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.  |
| Iowa          |  |   |   |  |   |  | X                           |  |
| Kansas        |  | X   |   |  |   | X  |                             | State offers a scoring matrix to delineate how teachers "may" be evaluated. The evaluation handbook outlines "significant rules" that are in place to prevent skewed ratings. [The word "rules" is in quotes in the handbook.] One such "rule" states: Summary Evaluation Rating should only be rated one performance level higher than the lowest Summary Rating (IPP or SP). This "rule" appears to be a suggestion rather than a requirement.   |
| Kentucky      | X  |   | X   |  |   |  |                             | If a teacher has a low student growth rating, the highest overall rating he/she can get is developing, even if professional practice is exemplary.   |
| Louisiana     |  | X   | X   |  |   |  |                             | <ul style="list-style-type: none"> <li>Student growth and qualitative assessment are each scored between one (lowest) and four (highest). These two scores are averaged for the final composite score.</li> <li>A teacher may be rated "effective: proficient" (the second highest rating) with an average of 2.5. Therefore, if a teacher earns a one for student growth and a four for qualitative assessment, he/she could be rated overall "effective: proficient."</li> </ul>   |
| Maine         |  | X   |   |  |   | X  |                             | No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.   |
| Maryland      |  | X   |   |  |   | X  |                             | No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.   |
| Massachusetts | N/A  | N/A   | N/A   |  |   | N/A  |                             | No overall rating issued.  |
| Michigan      |  | X   |   |  |   | X  |                             | No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.   |

Significant student learning requirement

Preponderant student learning requirement



|                       | Teachers are required to meet student growth goals to be rated overall effective | Teachers are not required to meet student growth goals to be rated overall effective | Teachers are required to meet student growth goals to be rated overall highly effective | Teachers are not required to meet student growth goals to be rated overall highly effective | Teachers are required to meet student growth goals to be rated overall highly effective | Teachers are not required to meet student growth goals to be rated overall highly effective | Student growth not required | Details   |
|-----------------------|--|--|---|---|---|---|-----------------------------|---|
| Minnesota             |  | X  |   | X   |   | X   |                             | No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.  |
| Mississippi           |  |  |   |   |   |   | X                           |   |
| Missouri              |  | X  |   | X   |   | X   |                             | No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.  |
| Montana               |  |  |   |   |   |   | X                           |   |
| Nebraska              |  |  |   |   |   |   | X                           |   |
| Nevada                |  | X  |   | X   |   | X   |                             | No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.  |
| New Hampshire         |  |  |   |   |   |   | X                           |   |
| New Jersey            |  | X (tested subjects)  |   | X (tested subjects)   |   |   |                             | Tested-subjects teachers can receive lowest score (1) on student growth components and still be rated overall effective (with a top score of 4 on teacher practice).<br><ul style="list-style-type: none"> <li>Tested teachers with 1-2 years of student achievement data: Teachers can be rated "highly effective" (second highest rating) even if they get 0 points for student achievement, as long as they score high on remaining criteria. They could be rated "exemplary" (highest rating) if they only earn half of the allotted points for student achievement and score high on the other criteria.</li> <li>Tested teachers with 3 years of student achievement data: Teachers could be rated "effective" if they only earn 19 points (out of a total 100) for student achievement, as long as they score high on remaining criteria. They can be rated "highly effective" if they score only 46 points (out of a total 100) for student achievement, as long as they score high on remaining criteria.</li> </ul> |
| New Mexico            |  | X  |   | X   |   | X   |                             |   |
| New York <sup>1</sup> |  | X  |   | X   |   |   |                             | A teacher rated "developing" for student performance who also earns either "highly effective" or "effective" for observation is rated overall "effective."  |
| North Carolina        |  |  |   |   |   |   |                             |   |
| North Dakota          |  | X  |   |   |   | X   | X                           |   |
| Ohio                  |  | X  |   | X   |   |   |                             | State offers two evaluation frameworks. For both frameworks: Teachers can earn the lowest score ("least effective") with 0 points for student growth and still be rated overall "skilled," if they earn "accomplished" for teacher performance.   |
| Oklahoma              |  |  |   |   |   |   | X                           |   |
| Oregon                |  | X  |   |   |   | X   |                             | <ul style="list-style-type: none"> <li>A teacher could receive the lowest ranking for student growth (Level 1) and still be rated an overall Level 3 (Level 4 is the highest).</li> <li>A teacher rated Level 2 for student growth can be rated a Level 4 overall if he/she earns a Level 4 rating for professional practice and professional responsibilities.</li> <li>A teacher could receive 0 points for student growth and still be rated proficient. To be rated proficient a teacher must earn between 1.5 and 2.49 points (out of a total of 3 points). If a teacher earns the maximum points for observation and practice, then he/she will have 1.5 points.</li> <li>An overall highly effective rating is not issued.</li> </ul>  |
| Pennsylvania          |  | X  |   | N/A   |   | N/A   |                             |   |

Significant student learning requirement

Preponderant student learning requirement

Student growth not required

|                      | Teachers are required to meet student growth goals to be rated overall effective | Teachers are not required to meet student growth goals to be rated overall effective | Teachers are required to meet student growth goals to be rated overall highly effective | Teachers are not required to meet student growth goals to be rated overall highly effective | Teachers are required to meet student growth goals to be rated overall highly effective | Teachers are not required to meet student growth goals to be rated overall highly effective | Student growth not required | Details  |
|----------------------|--|--|---|---|---|---|-----------------------------|--|
| Rhode Island         |  | X  | X   |   | X   |   |                             | Teachers may be rated overall effective even if they do not meet either of their SLOs. To earn a final rating of effective, teachers must earn between 295 and 359 points. If a teacher earns the most points for the other 3 criteria (Classroom environment: 100 points; instruction: 100 points; and professional responsibilities: 80 points), then he/she only needs 15 points to reach the effective threshold. A teacher earns 30 points for not meeting either SLO.  |
| South Carolina       |  | X  |   |   |   | X   |                             | <ul style="list-style-type: none"> <li>For an effective rating: The state model's matrix for determining a summative score allows teachers who receive "low" student growth rating to still be given an overall rating of "meets expectation," if they receive proficient or distinguished on professional practice rating. However, this rating is subject to review.</li> <li>For a highly effective rating: No explicit policy requiring an effective rating on student growth in order to be rated highly effective overall. The state recommends a matrix that requires teachers to meet student growth goals to be rated overall highly effective. However, this is not a requirement.</li> </ul>  |
| South Dakota         |  | X  |   |   |   | X   |                             | <ul style="list-style-type: none"> <li>To be rated a "at expectations" (effective), a teacher must earn between 275 and 349.99 points, which are calculated by multiplying the score (1-5) by each component's weight within the total evaluation. If a teacher earns a top score on the observation component, that translates to 250 points (5 points X 50 percentile points). If that same teacher earned just 1 point on the student growth and achievement measure (1 point by 35 percentile points and 1 point by 15 percentile points), the total evaluation score would come to 300 points. This would allow a teacher with the lowest student growth scores to be rated "at expectations."</li> <li>A teacher can also be rated "above expectations" (highly effective) if s/he receives "below expectations" on both the TVAS and achievement components.</li> </ul> |
| Tennessee            |  | X  |   |   |   | X   |                             | <ul style="list-style-type: none"> <li>To be rated a "at expectations" (effective), a teacher must earn between 275 and 349.99 points, which are calculated by multiplying the score (1-5) by each component's weight within the total evaluation. If a teacher earns a top score on the observation component, that translates to 250 points (5 points X 50 percentile points). If that same teacher earned just 1 point on the student growth and achievement measure (1 point by 35 percentile points and 1 point by 15 percentile points), the total evaluation score would come to 300 points. This would allow a teacher with the lowest student growth scores to be rated "at expectations."</li> <li>A teacher can also be rated "above expectations" (highly effective) if s/he receives "below expectations" on both the TVAS and achievement components.</li> </ul> |
| Texas                |  | X  |   |   |   | X   |                             |  |
| Utah                 |  | X  |   |   |   | X   |                             |  |
| Vermont              |  |  |   |   |   |   | X                           |  |
| Virginia             |  | X  |   |   |   | X   |                             | <p>Guidelines offer a grading system in which a teacher could be rated developing/needs improvement for student growth and still be rated overall proficient if s/he is rated exemplary for teacher performance. No explicit policy requiring an effective rating on student growth in order to be rated effective or highly effective overall.</p> <p>Teachers with a preliminary rating of distinguished and a low student-growth rating will receive an overall proficient rating.</p>  |
| Washington           |  | X  |   |   |   | X   |                             |  |
| West Virginia        |  | X  |   |   |   | X   |                             |  |
| Wisconsin            | N/A  | N/A  |   |   | N/A   | N/A   |                             | No overall rating issued.  |
| Wyoming <sup>2</sup> |  | X  |   |   |   | X   |                             |  |

