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**GREAT PUBLIC SCHOOLS FOR**  
**EVERY STUDENT**

Every Student Succeeds Act



# The Every Student Succeeds Act Teacher Evaluation

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# Teacher Evaluation – Every Student Succeeds Act

- ESSA has ended the federal government’s involvement in prescribing and influencing teacher evaluation systems across the nation.
- ESSA does not require states to set up teacher evaluation systems. Systems based in “significant” part on students’ test scores were a key component of the US Department of Education’s grant programs and NCLB waivers.
- The law permits states to design and submit their accountability to the U.S. Department of Education.

# ESSA Background

- KEY PROVISIONS:
  - Eliminates the proficiency and AYP requirements
  - Prohibits the Secretary of Education from prescribing any aspect of the accountability system, requiring or prescribing teacher evaluation systems or defining teacher effectiveness
  - Requires states to develop their own goals (long-term, short term, interim goals) and to look at a broad range of factors to gauge school performance—not just test scores.

# Teacher Evaluation

- KEY PROVISIONS:
  - States **may** design and implement evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance or other school leaders, such as by—
    - (I) developing and disseminating high-quality evaluation tools, such as classroom observation rubrics, and methods, including training and auditing, for ensuring inter-rater reliability of evaluation results; “(II) developing and providing training to principals, other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions; and “(III) developing a system for auditing the quality of evaluation and support systems

# Teacher Evaluation

- KEY PROVISIONS:
  - Accountability state systems’ indicators for elementary and middle school differ slightly from high schools. The academic indicators must count “much” more as a group than the indicators that measures school quality
    - Elementary and Middle Schools
      - **At least 4 indicators:** Academic - (**3 academic indicators:** performance on state assessments, may include student growth; English-language proficiency, another academic indicators and; **at least 1 indicator of school quality** e.g. student engagement, educator engagement, access to and completion of advanced coursework, school readiness, school climate, etc.)
    - High Schools
      - **At least 4 indicators:** Academic - (**3 academic indicators:** academic achievement, may include student growth/ statewide measure of student readiness (CCR); English-language proficiency, graduation rates and; **at least 1 indicator of school quality** e.g. student engagement, educator engagement, access to and completion of advanced coursework, school climate, etc.)

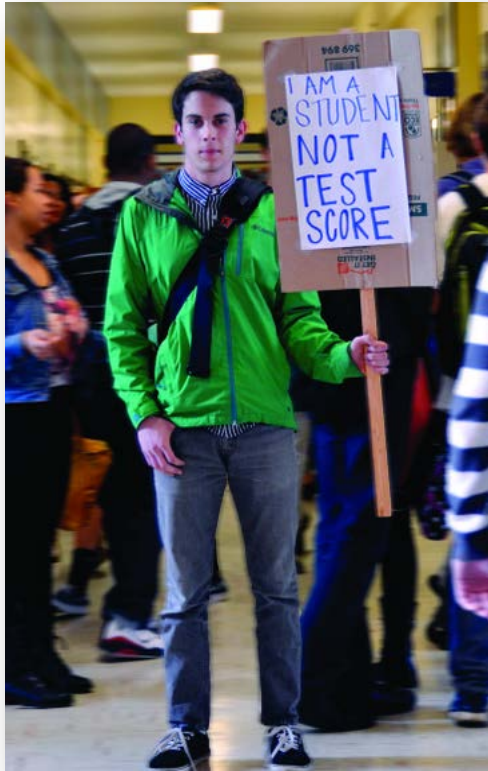
# Bargaining/Advocacy Implications

- Savings Clause applies to Title II
  - “Rights-preserving”
  - Covers the right to bargain in state collective bargaining law as well as state evaluation law
- Review existing state bargaining law and contract
- ESSA requires LEA to “meaningfully consult” with teachers, specialized instructional personnel, paraprofessionals, parents, and community partners in developing a grant application that can include evaluation.

