



Office of the



State Superintendent of Education

Title I

Teacher and Principal Evaluation System Requirements

June 25, 2012

Purpose: The ESEA Flexibility Waiver requires all LEAs receiving Title I funds to implement teacher and leader evaluation systems that meet specific requirements outlined by the U.S. Department of Education. These state guidelines embody the requirements of the ESEA Flexibility Waiver.

Process: LEAs will submit a Teacher and Principal Evaluation Plan to robin.chait@dc.gov that responds to each of the requirements in this document. OSSE staff will then review the evaluation plans using the rubrics included in this document. The plans should address all criteria outlined in the rubrics and ensure that the appropriate documents will be available when OSSE monitors LEAs on site. For approval, the plan must meet the required elements of each section, achieving a label of “sufficient” or “meets criteria” for all. If not approved, the LEA must submit revisions based on the feedback provided.

Due Date: Plans are due by April 30, 2013 and will be reviewed on a rolling basis beginning on April 1, 2013. Please submit your Teacher and Principal Evaluation Plans to robin.chait@dc.gov.

Teacher and Leader Evaluation System Requirements

The following requirements apply to both teacher and leader evaluation systems.

1. **Provide training to teachers, evaluators and other school staff on the evaluation system.** LEAs will describe their process for providing training to teachers, evaluators, and other school staff on the evaluation system. LEAs will describe how they work to ensure inter-rater reliability among evaluators.
2. **Involve teachers and principals in developing or revising evaluation systems.** LEAs will describe their process for involving teachers and principals in developing or revising evaluation systems.
3. **Provide data to OSSE, so OSSE can conduct a validity analysis.** LEAs will provide data on the component scores of their evaluation system so OSSE can analyze the relationship between the observation scores and student achievement.

Section 1 – Provide training to teachers, evaluators and other school staff on the evaluation system.

LEAs will describe their process for providing training to teachers, evaluators, and other school staff on the evaluation system. LEAs will describe how they work to ensure inter-rater reliability among evaluators.

SUFFICIENT	LIMITED¹	NOT PROVIDED
The LEA has described a thorough process for providing training to teachers, evaluators, and other school staff on the evaluation system, including a description of how they will work to ensure inter-rater reliability among evaluators.	The LEA has described a vague or incomplete process for providing training to teachers, evaluators, and other school staff on the evaluation system, or has not described how they will work to ensure inter-rater reliability among evaluators.	The LEA has not described a process for providing training to teachers, evaluators, and other school staff on the evaluation system, including a description of how they will work to ensure inter-rater reliability among evaluators.

Label: _____

Section 1 Comments/Feedback:

¹ If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Section 2 – Involve teachers and principals in developing or revising evaluation systems.

LEAs will describe their process for involving teachers and principals in developing or revising evaluation systems.

SUFFICIENT	LIMITED²	NOT PROVIDED
The LEA has described a thorough process for involving teachers and principals in developing or revising evaluation systems.	The LEA has described a vague or incomplete process for involving teachers and principals in developing or revising evaluation systems.	The LEA has not described a process for involving teachers and principals in developing or revising evaluation systems.

Label: _____

Section 2 Comments/Feedback:

² If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Section 3 – Provide data to OSSE, so OSSE can conduct a validity analysis.

LEAs will provide data on the component scores of their evaluation system so OSSE can analyze the relationship between the observation scores and student achievement.

() I agree to provide the data necessary to OSSE to conduct an analysis of the correlation between observation scores and student achievement, including individual component scores on evaluation systems.