Significant student learning requirement
  Preponderant student learning requirement



## Appendix C

### State summaries

#### ALABAMA

##### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>NO</b>  |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>N/A</b> |

##### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | Measures of student growth are not required in teacher evaluations. |
| Role of student growth in overall score: | None  |

##### CITATIONS

Overview of Teaching Effectiveness Process: <http://www.alsde.edu/sec/ee/Professional%20Commitment/Updated%20Overview%20of%20Teaching%20Effectiveness%20Process.pdf>

##### STATE RESPONSE

Alabama declined to respond to NCTQ’s analysis.



## ALASKA

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>NO</b>  |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>N/A</b> |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | Measures of student growth are no longer required for teacher evaluations. At its June 2016 meeting, the Board voted to repeal the state's teacher evaluation plan, which would have required student growth data to count for 50% of overall score by SY 2018-2019. |
| Role of student growth in overall score: | None   |

### CITATIONS

Minutes from Board Meeting, June 16 & 17: [https://education.alaska.gov/State\\_Board/minutes/2016\\_06\\_1617minutes.pdf](https://education.alaska.gov/State_Board/minutes/2016_06_1617minutes.pdf)

### STATE RESPONSE

Alaska recognized the factual accuracy of this analysis.

## ARIZONA SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | <p>All teachers: Student academic progress must count for 33-50% of overall score.</p> <ul style="list-style-type: none"> <li>■ Multiple measures of student learning must be used.</li> <li>■ It is up to each district to decide the weight of all data elements, including proportions of classroom- and school-level data.</li> <li>■ Academic progress calculation must include measures of academic growth (at least 20%). <ul style="list-style-type: none"> <li>■ State assessment data, including student growth percentiles, must be a significant factor in the academic growth calculation.</li> </ul> </li> </ul>  |
| Role of student growth in overall score: | <p>State does not explicitly require teachers to meet student academic progress to be rated overall effective. The definition of an effective teacher is one whose students “generally made satisfactory levels of academic progress.”</p> <p>In fact, in the state’s model rating tables, teachers need 85 points (out of a total of 120) to be rated overall effective. They can earn 80 points for top scores in other components of the evaluation framework (i.e., performance and surveys), needing just 5 points (out of 40 possible) for student academic progress.</p> <p>To be rated highly effective overall, teachers who earn maximum points on the performance and survey components would only need 28 points (of a possible 40) for student academic progress to meet the highly effective threshold of 108 points.</p> |

### CITATIONS

Framework for 2016-2017: <https://cms.azed.gov/home/GetDocumentFile?id=57ed9958aadebe0bd08a76fa>

Rating Tables: <https://cms.azed.gov/home/GetDocumentFile?id=57f6dbd5aadebf0a04b269dc>

### STATE RESPONSE

Arizona noted that the state model referenced in the analysis is one that was utilized during a two-year pilot with LEAs and continues to be an option for LEAs to use for their teacher evaluation models. The state model is not required as an instrument for measuring teacher effectiveness. LEAs may utilize any model that aligns with the Arizona Framework for Measuring Educator Effectiveness. This illustrates, the state noted, that teachers do not have specific requirements or goals to meet student academic progress to be rated overall effective.





## ARKANSAS

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <ul style="list-style-type: none"> <li>■ Must be “significant.”</li> <li>■ Until the Board adopts rules defining one or more student growth measures, a student growth measure will not be required as part of the annual overall rating.</li> </ul> |
| Role of student growth in overall score: | <ul style="list-style-type: none"> <li>■ Annual overall rating lacks requirement of student growth element.</li> </ul>   |

### CITATIONS

2016 Handbook: [http://www.arkansased.gov/public/userfiles/HR\\_and\\_Educator\\_Effectiveness/TESS/Handbook%20Jan%202016.pdf](http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/TESS/Handbook%20Jan%202016.pdf)

### STATE RESPONSE

Arkansas recognized the factual accuracy of this analysis. The state added that because the plan for inclusion of student growth has not been finalized, there will be changes to the rating logic for teacher performance. However, documentation is not currently available to indicate the proposed changes.

## CALIFORNIA

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>NO</b>  |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>N/A</b> |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | Measures of student growth are not required in teacher evaluations. |
| Role of student growth in overall score: | None  |

### CITATIONS

California Education Code 44662

### STATE RESPONSE

California declined to respond to NCTQ’s analysis.

## COLORADO SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <p>All teachers: 50%</p> <ul style="list-style-type: none"> <li>Multiple measures for tested teachers: results from the Colorado growth model; a measure of individually attributed student academic growth; a measure of collectively attributed student academic growth; and statewide summative assessment results, when available.</li> <li>Multiple measures for nontested teachers: a measure of individually attributed student academic growth; a measure of collectively attributed student academic growth; and statewide summative assessment results, when available.</li> </ul> |
| Role of student growth in overall score: | <p>The state’s model provides a scoring matrix.</p> <ul style="list-style-type: none"> <li>A teacher could only earn a 1 for student growth (less than expected) and still be rated overall highly effective, if he/she earns a top score for professional practice.</li> <li>A teacher could earn a 0 for student growth (much less than expected) and still be rated overall effective.</li> </ul>   |

### CITATIONS

**Rules:** <http://www.cde.state.co.us/sites/default/files/documents/educatoreffectiveness/downloads/rulemaking/1ccr301-87evaluationoflicensedpersonnel11.9.11.pdf>

**Final rating:** <https://www.cde.state.co.us/educatoreffectiveness/determining-a-final-educator-effectiveness-rating>

### STATE RESPONSE

Colorado was helpful in providing NCTQ with facts that enhanced this analysis.