# Bargaining/Advocacy Implications

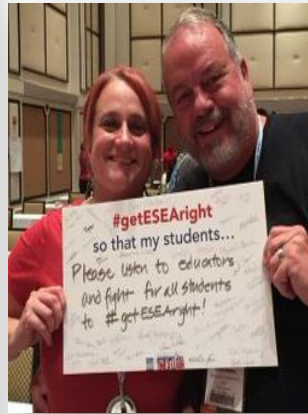
Key Points to Consider from the Toolkit – See NEA’s Teacher Evaluation and Accountability Toolkit (<http://www.nea.org/home/50813.htm>) for further information.

- May be able to negotiate some of aspects of the evaluation. If your association has a history of working collaboratively with your school district, you may want to negotiate a joint evaluation committee to oversee the process.
- Even where bargaining doesn’t exist, teacher evaluation systems should be developed in partnership with educators to ensure buy-in and understanding.
- Minimize test scores if possible.
- Evaluation systems must be adequately funded and fully validated. All teachers must be trained on the new system before results are used for high stakes decisions.
- New or modified systems should be piloted.
- Due process rights must be considered.



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Deb Stevens

Delaware State Education Association



# Delaware's Evaluation System

DPAS II R



- Based on the framework of Charlotte Danielson;
- Five Components;
- Components 1-4 focus upon planning, classroom management, instruction, and professional responsibilities;
- Component 5 focuses on student improvement;
- Component 5 changed from an SLO system to a test based system as a result of RTTT in 2010.

# Delaware's Component 5

B

A

C

1



3

2

# Current Delaware Summative Rating System

Satisfactory Ratings in Components 1-4	Component 5	Summative Rating
4/4	Exceeds	Highly Effective
4/4	Satisfactory	Effective
4/4	Unsatisfactory	Needs Improvement*
3/4	Exceeds	Effective
3/4	Satisfactory	Needs Improvement
3/4	Unsatisfactory	Needs Improvement
2/4	Exceeds	Needs Improvement
2/4	Satisfactory	Needs Improvement
2/4	Unsatisfactory	Ineffective
1/4	Exceeds	Ineffective
1/4	Satisfactory	Ineffective
1/4	Unsatisfactory	Ineffective
0/4	Exceeds	Ineffective
0/4	Satisfactory	Ineffective
0/4	Unsatisfactory	Ineffective

# Key Concerns About the Evaluation System

- **50% of teachers and specialists surveyed felt that Component 5 was unfair;**
- **46% felt that Component 5 had little or no impact on their instructional practices;**
- **70% viewed Component 5 as an inaccurate measure of their performance; and**
- **78% of administrators, 70% of teachers, and 78% of specialists believe the current evaluation system should not continue in its current form.**

# **DPAS II Advisory Committee**

- **Established in Delaware Code Title 12, Chapter 12**
- **Creates a 15 member committee**
- **Representatives from DSEA, DASA, Higher Ed, School Chiefs, PTA, Governor's office, legislature, State Bd. of Ed., and DOE**
- **Meets at least quarterly**

# Charge of the Committee

- **Review data produced by the Delaware Performance Appraisal System II to advise the State's efforts to ensure fidelity of system implementation statewide, the accuracy and reliability of the data collected by the Department, and the State's use of the data to improve educator quality and provide meaningful and professional development opportunities;**
- **Review any aspects of the State's ESEA flexibility application which involve the educator evaluation system and any renewal, extensions, or amendments to the application that deal with educator evaluation prior to submission to the U.S. Department of Education; and**
- **Make recommendations regarding educator quality, professional development, and system design and implementation.**

# **Committee Work Products**

- **Provide comments in writing to the Governor, Secretary of Education, the State Board of Education regarding items under consideration; and**
- **Review any proposed regulations and submit written comments to the Secretary of Education and to the State Board prior to the State Board's consideration of any proposed regulations.**



## **HJR 6**

- **Creates a DPAS II Sub-Committee;**
- **Directs the DPAS II Sub-Committee to review and make recommendations to change the student improvement component of the current educator evaluation system; and**
- **Limits the State Department of Education's ability to propose changes to certain sections of the Administrative Code.**



