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**Educator Evaluation Policy 5.201**

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**The Background:**

State Board Educator Evaluation Policy 5.201 further defines State Board Educator Evaluation Rule Chapter 0520-02-01 by providing additional detail about evaluation requirements, including outlining alternative charter school observation models and alternative achievement measures that can be used by educators to factor into teacher evaluation. This first read item presents revisions to the list of approved charter school alternative observation models (Appendix A), and approved achievement measures (Appendix B).

Charter School Alternative Observation Model

T.C.A. § 49-13-111(a)(2) requires charter schools to “meet the same performance standards and requirements adopted by the state board of education for public schools.” Educator Evaluation Rule Chapter 0520-02-01 sets forth the requirements for teacher observations by state-approved models and allows charter schools or charter management organizations to propose alternate observation models for the purpose of meeting state teacher observation requirements. Appendix A of the Educator Evaluation Policy includes the approved charter school alternative observation models.

Additionally, the rule includes a pathway for charter schools to propose an alternate observation model that is not currently on the list of charter school alternate observation models via the following process:

- A proposal shall be submitted to the Department by January 15 of the year prior to implementation.
- Each proposal shall include the proposed observation rubric, evidence that the proposed model meets the minimum requirements for alternate observation models, and the research base for the model.
- The Department shall review the proposed model and shall recommend to the State Board either approval or denial of the model.

This item includes the approval of two (2) new charter proposals for an alternate observation model.

<b>Charter School</b>	<b>Observation Model</b>
Green Dot Charter Schools	Teacher Evaluation Rubric (TNTP Core Teaching Rubric)
Grizzlies Prep	Administrator Evaluation Rubric

Approved Achievement Measures Updates

Pursuant to T.C.A. § 49-1-302(d)(2)(B)(iii) and Educator Evaluation Rule Chapter 0520-02-01, educators and evaluators are responsible for selecting a closely aligned achievement measure from either the Pre-K-8 or 9-12 grade band for the purposes of calculating 15% of an educator’s overall level of effectiveness (LOE) score. Evaluators select school-level measures in consultation with teachers that are aligned as closely as possible with the educator’s primary teaching assignment. The Department monitors implementation and provides feedback to districts to ensure all measure selections comply with statute and policy.

In order for an assessment to be recommended for State Board approval as an achievement measure, the Department reviews the measure to ensure it meets the following conditions:

- Align properly to the Tennessee Academic Standards for the grade level or content area being measured,
- Demonstrate the level of rigor needed to embody the full range of expectations in the Tennessee Academic Standards, and
- Show all students' culmination of understanding, strengths, and areas for improvement.

The following measures have been reviewed by Department experts and are recommended for use as an achievement measure for the 2022-23 school year and beyond for the respective grade bands:

#### Pre-K-8 Grade Band

- CASE Assessments
- EOC U.S. History Success Rate
- EOC Biology Success Rate

#### 9-12 Grade Band<sup>1</sup>

- CTE Concentrator Science
- CTE Students Science
- CASE Assessments

This item also adds new achievement measures (industry certifications) for career and technical education (CTE) teachers to select as options in their annual evaluation framework. These additions are based on recommendations by content experts from the department's College, Career, and Technical Education (CCTE) division. Specific industry certifications were added under the following career clusters:

- Advanced Manufacturing
- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts and A/V
- Health Science
- Information Technology
- Marketing

Additionally, the Department is recommending removal of certain achievement measures. Upon review of the full achievement measure worksheet in the policy, the Department became aware of several measures that have not been selected for use by any educator in the state for up to four (4) consecutive years. Further research indicated that no significant review of the measures included in the policy has been completed within that four (4)-year timespan. As such, the Department reviewed usage data for all measures in the policy and is proposing removal of the measures below due to lack of use.

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<sup>1</sup> For CTE Concentrator Science and CTE Student Science, the measures refer to student scores on the Science End of Course (EOC) assessment.

Prior to this recommendation, these measures were shared with Directors of Schools for their feedback through the Superintendent Study Council Executive Committee and the Department’s Educator Engagement group. Based on feedback from districts, there was clear support for streamlining the worksheet and removing measures that are no longer in use. No measure selected by any educator within the last two (2) school years has been removed from the list.

The following measures are recommended for removal due to lack of selection for two (2) or more consecutive years.

- Classworks
- CLEP
- Connect 4 Learning - Formative Assessment
- Developmental Reading Assessment (DRA)
- Learning.com
- Limelight
- Linguafolio
- National French Exam
- National Greek Exam
- National Spanish Exam
- NOELLA
- Oregon Project
- STAMP
- Terranova
- PSAT

The following measures are also being removed under TVAAS Composites – School Level for Elementary and Middle School Teachers (preK-8) because these assessments do not have a sufficient number of test questions to adequately and robustly measure teacher impact in a manner that is appropriate to generate scores for achievement measures.

- Early Grades (Grade 3) Science
- Early Grades (Grade 3) Social Studies

**The Fiscal Analysis Impact:**

T.C.A. § 49-1-212 requires that the Department prepare a fiscal analysis of any policy, rule, or regulation proposed to the State Board of Education. The fiscal responsibility for this item rests with implementing LEAs.

**Policy Justification:**

T.C.A. § 4-5-230 requires that justification for adopting an item as a policy instead of a rule be submitted to the chair of the Government Operations Committee. This item is proposed to be adopted as a policy because it defines or explains the meaning of a statute or rule and/or concerns only the internal management of state government that does not affect private rights or privileges.

**The Recommendation:**

The Department of Education recommends acceptance of this item on first reading. The SBE staff concurs with this recommendation.