## CONNECTICUT

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | <p>All teachers: 45%</p> <ul style="list-style-type: none"> <li>One half (22.5%) of these indicators must be based on a standardized indicator.</li> <li>The other half (22.5%) may consist of, at most, one additional standardized indicator, or at least one nonstandardized indicator.</li> </ul> <p>State board voted to delay required use of test scores until the 2017-2018 school year.</p>  |
| Role of student growth in overall score: | <p>State provides a sample scoring matrix in its SEED model.</p> <ul style="list-style-type: none"> <li>Teachers with a student outcome score of 2 (partially meets) can still be rated overall proficient if they receive a rating of 3 or 4 on teacher practice. A score of 2 means that some students met the target, but a notable percentage of them missed the target by more than a few points.</li> <li>If a teacher gets a 1 (does not meet) on student outcomes and a 4 on teacher practice, the evaluator must “gather further information” before deciding on a summative score, thus leaving the door open for a proficient rating.</li> </ul> |

### CITATIONS

**Guidelines for Educator Evaluation:** [http://www.connecticutseed.org/wp-content/uploads/2015/09/CT\\_Guidelines\\_for\\_Educator\\_Evaluation\\_Updated\\_2015.pdf](http://www.connecticutseed.org/wp-content/uploads/2015/09/CT_Guidelines_for_Educator_Evaluation_Updated_2015.pdf)

**SEED Handbook (sample state model):** [http://www.connecticutseed.org/wp-content/uploads/2015/11/2015\\_SEED\\_Handbook\\_11\\_24\\_15.pdf](http://www.connecticutseed.org/wp-content/uploads/2015/11/2015_SEED_Handbook_11_24_15.pdf)

### STATE RESPONSE

Connecticut was helpful in providing NCTQ with the facts necessary for this analysis. The state added that SEED is one state-provided model that offers guidance on how the guidelines may be implemented. Districts may consider SEED, or they may develop their own models as long as they meet the requirements outlined in the guidelines.

Connecticut also pointed out that given the weighting of 45 percent for the student growth component, districts may use a mathematical calculation/weighted average when rolling up to a final summative rating. The state provides a sample scoring matrix that may be used by districts; otherwise, they can develop a matrix for review and approval by the state.

Finally, Connecticut added that the decision to delay inclusion of test scores was based on a recommendation by the state’s primary educator evaluation stakeholder group, the Performance Evaluation Advisory Council (PEAC).

## DELAWARE SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | <p>All teachers: 20%</p> <ul style="list-style-type: none"> <li>■ Beginning 2017-2018, the student improvement component must be comprised of two parts: a goal that demonstrates the teacher’s contribution to student growth for the current cohort of students and a goal based on an approved assessment.</li> <li>■ Statewide assessments may only be used if the teacher and administrator agree.</li> </ul>                  |
| Role of student growth in overall score: | <p>Recent legislation requires all five components to be weighted equally by SY 2017-2018.</p> <ul style="list-style-type: none"> <li>■ State allows a discretionary measure that permits evaluators to rate teachers effective who have earned highly effective ratings in at least two of the four appraisal components with no ineffective ratings and an unsatisfactory rating in the student improvement component.</li> </ul> |

### CITATIONS

DPAS-II Guide, Updated August 2016: [http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/375/2016%20DPAS%20II%20Guide%20for%20Teachers\\_RevisedJN.pdf](http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/375/2016%20DPAS%20II%20Guide%20for%20Teachers_RevisedJN.pdf)

HB 399 (2016)

Policy Statement: <http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/375/2016-17%20Component%20V%20Policy%20-%20FINAL.pdf>

### STATE RESPONSE

Delaware was helpful in providing NCTQ with the facts necessary for this analysis.

## DISTRICT OF COLUMBIA

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | Student growth must be a “significant” factor.  |
| Role of student growth in overall score: | The District of Columbia does not explicitly require teachers to meet student growth goals to be rated overall effective. |

### CITATIONS

[http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC\\_Teacher\\_Principal\\_Evaluation\\_%20Rubric\\_Oct%202012\\_0.pdf](http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC_Teacher_Principal_Evaluation_%20Rubric_Oct%202012_0.pdf)

**Model:** <http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Model%20Evaluation%20Framework%20%20Rubric.pdf>

**External Evaluation Brief:** <http://www.learndc.org/sites/default/files/resources/OSSE%20COP%20REPORT%20BRIEF.pdf>

### STATE RESPONSE

The District of Columbia was helpful in providing NCTQ with facts that enhanced this analysis.

## FLORIDA SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | All teachers: At least one-third must be based on data and indicators of student performance.   |
| Role of student growth in overall score: | <p>State does not require teachers to meet student growth goals to be rated overall effective.</p> <p>To be rated highly effective on student performance criteria, teachers must earn at least a value-added score greater than 0.</p> <p>To be rated effective on student performance criteria, teachers must earn at least a value-added score of 0.</p> |

### CITATIONS

Florida Statute 1012.34  
Florida Rules 6A-5.0411

### STATE RESPONSE

Florida was helpful in providing NCTQ with facts that enhanced this analysis. The state added that school districts are required to use student performance as a measure in their evaluation system. This could include student growth or proficiency. Florida also clarified that a teacher may be able to earn a summative rating of highly effective with a value-added score below 0, depending on how the district determines cut-scores for the summative rating.

**GEORGIA**  
**SNAPSHOT**

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

**CHARACTERISTICS**

|  |   |
|--|---|
| Weight of student growth:                | <p>Tested teachers: 30%</p> <ul style="list-style-type: none"> <li>■ A Student Growth Percentile (SGP) is calculated based on state assessment data.</li> </ul> <p>Nontested teachers: 30%</p> <ul style="list-style-type: none"> <li>■ Student growth component is comprised of LEA-determined measures, which “may include” SLOs, the school or district mean growth percentile, or another measure identified/developed by the LEA.</li> </ul> <p>As of SY 2016-2017, one growth measure is now required instead of two.</p> |
| Role of student growth in overall score: | A teacher could earn a level I for student growth (lowest rating) and still get an overall rating of proficient.  |

**CITATIONS**

2016-2017 Handbook: <https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/Finalized%20TKES%20Handbook%20with%20district%20feedback%20%202016-2017.pdf>  
SB 364 (2016)

**STATE RESPONSE**

Georgia recognized the factual accuracy of this analysis.



## HAWAII SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | All teachers: 50% <ul style="list-style-type: none"> <li>■ One SLO is required.</li> </ul>   |
| Role of student growth in overall score: | <p>A teacher rated unsatisfactory (0-1) on student growth can only receive an overall rating of marginal or unsatisfactory.</p> <p>A teacher rated marginal (2) on student growth can be rated overall effective or marginal, depending on score for teacher practice.</p> |

### CITATIONS

2016-2017 Handbook: <http://www.hawaiipublicschools.org/DOE%20Forms/Educator%20Effectivness/EESManual.pdf>

### STATE RESPONSE

Hawaii was helpful in providing NCTQ with facts that enhanced this analysis. The state noted that student growth percentiles were removed as a required component of its Educator Evaluation System (EES), effective per Board approval May 2016, leaving SLOs as the single measure of the student growth component of teacher evaluations.

## IDAHO

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | <p>Tested teachers: 33%</p> <ul style="list-style-type: none"> <li>Multiple measures, including state assessments</li> </ul> <p>Nontested teachers: 33%</p> <ul style="list-style-type: none"> <li>Multiple measures</li> </ul> |
| Role of student growth in overall score: | State does not require teachers to meet student growth goals to be rated overall effective.   |

### CITATIONS

IDAPA 08.02.02.120

### STATE RESPONSE

Idaho recognized the factual accuracy of this analysis.