# Sub-Committee Composition

- **Seven representatives of the DPAS II Advisory Committee appointed by the Chair, including at least one teacher and one administrator;**
- **Three administrators, one representing each county, appointed by the Delaware Association of State Administrators;**
- **Three educators, one representing each county and including at least one specialist, appointed by the Delaware State Education Association;**
- **One administrator and one educator appointed by the Charter School Network; and**
- **The Secretary of Education or his/her designee and the President of the State Board of Education or his/her designee, who may participate in the sub-committee as non-voting members.**

# Sub-Committee Charge

**Review existing state statutes and regulations and make recommendations on the following:**

- **Multiple measures which reflect the impact of clear teaching standards and where the components include detailed indicators that guide teacher performance and a teacher's contribution to student growth. Measures to be considered include, but are not limited to, student learning objectives and other non-test options such as end-of-course projects;**
- **Differentiated by years of experience;**
- **Multiple measures based on standards developed by specialist national organizations in order to provide specialists with clear and actionable feedback to enhance their practice;**
- **Relevance to the work of the specialist;**
- **Differentiated between direct and indirect services; and**
- **Flexibility for districts and charter schools to set building level goals for each specialist.**

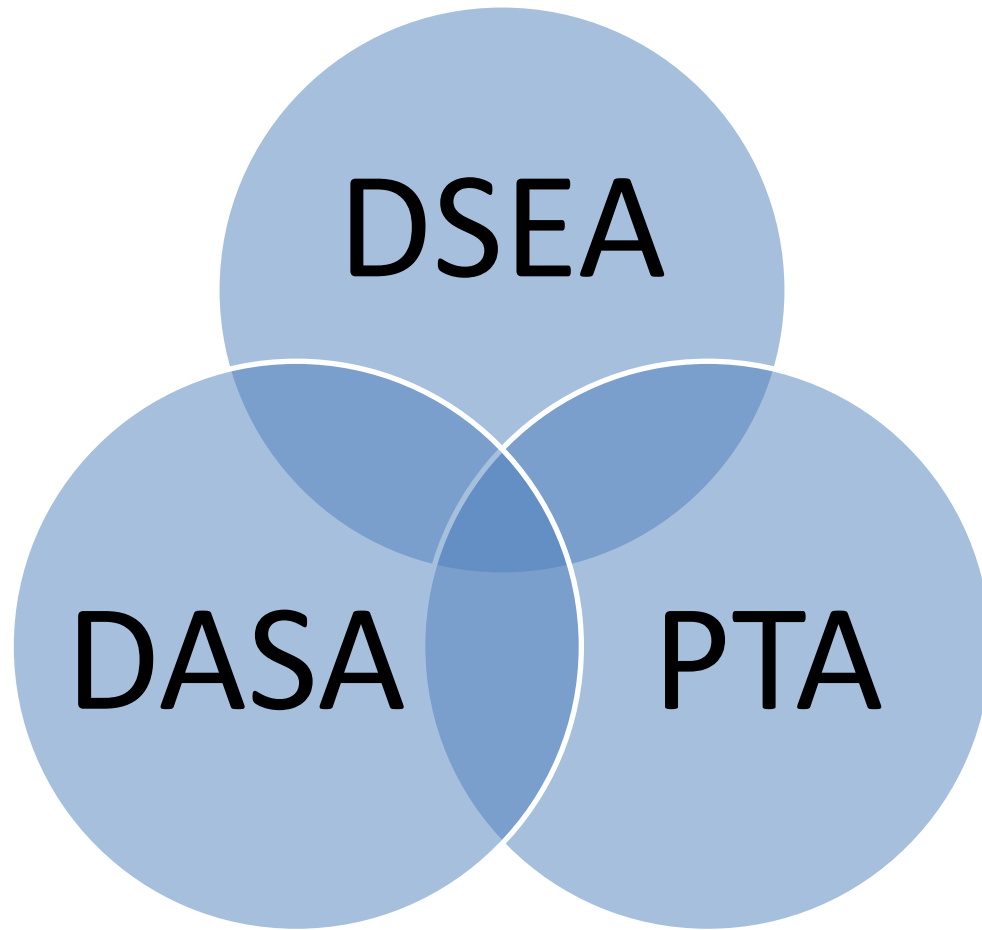
# **Sub-Committee Recommendations**

- **Component V be weighted 20% of the total Summative Evaluation, which will give it equal weight with all of the other components.**
- **50% of Component V will consist of an individual goal agreed upon by the educator and the administrator. The goal will be based upon each individual institution's School Improvement Document, and the educator's individual efforts to foster positive change in the school in which he or she works.**

