



Sorting Through the Student Assessment “Mess” and What Data to Use in Teacher Evaluations

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Agenda

- What Happened?
- What's Gone?
- What's Left?
- What about SY19-20...you know, this one?
- Best Practices in Data Use for Evaluation
- Set Yourself Up for Success in SY20-21



What Happened?

- SB1071 (Laws 2019, Chapter 191)
- Adds A.R.S. §15-189.06 (charters) and amends §15-537 (districts), relating to teacher evaluation.
- Returns the authority to determine teacher evaluation instruments to the governing board or charter school governing body.
- Evaluation system must include the use of “quantitative data” on the academic progress of all students.



What Happened?

- Requires data to account for between 20% and 33% of evaluation outcomes.
- Requires the evaluation to align to the four performance classifications:
 - Highly Effective
 - Effective
 - Developing
 - Ineffective



What Happened?

- Continues to allow governing boards to adopt evaluations for principals, subject to the same data requirements and performance classifications.



What's Gone?

- The teacher evaluation process is no longer governed by the Arizona Framework for Measuring Educator Effectiveness, effective August 27, 2019.



What's Gone?

- Teaching Performance and Professional Practice
 - There is no longer a mandate from the framework to align your evaluation exclusively to the InTASC standards**
- There is no longer a list of “Components of Effective Educator Evaluations” such as inter-rater reliability, etc.



What's Gone?

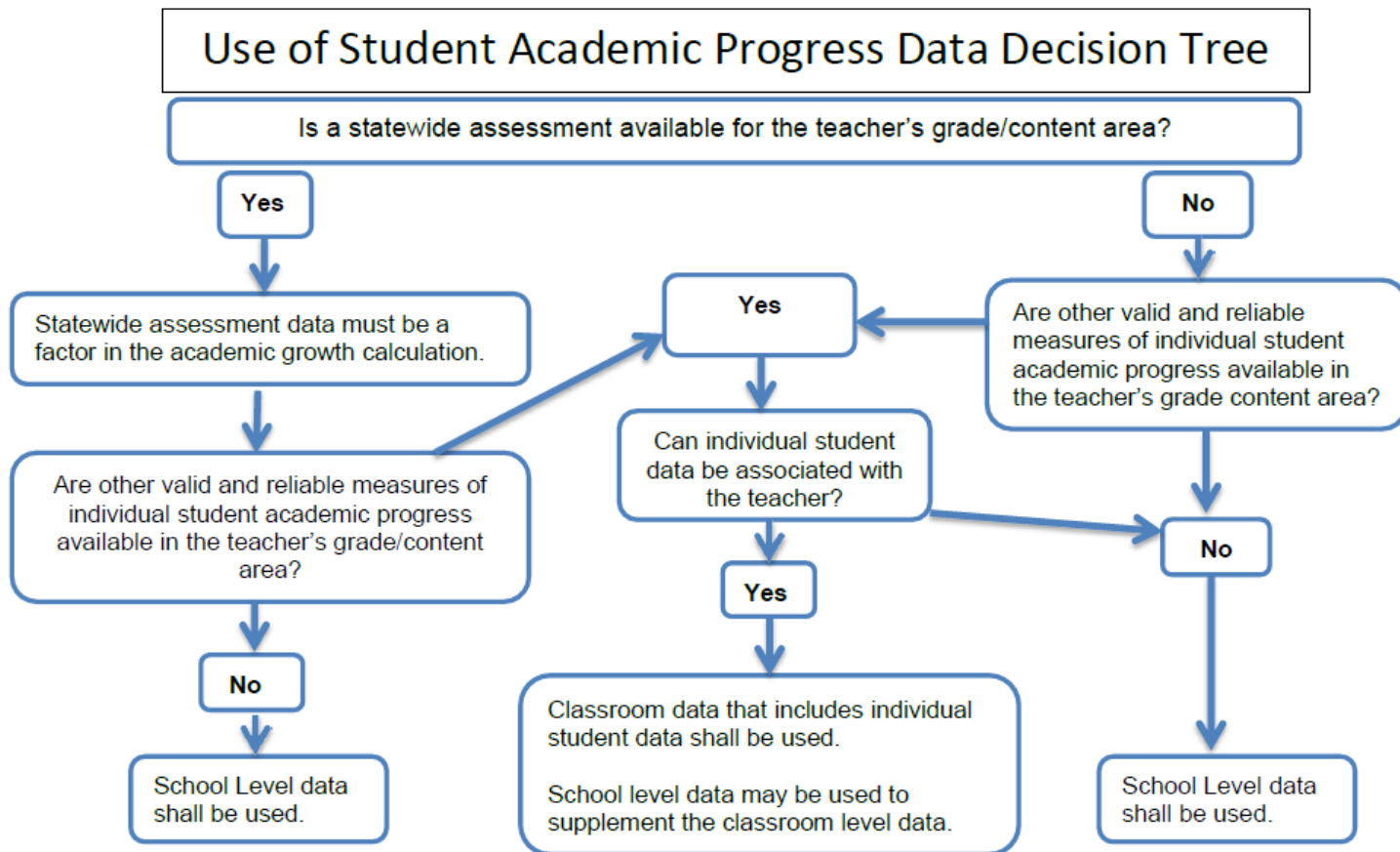
- A requirement that academic growth comprise at least 20% of the total outcome.
- A requirement that “state assessment data including student growth percentiles must be a significant factor in the academic growth calculation.”