## ILLINOIS SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <p>All teachers:</p> <ul style="list-style-type: none"> <li>■ Must be “significant,” defined as 30% of overall score.</li> <li>■ Must include the use of at least one Type I (statewide or beyond) or Type II (districtwide) assessment and at least one Type III (aligned with course curriculum) assessment, along with a measurement model to assess student growth on these assessments.</li> <li>■ Teachers without Type I or Type II assessments must use two Type III assessments. Examples include teacher-created assessments and student work samples or portfolios.</li> </ul>  |
| Role of student growth in overall score: | <ul style="list-style-type: none"> <li>■ State only defines rating requirements for districts that can’t agree and must adopt state model, which requires student growth to count for 50%. A teacher can be rated overall proficient if 1) the student growth rating is unsatisfactory and professional practice is excellent, or 2) the student growth rating is needs improvement and professional practice is excellent. A teacher can also be rated overall proficient if student growth is needs improvement and professional practice is proficient.</li> <li>■ If this scenario can occur when student growth counts for 50%, it is surely allowed when it just counts for 30% of total score.</li> </ul> |

### CITATIONS

23 IAC 50.110, -.200

### STATE RESPONSE

Illinois recognized the factual accuracy of this analysis.

## INDIANA

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>YES</b> |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <p>All teachers:</p> <ul style="list-style-type: none"> <li>■ Objective measures of student achievement and growth must “significantly inform” the evaluation.</li> <li>■ Objective measures must include state assessment results for teachers of subjects measured by such assessments.</li> <li>■ If that state assessment provides individual growth model data, it must be used as that teacher’s primary measure of student learning.</li> <li>■ For SY2014-2015, HB 1003 (2016) disallows use of ISTEP test scores unless inclusion would improve the rating.</li> <li>■ Must include methods for assessing student growth for teachers of subjects not measured by state assessments.</li> </ul> |
| Role of student growth in overall score: | Districts must include a provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.  |

### CITATIONS

Indiana Code 20-28-11.5  
511 IAC 10-6-4

### STATE RESPONSE

Indiana was helpful in providing NCTQ with the facts necessary for this analysis.

## IOWA SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>NO</b>  |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>N/A</b> |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | Student growth is not required as part of teacher evaluations.<br>The legislatively mandated Council on Educator Development is examining the educator evaluation system and standards. Its recommendation to the Iowa legislature was expected to be completed in 2016. |
| Role of student growth in overall score: | None   |

### CITATIONS

Iowa Code 284.4; 284.6; 284.8

<https://www.educateiowa.gov/council-educator-development>

### STATE RESPONSE

Iowa recognized the factual accuracy of this analysis. The state added that the Council on Educator Development (CED) has made recommendations that, coupled with newly released USDE HEA regulations, will result in policy development within the next year.

## KANSAS

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <p>All teachers: Student growth must be “significant.”</p> <ul style="list-style-type: none"> <li>Examples of student performance (SP) used to measure student growth include: state assessment, commercially purchased assessment, locally developed performance methods.</li> </ul>  |
| Role of student growth in overall score: | <p>There is a rule in place that a teacher must meet two student performance (SP) measures to be effective for the student performance summary rating.</p> <ul style="list-style-type: none"> <li>However, a teacher who only meets one SP measure (and is rated developing for the SP summary rating) can be rated effective overall if rated effective for instructional performance.</li> <li>Student performance measures only have two ratings: met and not met.</li> </ul> |

### CITATIONS

**2016-2017 Handbook:** <http://www.ksde.org/Portals/0/TLA/Educator%20Eval/Training%20Archives/KSEdEvalSysHdbk%20-%202016-2017.pdf>

**Matrix:** <http://www.ksde.org/Portals/0/TLA/Educator%20Eval/2016%20Educator%20Performance%20Rating%20Matrix%20.pdf>

### STATE RESPONSE

Kansas noted that it recommends that teachers use two or more student performance indicators. It is not required.

## KENTUCKY

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>YES</b> |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <p>All teachers: Student growth is the preponderant criterion.</p> <p>Measures for tested teachers:</p> <ul style="list-style-type: none"> <li>■ A state contribution: Median Student Growth Percentiles (MSGPs)</li> <li>■ A local contribution that uses the Student Growth Goal Setting Process</li> </ul> <p>Measures for nontested teachers:</p> <ul style="list-style-type: none"> <li>■ A local contribution that uses the Student Growth Goal Setting Process</li> </ul> |
| Role of student growth in overall score: | <p>State provides a matrix.</p> <ul style="list-style-type: none"> <li>■ If a teacher has low student growth, the highest overall rating he/she can receive is developing, even if professional practice is exemplary.</li> </ul>  |

### CITATIONS

704 KAR 3:370

### STATE RESPONSE

Kentucky was helpful in providing NCTQ with the facts necessary for this analysis.

## LOUISIANA

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | <p>Tested teachers: 50%</p> <ul style="list-style-type: none"> <li>■ 35% value-added assessment model</li> <li>■ 15% other measures of student growth (i.e., student learning targets)</li> </ul> <p>Nontested teachers: 50%</p> <ul style="list-style-type: none"> <li>■ Progress toward student learning targets as measured by state-approved common assessments</li> </ul>  |
| Role of student growth in overall score: | <p>The state provides mandatory scoring ranges.</p> <ul style="list-style-type: none"> <li>■ Student growth and qualitative assessment are each represented by a subscore between 1 (lowest) and 4 (highest). These two scores are averaged for the final composite score.</li> <li>■ A teacher may be rated effective: proficient (the second highest rating) with an average of 2.5. Therefore, if a teacher earns a 1 for student growth and a 4 for qualitative assessment, he/she could be rated overall effective: proficient.</li> </ul> |

### CITATIONS

Title 28 Part CXLVII Bulletin 130  
 Act 504 (2016)  
 Act 498 (2016)

### STATE RESPONSE

Louisiana was helpful in providing NCTQ with facts that enhanced this analysis.



**MAINE**  
**SNAPSHOT**

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

**CHARACTERISTICS**

|  |   |
|--|---|
| Weight of student growth:                | <p>All teachers: Must be “significant.”</p> <ul style="list-style-type: none"> <li>■ Tested teachers: Multiple measures including state assessments</li> <li>■ Nontested teachers: Multiple measures</li> </ul> |
| Role of student growth in overall score: | State does not require teachers to meet student growth goals to be rated effective.   |

**CITATIONS**

Rules: <http://www.mainelegislature.org/legis/statutes/20-a/title20-A.pdf>

**STATE RESPONSE**

Maine declined to respond to NCTQ’s analysis.

## MARYLAND

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <p>All teachers: Must be “significant.”</p> <ul style="list-style-type: none"> <li>■ No single criterion can count for more than 35%.</li> <li>■ Default state model: Student growth is 50%.</li> <li>■ Local model: Student growth is 50%.</li> </ul> <p>For tested teachers, student growth must be measured by:</p> <ul style="list-style-type: none"> <li>■ Aggregate assessment scores</li> <li>■ Student learning objectives</li> <li>■ Schoolwide index</li> </ul> <p>For all other teachers, student growth must be measured by:</p> <ul style="list-style-type: none"> <li>■ Student learning objectives</li> <li>■ Schoolwide index</li> </ul> |
| Role of student growth in overall score: | State does not require teachers to meet student growth goals to be rated overall effective.  |

### CITATIONS

COMAR 13a.07.09

Guidebook: [http://archives.marylandpublicschools.org/tpe/TPE\\_Guidance\\_Version3\\_092013.pdf](http://archives.marylandpublicschools.org/tpe/TPE_Guidance_Version3_092013.pdf)

### STATE RESPONSE

Maryland noted that since the ESEA waiver, it has only used two SLOs, each weighted at 25 percent.