# **Sub-Committee Recommendations**

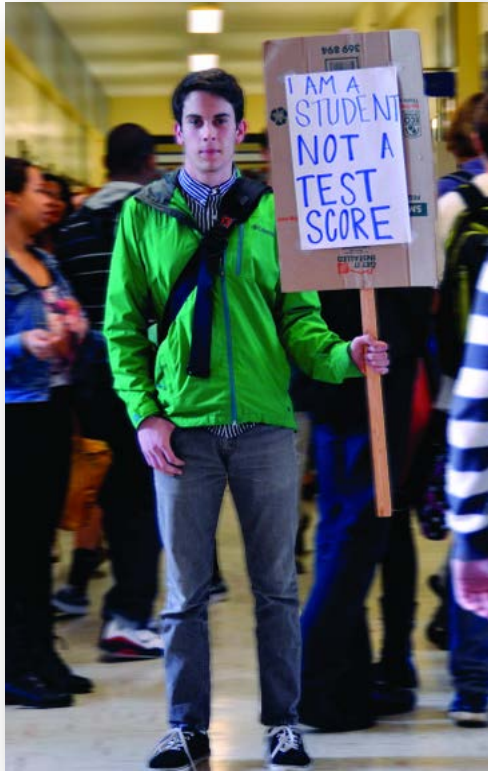
- **The other 50% of Component V will consist of student improvement results from uniform accountability measures for each content area and employee group. This may include, but is not limited to, state assessments, Pre-and Post tests by course, Portfolios, End-of-Course projects, industry-standard measures for CTE courses, industry standard measures for specialists, etc....)**
- **If not already done so, the agreed upon measures should be vetted for validity and reliability on an ongoing basis by the Department of Education.**

# Strategic Partnerships



# What's Next?

- **Continue the work of the DPAS II Advisory Committee and Sub-Committee;**
- **Legislation to be introduced in the spring to remove SBAC as a mandated part of teacher evaluation; and**
- **Recommendations due by Mar. 31 from the DPAS II Sub-Committee.**



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Linda Barker  
Colorado Education Association

# Colorado: Student Academic Growth

- Annual evaluations of teachers, principals, and other licensed personnel
- Basing 50% on professional practice, 50% on student growth
- Loss of even veteran teachers' non-probationary status after two consecutive years of less-than-effective ratings





