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NEWARK PUBLIC SCHOOLS' STRONG TEACHER EVALUATION SYSTEM GOES HAND-IN-HAND WITH IMPROVED TEACHER QUALITY

*RECENT EFFORTS TO IMPROVE TEACHER EVALUATIONS YIELD MULTIPLE BENEFITS,
INCLUDING RETAINING MORE EFFECTIVE TEACHERS*

Washington, D.C. -- Analysis from the National Council on Teacher Quality (NCTQ) finds tangible evidence that the teacher evaluation system in Newark Public Schools is coinciding with real and measurable benefits for students and teachers alike.

In [*Making a Difference: Six Places Where Teacher Evaluation Systems are Getting Results*](#), NCTQ examines evidence of the impact of teacher evaluation in six places (four districts and two states) that have stayed the course in developing and implementing improved teacher evaluation systems: **Dallas Independent School District, Denver Public Schools, District of Columbia Public Schools, Newark Public Schools, New Mexico, and Tennessee.**

"Our analysis suggests that moving forward with teacher evaluation systems presents students and teachers with a huge opportunity," commented Kate Walsh, President of the National Council on Teacher Quality.

The evaluation system is "more than a way to put teachers into buckets; it is for coaching, feedback and growth, and sometimes for exiting or promoting teachers," said Larisa Shambaugh, former Chief Talent Officer of Newark Public Schools.

Notable outcomes of Newark's teacher evaluation system include:

- The retention rate for highly effective teachers in Newark is 96 percent in the fifth year of implementation.
- Ineffective teachers became more likely to leave Newark Public Schools between the first and fifth year of the new evaluation system. Most recently, half of teachers with an ineffective rating (49 percent) left the district.
- Newark Public Schools has a higher student enrollment now than at any other time in its recent history - a sign of renewed confidence in the district.

Newark Public Schools' evaluation system, like the other five systems featured in this study, has achieved a more meaningful and realistic measure of the distribution of teacher talent than such systems have done historically, when virtually all teachers received the same rating. Notably, Newark's central office creates monthly reports that serve the dual purposes of providing principals with data on their progress completing evaluations and tracking the integrity of their ratings by showing their schools' teacher rating distribution compared to other schools' ratings distribution. These reports allow principals, their supervisors, and the central office staff to examine the same data and have conversations around these data.

To achieve the level of differentiation that these six systems have, a number of factors appear necessary. Each of them annually evaluates *all* teachers using both objective and subjective measures, as opposed to exempting large numbers of teachers from yearly evaluation, only using subjective measures, or not giving

significant weight to student learning. Each employs at least three rating categories, with some using as many as five to seven. Each also ties the professional development a teacher should pursue to her evaluation results, as opposed to giving teachers open-ended choices not directly targeted toward their professional needs.

Perhaps most significantly, each of these six systems to some degree links a teacher's evaluation results to opportunities to earn additional compensation. In addition to attaching consequences to the results of an evaluation, each place has made a genuine commitment on the part of school system leadership to implement the new systems with fidelity, even as five of the featured locales in our study, including Newark, survived turnovers in leadership.

"The buy-in among school leadership was real and perhaps unique," continued Walsh. "And the commitment to continuous improvement among the districts and states highlighted here stands out. None of these systems were perfect out of the gate; system leaders recognized this and worked continuously to enhance system design, implementation, and use."

These new systems have made a clear impact, which is apparent in the school districts profiled here. They have been able to retain strong teachers while increasing the rate of weaker teachers who choose to leave.

"Newark Public Schools serves as a powerful testament that effective evaluation policies and practices are likely leading to improvements in the overall quality of a teacher workforce," concluded Walsh.

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Read the report at: <https://www.nctq.org/publications/Making-a-Difference>

To schedule an interview with NCTQ, please contact Nicole Gerber at (202) 393-0020 ext. 712.

About the National Council on Teacher Quality:

The National Council on Teacher Quality is a nonpartisan research and policy group committed to modernizing the teaching profession and based on the belief that all children deserve effective teachers. We recognize that it is not teachers who bear responsibility for their profession's many challenges, but the institutions with the greatest authority and influence over teachers. More information about NCTQ can be found on our website, www.nctq.org.