## MASSACHUSETTS

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>N/A</b> |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | Some objective evidence of student learning is required.<br>Impact rating must be based on at least two state or districtwide measures of student learning: the MCAS Student Growth Percentile and the Massachusetts English Proficiency Assessment (MEPA), when available, as well as additional district-determined measures. |
| Role of student growth in overall score: | The student impact rating is discrete from the summative performance rating.<br><ul style="list-style-type: none"> <li>The impact rating is determined by evaluator’s professional judgment; there are no prescribed weights or algorithms.</li> </ul>  |

### CITATIONS

603 CMR 35.00

### STATE RESPONSE

Massachusetts recognized the factual accuracy of this analysis.

**MICHIGAN**  
**SNAPSHOT**

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

**CHARACTERISTICS**

|  |  |
|--|--|
| Weight of student growth:                | <p>Tested teachers: 40% (by SY 2018-2019)</p> <ul style="list-style-type: none"> <li>■ Multiple measures must be used.</li> <li>■ Beginning 2018-2019, 20% must be rated on test scores; the other 20% must be measured using “multiple research-based growth measures or alternative assessments that are rigorous and comparable across school.”</li> </ul> <p>Nontested teachers: 40% (by SY 2018-2019)</p> <ul style="list-style-type: none"> <li>■ Multiple measures must be used.</li> <li>■ Measured using “multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools.”</li> </ul> |
| Role of student growth in overall score: | State does not require teachers to meet student growth goals to be rated overall effective.  |

**CITATIONS**

Public Act of 173 of 2015

**STATE RESPONSE**

Michigan recognized the factual accuracy of this analysis.

## MINNESOTA

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | <p>Tested teachers: 35%</p> <ul style="list-style-type: none"> <li>■ A value-added assessment model</li> </ul> <p>Nontested teachers: 35%</p> <ul style="list-style-type: none"> <li>■ For grade levels and subject areas for which value-added data are not available, state or local measures of student growth must be established.</li> </ul> |
| Role of student growth in overall score: | State does not require teachers to meet student growth goals to be rated overall effective.   |

### CITATIONS

Minnesota Statute 122A.40

Overview of State Model: <http://education.state.mn.us/MDE/Welcome/AdvBCT/TeacEvalWorkGrp/>

### STATE RESPONSE

Minnesota asserted that the student growth language is based on its state model, which meets the state statute. However, the law provides flexibility for LEAs to determine how they measure student growth, provided the results are at least 35 percent of the overall evaluation. The state reiterated that student growth counts for 35 percent of its teacher evaluations, and that student learning goals (SLGs), VAM, or other methods are allowable under the law.

### STATE RESPONSE CITATION

<http://education.state.mn.us/MDE/dse/edev/>

## MISSISSIPPI

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>NO</b>  |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>N/A</b> |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | Student growth is not a required component of teacher evaluation. |
| Role of student growth in overall score: | None  |

### CITATIONS

Professional Growth System: <http://www.mde.k12.ms.us/docs/teacher-center/professional-growth-system-webpage-overview-20160829.pdf?sfvrsn=2>

### STATE RESPONSE

Mississippi recognized the factual accuracy of this analysis. The state added that policy was established in July 2016 that includes student growth as a component of the evaluation system. Although student growth is not required during SY 2016-2017, it will be added in the future as a required component.

### STATE RESPONSE CITATION

<http://www.mde.k12.ms.us/docs/2016-board-agenda/tab-09-educator-evaluation-policy.pdf?sfvrsn=2>

## MISSOURI SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | All teachers: Student growth must be a “significant” contributing factor. <ul style="list-style-type: none"> <li>■ Requirements are up to individual districts; SLOs are recommended.</li> </ul>   |
| Role of student growth in overall score: | State does not require teachers to meet student growth goals to be rated overall effective.<br><br>Explanatory information on the state’s website indicates that a proficient or distinguished rating should not be able to be earned if student growth is low. This sounds more like a suggestion than a requirement. |

### CITATIONS

Educator Evaluation System: <http://dese.mo.gov/educator-quality/educator-effectiveness/educator-evaluation-system>

Administrative Memo, dated March 15, 2016: <https://dese.mo.gov/sites/default/files/am/documents/EQ-16-003.pdf>

### STATE RESPONSE

Missouri contended that the part of the analysis that reads teachers “should not be able” to be rated in the upper levels indicates that a lack of sufficient student growth data can prevent someone from earning an upper rating. The state added that although districts have the option of using SLOs, they do not have the option of including student growth in the evaluation process. The collection of these data began last academic year for all teachers at all grade levels and in all content areas.

## MONTANA

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>NO</b>  |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>N/A</b> |

### CHARACTERISTICS

|  |                                   |
|--|-----------------------------------|
| Weight of student growth:                | Student growth data not required. |
| Role of student growth in overall score: | None                              |

### CITATIONS

Administrative Rules of Montana 10.55.701

### STATE RESPONSE

Montana declined to respond to NCTQ's analysis.





## NEBRASKA

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>NO</b>  |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>N/A</b> |

### CHARACTERISTICS

|  |                                   |
|--|-----------------------------------|
| Weight of student growth:                | Student growth data not required. |
| Role of student growth in overall score: | None                              |

### CITATIONS

Nebraska Department of Education Title 92, Chapter 10, 007.06; Nebraska Statute 79-828(2)

Model: <https://www.education.ne.gov/EducatorEffectiveness/Policy/TeacherEducationalSpecialistEvaluationPolicy.pdf>

Nebraska Educator Effectiveness: <https://www.education.ne.gov/EducatorEffectiveness/index.html>

### STATE RESPONSE

Nebraska was helpful in providing NCTQ with facts that enhanced this analysis.

## NEVADA

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | All teachers: 20% (SY 2016-2017); 40% (SY 2017-2018) <ul style="list-style-type: none"> <li>■ Schoolwide student proficiency score</li> <li>■ Student learning goal (SLG)</li> </ul> |
| Role of student growth in overall score: | State does not require teachers to meet student growth goals to be rated overall effective.  |

### CITATIONS

AB 447 (2015)

2016-2017 Protocol: [http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator\\_Effectiveness/Educator\\_Develop\\_Support/NEPF/Tools\\_Protocols/2016-2017NEPFProtocolsAppendices.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Effectiveness/Educator_Develop_Support/NEPF/Tools_Protocols/2016-2017NEPFProtocolsAppendices.pdf)

### STATE RESPONSE

Nevada was helpful in providing NCTQ with the facts necessary for this analysis. The state also noted that in SY 2017-2018, teacher evaluations may include schoolwide student growth, proficiency, and/or reduction of subpopulation achievement measures as measured within the Nevada School Performance Framework (NSPF). Both this and the schoolwide student proficiency score used in SY 2016-2017 are pending final recommendations from the Teachers and Leaders Council and approval by the Board regarding calculation details.