# .... A pause: SB 165

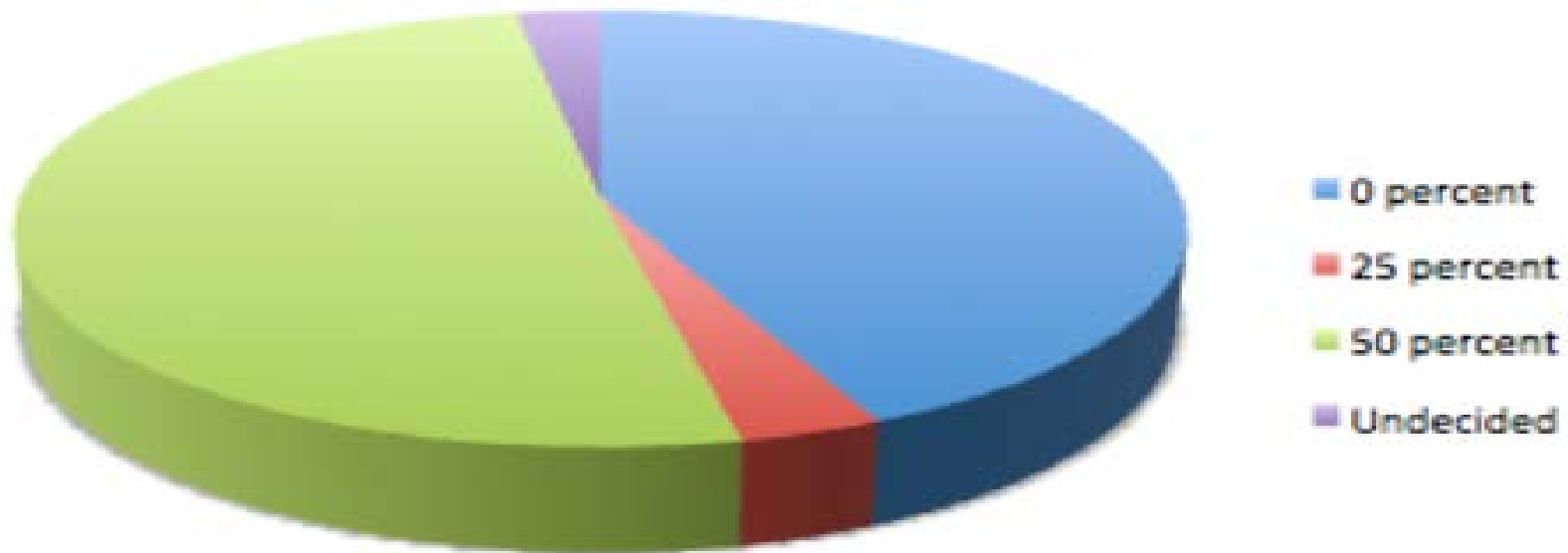
- Last year passed SB 195, districts can choose to continue the 50-50 system, use a smaller percentage for student growth or base evaluations solely on professional practice.
- Districts do have to calculate and record student growth measures for teachers even if they're not used in evaluations.
- And, low ratings do count against possible loss of non-probationary status.
- The evaluation system is supposed to return to its original design in the 2015-16 school year, with evaluations based 50-50 on practice and student growth and with low ratings counted against teachers

# Colorado: Student Academic Growth

- Major districts split about half and half on using student growth in teacher evaluations
- Factors in district decisions include continuity, readiness and the desire to improve systems
- The sponsor of the flexibility law says it's doing what he intended
- Districts vary in what data they're using to track student growth
- A state data dashboard may help many districts manage evaluations
- Even with flexibility, districts still face challenges

Colorado's 20 largest districts surveyed to find out how each is using evaluation flexibility. Those districts employ about 72 percent of the state's roughly 54,000 teachers.

## Student growth and evaluations

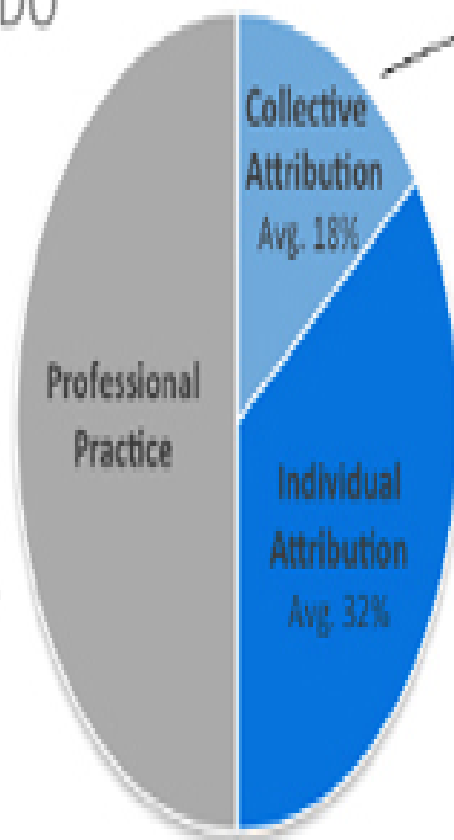


Graph represents the weights the state's 20 largest districts are assigning to growth when evaluating teachers this year. Click circles for numbers of teachers, districts in each segment.