Teacher Evaluation System Requirements

- 1. Student growth is a significant portion of teacher evaluation**
 - a. Student growth counts for 50% of a teacher’s evaluation in tested grades and subjects.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. LEAs should indicate that a DC CAS based measure will account for 30% of the evaluation rating for English/ Language Arts and mathematics teachers in grades 4-8 and may choose another assessment or measure to account for the remaining 20%.
 - b. Student growth counts for 20% of a teacher’s evaluation in non-tested grades and subjects.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. LEAs should indicate what measure will be included in evaluations of teachers in non-tested grades and subjects.
- 2. The LEA has an annual evaluation process.** The LEA will reference its unique evaluation documents that indicate that the LEA has an annual evaluation process for every teacher and will make available evidence that evaluations have occurred during the monitoring process.
- 3. Use evaluations to support individualized professional development.** LEAs will provide a narrative explanation that demonstrates that evaluation information informs professional development. LEAs may reference an evaluation document that includes an area for next steps or action items to address teachers’ areas of weakness, documentation of verbal feedback and next steps or action items, an individual professional development plan template, or an aggregate professional development plan for the school that is informed by the individual needs of teachers. An LEA may offer other evidence that demonstrates that evaluations are informing professional development.
- 4. Use evaluations to inform personnel decisions.** LEAs will explain how evaluation information will inform personnel decisions such as those about compensation, promotion, retention, and/or removal.
 - a.** The annual evaluation must include student growth as a significant portion of teacher evaluations. Because the DC CAS-based measures will be available in the summer, LEAs have flexibility in demonstrating how they are using the complete evaluation to inform human capital decisions. For example, an LEA may indicate that it is providing both preliminary decisions about hiring in the spring and final evaluation reports in the summer. Or an LEA may demonstrate that it is using both current and prior year evaluations (including prior evaluations that include student growth) to inform human capital decisions. However, all LEAs will have to demonstrate that the annual evaluation is used to inform human capital decisions.
 - b.** LEAs will also indicate on the Teacher Evaluation Template how individual teachers are rated (using unique teacher identifiers) and the decisions made about that teacher with respect to retention, and/or removal. During the monitoring process, OSSE will question a significant disconnect between teacher ratings over time and these decisions, for example, if many teachers rated “1” are retained.
- 5. Includes multiple measures for performance besides the growth measure.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. The components must include student growth and an

observation rubric that measures more than one area of performance. Other measures of performance may be included as well. Evaluation systems may address the following areas of performance:

- a. **Commitment to school community, mission and values.** Includes professional norms and expectations, collaboration with other school staff, character, commitment to the school community, parent engagement.
 - b. **Effective lesson planning and instructional delivery.** Includes planning, instructional practices, assessment, and use of data.
 - c. **Fostering a positive environment for student learning.** Includes classroom management, student/teacher interactions, and student engagement.
- 6. Divides effectiveness into four tiers.** LEAs will provide narrative descriptions for each tier that describe the full spectrum of performance. The narrative will describe the competencies and skills a teacher at each level is expected to master. LEAs will also describe how the tiers are determined. Finally, after a year of implementation, LEAs will provide data on individual component scores and will indicate how individual teachers are rated. LEAs should consider the following general guidance in their ratings:
- highly effective teachers consistently achieve high scores on all elements of an LEA's evaluation system;
 - effective teachers are proficient on almost all elements of a school's evaluation system;
 - minimally effective teachers are those who need additional support in several of the elements of a school's evaluation system; and
 - ineffective teachers are those who are struggling in most of the elements of a school's evaluation system.
- 7. Is used to provide teachers with timely and constructive feedback.** LEAs will provide evidence of an evaluation process that includes multiple observations and regular feedback. The feedback will reference the language of the LEA's observation rubric. Evidence of timely and constructive feedback may reference evaluation documents that describe multiple formal and/or informal observations and a post-observation feedback process or another process for providing written or verbal feedback. Other evidence of timely and constructive feedback may be included, as long as it demonstrates that teachers are receiving specific feedback throughout the school year.

Instructions: Please complete the template below indicating the components of your evaluation system. Columns B-E should be completed with the submission of the teacher evaluation plan and should indicate the component of the evaluation system and the weight it represents (for example, observation rubric, 30%). One year after implementation, LEAs should indicate the score for each component of a teacher’s rating and the total score each teacher received. The Final Evaluation Rating column should indicate the rating each teacher received.