## NEW HAMPSHIRE

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>NO</b>  |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>N/A</b> |

### CHARACTERISTICS

|  |                                   |
|--|-----------------------------------|
| Weight of student growth:                | Student growth data not required. |
| Role of student growth in overall score: | None                              |

### CITATIONS

Part Ed 303 Duties of School Boards: 303.01 (a); Part Ed 304 Duties of School Principals: 304.01 (c)

The New Hampshire Task Force of Effective Teaching: Phase II: <http://education.nh.gov/teaching/documents/phase2report.pdf>

### STATE RESPONSE

New Hampshire asserted that it provides guidance on student growth requirements as well as a link to the technical advisory that outlines requirements based on state law.

### STATE RESPONSE CITATION

<http://education.nh.gov/standards/documents/essa-educator.pdf>

## NEW JERSEY

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <p>Tested teachers: 45%</p> <ul style="list-style-type: none"> <li>■ Student achievement on test scores/Student Growth Percentile (SGPs): 30%</li> <li>■ Student growth objectives (SGOs): 15%</li> </ul> <p>Nontested teachers: 15%</p> <ul style="list-style-type: none"> <li>■ SGOs: 15%</li> </ul>   |
| Role of student growth in overall score: | <p>Tested teachers:</p> <ul style="list-style-type: none"> <li>■ Can receive lowest score (1) on student growth components and still be rated overall effective (with a top score of 4 on teacher practice).</li> </ul> <p>Nontested teachers:</p> <ul style="list-style-type: none"> <li>■ Can receive the lowest score (1) on student growth component and still be rated either overall highly effective or effective (with a score of 4 or 3, respectively, on teacher practice).</li> </ul> |

### CITATIONS

Teacher evaluation and support: <http://www.state.nj.us/education/AchieveNJ/intro/1PagerTeachers.pdf>

Teacher evaluation calculator: <http://www.nj.gov/education/AchieveNJ/teacher/scoring.shtml>

### STATE RESPONSE

New Jersey was helpful in providing NCTQ with the facts necessary for this analysis.

## NEW MEXICO

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <p>Tested teachers with one-two years of student achievement data: 25%</p> <p>Tested teachers with three years of student achievement data: 50%</p> <p>Nontested teachers (with no student achievement data in the last three years): 0%</p>   |
| Role of student growth in overall score: | <p>Tested teachers with 1-2 years of student achievement data: Teachers can be rated highly effective even if they get 0 points for student achievement, as long as they score high on remaining criteria. They could be rated exemplary if they only earn half of the allotted points for student achievement and score high on the other criteria.</p> <p>Tested teachers with three years of student achievement data: Teachers could be rated effective if they only earn 19 points (out of a total 100) for student achievement, as long as they score high on remaining criteria. They can be rated highly effective if they score only 46 points (out of a total 100) for student achievement, as long as they score high on remaining criteria.</p> <p>Nontested teachers (with no student achievement data in the last three years): None</p> |

### CITATIONS

6.69.8 NMAC

Understanding Your Summative Evaluation Report: [http://ped.state.nm.us/ped/NMTeach\\_Toolbox.html](http://ped.state.nm.us/ped/NMTeach_Toolbox.html)

NMTeach Steps: [http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/NMTEACH\\_Steps\\_Chart.pdf](http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/NMTEACH_Steps_Chart.pdf)

### STATE RESPONSE

New Mexico noted that teachers who have discrepancies in student achievement and observations undergo review. Principals are evaluated based on such discrepancies.

The state added that its system identifies about 28 percent of teachers in the bottom two categories, with less than 25 percent identified in the top two ratings. New Mexico asserted that this is important because its system is showing more appropriate distributions than other systems around the country. Further, the state contended that because it uses three years of student data and three years of teacher data, NMTEACH is showing a great deal of stability.

## NEW YORK

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <p>Tested teachers: 50%</p> <ul style="list-style-type: none"> <li>■ A state-provided growth score</li> </ul> <p>Nontested teachers: 50%</p> <ul style="list-style-type: none"> <li>■ An SLO that results in a growth score</li> </ul> <p>Districts may add a second subcomponent: Either another state-provided growth score on a state test or a growth score based on a supplemental state assessment.</p>  |
| Role of student growth in overall score: | <p>State provides a matrix.</p> <ul style="list-style-type: none"> <li>■ A teacher who receives an ineffective rating for the student performance category must be rated ineffective overall.</li> <li>■ Exception: If two subcomponents are used and the second subcomponent is a state-provided growth score on a state-administered test, then an ineffective score may not result in an overall rating of effective or highly effective.</li> <li>■ However, a teacher rated developing for student performance who also earns either highly effective or effective for observation is rated overall effective.</li> </ul> |

### CITATIONS

Education Law 3012-D

### STATE RESPONSE

New York declined to respond to NCTQ’s analysis.



## NORTH CAROLINA

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>NO</b>  |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>N/A</b> |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | Student growth no longer a stand-alone standard beginning SY 2016-2017.   |
| Role of student growth in overall score: | Student growth does not play a role in teacher evaluation scores. It is now used only as a professional development driver and for school, district, and state reporting. |

### CITATIONS

TCP-C-004; TCP-C-006

<http://stateboard.ncpublicschools.gov/minutes-actions/sbe-minutes/2016-minutes/apr-minutes.pdf/view>

### STATE RESPONSE

North Carolina was helpful in providing NCTQ with facts that enhanced this analysis.

## NORTH DAKOTA

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <p>All teachers: Some evidence of student growth is required.</p> <ul style="list-style-type: none"> <li>■ State assessment data must be included for tested teachers.</li> <li>■ Multiple measures for all teachers.</li> </ul> |
| Role of student growth in overall score: | State does not require teachers to meet student growth goals to be rated overall effective.  |

### CITATIONS

Teacher Evaluator Guidelines: [https://www.nd.gov/dpi/uploads/133/ND\\_TeacherEvalGuidelines.pdf](https://www.nd.gov/dpi/uploads/133/ND_TeacherEvalGuidelines.pdf)

### STATE RESPONSE

North Dakota declined to respond to NCTQ’s analysis.



## OHIO SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <p>Tested teachers: 50% (original framework) or 35% (alternate framework)</p> <ul style="list-style-type: none"> <li>■ Value-added data only for teachers who instruct value-added subjects exclusively.</li> <li>■ For teachers who instruct value-added courses but not exclusively, the teacher-level value-added is proportionate to the teacher’s schedule (10-50%), with LEA measures proportionately added (0-40%).</li> <li>■ For teachers with approved vendor assessment teacher-level data available, the vendor assessment (10-50%) is combined with LEA measures (0-40%) for a total of 50%.</li> </ul> <p>Nontested teachers: 50% (original framework) or 35% (alternate framework)</p> <ul style="list-style-type: none"> <li>■ For teachers with no teacher-level value-added or approved vendor assessment data available, LEA measures count for 50%.</li> </ul> |
| Role of student growth in overall score: | Both frameworks: Teachers can earn the lowest score (least effective) with 0 points for student growth and still be rated overall skilled, if they earn accomplished for teacher performance.  |

### CITATIONS

**2016-2017 Information:** [http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/10Tips\\_Evaluation2016-2017.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/10Tips_Evaluation2016-2017.pdf.aspx)

**Summative Rating Information:** <http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Overview-of-Formula-041516-2.pdf.aspx>

### STATE RESPONSE

Ohio recognized the factual accuracy of this analysis.