What's Gone?

- “When appropriate to a teacher’s grade and/or content area, data from state administered assessments shall be used as at least one of multiple measures of academic progress.”
- “Group A” and “Group B” teachers
- The “Use of Student Academic Progress Data Decision Tree”

What's Gone?





What's Left?

- Arizona's Professional Teaching Standards (InTASC)**
 - A.A.C. R7-2-602
- The alternative performance evaluation cycle for highly performing teachers.
- **ALL of consequences for poor evaluation outcomes.**



What's Left?

- Prop. 301 performance funding is still tied to a teacher's "individual evaluation" and "regular evaluation for effectiveness" is a requirement of the performance pay system.



What's Left?

- Revisions to ASBA model policy GCO are relatively minor to reflect the removal of the framework.
- In reality, most of the flexibility granted by SB1071 is on the data side.



What About This YEAR!?!

- School has already started...so now what?
 - If your evaluation system already has data that accounts for 33% of your evaluation outcome, you don't really have to do anything.
 - An evaluation aligned to the framework likely meets the requirements of the revised statutes.
 - You can dial the data percentage back to 20% if you want.



Best Practices for Evaluation

- Evaluations still have significant personnel and compensation impacts!
- In order to be defensible, your evaluation should still be clear, valid & reliable, and equitable.
- Your staff will appreciate it if it is also *meaningful*



Best Practices for Evaluation

- Aligned to Arizona's Professional Teaching Standards still in rule.
- ADE still abides by Learning Forward's *Standards for Professional Learning*.
- Inter-rater reliability is still important for validity



Best Practices for Evaluation

- Data

- Data should be valid, reliable, and as directly attributable to the classroom teacher as possible.
- The Framework’s decision tree is still a useful tool in looking at what data is available.



Best Practices for Evaluation

- You have options!
 - AZM2, SAT, ACT, district formative/benchmark, other district assessments, collaboratively designed school/department assessments.
 - Some of these will require more work than others, particularly in non-AZM2 tested grades and subjects, but the restrictions have been lifted.
 - If you can uniformly quantify your entire class or grade level's progress against a set of metrics, it has potential to be used for evaluation.



Set Yourself Up for 20-21

- Evaluation can become a retention issue
 - Meaningful evaluation that allows a teacher to learn is helpful to serious educators.
 - Avoid the tendency to slip back to the “bad old days.”
- This is an opportunity for engagement with your staff.



Set Yourself Up for 20-21

- 19-20 marks the start of AzM2 3-8 & HS.
- In 19-20 and 20-21, all HS students will take AzM2 in 10th grade.
 - High schools may also administer an optional menu assessment to include ACT, Cambridge, Pearson.
 - Additional menu assessments may come on board in 20-21.



Set Yourself Up for the Future

- Assessment lineups may change in 21-22 and beyond as SBE implements its five-year assessment plan.

5-Year Draft Assessment Plan

Long Term: The “Vision” Year and Beyond

| | 2021-2022 |
|--|---|
| Elementary Statewide Assessment | New Single Statewide Assessment |
| High School Statewide Assessment | Nationally Recognized College Entrance Assessment Administered in 9 th or 10 th Grade and 11 th Grade |
| | <u>OR</u> LEAs may administer the below instead of the statewide assessment (dependent on factors listed in subsequent slide) |
| High School Option “Menu” <i>Dependent on factors listed in subsequent slide</i> | Different Nationally Recognized College Entrance Assessment Administered in 9 th or 10 th Grade and 11 th Grade |





Questions?

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