Teacher Evaluation Template										
Teachers in Tested Grades and Subjects										
Teacher ID	Teacher Grade and Subject	Evaluation Components					Final Score	Final Evaluation Rating (e.g. highly effective, effective)	Date of Final Evaluation	School's Action (retained, not rehired, fired, promoted, etc.)
		30%	20%	%	%	%				
		A DC CAS measure	B Other Student Achievement	C	D	E				
1234										
1235										
1236										
1237										
1238										
Teachers in Untested Grades and Subjects										
Teacher ID	Teacher Grade and Subject	Evaluation Components					Final Score	Final Evaluation Rating(e.g. highly effective, effective)	Date of Final Evaluation	School's Action (retained, not rehired, fired, promoted, etc.)
		20%	%	%	%	%				
		A Student Growth or Achievement	B	C	D	E				
1239										
1240										
1241										

Teacher Evaluation Plan Rubric

Section 1- Student growth is a significant portion of teacher evaluation.

- a. **Student growth counts for 50% of a teacher’s evaluation in tested grades and subjects.**
LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. LEAs should indicate that a DC CAS based measure will account for 30% of the evaluation rating for English/ Language Arts and mathematics teachers in grades 4-8 and may choose another assessment or measure to account for the remaining 20%.
- b. **Student growth counts for 20% of a teacher’s evaluation in non-tested grades and subjects.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. LEAs should indicate what measure will be included in evaluations of teachers in non-tested grades and subjects.

MEETS CRITERIA	DOES NOT MEET CRITERIA
The evaluation template indicates that student growth counts for 50% for tested grades and subjects and 20% for non-tested grades and subjects.	The evaluation template is not complete or does not indicate that student growth counts for 50% for tested grades and subjects and 20% for non-tested grades and subjects.

Label: _____

Section 1 Comments/Feedback:

Section 4 – Use evaluations to inform human capital decisions.

LEAs will explain how evaluation information will inform personnel decisions such as those about compensation, promotion, retention, and/or removal.

The annual evaluation must include student growth as a significant portion of teacher evaluations. Because the DC CAS-based measures will be available in the summer, LEAs have flexibility in demonstrating how they are using the complete evaluation to inform human capital decisions. For example, an LEA may indicate that it is providing both preliminary decisions about hiring in the spring and final evaluation reports in the summer. Or an LEA may demonstrate that it is using both current and prior year evaluations (including prior evaluations that include student growth) to inform human capital decisions. However, all LEAs will have to demonstrate that the annual evaluation is used to inform human capital decisions.

LEAs will also indicate on the Teacher Evaluation Template how individual teachers are rated (using unique teacher identifiers) and the decisions made about that teacher with respect to retention, and/or removal. During the monitoring process, OSSE will question a significant disconnect between teacher ratings over time and these decisions, for example, if many teachers rated “1” are retained.

SUFFICIENT	LIMITED⁴	NOT PROVIDED
There is clear evidence that teacher evaluation results inform human capital decisions.	There is very little evidence that teacher evaluation results inform human capital decisions.	There is no evidence that teacher evaluation results inform human capital decisions.

Label: _____

Section 4 Comments/Feedback:

⁴ If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Section 6 – Divides effectiveness into four tiers.

LEAs will provide narrative descriptions for each tier that describe the full spectrum of performance. The narrative will describe the competencies and skills a teacher at each level is expected to master. LEAs will also describe how a teacher’s evaluation score translates into a tier using their evaluation rubric. Finally, after a year of implementation, LEAs will complete the Teacher Evaluation Template, indicating how individual teachers are rated. LEAs should consider the following general guidance in their ratings:

- highly effective teachers consistently achieve high scores on all elements of an LEA’s evaluation system;
- effective teachers are proficient on almost all elements of a school’s evaluation system;
- minimally effective teachers are those who need additional support in several of the elements of a school’s evaluation system; and
- ineffective teachers are those who are struggling in most of the elements of a school’s evaluation system.