## OKLAHOMA

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>NO</b>  |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>N/A</b> |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | State no longer requires student growth as part of teacher evaluations. Recent legislation removed the mandated VAM from evaluation systems and made quantitative evaluation tools optional for districts. |
| Role of student growth in overall score: | None   |

### CITATIONS

HB 2957 (2016)

### STATE RESPONSE

Oklahoma declined to respond to NCTQ’s analysis.

## OREGON SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <ul style="list-style-type: none"> <li>■ All teachers: Student growth must be “significant.”</li> <li>■ Each teacher must set two student learning and growth (SLG) goals.</li> <li>■ Use of statewide assessments as a measure of SLG goals is no longer required; it is optional.</li> <li>■ Regardless of grade and subject taught, all evidence is allowed from Category 2 measures:                             <ul style="list-style-type: none"> <li>■ Commercially developed assessments that include pre- and post-measures;</li> <li>■ Locally developed assessments that include pre- and post-measures;</li> <li>■ Results from proficiency-based assessment systems; and</li> <li>■ Locally developed collections of evidence (i.e., portfolios of student work that include multiple types of performance).</li> </ul> </li> </ul> |
| Role of student growth in overall score: | <ul style="list-style-type: none"> <li>■ According to the state’s matrix, a teacher could receive the lowest ranking for student growth (Level 1) and still be rated an overall Level 3 (Level 4 is the highest).</li> </ul>   |

### CITATIONS

Guidance for 2016-2017: <http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/2016-17-ee-guidance-brief.pdf>

### STATE RESPONSE

Oregon was helpful in providing NCTQ with the facts necessary for this analysis.

## PENNSYLVANIA

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <p>All teachers: 50%</p> <ul style="list-style-type: none"> <li>■ 15%: Building-level data, which must include student performance on assessments, value-added assessment system data, graduation rates, promotion rates</li> <li>■ 15%: Teacher-specific data, measured by SLOs</li> <li>■ 20% Elective data, SLO-measured student achievement that is locally developed</li> </ul>   |
| Role of student growth in overall score: | <p>A teacher could receive 0 points for student growth and still be rated proficient. To be rated proficient a teacher must earn between 1.5 and 2.49 points (out of a total of 3 points). If a teacher earns the maximum points for observation and practice, then he/she will have 1.5 points.</p> <p>Further, the state assigns overall ratings of satisfactory and unsatisfactory. Distinguished and proficient are considered satisfactory. Needs improvement is also considered satisfactory, unless the teacher gets another needs improvement rating within 10 years, and then it is considered unsatisfactory.</p> <ul style="list-style-type: none"> <li>■ To earn a rating of needs improvement, a teacher only needs between 0.5 and 1.49 points. Therefore, he/she could receive 0 points for student growth and only 0.5 points for observation and practice (out of a total of 1.5) and still be rated overall satisfactory.</li> </ul> |

### CITATIONS

**Educator Effectiveness Administrative Manual:** <http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Educator%20Effectiveness%20Administrative%20Manual.pdf>

**Student Performance Measures for Classroom Teachers FAQs:** <http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Student%20Performance%20Measures%20for%20Classroom%20Teachers%20FAQs.pdf>

### STATE RESPONSE

Pennsylvania declined to respond to NCTQ’s analysis.

## RHODE ISLAND

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | All teachers: 30%<br><ul style="list-style-type: none"> <li>Based on SLOs</li> </ul>   |
| Role of student growth in overall score: | Teachers may be rated overall effective even if they do not meet either of their SLOs. To earn a final rating of effective, teachers must earn between 295 and 359 points. If a teacher earns the most points for the other three criteria (classroom environment: 100 points; instruction: 100 points; and professional responsibilities: 80 points), then he/she only needs 15 points to reach the effective threshold. A teacher earns 30 points even if they do not meet either SLO. |

### CITATIONS

2016-2017 Handbook: [http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Guidebooks-Forms/Teacher\\_Guidebook\\_2015-16.pdf](http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Guidebooks-Forms/Teacher_Guidebook_2015-16.pdf)

### STATE RESPONSE

Rhode Island was helpful in providing NCTQ with facts that enhanced this analysis. The state noted that the Rhode Island Growth Model (RIGM) is no longer included in the evaluation process.

## SOUTH CAROLINA

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <p>All teachers: Some evidence of student growth is required.</p> <ul style="list-style-type: none"> <li>■ SLOs will be used to measure growth; test scores are no longer required.</li> </ul> <p>Full implementation has been delayed until SY 2018-2019.</p> |
| Role of student growth in overall score: | <p>Student growth is no longer an isolated measure.</p>  |

### CITATIONS

Expanded ADEPT Guidelines, approved March 11, 2015: <http://ed.sc.gov/educators/educator-effectiveness/expanded-adept-support-and-evaluation-system-2015/expanded-adept-guidelines/>

Board Minutes <http://ed.sc.gov/scdoe/assets/File/policy/state-board/Minutes%20Archives/2016/SBE-minutes-1-16.pdf>

### STATE RESPONSE

South Carolina was helpful in providing NCTQ with facts that enhanced this analysis. The state added that student growth will no longer be weighted but rather will be used as evidence to influence ratings in the professional practice domains and indicators. Although test scores are no longer required, districts may elect to include VAM.

South Carolina also noted that these immediate changes to the guidelines were in response to ESSA, and that guideline revisions are being drafted and will go to the Board in February 2017.

## SOUTH DAKOTA

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <p>Tested teachers: Must be a “significant” factor.</p> <ul style="list-style-type: none"> <li>Teachers assigned to tested grades and subjects must use data from state assessments as part of the SLO process to prioritize the learning content and analyze data to establish student baseline knowledge.</li> </ul> <p>Nontested teachers: Must be a “significant” factor.</p> <ul style="list-style-type: none"> <li>Must include district-, school-, or teacher-developed assessments.</li> </ul> |
| Role of student growth in overall score: | <p>State does not require teachers to meet student growth goals to be rated overall effective.</p> <p>The state model’s matrix for determining a summative score allows teachers who receive a low student growth rating to still be given an overall rating of meets expectation, if they receive proficient or distinguished on the professional practice rating. However, this rating is subject to review.</p>   |

### CITATIONS

Handbook: <http://www.doe.sd.gov/oatq/documents/TeachEff.pdf>

### STATE RESPONSE

South Dakota recognized the factual accuracy of this analysis. The state added that teachers do not need to meet student growth goals or be rated at least effective for the student growth portion to be rated overall effective. However, if teachers do not meet their student growth goals, their administrators must use professional judgment to determine if the teachers are to be rated overall effective.