Districts rely on teachers to develop their own assessments to measure student growth rather than relying solely on state or vendor assessments that test only a relatively narrow range of content. Larger districts have a heavier reliance on collective growth measures.

## MSL SYSTEMS AROUND COLORADO

- Overall, districts have adopted a wide range of MSL systems to meet local needs.
- Participating districts use SPF as a principal component of collective attribution.
- TCAP is the most common standardized assessment utilized for individual attribution.
- Districts use over 10 different vendor assessments in creating their systems.
- A majority of districts give teachers a high-level of individual control in developing their evaluation pies, either through choosing assessments or creating them.



### COLLECTIVE ATTRIBUTION CHARACTERISTICS

Percent of participating districts using measures based on:

SPF: 77%      TCAP: 43%

DPF: 21%

Avg. Number Of Measures: 1.5

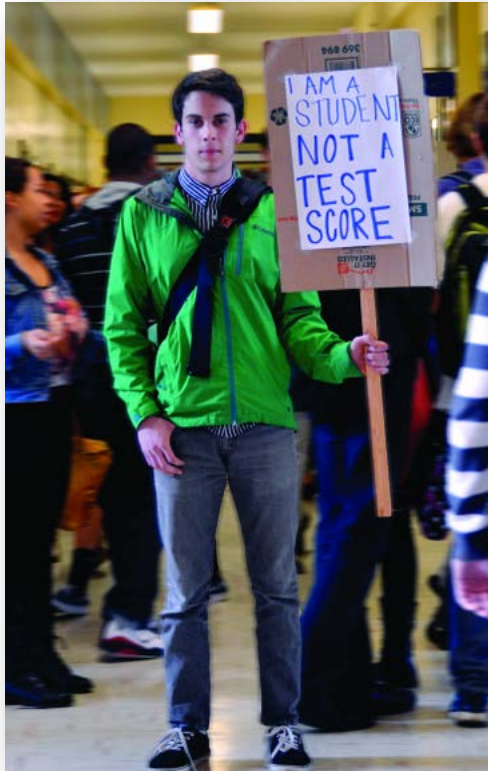
### INDIVIDUAL ATTRIBUTION CHARACTERISTICS

Percent of participating districts using measures based on:

SLOs: 40%      TCAP: 51%

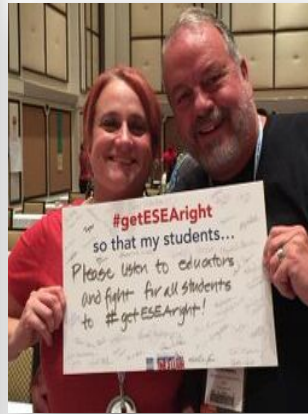
Teacher-created assessments: 72%

Avg. Number Of Measures: 2



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Don Williams  
Connecticut Education Association

# ESSA & TEACHERS

How the new  
“Every Student Succeeds Act”  
impacts Connecticut teachers



# What is the ESSA?

- It's the new federal education statute that updates and replaces the “No Child Left Behind” law, originally passed in 2001.
- The “Every Student Succeeds Act,” passed by Congress in December 2015, repeals many of the worst mandates in “No Child Left Behind.”
- **It allows for decoupling the link between the state mastery exam (SBAC) and teacher evaluation.**



# How did we get here?

## *A brief NCLB overview*

- The No Child Left Behind Act dramatically increased federal involvement in state and local education policies—and left a track record of costly failure.
- It required 100% of students to be deemed “proficient” by the 2013-14 school year.
- Schools receiving Title I funds were required to meet “Adequate Yearly Progress” for all students.
- Schools failing to meet AYP two or more years in a row were deemed “in need of improvement” and faced federally defined consequences—including school closure and firing teachers and administrators.