SUFFICIENT	LIMITED⁵	NOT PROVIDED
Four tiers of performance that describe the full spectrum of performance are very clearly defined.	The definitions of the four tiers of performance are vague, do not describe a full spectrum of performance, or are incomplete.	The LEA does not have definitions for each tier.

Label: _____

Section 6 Comments/Feedback:

⁵ If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Section 7 – Is used to provide teachers with timely and constructive feedback.

LEAs will provide evidence of an evaluation process that includes multiple observations and regular feedback. The feedback will reference the language of the LEA’s observation rubric. Evidence of timely and constructive feedback may reference evaluation documents that describe multiple formal and/or informal observations and a post-observation feedback process or another process for providing written or verbal feedback. Other evidence of timely and constructive feedback may be included, as long as it demonstrates that teachers are receiving specific feedback throughout the school year.

SUFFICIENT	LIMITED⁶	NOT PROVIDED
The LEA demonstrates it is giving teachers timely and constructive feedback at several points throughout the school year.	The LEA demonstrates it is giving teachers timely and constructive feedback once during the school year.	The LEA did not provide evidence that it is giving teachers timely and constructive feedback.

Label: _____

Section 7 Comments/Feedback:

⁶ If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Principal Evaluation System Requirements

1. **Student growth is a significant portion of principal evaluation**
 - a. **Student growth counts for 50% of a principal's evaluation in a school with tested grades and subjects.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Principal Evaluation Template. LEAs should indicate that a DC CAS based measure will account for 30% of the evaluation rating and may choose another assessment or measure to account for the remaining 20%.
 - b. **Student growth counts for 20% of a principal's evaluation in schools with no tested grades and subjects.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Principal Evaluation Template. LEAs should indicate what measure/s will be included in evaluations of principals in schools with no tested grades and subjects.
2. **The LEA has an annual evaluation process.** The LEA will reference its unique evaluation documents that indicate that the LEA has an annual evaluation process for every principal and will make available evidence that evaluations have occurred during the monitoring process.
3. **Use evaluations to inform human capital decisions.** LEAs will explain how evaluation information will inform human capital decisions such as decisions about principals' professional development, compensation, promotion, retention, and/or removal. For example, an LEA might indicate that principals who are highly effective will be considered for a bonus and those who are rated ineffective will be coached by a mentor. During the monitoring process, OSSE will question a significant disconnect between principal ratings over time and these decisions, for example, if many principals rated "1" are retained.
4. **Includes multiple, qualitative measures of performance.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Principal Evaluation Template. The components must include more than one qualitative measure. Evaluation systems may include the following qualitative measures of performance:
 - a. Parent, staff, and/or student surveys
 - b. Compliance with state or federal regulations
 - c. Compliance with special education requirements
 - d. Principal leadership and competencies
 - e. Measures of teacher practice
5. **Includes school-specific goals.** LEAs will include more than one, measurable, school-specific goal. These goals may also be the system's student outcome metrics. For example, if an LEA includes DC CAS scores as its student outcome metric and gives principals a score of 1-4 based on growth, they may also have a DC CAS school-specific goal to increase student growth by 10%. Following are examples of school-specific goals:
 - a. Student performance will increase by 5% on the DC CAS.
 - b. Parent participation in the school survey will increase by 20%.
 - c. The achievement gap will close by at least 3 points.
 - d. Graduation rates will increase by 10%.

- e. Attendance rates will average 95%.
 - f. Detentions will decrease by 10%.
6. **Divides effectiveness into four tiers.** LEAs will provide narrative descriptions for each tier that describe the full spectrum of performance and outline the competencies and skills a principal at each level is expected to master. After a year of implementation, LEAs will complete the Principal Evaluation Template, indicating how individual principals are rated. LEAs should consider the following general guidance in their ratings:
- highly effective principals consistently achieve high scores on all elements of an LEA's evaluation system;
 - effective principals are proficient on almost all elements of a school's evaluation system;
 - minimally effective principals are those who need additional support in several of the elements of a school's evaluation system; and
 - ineffective principals are those who are struggling in most of the elements of a school's evaluation system.