## TENNESSEE

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | <p>Tested teachers: 50%</p> <ul style="list-style-type: none"> <li>■ 35% based on TVAAS from 3-8 TCAP and high school EOC; and</li> <li>■ 15% based on achievement from one of the following: state assessments, schoolwide/systemwide TVAAS, ACT/SAT, “off the shelf” assessments, AP/IB/NIC suites of assessments, industry certifications and graduation rates.</li> </ul> <p>Nontested teachers: 30%,</p> <ul style="list-style-type: none"> <li>■ 30% is comprised of student achievement data, with half based on growth as represented by TVAAS.</li> </ul> <p>Tested teachers without prior data: 15-50%</p>  |
| Role of student growth in overall score: | <p>To be rated at expectations (effective), a teacher must earn between 275 and 349.99 points, which are calculated by multiplying the score (1-5) by each component’s weight within the total evaluation. If a teacher earns a top score on the observation component, that translates to 250 points (5 points X 50 percentile points). If that same teacher earned just 1 point on the student growth and achievement measure (1 point by 35 percentile points and 1 point by 15 percentile points), the total evaluation score would come to 300 points. This would allow a teacher with the lowest student growth scores to be rated at expectations. A teacher can also be rated above expectations (highly effective) if s/he receives below expectations on both the TVAAS and achievement components.</p> |

### CITATIONS

Teacher and Principal Evaluation Policy 5.201

[http://tn.gov/sbe/Policies/5.201\\_TeacherandPrincipalEvaluationPolicy\\_1-30-2015.pdf](http://tn.gov/sbe/Policies/5.201_TeacherandPrincipalEvaluationPolicy_1-30-2015.pdf)

### STATE RESPONSE

Tennessee was helpful in providing NCTQ with the facts necessary for this analysis.



## TEXAS SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <p>All teachers: 20%</p> <ul style="list-style-type: none"> <li>State outlines four options: SLOs, portfolios, district-level pre- and post-tests, and VAM (if applicable).</li> <li>Districts are free to choose any measure for their teachers – no single measure must be used for a particular grade or subject (e.g., VAM doesn't have to be used for teachers of tested grades and subjects).</li> <li>Districts can also use different measures for different grades or subjects.</li> </ul> <p>Student growth will not factor into ratings until SY 2017-2018.</p> |
| Role of student growth in overall score: | State does not require teachers to meet student growth goals to be rated overall effective.  |

### CITATIONS

T-TESS Guidebook: [https://teachfortexas.org/Resource\\_Files/Guides/T-TESS\\_Implementation\\_Guidebook.pdf](https://teachfortexas.org/Resource_Files/Guides/T-TESS_Implementation_Guidebook.pdf)

Student Growth Overview: [http://tea.texas.gov/Texas\\_Educators/Educator\\_Evaluation\\_and\\_Support\\_System/Texas\\_Teacher\\_Evaluation\\_and\\_Support\\_System/](http://tea.texas.gov/Texas_Educators/Educator_Evaluation_and_Support_System/Texas_Teacher_Evaluation_and_Support_System/)

### STATE RESPONSE

Texas recognized the factual accuracy of this analysis.

## UTAH

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | All teachers: 20%<br><ul style="list-style-type: none"> <li>■ Must be based on SLOs.</li> </ul> |
| Role of student growth in overall score: | State does not require teachers to meet student growth goals to be rated overall effective.     |

### CITATIONS

Administrative Rules R277-533

### STATE RESPONSE

Utah asserted that it has had significant changes in its system, and its state board believes in local control. The state added that it is using student growth, but that the term “SLO” was removed from the administrative rule language. The elements of the SLO are still in place but are more broadly described and without a formal title.



## VERMONT SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>NO</b>  |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>N/A</b> |

## CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | Student growth is not required as a part of teacher evaluations. |
| Role of student growth in overall score: | None   |

## CITATIONS

Vermont Statutes Title 16, Chapter 3, Section 165

Guidelines: [http://education.vermont.gov/documents/EDU-SBE\\_2012\\_06\\_18\\_Item\\_J.pdf](http://education.vermont.gov/documents/EDU-SBE_2012_06_18_Item_J.pdf)

## STATE RESPONSE

Vermont recognized the factual accuracy of this analysis.

## VIRGINIA SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | <p>Student academic progress must be a “significant” component.</p> <ul style="list-style-type: none"> <li>State recommends a weight of 40 percent.</li> </ul>   |
| Role of student growth in overall score: | <p>State does not require teachers to meet student growth goals to be rated overall effective.</p> <ul style="list-style-type: none"> <li>Guidelines offer a grading system in which a teacher could be rated developing/needs improvement for student growth and still be rated overall proficient if she/he is rated exemplary for teacher performance.</li> </ul> |

### CITATIONS

Guidelines: [http://www.doe.virginia.gov/teaching/performance\\_evaluation/guidelines\\_ups\\_eval\\_criteria\\_teachers.pdf](http://www.doe.virginia.gov/teaching/performance_evaluation/guidelines_ups_eval_criteria_teachers.pdf)

### STATE RESPONSE

Virginia was helpful in providing NCTQ with facts that enhanced this analysis.

## WASHINGTON SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | <p>Some evidence of student growth is required.</p> <ul style="list-style-type: none"> <li>■ Student growth data must be a “substantial factor” in evaluating the summative performance for standards 3, 6, and 8.</li> <li>■ Student growth data means relevant multiple measures that can include classroom-based, school-based, school-district-based, and state-based tools.</li> </ul> |
| Role of student growth in overall score: | Teachers with a preliminary rating of distinguished and a low student-growth rating will receive an overall proficient rating.  |

### CITATIONS

WAC 392-191A  
RCW 28A.405.100

### STATE RESPONSE

Washington recognized the factual accuracy of this analysis. The state added that it has made changes to the conduct and scoring of the focused evaluations, but these changes would not affect the analysis.

## WEST VIRGINIA

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |  |
|--|--|
| Weight of student growth:                | All teachers: 20%<br><ul style="list-style-type: none"> <li>Based on student learning goals</li> </ul> |
| Role of student growth in overall score: | State does not require teachers to meet student growth goals to be rated overall effective.            |

### CITATIONS

West Virginia BOE Policy 5310: <http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=26881&Format=PDF>  
 Summative Evaluation: <http://wvde.state.wv.us/evalwv/summative-evaluation.html>

### STATE RESPONSE

West Virginia was helpful in providing NCTQ with facts necessary for this analysis.

## WISCONSIN

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>N/A</b> |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | <p>All teachers: 50%</p> <ul style="list-style-type: none"> <li>The student outcomes portion is comprised of one student learning outcome (SLO) goal per year. Schoolwide value added, state test scores, graduation rates, and other measures are analyzed as data points for trends when setting the SLO goal.</li> </ul> |
| Role of student growth in overall score: | State does not provide an overall rating.   |

### CITATIONS

Educator Effectiveness System: <http://dpi.wi.gov/ee>

### STATE RESPONSE

Wisconsin was helpful in providing NCTQ with the facts necessary for this analysis.

## WYOMING

### SNAPSHOT

|   |            |
|---|------------|
| State requires objective student growth as part of teacher evaluation system.   | <b>YES</b> |
| Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective. | <b>NO</b>  |

### CHARACTERISTICS

|  |   |
|--|---|
| Weight of student growth:                | State requires some evidence of student academic performance.<br>Implementation delayed until SY 2019-2020. |
| Role of student growth in overall score: | State does not require teachers to meet student growth goals to be rated overall effective.                 |

### CITATIONS

Wyoming Statute 21-2-304

### STATE RESPONSE

Wyoming recognized the factual accuracy of this analysis. The state added that there is currently a legislative bill (17LSO-0034) that would no longer require student growth.

### STATE RESPONSE CITATION

<http://legisweb.state.wy.us/InterimCommittee/2016/SEA09212016AppendixH.pdf>







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The National Council on Teacher Quality advocates for reforms in a broad range of teacher policies at the federal, state and local levels in order to increase the number of effective teachers.

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