# NCLB consequences

## *The “Doomsday” Machine*

- Schools failing to make AYP were penalized with increasingly draconian consequences:
  - School failure letters (Y 1-5)
  - School transfer options (Y 1-5)
  - Supplemental educational services (Y 2-5)
  - Corrective Action (Y 3-5)
  - Restructuring (planning) (Y 4-5)
  - Restructuring (implementation) (Y 5) (fire teachers and administrators)
- The Obama Administration modified NCLB with “Race To The Top.”

# Race To the Top

- The Race To The Top program, which provided education grants to states, also allowed waivers from the worst NCLB mandates, such as the Adequate Yearly Progress and Restructuring requirements.
- The waivers, however, came with strings attached, and required that states adopt certain accountability requirements, including linking standardized test scores to teacher and administrator evaluations.
- The federal government launched a testing consortium that created the SBAC and PARCC tests.

# ESSA repeals NCLB

*and ends “Race to The Top” waivers*

- In 2015, Congress heard the voices of teachers from across the country.
- Connecticut Education Association members joined with other NEA affiliates and educators from across the country to persuade Congress to end the requirements of NCLB and end the waivers that required linking test scores to teacher evaluations.
- ESSA repeals most, but not all of the NCLB mandates.



# What stays the same

- Federally mandated testing in ELA, math and science: ELA and math grades 3-8 and once in high school; science, once per grade band (3-5, 6-8, HS).
- States must identify and assist low-performing schools, and issue annual report cards for schools and districts.
- States must ensure that low-income students aren't disproportionately taught by inexperienced or unqualified teachers at higher rates than other students.

# What ESSA changes

Federal government is prohibited from:

- **Requiring a link between teacher or principal evaluation requirements and test scores.**
- Mandating specific academic standards and assessments.
- Mandating specific teacher licensure and effectiveness requirements.
- Defining or prohibiting parental opt-out rights as to testing.



# ESSA also allows...

- Families to opt-out of testing if the state has an opt-out policy; states must decide what to do if a school does not reach the 95% participation rate.
- Up to seven states may apply for Innovative Assessment grants to create alternative assessment plans—including non-standardized mastery exams.
- Parents of students in Title I schools must be notified of state policies regarding student participation in assessments mandated by ESSA.

# Why we need to change Connecticut law now

- ESSA takes effect beginning in the next school year—in September 2016.
- **Under the current Connecticut requirements for teacher evaluation, the SBAC test will count for 22.5% of a teacher's evaluation beginning this fall (the requirement has been on hold for the past two years).**
- **Teachers need to raise their voices:** While there is no longer a **federal** requirement to link SBAC to evaluation, we must repeal the **Connecticut** requirement that links SBAC and TVAL.

# Why SBAC and TVAL need to be de-linked

- Tests such as SBAC are not designed to evaluate teachers. They are not valid, reliable or fair.
- Countries where students score highest on such tests—Finland, China, Singapore—do not use such tests to evaluate teachers.
- Linking test scores to TVAL is unfair to teachers who teach ELL and special needs students.
- The link is unfair to teachers who teach in schools that serve high-poverty communities.





# ESSA and CT's PDECs

- If the changes in ESSA are implemented in CT, local Professional Development and Evaluation Committees (PDECs) will have greater authority to shape and improve teacher evaluation at the local level.
- The CEA's proposal to simplify teacher evaluation and sever the link to the SBAC test will provide PDECs with greater freedom to create more reliable TVAL plans.
- Teachers have the opportunity to create a better and less time consuming TVAL process.

# TAKE ACTION NOW

- While ESSA eliminated the worst federal mandates, Connecticut teachers must stand together to persuade state lawmakers and the SDE to take action.
- Legislators want to hear from teachers—contacting your legislators is key to effecting change.
- The time to make a difference is short—the legislative session will be over the first week of May.
- The pathway to better, fairer evaluations is in your hands—change occurs when teachers take action and stand together.





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## Questions



# The Every Student Succeeds Act



## OPPORTUNITY AWAITS!

FIND OUT MORE:

[www.nea.org/ESSAbegins](http://www.nea.org/ESSAbegins)

QUESTIONS:

[ESSAinfo@nea.org](mailto:ESSAinfo@nea.org)



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