
Educator Evaluation Policy 5.201

The Background:

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 PreK-8 or 9-12 grade band for the purposes of calculating 25% of an educator's overall level of effectiveness (LOE) score if the educator teaches a tested subject, and 15% for educators in non-tested subjects or administrator positions. Evaluators select school-level measures in consultation with teachers that are aligned as closely as possible with the educator's primary teaching assignment. The Tennessee Department of Education monitors implementation and provides feedback to districts to ensure all measure selections comply with statute and policy.

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 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 Department reviews the options on the achievement measure worksheet for use and applicability. Each approved achievement measure is reviewed for frequency of use. Additionally, all off-the-shelf measures have been reviewed by Department content experts to ensure alignment to current content standards, rigor, and ability to measure the impact of teaching practice.

Based on expert review, two measures are recommended for inclusion on the achievement measure list:

- Educational Learning Solutions (ELS)
- Mastery View Predictive Assessments (formerly CASE – Collaborative Assessments Solutions for Educators)

Based on lack of use by educators over the past three years, seven measures are recommended for removal:

- Children's Progress Academic Assessment
- Discovery/Thinklink
- Fountas-Pinell
- National Latin Exam
- Power School
- Reading Recovery
- Precision Measurement (PMI)

Based on content expert review, six measures are recommended for removal based on lack of content standards, rigor, and ability to measure the impact of teaching practice:

- Houghton Mifflin Harcourt Early Childhood Big Day
- Kindergarten Readiness
- Lexia RAPID Assessment
- Michigan Model
- Scholastic Suite of Assessments
- Study Island

Lastly, the following name changes were made to certain achievement measures in the policy:

- WIDA is a vendor specific assessment that will no longer be used after June 30, 2024. This is now revised in the policy to be the English Learner Proficiency Assessment (ELPA). This term is not vendor specific and will not change when vendors change.
- MSAA (Multi-State Alternative Assessment) is being replaced by TCAP Alternative Assessment ELA & Math.
- TCAP Alt is clarified to be TCAP Alternative Assessment Grade 2, Science & 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. This item has no financial impact on an LEA.

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.

Connection to the [Master Plan](#):

This item supports the State Board's strategic focus on Teachers and Leaders outlined in the Master Plan by supporting teacher effectiveness.

The Recommendation:

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