Instructions: Please complete the template below indicating the components of your evaluation system. Columns A-E should indicate the component of the evaluation system and the weight it represents (for example, leadership rubric, student achievement). These columns should be completed with the submission of the principal evaluation plan. The actual scores should be completed one year after implementation of the principal evaluation plan. LEAs should indicate the score for each component of a principal’s rating and the Final Score column should indicate the total score each principal received. The Final Evaluation Rating column should indicate the rating each principal received. Please see the example template below for further guidance.

Principal Evaluation Template									
PrincipalID	Evaluation Components					Final Score	Final Evaluation Rating (e.g. Highly effective, effective)	Date of Final Evaluation Rating	School's Action (retained, not rehired, promoted, etc.)
	30%	20%	%	%	%				
	A DC CAS Based Measure	B Other Achievement Measure	C	D	E				
1234									
1235									
1236									
1237									
1238									

Example Principal Evaluation Template										
PrincipalID		Evaluation Components (score for each component)					Final Score	Final Evaluation Rating (e.g. Highly effective, effective)	Date of Final Evaluation Rating	School's Action (retained, not rehired, promoted, etc.)
		40%	20%	30%	5%	5%				
		Schoolwide Growth	School Specific Goals	Leadership Framework	Family Engagement	Special Education Compliance				
1234		3	3	3	4	2	3.0	Effective	August 15, 2011	Retained

Principal Evaluation Plan Rubric

Section 1- Student growth is a significant portion of principal evaluation.

- a. **Student growth counts for 50% of a principal's evaluation in tested grades and subjects.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Principal Evaluation Template. LEAs should indicate that a DC CAS based measure will account for 30% of the evaluation rating and may choose another assessment or measure to account for the remaining 20%.
- b. **Student growth counts for 20% of a principal's evaluation in schools with no tested grades and subjects.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Principal Evaluation Template. LEAs should indicate what measure will be included in evaluations of principals in schools without tested grades and subjects.

MEETS CRITERIA	DOES NOT MEET CRITERIA
The evaluation template indicates that student growth counts for 50% for tested grades and subjects and 20% for non-tested grades and subjects.	The evaluation template is not complete or does not indicate that student growth counts for 50% for tested grades and subjects and 20% for non-tested grades and subjects.

Label: _____

Section 1 Comments/Feedback:

Section 3 - Use evaluations to inform human capital decisions.

LEAs will explain how evaluation information will inform human capital decisions about principals such as decisions about professional development, compensation, promotion, retention, and/or removal. For example, an LEA might indicate that principals who are highly effective will be considered for a bonus and those who are rated ineffective will be coached by a mentor. During the monitoring process, OSSE will question a significant disconnect between principal ratings over time and these decisions, for example, if many principals rated “1” are retained.

SUFFICIENT	LIMITED⁷	NOT PROVIDED
There is clear evidence that principal evaluation results inform human capital decisions.	There is very little evidence that principal evaluation results inform human capital decisions.	There is no evidence that principal evaluation results inform human capital decisions.

Label: _____

Section 3 Comments/Feedback:

⁷ If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Section 5 – Includes school-specific goals.

LEAs will include more than one, measurable, school-specific goal. These goals may also be the system’s student outcome metrics. For example, if an LEA includes DC CAS scores as its student outcome metric and gives principals a score of 1-4 based on growth, they may also have a DC CAS school-specific goal to increase student growth by 10%. Following are examples of school-specific goals:

- a. Student performance will increase by 5% on the DC CAS.
- b. Parent participation in the school survey will increase by 20%.
- c. The achievement gap will close by at least 3 points.
- d. Graduation rates will increase by 10%.
- e. Attendance rates will average 95%.
- f. Detentions will decrease by 10%.

MEETS CRITERIA	DOES NOT MEET CRITERIA
The evaluation system includes more than one measureable, school- specific goal.	The evaluation system includes one or no measureable, school-specific goals.

Label: _____

Section 5 Comments/Feedback:

